A New Marathon Begins

By John Hamill

While it took recently appointed Chancellor Matthew Goldstein more than 50 years to go the four miles from East 7th St. to the Lower East Side to the 7th floor of CUNY’s East 80th St. Central Office, no one would ever accuse this avid jogger of being slow.

In fact, in a recent interview, Dr. Goldstein elaborated to reporters about his student days, “CUNY gave me the skills that enabled me to address the challenges in my career and, even more important, gave me a curiosity about the world.” CUNY is about showing the possibilities that exist, that there are no barriers that can’t be overcome, I care deeply about this institution. I especially care deeply about the students and about creating an environment of learning for the students.”

Dr. Benno Schmidt, Vice Chairman of the Board and Chairman of the Mayor’s Advisory Task Force on CUNY, said at the press conference, “The City University of New York is extraordinary fortunate to have a person of Matthew Goldstein’s experience, integrity, scholarly credentials, proven administrative ability, and deep love of this university, of which he is a product as a student, faculty member, scholar and member of the chancellorcy. I don’t believe there is a better person in the world to take on the responsibilities of Chancellor. This University, in my opinion, needs a strong Chancellor. I know the Chancellor who has been chosen is an extraordinary depth, and has some of the finest scholars in this nation within our ranks.”

In his view, marshaling that talent, and not being shy about telling the world about it, are two of the main responsibilities of the Chancellor. To recruit some of the talent needed, CUNY’s Board of Trustees recently announced new or reinvigorated searches for presidents of Queensborough, LaGuardia and Kingsborough Community Colleges as well as Baruch College, where Goldstein served as president for seven years.

"By the Fall 2000 semester, I fully expect to have new presidents approved and in place at all of those institutions," said Goldstein confidently, adding that vigorous searches for presidents of CUNY's senior colleges, as well as those at the community colleges, have been ongoing for more than three decades mating the "puzzle solving" aspects of mathematics with the creative "out of the box" thinking of the most progressive elements of the business community in developing a successful management model for CUNY.

"Both mathematics and music allow one to be tremendously creative, encouraging one to "think out of the box" if you will. At the same time, they are magnifently vocal champion for this University," he added. “We have not usually heard a Chancellor speak this way. However, I intend to do just that at every possible opportunity.”

Goldstein acknowledged that seemingly relentless criticism of the University for the past several years, though often legitimate, has produced a certain “war weariness” in many quarters of the CUNY community. This dented morale, he feels, can best be salved with improvements in management and performance that strong leadership and clear goals can bring, and which as Chancellor he accepts ultimate responsibility for providing.

An Interview with the Chancellor

Continued on page 5

The City adopted budget included language requiring the implementation in the coming academic year of an objective test, reflecting nationally based standards, to determine when students who have been placed in remediation programs successfully achieve college readiness and are prepared to exit from remediation.” It is expected that the Board of Trustees will consider such a policy at its September meeting, as recommended by the Board’s Committee on Academic Policy, Program, and Research, which met on Sept. 8.

The State budget also provides for an independent management study of CUNY’s Research Foundation’s performance over the previous ten years “to examine the efficiency and effectiveness of the Foundation in administering, encouraging, and fostering research, and the decision making process in allocating funds.” The deadline for a report on this study is next June 1.

The Budget includes language to establish a pilot Tuition Assistance Program for part-time students, effective 2000-2001 to 2002-2003 and proposed by CUNY. With approximately 40% of CUNY students attending part-time, University leaders supported for years the expansion of aid for part-time students. Students qualifying for this aid must (1) be enrolled at CUNY as first-time freshmen in 1998-99 or after, (2) have earned 24 credits by the time of

Continued on page 2

Photo, André Beckles.

Budget Highlights for 1999-2000

The City and State Operating Budgets adopted over the summer brought the City University increased funding on several fronts. The total operating budget for CUNY will be $1.338 billion (senior campuses, $984 million; community campuses, $354 million).

Most notably, all proposed cuts in the Tuition Assistance Program were restored by the New York State Legislature when it met in August, following agreement with Governor Pataki.

The State appropriation of $691.8 million included $10.8 million in new funds ($4.8 million for senior colleges, $6 million for community colleges). This new support is comprised of a $75 increase in community college support per FTE ($4.1 million), new funding for new full-time faculty ($3.16 million), support of child-care support ($1.3 million), and additional funding for SEEK ($1.95 million) and College Discovery ($900,000).

The City budget, in its adopted form, included these items for the community colleges: the full restoration of $1.2 million for the expansion of College Now, $7.5 million for community college program restructuring, and the full restoration of $7 million for the Merit Scholarship program.

The total of City funds for the community colleges is $88.2 million. City funds totaling $32.3 million—the same as last year—go to senior colleges for Associate Degree programs at The College of Staten Island, John Jay College of Criminal Justice, New York City Technical College, and Medgar Evers College.

The State appropriation of $691.8 million also included $10.8 million in new funds ($4.8 million for senior colleges, $6 million for community colleges). This new support is comprised of a $75 increase in community college support per FTE ($4.1 million), new funding for new full-time faculty ($3.16 million), support of child-care support ($1.3 million), and additional funding for SEEK ($1.95 million) and College Discovery ($900,000).

