

“GONE FISHING”—IN SPACE

Brooklyn College Scientists Take Aquatic Experiment To NASA Launchpad

By Gary Schmidgall

The two half-inch flecks of iridescence are lolling in your typical living-room size aquarium. If they seem to be preening, it's because in January they went where fish have seldom gone before: into space on NASA's shuttle Endeavour. (Some guppies, sent up by the Japanese in 1994, got there first.) They look none the worse for wear in their Brooklyn College quarters, in spite of an intense period of debriefing. Taped on the glass is a sign that reads “We visited the Mir Space Station.” And thereby hangs a... swordtail—or to be quite accurate, *Xiphophorus helleri*.

Standing next to me, obviously in his element amid dozens of similar tanks, is Distinguished Professor of Biology Martin P. Schreiber, the Director of Brooklyn College's recently established Aquatic Research and Environmental Center (AREAC). A voluble, congenial presence whose normal pace seems to be fast-forward, Schreiber is justly proud of his delicately-finned tropical astronauts and eager to talk about the years of planning that culminated in the January 22 launch, at which, of course, he and a College entourage were present. (A Brooklyn College pennant went aloft and, as of my visit to AREAC, had not yet arrived back at Ingersoll Hall.)

“It all began about ten years ago at a conference on fish physiology in Newfoundland. At a party after one of the sessions—and possibly, I thought, after a few too many drinks—a German scientist, Dr. Volker Blüm, began regaling me with the idea of sending fish into space.” Blüm and Schreiber had known of each other's work, but they had never met. Blüm's specialty was *Xiphophorus helleri*, Schreiber's the very similar platyfish, *Xiphophorus maculatus*, and Blüm urged a collaboration. “He seemed sober, but still I laughed and thought, ‘I'll never hear from this guy again!’”

But when Schreiber learned later that NASA and Germany's space agency had funded a 10-year project proposed by Blüm, he became quickly serious and signed on. Thus began several years of planning and engineering that produced the fish container, which, this being space research, has its own acronym: CEBAS. That is, Closed Equilibrated Biological Aquatic System.



Five NASA astronauts being introduced to their fishy payload, lower right, in preparation for a January 22 launch.

At first, the CEBAS team entertained a plan for a 100-liter aqua-rack that would repose in the shuttle's cargo bay, but this was deemed too bulky and expensive. Developed instead was a scaled-down 9-liter miniature CEBAS approximately 2' x 2' x 1'. It could be stored in one of the lockers underneath the flight deck that NASA found could be made available for the experiment.

With each shuttle flight priced at about \$400 million, NASA leaves nothing to chance. Schreiber describes a long period, subsequent to NASA approval, of constant evaluation, regular deadlines for development, and, finally, several bouts of PVT, or pre-verification testing. “PVT's are complete dress rehearsals, down at Cape Kennedy, with practically everything but

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Final Approval Near For Promising State Budget

As *CUNY•Matters* went to press, the New York State Assembly and Senate passed, on April 14, a budget for the fiscal year 1999 that included \$127 million in additional operating and financial aid funding for higher education (above the Executive Budget proposal). The budget is under review by Governor George Pataki, who has the power to veto specific items approved by the State Legislature.

At press time, the budget provides The City University increased funding in several significant areas. At the senior colleges, \$4.5 million is earmarked for 90 new faculty positions, \$3.9 million in added funds for SEEK programs, and another \$1.2 million for wider provision of child care. Full-time senior college students will receive a \$65 stipend for the purchase of textbooks.

Community colleges stand to benefit in several ways, notably \$8.45 million to raise base aid per Full Time Equivalency by \$150 (from \$1,900 to \$2,050, an increase of nearly 8%). \$3 million is allotted for 60 new faculty positions, and over \$1 million will go to increased child care and College Discovery programs.

CUNY will also share in statewide increases in aid for part-time study (\$5 million, a 33% increase to \$19.6 million), freshman summer opportunity, STEP/CSTEP, and teacher opportunity programs (\$8.9 million).

One major new feature of the Legislature's budget is the first-ever approval of a five-year capital budget (1998/99 through 2002/03), originally recommended by Governor Pataki. A total of \$1 billion will be distributed in yearly \$200 million installments for such projects on CUNY campuses as Phase II at John Jay College (total cost, \$352 million), a new West Quad Building at Brooklyn College (\$76 million), renovation of Powdermaker Hall and a new Center for Molecular and Cellular Biology at Queens College (\$70 million), as well as a total of \$320 million for a variety of renovations to ensure health and safety, access for the disabled, preservation, and energy conservation.

Community colleges will receive \$210 million for similar projects. Kingsborough Community College will receive \$18 million for its Academic Village Complex, and \$20 million will be devoted to LaGuardia Community College's Center III.

FEATURE INTERVIEW—PART TWO

Chancellor Kimmich On the Challenges for CUNY

In the Winter Issue, *CUNY•Matters* presented an introductory interview with the City University's Interim Chancellor **Christopher M. Kimmich**, who was appointed to the position on November 24. The Chancellor described his early years spent in his native Germany and his experiences as a student, teacher, and administrator—primarily at Brooklyn College, where he was most recently Provost and Vice President for Academic Affairs. Continuing the interview late in March, **Elizabeth Rosen** met with him in his office at 80th Street. Several important issues and initiatives currently being implemented or debated within the CUNY community are discussed:

ER: What is the biggest surprise you've had since taking over the Chancellorship?

CK: Surprise? I'm not sure that's the right word . . . though I would say that I hadn't fully anticipated the scope and intensity of the Chancellor's work outside the University—testimony at legislative hearings; conferences, panels, symposia; meetings with alumni and friends of the University, with public figures, with members of the City, State, and Federal governments. I marvel at how much time is invested in

dealing with the political dimension of academic issues. There are so many constituencies—valid ones, too—all of whom have a different take on academic proposals. All of them have to be listened to, considered, responded to. I wouldn't say “surprised” because this was part of my experience at Brooklyn College too, but at this level it doubles, triples.

ER: How do you handle the increasingly public role and longer hours? Homesick for Brooklyn?

CK: I'm always homesick for Brooklyn! Our move to Manhattan, to the Chancellor's residence, has cut down on the time I used to spend commuting—an hour and a half each way. I can walk to the office—a life-long ambition. The hours are still long, but that's been a habit with me. I don't resent it. Quite the contrary: having a chance to help shape CUNY's future, if only for a little while, is exhilarating.

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CUNY Chancellor Kimmich, left, with Lew Rudin, Chairman of the Association for a Better New York. Kimmich delivered the keynote address at an ABNY breakfast on March 11. Photo, André Beckles

ER: In a speech before the Association for a Better New York recently, you called the University as “one of the gems” of the U.S. educational system. Do you see it at the forefront of education?

CK: Very much so. The more the U.S. becomes urbanized, the more demand there will be for the kind of education we are pioneering. There is nothing like this university anywhere in the country or, for that matter, in the world. It reaches out to an extraordinarily diverse and highly distinctive student body in diverse and distinctive ways...is in the vanguard of where this country is going in educating urban populations.

ER: I want to move now into some of the problems that it has fallen to your Chancellorship to solve. One occurred close to home and centered around teacher certification. How do you view the low pass rate, and what changes should be made to remedy this?

CK: At the risk of slight exaggeration, I think the low pass rate is illusory. Not least because the State data are not always accurate. Students taking the exam indicate that they are affiliated, say, with Brooklyn or Queens, whereas in fact they are not and never have been. Once the data are cleaned up, the University record looks much better. Also, any standardized test has its flaws. The question arises: Are we preparing students for the teaching profession or for passing certification tests? For now, these tests are clearly part of the process, so we need to help our students get through them and into the profession.

The larger issue is improving what we do in the classroom for prospective teachers. Let me elaborate. First, it's clearly on the local level—in the nine colleges with teacher programs—that we need to reconsider and rethink what we offer. Where this is not already being done, we should try to bring students into a wider framework of the liberal arts and sciences—exposure that will give them more confidence in the classroom. We should work harder to attract the best students to the teaching profession, not least by conveying our high expectations. I've always found that when you set high standards, students rise to meet them. We must consider what incentives we need to offer to persuade them to enter this career path.

There is simply no excuse for not putting the best trained, best qualified teacher in front of a 4th-grade or 7th-grade or 10th-grade class. The students they have will be ours in due course. The fact that CUNY supplies a substantial proportion of the City's teachers imposes a special obligation on us, and we have a responsibility to meet that obligation.

ER: That brings me to a related question. One of the goals of the Comprehensive Action Plan—the proposal to strengthen the preparation of students entering the University, now being considered by the Board of Trustees—is to build a stronger partnership with the Board of Education. Can you describe ways in

which you want to expand this relationship?

CK: Largely by building on and strengthening activities already in place. The University and the Board of Education have a history of collaboration. The College Preparatory Initiative is probably the best-known instance. The CAP proposal proceeds from where we are now. Consider these examples. Our budget request this year includes funds to expand the College Now program at Kingsborough Community College, which has been notably successful in the 25 high schools in which it has run. It provides very effective early intervention into the lives of college-bound students. College Now provides them with basic skills instruction, college-level courses, counseling . . . and gives them a future to focus on.

Another program we hope to build on is Math Now, which tests mathematics skills of juniors in high school and gives them a chance to address deficiencies and reduce the need for remediation later. Our hope is to extend that approach to writing and reading.

A third area of collaboration that could be expanded is the summer intensive English language program, which was piloted last year at two campuses for students entering college and could well be extended now to students enrolled in high school.

We're talking now about these things with Chancellor Crew and his staff.

There's no question that the University is in the forefront in the development of effective immersion and remediation strategies. We can and must build on these, and I know the Board's Committee on the “seamless transition” from high school to college is doing just that.

ER: Did the storm of protest that greeted the proposed Comprehensive Action Plan surprise you?

CK: Not entirely. Let me explain where I came in. I had two perspectives: first, that the University is very different from what it once was; it is no longer solely for the gifted students of the palmy days that everybody talks about. It now serves a much wider, more diverse constituency. There's no going back to some mythical golden age prior to open admissions. In my ABNY speech I said we will never be “exclusive” again—we are going to be “inclusive.” I believe this strongly. We have crossed a watershed into a broader, wider constituency. Public institutions like ours and like government itself are now thought to have broad obligations, and that means reaching out. How we meet this challenge in the late 1990s is what we must focus on.

And second . . . CUNY must “be there” for everyone, but not every college is there for everyone. One of my themes since arriving here has been that each college should be in a position to define itself and its mission within within broad parameters set by the University. I don't think the Board or the Chancellor can tell the President of Queens College, say, or the President of Queensborough Community College how best to run his institution. They and

A RECORD-SETTING PLEDGE

Spectacular Gift Boosts Baruch School of Business

On March 3 Baruch College President Matthew Goldstein announced that the College's School of Business would be receiving the largest cash gift ever donated to a City University campus, \$18 million, from Lawrence and Carol Zicklin.

