CPI Progress: New Allies, Support
By Jay Hershenson

Think of the American educational system as the multi-stage launch vehicle for a space shuttle. At NASA/CUNY our mission is to launch careers; our payload: graduates in high professional orbit.

Each stage of a rocket requires sophisticated technology. Since April, 1992 - when the Board of Trustees established the College Preparatory Initiative (CPI) - the University has aggressively addressed the challenge of upgrading the technology of that enormous booster rocket - the New York City public high school system - where the elevation of so many CUNY students begins.

The heart of CPI is the phase-in by the year 2000 of more stringent academic course distribution requirements that will culminate with the expectation of a total of sixteen units (English, 4 units; Social Studies, 4 units; Math, 3 units; Foreign Language, 2 units; Lab Science, 2 units; Visual/Performing Arts, 1 unit).

Substantial signs of success are already beginning to appear. In March the Office of Academic Affairs presented to the Board of Trustees encouraging preliminary data on CPI’s first year of implementation. This good news was followed in May by two impressive expressions of agreement - one local, the other national - on the importance of strengthening the high school curriculum.

On May 1st, New York City Schools Chancellor Ramon C. Cortines announced that, beginning with next fall’s entering tenth grade, high school students will be required to take Regents-level math and science courses for graduation. Cortines hopes and expects this to lead to a higher percentage of students earning the highly-regarded Regents diploma.

At the same time, Cortines reiterated his commitment to CPI and instructed the Division of High Schools to continue to participate vigorously in its implementation. This follows up on the Board of Education’s earlier decision to increase both the math and science requirements from two to three units. Among these must be one mathematical course and two of units of lab science.

The CPI spirit was demonstrated at the national level a week later on May 10th. In Washington, when the National Science Foundation announced that CUNY and the Board of Education, in alliance with the City, would receive a grant of $15 million over the next five years to increase academic achievement and enrollment in mathematics and science. This was one of nine Urban Systemic Initiative (USI) awards made by the NSF to cities across the country, totaling $135 million. This award clearly demonstrates confidence at the NSF that the intensive collaboration between the City’s public schools and CUNY’s CPI over the last three years will continue.

These funds will be used to target large urban student populations across the country. The USI upgrading of the high school stage of our career launch vehicle will focus notably on approximately 250 leadership or Cluster Schools. By 1999, it is hoped: 35,000 teachers and 500,000 K-12 students will be embraced by USI activities. The activities will eventually embrace the twenty-five cities with the largest number of school-age children in poverty.

The data on CPI’s first year should give unique support to other USI programs around the country. This data, gathered at the University’s Application Processing Center and Office of Institutional Research and Analysis, shows that the 1993 class, compared to the class of 1991, comes with strengthened preparation in all areas. Table I shows that first-time freshmen enrollments in 1993 completed substantially more academic courses in five CPI discipline areas (since Visual/Performing Arts was not previously considered part of the College Admission Average, there is no 1991 data for comparison).

Furthermore, these increases have been seen at both senior and community colleges. Particularly important was the strong gain in college preparatory math units for community college enrollments. The percentage of those completing at least one unit of sequential math units rose from 47.8% to 54.8%. The rise in community college students completing four units of English was 8.2% since 1991.

Given much convincing research showing the salience of algebra and geometry for successful college performance, the increase in students with one or more sequential math units is significant. Table II illustrates that the gain in mathematics preparation is spread across all ethnic and racial groups, with Hispanics showing the most marked improvement.

As Table 2 shows (see page 12), the percentage of students completing four units of English is low. This is, in some measure, attributable to the increasing number of students taking ESL courses in high school. A CUNY/Board of Education committe is presently examining policy on
The Naming of Cats is a difficult matter. It isn't just one of your holiday games.

T.S. Elliot

CUNY'S "Practical CAT"

By Gary Schmidgall

Imagine employing a CAT to solve the problem of LUST. Or implanting a fiber-optic "package" in the human stomach to attack a tumor. Or your computer being fueled not by electrons, as it is nowadays, but, rather by speed-of-light units of radiant energy—"particles of light"—called photons.

Welcome to the astonishing scientific frontier now being explored by the City University's Center for Advanced Technology in Ultrafast Photonic Materials and Applications. It is a frontier that has opened up more than a dozen promising fields for scientific research, many carrying names exotic enough to quench the pulse of even the most hardened Trekkies: molecular beam epitaxy, modulation and time-resolved spectroscopy, solid-state technology, and x-ray lasers. And it is a frontier where the concepts of "short," "fast," and "fastest" are taken to mind-boggling, minus-nth-power extremes.

Brooklyn College's Distinguished Physics Professor Fred Pollak, Deputy Director of the CAT, says "a millionth of a second is just too slow for our purposes." And so he and his fellow developers of semiconductor materials have developed the ultimate in short attention spans. Their data are measured in the picosecond (10^-12) and the femtosecond (10^-15). A picosecond is a millionth of a second, and a femtosecond is a millionth of a picosecond.

Blink your eye, says CAT team member Harry Gafney of the Queens College Chemistry Department, and you've squandered about a hundred million of them. How do we get from the femtosecond and fiber-optics to the solution for LUST? Thereby, to paraphrase Shakespeare, hangs a CAT tale.

The tale begins in 1993, when the New York State Science and Technology Foundation (STF) established its first seven Centers for Advanced Technology, or CATs, which were intended to provide technical support to the state's business and industrial sector through state-of-the-art research and development. Thirteen CATs are now functioning throughout the State, each focused on research of major potential commercial consequence: fields like automation and robotics, ceramics, electronic multimedia production, and biotechnology.

"After long suffering from the reputation for being too diverse an institution to mount a major, cohesive, programmatic research effort, CUNY entered the picture in 1992," explains Dr. Alvin Halpern, who is now Vice President for Research Development at CUNY's Research Foundation.

"Chancellor Reynolds was determined that the University gather its multi-campus resources and go after a CAT. Soon after, Vice Chancellor Allan Clark charged Halpern, then a Professor of Physics at Brooklyn College, to coordinate the effort. His moving, shaking, and team-building produced ultrafast results. After 2 1/2 busy months, the CUNY proposal was ready to submit.

Naming CATs is certainly no holiday game. Proposals for new CATs are rigorously vetted by representatives of the National Academy of Sciences/National Research Council, and designated CATS are categorically 100% funded in the first year.

When the STF announced its intention to establish new CATs, about sixty-four applications came in. From the sixteen full-scale proposals finally submitted, only five new CATs were funded. Among these was CUNY's Ultrafast Photonics CAT, which came to life in May 1995.

After some failed attempts to garner major state funding in the past, "we did it right this time," says Halpern. He sees at least four reasons for the coup. One was Chancellor Reynolds's aggressive proactive support of the initiative. "She immediately saw that the University needed to project its ability to deliver significant resources to the task of improving the State economy. For example, she immediately authorized purchase of a molecular beam epitaxy machine that helps us attract a key scientist — Dr. Maria Ramirez — from Bellcore to City College."

Second was Halpern's good fortune in identifying two internationally prominent CUNY scientists like the CAT's Director, Distinguished Professor Robert R. Alfano, who also leads CUNY's highly respected Institute for Ultrafast Spectroscopy and Lasers, and Deputy Director Pollak, who were able to conceptualize and articulate a credible, commercially viable research focus. "The world-class research of Dr. Alfano and his Institute — which has produced tremendous breakthroughs in lasers and optical imaging — has formed the centerpiece for our CAT," Halpern also remarks that Dr. Pollak's "acclaimed work in semiconductor physics, notably the study of man-made materials so crucial to advances in photonics, has helped enormously in extending the research habitat for CUNY's CAT."

Third, was the fact that by the early 1990s CUNY's researchers were beginning to build a substantial reputation for intercampus collaboration. "This enhanced our credibility for mounting a University-wide initiative," says Halpern, "and of course our roster of over a dozen major researchers was very impressive.

