

CUNY MATTERS

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AT A GLANCE

1 CUNY Faculty Join Alliance for Minority Students

Hunter College computer science major **Kamil Lamindu** is one of many students enjoying mentoring through a collaboration with the Alliance for Minority Participation. See page 2.



2 QCC Chemist Honored for Teaching by Carnegie Foundation

Paris Svoronos has enjoyed remarkable success in placing his community college students on the cutting edge of undergraduate involvement in chemistry research. See page 3.



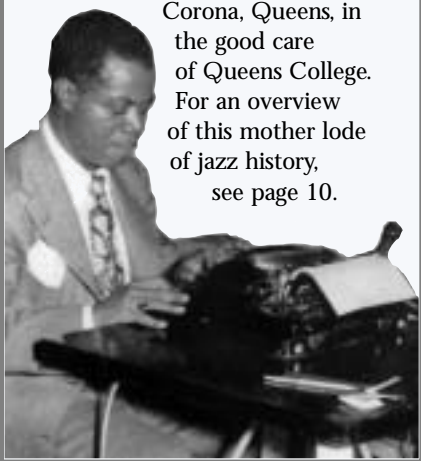
3 Hunter Linguist Nurtures Reading around the World

Lately English professor **Kate Parry**, an expert on applied linguistics and the fostering of literacy, has worked to establish a community library for the village to which she will one day retire—Kitengesa, in Uganda. See page 4.



4 Queens College Archive Trumpets the Legacy of a Great Jazz Musician

There is plenty of evidence **Louis Armstrong** was a wordsmith as well as a great trumpeter in the Louis Armstrong Archives and House in Corona, Queens, in the good care of Queens College. For an overview of this mother lode of jazz history, see page 10.



Gates Foundation Funds New “Early College” High Schools

The City University and the New York City Department of Education will use a \$6.5 million grant from the Bill and Melinda Gates Foundation to create ten “early college” high schools to encourage students to prepare for college—and to begin earning credits toward their undergraduate degrees while attending and finishing high school.

The early college schools will have several goals. They will reach out to help underserved and under-prepared students realize that they can go to and graduate from college. They also will cut down the time—and money—required for a high school diploma and two years of college credit or an associate degree.

In announcing the grant and program, it was noted that a recent study by the Manhattan Institute found that only about 70 percent of public high school students graduate, and that fewer than a third leave high school prepared to do college-level work. Statistics for minority students are bleaker: half of African-American and Hispanic students graduate, and less than 20 percent are ready for college.

“Once we provide these students with the opportunities and provide them with the motivations, they will rise to the chal-



Deborah Wilds of the Gates Foundation with Chancellor Matthew Goldstein and schools Chancellor Joel I. Klein.

lenge,” said Deborah Wilds of the Gates Foundation “They have to be given this support.”

Eight of the schools will be new. Two will be created by transforming existing schools. Each will enroll no more than 500 students. The first two schools—one a transformed existing school, one entirely new—will open in the Fall of 2004. Four more, including one redesigned school, are to open in 2005, and the final four will open in 2006.

“We must give all students in our city access to the quality education necessary for success in today’s unforgiving economy,” said University Chancellor Matthew Goldstein. Students in the schools, he

said, “will be given the kind of experiences that will allow colleges outside the city system to give credit for the courses.”

CUNY and the Department of Education already collaborate on similar programs to help high school students prepare to enter and succeed in college. Indeed, Chancellor Goldstein said, “The City University right now has a considerable amount of experience in dealing with high schools right now.”

In fact, CUNY is already home to three early college high schools. Project EXCEL was launched at Middle College High School and International High School at LaGuardia Community College in September of 2002. Hunter and Brooklyn Colleges opened early college high schools this Fall. The “College Now” program

offers college credit courses to more than 40,000 students in high schools and CUNY campuses throughout the five boroughs.

The new Gates-funded initiative differs in focusing on creating special, small schools whose students can earn college credit and thereby shorten the process—and cost—of securing a degree.

“Early college high schools are a key part of our long-term education reform strategy in New York City,” said Joel I. Klein, Chancellor of the city school system. “This represents a terrific opportunity.... We’re excited. We obviously have a lot of work to do to implement this program, but we look forward to that as well.”

Academic Standing of Entering Students Surges

Recent data reveal that the City University has improved its academic standing by every measure available, from the Scholastic Aptitude Test scores and high school grades of entering freshmen to the number of those freshmen who succeed in their college work.

SAT scores for entering freshmen at the University’s “Tier 1” senior colleges—Baruch, City, Brooklyn, Queens and Hunter Colleges—rose from 943 in 1995 to 1,111 in 2003. The national mean SAT score for all institutions of higher learning was 1026 in 2003.

Entering freshmen also improved their Regents’ English and math scores: The mean scores for the class that entered CUNY in 1995 were 75.1 in English and 79.2 in math; the latest class to enter scored 85.3 in English and 82.9 in math.

“The students are coming in much better prepared,” said University Chancellor Matthew Goldstein. He praised the faculty and staff for their roles in fostering high standards and added, “I especially want to praise our students, who continue to inspire all of us with their talent, persistence and ambition to succeed in realizing their educational goals.”

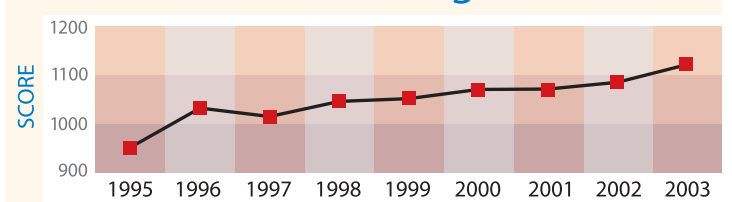
Retention rates and first-year grade point averages also rose:

84.7 percent of the freshmen who entered a Tier 1 college in Fall 2001 returned the following year, compared to 78.8 percent of the freshmen who entered in Fall 1995. The GPAs at Lehman and York Colleges also rose steadily over those years, as did the average number of credits earned.

The improvements in student achievement and preparedness come at a time when remediation has moved outside the regular curriculum. CUNY baccalaureate programs no longer offer remedial programs, and enrollment in remedial programs by those seeking associate degrees is declining.

At the same time, enrollment in College Now and in CUNY language and basic skills immersion courses is growing. College Now, a CUNY partnership program with public high schools, has seen enrollment more than triple, from 11,000

SAT Scores for Entering Freshmen



in 1999 to 35,700 in 2002. College Now offers college-level courses to high school students, as well as preparatory courses and workshops for those needing additional support before entering college. Chancellor Goldstein noted that the nearly quadruple increase in enrollment has made College Now one of the largest pre-collegiate intervention programs in the country.

Pass rates in the senior colleges for the Liberal Arts and Sciences Test (LAST) for New York State teaching certification have risen from 62 percent in 1996 to 92 percent in 2002. The same trend appears in the Assessment of Teaching Skills—Written Test (ATS-W): In 1996, 71 percent passed the test; in 2002, that had risen to 94 percent.

A Well-Forged Alliance for Minority Students

By Chancellor Matthew Goldstein

The pages of *CUNY Matters* often carry stories of remarkable students, fascinating scholars, and creative thinkers. A frequent focus of attention is the diversity that is one of the essential cornerstones of the CUNY experience. The University nurtures this diversity by supporting programs that extend minority involvement, particularly in disciplines and professions where minorities are under-represented.

One such program is the **Alliance for Minority Participation**, created in 1992 and renamed the Louis Stokes Alliance for Minority Participation in 1998 to honor the retiring Congressman for his indefatigable support for minorities in urban New York.

There are now Alliance learning centers and mentors on 16 CUNY campuses and at the Graduate Center, and the trend in recent years has been one of explosive growth. In 1998, there were just over 4,000 Alliance enrollees; today there are nearly 7,000 each academic year.

A particular Alliance goal is to sub-



Alliance student Kamil Laminu, a Computer Science major at Hunter College, giving a presentation on molecular complexity at an AMP luncheon.

stantially increase minority baccalaureate graduates in science, technology, engineering and mathematics. Among the initiatives aimed at this goal are: curriculum restructuring and articulation across CUNY; the provision of research assistantships and teaching opportunities, as well as research fellowships; and collaborations with accredited extramural laboratories and organizations, such as NASA and the Department of Energy.

Special effort has also been made to

incorporate lab and research experience in the core science-technology curricula at the community colleges. Community and senior college students take part together in an annual Alliance-sponsored Urban University Series Conference, during which they share their personal research projects with their peers.

At the center of the Alliance's efforts are its faculty mentors. More than 400 have been involved over the ten years, and upward of 100 are active now. This guidance, I am certain, played a significant role in helping close to 7,500 minority students earn their degrees during the Alliance's first decade. In fact, in the 2002-2003 school year, 852 minority students graduated in science, technology, engineering and mathematics, an increase of over 100 percent from a decade ago. In addition, more than 300 students from the Alliance's Research Scholars have graduated and a significant number have gone on to graduate schools like Cornell, MIT, Syracuse and, of course, CUNY itself. The offer of released time to professors involved in Alliance-based undergraduate research at both senior and community colleges has proved an extraordinarily productive investment.

An important feature of the Alliance has been the effort to restructure courses to accommodate multiple learning styles and the widely disparate educational backgrounds of students. Emphasis here has been on collaborative learning and non-competitive problem solving. Alliance learning centers offer tutoring and also convene workshops for students lacking experience in core areas of science, technology, engineering, and medicine.

Now entering a third phase of its development, the Alliance program's leaders hope to continue to encourage and enroll minority students in graduate programs of science, technology, math and engineering. It has just won a supplemental grant from the NSF for a "Bridge to the Doctorate" initiative that will help students pursuing advanced degrees with expenses for books, health insurance, and activities in professional organizations and conferences.

I cannot over-emphasize the importance of helping society as a whole to become more scientifically literate. As we seek to grasp the ever-changing meaning of the phrase "global economy," the experiences these students bring to the table will contribute invaluable to our nation's welfare—and the world's. The City University is committed to ensuring that the pathways to the four targeted disciplines remain open, with the help of programs like the Alliance for Minority Participation.

And All That Jazz: Annual Festival Ignites the Fire

Adapted and expanded here is a story from *"Study With the Best,"* the 30-minute TV magazine, now in its third season, that highlights CUNY's wide array of outstanding faculty, remarkable students and alumni, and major University academic initiatives. The lively, fast-paced series (CUNY-TV Channel 75, Sundays at 8) is aimed particularly at prospective CUNY students.

Way before hip hop there was bebop. Musicians, who played bebop and other types of jazz are considered the epitome of cool," says "Study with the Best" host Zyphus Lebrun. "Becoming an accomplished musician requires years of training and dedication, and it helps to study with the best."

One of the best is the great bassist, Ron Carter who, until his retirement last year, was a mainstay in jazz studies and Distinguished Professor of jazz at City College. Each year faculty and students celebrate the music and the mission epitomized by Carter at the annual **CUNY Jazz Festival**, which is intended to promote jazz education in New York City's institutions of higher learning.