Zicklin, a Class of 1957 graduate of Baruch, is the managing principal of Neuberger & Berman, an investment firm with \$55 billion in assets under management. Zicklin is also president of the Jewish Communal Fund and an adjunct professor at New York University's Stern School of Business and at the Wharton School at the University of Pennsylvania. Carol Zicklin is a Brooklyn College graduate who has spent most of her career as a consultant to teachers of students with learning disabilities.

“Without Baruch, I wouldn't have gone to college, met my wife, attended the Wharton School, or become a partner in Neuberger & Berman. In other words, I wouldn't be where I am today,” Zicklin explained. “I thought that if I came forward with this type of gift, others who owe their success to Baruch might follow.”

The Zicklin gift will be used to create a top-tier 300-student full-time MBA program and to recruit exceptional students and top-rank faculty to the School.

On March 23, the CUNY Board of Trustees approved the naming of the Baruch School of Business in Zicklin's honor, and subsequently the New York State Senate and Assembly passed a joint resolution acknowledging “the extraordinary and selfless generosity of Larry and Carol Zicklin.”



Lawrence Zicklin. Photo, Michael Mella

their faculties know their college better than anyone—the demography of their student body, the academic requirements for the degrees they offer, the expectations they have of incoming students. The individual campuses need that kind of autonomy—and responsibility.

ER: How does remediation fit into this picture?

CK: If you are interested in upholding autonomy on the campuses, as I am, then much of the decision-making on remediation must be done at the colleges. There are some very effective remediation practices there. For example, in my own local experience at Brooklyn, where some years ago we instituted a summer pre-freshman immersion program, an intensive five-week program for those who had failed one or more of the skills tests. The pass rate of students coming from this program was just phenomenal—last summer, I believe, the pass rate for writing was 75% and for math somewhere in the 90s. Pilot programs that succeed so well are the ones we should be taking as models.

For me the trouble is this: at the community colleges, of the entrants who fail the three skills assessment tests, 40% are gone within one year, lost to CUNY, lost to higher education. It's very doubtful they transfer to other schools; they are lost; it is not a good experience—nor for us. I'm deeply affected by data like that. We need to reach out to students facing this challenge before they fall over the edge and into that 40%.

ER: What is an appropriate response at this threshold point in their careers?

CK: Expand our efforts at early intervention, especially, as the CAP proposal envisions, in the summer before college entrance, before students face the rigors

and demands of college work. Also, streamline our remediation offerings, refocus them where necessary. We want to be mindful of a student's work and family obligations, but we must also bear in mind educational principles, the standards we set for our students and ourselves.

Clearly, the Plan has changed since I proposed it in mid-February. It has also become the focus of far-flung debate, partly, I think, because it's become conflated with the matter of our commitment to open admissions. And it's been battered because data have been thrown out for discussion that relate not to the CAP proposal but to more radical alternatives that have been proposed.

I don't think a plan that addresses the issues I've raised would be all that controversial, were we not operating in a political context that has heightened the rhetoric. As so often in CUNY's history, academic problems have taken on a political cast, which makes it hard to arrive at what might be reasonable.

ER: How do you respond to one criticism of the plan, namely, that limiting remediation at the community colleges will affect minority students especially harshly?

CK: I'm not aware of evidence that would support that claim. Students who come directly to the colleges from high school—as 58% of our students do—come with very uneven preparation. We live with that. What we are saying is that we want remediation at the “front end” rather than allowing it to continue over long periods of time. This does not single out minority students in particular. I've heard the argument that some schools serving neighborhoods with large minority populations are not doing a good job preparing students.

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Grandeur Restored—and Honored



The New York Landmarks Conservancy did not require a great leap of imagination in choosing an appropriate site for its 1998 Lucy G. Moses Preservation Awards ceremony. The Great Hall within Shepard Hall, on the Hamilton Heights campus of City College, offers a spectacular venue for special convocations and was also among the nine honorees of these Awards, the highest conferred by the Conservancy.

The Conservancy cited the "magnificent space that recalls the medieval castles of *Ivanhoe*," which is a crucial element of the Collegiate Gothic academic complex designed by George B. Post and opened in 1907. The massive project, part of the entire renovation of Shepard Hall, was presided over by The Stein Partnership, Architects. It featured painstaking rehabilitation and replacement of decorative detailwork using modern substitute materials, a new limestone floor (the original

floor, it was discovered, was cost-cutting concrete), upgraded mechanical systems, and refinished woodwork.

Seen at the far end of the Hall is "The Graduate," by the prominent muralist Edwin H. Blashfield. The composition features Alma Mater dispensing a diploma and gesturing to a statue of Wisdom. Among the several dozen bystanders are Shake-



speare, Galileo, and Beethoven. Also pictured here are two grotesques glowering underneath the balcony, the Hall in mid-

renovation, and a view of its elegant English collegiate Gothic columns and arches.

Carl Stein, whose firm has been working on Shepard Hall for ten years, observes, "One of the highlights for me is that the renovation of the Great Hall was made possible through savings achieved in other parts of the Shepard renovation." He is also proud of the high-tech lines, outlets, and flexible lighting system embedded in the Hall, which will give the space a wide variety of potential uses.



The Great Hall was in celebrated company. Among other honorees were the Chrysler Building, the 20-acre Ravine in Prospect Park laid out in 1866-73 by Frederick Law Olmsted and Calvert Vaux, and the Enid A. Haupt Conservatory at the New York Botanical Gardens, a massive glass greenhouse first opened in 1898.

John Morning, for several years a member of the Conservancy's Awards Committee and this year its chair, was appointed last year to the Board of Trustees of the City University. ●

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But why not meet the needs of these students head-on with early intervention with immersion programs and block programs, rather than tailing off into discouragement and dropping out? Efforts to dismiss the Plan as anti-minority are just not persuasive.

ER: You have talked about expanding the language immersion program and the basic skills programs. How do you foresee these being staffed?

CK: As the schools move forward with plans to raise academic standards, I don't think we're likely to find significant increases in ESL and remedial populations. So the real question is how do we redeploy existing faculty and staff now serving remedial students, as we shift from academic-year to summer programs and intersession modules. I don't expect significant difficulties staffing these programs. We have flexible teaching power now; it will be there for us in the future. Adjuncts, for example, who can be very good in the classroom, are also more flexible in their work schedules. I'm confident these summer initiatives can be staffed.

ER: You have just touched on a topic of national debate: the current heavy reliance on adjunct teachers in higher education. What is your feeling about CUNY's level of reliance on them?

CK: The ideal, the original intent, in fact is to rely on adjuncts primarily to offer courses in areas not covered by full-time faculty. New York has an enormous pool of experts in subjects where courses need be given only once a year or every two years. The increasing reliance on adjuncts to do just plain core teaching, as full-time faculty lines have been cut, is a matter of serious concern for the colleges. The University's preferred ratio is 70/30, full-time to adjunct faculty. We're not there now. We must begin to rebuild the full-time faculty; the decline over the last decade or so needs to be reversed. I would like to see a multi-year plan for this, similar to CUNY's multi-year capital budget plan, to increase the faculty steadily over time. I think many of our present adjuncts—who know CUNY and are well-credentialed—would be good candidates for these new positions.

ER: You've mentioned that CUNY really serves New Yorkers from the cradle to the grave. A major component of that community service is providing a workforce. How do you see CUNY's role in responding to the changing needs of the local economy?

CK: That brings to mind the role of the community colleges, whose degree and certificate programs are the front line for

responding to changes in the economy and the marketplace. The challenge we are quite good at meeting—though I think we could do it better—is that of becoming sufficiently flexible in our ability to respond to the changing needs of New York City and State as the economy evolves, as we need more service jobs, as information becomes a significant commodity. By their very nature, the community colleges, I think, can respond quickly and effectively to changes in the regional economy. I notice now that, as these colleges propose new programs or modify existing ones, as they strike out into new territory, that they're "listening" to incipient changes in the marketplace, to new opportunities.

And another point. These colleges are in the business of reaching into and serving their communities, providing job-seekers at all stages of life with a chance, sometimes a second chance, to enter the workforce, to re-tool and upgrade their job skills. They are ideal channels into areas where "upsizing" is the trend.

ER: And the senior colleges?

CK: They are as committed as they ever were to educating the professional cadre that serves this City—and beyond. No one at the University doubts the quality of our graduates. The admission of our graduates to top-flight professional and graduate schools, the presence of our alumni in all walks of life, attests to that. Someone suggested equipping every person who has graduated or received training from CUNY, or who is related to a CUNY student or graduate, with some kind of permanent identifying mark. We would find ourselves virtually drowning in people who have been touched by the University. If the "invisible" CUNY presence in our city were suddenly made visible, it would show how formidable, how truly influential, the University is in our lives.

GOOD NEWS ON A SILVER ANNIVERSARY

Sophie Davis Student Wins \$10,000 Fellowship

Successfully competing with 126 other medical students, Michelle Soto, a fifth-year student at the Sophie Davis School of Biomedical Education at CCNY, was among this year's 15 recipients of a \$10,000 fellowship from the National Medical Fellowships and the W.K. Kellogg Community-Based Training Fellowship Program for Minority Medical Students.



Michelle Soto

Soto will spend part of her fellowship tenure at the Medical Center of Camden-on-Gauley, West Virginia, where she will study rural health problems. She will also complete the last two years of study leading to her M.D. at the SUNY Health Science Center in Brooklyn.

The Sophie Davis School of Biomedical Education offers a unique B.S./M.D. program to selected top-ranked high school seniors. During their five years in the School, students complete both their undergraduate college work and the content of the first two years of medical school. Each student then transfers to one of seven New York State medical schools, where they pursue clinical studies for two additional years. The School is celebrating its 25th anniversary and has more than 1,150 graduates. ●

A CONFERENCE AT LAGUARDIA

FACULTY DIVERSITY: THREAT OR CHALLENGE?

The CUNY Affirmative Action Committee invites faculty and administration involved in the hiring process to attend the conference Faculty Diversity: Threat? or Challenge?, featuring nationally known scholar Dr. Troy Duster, Professor of Sociology and Director of the Institute for the Study of Social Change at the University of California, Berkeley. Dr. Duster will lead an inquiry into this pivotal issue facing colleges and universities across the nation.

The conference will be held on Friday, May 8th, 1998 at 9 a.m. at The Little Theater of LaGuardia Community College. For more information or reservations, contact, (212) 794-5374.

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Eloquence of Former Chancellor Sparks Major CCNY Bequest

By Stephen Leberstein

Executive Director, the City College Center for Worker Education

Former Chancellor Joseph Murphy left behind many important legacies at The City University, and one of them became a reality, by sad coincidence, just a day after he was tragically killed in an automobile accident in Ethiopia on January 17.

For on January 18 Frances S. Patai, a City College alumna, died of cancer, leaving a bequest estimated at about a half-million dollars to the City College Center for Worker Education. The central purpose of the bequest is to fund courses on the Holocaust and a prize for research and writing on the work of women volunteers in the anti-fascist struggles of the 1930s. The bequest is the first for the Center, which offers CCNY's Bachelor's degree program for working adults in lower Manhattan. Established in 1981, the Center is the University's oldest worker education program, with nearly 900 enrollees this year.