Finally, CUNY was very successful in attracting funds from New York State Industry. "Remember, CAT grants are matching, and for every $1 million we receive from the STF, another $600,000 must come from New York companies. So we developed a consortium of Corporate Affiliates and also went to high gear strengthening CUNY ties with crucial companies: The STF, I think, was really struck by this effort."

Pollak is eager to stress that "this is an enormous first in the history of CUNY. This is the first time the University has received block funding for programmatic research on a large-scale, intercampus basis."

The old notion of CUNY as a loose, uncoordinated collection of colleges, he feels, has been put to rest by this CAT designation: "We are not perceived, as we should be, as a major research university."

The CAT consortium is extensive, consisting of fifteen leading researchers and their teams at five senior colleges, the Graduate Center, including about twenty post-doctoral research associates, sixteen doctoral candidates, many undergraduates, and even one high school Westchester Scholar. The CAT also has strong extramural ties with Polytechnic University, the Air Force Rome Laboratory (the site of a major photonics lab particularly strong on the engineering side), and the Photonics Development Corporation (a not-for-profit entity that is expert in technology dissemination and matchmaking between researchers and small and medium-size start-up companies).

The dual mission of all CATs is both to maintain a dominant American presence on the cutting edge of scientific research and to assure that new discoveries are commercially applied and marketed here too, preferably in New York State. Says Pollak, "We want to avoid what happened over the last twenty years to American breakthroughs in flat-panel displays, like the screen on a laptop computer. Our discoveries were coopted by Japanese industry, which now dominates the field. In the photonics field we want to keep ahead of the game... and keep the game in our ballpark."

"What precisely is the photonics game? As with so much else in late 20th- and 21st-century life, all eyes are on the prices of efficient movement and storage of information. Memory and network recognition is growing that the heyday of the electron is waning. We are dealing with the inherent limitations of what can be sent down electrical wires, says Pollak. "You might say the arteries of our electronic computers are clogged with cholesterol. Or, to put it another way, the much-talked-about information superhighway is reaching traffic-jam status."

"Taking the place of the electron, CUNY's CAT scientists believe, is the ultrafast pulse of light consisting of photons. Harnessing the photon for commercial application requires three main elements: a source of light (almost always a laser), the fiber-optic itself, and a mechanism to receive the signal. The laser had to come first (so-called "light tube" patents go back to the 1950s), and Gafney notes that the huge advances in laser technology in the late '60s and early '70s has set the stage for photonics research, which is devoted in part to learning how to make photons do what electrons do, for example, in a personal computer.

"Copper is expensive and electrons passing along wires made from it generate heat. Glass fiber-optic cable is made cheaply from silica, and the fact that no heat whatsoever is generated by photonics has enormous implications for computing and information storage and retrieval systems. CAT researchers like Prof. Gafney are therefore working to manipulate glass chemistry in order to create glass just the right size and shape to carry the photon signals, and even microfiber transistors onto something the size of your thumbnail. Now, if you're going to use light running through fiber-optics to allow these transistors to communicate with each other, you're..."
Major Chords: An Interview with Ron Carter

Ron Carter, world-renowned bassist and former member of the legendary Miles Davis Quintet, has performed with virtually every major figure in jazz. In his nearly four decades of playing the bass, he has made over 1,100 recordings, many of which he composed himself. In 1969 he won a Grammy for "Gail Sheehy Blues." a song he wrote for the Warner Brothet film "Round Midnight." Recognized for his outstanding originality in redefining the role of the bassist in jazz ensembles, Carter continues to explore and expand his new sound. A graduate of the Eastman and Manhattan Schools of Music, he is the only bass player to have recorded a solo album of original transcriptions of Bach cello suites in life music. Recently, he released an album that includes improvised arrangements for the tenor of ten... A new wave of modern jazz, and a Tribe Called Quest, a rap band.

What is perhaps less well-known about Ron Carter is his long-standing dedication to teaching. Since 1969, Carter has regularly shared his considerable experience, expertise, and knowledge with hundreds of music students. Carter was named a Distinguished Professor of The City College Department of Music for over ten years. Carter was named a Distinguished Professor of The City College Department of Music in 1981.

GUNY MATTERS met with Professor Carter at his office in the City College. Visiting students regularly punctuated our conversation, and Carter graciously attended to all requests and questions that came his way. His deep engagement with and serious concern for his students run deep, and it is easy to imagine his mind always open.

At 6'4", Carter is an imposing figure, but what strikes one most is the distinctive elegance of his expressions. His dress, movement, and speech all suggest a gentle attentiveness. Evoking though he were, Carter’s accompanying shirts, ties, vest, and jacket dismissed any notion of casualness. He spoke with a palpable authority about his music and his teaching. A seriousness underlines his words, but he is not somber. He laughs with ease, takes obvious pleasure in his work, and does not hesitate to repeat words, gesture emphatically, or raise his voice in order to hit just the right note of meaning.

Marybeth McMahon

MM: You’ve taught for over 25 years. Is your first question is a simple one: do you like teaching?
RC: I'll give you a simple word: yes.
MM: Simple. Yes.
RC: See, I don’t have to teach. I teach because I like to teach. I teach because I get to wear nice clothes.
MM: Nice clothes?
RC: Yeah?
MM: That’s going in. I’m printing that, okay.
RC: Yes, [laughing]
MM: How would you describe your experience here at City College over the last ten years? Have you noticed many changes here? What are some of the challenges of teaching at City?
RC: My experience at City College has been very good. But if you're not good at something, you're not doing it right. So I've decided I'm going to do the next four weeks, but I don't know what's going to happen. But I'm happy with what I'm doing now. We have such a wonderful group of students I'm teaching right now. I want them to know where I expect them to be, given the talent they have shown me. I've been a lucky guy and I've been able to lay out a disciplined program for them, and have been doing this for a long time makes me a better teacher. When I play, that's playing, and that's another thing.
MM: I have noticed, though, from my own experience with teachers who are accomplished writers that they bring something to the class, they seem to be more interactive, more inspiring.
RC: My students would know that better than I; they were able to make the distinction.
MM: Does your "history" get in the way of your pedagogy?
RC: Students know I worked with Miles Davis, and they want to hear stories. Some feel they haven't heard enough Miles Davis stories... but then I have to tell them, "Man, but you can't play this chord. Miles, he could play this chord...". Why do you want to hear about playing this chord? You need to learn to play it yourself. Dave?"
MM: Back to basics?
RC: Well, something that's necessary for them to know... It's fun to tell my friends that your professor worked with Miles... but the fact is he doesn't know a Miles Davis story to be successful in the world. When a student asks about Miles. I try to say, "Okay, well, look, let's talk about that tomorrow. Right now you need to play this chord. This is your problem. Can we deal with that now?"
MM: Okay, this is your big question. Here's your chance.
RC: Tado-dado-dado!
MM: If you could do anything you wanted to improve music education — let’s say here at City College — what would you do?
RC: What I don't understand is why the budget has such limits that they're unable to advertise the jazz department. There's no advertising campaign as I understand it to advertise the jazz department.
MM: You mean to recruit students?
RC: Yeah... To let people know the school is here. People don't know the school is here. If they were to use the normal advertising channels that other music schools use — International Bass Magazine and other jazz magazines — and advertise that I'm at this faculty, they'd have 45 students a semester here. That may be a little excessive if they were all in the bass department, but I'd love it! But there doesn't seem to be the money for the advertising campaign... Three years ago a faculty jazz quartet went out and played in the local high schools because we wanted to let people know we and our music existed at GUNY. For free. We didn't get paid to do that.
I also wish City schools like the High School for Music and Art and fed students more efficiently into City College... When I was...
growing up in Detroit. I went to a high school that fed directly into a music school...I don't know of any kind of walkway that high school music students do in the City to attend. College Music Department.

