Governor Proposes State Budget

Governor George E. Pataki proposed on January 22 the 2002-2003 State Executive Budget, which represents a 20% level of appropriation for CUNY when compared to 2001-2002 funding. No tuition increase is recommended, and support is included for the financing of the collective bargaining agreement with District Council 37.

"We are pleased that Governor Pataki proposed that CUNY receive up to $8.5 million for training programs related to business development efforts, through the State Department of Labor budget," Chancellor Matthew Goldstein said. "We are advised that there are also significant opportunities for academic institutions to compete for federal funding directed to the State through federal aviation legislation and homeland security programs. These and other economic development projects are being carefully evaluated to determine possible CUNY involvement."

Goldstein also said he looked forward to working with the Governor and the State Legislature on the proposed re-structuring of the Tuition Assistance Program (TAP). "TAP is very important to our students, and we want to make sure that as much assistance is available to them as is humanity possible," he stated.

Goldstein also expressed appreciation for the help of Governor Pataki in supporting CUNY initiatives to integrate operating and capital funding to underwrite the impact of the current State budget. "We welcome the support for comprehensive efficiencies proposed by CUNY to offset the cost of ongoing and new initiatives."

In closing, the Chancellor said "the University will continue to work closely with the Office of the Governor and the State Legislature to further strengthen the University's role in contributing to the educational, economic, and social vitality of the City and State."

This central and long-standing mission of the City University is often reflected in the pages of its 500-2003 State Executive Request, which carries the title "An Integrated University—Helping to Rebuild New York City." Notable among the initiatives contained in the Request are several that are designed to rebuild the New York economy. These match CUNY's expertise in the local labor market with a long and successful track record of developing job-oriented course work and specific skills training.

Four workforce development programs are highlighted in the Request. The Labor Market Intelligence Survey (LMIS) will consist of 15 employer task forces whose members will be committed to providing up-to-date information on their industry's current and anticipated education and training needs. LMIS reports periodically make information available through the internet to CUNY colleges and to job-seekers at the city's "One-Stop" service centers and other 911-related job banks.

LMIS will embrace the following sectors: publishing, telecommunications, manufacturing, broadcasting, TV sound design, food services, public relations, management consulting, financial services, advertising, legal services, accounting services, health services, real estate, and not-for-profit organizations. A request for funds to offer reduced tuition for 3,000 students is proposed for Credit and Non-Credit Certificate Training Programs, one of the most effective ways to deliver education to the rebuilding workforce through short-term programs offered primarily at the community colleges. These enable dislocated workers to acquire or upgrade specific skill sets or prepare for new careers. Funds are also requested for intensive Foreign Language Instruction for 100 students at $4,500 per student. The University's Research Institute for the Study of Languages in the Urban Setting is preparing a database of foreign language experts at CUNY. Immersion courses would be offered in languages relevant to employment in security and public safety in the post-9/11 environment.

Funds for Career Counseling Services on a permanent basis are requested. Hitherto, the University has provided career counseling to participants in the Jobs Clearinghouse, which is sponsored by the NYC Partnership and the Central Labor Council, on a voluntary basis. These funds will provide similar service on a regular basis.

The CUNY Web site offers analysis of the State Budget by the University Budget Office and an analysis of the proposed TAP changes—including their impact on CUNY students—and by the University Office of Financial Aid at www.cuny.edu/finance.·

Large doses of that vitamin have been coursing through New Yorkers in the last several months, and nowhere more so than at the City University of New York. The spirit of rebuilding—and rebuilding even better than before—has been demonstrated on countless fronts by members of CUNY faculty, students, alumni, and staff. This issue of CUNY Matters is devoted to capturing the diversity of rebuilding initiatives that have been underway at the University, and to recognizing the contributions of our students and our faculty. This issue of CUNY Matters has always been of great value in its events, and we are now to see it with a new burst of activity and vitality. The spirit of rebuilding is alive and well at CUNY, and CUNY Matters will be publishing another edition of its rebuilding initiative in the Spring.
For Alzheimer's Patients, Life's a Stage

Adapted here (and expanded) is a story that first appeared on the regularly-scheduled TV magazine show “Study With The Best!” (CUNY TV Channel 75, Sundays at 8 am and 8 pm), which highlights CUNY’s myriad academic programs, outstanding faculty, students, alumni, and important research projects. The breezy, fast-paced series is aimed primarily at the large local population of prospective CUNY students in high schools.