The connection between Ms. Patai and the Center is a true New York (and CUNY) story. Last May, Patai attended the annual luncheon of *Jewish Currents*, the magazine of Jewish secularism edited by Morris U. Schappes, CCNY class of 1928. Mr. Schappes also taught English at the College from 1928 until he was fired in 1941, along with more than 50 others, in the notorious purge conducted by the communist-hunting Rapp-Coudert State Legislative committee (one of the state versions of the Congressional House Unamerican

Activities Committee). The 1997 luncheon marked the special occasion of Schappes' 90th birthday, and several hundred supporters took part in a lively meeting at the Workmen's Circle.

Among the featured speakers was Joe Murphy, who had met Schappes in the early 1970s, when Schappes first started teaching Jewish history at Queens College where Murphy was President. Joe greeted the group in his earthy Yiddish, wished Morris the traditional *hunderd un tsvanzig*, and spoke about his own Irish-Polish immigrant background. He then recounted how his father crossed the Atlantic not once but twice before winning the right to enter the U.S.

But in his talk he also reminded his audience, many in their 70s and 80s, that, had it not been for City College, they wouldn't have had the chance for an education and a better life than their immigrant parents and ancestors had had. During their own college days, he pointed out, public colleges, overcrowded and underfunded, were vilified in the Hearst press and investigated by a legislative committee for "poor management" and political radicalism. He asked his audience last May to raise their voices again in defense of the University, as it faced a new, politically motivated attack, one that would deny an education to large numbers of working-class students.

Patai was in the audience and must have been moved by Joe's eloquent and impassioned challenge. Afterward, he reminisced later, she came up to him and asked for his advice. She wanted to endow a fund, she later wrote him, that would "support the studies of today's students...

the counterparts of earlier generations. . . [about] the epic tragedy of the Nazi Holocaust." She hoped students would be able to learn to "analyze how bigotry can shape, reflect, promote, and legitimate genocide."

She explained to him that she was a City College graduate (B.S. 1955 and M.A. 1957), adding that "the College gave me a free education that enabled me to work all day (often in factories), attend classes at night, and work my way out of poverty's entrapment." She also said she wanted "to give new students opportunities to realize their potential, too."

Joe made a *shidekh*, a match, directing her attention to the Worker Education Center: like Patai at an earlier time, students at the Center work all day and go to classes at night, hoping for a better future with a college degree in hand.

I arranged to meet Patai at the June benefit concert of the New York City Labor Chorus, in which she sang. During intermission I found her backstage, somewhat breathless, and we shared our amazement at the unflagging vitality of Pete Seeger, who had just performed on the program. Soon after, we had a short time to get acquainted, and she visited the Center in the evening to meet its students and teachers. She clearly wanted to make sure it was a "real" college where working people were serious students!

We went on, very speedily, to negotiate the details of Patai's proposed bequest, which seemed to me a little unreal, since



Generous CCNY donor, member of the National Writers Union, and vigorous social activist Frances Patai, foreground, demonstrating in front of Simon & Schuster over unpaid royalties in 1981. Photo courtesy of the Gary Schoichet Collection, Robert F. Wagner Archives, New York University.

she radiated such a vigorous, engaged presence. And she was about to go off to Spain to read a paper at an international historical conference.

Patai, who was a longtime instructor at John Jay and Borough of Manhattan Community Colleges, in fact had a very colorful life as an actress, a model, a writer deeply interested in the struggles against fascism in the 1930s, a member of the National Writers Union, and an activist. She told Joe that she looked forward "to our working together in the interests of a cause in which we both believe."

We could not have imagined how soon—and simultaneously—the cause would lose two of its most dedicated supporters.

A reception in honor of Frances Patai and her generous gift is planned for May 21 at 6 p.m. at the Center for Worker Education, which is located in Tribeca at 99 Hudson Street (6th floor). A splendidly apt highlight of this celebration of her life will be a performance by the New York City Labor Chorus of songs from the Spanish Civil War. ♦

OTHER LIVES

A Plenty of Kente

Luberta Mays has been an educator for more than 40 years. In fact, 25 of her years as a teacher were spent at Medgar Evers College. During Dr. Mays' career she rose to be the College's Acting Dean of Academic Affairs and Deputy to the President. She retired in 1992.

If you ask her, she will tell you teaching was always her first love—which easily explains why she continues to teach education courses at the College as an adjunct. In recent years, however, Mays has found a second love, which is just as rewarding and fulfilling: she has become an accomplished weaver.

Mays tells of graduating in 1948 from high school in Prospect Heights and going into advertising as a graphic artist. "One day my mother said to me, '\$10 a week is not enough—you should go back to school.' I did, and I put art away for a long time."

Then, while teaching at Medgar Evers, Mays began casting about for ways to dust off her "art," trying ceramics at first, then taking a course from a Swedish weaver at Queens College. "The teacher found out I had no weaving experience and doubted I

could take her course," Mays remembers with a laugh, "and I just said, 'Oh, I can take the course!'" She did and, to borrow a phrase from knitting, was hooked.

Mays' Queens home boasts a handmade loom from Ghana. It is 42 inches wide and has 16 heddles (strings the threads go through to determine the intricacy of the design), and it was a gift from a Ghanaian master teacher, Osei Antobe. He taught Mays to weave authentic Kente cloth when she visited Africa in 1990. The term Kente comes from the word "kenten," which refers to basket-weaving.

The village she visited, Bonwire, is just outside Kumasi, the cultural capital of Ghana. The Ghanaian loom is a series of slats and poles mounted on a square base. When she returned to New York, the loom was disassembled, and she was able to transport it back in several boxes.

Mays has been weaving for more than 20 years. She has studied at the Philadelphia College of Textiles and at the Fashion Institute of Technology. Two years ago she was

invited to demonstrate the weaving of Kente cloth at the Guggenheim Museum in conjunction with an African exhibition. "I was a little worried, because my Ghanaian loom was meant for out-of-doors weaving, preferably with a ditch and a rock handy, not the Museum's polished floors," she recalls. "But it worked beautifully." Many of her own original creations were also on display.

Currently, Mays is attempting to computerize Kente weaving methods on the Compu-dobby loom, a computer capable of a programmed weaving pattern. If she succeeds, it will be the first time in the Kente weaving tradition. Kente design is a kind of inlay, meaning that it requires a hand manipulation to achieve a pattern. Mays' challenge is to map on graph paper what threads the Compu-

Dr. Luberta Mays demonstrating the weaving of Kente cloth at the Guggenheim Museum.



dobby must pick up to simulate the hand inlay. The breakthrough, she says, is imminent. ♦

Know of a CUNY faculty member, staff person, or student with an interesting "other" vocation or avocation who might be featured in OTHER LIVES? Drop the Editor of *CUNY•Matters* a line.

Investing in
New York's Future:
The CUNY Portfolio



A Report on the Economic Impact of
The City University of New York

BY THE NUMBERS

Investing in New York's Future: The CUNY Portfolio

Following are highlights from a new report on the economic impact of The City University on New York City and State that has just been published by the Office of University Relations.

- ❖ The University's direct impact on New York's economy and tax base is \$7.2 billion. The U.S. Department of Commerce uses a standard "multiplier" of 1.9 to calculate the impact of education expenditures. This yields a total impact of **\$13.7 billion**, more than ten times the size of the CUNY budget.
- ❖ CUNY graduates and employees generate **\$778 million** in State and City tax revenues yearly.
- ❖ Approximately **a third of a billion dollars** for construction and renovation was infused into New York's economy this past year.
- ❖ In addition to tuition, CUNY's students spend approximately **\$800 million** each year (\$81 million for books alone).
- ❖ Approximately **460,000 CUNY graduates** from 1970 through 1997 reside and pay taxes in New York.
- ❖ Well over half of CUNY's students come from households with total income of less than **\$25,000**, while the mean annual earnings of the holder of a Bachelor's degree, nationwide, is **\$37,224**.
- ❖ In fiscal year 1997, the CUNY Research Foundation coordinated the receipt of more than **\$95 million** in federal and private grants, contracts, and awards.
- ❖ This year the largest cash gift ever received by a CUNY college, **\$18 million**, was pledged by Baruch College alumnus Lawrence Zicklin and his wife Carol. The Baruch School of Business will be named in his honor.
- ❖ Ten years after graduation **80%** of CUNY alumni continue to reside and work in New York.
- ❖ CUNY graduates from 1970 to 1997 spend **\$4.6 billion** more in New York each year than they would if they had not earned their degrees.
- ❖ The 1998 CUNY Big Apple Job Fair attracted **117 major corporations, private institutions, and public agencies**—a record number.

Copies of the full report, which includes sections on all CUNY colleges, may be obtained by writing to the Office of University Relations, The City University of New York, 535 East 80th Street, New York, NY 10021.

NEW PBS FILM FROM HUNTER

Retrospect on Turbulent Times

A documentary produced and directed by Tami Gold, of the Hunter College Film and Media Studies Department, will open this year's "Reel New York" series on WNET/13 on June 14 and 11 p.m. and June 16th at 9 p.m. The film, *Another Brother*, marks the 30th anniversary of one of the most turbulent years in American history—the year of the King and Robert Kennedy assassinations, the Tet Offensive, and the chaotic Democratic Convention in Chicago—by focusing on the life, and afterlife, of Vietnam veteran Clarence Fitch. *Another Brother* addresses a wide range of issues, including racism, the Civil Rights movement, the Vietnam war and its aftermath, the scourge of drugs, and the AIDS crisis.

The film has several CUNY connections, aside from those of Professor Gold. It was created in association with the CUNY-affiliated American Social History Project; one of its editors, Gisela Rosario, is a Hunter student, and it was funded in part by a PSC CUNY Research Grant.

Special preview screenings of *Another Brother* for the City University community are scheduled for 6:30 and 8:30 p.m. on May 20 at the Lang Recital Hall, Hunter College (entrance on 69th Street between



Vietnam Veteran Clarence Fitch, subject of the forthcoming documentary *Another Brother* (WNET/13, June 14, 11 p.m. and June 16, 9 p.m.). Photo, William Short.

Lexington and Park). Also to be screened is the short film *History Lessons*, by another member of the Hunter Film and Media Studies Department, Mick Hurbis-Cherrier. It takes a powerful combat photograph by Larry Burrows as a catalyst for exploring the recollections of Vietnam veterans. ♦

New York City Tech Honors President Emerita



Ursula C. Schwerin, greatly admired President of New York City Technical College from 1978 to 1988, came to the United States as a refugee from Germany in the early 1940s. In 1958 she graduated from the College as a dental hygienist, and, after working at SUNY Farmingdale for 20 years, she returned to lead her alma mater. She died in 1996. In memory of her accomplished tenure, New York City Tech recently placed her name on the College's library. Pictured here at a ceremony marking the occasion is Dr. Schwerin's husband Ernest, left, and Thomas M. Carroll, who was her executive assistant for several years and is now the College's Dean for Human Resources.