MM: Another big question.

RC: Okay, I'm sitting down.

MM: What should the role of music — especially jazz and jazz history — be in a student's college education?

RC: I can't imagine any school, whatever its thrust, calling itself a school without some segment, some fragment of the arts represented. There's never been a case where art is not hanging in the forefront. Whether it's the architecture of a building, the sculpture of a landscape, or the rap music people listen to on their walkman. Art is everywhere. Art is in our life whether we acknowledge it or not. You understand me? Art touches our life! Schools have to teach art. They should make arts (plural arts) a part of the broad education for every student on campus.

MM: It occurs to me, as your students have come and gone with papers, that we don't see many women in jazz. Other than as vocalists. I've never seen a female bassist. How do you account for that, and it is this changing?

RC: In the late 40s, there were several all-female American-African jazz bands. Getting a band together financially is more difficult now than it was then for men and women, and there are fewer bands because of it. There's a six-piece all-female jazz band playing now at Tavern on the Green. Another reason you don't see many female jazz musicians is advertising agents tend to look for "a hook" to promote musicians, and they cast women more readily as vocalists and piano players. There's always been great — potent and important — female jazz piano players. Mary Lou Williams, Hazel Scott, and others. But another thing that's discouraging is it's a very difficult life. It's not easy carrying around a set of drums, a bass. It's quite a bit for any person. In an orchestra, you have a guy whose job it is to carry the harp. In jazz, each person is basically responsible for whatever they have. If you're a drummer, you're responsible for your bass, your trunk, your amp, whatever. There's a lot more responsibility physically just to get from point A to point B. Not musically, just physically...Another thing is it's a difficult lifestyle. The time is demanding. You work at night. Look, I leave my house 8-8:30, drive downtown, get to the club before 9 or so for a 9:00 set. I bring my instrument. I'm dressed in the car. I have no dressing room, no place to sit. I stand from 9:00 until 3 a.m. I stand this whole time. It can be very discouraging. It's a below-minimum price to just play a gig.

MM: So what drives you? You put up with all those things.

RC: I'm doing that stuff less. I'm tired of not-so-great restaurants, food I don't like, standing that much. I play maybe twice a week now. I used to do it more much.

MM: But working clubs is necessary for a starting musician?

RC: Yes, they can practice; they have to learn to work; they need to develop a program; to learn how to change a program from one gig to the next; they need to develop an audience; they need to know how to play if someone's late, if it's 9:00 and the horn player hasn't shown up. All these things are necessary. They've been allowed to skip this period of development and, in the long run, it may harm the quality of jazz music.

MM: Can the vocalists be influenced by the bass? How do you travel with it? Do you purchase a separate ticket on an airplane for it?

RC: I used to. They no longer allow you to do that, which is okay. People were getting more and more nasty, making racist comments. Now the airlines have boxes, all kinds of boxes for the triangular, padded, made out of fiberglass, and I put my bass in that and don't see it again until I land. Plus, as planes get smaller, so did the seats. It used to be my bass took up one seat, but now it takes up two.

MM: It something like that happen to your bass, what would you do? Could you just borrow an instrument?

RC: It wouldn't be the most comfortable thing to do. I got to California once and my instrument was still back on the barncam in New York City. It wasn't going to arrive until the next day. I had to find an instrument as near to mine as possible, and my job was to make it sound like mine. No one should know that I'm playing a borrowed bass. If they don't know that, then I've done another part of my job.

MM: As I've been reading about you, I've read one thing again and again. Critics and writers note that you have "revolutionized the role of the bass in the jazz ensemble." Usually, there is some discussion of the bass sound traditionally being at the bottom, and expanding it to the top, the solo, the divider, etc. Did you consciously set out to change the bass role?

RC: ...Up to the time of my arriving on the jazz scene, most of the bass players were a little more cautious...they played this beat and I wanted to play somewhere else...I put out steady beat and then alter it at new intervals]. I wanted to play against this beat, to play in the spaces left by the sound. I noticed that most of the great bass players didn't sound different. I couldn't figure out why they didn't sound different. I wanted to develop the sound. When you decide you're going to develop something, you go do it, or go back on the TV, or something else, or whatever else it is...I was part of a band; Herbie Hancock, Wayne Shorter, and that's what we do: develop new sounds. The integrity of the music is what matters, and you find something new and develop it.

MM: That's what's interesting about the "tribute" album you did for Miles Davis. You rework, you rearrange old tunes and they have new vitality, new meaning. They don't sound like the old recordings. That's a great tribute.

RC: Absolutely. The urgency is still present. That's really what's remarkable.

MM: I wonder how exactly you decided who was going to make what changes, how you'd play a certain arrangement differently.

RC: You try different things...If you have, for instance, only ten minutes in a gig or a session, we have ten minutes to find out how to do it...It's what makes a group unique...all of us in the band who have been leaders and are currently leaders of our own musical groups all recognize the importance of musical integrity, that is, knowing the extent to which we must set aside our personal inclinations to maintain the integrity of the music.

MM: Can you describe this change if it's your own composition?

RC: It's the same. You trust the group. If Wayne [Shorter] feels it's better done this way, okay, let's try that; if it doesn't work, I trust Wayne. They're then, we say, let's try something else, "What's your idea?" And so on. MM: Two Modulations: Melodic, once explained, that he regularly heard music playing in his head. One day he was hearing a symphony and was interrupted by a phone call. After he got off the phone, he realized that the symphony was still playing; it had not stopped. When he spoke on the phone and in fact confirmed for the precise interval of the call. Do you hear music in your head? I got the feeling you do from our phone conversation.

RC: I hear music all the time. To the detriment of conversations, I might add. If I don't want to hear someone talk to me, I just turn on my radio [RC turns his hand 90 degrees]...Yeah, then we have my carefully divided attention.

MM: So you have your own frequency? You have your own "station". Sometimes when I get tired, I say, okay, and I just put my own station on. The unfortunate part, Marybeth, is that sometimes when I need to hear it, I can't. It seems like you're allowed to hear one symphony a day. When I finish that symphony, I can't hear any more until the next day.

MM: Do you live in New York City?

RC: For about 25 years.

MM: Does the City give you energy? Or do you draw from it for your music?

RC: Yes. The energy level here is tremendous. Even if you don't live here, it's always been that way in New York. All great players and all musicians who want to measure up against great players come to New York: it's the arts center, the hub of jazz through the years. If you want to establish yourself, you have to come here.

MM: Do you practice at all?

RC: I didn't do much. I didn't do much until now. Now I'm getting back to it. I practice one hour a day.

MM: What do you do to relax?

RC: Not much. I like to read, and I like to do carpentry, to fool with plants. I like cars.

MM: What kind?

RC: Fast and expensive.
F.Y.I. on the Freshman Year Initiative

By Donna D. Morgan
Director of Freshman Year Programs
Office of Academic Affairs

Can any of us look back on our freshman year in college and say that it was easy? Probably not. But that is as it should be. Any freshman year worthy of the name should be hard, but it should be hard for all the right reasons: because it challenges us with the unknown and unimagined, catalyzes self-discovery, demands self-discipline, and opens our minds to the tests (and final exams) of reality.

But there are many "wrong" reasons for a difficult freshman year—reasons that are in some cases bureaucratic, peripheral to the central tasks of teaching and learning, or just plain avoidable with a little careful planning.

In order to gain insight into the problems freshmen were encountering, an Advisory Committee on the Freshman Year was established in 1990. It was charged with exploring "ways to strengthen and support the educational experience of students in their first semesters at the University."

As a result of the Committee's recommendations and the support of the Board of Trustees, The Borough of Manhattan Community College, City College, and Hunter College launched the Freshman Year Initiative (FYI) in the Fall of 1990. These three colleges have since been joined by all the other undergraduate institutions, so that freshman programs now significantly affect the experience of students at all seventeen colleges.