Alzheimer's. You have probably heard about this devastating disorder but figured it doesn’t affect young people. Young people, however, can still be touched by this illness. Maybe you have a grandparent or a close friend who eventually recognizes you anymore or an elderly aunt who seems to have lost touch with reality. With Alzheimer’s, the symptoms you probably start to notice first is loss of short-term memory, lapses in judgment, and inability to perform tasks that were once second nature. Alzheimer's patients have been known to lose their keys or forget where they are or get lost temporarily. These are real, everyday things that can happen to anyone. It is a progressive disease that gradually takes away your ability to perform everyday tasks.

One day inspiration struck. I just brought in a picture I had torn out of a magazine, along with a sketch-pad. I just said, "You know what? I really don't care if you remember. It doesn't matter anymore. It doesn't matter who you were or what you can remember of your past life. Let's just make something up — let’s just give (and I pointed to one of the six dementia patients, a man) this guy a name. Any name you want! Say anything!" Basting laughs at the memory of someone piping up, "Fred." "It was so simple and I was so excited," she recalls, "because they really hadn't been talking at all."

And so I wrote down 'Fred.' I said Fred who? And someone else said 'Astrid.' I was astounded by their willingness and their ability to be able to do this.

The script took off in all the right directions. We told that story about Fred Astarie, the singing cowboy, married to Gina Atry and living in Oklahoma fishing for breakfast, lunch, and dinner. The script session lasted 45 minutes, which shocked them, me, and the stuff who slowly gathered around from the periphery as we reached our climax.

So successful was this impromptu writing workshop that Basting simply continued to expand her repertoire. "Week after week I would come back and do the same thing, just making sure to bring in new pictures."

"Very quickly, within the first month of doing this once a week, we realized it was working very well. There was an immediate clamor for training materials, so I came to New York to do nine weeks of story-telling in that original research project. Hunter's Brookdale Center on Aging opened its doors to me."

Basting had been working with a Minneapolis director for some time (her doctoral is from the University there), and was telling the director about her patients’ stories which, she says, "were in effect extraordinarily vivid poems inviting one into the reality of Alzheimer’s." Her friend said, "you know, you've got to make a play out of this.

Basting did just that, creating TimeSlips, which has had successful runs in New York City and Milwaukee. Its plot features a movie cowboy who seduces his talking horse with old-time songs and a can-can dancer with the legs of an oak table in a speakeasy, "the hub of work of imagination," reported the Village Voice. The play goes on tour in New Jersey this spring. For information on the resources, training materials, and other "TimeSlips outreach, visit the Project's Web site (www.timeslips.org)."

Basting's advice to students considering their future is apt, given the current fact that the nation's elderly population will soon be burgeoning. "Look at the gift of what you're going to receive by working with older people. It's open territory. We are in a new wave of gifts from where you are to the field of geriatrics and you'll find people hungry for your ideas."

Inaugural Conference on “Women and Work”

Celebrating its 20th anniversary, the Center for Worker Education at City College is presenting its first conference on “Women and Work” on March 26-27. Also conceived as an occasion to memorialize women workers lost on September 11, the conference will highlight scholarship about women in the workplace, and showcase the experiences of working women who are CUNY students. The conference will also mark the establishment of the Women and Work Research Project, which will document the contemporary urban workplace and facilitate the publication of relevant books and articles. Among the nearly two dozen presentations planned are ones on "Managing Health, Fertility, and Stress," "The Sharing Ceiling: Upward Mobility After Graduation," "Immigration and Women Workers," and "Racism and Inequality on the Job." A panel on "The Impact of September 11 and War on Women Workers" is also scheduled. For more information, contact Prof. Barbara Cimolada at the Center (bcimolada@ccmail.cuny.edu; 212/992-6525).

FROM THE CHANCELLOR'S DESK

White House Urged to Support Pell Grant Increase

On January 10, Chancellor Matthew Goldstein wrote President George W. Bush to express his enthusiastic support for increased Pell Grant funding that was part of the education bill recently approved by Congress. The bill raises the maximum Pell Grant to $4,000, which would result in an increase of $14 million in tuition assistance for the 83,000 CUNY students projected to receive Pell Grants next year.