Dan Carillo, guitarist and professor of music and jazz studies at CCNY, is the Festival's director and explains how its birth in 2000 came to pass. "Two years ago I had the idea of doing a conference on Duke Ellington. I went to the Rifkind Center here at City College and asked for some funding." The folks at Rifkind liked the idea but asked Carillo if he might have any others along these lines. He recalls them saying, "We want more... We'll fund this event if you have some other ideas for the future."

CCNY is the obvious campus to host such an event, since it is the only one at CUNY that offers an undergraduate degree in jazz performance.

Carillo summoned from the back of his mind the long-simmering thought of a regular jazz festival. The idea flew, and the first annual CUNY Jazz Festival sounded off in April, 2000. "The response was really very strong from the colleges in the system, and the second year, in 2001, was a lot stronger."

The students who take part, Carillo says, "are really dedicated and committed to learning about this music. I think they're inspired by their teachers, by hearing their teachers play, and by sharing their experiences with their peers from other schools. It really is a great opportunity for fellowship for the students." Directing the Festival, which is funded by the Rifkind Center with strong moral support from Jazz at Lincoln Center, Carillo says, has been "very gratifying."

One participant, pianist Malik Washington of the Brooklyn College Jazz Band, agrees. "I think it's really important" to have an event that gathers "large groups of bands," he says. "It's very important to the survival of any art form."

The survival of jazz is clearly a family passion: his father Salim is a professor of jazz studies at Brooklyn College and director of its Jazz Band (he's also recorded and toured widely in the Americas and Europe). "The future of jazz is healthy precisely because young people are interested in it," Professor Washington says. "This is a music that you have to have your own fire for. If you're not very ambitious and very

motivated, you will never ever, ever make it. A festival like this is wonderful because it ignites the fire."

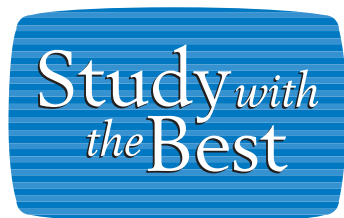
Professor Emeritus Ron Carter says of the Festival and the jazz studios of CUNY, "I can't think of a better local music program for you to attend, those of you who are New Yorkers, than the CUNY Jazz Festival. And if you come to school here, you'll not only get a great musical education in the jazz field, but you'll meet a lot of people from a broad spectrum of society who have the same interests in learning this music as you do."

Director Carillo says plans are well under way for the next Jazz Festival,



A CUNY TV collage featuring bassist and Distinguished Professor emeritus Ron Carter, left, and CCNY professor of jazz, trombonist Scott Reeves, at the 2001 Jazz Festival.

which will take place next May, with bands from Brooklyn, City, Hunter, Queens, Staten Island, and York Colleges and Queensborough Community College participating.



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Good Chemistry with QCC Students Leads to National Teaching Award

Dr. Paris Svoronos doesn't make chemistry easy. "When he's in class, he expects everybody to be alert," recalls Sadiyah Anwar, who studied under Svoronos at Queensborough Community College. "The atmosphere is very similar to that of a forum. We are expected to come to the blackboard and defend, in front of the class, what we put up there, braving his tough questioning."

Tough, yes, but also inspiring—and always animated by a desire to see his students succeed. Svoronos' uncommon success in leading students to extraordinary achievement was recently recognized by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE), which named him **Outstanding Community College Professor of the Year** for 2003. Svoronos, who chairs the College's Chemistry Department and has taught there since 1981, was chosen from a field of about 400 nominees from the nation's most respected institutions of higher education.

His students' success is part of a team effort. "I and the entire department support them in their research so they can present it at symposiums and eventually get it published," he said. Graduates are often asked back to encourage new students "because they know what close attention did for them," Svoronos said. "The better of our second-year students tutor the freshmen. Our students test on average 10 to 15 percent higher than the national average, and that includes four-year colleges."

The American Chemical Society's



Professor Svoronos with his student Sadiyah Anwar.

annual symposium for undergraduate research offers a yardstick to measure Svoronos' success. In its first 47 years, not a single community college student participated in the symposium. Four years ago, two of Svoronos' students made the grade, a community college first. That number doubled in each of the following years, and last year Queensborough sent 11 students to the symposium.

When young chemical researchers gathered in May for this year's 51st annual symposium, 14 Queensborough students participated—the largest contingent from any participating college. In recognition of Svoronos' accomplishment,

Queensborough was chosen to host the 2004 symposium, yet another community college first.

"I want to give credit to the students, who worked incredibly hard to reach this level of success," Svoronos says, noting that some of his presenters were only sophomores who had entered QCC with GEDs. Other colleges brought their juniors or seniors.

Svoronos, a native of Greece, earned his doctorate in organic chemistry from Georgetown University in 1979 and has been a full-time faculty member at Queensborough since 1981. He also teaches a course at Georgetown—a fact that lends authority to his statement that "I know these students [at QCC] are as good as Georgetown students, because I

give them exactly the same tests I give there."

Sadiyah Anwar, an immigrant from Pakistan who struggled to secure her GED and who is the first person in her immediate family to go to college, said of Svoronos, "Our colleges

and society need people like him to serve as second fathers. He has certainly been this to me."



Queensborough's team of chemistry symposium participants on the Princeton University campus. From left, Carlos Penaloz, Mariana Musheev, Muhammed Ahasan, Ezihe Agwu, and Hoda Miratzal.

So Who Cares?

This is the question asked by this year's CUNY's 20th-anniversary Campaign for Voluntary Charitable Giving.

Under its full title—"So Who Cares? Working Together. Making a Difference."—the Campaign supports more than 900 non-profit partner agencies in health care, human services and education in New York City, as well as worthy causes on every CUNY campus.

Hopes are high that last year's record contributions of more than \$400,000 will be bettered this year.

Another landmark of last year's campaign was the establishment of a new leadership level for contributions of \$1,040 or more called the Chancellor's Circle. A trophy will also be awarded to the campus with the highest per capita donations.

Donors may choose to give through a "continuous" or "annual" payroll deduction, and they may also designate specific charities or give to a fund shared in equally by all the participating charities.

"Now more than ever I am profoundly moved by the continued generosity of the CUNY community, especially in these difficult times," says Chancellor Matthew Goldstein. "I thank you in advance for your donation, and wish you the very best in the year to come."



Lost High Schoolers Found by "CUNY Prep" in the Bronx

The City University is addressing the perennial problem of high school dropouts with a new program called CUNY Prep. Launched in October, the program is designed to help locate vanished students and facilitate their return to high school, study toward an equivalency degree, and preparation for college.

Officially designated the **CUNY Preparatory Transitional High School**, CUNY Prep has also been dubbed "second chance high" because it offers "a remarkable opportunity for young people who might otherwise be lost to the schools and never have the opportunity to consider college," says Derrick Griffith, the program's director.

CUNY Prep is a collaborative effort of the University, the New York City Department of Youth and Community Development, and the City's Department of Education. It is housed at "CUNY on the Concourse" in the Bronx, a state-of-the-art educational center located at Fordham Road and the Grand Concourse.

The program is now offering courses in the humanities, math, science, art and athletics to approximately 200 students ages 16 to 18. They will be enrolled for up to a year and can earn credits toward

a regular or equivalency high school diploma. The curriculum emphasizes the critically important skills of reading and writing in every class, even physical education classes. Keeping eyes on the college prize is a key component of CUNY Prep, and students have the opportunity to use the Concourse's computer center to sharpen their digital skills and complete research projects.

The rigorous and demanding curricu-



CUNYPrep's director Derrick Griffith teaching a content-area literacy course focusing on earth sciences.

lum is combined with extensive support services to help assure students success. "We are saying to these students: 'If you make a commitment to us, we'll make a commitment to you and help you to succeed,'" says Griffith.

Working with curriculum and instructional experts from the Department of Education and the CUNY colleges, CUNY Prep teachers seek to assure that students remain interested and engaged in their studies.

"All students have regular advisory sessions with teachers or guidance counselors to make certain that small problems don't become big ones," says University Dean for Academic Affairs John Mogulescu. He points out that CUNY Prep will also be developing a partnership with a nonprofit group that has experience working with out-of-school teens to provide support services to both students and parents.

CUNY Prep student

Jason Rivera, 17, left Jane Addams H.S. in the Bronx last year after struggling through his freshman year. He dropped out because the school had taken a back seat to friends who were more interested in hanging out than going to class. "It was the regular stuff that kids do - cutting, relaxing," he recalls. "I felt I had to act a certain way, but it wasn't to my advantage."

Rivera hopes CUNY Prep will help him reach his goal of becoming a professional computer technician. "Here, I have a better chance at succeeding at what I want to do," Rivera says. He is also learning to be less influenced by his peers: "It's all about education. I'm the only person living my life."

Applicants for CUNY Prep must meet income eligibility requirements set by the federal government's Workforce Investment Act, which funds the program. Each applicant is interviewed and an assessment is made of his or her academic record and skills. Since CUNY Prep's ultimate goal for its students is college, those completing the program will receive an additional year of support in planning for college admission, obtaining financial aid and career counseling.

Nurturing Reading Culture in Africa: The Big Picture – and Kitengesa

Kitengesa is a small rural village of peasant farmers about 80 miles southwest of Kampala, the capital of Uganda. The area is fertile and yields food, but the main cash crop, coffee, has been plagued by low world prices for years. Though electricity and running water are scarce in Kitengesa, on June 22, 2002, the village celebrated with dancing and ribbon-cutting the completion of a proper new community library.

No one could have been prouder on the festive day than **Kate Parry**, a professor of English at Hunter College and for many years a dedicated researcher on and advocate for improved literacy practices around the world. The library was the fruit of much labor on her part, which began when she arrived in 1997 as a visiting professor and Fulbright Scholar at Makerere University in Kampala, one of her three alma maters—Cambridge (M.A. in history) and Columbia Teachers College (Ed.D.) being the others.

The government of Uganda had just introduced a universal primary education plan, and her research on it led her to visit a number of rural schools. Her visit to Kitengesa was not exactly happenstance, however. It is the home village of Parry's husband, A.B.K. Kasozi, and, she says, "no self-respecting Ugandan is without a *piéd à terre* in his native village." Indeed, Parry, a native of Britain but raised in Jamaica, speaks of retiring one day to Kitengesa, where joining a reading club will presumably be no problem at all.

The couple met during their postgraduate studies at Makerere College in the University of East Africa, but then went their separate ways for many years, Parry teaching in Uganda, Britain, Nigeria, and the U.S., Kasozi in political exile from the second Obote regime. They reunited in 1997 and married that year. If education is a common topic with them, it is no surprise: Kasozi is the executive director of the National Council on Higher Education for Uganda. He is currently developing a strategic plan for the country's higher education system, including establishment of mechanisms for accreditation. Parry and Kasozi reunite in Uganda every intercession and summer.