VIEWS FROM BEFORE THE CLASS

Last fall the Office of the Associate Provost at the Graduate School published a collection of nearly two dozen essays offering perspectives on the experiences of doctoral candidates teaching their first college-level classes. A 250-page volume, *Before the Class: A Handbook for the Novice College Instructor*, contains essays written by current graduate students and professors from CUNY and a few other regional colleges. These grew out of seminars and workshops sponsored by the GSUC to strengthen the teaching abilities of doctoral students. Major topics addressed are Course Design and Lesson Plans, Classroom Environment, Addressing a Diverse Student Body, Mentoring and Professional Development, and Administrative Concerns. Following are short excerpts from several essays in *Before the Class*, which was edited by Philip Alexander, Ivette Estrada, Barbara H. Heller, and Pamela Trotman Reid.

From “Negotiating Classroom Authority”

The best and worst thing that can be said about the CUNY undergraduates I have taught is that they revere their time in college. They are imaginative and industrious, and they appreciate a teacher’s interest in their studies. Every pedagogical effort is repaid in numerous ways throughout the semester. If they are frustrated or fail to understand something, I find myself doing nearly anything to make the material clearer. At the same time, these students are often terrified of the role they are asked to play in the learning process. Their veneration of classroom authority makes them reluctant to address you directly, even to ask questions or disagree, for fear that this will be unwelcome or impolite.

It is a generalization, but a valuable one, that many CUNY students are recent arrivals from cultures where they have never been encouraged to open their mouths in a classroom. And here I am, demanding a supporting argument about why tolerance of families headed by lesbian couples falls within the confines of the First Amendment. For a new teacher in the CUNY system, this taciturnity can prove daunting at first. One must continually remind oneself that while students may be unwilling to contribute in class, they are not unable to. Whether you are lecturing or running a seminar, you must create an environment in which students are comfortable speaking from the first day.

Working out a level of authority comfortable for you will take time, but little things can take you far. What will your students call you? Next Tuesday at 8 A.M. I will begin again my semester-long appeal to call me by my first name. To no avail have I pleaded, tell-

ing them that until the doctorate is mine, it is not entirely within the letter of the law to call me Professor Taback. This leads to the uncomfortable, and often hilarious, classroom dynamic where students will not call me anything and simply wait to speak until they make eye contact. This may be better than “Hey you” from the last row, but it is far from ideal.

What will you call them? You might want to do everything in your power to learn your students’ names right away. It will have a remarkable impact upon their impression of the classroom and even on your feelings about them. When you’ve learned all of their names, the class somehow becomes yours. But be advised, CUNY’s undergraduate population has precious few Toms, Dicks, and Harriets. From your first subway ride home after class, you need to put serious effort into learning to pronounce a raft of unfamiliar names correctly.

One gambit I have found to work well during the first week is to have the class form a circle and ask each student for an introduction. This invariably evokes an amusing or memorable story. (“My father had to buy a lot of ice cream for my mother when she was pregnant, so they named me after her favorite flavor, *Rocky Road*.”) This also helps students get to know each other. CUNY is a commuter university, and your students are unlikely to see each other outside the classroom. When they begin to refer to each other by name, you are well on your way to an amicable environment for learning.

—Peter Taback,
GSUC doctoral
candidate in
English

From “Discipline, Decorum, Community”

A friend once told me you can only teach one person at a time. Yet we teach classes, and classes at CUNY are notoriously overcrowded. I knew he had given me a gem, but I didn’t know its value. After several years, I think I know what he meant. The moment learning takes place is an instant of recognition. Something in the student clicks. Finally, it makes sense; the puzzle young

Bill has been trying to solve (a puzzle you’ve set for him) comes into focus. He knows it. It makes sense. “Yes,” he thinks, “yes!” For each student and the particular shape of that moment are different: you can only teach one person at a time.

It may be that five or fifteen students are getting it during that period, but each one according to his or her learning style and history.

What does this imply about the line you walk? It says to me that your main task is to study your students and find the different languages that establish a negotiation between you and them, so they can hear what you are saying and be moved toward that instant of “yes!” The question of “discipline” in your class depends, in large measure, on your students understanding that you are actively working to reach them across the differences that separate you. Such recognition is a crucial step toward the final recognition that constitutes the affirma-

tion we call knowledge. The initial recognition on their part constructs their trust in you that not only allows them to take you seriously, but, in many cases, compels them to.

I once saw a cartoon in *The New Yorker*: we are looking at a lecture hall in which each student’s desk is occupied by a tape recorder. On the lectern where the teacher would stand is a tape recorder. This was a brilliant critique of the mechanistic notion that teaching is a form of information transmission and that learning is a passive process of reception. The emptiness of the cartoon’s image epitomizes the emptiness of the concept; emptied of humans, it is emptied of human meaning. No discipline or decorum problems in that class.

Your recognition of the tension between the public and the personal in the classroom, is, I believe, the key to the problem of “discipline.” Except for egregious exceptions, most students are waiting to have a reason to be involved, and a word is usually enough to alert them that more is needed than their mere physical presence; for those who feel the need to chat with their neighbors or read sociology in your English class, a word or two is almost always sufficient. The last thing students want is trouble.

In fact, most of them are both glad and scared about being in college. They are in more need of guidance than anything else. In this situation, as in so many others, Samuel Johnson is surely right when he declares that mankind requires more to be reminded than to be informed. Reminding with kindness, firmness, and humor is a large part of establishing who you are, especially to students just out of high school for whom the character of the teacher has been the most important issue for four years.

—Ed Hack, Professor in the
Department of English, Speech,
and World Literature at the
College of Staten Island

“A significant aspect of teaching, which only teaching itself has taught me, is how very much I learn when I teach.”
—Robin Isserles,
CUNY doctoral
candidate in sociology

From “The Agony and the Ecstasy of the First-time Teacher”

Like many first-time teachers, I overprepared for my lectures. Hours of preparation time and copious notes later, my students stared at me with glazed, uncomprehending eyes. Recognize that you can only present key, general concepts related to your field, and therefore you must omit from your lectures more than you can include. I have found that if I rely extensively on lecture notes, I am presenting too much information—especially for students who are often new to the discipline...

Perhaps the most difficult obstacle I have had to overcome has been my propensity to internalize student reactions and performance. It can be an unnerving experience to look up from the lectern only to see a student in the back row rolling his or her eyes at the ridiculously unfunny joke you’ve just told or to

grade exam papers that bear scant resemblance to the material presented in class. Not all of your students will adequately prepare for exams. While an inordinate percentage of low marks on assignments signals a need to rethink teaching strategy, a certain percentage of students perform poorly because of lack of interest in education or lack of ability. It is inevitable that some students will fail your class. This need not imply that you have failed them. Also, not every student will like you. Certainly, it can be excruciatingly hard on the ego to read student evaluations ranking you as amongst the duller or least sensitive of instructors. Although we should all take the seriously the responsibilities placed on us, we need also to maintain a separation.

—Susan Miller, GSUC doctoral
candidate in Art History

From "Teaching to Cultural Diversity"

In a course called "The Literature and Psychology of Urban Adolescence," a team-teaching colleague and I began with *Catcher in the Rye* to give our working-class, mostly black and Hispanic students a peek at what the intellectual white middle class thought urban adolescence was all about. In response to a question about Holden Caulfield, a student wrote something to the effect that Holden's problems stemmed from his escapism, particularly his affection for marijuana in times of stress. The student then went on to give a masterful analysis of the effects of this evasion of reality by Holden on his life and his prospects for the future.

I am always worried that I am not a close reader, so I went back to the book to catch Holden "one toke over the line," but I was stymied. No such passage occurred. I put the matter to the student, and he was astonished. He pulled out his text and promptly showed me two places where Salinger had Holden "pull on his reefer" as he left his room. I now recognize that I need to tell you Salinger had in mind the boy putting on a New England version of a foul-weather coat. For my student, Salinger was showing Holden as a pot-head.

What fascinated me was that the argu-

ment in the student's paper was entirely consistent with Holden's character as a pot-head *and* as Holden clean. I could find no grounds to fault the use of material from Salinger's text as the student created his own postdialectical account of the malaise that gripped urban upper-middle class adolescence, nor could I fault the logical spinning out of the gloss provided by this new recreational habit.

What I have come to credit here and in similar cases not so dependent on a "photogenic" misreading is that the case for universalized knowledge or relevance is undermined always by the power of local knowledge. My generation grew up "knowing" Salinger was an important writer, and we read him accordingly. But how many of us from the Midwest were really puzzled by that "reefer," having neither Salinger's nor my student's referential base of local knowledge from which to draw? My student was in some ways a more powerful reader than I had been because of where he came from. He challenged or interrogated the text in a way I never did, and the question of Holden's alienation, "dope," and youth are now a part of the text of urban adolescence for that class in a way a raincoat will never be.

—**Jon-Christian Suggs**, *Professor of English at John Jay College*

From "Some Thoughts on Teaching Music 101"

An appropriate place to begin a first music class is to resensitize students to all types of sounds in the environment. It is not easy to want to listen in this noisy world. In fact, we often have to block out sound in order to function. As I am writing this, I become aware of the refrigerator motor because it has stopped, exposing the low hum of the air-conditioner and the high buzz of the fluorescent light. Now a car alarm is counterpointed by a truck in reverse. When I am traveling in the subway, I sometimes confuse the beeps in the station that signal an arriving train with the beeps of tokens disappearing from farecards.

A musician, a person whose job it is to hear, cannot and should not tune out from this cacophony. One of the most musical experiences I have had on a subway platform was listening to a performance by an excellent electric guitarist improvising on the descending interval of a major third that announces the closing of a train's doors. When he played his environmentally inspired motive, he copied the pitch, volume, tempo, rhythm, and timbre so well that several passengers were confused and rushed toward the closed doors of an already-departing train. He was such a fine musician that instead of blocking out the sounds in his environment, his sensitivity to sound was such that he heard music where others heard noise. Sharing his perceptions through his guitar en-

riched my experience of subway sounds.

To resensitize my students to listening *actively* to sounds, the first exercise begins after I dramatically click on a stopwatch for 60 seconds, having just announced that their writing assignment is to list absolutely everything they can hear in this period of alleged silence. This is followed by a homework assignment to create a similar list while listening for several minutes in their homes or some other place they choose. Students not only enjoy this assignment but report a dramatic increase in their awareness of their aural environment.

When this exercise is repeated later in the semester, the lists are always longer, with students beginning to include sounds their own body contributes: breathing, clothing rustling, pen or pencil writing, their own finger scratching (especially the skin on the ear or ear lobe).

What is interesting here is that at first students do not experience themselves as part of the environment. That comes later, with an increase in participation during the listening process. Students change from passive listeners to active participants in the production of sound. This change in attitude is a crucial one that helps to build a wider frame of reference that includes the audience as an important ingredient in the active communication process of listening to music.