The Chancellor also applauded the education bill's $34 million increase in funds for the Supplemental Educational Opportunity Grant Program. "This legislation," Goldstein wrote, "will have a beneficial impact on the more than 400,000 students who attend the two campuses of The City University. Recalling Benjamin Franklin's observation, "an investment in knowledge always pays the best interest," the Chancellor noted in his letter, "with a total impact on local economies estimated at nearly $15 billion CUNY and its graduates will help leverage the funding provided in this bill into a robust and thriving economy throughout the country.”

Law to Aid Undocumented Students

On January 14, the Chancellor wrote to Bronx State Assemblyman Peter M. Rivera to express support for his bill (A9556) designed to allow undocumented and out-of-status immigrants to attend CUNY at the resident tuition rate. Approving of this legislation, the Chancellor emphasized his "great pride in CUNY's historic role as a leader of upward mobility for many generations of immigrants and migrants." He also added, "I support the principles and remedy inherent in your legislation, consistent with CUNY's historic commitment to access."

Goldstein also informed Assemblyman Rivera that he has asked the colleges to make students affected by the 1998 law eligible for the University's Hardship Deferral Program. The University created allowing students to defer the tuition benefit in order to conform with federal law. Free legal assistance for students is available from the CUNY Citizenship Project.

$1.3M Grant for Honors College at CCNY

Early in February, the Chancellor announced a $1.3 million grant from the Herman Muckstein Foundation to support the Herman Muckstein Honors College at City College. The Foundation, founded over 50 years ago and dedicated to education, will be used to fund enhanced math and science outreach, pre-college summer math and science programs, and a speaker series. The University's Honors College, said Goldstein, "helps our City and State attract and retain the best and the brightest." Next fall, two new Honors Colleges (on the Lehman and Staten Island campuses) will join the existing five.

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City Tech Students Envision St. Nicholas

Saint Nicholas is the patron saint of all travelers, but the Reverend John Roman did not have to travel far for help after his church, St. Nicholas Greek Orthodox Church, was destroyed on September 11. Concerned about how to begin planning the new St. Nicholas—located at 155 Cedar Street, only 250 feet from where the south tower of the World Trade Center formerly stood—Roman looked to one of his longtime congregants, John Bouroukolos, and to the CUNY campus just across the Brooklyn bridge. Bouroukolos is an Architectural Technology adjunct professor at New York City Technical College, and Roman inquired whether his students would be interested in exploring the architectural options for rebuilding the church, which was constructed in 1932 (it became a Greek Orthodox church in 1961). Thus, City Tech's role in planning the future of Lower Manhattan assumed a religious dimension.

Students in a model-making class constructed a large-scale model of the area surrounding the World Trade Center site, including removable scale models of the twin towers and other buildings that were destroyed. About 20 students from an architectural design course then superimposed their models for a new St. Nicholas, all of course conforming with current municipal building codes.

In December, the students presented their work to a jury of architects who critiqued each of the designs. Among the jury members were Barbara Smith Mishara, the president of the Brooklyn Chapter of the American Institute of Architects, and architect who are members of the St. Nicholas congregation. Reverend Roman, who has ministered to the congregation for the past 17 years and who served as cantor for nearly as long before that, was on hand to review the submissions. The design that seemed to receive the most unanimous praise was by second-year student William Perez, 21. "He represented the traditional interior special requirements with a very successful contemporary exterior architectural treatment that related very well to the site," said Tim Maldonado, chair of the City Tech Architectural Technology Department. Perez displayed two models a large-scale cut-away section clearly illustrating the nave, choir and the other interior spaces, and an exterior model showing how the church would appear during the day and how light would affect its appearance at night. His presentation also included computer-generated drawings showing plans, sections and elevations. All the students were required to do extensive research on Greek Orthodox churches, including visiting several in the New York area. They also performed Internet research to locate classic examples as well as contemporary interpretations of Greek Orthodox edifices. A final research paper was required that delineated spatial relationships among the different areas of the church and other ecclesiastical requirements.