FYI expanded support services that had already been in development since 1988: The Pre-Freshman Summer Immersion Program and the Intersection Basic Skills Immersion Program. Along with FYI, these three programs offer a variety of support functions to more than 20,000 matriculants each year.

Beginning with Summer 1994, each CUNY campus will integrate these initiatives into a unified program called Coordinated Freshman Programs (CFP). In nearly ten years, these individual programs provided help to thousands of students, and the goal of CFP is to offer in the future a wide array of support services as cohesively and efficiently as possible.

The basic philosophy of CFP may be simply stated. Students are more likely to cope successfully with college-level work when they are provided with three forms of assistance: curricula carefully planned with their needs in mind; intensive support of their academic progress; and the fullest possible counseling and advising resources.

CFP encourages innovation in teaching and active rather than passive learning. Student populations among the various colleges are diverse, and so are the individual Freshman Year programs. The paramount goal of course, is to improve CUNY's rate of retention as well as to make the timely arrival at a graduation-day podium a genuine possibility for all our students.

Since Fall 1993, colleges have organized a number of activities designed to acquaint new students with the College Preparatory Initiative (CPI). The plans developed through the Freshman Year Programs are serving as models for communicating information on CPI to all new freshmen, since completing CPI requirements is one vital objective of the Freshman Year Program.

Many incoming students are inadequately equipped to begin a rigorous program in the first year of college without considerable support. Many of our efforts are focused on identifying and serving this vulnerable cohort.

At Lehman College a successful initiative offered "blocked programs" for a group of incoming freshmen who were minimally competent in reading and writing. Each block consisted of three or four courses plus a central course in Liberal Arts and Sciences. In addition, this block included an English composition course, the freshman seminar, and a choice among distribution courses. Thematic blocks are also offered to eligible students in the Natural Sciences, Nursing, and Romance Languages. Each block is supported by a special team of counselors, peer tutors, or mentors.

Students in this environment work cooperatively and gain enormous support from each other in this integrated learning experience. The faculty also work closely together, monitoring the problems and progress of the students in their block.

The Borough of Manhattan Community College, as part of its Freshman Year Program, has sponsored a Family Day for parents and spouses to foster understanding of offerings, opportunities, and demands of the college experience. A full day of activities includes a President's brunch, a sample lecture, campus tours, counseling, and workshops on choosing a major and a career.

Lectures from an introductory psychology course will be videotaped at Medgar Evers College this spring for students to review in their advanced reading course. Students will also be able to view these tapes individually in the Psychology Laboratory at their own convenience.

A program at City College has linked credit-bearing departmental courses with reading and writing courses for ESL students, thus enabling these students to begin coursework for credit at least one semester earlier than would otherwise be possible.

The CFP program has helped the colleges to extend the umbrella of protection to freshmen in ways that clearly would not otherwise have been possible. We are now in a much better position to identify the personal and academic problems unique to new students before they seriously impair—or even become fatal to—their ability and willingness to work for a CUNY degree.

Program evaluations have reported that many students considered their participation in a freshman program one of their most important college experiences. Students profit from additional support services in classes and found their adjustment to college helped by having counseling and orientation programs available to them. Retention figures for students participating in the program have also been encouraging, with some colleges reporting twice as many drops outs in their control groups of freshmen as in their Freshman Year cohorts.

The Office of Academic Affairs is committed to working closely with the faculties and student services staff of the colleges to insure the continued refinement of the Coordinated Freshman Programs, for that year—we all know—is crucial to the shaping of a successful undergraduate career.
Scholars Who Lunch: CUNY Welcomes New Faculty

By the Editors

As we all know from Stephen Sondheim's song from Company, The Ladies Who Lunch, the East Side is renowned for the loaf, weary-of-it-all afternoon meal.

On March 18th, however, a luncheon took place at the Main Building on 6th Street that left this time-honored stereotype in complete shambles. Verve and a palpable sense of commitment, rather than East Siderly jadedness, thoroughly dominated this gathering of twelve newcomers to the CUNY faculty representing several disciplines and CUNY campuses. Even a gloomy, end-of-winter rainstorm failed to dampen the spirited occasion, which was hosted by Chancellor Reynolds.

The purpose of the luncheon was twofold. First, simply to celebrate the fact of new full-time appointments and underscore the importance of the University's current initiatives to increase their number and diminish dependence on adjunct positions. Second, to learn something about the experiences—both the sweet and the bitter—of those new CUNY colleagues. The Chancellor's two brief questions—"What do you like best about teaching at CUNY?" and "What do you like best?"—echoed about two hours of wide-ranging, candid, bracing, and often heart-felt discussion.

Dr. Jimmie taught Afro-American Studies at BMCC in the early 70's, then left for Minnesota and his native Nigeria. He remarked with bemusement that he was experiencing "a Rip Van Winkle effect." On awakening again as a CUNY faculty member at CSI, he said he was surprised that so little progress in the establishment and pursuit of multicultural studies had taken place. "I thought more might have been accomplished in the intervening years."

Anthropologist Lisa Glazer delights in the special beauty of the Kingsborough campus, but is more enthusiastic about her students' "feeling that education will bring them a richer life." Having taught in parts of the world plagued with strife (Africa and the Middle East), Dr. Glazer has been much impressed by "the good will and courtesy of the KCC community, with its rich mix of cultures, ethnicities, generations, religions, and class backgrounds."

A very active researcher in women's and ethnic studies, Dr. Glazer's current project is a study of the human rights of Palestinian women. The unwieldy CUNY library system and the difficulty of rounding up the materials she needs elicited her particular scorn. Dr. Lee, a John Jay criminologist, agreed, adding that budget cuts in serials and book acquisition were hobbling her research. Journals whose pages have been the victim of petty larceny also aggravate her.

Lee's greatest pleasure has come from very supportive colleagues and students who—compared with those she has observed at other universities—"seem more mature and less naive because they have seen more of the real world." But she says it is no fun having a computerless office in the old North Building and zoning across the street at the shining new Tenth Avenue Building. Plans for the replacement for decrepit North are now under review in Albany, and Lee obviously has her fingers crossed.

Jane Douglas, who directs the Lehman Professional Writing Program, also finds her chief pleasure in students "who don't seem to be driven by the role models and superficial signs of college life. They are genuinely more concerned with learning than with grades." Dr. Douglas's keenest frustration is having "absolutely nothing" but archaic stand-alone computers to prepare her students for the full-throttle digital networking technology that awaits them in the business world. "Digital communication has exploded in the business world, especially with so much in-house publication. Why should our students have to learn all this on the job?"

With several years' experience in travel and entertainment industry advertising, Douglas says a computer lab without a local-area network is "like a car without tires." (She is working on a Title III grant proposal now to put more rubber on the road for her minors in Professional Writing.)

Most troubling to Dr. Hagen was an oppressive sense of the strain of heavy teaching schedules and overpopulated classrooms in her department. On the other hand, she described her keenest pleasure as that of being associated with certain colleagues who still "perform with energy and flair. Were they not people of great heart, they all would be thoroughly jaded, bitter, or complacent by now."

Dr. Ohren single out as her most agreeable discovery on arriving at the University the sense among her computer science colleagues that the welfare and excellence of the students they produce is truly the first priority. In her field, she observed, it is very tempting—and all too common—to let the extramural whirl of commercial development, competition, and professional focus siphon off attention to one's students. "In my department it is clear the student comes first."

Sheila McManus's chief pleasure is taken from her students at Brooklyn College. "Early childhood education seems to attract those with flexible personalities, and this is very empowering for graduate work. It makes my graduate students excellent self-teachers."