—**Laura Greenberg**, *Professor of Music and Chair of the Department of Art, Music, and Philosophy at John Jay College*

New Hostos Acting President

Effective March 1, the University's Board of Trustees named Dr. Dolores M. Fernandez, a nationally-recognized expert on bilingual education, teacher training, and curriculum development, to be Acting President of Hostos Community College.

Since 1990 a Professor of curriculum and teaching at Hunter College, Fernandez has also worked hitherto at the City's Board of Education as Deputy Chancellor for Instruction and Development and in the State Division of Youth as Director of Education.



Westbury and a Master's in Education at Long Island University. ♦

Her current research, on ways to increase the number of certified teachers in low-achieving City schools, has been funded since 1991 by the DeWitt-Wallace Foundation and the Reader's Digest Foundation. She has chaired the State Task Force for Low-Achieving Schools for the last five years.

A resident of Astoria, Queens, Fernandez earned her doctorate in Languages and Cognition at Hofstra University, after completing a B.S. in Education at SUNY-Old

CUNY Teams Make National Splash

By Stephen Sykes

You might think coaching basketball in Division III after you have taken a team to the glitzy heights of an NCAA Division I Final Four—Seton Hall in 1991—would be a let-down. Mike Brown, Hunter College's first-year coach, will tell you different, having just come off a near-perfect season with his team of Hawks.

In fact, several City University teams with All-American talent gained national recognition in 1998 in men's basketball and in women's track and field. In men's basketball, both Hunter College and York College had outstanding seasons and played well in post-season tournaments. In track and field, City College's women's team and Hunter's men's team brought home national accolades from tournament play.

The Hunter Hawks ended up reaching the Elite Eight of the NCAA Division III Tournament. After spectacular 26-1 regular-season play and a second-round bye,



Hunter Coach Mike Brown addresses the media after the annual CUNYAC tournament, won by the Hawks. With him is the tournament MVP, Braheen Cotton.

the Hawks defeated New Jersey State College by three points. In the third round, the Hawks came away with a two-point victory over Catholic University. They finally bowed to the Wilkes College Colonels, 58-55, on their home court in Wilkes-Barre.

Much of the credit for Hunter's success goes to coach Brown, who, after years of Division I coaching, tired of the "NBA at all costs" attitude of the players and the coaches and decided to coach at the Division III level, which offers no athletic scholarships—love of the game is the chief incentive. Coach Brown recruited transfers like forward Braheen Cotton and shooting

guard George Brown, plus inheriting talent like sophomore swingman Stanley O'Neill, and then put together a tight, title-contending team. Many of the key ingredients to this team, like Cotton and point guard Troy Battle are still underclassmen, so the future looks bright for this young and talented team.

York College hoopmen were also successful. The Cardinals won the ECAC NY/NJ tournament, defeating top seed Montclair State University, 64-60. York came back from an eight-point deficit well into the second half and, with talented players like Johnny Nicholson and Billy Turnage, were able to make a late run to win the title. This was York's first-ever ECAC triumph, and tenth year coach Ron St. John couldn't be prouder: "I knew if they were able to stay focused we would be able to match them. It's a compliment to York's program." York was the third CUNYAC team to win the tournament in twelve years (the others were the College of Staten Island in 1986 and Medgar Evers in 1996).

CUNY schools were also among the national elite in women's track and field. Two CUNY schools produced All-Americans. CCNY's Robin McCarthy jumped and dashed, leading her team to a third-place finish in the Division III NCAA tournament. Her long jump and 400 meter dash were both top-ten finishes, and she finished third in the nation overall. Another outstanding athlete was Medgar Evers' Tomikka Robinson. Her two-sport triumph was not a first for her, she is a seven time All-American. She finished just behind McCarthy in the 400 meter, and also placed in the 200 meter.

On the men's side, Nigel Franklyn, of Hunter College, finished second in the high jump in spite of a severely sprained ankle. CUNY students were once again in the forefront of Division III athletics. With coaches like Mike Brown and track and field coaches Leroy Soloman of CCNY, Alphonso Dance of Medgar Evers, and Ed Zarowin of Hunter College, and the consistent talent everywhere in the CUNYAC league, 1999 promises to be another fruitful year for CUNY athletics. ♦

NASA fish, continued from page 1
ignition.”

But why fish in space? “We have been studying fish for years because they offer an excellent model for studying the reproductive system and its regulation by the hormone-secreting endocrine glands and the nervous system that controls them. And we have been able to establish a very specific ‘calendar of physiological events’ in the approximately two-and-half-year life span of *Xiphophorus*.” Schreiberman notes particularly the similarity of human and swordtail reproduction, including the fact that the fish also bear live young.

And of course he has become intimately familiar with the sex lives of the platyfish. “In one experiment to study the effects of marijuana on sperm production we even had to masturbate them.” And his Associate Director, Dr. Lucia Migliulo-Cepriano, allows that they have become skilled at performing castrations on gonads about 1-2 millimeters wide and removal of pituitary glands the same size. “Recently I had occasion to work on a lab rat,” she laughs, “and I kept thinking, ‘Wow, these organs are enormous!’”

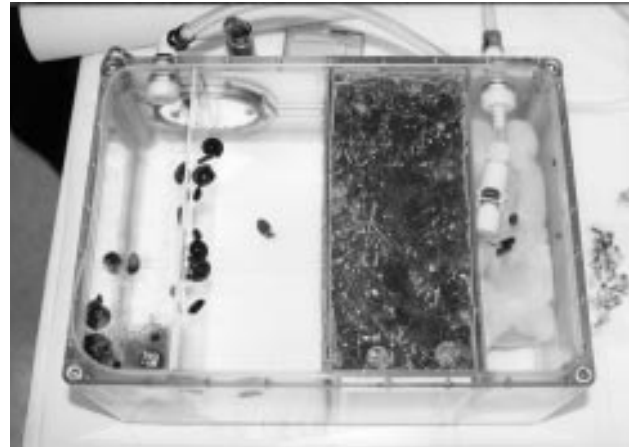
Schreiberman says that sending these fish up on the space shuttle Endeavour—and again for a longer journey of nearly three weeks in April and on subsequent flights—will give multi-generational insight not only into the effects of space on reproduction, but also on such topics as aging, the feasibility of aquaculture in space, and cancer.

“The swordtails were chosen for this experiment,” he explains, “because they have good bone systems, their reproductive cycle is every 28 days, they have large broods, the male and female are easily distinguished, and it is generally a stable animal.”

The CEBAS consists of four chambers. The first contained four pregnant females; the second, 200 1-week-old juveniles (kept separate because adults are given to eating their young). The third compartment was packed with microalgae and the plant *Ceratophyllum*, its purpose being waste removal, notably ammonia, and the generation of oxygen for the system. In the fourth compartment was a microbial filtration system. Snails were included throughout as scavengers and as subjects for the study of calcification and the functioning of the balancing system in space.

The Brooklyn College Ingersoll Hall AREAC facility consists of 15,000 square feet of saltwater tanks (the largest 8 feet in diameter) with complex filtration and temperature-control systems, rooms of freshwater tank racks, dry labs, archives, a dark room, and offices. It is in the final stages of installation and was funded in part by the New York State Division of Budget and the State’s Higher Education Applied Technology program (HEAT).

The Schreiberman team’s extensive knowledge of endocrine physiology—the study of the hormone-producing glands controlled by the nervous system—will open a wide range of research topics at AREAC. In the



The four-chambered CEBAS sent aloft on the Endeavour.

area of biomedical study alone its scientists will explore the genetic control of physiological processes, reproduction, cancer, and the metabolism of minerals and water. Data on the aging process is also a topic of lively interest at AREAC, and one could detect just a touch of territorial jealousy when the news of Senator John Glenn’s planned return to space was announced: “They should send up more fish and fewer old people up there!”

Schreiberman also looks forward to more commercial and culinary benefits to derive from AREAC research. He expects to contribute to the burgeoning field of aquaculture in a variety of ways, from the development of new fish species to design of CEBAS-like water circulating systems on a massive scale to the development of new fish foods and vaccines. Schreiberman also

intends to employ his team’s expertise at inducing what he calls “precocious puberty” in the cause of more productive fish-harvesting. One is tempted to make him promise *never* to introduce this frightening concept to the human species.

Schreiberman envisions a vibrant urban aquaculture industry growing on many abandoned commercial sites in Brooklyn. The fishy commute to the Fulton market would certainly be the shortest on record. And conversations have begun with entrepreneurs intrigued by the Center’s resources, among them, for example, Mariculture Technologies of Long Island, which is exploring integrative aquaculture in open sea pen cages.

With its sophisticated new hardware in place, AREAC’s tanks—which range from one to a thousand gallons—will now be able to create micro aquatic environments that precisely mimic a variety of real-world ecosystems, not merely fresh and sea water, but also brackish water, tide pools, and sites where land and water interface. This takes the focus well beyond *Xiphophorus* to embrace the study of crustaceans, mol-

lusks, amphipods, snails, aquatic plants, and such food-chain organisms as algae, rotifers, shrimp, and daphnia.

Sensing systems will make it possible to control temperature, pH, salinity, oxygen levels, turbidity, and periods of light and dark. Thus AREAC, for example, can recreate the exact living conditions for the Atlantic Tomcod at precise locations on the Hudson River, or it can study the effects of endocrine-disrupting chemicals and hormone-mimicking pollutants when they are introduced into aquatic ecosystems.

As AREAC’s name implies, a main thrust of its research will be environmental evaluation, amelioration, and protection. A small selection of its recent or current grant-supported projects and proposals gives some idea of the range and reach of its work. The New York Audubon Society funded study of finned fishes in Jamaica Bay, and Con-Ed funded a study of the effects of temperature, salinity, and food availability on the Atlantic Tomcod, which displays a high incidence of liver cancer and abbreviated life span.

The National Park Service supported study of the effects of xenobiotics, or pollutants, on winter flounder reproduction under controlled laboratory conditions. AREAC has also proposed the study of innovative and environmentally responsible aquaculture in the 21st century in conjunction with the Universities of Connecticut and New Brunswick.

Poised with her Brooklyn colleagues for the launch, in pitch darkness at a Cape Kennedy VIP viewing site, was CUNY’s present Interim Deputy Chancellor Patricia Hassett. “I flew down in terrible weather, assuming the worst, but 15 minutes before lift-off the sky turned crystal clear. Loudspeakers were giving us the

exchanges between Mission Control and the astronauts, and when the count-down reached about 100 the tension, the silence, the absolute blackness were amazing.”

Schreiberman gives Hassett much credit for making the new AREAC facility possible, noting especially her persistent pursuit of the release of construction funds in Albany that had been left over from a huge appropriation rescinded during a round of budget-cutting. Hassett, who in 1994 was the College’s new Vice President for Finance and Administration, tells with a laugh of her first round of phone calls to a bemused Division of Budget official about the wonderful work of Brooklyn’s biology department, the NASA project, and the need for half a million dollars to renovate Ingersoll Hall for AREAC. “He thought the construction funds might fill more immediate needs and told me never to call him about ‘fish in space’ again!”