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IN THIS ISSUE

Learn on page 3 why former Interim Chancellor Christoph Kimmich might be smiling now—and on page 11 discover why the Marquis de Sade had little to smile about.
The City University Board of Trustees designated interim leaders at three CUNY colleges during a special meeting convened on August 26. Dr. Sidney I. Litzman becomes Interim President at Baruch College; Dr. Stanford A. Roman Jr. becomes Interim President at The City College of New York; and Dr. Roberta S. Matthews becomes Interim President at LaGuardia Community College.

All three appointees have had extensive and varied experience as teachers and administrators on the campuses they will be serving.

In Sidney Litzman’s case, association with the CUNY system commenced more than half a century ago: in 1951 City College granted him a B.S. in economics and psychology (his Ph.D. in psychology was earned at Columbia University in 1955). The Dean of Baruch’s Zicklin School of Business and holder of the Emanuel Saxe Chair in Management since 1996, Litzman has taught management at Baruch for 32 years. In addition to serving as an associate dean in the former School of Business and Public Administration, as Vice President for Academic Affairs, and as Acting Provost, Litzman was also Executive Officer of the Ph.D. Program in Business at the Graduate School for 15 years. A frequent consultant to corporations and government agencies, Litzman also serves often as an expert witness in the subjects of chemical work-hazard communication and trademark infringement. He is also on the advisory board of directors for the Independent Budget Project.

Litzman succeeds Interim President Lois S. Cronholm (who, last year, in turn succeeded CUNY’s new Chancellor, Matthew Goldstein).

Since 1990 Stanford Roman has served as Dean of the Sophie Davis School of Biomedical Education and the CUNY Medical School. Prior to this he was a Senior Vice President of the City’s Health and Hospitals Corporation and Dean at the Morehouse School of Medicine in Atlanta. He has also been a professor of medicine at Howard, Georgetown, and Dartmouth Universities, as well as a director at Harlem Hospital, Boston City Hospital, and General Hospital in the District of Columbia.

A prominent member of several medical and community health advisory boards, Roman, a native New Yorker, took a Dartmouth A.B. in psychology, later earning an M.D. from Columbia’s College of Physicians and Surgeons and an M.P.H. at the University of Michigan. He spent often on the delivery of health care to underserved communities. Roman’s appointment follows the resignation in July of Dr. Yolanda T. Moses, who had led City College for six years.

Prior to her last three years at Marymount College in Tarrytown, where she served as dean, vice president, and acting provost, Roberta Matthews held several positions at LaGuardia Community College, rising from Assistant Director of Composition to become, for seven years, Associate Dean for Academic Affairs. Notable among the initiatives she worked on at the Long Island City campus were the Enterprise Center, COPE, the Coordinated Freshman Program, and the College’s collaboration with the public schools’ Middle

MATHEMATICS EDUCATION AND RESEARCH FACILITIES

New York State has approved $22 million in state funds for CUNY’s Mathematics, Science and Technology Facilities.

The City Council’s dozen initiatives include the Sophie Davis School’s Bridge to Medicine program ($125,000), Medgar Evers’ Caribbean Research Center ($80,000), Betty Shabazz Chair ($100,000), and Brooklyn College’s Center for Educational Change ($80,000).

The State budget did not address the $10 million cost of financing collective bargaining agreements in 1999-2000. Collective bargaining will instead be funded through existing appropriation authority in the University’s Stabilization Account, as approved by Governor Pataki.

24TH QUEENS COLLEGE READINGS SEASON

A Feast of the Literati

The best series for writers in New York.” Thus said Susan Sontag on the Queens College Evening Readings in 1986, when she was a participant and the Readings were celebrating a 10th anniversary. Now in their 24th season—all of them conceived by English Professor and founder Joe Cuomo—the Readings, it could be argued, have gotten even better.

The first salvo is a roundtable on the art of writing on Oct. 13 moderated by Cuomo, but his participants will require no introduction: E.L. Doctorow, Arthur Miller, and Joyce Carol Oates.

Especially notable is one of novelist V.S. Naipaul’s rare public appearances—also his debut at the Evening Readings (Jan. 25). Among other participants in the series are novelist Jamaica Kincaid (Nov. 2), novelist and writer on art and society Susan Sontag (Feb. 29), and essayist and anthropologist Phillip Lopate (March 21).

Closing the season on April 11 will be another roundtable, moderated by Leonard Lopate, featuring three novelists: Peter Carey, Caryl Phillips, and Norman Rush.

All events take place at 7 p.m. in LeFkak Concert Hall in the Music Building on the Queens campus. Tickets for all events are $7 (except $12 for Oct. 13), and season tickets are available (718-793-8080). Entrance is free for students with a CUNY ID. For information on the Readings call 718-997-4646.

Novelist V.S. Naipaul, left, will come to the Queens College Campus Jan. 25, 2000. Photo, Frederick Reglain.