While in Kitengesa, Parry was gratified by how literacy is prized there, even though the economy offers few opportunities for the educated. "Parents will scrimp and save to send their children to school, even though there are no jobs," she says. Eager to employ her expertise at the literal grass-roots level, Parry sought out the headmaster of the only secondary school in the neighborhood, Emmanuel Mawanda. "His vision was to have a community library," Parry recalls. "He told me

At right, Residents of Kitengesa on the Library's inaugural day.

Below, the Kitengesa Community Library during construction.



he had a 'library' of six books." And of course no building.

Parry's first response was to procure about 200 books to form a lending library in the school. Then, in 2000, she and Mawanda secured a grant of more than \$2,900 from the U.N. One Percent for Development Fund to build a proper library. Parry and Patricia Woodward of the Hunter Library raised almost \$2,500 more through a benefit reading at the College. When the Kitengesa Community Library opened, it had about 800 books.

"It is cool and comfortable, with lockable cupboards to store books, and tables and chairs for about 30 people," Parry reports. "We have the library open most daylight hours on weekdays and a half day on Sunday." Watching over the library is Dan Ahimbisibwe, whose salary and living allowance totals 80,000 shillings a month, or about \$40. "He does it because he loves books," says Parry. "He's there all the time." Parry paid Ahimbisibwe and another assistant, Lucy Namwanje, out of her own pocket until a Hunter colleague pledged enough money to pay them for a year.

The Kitengesa library offers a highly specific, if modest, Kodak moment in the arduous effort to spread the most advanced practices of literacy in Africa and elsewhere. Gratiated as Parry is by this poignant local triumph, she clearly will not be satisfied until the best practices in literacy make libraries like Kitengesa's a commonplace.

The reason is simple. As Parry writes in her editor's preface to *Language and Literacy in Uganda: Towards a Sustainable Reading Culture* (2000), "Language is fundamental to human life; a child without language is severely abnormal; a community without language cannot exist. And where, as in Uganda, there are many com-

munities with many different languages, it is of cardinal importance to develop means of mediating among them."

Convinced of the importance of her mission, Parry, who defines her primary field of work as applied linguistics, has become a leader in efforts to unite and globalize literacy studies, as well as draw expertise from many disciplines and from many parts of the educational system. She is also the author of *From Testing to Assessment: English as an International Language* (1994) and *Culture, Literacy, and Learning English: Voices from the Chinese Classroom* (1998).

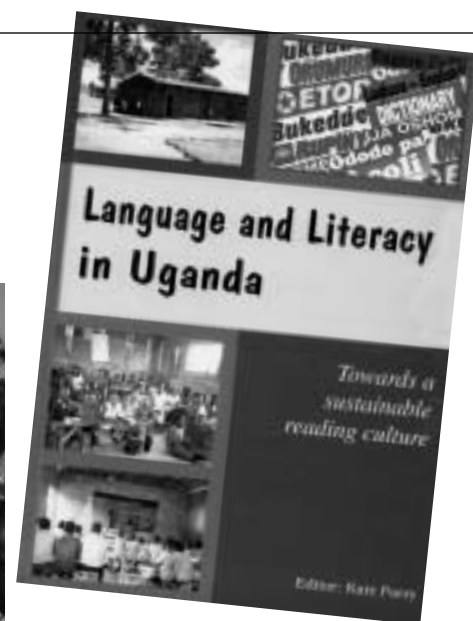
If Kitengesa is the small picture, Parry was also deeply involved in the big picture in literacy studies that unfolded in Kampala last August at the third "Pan-



Kate Parry, right, with Loy Tumusiime, Secretary of the Uganda Reading Association, were honored for their contributions to last August's Pan-African Conference on Reading for All. Tumusiime was the honorary ribbon-cutter when the Kitengesa library opened.

African Conference on Reading for All." The conference was sponsored by the International and Uganda Reading Associations, with support from UNESCO and the Uganda Ministry for Education and Sports. It took place in Kampala last August and was attended by more than 600 literacy specialists from more than two dozen nations, including 18 African ones.

As with the field in general, the conference focused on three main areas of concern: the teaching of literacy, the provision and dissemination of reading materials, and the ways and means of instilling literacy within the culture.



As chair of the presentations committee, Parry co-ordinated the conference's academic program, and she also gave one of the keynote speeches, on "Cultural Differences in Reading." She recalls with particular pleasure several sessions on how to use writing to teach reading in the mother tongue, and a conference-closing "Inspirations" session, in which participants singled out best practices they were inspired to take home and attempt to replicate. One paper on a "readathon" in Namibia, for example, encouraged a representative from Cameroon to try out the concept.

"If these conferences don't generate actual progress in the Kitengesas around the world, they just aren't worth the bother," Parry says.

The International Linguistic Association has acknowledged Parry's prominence in the international literacy field by asking her to chair its annual conference next March. Titled "Literacy: Linguistic Change and Language Development," it will be hosted by Parry and Hunter College. The two keynote speakers will be Florian Coulmas

of Duisberg University in Germany, speaking on "The Future of Writing," and Columbia University's expert on oral culture in Africa and reading assessment Clifford Hill, who will speak on the use of computer technology to assess literacy skills.

Meanwhile, Parry, who will soon celebrate her 20th year at Hunter College, says she continues to be fascinated "by the social contexts that shape linguistic interactions" and by the processes "of the early development of a literate culture." The overview of literacy in Africa—"easily the poorest continent on earth"—that comes from her current research, she hopes, will provide a better understanding of the relations between literacy

and economic development, as well as a greater emphasis on the positive uses of literacy. The most important, Parry thinks, is "nourishment of the imagination."

Amid such weighty and theoretical concerns, mind you, Parry is also allotting some time to mull over how to get a computer for the Kitengesa Community Library—and the solar panel needed to supply it with electricity.

Donations (to "Kitengesa Community Library") may be sent to Parry at the English Department, Hunter College, 695 Park Avenue, NY, NY 10021; for more information contact kateparry@earthlink.net

City Tech Vietnamese Nurtures His Heritage

New York City College of Technology's director of evening and summer sessions, **James Lap**, may have arrived in the U.S. more than 25 years ago at the end of the Vietnamese war, but he is in no danger of losing touch with his native culture.



James Lap

Lap is involved in several organizations that seek to strengthen U.S.-Asian American ties, notably the CUNY's Asian American Higher Education Council, the Vietnamese Association for Computing, Engineering Technology and Sciences, and Asian American Consulting Services, a Queens-based organization that helps immigrants (he chairs its board of directors). He also advises City Tech's Vietnamese students.

Though Lap had a degree in philosophy, he came to City Tech as an automation specialist in 1986, when there were 15 PCs on campus. He also served for four years on the advisory board that helped the American Museum of Natural History mount the nation's first comprehensive exhibition on Vietnamese culture, "**Vietnam: Journeys of Body, Mind & Spirit**" (it opened last March and runs until March 7, 2004). Visitors are able to experience the diversity of Vietnam's 54 ethnic groups through numerous artifacts, works of art and photographs, supplemented by live performances and videos.

Lap is seen here with a life-size votive horse of paper and bamboo from the show. Bright red, the horse is burned as an offering to the 7th Mandarin, who is associated with the red heavenly realm. Only an *Ong Dong*, a male spirit medium, can make the horses, elephants, and dragons that are burnt in a *Len Dong* ritual.

Emerita Celebrates 90th with Theatrical Flair

To celebrate her 90th birthday—and incidentally an almost 50-year-long association with CUNY—the renowned scholar of the American stage **Vera Mowry Roberts** announced in October her gift of \$500,000 to endow a chair in the Graduate Center's Ph.D. Program in Theatre. Roberts, a leading off-stage presence in the realm of Thespis for much of the 20th century, has had a knack for founding: she was one of the founders of the Arena Stage in Washington, D.C. in 1950, and she was among the founders of CUNY's doctoral program in theater in 1968.

Following a life-long conviction that teachers of theater must also practice the art, Roberts has been a driving force in the American Theatre Association, and she has served on the boards of several companies, including Playwrights Horizons. Her publications, many focused on women in the theater, have included dozens of articles and three books, *On Stage, A History of the Theatre*, *The Nature*



Vera Mowry Roberts

of Theatre, and, as co-author, *Notable Women in American Theatre*.

Roberts began her academic career in 1955, when she came to Hunter College's then Department of Speech and Dramatic Arts (now the Department of Theatre and Film); she was chair there from 1970 to 1980.

Responding to the gift, Graduate Center President Frances Degen Horowitz

Philanthropic Hip Hop Pioneers Honored by Medgar Evers College

Russell and Joseph Simmons, two Hip Hop pioneers who have become leading entrepreneurs and philanthropists, were among the honorees at Medgar Evers College's **Third Annual Legacy Awards Gala & Dinner**, held in

October at the Brooklyn Marriott Hotel. The other honorees were attorney **Willie E. Gary**, banking executive **Donna Wilson** and television's Judge **Joe Brown**. The program also featured songs performed by the legendary Broadway actress Melba Moore. The black-tie event is the College's principal fundraiser for its scholarship endowment.

Over the past 25 years, City College alumnus Russell Simmons has championed Hip Hop not only as a music form but also as a lifestyle and culture. His projects include HBO's "Def Comedy Jam" and "Russell Simmons Presents Def Poetry," and his "Russell Simmons Def Poetry Jam On Broadway" won a 2002 Tony Award. He is also famed for his popular and distinctive clothing lines.

The publisher of *One World* magazine, Simmons believes in giving back to the arts and the African-American community. In 1995 he founded, with his brothers Danny and Joseph, the Rush Philanthropic Arts Foundation, which is dedicated to providing disadvantaged urban youths with exposure to the arts. Joseph, now an ordained minister, achieved fame as "Run" of Run DMC, the first rap group to receive gold and platinum albums and the first to be featured on MTV. Run DMC, also considered the first Hip Hop crossover group, was the first rap group to win a Grammy.

Honoree Willie E. Gary, named by *Forbes Magazine* as one of America's top 50 attorneys, is known as "The Giant Killer" because of his great success representing little-known clients. He has been profiled by the *New York Times*, *Boston Globe*, *Black Law Journal*, and CBS's "60 Minutes." The Chairman and CEO of Major Broadcasting Cable Network, which features family-oriented programming, he formed the Gary Foundation to provide scholarships, direction and resources for young people.

Donna M. Wilson is Northeast President of Washington Mutual's Community and External Affairs division, which is dedicated to strengthening the company's community-related activities. In 2003 she was named one of the "25 Influential Black Women in Business" by *The Network Journal*, a business magazine for Black professionals. CUNY's Feminist Press recently presented her with its Crossing Borders Award for her efforts to forge new opportunities for women in the banking field.

Joe Brown served on the Shelby County Criminal Court bench in Memphis from 1990 to 2000. His popular syndicated "Judge Joe Brown" show deals largely with small-claims cases. Brown's fairness, wit, humor and common sense have made the show a ratings winner. An honors graduate of UCLA, where he also earned his law degree, Brown was the first African-American prosecutor in Memphis and has also devoted himself to aiding inner city youth.