Not inclined to take “no” for an answer—a quality, Hassett notes, Schreiberman has raised to an art form—she decided, in a moment of half-desperate, half-larkly whimsy, to make up a mock-wine bottle with a specially designed label featuring the Brooklyn campus. “It said ‘Vintage 1935’ because the campus, since its founding, has never received funds from Albany for rehabilitation. And then I stuck a heartfelt ‘SOS’ note inside and sent it up to the DOB.”

A few days later, a chortling Laurence Mucciolo (then Deputy Chancellor) called Hassett to say, “You’ve got the money.” Hassett learned later that, though at first discombobulated by the package—some wondered if it was ticking—the DOB office was finally aboard and the release of funds for AREAC and several other campus projects was approved.

But we digress from the launch of STS 89—for Space Transport System—and Hassett’s goosebumpy recollection of count-down zero. “It’s eerie because you see the light and hear nothing, since light travels faster than sound. And then this tremendous sound, like five or six Concordes flying over you.” And what a light: “it’s exactly like a sunrise in fast-forward.” Hassett says that, riveting though the sight was, she couldn’t help glimpsing the look on

“Bring back my fish!”



Professor Schreiberman at the ecstatic moment of the Space Shuttle’s rare night-time lift-off in January, snapped by CUNY’s Interim Deputy Chancellor Patricia Hassett. As CUNY Matters went to press, more AREAC swordtails were aloft on the Columbia.

Schreiberman’s face: “The glow there came in a close second to Endeavour’s afterburn.”

“Of course, everyone holds their breath until about a minute after the launch,” Hassett adds, “and guess what broke the tension...Schreiberman shouting loudly ‘BRING BACK MY FISH!’” ♦

Passing the Research Torch

Professor Schreiberman, along with his colleague Dr. Klaus Kallman, have tracked the genetic make-up of some *Xiphophorus* for more than 80 generations, but here is a tale of the linking of scholarly generations on the Brooklyn campus. Such continuity has been crucial in producing the major scientific breakthroughs in Schreiberman’s 150-plus papers and several books and textbooks in the field of neuroendocrinology.

Schreiberman earned his B.S. at Brooklyn College in 1956 (his Ph.D. is from NYU), and he has taught at the College since 1962. One of AREAC’s co-directors, Dr. Lucia Magliulo-Cepriano, was an outstanding student of Schreiberman’s and was a “complete” CUNY product: B.S. in biology, M.A. in Biology, and a GSUC Ph.D. in Physiology and Neuroscience. She speaks especially of the “intoxication” of taking part in the College’s undergraduate research program and working on “real projects.” Now her name is joined with Schreiberman’s on many papers, among them studies of genetic regulation of fish reproductive systems and of the brain-pituitary-gonad axis in fish.

Asked if she has any prize students of her own, Cepriano thinks immediately (with understandable pride) of her 16-year-old daughter Jessica, a student at Midwood High School. A participant in the Westinghouse science competition, Jessica is conducting research in her mother’s lab on the effect of the bio-accumulation of alkyphenols, a ubiquitous chemical pollutant, on fish reproductive systems. “This is an important area of research,” Cepriano explains, “because as alkyphenols break down they become increasingly persistent in the environment and because they behave as hormone mimics to disrupt physiological systems.”

A Chinese Food Maven At Queens College

By E. Rosen

Most New Yorkers think they are specialists in Chinese food, but Jacqueline Newman truly is an expert—an internationally known scholar of Asian cooking, as well as Chair of the Department of Family, Nutrition and Exercise Sciences at Queens College, where she has taught since 1972. Dr. Newman's collection of Chinese cookbooks, which date from the late nineteenth century, is reputed to be the largest in the English language.

Although Newman has served as a restaurant critic, menu translator and consultant to Chinese restaurants, she does not want to be characterized as a "foodie." Her interests are more academic. She notes, "In Confucius' time, all educated men—only men were educated at that time—had to be able to speak intelligently and philosophically about food." Even in later times, she explains, "In China, you could not hold any administrative position without passing a national exam, and the exam always contained several questions about food."

Newman elaborates that Chinese culture is, "from a Western point of view, almost fixated" on food. "The Chinese spend more money per capita on what goes on their table and more money on eating out than Westerners do." In this, Dr. Newman's inclinations are more Eastern than Western. She devotes much of her professional and personal life to food and food-related study. She is Editor-in-Chief of *Flavor and Fortune*, a monthly magazine devoted to the scientific and artistic significance of Chinese and other Asian cuisines. She is also the author of scores of scholarly articles on nutrition, food history and cultural eating habits.

Among the many works she has authored are *The Melting Pot: An Annotated Bibliography and Guide to Food and Nutrition for Ethnic Groups in America*; *Chinese Cookbooks: An Annotated Bibliography of English Language Volumes Worldwide*; and, with J.B. Harris, *International Festival of Flavors in Queens*, a study of the many ethnic cuisines of the borough. *The Melting Pot* began as a pamphlet and grew into a major resource intended to help nutritionists and dieticians, notably those working in hospitals, understand a variety of ethnic food cultures.

Newman is in some ways an unlikely candidate to have become one of the nation's leading scholars on Asian cooking. A native New Yorker, she was raised in an orthodox Jewish home on Manhattan's Lower East Side by a single mother who worked full-time and had little talent or inclination for cooking. "My mother would boil water and burn the pot," she recalls.

However, the Newman family was close friends with a Chinese woman, Lily Chu, and Jacqueline spent much of her childhood in Lily's Chinatown home. There she became beguiled by food—its flavors, textures and preparations, as well as the ritual food celebrations common in Chinese culture.

These early experiences shaped Newman's career. She received a Bachelor's degree in Education, married, and began to raise a family. As an engagement gift, Lily

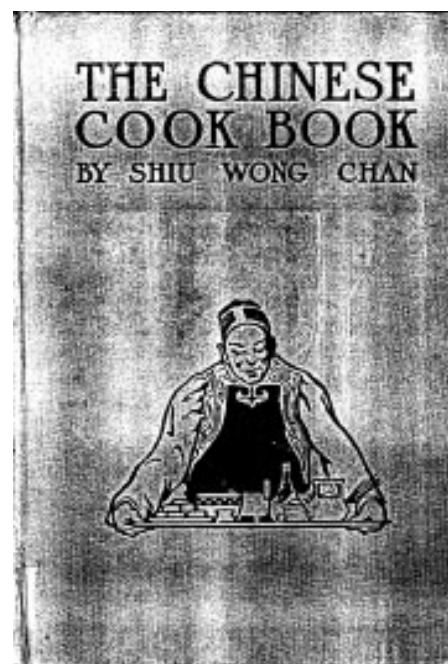
Chu gave her a Chinese cookbook. She quickly became an accomplished cook and eventually began teaching Chinese cooking in the Continuing Education Program at Queens College. She went on to teach as an adjunct lecturer in what was then the Department of Home Economics, and, at the urging of her Chair, she enrolled in N.Y.U.'s Home Economics graduate program.

Not unlike many graduate students, Newman was reluctant to begin planning her Ph.D. dissertation. Her advisor grew increasingly exasperated with her slow deliberations and finally demanded, "Well what is it you really like?" Newman, feeling cornered, responded, "Chinese food." With that began a lifelong study of Chinese cuisine and eating habits.

Her dissertation explored eating habits of Chinese immigrants in New York. She chose families that had young children in the public school system to insure that they had contact with the larger community, and tracked the extent to which family diets became Westernized. Her findings were somewhat surprising: families that had arrived less than two years before had developed very American diets, eating large amounts of dairy products, cheese, and ice cream. Immigrants here for more than five years had returned to a Chinese menu.

Newman speculated that early arrivals were seeking to embrace the "American dream" in all ways, including the groceries they bought. Those here longer wanted their children to be acquainted with their ethnic heritage, and so sought to re-attach their cultural roots, in part by returning to Chinese foods and preparation. Newman was hailed for documenting this trend and offering a model of scholarship on the food habits of immigrant populations.

She is particularly intrigued by the relationship between dietary habits and individual health, which the Chinese have long recognized. In the 14th century, she points out, "Jesuit priests came back from China and reported in France and Italy that if the Chinese people did not die of communicable



diseases they were living to the age of 70."

Newman's extensive involvement with Chinese cooking has led her to collect more

than 2,000 Chinese cookbooks in English, many of which are extremely rare. Dr. Newman has also become a devotee of the World Wide Web, because surfing has allowed her to track down some of the more elusive, out-of-print books.

Her academic interests notwithstanding, Newman regularly prepares holiday feasts for thirty or more family and friends...and her repertoire is enormous. She is currently perfecting a recipe for quince soup with night-blooming cereus, a highly unusual and prized Chinese delicacy from the cactus family. She also maintains that a perfect tomato sauce to accompany sausage and peppers can be made by combining a can of tomato paste with a bottle of beer.

Despite her serious academic pursuits, Newman was willing to don her critic's toque and name the city's most authentic Chinese restaurants. *CUNY•Matters* editors, after earnest debate over the wisdom of letting the secret out, have decided to disclose their names. They are Full Ho (also known as Full House) in Flushing and Grand Szechuan in Chinatown. ♦

Chinese Food Lore

For more than 3000 years, the Chinese have used foods for special purposes. Here are a few examples of the special significance of various fruits and vegetables.

The **orange** is considered a prayer or a wish for good fortune and is the most common food offering. Confucius thought one should eat an orange a day. The **mandarin** plays a special role: after her wedding, the bride is given two mandarins by her in-laws. She is to peel them the evening of her nuptials and share them with her husband. They symbolize the couple's hope to share a full and happy life.

Apples symbolize peace. The word for apple in Chinese is ping, and a homonym for ping is peace. The apple blossom is a sign for beauty. Illustrations with apples and blossoms symbolize a hope that one's house will be honored and rich.

Garlic is considered a lucky plant. It has been used as an antidote to poisons and to prevent the common cold. The Chinese use this plant to keep the heart healthy and to relieve rheumatic aches and pains. In early Chinese history, garlic was thought to be an aphrodisiac. Some Chinese rulers prized it as a sexual tonic; this is why monastic kitchens forbade its use and why Buddhists abstain from garlic.

Pomegranates symbolize fertility. In Chinese, the word for seed is zi, which is also the word for sons. A picture of a pomegranate, sliced in half is often a wedding gift, symbolizing the wish for 100 sons.

The word for **pear** is identical to the word for separation. Many fruits are shared, but the pear is never divided between spouses or lovers, since this would symbolize the end of the relationship.

Soybeans are considered the "meat without the bone" of the Chinese diet. Soybeans especially complement whole grains as a source of essential amino acids. Soybeans are thought to cool sexual energies. That is perhaps why tofu is popular in Buddhist monasteries, where celibacy is the rule.