AT BARUCH, CITY, LAGUARDIA COLLEGES

Three Interim Presidents Appointed by Trustees

At Baruch, City, LaGuardia Colleges

College and International High School.

The founding chair of LaGuardia’s Department of English, Matthews has published frequently on collaborative learning initiatives, notably in the area of cooperative learning communities. She has also been widely involved in international educational collaborations, particularly with China.

Matthews earned a magna cum laude degree in English at Smith College, a Columbia M.A. in 18th century literature, and a SUNY, Stonybrook, Ph.D. with a specialization in modern British and Irish literature.

Also at the special August meeting, Chairman Herman Badillo announced the names of trustees who will chair four searches for permanent CUNY college presidents: Trustees Kathleen Pesile (Baruch), Alfred B. Curtis (Kingsborough), Satish K. Babbar (LaGuardia), and Nilda Soto Ruiz (Queensborough).

Budget Highlights, continued from page 1

the award, (3) have a 2.0 GPA, and (4) be enrolled for 6-12 hours per semester. Aid to Part-Time Study (APTS) funding otherwise remains at last year’s level of $14.6 million.

Bounded to impact upon CUNY is the provision in the Jobs 2000 Act for the creation of NYSTAR, the New York Office of Science, Technology and Academic Research, to replace the Science and Technology Foundation. NYSTAR will administer a Research and Development Program intended to involve colleges and universities in new technologies and their local economic development.

Included in the Act are funds for a Faculty Development Program ($7 million), a Capital Facilities Program ($85 million), an Incentive Program ($5 million) to encourage the transfer of technology among New York State institutions, and $10 million to encourage development of new Centers for Advanced Technology (CAT) sites, of which there are now 14. One of these, devoted to ultrafast photonics, is headquartered at City College.

Elsewhere in the State budget, Science and Technology Program (STEP) funding is increased by nearly a third over last year to $9.9 million, and the Teacher Opportunity Corps program, which recruits and trains high school math and science teachers, sees its support nearly double to $1.25 million.

Among the largest of about 18 line-item initiatives supported by the State budget are the Queens College Worker Education Program ($233,000), CS1’s Archives Program ($150,000), College Now at Kingsborough ($150,000), Medgar Evers’ Dr. Betty Shabazz Chair ($100,000), and Brooklyn College’s Center for Educational Change ($80,000).

The City Council’s dozen initiatives include the Sophie Davis School’s Bridge to Medicine program ($125,000), Medgar Evers’ Caribbean Research Center ($50,000), LaGuardia’s Archives ($100,000), and the Queens College Byzantine Center ($20,000).

The State budget did not address the $10 million cost of financing collective bargaining agreements in 1999-2000. Collective bargaining will instead be funded through existing appropriation authority in the University’s Stabilization Account, as approved by Governor Pataki. 
LAST EXIT (SMILING) TO BROOKLYN

Interim Chancellor Kimmich Returns to College as President

Christopher M. Kimmich, the City University's Interim Chancellor for 21 months from November 1997 through this August, is pictured here in ebullient mood with his successor, Matthew Goldstein. One reason for a happy mood may be his appointment by the Board of Trustees to be the next president of Brooklyn College, effective on January 31, 2000. Board Chair Herman Badillo announced the decision at a special meeting on Aug. 26.

Of course, he may also be thinking delightedly about the spectacular wilderness of Scotland. For several years Kimmich and his wife Flora have made an annual traveling and hiking tour of the Western Highlands, and they plan to do so again during a fall term sabbatical. Speaking to CUNY Matters by phone, the President Designate said they also expected to visit family in North Carolina. He is also looking forward to doing considerable reading at his rural New Jersey home near Princeton.

Kimmich will succeed President Vernon L. Lattin, whom he served for eight years as Provost and Vice President for Academic Affairs. President Lattin had already announced his resignation, effective January 31, 2000, and will return to teaching at the Graduate School. "Dr. Kimmich's return to Brooklyn College in the spring semester will allow for a smooth leadership transition," Badillo said. "The experience he gained will be of enormous benefit to the students, faculty, and staff of Brooklyn College.

At the same time, the University will benefit greatly from Dr. Lattin's participation in graduate studies. He will bring his extensive experience at Brooklyn College, the City University, and in higher education to the classroom."

In passing its resolution of designation, the Trustees unanimously voted to waive its usual presidential search process with this language: "Based upon the presence of a candidate of such proven distinction, and his exemplary service as the chief educational and administrative officer of the City University during the past 21 months, the Board has determined to forego its search process for a new college president in order to provide Brooklyn College with the benefit of his leadership at a time when Dr. Kimmich is available and willing to accept the college presidency."

Prior to his provostship, Kimmich also served as Associate Provost and Chairman of the College's Department of History. Kimmich received his B.A. with honors in history from Haverford College and a D. Phil. from Oxford University. A native of Dresden who came to the U.S. at the age of 12 in 1951, Kimmich's principal specialty as a historian is German foreign policy since World War II.

Though he began teaching at Brooklyn College in 1973, the Kimmichs have never lived in Brooklyn. Kimmich says he and Flora are both looking forward to getting to know better "all the wonderful and unique neighborhoods in this borough."