Russell and Joseph Simmons with their Medgar Evers Legacy Awards.

announced the chair would carry Roberts' name, adding: "What a way to mark your reaching 90 years, an extraordinary life, with generosity, with your customary commitment to the study of theater in America." Horowitz then conferred on Roberts the Graduate Center's President's Medal.

\$3.7M Math Ed Grant Breaks CCNY Record

The largest foundation grant to City College in its 156-year history, targeted at the advancement of mathematics education, has just come from the **Carroll and Milton Petrie Foundation**. CCNY's School of Education will use the \$3.7 million to train all of the math assistant principals in New York City public high schools, who will train teachers on their staff in turn.

This "multiplier effect" model was developed by Dean **Alfred S. Posamentier** of the School of Education and an international leader in mathematics education.

He will also serve as director of the Petrie-funded initiative. Chancellor Joel Klein of the New York City Department of Education, who will provide the released time for this training of assistant principals, said, "I am delighted with the continued support of the private sector for our school system and want to thank the Petrie Foundation for this generous contribution."

CCNY President Gregory H. Williams praised the Petrie Foundation's generosity as a sign that City College remains at the forefront of mathematics education in New York. "Clearly, we have reached a crisis point in the way math is taught, not only in New York but around the nation," added President Williams. "Any real reform must include not only math teachers, but also those who are responsible for instructional leadership. This grant allows us to address that crucial area in the most comprehensive fashion."

The grant from the Petrie Foundation, which began operation in 2002, comes on the heels of a \$2 million donation from Stanley H. Kaplan to train assistant principals in the city's middle schools who supervise math instruction.

Federal Funds Awarded to CUNY Center for Regional Transit Study

Calling it "an investment in Americans' ability to travel more safely and efficiently in the years to come," U.S.

Secretary of Transportation Norman Y. Mineta recently announced a \$900,000 grant to the **University Transportation Research Center**



Robert E. Paaswell

(UTRC), based at City College. The grant is in support of advanced research for the planning and management of regional transportation systems.

A consortium of 12 major universities throughout the region, including Columbia, Cornell, Princeton and Rensselaer Polytechnic, the Transportation Research Center conducts studies in critical areas related to transit, infrastructure, and regional funding and pricing. It draws regularly on CCNY and CUNY-wide faculty in a variety of disciplines.

Distinguished Professor of Civil Engineering **Robert E. Paaswell**, who directs UTRC, said the grant brings the amount of money received by the Center since its inception in 1988 to more than \$20 million dollars. It's also the latest funding by the DOT, which awards close to a million dollars annually in competitive grants to the UTRC, a leading resource for the transportation industry in the northeast region.

Professor Paaswell has taught and headed transportation centers at SUNY-Buffalo and the University of Illinois, and is the former CEO of the Chicago Transit Authority, the second largest system in the U.S.

By Gary Schmidgall

It's tough anthropological work, but some one has to do it. This year **Michael Blim**—one of the many extraordinarily productive and often far-flung members of the Graduate Center's Ph.D. Program in Anthropology—is a Fulbright Senior Research Scholar on sabbatical in a small Italian town, Monte San Giusto, in Italy's Marche region.

"It's beautiful and exhilarating—just me and 7,300 citizens about 30 miles from Ancona. On a clear day you can see the Apennines and the Adriatic Sea." Then there's the food, notably a *tagliatelle al ragu* and the local lasagna, which Blim says "is called *vincis grasis*, or 'the fat winner.' It involves incredibly diaphanous layers of pasta and chicken liver in the sauce." Then there's the wine. Blim says the best is now Rosso Piceno and Rosso Conero ("available in the U.S. at reasonable prices"); the area's famed Verdicchio has gone out of favor, but try to get hold of a Sanducci Telusiano.

Oh, and the art. In one of the town's six churches (check out the remarkably sophisticated civic web site, www.monte-sangiusto.org) is a *magnum opus* crucifixion by Lorenzo Lotto that's traveled only twice in its existence.

"I admire it as often as I can," says Blim, who first came to Monte San Giusto in 1981 to do field work on social mobility among the Marchigiani, as they are called. "They are by their own and by national consensus an extraordinarily industrious, non-smiling, hard-nosed lot." Blim is back to check on how the town has continued to deal with its emergence from centuries of poverty into affluence in the shoe-making business in the decades after World War II.

His early work resulted in *Made in Italy: Small-Scale Industrialization and Its Consequences* (1990). Blim's current project "is one of those rare treats afforded us as anthropologists to revisit the scene of the crime and see what was right and wrong about past judgments." Blim knows

The "Proper Study of Mankind Near and Far by Doctoral A

Let us (since Life can little more supply Than just to look about us and to die) Expatriate free o'er all this scene of Man; A mighty maze! but not without a plan.

— Alexander Pope, *The Essay of Man*

50 families in town and is talking with many others. As for living in such a small town, he notes, "there is a pervasive sense of being in the knowledge of others. Someone just joked that he knew where I was at noon. Eyes are everywhere."

Anthropology is the discipline that most single-mindedly accepts Alexander Pope's famous and very down-to-earth admonition, "Know then thyself, presume not God to scan;/ The proper study of Mankind is Man." And the study of man's ancestors too. Most of Blim's colleagues are currently involved in their own very proper studies of man in parts of the world both far (Iceland, France, Mongolia) and very near (a rich trove of artifacts from under newly rehabilitated City Hall Park).

With vastly different time-frames in view—from 2 million-year-old mammals to the civic institutions of Lower Manhattan just 300 years ago, to the "future" for the world's "wounded cities"—and employing highly varied research techniques and paradigms, these anthropologists are doing their part to understand the "plan" of the "mighty maze" which is the record of human existence on the planet.

No plan is more fundamental than that of evolution, and **Eric Delson** is involved in several areas of research on the subject. His own research, on the evolutionary history of higher primates, has led him to the study of fossil monkeys from Europe, China, Angola, and South Africa. He was the senior editor for the recently published second edition of the *Encyclopedia of Human Evolution and Prehistory*.

Delson has also co-organized and directs the New York Consortium in Evolutionary Primatology (NYCEP). This is a unique graduate research and training program in collaboration with Columbia and NYU that unites more than 45 scientists to address all aspects of behavioral and evolutionary biology in primates. Established in 1992 and recently refunded by the NSF for the third time, NYCEP is based at the Graduate Center and operates partly in offices at the American Museum of Natural History. Since 1992, NYCEP has trained 110 students, including 63 women.

With colleagues at the University of Lyon, Delson is also co-directing a major excavation for fossil mammals at a filled-in volcanic explosion-crater lake at Senèze in south central France, which has yielded fossil mam-

mals about two million years old. Delson's team are studying the geology and fauna of Senèze in order to clarify the evolutionary succession of European mammals before the arrival of early humans in western Europe. Delson himself is hoping to locate additional fossils of a rare terrestrial Old World monkey, *Paradolichopithecus*.

When **Thomas H. McGovern** goes digging, he prefers to travel a bit north: would you believe the Shetland Islands (north of Scotland), the Faroe Islands (north of the Shetlands), Iceland, and Greenland, where he spent six summers early in his career. If it isn't above 60° latitude north, he's not likely to be interested.

A capo for a what he calls a "mafia of scholars of the North Atlantic," McGovern, who also teaches at Hunter College, is the director of the NSF-funded North Atlantic Biocultural Organization, now celebrating its tenth anniversary.

As he has for more than 20 years, McGovern heads north again, this time to pursue research in the burgeoning historical ecology field. He has just received an NSF grant to study why the first human settlements on the Faroe Islands and on Iceland between 800 and 1100 A.D. had such different effects on the environment. The impact on the Faroes was relatively minor, while the Vikings caused rapid and profound deterioration, notably soil erosion, which led to permanent farm abandonment. McGovern's interdisciplinary team will include specialists in soil science, zooarchaeology, climatology, and archaeobotany.

Sharing McGovern's longtime interest in Viking anthropology is **Sophia Perdikaris**, whose "Research Experience for Undergraduates" (REU) program was recently refunded by the NSF through 2007. REU helps to fund the participation of CUNY's undergraduate anthropology students on projects in the North Atlantic. "This second three-year support is virtually unheard of," McGovern says. "It is a unique compliment to a program available only at CUNY." So far, REU has made it possible for about three dozen CUNY students to sink their trowels into North Atlantic dirt.

Professor Thomas McGovern with a group of CUNY students whose field work is funded by a federal "Research Experience for Undergraduates" grant. They are on the steps of a reconstructed 18th-century house in Skógar, in southern Iceland.

Professor Sophia Perdikaris, in white, with students, exposing a 9th- or 10th-century early human settlement at a site in the interior of Iceland called Hrisheimar.



*In the NYCEP student research room at the American Museum of Natural History, Eric Delson and two Graduate Center Ph.D. students, Karen Baab, left, and Tara Peburn, examine casts of partial crania of *Homo erectus* from China, Kenya and Indonesia. Looking down on them is a reconstruction, supervised by Delson, of a more than 3-million-year-old African monkey. Photo, courtesy E. Delson.*

The eminent geographer and CUNY Distinguished Professor **David Harvey** has just published *Paris, Capital of Modernity* (Routledge), which lays out the social and economic forces that, in the period between the two failed revolutions of 1848 and 1871, led to the transformation of Paris from a sombre, cramped, moody, still-medieval city into the grandly boulevarded "City of Light."

The book's cover features an 1850s photograph of the Street of Virtues, a center of prostitution, that captures the ethos of the older Paris that was swept away by the city's legendary Second Empire prefect, Georges-Eugène Haussmann.

Focusing less on the well-known architectural consequences of the stunning civic transformation, Harvey examines how Paris was transformed by an emerging form of capitalism that was dominated by high finance and the rise of modern consumer culture.

The intersections between geography and the experience of Parisian popular culture are colorfully illustrated with well over one hundred illustrations, most notably and frequently the piquant drawings of Daumier. Individual chapters are devoted to such topics as the role of women and class strictures, urban planning, public transportation, and consumerism, spectacle and leisure.

The dark side of the increasingly globalized economies and cultures of the 21st century is on full view in a new

and” Pursued Anthropologists



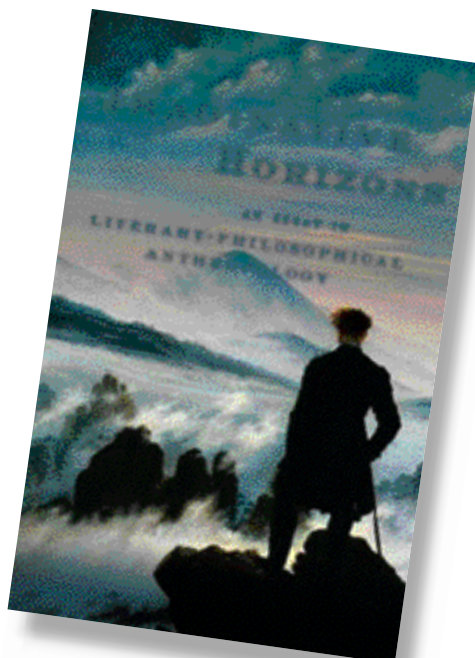
beginning in 1840 with a line of slaves with loads of cotton on their head and ending in 2001 with an image of actor Danny Glover at a candlelight vigil at the World Conference Against Racism in Durban, South Africa.