This high regard, however, spurs Dr. McManus's keenest regret. "My students—for everyone in our field—have for a long time suffered from an unappreciative, dismissive public perception and hence, perhaps, a resulting low sense of self-esteem." Dr. McManus wants that changed. "My teachers-in-training are often observed as gifted. These enthusiastic people show such promise as motivators and diplomats with young children and should be encouraged to strive for much higher scholarly achievements... and thus rise above the second-class academic citizenship that was unfortunately been thrust upon them."

Hope Purvis, of the Kingsborough English Department, seconded this motion, observing that she has been especially impressed by the attentiveness of her colleagues to the individual abilities of students in the development of innovative departmental and single-class projects. Dr. Purvis's greatest concern was for the improvement of the quality of academic life for the adjunct faculty that has become such a large part of the CUNY scene. "These teachers, who have in some cases been with us for many years, deserve greater resources and support—perhaps some form of 'sabbatical' or release time."

Most distressing to Deborah Fish Nagan is the third-year student who discovers belatedly that inappropriate courses were taken, that career expectations demanded a higher GPA, or that appealing career paths had never been fully explored. "There is a dire need in the Community Health Education Program to have quality classes that are demanding, more time-consuming, and sustained advising... beginning at matriculation."

This is especially vital, she says, for the substantial number of foreign students in the Program (she notes that 80% of her current class in Controversial Issues in Adolescent Health Care are foreign-born).

The bright side for Dr. Nagan is the precision of her students and the strength and success of her new Advanced Placement General Science class. She is looking forward to the spring session in which her students will be given the freedom to do a research project in a science area of interest and design. The result, she says, "will be a great opportunity for the students to demonstrate their interest and success in this field."

The one might have thought Sondheim's roasting lyric about mixed feelings in
JOINING

Before joining Hunter’s School of Health Sciences, Deborah Fish Ragan worked for four years at Columbia’s HIV Center, studying the influence of young adult women’s peer groups on their health behavior. The Harvard-trained research psychologist is now happy to be using the fields of psychology and health sciences in studies of the role peer groups play in encouraging or discouraging risky sexual and drug-related behavior. "Understanding an individual’s belief system, attitudes about healthy behavior, and motivation to comply with beneficial regimens," says Ragan, "is critical to determining the success of drug-treatment and sex-education programs."

Cuban native Rigoberto Granados brings impressive experience in teaching the three major Romance languages—French, Italian, Spanish—to his current task of revitalizing linguistic pedagogy at the New York City Technical College. After studying at the Universidad de La Habana, then teaching there for seven years, Granados came to the U.S., where he taught for ten years and earned his doctorate in Spanish at NYU. His dual challenge since arriving at CUNY has been to institute a new methodology, the "communicative" approach, aimed at developing the aural/ oral skills of his students while coping with crushing over-enrollment and what he terms "visibly neglected" equipment and laboratory facilities.

Deborah Fish Ragan

"First" is the real middle name of Iba M. Glazer, the first anthropologist to join the Kingsborough Community College faculty; she was also the first at the University of Zambia, producing there the first comprehensive research on urban Zambian women. While teaching at the University of Haifa, she was also among the first to do research on Jewish and Palestinian women. Glazer’s current research on Black-Jewish dialogue in NYC reflects her love for the two cultures both in their homelands and diasporas, and she reports, "I have been finding wonderful stories to tell."

OUR RANKS

College in Brooklyn. Her study of the difficulties Mitford’s women (Five, Dalila) face as speakers and debaters in a patriarchal world "has sharpened my sensitivities to the challenges students face when they take part in academic discourse."

Experienced grants writer, media consultant, and recent NYU Ph.D. in English Education, Jane Yellowlescous Douglas, of the Lehman College English Department, is also an intrepid explorer of the new realms of cyberspace. Her special interests include computer-assisted language learning, the use of virtual reality, and the reading of hyper-text and interactive narratives. "Digital technology makes possible so many forms of multi-sequential composition," says Douglas, adding that her work is much in the spirit of Borges, who loved to play with the mysteries of narration. "It is all very liberating, this universe of all sorts of probabilities."

At Brooklyn College’s Speech Department, Gaye Ann G. Greaves concerns herself with the music in words (as advisor to the award-winning Forensic Team) and the words in music (as a researcher on the African-centered rhetoric of classical music from her native Republic of Trinidad and Tobago). Greaves earned her Ph.D. in Intercultural Communication and Rhetoric from Howard University, but feels perfectly at home at BC, her B.A. and M.A. alma mater.

Half a millennium separates Dolce Maria Garcia’s two "special loves": teaching and research in medieval and Golden Age Spanish literature (her specialty is 15th-century sentimental narrative) and the design and coordination of courses in Spanish as a foreign language, which she has done at Georgetown University and Middlebury College before arriving at the City College. She is currently writing a second-year Spanish textbook.

After earning her Columbia B.A. and Ph.D. in English and Comparative Literature and teaching at BMCC and the University of Minnesota for several years, Onwuchekwa Jimie returned to his native Nigeria to teach and serve as an editor and columnist for the Sunday Times and The Guardian of Lagos. The author of a book on Langston Hughes and a widely published poet himself, CMS’s new specialist in African and African-American authors is currently working on the second volume of a major anthology of pan-African poetry and prose.

Sheila McManus, with a Ph.D. in Human Development from Bryn Mawr, describes herself as "a hybrid trained in early childhood education and developmental social psychology." While not teaching at Brooklyn College’s School of Education, she serves as associate director of the Board of the Barnesman Trust, which implements several educational programs for high school students in such areas as Victorian era restoration and dramatic history programs.

Bojana Obreanic's researches are on such evocative but mystifying subjects as shackle-exchange games and virtual parallel architectures. A native of the former Yugoslavia and systems engineer for the state electric utility in Belgrade for five years, Obreanic came to the U.S. in 1998 to teach and earn her Ph.D. in Computer Science at the University of Massachusetts. She is now a member of the Queens College Computer Science Department.

Milton scholar Hope Parisi has made a grand educational tour of the City's outskirts, earning a B.A. summa cum laude at Fordham in the Bronx, teaching part-time at the College of Staten Island, receiving her doctorate from the Graduate Center in mid-town, and now full time in the English Department at Kingsborough Community College.

The life of Leona Lee includes far-flung studies at the Universities of Hong Kong, Pennsylvania, and Cambridge, but her Ph.D. in Criminal Justice from Rutgers made her a perfect choice for appointment to the John Jay Sociology Department. Her research interests are all in areas of growing concern in the metropolitan area: juvenile delinquency, juvenile justice, and Asian crime. Summer will bring study of juvenile waiver (i.e., transfer to the adult justice system).

Jane Steffensen Hagen has found the typical student in her writing classes at Bronx Community College to be a woman in her mid-twenties with several children, a part-time

Deborah Fish Ragan, left, and Jane Douglas

Bojana Obreanic

Sheila McManus

Onwuchekwa Jimie

Iba M. Glazer

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CUNY: The Global University

By George D. Sussman
Assistant Dean for Academic Affairs

New York City is the home of two United Nations; both headquartered in the East River. Perhaps not as well-known as the diplomatic complex at the east end of 42nd Street is The City University of New York, a virtual United Nations of American higher education.

The approximately 12,000 international students we enroll each year contribute to CUNY's unparalleled ethnic diversity. Our 1993 freshmen include international students and immigrants born in 131 countries; they come to us speaking 115 languages. "UN" is in our middle name.

Our faculty teach, conduct research, consult, and participate in scholarly exchange programs throughout the world. In the past year visitors to the Central Office included the President of the Republic of Namibia, the Governor of the St. Petersburg Oblast, the Austrian Minister of Education, and the Rector of the Universidad Autónoma de Santo Domingo in the Dominican Republic. These visits resulted in significant new partnerships for CUNY on three continents, each partnership sponsored by one or more of our campuses.