In spite of all the pressure and sometimes decidedly unentertaining drama of the last two years, Kimmich says he leaves the Chancellor's office exhilarated: "I am a different person now...I called upon reserves I didn't know I had, reserves that will be put to good use at Brooklyn College."

"As I look back and think of any advice I wished I had been given on arriving at 80th Street, Kimmich says simply: 'Never lose sight of the value of the University.'

President Designate of Brooklyn College Christoph Kimmich, left, with Chancellor Matthew Goldstein. Photo, André Beckles.

Goldstein Interview, continued from page 1

"There was a trip alone to the Museum of Natural History at the age of eight, where I wondered at the sight of dinosaur bones, and discovered what I would weigh if I was on the moon," he said. "Then forty years later, running and finishing the 1990 marathon, I just coming off the Verazano Bridge, and moving through neighborhoods where the languages and the smells and the sounds changed. Where it was all different and yet it was all New York." That is why, despite numerous prestigious and lucrative offers to go elsewhere, Goldstein still thinks an early retirement path is always possible to see that they get as valuable an educational experience as is possible to get at this University." As urban as he is urban, the never沙龙ally challenged Goldstein's love of the arts (particularly the opera and dramatic theater) were other factors in his and architect spouse Maggi Sedlis's decision-making process. When asked what opera CUNY most resembles, Goldstein answered with a knowing laugh.

"Oh, Wagner's Ring, no question." Coming from someone with a taste for long-distance runs, the answer is no surprise: the monster tetralogy lasts 23 Sturm and Drang-filled hours.

He then described how New York can, despite constant change, still create "near perfect days" that continue to amaze and inspire him.

"There was a trip alone to the Museum of Natural History at the age of eight, and something that I wo..."
Three Departing Trustees Honored by the Board

RESOLVED TO APPRECIATE

Officials Testify Before Regents On Remediation Reform

Following are excerpts from testimony on the City University's proposed Master Plan Amendment submitted by four CUNY officials before the New York State Board of Regents, Chancellor Carl T. Hayden, and Commissioner of Education Richard P. Mills on September 9.

Herman Badillo Chairman Board of Trustees

The Amendment rests on a resolution, approved by the CUNY Board of Trustees in January 1999, to phase out remedial instruction in our senior colleges. The resolution's purpose is to ensure that students arrive at a senior college fully prepared to meet the academic challenges that a senior college should offer. By admitting students prepared for college work, we expect to see an improvement in academic performance and a renewal of standards. This is the kind of access we must have—access to a quality education. It is a goal shared by my colleagues on the Board and by the vast majority of citizens of New York City. A recent poll by Quinnipiac Polling Institute found that by a 72% to 23% margin New Yorkers supported the raising of admission standards at CUNY's senior colleges. Such access is in concert with the Business Council of New York City and the City University's proposed Master Plan Amendment submitted by the Board of Regents. These projections are based on the performance of students who entered CUNY in fall 1998. They are careful projections based on hard data in which a statistician, I have a high degree of confidence. These projections show that approximately 2% of freshmen who would have been eligible for baccalaureate programs at the University will, as a result of the implementation of this resolution, begin their higher education careers at a community college. This shift of about 150 students to a community college will have a negligible impact on the ethnic diversity of CUNY's community and senior colleges. For example, at the community colleges the percentage change for African-American students will be minus 1.76%, for Hispanic students minus .91%. The number of white students will increase by .68% and the number of Asian students will increase by 1.99%.

I know you have heard a great deal during these hearings that would appear to contradict what I am saying. Many good people, with a sincere interest in the University and the City, have come forward to express their misgivings about the impact on our students of the implementation of this resolution. I believe that if they examine this evidence, the hard data available to all, they will see that in no way will this Master Plan Amendment deny access to higher education to any group in New York City.

Benno C. Schmidt Jr. Vice Chairman Board of Trustees

CUNY's great historic mission—to give New Yorkers broad access to top-quality higher educational opportunities suited to their diverse needs and the complex needs of the city, state, and nation—is more critical now than ever. Unfortunately, CUNY is not fulfilling this mission with the vigor and distinction required. We believe that CUNY's institutionalization of large-scale remediation programs in each of its 17 undergraduate colleges has been a contributing factor to this failure. While the provision of remediation at CUNY may be necessary to keep open the doors of opportunity, for high school graduates coming directly to college, it is an unfortunate necessity and a distraction from the main business of the University. CUNY was not conceived as a second-chance high school. Rather, its mandate was to offer first-rate college-level programs to those who are prepared to succeed. Every hour and every dollar spent teaching recent high school graduates what they should already have learned is time and money diverted from CUNY's mission.

Benno C. Schmidt Jr.

John Morning Trustee

I n New York City, with both the economy and immigration at record levels, it is senseless to separate one from the other. Our financial prosperity as well as an equitable society demand more training, not less, for people of every station, more chances, not fewer, for people to better their own lives and in turn the life of the city. . . Restricting access alone is not going to improve the performance of CUNY or of high schools. That has to come from other, harder choices to be made: for increased funding, for more faculty, and for greater articulation. During our long agony over remediation, I have always believed that a compromise on the issue could mean the most to the system and its students. Obviously, remediation cannot remain unattended and operate without limits. But to allow a single semester of remediation at the senior colleges, as I have consistently advocated, would without doubt enhance graduation rates, retention rates, and the life prospects for an untold number of students.