The title of the collection is taken from Langston Hughes’ poem “freedom,” which begins the Introduction: “Freedom will not come/ Today, this year/ Nor ever/ Through compromise and fear...” As one might expect, the pages of *Freedom* offer an emotional roller-coaster: images of lynchings (one is of five men lynched at one time) juxtaposed with those of Billie Holiday and her band, Marian Anderson on the Mall, a Greyhound “Freedom Riders” bus with smoke pouring out its open door, and Jackie Robinson crossing home plate.

The authors’ last words: “The achievement of a common humanity that can experience freedom—of thought, work, spirituality, creativity, and political expression—has been the real goal of the black struggle since our arrival on America’s shore in 1619. That magnificent struggle continues.”

Soon to appear from the University of Chicago Press is **Vincent Crapanzano’s** new study *Imaginative Horizons: An Essay in Literary-Philosophical Anthropology*, which urges a more intense focus on “the problem of cultural creativity—a problem which American anthropologists, with the possible exception of Alfred Kroeber, have tended to avoid.”

Because they tend to speak in deterministic terms of invention, adaptation, syncretism, cultural change, development, and evolution, Crapanzano asserts, “today’s anthropologists have been less concerned with imaginative processes than with the product of the imagination.” The individual,” he wryly adds, “has always



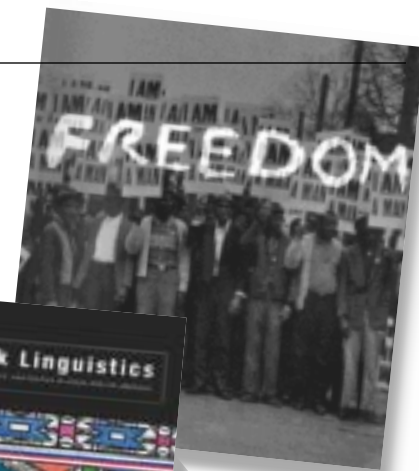
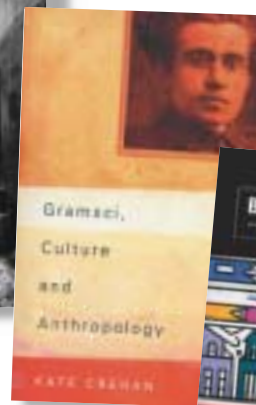
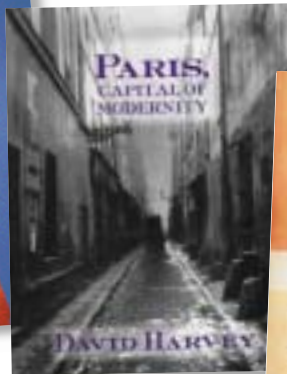
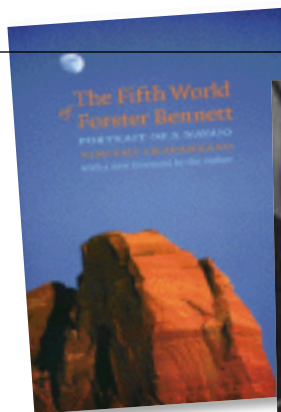
anthology, *Wounded Cities: Destruction and Reconstruction in a Globalized World* (Berg), edited by **Jane Schneider** and **Ida Susser**, who also teaches at Hunter College.

Timely given the aftermath of 9/11 and the wars in Afghanistan and Iraq, this collection of 14 essays explores how urban populations are affected by “wounds” that are inflicted through violence, civil wars, overdevelopment, drug trafficking, and the collapse of infrastructure. Imagining each city as a “body politic,” the authors consider its capacity both to mediate local conflict and to nurture the healing of its wounds.

In Part 1, “The Degradation of Urban Life,” essays examine the way Siberian cities responded to the “great freeze” of 2001 and the depreciation of life in Mexico City as it fell into crisis. Part 2, “Crises of Crime and Criminalization,” includes an essay by **Donald Robotham**, acting executive officer of the Anthropology Program, examining the devastating cultural consequences of crime on the Jamaican capital city, Kingston, and an essay by **Leith Mullings** on reclaiming Harlem after drugs and the “war on drugs.”

Bangkok and Ho Chi Minh City in Vietnam are featured in Part 3, “Rapid, Inconsistent Expansion,” and Belfast, post-war Beirut, and Palermo, Italy are the focus of the essays on “Reconstruction and Recovery” in Part 4.

Presidential Professor **Leith Mullings** joined Columbia history professor **Manning Marable** recently to produce a monumental example of photographic anthropology, *Freedom: A Photographic History of the African American Struggle* (Phaidon). “My discussions with our students about public anthropology prompted me to take on the project,” she says, “an interesting way of bringing anthropology and history to a larger public.” The result, 600 photographs with text written by Mullings and Marable, is a panorama



been something of an embarrassment in anthropology.”

To underscore his notion of a return to the fundamental, Crapanzano cites this statement made by Joseph-Marie de Gérando in an 1800 treatise for the Société des Observateurs de l’Homme, a founding document of French anthropology: “The imagination is the first faculty that one must study in the savage because it is the one that nourishes all the others.”

Another book of his, *The Fifth World of Forster Bennett: Portrait of a Navajo*, has just been reprinted by the University of Nebraska Press. Drawn from his experiences on a Navajo reservation while a grad student, the book covers the daily experience of Navajo whom he gave the pseudonym in the title. “It was written in reaction to the often wild and promiscuous romanticizing of the American Indian,” Crapanzano recalls. “I wanted to convey the extraordinary will, which Forster displayed, that preserved the majority of Indians from their own dispiritedness.”

While studying to become a teacher at Inner Mongolia Normal University in the 1980s, **Urady E. Bulag** encountered an American anthropologist teaching English in Hohhot, the capital of the Inner Mongolia Autonomous Region, who convinced him to pursue the discipline. Through a series of fortunate alignments of the stars he ended up in Cambridge University, where he earned an M. Phil. and a Ph.D. in social anthropology. As a research fellow of Corpus Christi College there, he completed his first book, *Nationality and Hybridity in Mongolia* (Oxford), and initiated research that has just resulted in the publication of *The Mongols at China’s Edge: History and the Politics of National Unity* (Rowman & Littlefield).

Addressing the explosive subject of the “the Mongol ethnopolitics in China and the dilemmas of their articulation or lack thereof,” Bulag admits that his book was “written with my mind and heart. It combines cool-minded analysis and emotional passion,” perhaps in part because people in Mongolia who wished him well sincerely urged him, “Don’t touch the nationality question!”

However, Bulag’s last extended trip back to Inner Mongolia to visit his family, relatives, and friends, in the summer of 2000, helped to inspire him to go forward with a book that squarely confronts the nationality question. He is particularly interested in the rather oxymoronic concept of *minzu tuanjie*, which has been a central mode of discourse between the Chinese Communist Party and the Inner

Mongolian Autonomous Region since it emerged in 1947. *Minzu tuanjie*, Bulag says, “means both amity between nationalities and national unity,” and it has been “a ubiquitous and dominant discourse in 20th-century China that aims to regulate ethnic relations in the attempt to create a seamless Chinese Nation (Zhonghua Minzu).” *The Mongols at China’s Edge* provides a broad historical context for the Mongolian attempts to harness or resist Chinese political hegemony.

The full version of this article, available on the CUNY web site (www.cuny.edu/news), describes the major research projects and important recent publications of these other members of the Graduate Center’s Program in Anthropology: **Talal Asad**, **Arthur Bankoff**, **Daniel G. Bates** (emeritus), **Kate Crehan**, **Marc Edelman**, **Gerald Sider**, **Arthur K. Spears**, **Neil Smith**, and **Diana Wall**.

For more information on CUNY’s Doctoral Program in Anthropology, visit www.gc.cuny.edu/Anthropology

Hunter *Outlook* Assists Employees CUNY-Wide

In this new occasional column, CUNY Matters draws attention to programs, policies, publications and professional practices that may serve as models or inspirations throughout the City University.

For 20 years, members of the Hunter College community have had recourse to its **Employee Assistance Program**, which, drawing on the resources of the College's School of Social Work, offers free, confidential, on-site professional counseling to individuals, groups or families.

Now, thanks to the Internet, all parts of the City University have access to *Outlook*, a twice-yearly Employee Assistance publication that examines in depth many of the problems that bring employees to its suite of offices in Hunter's West Building.

Articles range widely over problem areas that may affect employees—and students—anywhere in the University. Recent issues have addressed such topics as depression and anger in the workplace, the mind-body connection, new reasons to exercise, schizophrenia, preparing for disasters, and physical conditioning for those who spend substantial time at a computer station.

"What we wanted was a newsletter that would address mental health issues so that people might recognize they have problems they can get help for," says Program director Florence Vigilante. Part of the problem, Vigilante adds, is that "You have to be pretty sophisticated to understand that you have feelings that are not welcome. This is simply a way to get people to tune in to mental health problems that might be troubling them."

An example, she said, might be "an employee taking care of an aging relative. It presents tremendous problems, but the care-giver may perceive it as simply doing his or her duty. They don't recognize that they're angry and depressed." EAP staff are ready to help employees deal with such difficult situations.

The *Outlook* is archived at www.hunter.cuny.edu/~eap/. Edited segments are included in CUNY Matters Online, the electronic newsletter regularly distributed via e-mail to University faculty and staff. Content may be simple and direct in addressing such problems as workplace anger, panic attacks and the connection between mental and physical health, but they are hardly unsophisticated. They are produced by trained professionals and are subjected to review by Vigilante, who is a DSW who teaches at the School of Social Work, and the two professional social workers on the EAP staff.

"Women in jobs with high demands (too much to do in too little time), low control (little say over how they do their work), and low social support—from co-workers, supervisors, or both—had the greatest decline in mental and physical functioning over time," the *Outlook* reported in its Fall, 2002 issue. "In fact, the magnitude of decline in overall functioning due to job strain was about equivalent to that of smoking over the four-year period [of the study]."

The writers are three student social workers nearing graduation; they are usually of mature years with substantial life experience. "It's considered their field placement," Vigilante says. One of the current group, Lois Nachamie, is the author of several books, including *So Glad We Waited: A Hand-Holding Guide for Over-35 Parents* and *Big Lessons for Little People: Teaching Our Kids Right from Wrong While Keeping them Healthy, Safe and Happy*. "It's a wonderful experience for the students," Vigilante said. "It teaches them something about their responsibilities to a larger community."

Decisions about what articles will go into the newsletter are taken at staff meetings. "We try to have a theme," Vigilante said. "As the articles get written, they get handed around to the other students and to us." The professional staff carefully edits all of the articles. *Outlook* also picks up articles from such newsletters as the *Harvard Heart Letter* and publishes useful information about current events at Hunter College.