Ginseng is a restorative beloved because its roots can resemble a human being. Of course, not all ginseng roots resemble man, though many are trimmed before drying to look human. Second only to tea, this root is the most highly prized of all plants. Some people call this root the elixir of life because one of the Eight Immortals in Chinese mythology ate a ginseng root two feet long.

—adapted from Jacqueline Newman's *Chinese Ingredients: Both Usual and Unusual*

Adjusting to Oppression

Exploring whether radical dichotomies—agents/victims, liberation/oppression, “good girls”/“bad girls”—are furthering or hindering the narrative of the women’s movement, English Professor **Nan Bauer Maglin** of Borough of Manhattan Community College and her co-editor **Donna Perry** of William Paterson College recently published an anthology, “Bad Girls”/“Good Girls”: Women, Sex, & Power in the Nineties (Rutgers University Press). Maglin, who also directs the CUNY Baccalaureate Program at the Graduate School, writes in the introduction of concern that “second-wave feminism’s broad-based social agenda and political understanding of sexuality” are being forgotten and that many current generalizations about feminism “leave too many women out altogether.” The 24 essays—including ones by Anna Quindlen, Katha Pollitt, and CUNY’s Distinguished Professor bell hooks—explore these and other aspects of women’s empowerment in the light of such issues as AIDS, acquaintance rape, childhood sexual abuse, and pornography. Presented here is an excerpt from U.C. Berkeley’s **Jillian Sandell** on “Adjusting to Oppression: The Rise of Therapeutic Feminism in the U.S.”

Therapeutic feminism is, almost entirely, a phenomenon of the U.S. In many ways this should not be surprising since there has been a proliferation of therapeutic culture throughout the U.S. in recent decades. Its rise in contemporary life can be traced to the development of a series of separate but related social and historical processes. Therapy clearly has its roots in psychoanalysis and, as such, owes a lot to the European intellectual tradition of Freud, Jung, and their followers, and to the psychoanalytic and therapeutic practices they initiated and developed.

However, since it is only in the U.S. that psychotherapy has attained such immense popularity, this suggests that the therapeutic model speaks to existing ideas about the self and society in America. Indeed, therapy taps into the privileging of self-interest that has long been associated with the American sensibility. The tradition of self-help dates back at least as far as the 17th century, when Puritan notions promoted self-improvement as part of its philosophy. Since then, the American preoccupation with self-reliance has been claimed by Tocqueville and others to be an important aspect of the individualism crucial to the spirit of American democracy. The idea of American self-interest is nothing new.

The slippage within the popular imagination between democracy and capitalism has reinforced this sense of self-reliance.

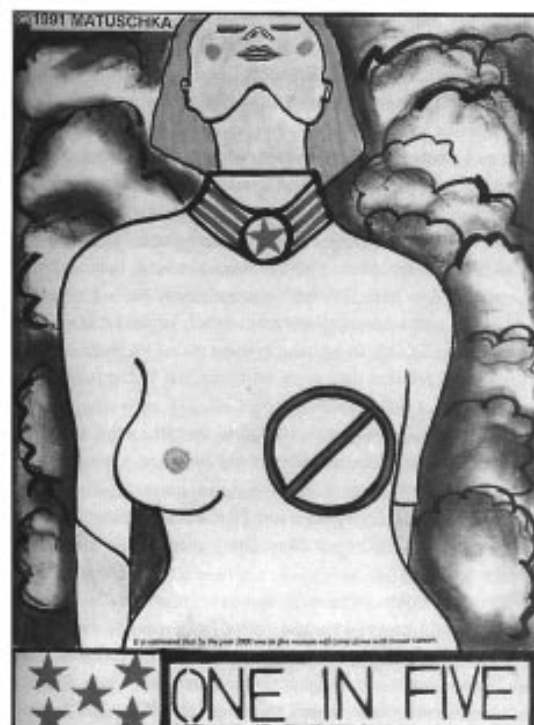
Popular cultural fantasies—such as the Horatio Alger rags-to-riches story—encourage a belief that individual acts of improvement or simply hard work allow people to transcend the material realities of their social class. Within the ideology of capitalism, personal success is viewed as having less to do with one’s social class and more to do with individual merit and perseverance. While some individuals may succeed within capitalism, many do not, and the system itself remains unchallenged.

Another phenomenon that contributed to the rise of therapeutic culture—and which, moreover, can be considered a kind of Ur-moment within its history—is the development of 12-step programs. Alcoholics Anonymous began in the U.S. in the 1930s and remains the best-known of all 12-step

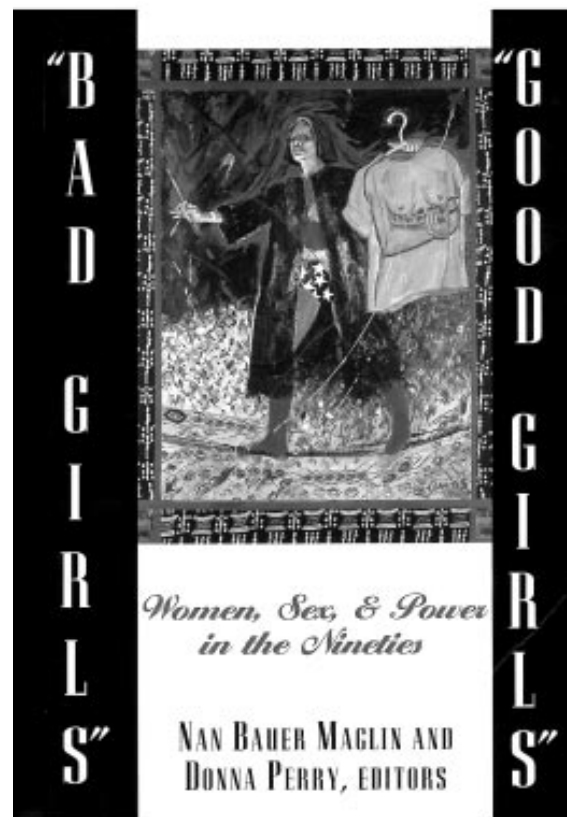
programs. AA has also served as a model for hundreds of other programs aimed at overcoming addictive patterns of behavior. Based on a notion of recovery via sharing stories within a safe space and following certain steps to recovery, 12-step programs encourage individuals to accept their victim status and “own” their addiction.

The rise of therapy, the American attachment to individualism, and the increase of recovery programs reinforce each other in significant ways. They all bespeak a belief that individual acts of transformation can transcend the power and influence of institutions, institutions which often oppress groups and individuals because of their gender, class, and/or race.

It is particularly relevant to note here that built into the structure of therapy and recovery is a belief that society per se *cannot* be changed and it is futile for us to think that it can be. We have control over only our own individual acts of transformation. Therapy and recovery are inherently adjustment-oriented; they aim to help people who feel alienated, unhappy, or sick (in other words, those



A poster created by the artist Matuschka in 1991, the year she was diagnosed with breast cancer. It is one of several illustrations accompanying her essay in “Bad Girls”/“Good Girls” titled “Barbie Gets Breast Cancer,” which describes her artistic responses to the disease. This series won Matuschka a Pulitzer Prize nomination in 1994 (her work is available by contacting her at 212-722-2131). Reproduced with the artist’s kind permission.



we now call dysfunctional) to cope with life in contemporary society.

There are certainly times when this individual approach is appropriate, useful, and necessary. Besides the benefits of processing problems, therapy can also involve a number of positive, personally transforming techniques. What it does *not* advocate, however, is changing the conditions of society that created the dysfunction in the first place. Now, since we have reached a point in the late 20th century where self-help and therapeutic culture is so widespread as to seem mundane, we need to consider the political ramifications of such an approach.

This widespread acceptance of therapeutic culture has permeated and influenced the ways in which politics are defined and articulated. As Elayne Rapping has argued, while therapeutic culture in many ways transcends the conventional political categories of conservative and progressive, it has nevertheless contributed to a shift in the ways political rhetoric is expressed.

What Rapping alludes to is an increasing tendency to view instances of institutionalized oppression as, instead, instances of victimization. As one writer put it, America has become “a nation of victims.”

The appropriation of the rhetoric of therapy is particularly noticeable within feminist politics. One reason for this is that since at least the second wave, the feminist community has had a significant overlap (in terms of ideas and methodology) with the therapeutic community. Most notably, the idea of the safe space, which was crucial to early consciousness-raising groups, was based in part on the talking cure of therapy and the recovery of 12-step programs. With the safe space of a consciousness-raising group,

women shared personal stories and realized they were not alone. The idea that *naming* the problem with others was central to *overcoming* the problem gave rise to the slogan “the personal is political”...

While both the “victim” and “power” versions of therapeutic feminism are a phenomenon of white, middle-class, college-educated feminists and are, therefore, as much an expression of privilege as oppression, they nevertheless address issues many women experience and, as such, need to be taken seriously. Since they discourage direct political action, however, it is no coincidence that such therapeutic books have become popular at a time when the disparity between the rich and poor is growing wider, and when early feminist gains—such as affirmative action—are being rolled back. In the face of an increasingly conservative political climate, therefore, therapeutic texts seem to offer at least a temporary solution to the very real pain and suffering caused by sexism, racism, and economic hardship in America in the 1990s.

These books offer a solution, in other words, that seems possible and in reach because it depends only on individual change and commitment. Yet as Wendy Simonds argues, while therapeutic and self-help books tap into and acknowledge a desire for connection and societal change, they can ultimately only offer “reactionary solutions to social problems.” Capitalism, racism, sexism, and other forms of oppression reinforce each other in very real and concrete ways, and feminism must continue to find ways to transform not only individual women’s lives but social and economic structures.

Remaining within the safe space of feminism reinforces an oppressive, rather than a progressive, therapeutic model. It is not women who are dysfunctional but society. And it *can* be changed. ♦

Baruch's Computer Center For Visually Impaired People

By Karen Luxton Gourgey, Ed.D.

Director, Baruch College Computer Center for Visually Impaired People

Recently, some fifteen professionals whose job it is to discern the challenges of blindness and strategies for overcoming them visited Baruch College. They were surprised to discover that one can actually navigate successfully in the graphical user-interface environment of Windows—even when the mouse is stashed behind the computer.

These counselors and supervisors from the New York State Commission for the Blind and Visually Handicapped got this new “feel” for working in Windows at the College’s Computer Center for Visually Impaired People (CCVIP). Training specialist Vita Zavoli, herself totally blind, ordered her “students” not to use the mouse. “Listen and try to understand the concept behind what you’re doing, instead of simply pointing and clicking.” Mouseless and tentative, they followed instructions to cut and paste, navigate between programs, insert and delete text, and performed other calculator and word-processing functions.

Zavoli provided a mini-tour of the Internet to demonstrate that speech and large print-access products are robust enough even to support that most graphical of environments, the World Wide Web. One counselor, a self-proclaimed computer-phobe, was amazed at his own learning facility. Others appreciated the clarity and precision of the instruction and the pleasant but no-nonsense atmosphere.