Matthew Goldstein Chancellor

The Amendment sets forth a broad spectrum of initiatives that I believe will assist us in achieving our goals. The Amendment itself is derived from the fundamental principle that the level of preparation that students have when they enter the University must be aligned with the requirements for college-level work. This is the same principle that underlies a series of CUNY Board policies, beginning in 1992 with the College Preparatory Initiative, and followed, inter alia, with the differentiation of admission standards and caps on remedial work at senior colleges. . . The University has made enrolment projections that have been shared with the Board of Regents. These projections are based on the performance of students who entered CUNY in fall 1998. They are careful projections based on hard data in which a statistician, I have a high degree of confidence. These projections show that approximately 2% of freshmen who would have been eligible for baccalaureate programs at the University will, as a result of the implementation of this resolution, begin their higher education careers at a community college. This shift of about 150 students to a community college will have a negligible impact on the ethnic diversity of CUNY's community and senior colleges. For example, at the community colleges the percentage change for African-American students will be minus 1.76%, for Hispanic students minus .91%. The number of white students will increase by .68% and the number of Asian students will increase by 1.99%.

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Matthew Goldstein Chancellor

Benno C. Schmidt Jr.

John Morning Trustee

To explain this, we must look at the data and the assumptions behind them. Every hour and every dollar spent teaching recent high school graduates what they should already have learned is time and money diverted from CUNY's mission. The resolution's purpose is to ensure that students arrive at a senior college fully prepared to meet the academic challenges that a senior college should offer. By admitting students prepared for college work, we expect to see an improvement in academic performance and a renewal of standards. This is the kind of access we must have—access to a quality education. It is a goal shared by my colleagues on the Board and by the vast majority of citizens of New York City. A recent poll by Quinnipiac Polling Institute found that by a 72% to 23% margin New Yorkers supported the raising of admission standards at CUNY's senior colleges. Such access is in concert with the Business Council of New York City and the City University's proposed Master Plan Amendment submitted by the Board of Regents. These projections are based on the performance of students who entered CUNY in fall 1998. They are careful projections based on hard data in which a statistician, I have a high degree of confidence. These projections show that approximately 2% of freshmen who would have been eligible for baccalaureate programs at the University will, as a result of the implementation of this resolution, begin their higher education careers at a community college. This shift of about 150 students to a community college will have a negligible impact on the ethnic diversity of CUNY's community and senior colleges. For example, at the community colleges the percentage change for African-American students will be minus 1.76%, for Hispanic students minus .91%. The number of white students will increase by .68% and the number of Asian students will increase by 1.99%.

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Matthew Goldstein Chancellor

Benno C. Schmidt Jr.

John Morning Trustee

Two of the City University's longest serving Trustees, Edith B. Everett and James P. Murphy, as well as Richard B. Stone, a Trustee since 1996, were honored with Resolutions of Appreciation on their departure by the Board at its June 1999 meeting. Murphy served on the Board from 1974 to 1976, then from 1980 to August 1999; he was Chairman of the Board from 1985 to 1997. A unanimous Board praised his “creativity, intelligence, energy and constancy,” singling out his effort to establish the Kennedy Fellows Program to aid developmentally disabled individuals, his “unflagging dedication to, and vigorous defense of, the educational mission” of the University, and his keen “perception of the role of public higher education for the cultural, social, and economic enhancement of citizens of New York.”

Edith Everett, the champion Trustee in the Language Scholars Program, the CUNY Job Fair, the Executive Immersion Program, and the Language Forum for ESL faculty.

The Resolution for Richard Stone noted that the Board “greatly benefited from his vast experience in the fields of law and education,” while particularly emphasizing his leadership on the Committee on Academic Policy, Programs, and Research.

Edith B. Everett

Elected to the Board of Trustees in 1976, she was also the Vice Chairperson from 1980 to 1997. A graduate of Brooklyn College, Everett was honored in particular for “special concern in strengthening teacher education” and for developing and enhancing new resources for students such as the Language Scholars Program, the CUNY Job Fair, the Executive Immersion Program, and the Language Forum for ESL faculty.

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Being named Chancellor, he was Academic Affairs. Prior to being named Chancellor, he was for one year President of Adelphi University.

Intense media interest in the plans of the new Chancellor resulted in many requests for interviews. On the New York 1 news program "New York Close-Up," hosted by Sam Roberts (Deputy Editor of the New York Times "Week in Review"), Goldstein said, "What I want to do is ensure that the students who come to study at City University today and tomorrow are going to be given the best possible opportunity to realize both their personal and professional expectations. To do this requires that we administrators and faculty, the Board, the Governor, and the Mayor all work together to ensure that funding is at an appropriate level; that accountability is there for people to observe; that the degree is a valued degree; and that our students are challenged and allowed to realize whatever potential they have.