Another recent visit from the Deputy Chancellor of Shanghai University renewed a strong partnership on a fourth continent.

The primary goal of our international programs is to expand the educational horizons of our students. Global education begins in the classroom, and CUNY colleges are redecorating their classrooms in all the colors of the globe:

- Hunter College has introduced a new Pluralism and Diversity Requirement under which every undergraduate must complete at least one course related to a non-European culture and one course related to a European culture.
- York College is, each semester, orienting its course offerings, visiting lecturers, and cultural events around the people and cultures of a different continent.
- Lehman College was recently awarded one of 23 FIPSE grants for an innovative proposal to articulate its Chemistry program with those of three universities in the European Economic Community: the University of Derby (U.K.), the Universität Osnabrück (Germany), and the Universidad del País Vasco (Spain). In the second year of the grant, seven Chemistry students from Lehman and our other campuses will study at these universities for credit toward their CUNY degrees.
- New York City Technical College, under a Federal Title VI grant, developed four new international courses and twelve international modules for existing courses. City Tech was recently awarded a second such grant to develop international business programs in collaboration with the Manhattan Chamber of Commerce.

Nothing, of course, can take the place of study abroad. Every year approximately 600 students take advantage of CUNY opportunities to study abroad. Most of the participants in CUNY-run international activities are enrolled at our senior colleges (about 2% are from the community colleges, a percentage that may be increasing this year). About 43% of students go abroad in the summer, 17% sojourn for a whole academic year, and the remainder stay for one term.

Last academic year, CUNY's senior colleges ran 23 programs in Europe, by far the most common destination for foreign study. We ran six programs in the Caribbean, three in the Far East, two in both the Mediterranean and South America, and one in Africa. The CUNY/University of Paris exchange (CUNY-wide but based at Baruch) with 30-45 students going each way, is by far our largest program.

Study abroad presents numerous challenges: adapting to another culture, doing without the comforts and familiar faces of home, struggling with a new language, filling coursework at a foreign university into CUNY's curriculum, and, unfortunately, paying more than one would for a term at CUNY.

For all of these reasons, the number of CUNY students taking advantage of study abroad opportunities, and today major curricular changes under way to encourage more students to participate in these programs. In 1992 the International Education Advisory Council, representing all University campuses, presented Chancellor Reynolds with a comprehensive report identifying the barriers to study abroad and recommending steps to remove them.

The general framework envisaged by the Council was a variety of campus-based study-abroad programs that will meet the individual needs of our students for scheduling, destination, and cost. Every program would be accessible to students from all CUNY campuses. Progress toward this ideal is being made on several fronts:

- A recent amendment to CUNY's Tuition and Fee Manual should make it easier for students to register by permit at another CUNY campus for one term or a year in order to take advantage of a study-abroad program offered by the second campus.
- CUNY is seeking to seek a ruling from the State Education Department that would allow State Tuition Assistance Program funds to be applied to study-abroad tuition.
- Colleges continue to develop more attractive study-abroad programs. One of the newest is the College of Staten Island's program at China's Nanjing University, an introductory program in Chinese studies with English-language instruction in Chinese history, geography, and culture, as well as language study beginning at the introductory level, a "buddy system" with a Chinese student to accelerate conversational training, and travel to major sites and historical sites. Eleven CUNY students from four campuses and two students from other universities are now enrolled in the first term of the program. CSI also sponsors five academic-year study-abroad programs in Ecuador (Guayaquil and Quito), Greece (Thessaloniki), and Italy (Rome and Florence); in addition to the China program. There are four summer programs in Argentina, London, Greece, and Denmark. In 1993-94, 60 CSI students, 45 from other CUNY campuses, and 20 students from outside CUNY participated in these programs.

CUNY faculty and staff continue to pursue a broad array of overseas commitments. Because of the recent abundance of Federal funding opportunities for projects in the Newly Independent States of the former Soviet Union, the last year has seen a surge of proposals and activities in those rapidly changing nations:

- Baruch College is coordinating a two-year, USAID-funded University Partnership with Kazan State University in Tatarstan (Russian Federation), to help that institution develop its undergraduate Business and Economics programs.
- In September a delegation of eleven scientists from four CUNY campuses traveled to the Ukrainian capital of Kiev for a conference on environmental studies jointly sponsored by The City University and the Kiev Institute of Civil Engineering. The aim of the conference was to plan collaborative research projects.
- LaGuardia Community College is working with the Academy of Management and Agribusiness in St. Petersburg to develop a plan for a new Entrepreneurial College for that region, which is scheduled to open in the fall of 1994.

Major faculty exchanges and activities continued or were initiated in Austria, the Dominican Republic, Namibia, the Shansi Province of China, Cuba, and other sites around the world.

The opportunities for students and scholars with the entrepreneurial or collaborative spirit are enormous in the field of international studies, and we welcome—indeed, encourage—anyone in the CUNY system with new ideas or suggestions to make known to us.

Say Ah! ORAL INTERPRETER VICTORIOUS

Representing the Brooklyn College Forensics Team at the American Forensics Association's championship tournament in Wichita this April, David Larrick Smith boasted three hundred of the nation's top speakers when he was awarded first place in Prose Interpretation.

The next week— at the National Forensic Association championship in Bowling Green, Kentucky — Smith's dexterity became apparent when he placed among the top twelve in Poetry Interpretation. He joined his teammates Sean Burrows, Caroline Cervals, Lewis Nicholson, and Michelle By Stute to lead Brooklyn College to an impressive sixth-place ranking in the nation.
The Family Circle Comes to Campus

By Scott Pillarz

Five-year-old Kealah Duran likes to brag to adults in her neighborhood, "I'm going to college!" Then she usually turns to her mother Marisa and asks, "Isn't that right, Mommy?"

Kealah's amazing boast is true, thanks to Family College, a program inaugurated in 1992 and specifically designed to open the doors of higher education and skilled employment to parents on welfare in pre-school through second-grade children.

Family College is the product of close collaboration between the City University, the Board of Education, and the Human Resources Administration (HRA), and is the first of its kind in the country. It allows parents who hold a high school or equivalency diploma and are eligible for Aid to Families with Dependent Children to attend college; while their younger school-age children attend a satellite school on the same campus.

If the idea catches on, it could prove a goldmine for many of our nation's four million women and nine million children who receive some form of public assistance. The creation of the Family College concept could hardly have been better timed, since education is now the centerpiece of the welfare-reform agenda now being pursued in Washington, D.C. and across the United States.

The first Family College site, at Kingsborough Community College in Brooklyn's School District 21, opened in March 1992. It has served over fifty students and will be enrolling its fourth class in 1994. A second site, at Bronx Community College, opened in September 1993 and now has 31 mothers and 32 children enrolled. Clear signs of initial success are lifting spirits sky-high, as a visit to the Kingsborough program recently made abundantly clear.

With their children just two doors down the hall—a chorus of kazooos celebrating a birthday was distinctly audible—dozen or so mothers who come and go in the parents' common room all radiate a sense of relief from the stresses of single parenthood. Shari Robertson, president of the newly-formed Family College Club (and formidable captain of its new softball team), tells what a joy it is to be able to "peep in the door" on her son Michael, then go off to class without all the worries of childcare, commuting, and just plain separation. "Family College enables you to concentrate and give your all to your courses."

The children are thriving too: last year's pre-K "freshmen" are now in kindergarten, and next year they will graduate to first grade, then to second grade after that they return to their neighborhood schools. District 21 in Brooklyn and District 10 in the Bronx provide impressive teams of teachers, para-professionals, family assistants, and teacher specialists for these classrooms. (These are funded by the City, while CUNY provides the campus space.) "I can't believe it," says one veteran of 17 years in the classroom, Linda Epstein. "Four cooks in one classroom and we're actually baking a cake. The chemistry among the four of us is just great."