While the articles bear the stamp of their authors, they do not carry their names. "We don't have bylines," Vigilante said. "That just seemed too competitive."

Surge in Dominican Population

Dominicans are the fastest-growing ethnic group in the United States, but population numbers have not yet translated into political power or achievements in higher education, according to a just-published study, "Dominicans in the U.S." One major problem is that the U.S. doesn't recognize how large the Dominican population is, the study suggested. Actual figures for Dominicans in the nation are much higher than 2000 federal Census data suggest.

The study—conducted by Dr. Ramona Hernandez, of the CUNY Dominican Studies Institute at City College, and Columbia University's Dr. Francisco Rivera-Batiz—found that immigration and a high birth rate soon may push Dominicans past Cubans as the third-largest Hispanic group in the country, behind Mexicans and Puerto Ricans.

"It is very clear that the numbers released by the Census represented a very severe undercount," says Hernandez, the holder of a Lehman B.A. and a Graduate Center Ph. D. She notes that the Census did not take into ethnic account those Dominicans who



Professor Hernandez of the Dominican Studies Institute. The man pictured behind her, Professor Emeritus Frank Bonilla, was her mentor and the founder of Hunter College's Center for Puerto Rican Studies.

were classified as "other Hispanics." The study also concluded that more than one million Dominicans are living in the U.S., whereas the Census reported only 800,000. The authors believe many more remain uncounted; both estimates fail to include Dominicans who are illegal residents, said Rivera-Batiz.

Only 30 percent of Dominicans hold college or higher degrees, with the rest of the population employed in lowest-paid, mainly manufacturing, jobs. In addition, the median age for Dominicans is 30 years old, which places them in the lowest-ranking earning category with respect to work expertise and seniority.

Many officials interpreted the findings as a proof of political and economic potential of the Dominican population. Assemblyman Adriano Espaillat, the first Dominican-American elected to a state legislature, said the statistics were encouraging, but there still are many challenges awaiting the community: "How do these numbers translate into a greater number of Dominicans playing an important role in the socio-economic dynamics of New York City?"

\$80,000 Wild Goose Chase at CSI

The 204-acre Willowbrook campus of the College of Staten Island is known for its beautiful expanses of green space. The park-like environs, however, have over the years caught the eye of migratory Canadian geese. More and more began putting down their webbed feet wherever they could and extending their sojourns.

These tourists who just wouldn't flap on home not only cluttered such Elysian CSI prospects as the Great Lawn; they also left behind up to two tons of dung per day. Avoiding the droppings, students and faculty found it almost impossible to walk a straight line between classes. As the problem continued, and in fact worsened, Chief Superintendent of Buildings and Grounds at CSI, Vincent Bono sought to find a humane way to rid the campus of its unwelcome feathered guests.

Enter **Bud**, a black Labrador/Border Collie mix, whom Bono found on the Internet for sale for the modest sum of \$25. Bono's bright idea was that Bud's genes might be perfect for herding the geese into the air on a flight-path to...well, anywhere else. When President Marlene Springer heard about the proposal to sic a dog on the geese, she was a bit skeptical at first, joking that "the guys at Buildings and Grounds just wanted a dog to play with."

Springer was soon convinced, however, that the idea was worth a try. The only problem was that Bud was in a kennel in Maryland, and someone had to pick him up. Bono volunteered to go and get the pup, and ornithological malaise on campus has virtually vanished.

Bud barked into tireless action—with Superintendent Bono (one hopes) muttering to the geese, "This Bud's for you!" The College's grassy areas and sidewalks were soon pleasantly free of feces. Bud is also quite popular with the B&G staff, who give him the love and attention he needs at his home in the Maintenance Building.

Bud's arrival has created a large financial boon for the College. "We estimated that Bud's \$25 price tag



Bud conferring with President Springer in her CSI office. The photo illustration above, perhaps inspired by Superman's dog Krypto, indicates Bud's heroic status on campus.

and, of course, the cost of his food have resulted in a cost avoidance of about \$80,000 a year." That is what CSI would have had to spend on chemicals with goose-repelling effects.

Springer adds, though, that "no good deed goes unpunished." About a month after Bud's arrival at CSI, Springer says she received a call from the CUNY Central Office saying that someone had floated the astounding rumor that the College had paid \$40,000 for a dog for the sole purpose of keeping geese away from her car. The President quickly explained that Bud came "dirt-cheap" and put everyone's mind further at ease by circulating a copy of Bud's bill of sale, his shots, and his non-pedigree.

Now that Bud has been established as a cost-effective one-dog goose patrol, and has cleaned up the CSI campus, he has been chosen to perform geese alleviation off-campus. The College has farmed Bud out to the Parks Department to help it deal with similarly sedentary geese in Cloves Lake Park.

Of his decision to "send CSI to the dogs," Bono emphasizes, "Bud is a great addition to our staff. He's given us a way to put an end to a major nuisance that was also a health and safety issue." And, yes, "he's just a lot of fun."

New York Remembrances of Things Past

Reading a “Huge, Intricate, Unfathomable” City

The way a book is born can be wildly serendipitous. Take, for example, *Reading New York* (Knopf), a memoir by John Tytell, a member of the Queens College English faculty for three decades who is noted particularly for his ties to and writing on the Beat Generation.

Tytell, who was born in Antwerp and escaped from Europe in 1941 with his diamond-merchant family, says he was inspired to write this memoir of a lifetime’s reading of literature steeped in New York City life while walking his dog about five years ago in the West Village. He happened to notice a large discarded poster for the Red Star steamship line on the sidewalk, with ANTWERPEN-AMERIKA in bold letters. “I picked the poster out of the trash and brought it home,” Tytell recalls. “That afternoon I realized I should use my own autobiographical experience to tell the story of how I became a reader and a writer.” The deco-era poster now hangs in his Village apartment. The resulting book, which is subtitled “A Celebration of New York Writers, The Essence of the City, and the Transforming Effects of Reading,” is mercurial, given to sudden turns, and studded with little surprises.

The first of its four parts is titled “My Little Dutch Boy,” a reference to how Tytell’s father liked to introduce him just after the family’s emigration. The central figure here is Melville, whose mother was also Dutch, a Gansevoort. The author’s rich life of reading began inauspiciously. His opening sentence is: “I really started to read in earnest as my sight began to fail when I was twelve.”

Confined to bed and darkness as a child by a rare eye condition called vernal catarrh, Tytell says, “reading was forbidden.” His initiation into literature, with Billy Budd, had to be surreptitious, in his bedroom with a flashlight. His doctor was among the first to use cortisone, which he administered to young Tytell; the results were “miraculous.” Tytell weaves other Melville works, as well as the figure of Edgar Allan Poe, into the narrative of his early years.

Walt Whitman is the hero of Part Two of *Reading New York*, which carries this epigraph from a newspaper story Whitman wrote for the *New York Aurora* in 1842: “New York is a great place.... Here are people... of every grade, every hue of ignorance and learning, morality and vice, wealth and want, fashion and coarseness, breeding and brutality, elevation and degradation, impudence and modesty.”

Tytell tells of attending Booker T. Washington Junior High (“a very bad neighborhood”), where a teacher, one Isabelle Gordon, opened his eyes to the “lush bounty” of “Song of Myself.” Tytell’s embrace of the “Quaker renegade” would later bear fruit in his own immersion on the 1950s and 1960s counterculture.

After graduating from Bronx Science, Tytell headed for City College, where his renegade propensities came under the influence of Henry Miller’s anarchism.

Unlike Miller, who dropped out of CCNY when his freshman English instructor assigned Edmund Spenser’s *Fairie Queene*, Tytell graduated and went on to earn his Ph.D. at NYU.

The Third Part of *Reading New York* is titled “My Two Henriess,” and refers to the strikingly odd couple of Henry Miller and Henry James. (Tytell took a course from Leon Edel, the great James biographer, at NYU, finding him “mechanical and uninspiring as a teacher.”)

Though Tytell’s lifetime of reading into the fabric of New York City’s great writers has been a labor of love, he’s not shy about pointing to Gotham’s dark side. He quotes, for example, Henry Miller’s anti-Whitman description of a walk down Broadway: “To walk in money through the night crowd, protected by money, lulled by money, dulled by money, the crowd itself a money, the breath money, no least single object anywhere that is not money, money, money everywhere and still not

enough...” (Interestingly, E.B. White and his *Here is New York*, ubiquitous since 9/11, is nowhere to be found in *Reading New York!*)

The fourth and final part of the memoir, “New York Beat,” finds Tytell coming into his own personal and professional identity. The Kerouac epigraph on Gotham is perfect: “It was too much to

believe, and so huge, intricate, unfathomable and beautiful in its distant, smoking, window-



John Tytell with the inspirational poster on the roof of his Greenwich Village apartment. Photo, Mellon.



“Mom” and “Pop” Novels Relive Difficult Bronx Childhood

Nora Eisenberg has been a LaGuardia Community College professor of English since 1977 and was the co-founder and co-editor of the CUNY WriteSite (writingsite.cuny.edu), an online writing resource for the entire University community. In recent years she has also directed the University Faculty Publications Program, which mentors junior faculty at every step in the process of seeing their research turned into print.

Several years ago, Eisenberg decided it was time to nurture her own strong urge to write—and in the process to revisit her early life in the Bronx as the daughter of a free-spirited but unstable mother and an enraged, political activist father in the McCarthy-era 1950s. The result was a “memoir-novel,” *The War at Home* (Leapfrog Press), that was warmly received in 2002.

The New York writer Vivian Gornick called it “an intelligent evocation of the magnificent terrors of family life,” and a *Washington Post* reviewer wrote that the

experiences of the novel’s heroine, Lucy Lehman, offers “a map of a dark childhood” and also “a portrait of postwar America that we don’t often recognize.” The reviewer praised Eisenberg’s “spiky, keening prose” and singled out the recapture of the mother’s dissolution as “the heart of the story.” (Eisenberg dedicated the book to her mother.)

Now, dropping the “memoir-novel” rubric, comes *Just the Way You Want Me*, also from Leapfrog Press, with a new heroine, 40-year-old Betsy Vogel, but a fictional father who clearly owes much to Eisenberg’s own. (Her dedication is: “In memory of my father, Alex Eisenberg.”)

The novel is steeped in New York City life in 1992. Betsy works for a glossy if vacuous magazine called *Big Apple*, and a Staten Island orphanage, a West Side restaurant, a Long Island City bar, the old Third Avenue El, and Foley Square, scene of long-ago trials of leftists, and many other local sites all

flashing, canyon-shadowed realness there, and the pink light glowing on its highest crests as bottomless shadows hung draped in mighty abysses...”

Though Tytell never met Kerouac, who died in 1969 at 47, he did interview William Burroughs (“the most difficult subject, a lean, tense, sinister, nervously twitching man in black”), and he enjoyed a 25-year-association with Allen Ginsberg. He recalls several visits to Ginsberg on the Lower East Side in 1974: “He lived on the fourth floor of a funky, walk-up tenement with no intercom. In a quaint reminder of Old New York, Ginsberg would toss the front door key out the window in a sock so that I could enter.”