"All of that," Goldstein added, "is going to require vigilance with respect to building our faculty, maintaining up-to-date and inviting facilities, and assuring that instrumentation and equipment are modern and working properly. We have to ensure currency in our academic programs and that quality and rigor are built in. We have a moral imperative here: to recognize that whatever we do—from governance, to hiring, to building—affects the lives of our students.

In reply to Sam Roberts' questions on assessment and remediation, Goldstein noted that assessment is a major issue in higher education today. It is a topic that he and other members of the New York State Education Commissioner's Advisory Council on Higher Education are currently debating: "I have to be committed, as the new Chancellor, to thinking very clearly about how to assess what we do, then to see where the underbelly of that assessment point us, and finally to find means to make us more accountable."

On remediation, Goldstein observed that CUNY has to establish very close, integrated relationships with the city's public school system. The Board of Regents mandate, however, which requires students graduating from New York City public schools to pass Regents examinations soon, "is going to be a surrogate for admissions standards of a much higher level than we have seen in the recent past."

"We have to help the Board of Education achieve that goal by providing the most able, promising, and dedicated teachers," Goldstein summarized. "And most importantly, we have to inform both the teachers and the students what our expectations are when they come to CUNY. Right now I think we should continue to remediate students—we will always have to remediate students. The question is: what University structure can best do that? I do not believe our senior colleges should be in the remediation business; I think the community colleges are most appropriate for shoring up students' deficiencies and giving them the ability to move on to four-year institutions."

Replying to a question on open admissions, Goldstein said, "We must keep the University accessible to all students who wish to study—I'm very passionate about that. But I think there should be restricted entry points. I believe a four-year institution has to have rigorous admissions standards."

"High school graduates should have access to community colleges, and they also ought to have the opportunity to attend the environment students are thrown into, the kind of parental support they have, the poverty they may have experienced, their family and peer support systems. All of this plays into whether students get the educational opportunity we want them to have. I believe we have to assess the students and say to them, 'We want to be your partner in success, and you have to work with us as educators to try to find the appropriate entry point.'

We have to talk about the depth and quality of this institution, the quality of students and of the faculty... We have to tell the world about this university."

—Chancellor Goldstein

Major Tasks, continued from page 1

Schmidt added, "He also needs the authority to be an inspiring and effective leader, and I am sure he will have that authority and that capacity."

Dr. Goldstein has served in senior academic and administrative positions for more than 20 years, including a tenure as President of Baruch College, President of the Research Foundation, and as Acting CUNY Vice Chancellor for Academic Affairs. Prior to being named Chancellor, he was for one year President of Adelphi University.

The University is in the process of evaluating the most far-reaching change he envisions: what University structure can best do that? I do not believe our senior colleges should be in the remediation business; I think the community colleges are most appropriate for shoring up students' deficiencies and giving them the ability to move on to four-year institutions."

"High school graduates should have access to community colleges, and they also ought to have the opportunity to attend the environment students are thrown into, the kind of parental support they have, the poverty they may have experienced, their family and peer support systems. All of this plays into whether students get the educational opportunity we want them to have. I believe we have to assess the students and say to them, 'We want to be your partner in success, and you have to work with us as educators to try to find the appropriate entry point.'

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—Chancellor Goldstein

A FIRST FOR N.Y. STATE

S

igh the metropolitan area facing a severe shortage of qualified interpreters for the deaf, LaGuardia Community College was recently awarded a $237,000 State Education Department grant to collaborate with City College in developing the state's first bachelor's degree program.

The program is particularly aimed at producing interpreters of American sign language who can work with deaf children in school settings. Currently, 1,000 deaf students and 2,000 who are hard of hearing are enrolled in New York's public schools, and a majority of their interpreters are uncertified.

The College, a pioneer in interpreter education over the last 12 years and in the education of deaf adults for 23 years, will use the grant to develop seamless articulation that will enable students to receive their associate degree in deaf studies at LaGuardia and continue their studies in interpreting through City College. It is expected that the first class will be accepted next fall.

LaGuardia's Office of Interpreter Education is also overseeing two other major U.S. Department of Education grants: a three-year, $600,000 grant for a non-degree program to prepare interpreters for New York-area students, and a five-year $700,000 grant to provide interpreters for deaf and deaf-blind individuals in New York, New Jersey, Puerto Rico, and the Virgin Islands.
I don't look like that now," John Tytell tells the Editor of CUNY•Matters over the phone. The professor of English at Queens College for 35 years is referring to the picture of him at right in 1982, decked out in shades and a T-shirt given to him by Ginsberg as a new Beat friend and acquaintance. Paradise Outlaws: Remembering the Beats, just published by William Morrow, he came to know Ginsberg especially well, and the book is dedicated to him as "magnanimous mountain of American poetry" (a playful variation, perhaps, on Ginsberg's précis of Whitman as "a mountain too vast to be seen"). The cover photo of Burroughs shown here was taken in 1974 inside the cavernous West End bar near the Columbia campus just before he gave a reading there. Ginsberg, Burroughs, Kerouac, and Lucien Carr often convened at the West End in the 1940s. Tytell says of this image, "Burroughs is leaning on the front of an upright piano, staring into the flame of an old kerosene lantern. Mellon's eye caught a nose in the way the cords of the venetian blind drape behind Burroughs' shoulder. It is a subtle evocation of the hanging figures in the notorious orgasmic death scenes repeated throughout Naked Lunch."