The expulsion of the children—including those with special needs—is high, too. They are well aware they're "college kids" and part of a larger educational enterprise. Kingsborough's five-year-old Darius Harper, who had some speech problems at first but is now a lively talker, makes just this point when he tells you, "I like to play, I like to read, I like to help Mommy learn." Gaia Stafford, at Bronx Family College, tells of her daughter Kenya "getting her pen and paper and sitting next to me when she sees mommy studying."

Darius and Kenya get to the heart of the Family College concept. It creates not so much a two-way educational street but something more like a super-highway. Learning takes place in many ways at the same time:

- Parents pursue their Associate Degree as full-fledged students.
- A first semester of intensive orientation, tutoring, and counseling called the Family College Institute is a key component of the program.
- Much emphasis is placed on educating parents in ways to educate their own children (most mothers take Sociology 3, with its special emphasis on the family).
- Parents who share so many of the same stresses and challenges, learn from each other as well. The extraordinary bonding has occurred, everyone agrees. The remark of one mother, Rhonda Bond, is echoed by several others: "we're like family."

Educational researchers intend to learn from regular observation of children in the satellite schools. The Colleges and their students' progress are also being carefully monitored and evaluated by several University teams.

- College administrators and public school officials are not only collaborating in the delivery of educational opportunity to recipients of welfare, but also, as Stuart Suss, K.C.C. Director of Special Programs, points out, learning about "the fragile, difficult lives of this sector of our student population."

- Visitors to the Family Colleges should be warned to leave their preconceptions and prejudices about the stereotypical welfare mother-off-campus. These mothers are singularly ambitious, optimistic, and full of energy. "I have never seen a group of students," says Dr. Suss, adding, "They have an inspiration to us all."

- You should also prepare yourself to meet a lot of people—both faculty and students—filled with the sort of energy you often see just after nap-time.

Family College has now enrolled a total of 81 CUNY-wide student parents, ranging in age from 22 to over 40, and all but a few have more than one child to care for. Elaine Patterson, whose children range up to age 23, has a way wit and is proud to say she's 42. She is preparing for a career in Mental Health and wishes at the thought of what might have happened if a Family College flyer had not come in the mail one day.

- Loyalty to the one-year-old alma mater eloquently underscores the success so far. Two-thirds of the students have rated their experience as "excellent," all others as "good," and nearly 90% of its matriculants are still in the program. Some who dropped out did so for catastrophic reasons—a house burned down, physical abuse, diagnosis of diabetes, and serious family illness—but eventually returned to "the family."

Clergy, an epidemic of enthusiasm has made Family College into a reality. Dr. Suss and Robert Ingento, Coordinator for the College, credit K.C.C. President Leon M. Goldstein's unrelenting support as crucial to the enterprise. The support of former President Roosevelt Brown, Jr. and Acting President Leo A. Corbie, has helped the College to flourish in the Bronx.

- Dr. Suss emphasizes the freedom he was given to improve and cut through red tape in setting up the College (it was up and running just eight weeks after planners hit the bench of Kingsborough's beautiful sea-grait campus). Toni Merito, the Teacher Specialist and effervescent "mother of us all," has been in the public schools for eight years, and says "this is the best the system has ever done." She, too, credits the leaders of Community College District 21 with the vision to cut through bureaucratic red tape for this innovative program.

Ingento adds that kindred souls in other agencies who are caught up in the "let's do it" spirit of Family College— Gee Rey at the City's Human Resources Administration, for instance—have also helped to bring off this virtuous instance of educational team-playing.

Dr. Suss also says he was swamped by a tidal wave of requests from students, faculty, department chairs, and staff at Kingsborough for information about volunteering their help to the satellite school. The children are already welcome visitors to the flora and fauna of an adjacent biology lab. Visits to a nearby ceramics lab and to the "big people's gym" are also scheduled.

The blizzard of letters that first advertised the College is becoming unnecessary. Word-of-mouth is beginning to take over, and the number of inquiries every week is mounting.

At this time, when calls for welfare reform, for more expanded and truly democratic educational outreach, and for better education as America begins to compete in earnest in the new global economy echo everywhere, Family College represents an idea whose time has certainly come. Chancellor Reynolds has called for the establishment of a Family College in each of the five boroughs.

A 22-year-old mother of two at the Bronx site says, succinctly, "For me it's a first chance." Lori Mazur, one grateful student of Kingsborough, doesn't mince words: "You would have to be a fool not to take advantage of Family College."

And you would have to be a fool not to be proud of the dedication of the students, teachers, and administrators who have completed the maiden voyages of such a promising educational enterprise.
CD ROM:
Baruch's New Media Empire

By Valerie Block

Baruch College is giving some of its students a chance to make history this semester. An independent study project called "Dollars and Sense CD ROM: A Work in Progress" will be the first student-generated CD ROM publication.

The project will debut this fall at the opening of Baruch's new high-tech media center and library, Site A. "It will become a vehicle for showing the talents of our students for technological innovation," says Roslyn Bernstein, Director of the Business Journalism Program. She notes that the goal was to be on the cutting edge of the shift to electronic publishing.

"It's shocking," says Bernstein, "only six years ago our news room had manual typewriters." Now a half-dozen students are preparing Baruch's business review, Dollars and Sense (which is funded by the Kerner Foundation) for its transformation into a new age production. CD ROM entered the mainstream over ten years ago in the form of audio-music CDs. The medium carries vast amounts of digital information: over 600 megabytes of data, compared to the 1.4 megabytes of the average floppy disk.

Richard Pinto, senior lab technician and the project advisor, calls CD ROM a whole new medium that will provide publishers the opportunity to incorporate sights, sounds, motion, and interactivity in their formats. Its random access capability allows the viewer to choose articles through a navigation system; or menu (the equivalent of a table-of-contents page); by manipulating computer icons. CD ROM also leaves its paper predecessors behind by introducing audio and video dimensions. Before reading an article, the viewer may hear a summary. "It's more entertaining than print," says Pinto.

While all articles originally written for the print magazine will be included on CD ROM, about twenty will be enhanced with video, audio, and animation. Gail Anderson, journalism major and video editor for the project, says, "We picked articles that would lend themselves to the visual side." She is now interning at New York One, a local cable news station, and uses a Sony 3CCD Super 8 camera to tape subjects ranging from theInner City Writers Circle to the Spiritual Barber.

Although detractors claim that the new interactive technology will foster generations of illiterates, CD ROM is becoming a popular mechanism for delivering mountains of information to individuals. "They offer books, almanacs, encyclopedias, histories—anything you can think of that's fit to print—on CD ROM," says Ellis Marsalis, a computer consultant in Baltimore. "It's an exploding technology." Baruch's student journalists are among the first to harness this energy. Steven Koss, a professor in the Columbia Graduate School of Journalism, is aware of preliminary activity in this field at NYU, MIT, and the Columbia Film School. "They're clearly just experimenting," he says, adding, "I don't know of any school where students are producing a publication."

Ray Ortega, 23-year-old production manager and advertising major, is putting the entire project together with Micromedia Director. This programming software creates movies out of digital information. Ortega's recent purchase of an Apple Quadra H40-AV keeps him up nights, though. "My life has consisted of nothing but working at a keyboard all semester." But he is convinced the skills he is acquiring will prove valuable when he enters the field of interactive marketing. The project's animation and art directors, respectively, are graphic communications majors Jim Jones and Bill Tomaras. Pinto points out the variety of instructional challenges inherent in the project. "It becomes an interdisciplinary venture because we're working with audio, video, text, and art." Although this independent-study course requires ten hours per week for three credits, the students estimate regularly spending five or more extra hours on the project. Jones, who works nights at Bank of America, arrives at 8 a.m. each morning. Also a full-time student, he says, "I have no social life!"