There is one passage toward the end of *Reading New York* that perhaps ties much of the book together; it concerns Ginsberg’s most famous poem. “It may not be accidental,” Tytell writes, “that ‘Howl’ was written exactly a century after Whitman published ‘Song of Myself.’ Both poets were 30 years old when they wrote their first major poems. Just as Kerouac identified with Melville, I saw the photograph of Whitman over Ginsberg’s bed in his apartment on 12th Street near Avenue A. Although Ginsberg, also a Buddhist, found it hard to believe in reincarnation, he modeled his life on Whitman’s magnanimity.”

Reading New York continues the literary genealogy of magnanimous response to Walt Whitman’s “mettlesome, mad, extravagant city.”

figure in the story.

On the verge of finding true love, however, Betsy runs away with her brother, closely bonded from shared childhood misery, for a suspenseful cross-country search for the truth about her father, long on the lam from the FBI and (so she is told) now dead.

What makes *Just the Way You Want Me* particularly timely, however, is Eisenberg’s exploration of the abuses of the McCarthy era. The war in Iraq, the Homeland Security Act and the Patriot Act have all revived concerns about the risks to civil liberties involved in the increased government powers to investigate citizens’ lives and finesse long-established Constitutional safeguards in the criminal justice system.

The *Hartford Courant* noted that the novel “reminds us that wars of ideology incur collateral damage... it’s often innocent women and children who are caught in the line of fire.” The parallels between the early Cold War of the 1950s and the post-9/11 world make for an alarming subtext to the novel.

A *Los Angeles Times* reviewer admired Eisenberg’s “sharp eye for the ways people deceive themselves,” and the *Washington Post*, thinking that her heroine just might be worthy of an encore, noted that “Eisenberg wisely refrains from bringing the curtain down definitively on... Betsy’s beguilingly messy life in this bruising, funny and restless novel.”



Satchmo's Legacy Safe and Sound in Corona, Queens –

“When I came out of the waifs’ home, I stayed a while with my father, Willie, and his other wife and family.... But I got lonesome for my mother, Mary Ann—you know, that’s her nickname—and my sister Beatrice, who they called Mama Lucy...and before I realized it, I was back living with them again and happy as can be, in that great big room where the three of us were so happy and we lived there so happily so very long.”

“Of all my memories that was my choice one...”

The speaker is Louis Armstrong, telling about his difficult early years in New Orleans, years before his talent, genius, work and will made him one of the greatest jazz musicians.

His voice—and, often, the sweet tones of his trumpet—echo through the quiet suite of rooms just off the lobby of Queens College’s Rosenthal Library. The

reminiscence comes from the vast store of recordings, documents and memorabilia that make up the Louis Armstrong Archives, which have been in the College’s care since 1987. The documents and recordings offer recollections that range from jokes and small talk to reflections on the racial prejudice Armstrong faced with only his gleaming trumpet and courage as a weapon and shield.

Open to the public since 1994, the Armstrong collection includes 650 reel-to-reel tapes, 1,600 recordings, 86 scrapbooks, 5,000 photographs, 270 sets of sheet music, 12 shelf feet of personal papers, 5 trumpets, 14 mouthpieces—plus concert programs, awards, magazine articles, postcards and much else.

In recent weeks the archives have played second horn to the house in Corona, Queens, where Armstrong and his wife, Lucille, lived from 1943 until their deaths—he in 1971, she in 1983. On October 15 the house, restored at a cost of \$1.6 million, opened to the public as a museum.

“I would say that almost two thousand people came through the house in the first 18 days after we opened,” said



Louis with his wife Lucille—or Lil for short—in his den. The Tandberg tape deck produced the hundreds of tapes in the Armstrong collection. All captions for the historic photos from Michael Cogswell’s Louis Armstrong: The Offstage Story of Satchmo (Collectors Press, 2003); all historic photos courtesy of the Louis Armstrong Archives.

Michael Cogswell, director of the Louis Armstrong House and Archives, who has worked to restore the house and manage the archives since 1991. “They were from all over the world, of all ethnicities, all ages, all levels of interest in Louis Armstrong.”

There is a visitors’ center in the garage and a room of exhibits—a suitcase marked SATCHMO, passports adorned with scores of stamps and Armstrong’s smiling headshot, a trumpet and other relics. Otherwise, the house is as close to the state it was in when the Armstrongs lived

there as research and ingenuity can make it. Old wallpaper has been replicated, bottles of aftershave and perfume (Lanvin for Men, Diorissimo) set in their accustomed places on bathroom shelves, original bottles of Drambuie and Tullamore Dew placed on the bar in Armstrong’s second-floor den.

The den also contains a framed portrait of Armstrong in a distinctive style, signed “Benedetto.” The artist is better known by the name under which he sings, Tony Bennett. “Man,

you’ve out-Rembrandt Rembrandt,” a delighted Armstrong is reported to have said when Bennett gave him the painting.

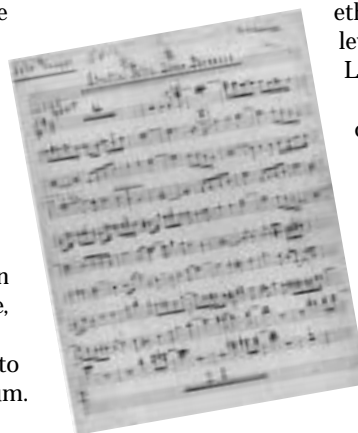
As the opening approached, media attention drew some items back to the house. “A couple of days before we opened, the next-door neighbor brought back a few things she had—Lucille’s nightgown, a pair of slippers,” Cogswell said. The nightgown is now draped across a bedroom chair, as if it had been vacated just a moment ago.

There are, of course, many valuable bits of jazz history that Cogswell, a passionate Armstrong admirer, still hopes will turn up and, perhaps, come back home to the Archives. “Many years ago, around 1920, Louis recorded some trumpet solos on wax cylinders for a company called Melrose,” he said. “Melrose published transcripts as I think, ‘35 Hot Choruses for Cornet.’ The publication is rare enough, but you can still find it. But the cylinders have never been found.”

They are the Holy Grail for Armstrong



Armstrong found time to write while on tour. Here he is typing in the kitchen of the Band Box, a night club in Chicago, in the early 1940s.



A solo trumpet band part from the library of the Louis Armstrong Orchestra, circa 1936.

Enrico Caruso (Satchmo was a Big Fan) Featured in Calandra Institute Exhibit

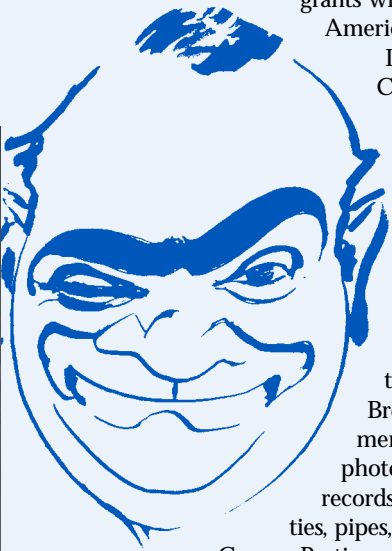
About half of the 1,300 hours of taped material in the Armstrong archives is recorded music, much of it by artists whose work Armstrong admired and wished to study. One of his particular favorites, well-represented in the jazzman’s record collection, was the great Italian “King of Tenors,” Enrico Caruso, whose performances Armstrong often replicated on the trumpet.

Fittingly, the opening of Armstrong’s house as a museum coincided with “Caruso: The Life and Work of an Opera Legend,” an exhibition sponsored in part by the John D. Calandra Italian American Institute of Queens College.

October 2003 marked the 100th anniversary of Caruso’s



Caruso’s shoes



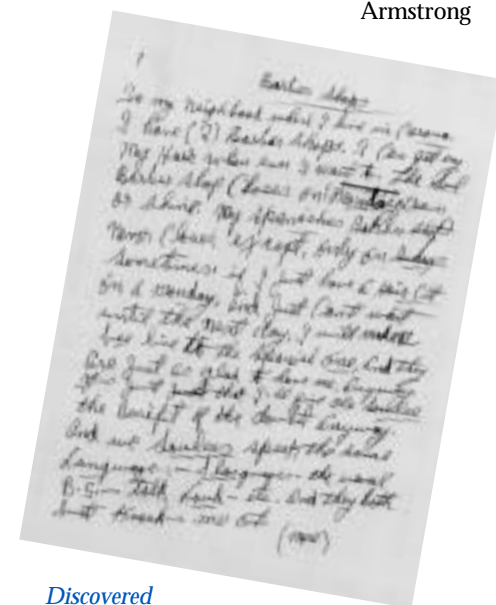
A self-caricature

debut at New York’s Metropolitan Opera House, which made him an international star and a role model for the Italian immigrants who were then arriving in America.

In gratitude to his countrymen, Caruso often performed for immigrant workers for free.

This exhibit was featured thorough November at the Italian American Museum in residence at Queens College’s Calandra Institute in Manhattan. It draws upon the collection of the Caruso Museum, established more than three decades ago in

Brooklyn as the repository of memorabilia, including rare family photos of the Caruso family, books, records and letters, clothing, shoes, ties, pipes, a bust and the death mask of Caruso. Portions of the exhibit can be viewed at www.ItalianAmericanMuseum.org.



Discovered in Armstrong’s house were more than 200 pages of unpublished autobiographical material. He wrote this manuscript, which he titled “Barber Shops,” very late in life.

and at Queens College

aficionados.

Yet the house hasn't stolen all of the public's attention. "A surprising number of people come here, do the house tour and they say they want to visit the archives," Cogswell noted.

If they do visit the Queens College campus, they are unlikely to be disappointed. Access to the six-room, state-of-the-art archival center is easy. As the Archives web site (www.satchmo.net) notes, "You do not have to be a Queens College student, academic scholar or working journalist to visit the Archives, [which are] open to everyone to listen to Louis' home-recorded tapes, read his personal manuscripts, study sheet music, view photographs, etc." Visitors need only schedule an appointment by phone and present a photo ID on arrival.

If the home gives the sense that Armstrong has just stepped out for a minute, the archives give a sense that he's in the other room, perhaps playing an unusually sweet and restrained version of *Muskrat Ramble*, perhaps just telling a few jokes with friends.

The Archives' core holding is the "Louis Armstrong Collection," the trumpeter's vast personal possessions. This is a vast



Armstrong being carried through the streets of Leopoldville in Congo by natives in traditional dress, circa 1960.



One of the reel-to-reel tape containers, decorated in this case by Armstrong with a congratulatory telegram from a collaborator.

trove of writings, recordings and collected papers and memorabilia amassed by Armstrong over the course of his life. It is varied, extensive, exhaustive, more than enough to satisfy any devotee. The remarkable thing about it is that Armstrong's generous and confident personality shines through the mass of material pure and clear, the way his horn illuminated a

musical performance.