Among the chapters in Paradise Outlaws is "Learning from the Beats: A Few Notes on Pedagogy," in which Tytell speaks of his "missionary effort" spreading the Beat gospel in Malaysia, India, Thailand, France... even in New Jersey (at Rutgers). Following here are several brief highlights from Tytell's experience with Beats in the classroom.

Though longevity is more a matter of luck than virtue, my guess is that I've been consistently teaching Beat writing longer than anyone else in the American academy. Some of my colleagues have accused me of inventing the subject rather than discovering it as a student in the late 1950s by reading Allen Ginsberg's Howl or Naked Lunch... and almost as many to Howl or Naked Lunch.

In 1982 I went to a grimy suburb of Paris and taught the Beats in St. Denis, a provincial outpost of the Sorbonne disfigured by neglect and graffiti. On four separate occasions in four months, I saw a young person reading Sur la Route on the Métro. The French students saw the Beats as heroic figures, anticipating their own generation's blacksnake break when they took to the streets in '68 and occupied branches of the Sorbonne.

T he City University's Office of Admission Services hopes faculty readers will clip and save the accompanying announcement of a major graduate studies fair on October 14 for students they believe should consider advanced degree work. Extensive direct-mail and newspaper advertising is spreading the word about this opportunity to learn about more than 100 nationally-ranked graduate and professional degree programs at CUNY, many of them in the nation's top 20.

In addition to discussing these programs with appropriate CUNY faculty, prospective graduate students will learn from Educational Testing Service representatives about graduate achievement tests such as the GRE and GMAT. A plenary workshop will also reveal the unique aspects of graduate financial aid and the graduate admissions process.

All of the University's senior colleges, the Graduate School and University Center, and the CUNY School of Law at Queens College will be represented at the fair.

ATTENTION ALL PROFESSORS: The City University of New York will be holding a graduate and professional studies fair on October 14. The event will be held from 3 to 7 p.m. at Hunter College, West Building, Lexington Ave. & 68th St. For more information, please call 212-947-4800.
THE SKULL OF THE STRANGE MARQUIS

Alas, Poor Sade!

Mothers of rambunctious seven-year-olds may sometimes be tempted to take drastic evasive action—like entering a Carmelite convent, for example. They must resist this temptation. The mother of the Marquis de Sade did just that, and look what happened.

Brooklyn College professor of English Neil Schaeffer, whose well-received biography of the Marquis Donatien-Alphonse-François de Sade (1740-1814) appeared this spring, speculates that rage over this abandonment—the mother died in her cloister 30 years later—helped to fill “a profound loneliness” in Sade’s uniquely strange character. Schaeffer, in fact, captures the peculiarity of his subject in the epigraph he chose for his study, lines from Shakespeare’s Coriolanus: “As if a man were author of himself! And knew no other kin.”

Schaeffer’s beginning and ending are resonant evocations of hollowness, one architectural and the other simply—but most appropriately—macabre. The former describes the Sade family seat as it looks today, and the latter describes what happened when a young doctor steeped in phrenology (the reading of character through the shape of the cranium) took advantage of Sade’s exhumation to examine his skull. Here, adapted with the author’s kind permission from The Marquis de Sade: A Life (Knopf), are the two passages.

The small, picturesque village of La Coste rises steeply through very narrow cobbled streets and cubist stone houses attached to the face of one of the hills in the Lubéron range of Provence. On the brow stand the jagged stone walls of the ruin that once had been the Marquis de Sade’s château of La Coste. Inside, the floors and ceilings have long since fallen, although there are hints—a bit of fancy molding here, a touch of antique and faded paint there—to suggest the life that once animated these rooms. Now the inside is a hollow, open to the pale, intense heat of the Provençal sky. Even as ruins, the thick stone walls are magnificent. Together, these walls and the hollow they protect are a perfect emblem of the castle’s former owner.

It is inevitable that one comes to picture Sade behind walls. He lived to be seventy-four, but spent almost twenty-nine years of his adulthood in various prisons and at the insane asylum of Charenton, just outside Paris. What caused the series of imprisonments that constituted most of Sade’s adult life? What crimes are hidden behind the asylum walls, behind the grotesque mask of evil that most people imagine when they try to picture the Marquis de Sade? Behind the ruined walls of La Coste, behind the cruel mask Sade is made to wear in everyone’s imagination, there is a mystery, a hollowness, that this book will aim to explore.