The Center, or CCVIP, is celebrating its 20th year of promoting computer access for people with severe visual impairments. It was the brain child of two professors from Baruch’s Department of Statistics and Computer Information Systems. Dr. Dina Bedi and Dr. Sam Ryan reasoned that the computer—whose informational currency is in bits, bytes, and 0’s and 1’s—could be a tremendous help to the vision-impaired, who historically had to contend with the barrier of the standard printed page.

They teamed up with Leslie Clark, a research scientist at the American Foundation for the Blind, to learn the state of the art. They quickly became aware of related work under way at the University of Warwick in Great Britain and at MIT. The MIT research concerned the development of Braille-translation software and synthetic speech-based reading systems. At Warwick, then doctoral student John Gill was demonstrating the potentially revolutionary uses of computer-controlled milling processes, which could make possible tactile maps and drawings of a quality and precision never before possible.

At Baruch, CCVIP’s founders sought to build on this existing work and bring the results to the community at large. The dream was threefold: first, CCVIP was to provide accessible computer education to people with vision impairments; equally important, the Center’s resources should serve to enhance the access of blind and

visually impaired people to the larger community; finally, they wanted to reach out to the general public, so that families, counselors, teachers, and employers could grasp the possibilities inherent in adaptive computing.

Twenty years down the road, where is CCVIP in relation to those early goals?

Computer Education

Teaching the use of computers with access technology has been at the heart of our operation since the beginning. For the first five years, CCVIP carried out its own training for would-be programmers. The first course ever offered was a Fortran course inaugurated in the summer of 1977 and taught by co-founder Sam Ryan.

Prof. Ryan developed the concept of using the “structured sentence” in place of a flow chart, which allows the blind or low-vision student to map out the logic for programming without depending on the ability to draw. This concept found its way into all CCVIP programming courses. In 1980, Ryan’s methods and philosophy were ap-



Instructional assistant Richard Holborow with student Jacqueline Fernandez. Photo, Gary Hodes

plied to a collaborative programmer-training effort between the Center and Manufacturers Hanover Bank. Their combined expertise created an unprecedented opportunity for aspiring computer professionals with vision impairments.

In the banking industry at the time, programmers were often hired and then trained. Rarely, if ever, had blind and low-vision people had such an opportunity. Manufacturers was able to negotiate with several fellow banks, and by the end of the project some 20 programmers with severe vision impairments had been placed in positions with Chemical, Chase, the Federal Reserve, Westminster Bank and others.

Simultaneously, Baruch’s Department of Continuing Studies was moving into programmer training. Another partnership developed, making it possible for blind and visually impaired students to take advantage of a variety of Continuing Studies courses.

But the market was about to undergo a

sea change that would transform our training efforts. The personal computer burst on the scene, bringing vastly expanded power and flexibility to the desktop. Access technology was running hard to keep up. In 1983, before the personal computer had become truly accessible, CCVIP developed what was at that time a radically new concept in computer training. We wanted to train people to become fluent users of the computer. Only limited numbers of people possessed the interest or ability to become programmers, but just about all had a need to manage information—write letters, prepare reports or memos, generate budgets, maintain checkbooks—and then there was the perennially vexing problem of conducting research. We took a risk: we asserted that it was important to give our students the tools to develop their own talents. In other words, we did *not* want merely to train people to a particular job. Instead, we wanted to teach the end-user skills needed to create a kind of “literacy tool kit” for every blind and visually impaired individual, from high schooler to senior citizen. This commitment to a “liberal education” approach to adaptive computer training has guided our work for the past fifteen years. It continues to distinguish us from every other adaptive computer training programs that have sprung up in the last 15 years.

Access to the Community

In many ways, CCVIP was an unlikely venue for exploiting the research of Warwick’s John Gill. He had employed large and cumbersome equipment “Rube Goldberged” together to prove a concept, but prove it he did. He produced sample tactile maps which could be copied hundreds of times and in which data could be stored, edited, and redrawn with relative ease. Prior to his work, tactiles were created exclusively by hand. Our wish was to import/develop a version of the Gill system that could reside on a personal computer and bring usable tactile maps and other graphic aids into the hands of blind and visually impaired people.

Similarly, people at MIT and elsewhere had developed software that allowed machine-readable data to be translated into Braille. This meant that Braille documents could be created from a non-Braille data source by people with little or no knowledge of the Braille code. Our hope was to take this invention and make it work for our target student population, young and old.

Both of these goals were realized, in large part, through two collaborations forged with major New York City community resources: Lincoln Center for the Performing Arts and the Metropolitan Transportation Authority.

Lincoln Center began in the mid ‘80s to build its own Department of Programs and Services for People with Disabilities. When the accommodations that might be required to enhance the experience of blind and visually impaired patrons were considered, Braille and large-print concert programs topped the list. Lincoln Center retained CCVIP to produce the Braille programs and thus became the first major arts organization in the country to offer this service. Eventually, they found the service so important that they purchased the needed printer and software and brought the entire effort in-house.

The MTA joined CCVIP’s Tactual Graph-

ics Advisory Committee in 1987, and, as our ability to design and create maps became apparent, the Authority worked with us to obtain Federal transit funding, first, to determine the usefulness of raised-line, large-print subway maps, second, to develop a training strategy for map reading, and, finally, to map the entire New York City Subway System. This work is just now being completed. Pocket-sized strip maps for each of the 26 subway lines are available, together with overview maps for each borough that depict these lines as they weave through the space that is New York City.

From these maps grew the Talking Directory Display System, or “Talking Kiosk” (*CUNY•Matters* reported on this in its Fall 1996 issue). This randomly accessible multi-media kiosk system was prototyped in Penn Station during 1996 and 1997. In 1998, a permanent kiosk is to be designed and installed in the Long Island Railroad’s Penn Station facility.

Outreach

We return to the counselors who came to CCVIP recently to learn what it really means to operate a computer with access technology in Windows95 and Internet environments. One woman said as she was leaving, “now I really can recommend that my clients come here. Now I know that they really can do it.” Since Day One, we have sought to plant that conviction in the minds, hearts, heads, and hands of people who are blind and visually impaired—and in the network of people and organizations in which they live, study and work. ♦

A MUSICAL LEXICON

(from actual elementary school students)

duet: “music sung by two people at the same time”

opera: “a song of bigly size”

opus: “my favorite composer”

pianissimo: “a spare word for when you cannot think of how to say shhhhh”

refrain: “that part you better not try to sing”

ritardando: “the warning way of saying look out for what’s up ahead”

sextet: “I know what that means, but I’d rather not say”

tempo: “that is how fast people are playing when they no longer can be measured in miles per hour”

virtuoso: “a musician with real high morals”

TURNING CHOCOLATE TO GOLD

Every November Professor Louise Hoffman, of the Hospitality Management Department at New York City Tech, prepares her Confectionary Arts team for competition in the International Salon of Culinary Arts. Here they compete against many talented schools, and they have been winning first prize ribbons for the past several years. This year both the Confectionary and Culinary teams garnered the Gold Medal of the French Culinary Academy.

Hoffman's confectionary class begins in September and meets twice a week—usually from 4 to 9 p.m but sometimes starting as early as 9 a.m.—learning their medium and working on their projects. Most students have never worked in the materials before, though all have top grades in Pastry Arts. Their diet-busting creations are



planned in consultation with Hoffman and are often altered as the sculpturing progresses. The entries are made out of chocolate, pulled and cast sugar, pastillage, and nougatine. Students spend



dents (from left to right) Manie Lartique, Irene Henderson, Patricia Bubb, Joyce Stephens, Anthony Smith, Yolaine Ridore, Loneze Puzo, Donna Joseph, Joseph Ilardo, and Helen Koneval.



every spare moment on their projects, and excitement and anxiety invariably rise as the exhibition date nears.

Featured here are the team's "Skating Penguins" (made of light and dark chocolate) and "Jacques in the Box" (pastillage and sugar paste). Gathered together amid the Salon's well-wrought confections is Professor Hoffman, in the toque, and her stu-

Kimmich interview, continued from page 3

ER: What would you describe as your top priority during your tenure in the Chancellor's office?

CK: There are several that come to mind. I'm strongly committed to getting out the news of what this university is all about—the high national rankings achieved recently by the Graduate Center, Baruch, John Jay, the Sophie Davis School; the national awards accorded our academic programs; the success of our graduates... Quite simply: the remarkable quality of what we are and what we produce. All the debate about under-prepared students should not obscure the wealth of distinguished outcomes our students achieve. The University can boast an illustrious corps of graduates, concentrated in the City but also spread around the world.

A second priority, as I've already mentioned, is restoring campus autonomy—providing the college communities with the opportunity to shape their own destiny, to make them as effective as they can be. Something I always chafed about at Brooklyn was being micro-managed from the outside, spending much of my time and my staff's time either implementing or responding to—or resisting—directives that had very little to do with the life of the College. The action is at the college, where the students and the faculty are; that's what makes us a university. It's not in the Central Office, which coordinates and supports. If I can make some headway in

restoring autonomy to the campuses, I'll be well content.

That said, I hasten to add that I'm not working in a vacuum. Some very specific and concrete issues must be given priority. We've touched on several: teacher education, remediation, the need to address—in collaboration with the school system—the problem of an unevenly prepared applicant pool. There is the complex question of testing—when, how, where, how often—an answer to which the faculty is seeking through the University-wide discipline councils and with our Office of Academic Affairs. We have to respond to current criticism about "standards"—how should they be defined, how can they be demonstrated and validated. I want very much to rebuild the full-time faculty, to make good use of the capital funds that will be available.

And we must work together. We have a Board of Trustees with many newly-appointed members who are interested in looking at things afresh. There is strong support from the presidents, who bring a campus perspective to shaping their institutions in ways consistent with their respective missions. Not least, I'm fortunate in having a talented and hardworking group of colleagues here at the Central Office. Working together, nothing can stop us from achieving for this University what it can do best.

ER: You are CUNY's Interim Chancellor. It would almost seem a dereliction on my part not to end by asking about your thoughts on the

University "at the crossroads."

CK: I see it as a matter of timing, a moment ripe with possibilities for action. We're in a year with a stable budget, something we've not had for as long as I can remember. We're in a gubernatorial and legislative election year, which gives us some leeway. We're in a position to make some decisions about our future that will buffer us against what I suspect will be a much harsher climate in another year or so. I'd like to think we're having a year or so in which—given the current high in the City's economy, the Wall Street "lift," the stability of the State budget—we have a window of opportunity that may not stay open very long but which is very real.

We should do things now to anticipate a future that is not likely to be as stable and positive as the present. I think about this a great deal and am concerned that, during what is probably only a temporary respite from budgetary stress, we do not "lose the moment."

That's why I am not thinking in terms of "interim" solutions to the problems we face—the University cannot afford that luxury. I'm working with the Board and with my colleagues at the Central Office on programs that will stand us in good stead down the road. We can't be thinking of short-term solutions: I want to leave something substantive beyond the six, nine months or a year I will be here.

ER: Thank you.

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