The other major holding, the "Satchmo Collection," consists of Armstrong recordings, photographs, letters, books, art works, videos, memorabilia, and musical instruments that have been purchased or donated by Armstrong friends, fans, and collectors. Two smaller holdings, the "Jack Bradley Collection" and the "Phoebe Jacobs Collection," focus on Armstrong-related materials collected by his colleagues.

"I always listened when *Lil* told me to always play the lead," he says in one recording, speaking of advice his wife gave him. "Play second trumpet to no one. They don't come great enough."

Amen.

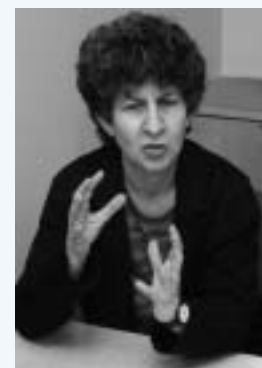


*The living room in the completely renovated Armstrong House. The oil portrait at rear was painted by Calvin Bailey in 1948, and was based on a photograph that appeared in a 1935 issue of *Vanity Fair*. Photo, Lisa Kahane.*

The Louis Armstrong House, at 34-56 107th Street, Corona, Queens (info@satchmo.net), offers hourly house tours, interpretive exhibits, and a gift shop. Hours are Tuesday–Friday, 10 A.M.–5 P.M. and Saturday and Sunday, 12 noon–5 P.M.

Chemist Ruth Stark, Director of New Macromolecular Institute

Dr. Ruth E. Stark is Professor of Chemistry at the College of Staten Island and on the CUNY Graduate Center's doctoral faculty in chemistry, biochemistry and biology. Her intense interest in current and future collaborations, combinations and crossovers among these disciplines in the field of molecular studies is reflected in her work with the new CUNY Institute for Macromolecular Assemblies at CSI, which was officially inaugurated at ceremonies on November 18, and her participation as a Principal Investigator at the New York Structural Biology Center on the City College campus. Earlier this year she spoke with Rita Rodin about this rapidly advancing area of research.



Rodin: What do those new instruments on the City College Campus do?

Stark: They elucidate the structure and also some of the dynamics or motional behavior of large molecular assemblies. These could be DNA in conjunction with proteins or proteins embedded in biological membranes, for instance. Our premise is that such knowledge will allow us to form hypotheses about function and, when disease occurs, malfunction.

Q: We are talking about large magnets?

A: Yes, for our work we need a very large, highly homogeneous (and expensive!) magnet. We are also working with cryo-electron microscopy, which involves shining a beam of electrons on some of these large molecular assemblies at low temperatures. This approach allows us to get a picture of membrane proteins or other assemblies that often cannot be dissolved in a solution or crystallized. Before the new technology, these were very tough to study.

Q: This sounds revolutionary.

A: The facility is unprecedented in this country. Typically a university might have one such instrument in the NMR field, whereas we currently have four or five in operation, and there will be quite a few more. But the real uniqueness is in the range of biomedically interesting problems we can attack, the way we can foster interaction among New York City investigators.

Q: The Board of Trustees approved the CSI Institute for Macomolecular Assemblies last May, and you will be its founding director. What will its missions be?

A: There will be two main ones: studying molecular assemblies in nature, in the membranes and DNA complexes of animals and plants, particularly parasites, and developing ways to engineer assemblies that mimic nature for therapeutic purposes. Of course, our mission is also educational, reaching not only to the graduate and undergraduate level, but perhaps dipping down into the high schools where we can make appropriate partnerships, for instance with the CUNY's new Discovery Institute at CSI.

Q: Clearly you have a strong interest in how to apply your basic research.

A: Yes, we have one eye on the fundamental and the other eye on the applied, the more practical, long-term implications of our research. I think what we do will be of interest particularly in the pharmaceutical industry. For example, AIDS patients often suffer from fungal infections. The molecular basis for the melanizing of a fungus, which makes it virulent, has not been well studied. Melanin is a very tough material to analyze: you have a biopolymer of unknown structure in a polysaccharide cell wall of the fungus! With this new technology we are now poised to attempt this.

Q: Could you explain what a polymer is?

A: A giant molecule. Think of a string pearls in a necklace...or of a network like a spider's web. That plastic bag there, it's made of a polyethylene polymer. The simple type of polymer has a single "repeat" in its structure, and then there can be defects which can change the polymer's properties in marvelous or terrible ways. As faculty mentors, we send out many students of polymer chemistry into the workforce to develop new products, including paint, textiles, and therapeutic drugs.

Q: The opportunities for interdisciplinary synergy seem large.

A: Yes, take someone like myself, a physical chemist, and team me with someone in biology or bioengineering, and who knows what might come of it. Our particular hope is that, in all of this, we can begin to train our students to be comfortably and productively cross-disciplinary.

Q: And these students will go...?

A: Into academe, if they really have a fire in their belly to design their own research. Or they might prefer being part of an industrial research team. A Ph.D. student of mine who determines the structure of a protein that, say, chaperones fatty acids around the body, might well find a position in the pharmaceutical industry. One of my undergraduate students, Stephanie Grant, captures our cross-disciplinary spirit: she has a B.A. from John Jay in criminal justice and a second one in chemistry from CSI. The combination will make her an ideal candidate for a job in justice system forensics.

For more about the Macromolecular Assemblies Institute, visit www.chem.csi.cuny.edu/mma/

Guidance Through Immigration Maze at QCC

Earlier this fall, Lizaveta Abayeva, a 75-year old immigrant from the former Soviet Union became an American citizen in a "swearing-in" ceremony held at Queensborough Community College, where her grandson, Alex, is studying business. The youngest new American, Vargan Artashes, age 20, is a student at York College. Alberto Toribio, from the Dominican Republic and also a Queensborough student, was also among the 250 new Americans, from Afghanistan through Yugoslavia, celebrated at the event on October 24.

"As a college with almost half of its students born outside the U.S., we celebrate the diversity and opportunity of this country—and Queens County—every day," says QCC President Eduardo J. Marti, a naturalized citizen himself who arrived in New York from Cuba. "Hosting of these swearing-in ceremonies is a natural extension of our commitment."

Waving the flag for immigration on a regular basis is Queensborough's **Center for Immigration**, an arm of the Office of International Student Affairs at the College. Make that "flags": the colors of the United Nations' 183 member nations decorate the Center's office, and



The QCC Center's director Tunde Kashimawo, right, greets student Seahan Ewen; paralegal counselor Raymond Pequero, center.

students at Queensborough represent 135 of those countries. (The majority of its foreign-born population hold green cards as permanent residents.)

"Queens has become an increasingly immigrant-driven borough," says Tunde Kashimawo, director of the Center, who herself arrived as an international student from Nigeria many years ago. "The Center for Immigration has filled a very real need for immigrant students and non-students alike," who come for the free, confidential assistance offered at the Center. "Those flags represent a growing face of both Queens and CUNY."

The Center, now completing its second year of operation at one of the most ethnically diverse community colleges in the nation, provides a range of service to several hundred visitors monthly. More than 1,300 clients have been served so far, Kashimawo notes. A significant portion of the Center's caseload is assistance with "change of status" petitions, as individuals seek to move from one immigration category to another: from visitor to student, from student to employee, from legal permanent resident to naturalized citizen.

Kashimawo's primarily part-time staff, comprised of an immigration attorney, a paralegal, and interns from the CUNY Law School, provides guidance down the confusing, sometimes contradictory path to citizenship. From processing of the I-20, that critical document authorizing entry for study in the U.S., to assisting those petitioning for a family member or spouse's visa, the Center brings the dreams of thousands closer to reality each year.

Roddy Bolanos, Paralegal Specialist in Immigration Law, says the Center's work has taken on new urgency with the many recent changes in immigration law. "Last year, we did a great deal of work on special registration issues."

The Center does not formally represent individuals, educating them instead about INS laws and their rights as immigrants. "I often deal with people who

have received denial notices regarding a change of status," says Bolanos. "Too often, immigrant members of the community are left adrift, dealing with complicated laws and processes without a secure understanding of their rights," Bolanos adds.

The Center's success has been reflected in recent developments on and off campus. Kashimawo was instrumental in working with the Bureau of Citizenship and Immigration Services to co-host three Naturalization Ceremonies on campus last year. One was for 20 children, ranging in age from one through 18. Kashimawo is also currently working with the CUNY School of Law to open an off-campus Center for Immigration at the CUNY Center for Higher Education that opened in November in Flushing.

To date, close to 12,000 CUNY students, staff and faculty have launched their quest for naturalization through the CUNY Citizenship Project, of which the QCC Center is an outgrowth. The Project, now in its seventh year, is in operation at all CUNY campuses.

Other CUNY Citizenship Project sites include City College's Immigrants' Center, the first program offering expanded immigration guidance. Collaborating with the Project is the Immigration Clinic at New York City Technical College. For more information, call the QCC Center for Immigration (718-631-6611), or the CUNY Citizenship Project (646-344-7250).

New Education Center Will Serve Recent Arrivals in Flushing

The **Center for Higher Education**, an initiative by several City University campuses in Queens to provide a range of services to immigrants and new residents, opened recently in Flushing. Borough President Helen Marshall cut the ribbon to open the Center, in which staff from Queens College, Queensborough Community College, the CUNY School of Law, and CUNY's Office of Admissions Services are collaborating. Marshall was joined by State Assemblyman Barry Grodenchik, State Senator Toby Ann Stavisky and City Councilman John Liu.

The Center's location is no accident; Queens is the nation's most culturally diverse county. The 2000 U.S. Census found that more than 46 percent of the borough's population was foreign-born (the national figure was 10 percent); 54 percent of its inhabitants over the age of five speak a language other than English at home.

English-language instruction will be a

mainstay of the Center's activities, notably immersion courses, as well as citizenship and immigration guidance. The Port of Entry program, now in its 20th year at Queensborough, will offer an intensive program of 200 hours per semester for international students and immigrants planning to continue in academic or professional pursuits. And the Queens Civics Collaboration, funded by New York State, will provide English courses that emphasize U.S. history, government and culture.

Queens College's Continuing Education Program will offer daytime classes in reading, writing and speaking for part-time ESL students, as well as day and evening classes aimed at job preparation. Three times a year, the program will offer courses of study for such



Present for the ribbon-cutting at the Flushing Center were, from left, Borough President Helen Marshall, QCC President Eduardo Marti, Queens President James Muyskens, CUNY Trustee Wellington Chen, and State Senator Toby Ann Stavisky.

diverse fields as real estate sales, computer programming, food handling, GED preparation, and licensed practical nurse exams.

CUNY's Office of Admissions Services will provide one-on-one counseling on degree programs, admission and financial aid to visitors considering

starting or returning to college. Queensborough Community College's Center for Immigration (see article above) will operate a satellite office at the

Center, and advanced students from the CUNY School of Law will conduct counseling sessions under the supervision of an immigration lawyer.

Appointments are required for those wishing to use the center, which is located at 39-07 Prince Street, Flushing. For general information, call 718-762-5580.

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