Dr. Ramon reached the following conclusions about Sade’s exhumed skull: the cranial vault indicated “theosophy” and “benevolence”, the absence of protrusions in the temporal region indicated a “complete lack of ferocity” and the moderate distance between one mastoid process to the other suggested “nothing excessive in the area of physical love.” In short, he concluded, Sade’s skull “was in every respect exactly like that of a Father of the Church.” Even as he was solemnly extracting these ridiculous conclusions, even as he sat in his office with Sade’s skull in the palm of his hand—poor Yorick—who should come through his door but the great Dr. Spurzheim, the “celebrated phrenologist,” who made off with the skull, promising to send it back to Dr. Ramon as well as some plaster copies of it. But Spurzheim died soon after, and Dr. Ramon never saw the skull again. However, one of the plaster copies made for Spurzheim was eventually found sitting peacefully in the Musée de l’Homme in Paris.

But Sade’s skull itself, where is it now? And where, indeed, was the rest of his body? Buried at Charenton? Nobody knows. It is emblematic of Sade’s misunderstood, stood life and career that all that is left of him is a plaster simulacrum of his skull. And it is equally emblematic that the man who tried to argue the indivisibility of the body and the mind should end up with his skull in one place and his bones someplace else, and all lost. Sade would have liked the irony. He saw himself as a victim of family, of government, of history, of fate. Read the epitaph that he wrote in his Notes littéraires, dating from 1803-1804 (see box on next page). Sade portrayed himself as a martyr to three governments, a rare distinction and an ironical joke of fortune. It was as if he could sense the tragicomic destiny that fate had designed for him and would continue to fashion for him even after his death.

For today he is a martyr to a quirk in history that attached his name to a species of violent disease that represents only a very small fraction of his own character.

Continued on next page

FRANKLIN’S ADVICE TO JEFFERSON

Drafting a Committee Report?
Keep It Under Your Hat.

As the final version of the Declaration of Independence was being prepared, a few phrases dear to Thomas Jefferson were deleted. Many years later in a letter he wrote from Monticello on December 4, 1818, Jefferson reminisced about what happened when he repined to Ben Franklin over the cherished words that had vanished:

I was sitting by Doctor Franklin, who perceived that I was not insensible to these mutilations. “I have made it a rule,” he said, “whenever in my power, to avoid becoming the draftsman of papers to be reviewed by a public body. I took my lesson from an incident which I will relate to you. When I was a journeyman printer, one of my companions, an apprentice hatter, having served out his time, was about to open shop for himself. His first concern was to have a handsome sign-board, with a proper inscription. He composed it in these words, John Thompson, Hatter, makes and sells hats for ready money, with a figure of a hat subjoined. But he thought he would submit it to his friends for their amendments. The first he showed it to thought the word Hatter tautologous, because followed by the words makes…hats, which show he was a real hatter. It was struck out. The next observed that the word makes might as well be omitted, because his customers would not care who made the hats. He struck it out. A third said he thought the words for ready money were useless, as it was not the custom of the place to sell on credit. They were parted with, and the inscription now stood, John Thompson sells hats. ‘Sells hats!’ says his next friend: ‘why nobody will happen if he repined to Ben Franklin over the cherished words that had vanished:

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A remarkable $1 million bequest from Barbara Eisendrath, the widow of the famed industrial photographer David Eisendrath, to be devoted to student scholarships at Brooklyn, City, and Queens Colleges was formally accepted by the CUNY Board of Trustees at its May meeting. The Eisendrath gift, to be disbursed as the “High Five” Scholarship Program, will be placed in the University’s Investment Pool and fully expended over ten years. Each High Five Scholar will receive $10,000 a year for four years, and it is expected that 30 such scholarships will be awarded during the existence of the program. The High Five level of support makes these awards among the most generous and prestigious the University offers.

High Five Scholars will be academically superior students who qualify for full federal and state financial aid, and who also demonstrate leadership ability or other special talents. Applications will be available at high schools in the fall.

Eisendrath, a native of Brooklyn who had no children and never attended college herself, approached University officials more than a year before her death in September 1998. She expressed the desire to leave a legacy that would allow young people with academic talent, but few financial resources, to take advantage of a CUNY education. A bright conversationalist with a lively personality in her mid-70s, Eisendrath gave no indication of how ill she was when she first met with CUNY representatives and remained of good cheer as she arranged for the gift with the Development Office.

Communicating her wishes to the Trustees shortly after her death, Interim Chancellor Christoph Kimmich wrote: “Sadness mingles with pride as I announce a bequest of $1 million...” by Barbara Eisendrath, a firm believer in CUNY’s mission of Access to Excellence.”

“A self-educated woman,” Kimmich added, “Mrs. Eisendrath took full advantage of the arts and cultural opportunities in New York City. As much as she loved the exotic places to which she traveled, she seems to have loved New York City most. To the credit of this institution, she came to think of CUNY as one of our city’s great treasures.”

Marquis de Sade, continued from page 7

actor. His wit, the playfulness of his ideas, his extremist and ironical mentality, his essential ineluctability—all these are now ignored. But the painful life he had fashioned for himself, the writings pitched to the extremes that define what it means to be human at the farthest limits of the imagination, deserve to be better known. The leaves that he wanted to obscure his unmarked grave ought to be swept away. The leaves of his books ought to be read with care. For he, more than anyone, can teach us what it means to be human in the extreme.