But he adds, "I think it's great. Everybody's working really hard, pulling their hair out." Karen Lam, a Business Journalism major, editorial director and managing editor of the print magazine, feels that the project is giving her a definite advantage. "CD ROM is still pretty new. Getting into a project like this while I'm still in school is really good experience."

Although the ultimate goal is to distribute the CD with the print magazine, much will depend on budgeting. The state of the art computer equipment was provided by the Office of Campus Planning, but funds for distribution have not been secured. Pinto would like to print about three thousand copies to be delivered to educators within CUNY, editors at major newspapers, and other journalism schools across the country. "Hopefully, we will get about $6,000 to press 3,000 CDs."

Bernstein calls this a beginning. She hopes to see the project grow into a regular issue, like the print magazine. "Dollars and Sense started in 1979. The first issue was typed on my living room table. It's been a long haul to CD ROM."

Continued from page 6

Follies, "The God-Why-Don't-You-Love-Me Blues," would sound the right note for this vigorous discussion of the highs and lows of our new City University colleagues we have experienced.

But that spirited, cynical song would have been out of keeping with the genuine passion and shared sense of commitment that animated the luncheon. A much more appropriate theme-song for the gathering—and for CUNY in general—is another number from Company with the perfect title, "Side by Side by Side."
CAT TALK:
A SHORT GLOSSARY

LASER: An instrument or device that produces monochromatic light, usually with high power. Lasers are light amplifiers, in which photons of light interact with atoms or molecules and stimulate the emission of other photons. These lasers (among them solid-state, gas, dye, and semiconductor lasers) can be made "tunable," that is, able to produce variable wavelengths. Semiconductor lasers have revolutionized the telecommunications industry in recent years.

MOLECULAR BEAM EFFECTS: A technique for depositing thin crystalline layers on a substrate. During MBE, elements or compounds are evaporated onto a surface in a vacuum chamber under carefully controlled conditions. The deposition is done in ultrahigh vacuum and at low temperatures, which results in one-atom-thick layers of materials having different electronic properties. By stacking layers, man-made "crystals" can be built, their new and unique physical properties can then be applied to perform improved functions in such devices as transistors.

SOLO-CAL: A phase of matter between the solid and liquid phase. Transparency and an ability to withstand corrosive materials and environments are specific advantages of glass. Glass, however, requires processing temperatures greater than 1000 degrees Celsius. Sol-gel technology offers a way to make glasses at lower temperatures and allows tailoring the unique properties of inorganic glasses to a variety of commercial uses.

STKEX CAMERAS: A light-to-electron converting device that takes a picture of the shape of a light signal in time. This fact is accomplished by changing the temporal information of the light pulse into spatial information by deflecting the electron beam on a screen for display. The time resolution thus achieved is on the picosecond (10^-12 sec) time scale. To date, no other instrument can directly detect light phenomena with a better temporal resolution.

TIME-RESOLVED SPECTROSCOPY: A technique that adds another dimension to understanding the composition and properties of materials, notably biological ones. In normal optical spectroscopy, we examine samples by looking at the wavelengths that are either emitted from them. These wavelengths are fingerprints, which identify the material's unique signature. But with time-resolved spectroscopy we gain the additional information of how these colors are emitted over time in response to a stimulating optical pulse. This tool for molecular exploration will have a wide variety of commercial applications, especially in the medical field of optical biopsy.

The stakes riding on the CAT's potential successes are enormous, as is always the case when a quantum leap in technology is in progress, when, for instance, propellers give way to turbine jet engines.

Gafney ventures, "Whoever wins the race in this is probably going to rule the communications market for the next hundred years or so. Light, after all, is about the fastest thing we know of on earth at present."

Poljak explains that another area in which a major coup might occur is in the refinement of laser technology. "We are developing lasers that work with wave-lengths two and three times shorter than they are now, which means moving out of the red region of the spectrum and into the blue-green region. The shorter wavelengths would increase enormously the information transfer of storage media. There's not a lot of data capacity in a storage medium that can be stored on CDs, for instance.

Effective commercial blue-green laser systems would be a tremendous coup and would have enormous consequences for the storage and movement of information."

"I'm not sure it's clear what that could be, but it could be a shift in the way we think about things," Poljak says. "We're moving to a different kind of computer, to a different kind of computer, to a different kind of storage medium."
LEHMAN ATHLETES REACH APEX

On April 7th Lehman College dedicated its vast, $57-million, multi-purpose athletic center, to be known as The APEX. Now the largest indoor public sports facility in the Bronx, the 140,000-square-foot structure was designed by the eminent architect Rafael Vinoly and features its characteristic tiered, stainless-steel roof and naturally-lit interior spaces. The APEX (derived from Athletics and Physical Education Complex) forms a new facade and main gateway for Lehman's tree-lined campus and includes one of the two New York City pools that meets Olympic standards, exercise and biomechanics laboratories, indoor tennis and racquetball courts, ballet and aerobics studios, and an arena seating 1,300. Replacing the 1931-vintage gymnasium (site of the first U.N. Security Council meeting on U.S. soil), The APEX will be home to the Lehman Lightning sports teams and the Join Miller Dance Players and will also host such outside events as the Gay Games IV and U.S. Basketball League competition. The APEX was also conceived as a research facility, notably for Lehman's Health Professions Institute. Research on sports psychology, high-speed motion analysis, and preventive medicine is already being conducted there.

Continued from page 1

BSL instruction in high school and the place it will have in college expectations. The percentage of students coming to CUNY with a full complement of college prep courses has risen for all ethnic and racial groups. Given the roadblocks that minority students have encountered in receiving the preparation generally afforded affluent students, these gains are very significant.

The number of New York City public high school students applying to the University increased from 65% to 74% in 1993. In addition, the percentage of students who met or exceeded the 1993 CPI requirements was 34% for the community colleges and 85.7% for the senior colleges. CPI is contributing to the academic preparation of future CUNY students, but much hard work remains. This work will be facilitated by the growing recognition that the CUNY/Board of Education partnership is committed to achieving major reforms of the high school curriculum and that the CUNY faculty will see the results of the Initiative in every classroom.

Table 2

<table>
<thead>
<tr>
<th>Percentage Completing One or More Units of Sequential Math, by Race/Ethnicity</th>
<th>Total</th>
<th>Asian/Pacific Islander</th>
<th>White, Non-Hispanic</th>
<th>Black, Non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>64.70%</td>
<td>70.90%</td>
<td>74.00%</td>
<td>64.40%</td>
<td>63.10%</td>
</tr>
<tr>
<td>1992</td>
<td>86.10%</td>
<td>92.30%</td>
<td>74.00%</td>
<td>61.30%</td>
<td>61.10%</td>
</tr>
<tr>
<td>1993</td>
<td>79.00%</td>
<td>66.70%</td>
<td>64.00%</td>
<td>56.20%</td>
<td>64.00%</td>
</tr>
</tbody>
</table>

Current graduates of NYC public high schools.

Black=1991; white=1993

High Rankings for Law School, School of Social Work

The Clinical Training program at the CUNY Law School at Queens College and the Hunter College School of Social Work are ranked among the best in the nation in U.S. News and World Report's 1994 Annual Guide to the best American graduate schools, which appeared in March.

Deans, senior faculty, and academic specialists in the two fields ranked the Law School's clinical program fourth in the nation and ranked Hunter's School (the only public one in New York City) tenth in the nation.

The Law School's program permits students to help low-income clients under the supervision of a certified lawyer, sometimes representing them in court. Four clinical areas are served: criminal defense, immigration rights, family law (mainly for abused women), and a general clinic that, among other forms of assistance, helps senior citizens execute their wills. All second-year students gain clinical experience in lawyering seminars. The Hunter School's wide variety of career-path and course offerings is divided into five broad areas of social work: Education; Family, Youth, and Adult Development; Health; Protection and Social Justice; and The World of Work.