In order to rebuild the church in its previous location, the property owner of the adjacent site would have to sell some land to the church to get a green light. The archdiocese will use the City Tech students' work in its negotiations with the land owner. The Foundation for Hellenic Culture in New York (at 7 West 57 Street) and the Hellenic Cultural Center in Chicago will also display the models.

The City University Remembers Its Own

Now accessible from the CUNY Web site's home page (www.cuny.edu) is a somber and poignant tribute to "members of our community who lost their lives and loved ones in the World Trade Center tragedy." The list of victims and survivors offers the names of about 200 alumnus, students, faculty and staff, and it is arranged by the campus where they worked or attended. In many instances, their status or relationship is given—missing, still missing, husband deceased, another missing—as well as the source of information and (for alumni) year of graduation. “A Tribute to...” will be updated regularly, and visitors to the site are invited to submit clarifications and new information.

By George Ranalli

There is one very positive aspect to the challenge before us, namely, the opportunity to enlarge our scope and vision. The widespread negative press for the WTC by some powerful critics such as Ada Louise Huxtable and Paul Goldberger has faded over the years. We came to love the Twin Towers simply because the buildings were a part of our lives. Now we can begin considering rebuilding by rethinking the matrix of access between Wall Street, Chinatown, Tribeca, and the Hudson River. Perhaps, we extended conversation about its future is a very loaded one—emotionally, culturally, and financially. Foremost, I believe, it is important to remember that ground zero is hallowed ground. How we answer the rebuilding question thus assumes a metaphysical dimension, and we must carefully investigate how to come to terms with a memorial. Then there is the very substantial pressure to restore the area to economic vitality by returning office space to occupancy and bringing the workforce back.

We have a golden opportunity to produce an extraordinary response. We are not merely cleaning up the site and providing the necessary project area. This is the moment for a visionary plan, one that synthesizes a memorial with a rebuilt Lower Manhattan—an urban response worthy of the history of New York City's public works.

George Ranalli is Dean of the CUNY School of Architecture, Urban Design and Landscape Architecture at City College.
When life came to an end for the subject of Eric Darton's recent biography, the obituaries were spectacular—and they continue to be written. No wonder that the Hunter College graduate and former faculty member has been called a "Divided We Stand: A Biography of New York's World Trade Center". After earning his degree, Darton taught at Hunter College, notably offering a course he designed on "Media Technology and Cultural Change." At the same time, responding to the encouragement of his Hunter colleagues, Darton turned those chapters into a full-length study.

CUNY's role in the gestation of "Divided We Stand" was significant. It began, Darton explains, at the outset: "quite unintentionally" in 1992 as a research paper written for a seminar on mass media and contemporary culture taught by Stuart Ewen at the Graduate Center. He also recalls: "Serafina Butel, then chair of the Hunter Media Studies Department, helped me realize the potential of the project." In 1994, with the encouragement of the publisher, Darton began to expand the project and to write the book. The result is a comprehensive analysis of the World Trade Center's history, its cultural significance, and its impact on New York City and its residents.

"Divided We Stand" is a biography of the World Trade Center, offering an in-depth look at its construction, operation, and eventual destruction. Darton's text is a blend of historical and cultural analysis, providing a unique perspective on the site.

Among the many passages that read differently now is this description of the World Trade Center, as written by the architect: "The towers' height, their design, their location, their purpose—their very existence—make them an icon of modern architecture. They are the result of a collaboration between the architect and the client, a client who is not afraid to take risks. The result is a building that is both beautiful and functional, a monument to the power of modern architecture.

On September 11, 2001, the towers were destroyed by terrorists from al-Qaeda who hijacked two planes and flew them into the buildings. The attack resulted in the deaths of thousands of people and left a permanent scar on the city. The book "Divided We Stand" is a poignant reminder of the tragedy and the impact it had on the city and the world.

The authors of the book, Eric Darton and Serafina Butel, have written a comprehensive and well-researched account of the World Trade Center, from its construction to its destruction. The book is a valuable resource for anyone interested in the history of New York City and the World Trade Center.
City College Scholar-Director Chosen Cultural Affairs Commissioner by Mayor

It is not possible that the appearance of Kate Levin’s book in progress, currently titled “Genre Trouble: The Masque and English Renaissance Drama,” is going to be delayed a little. It is also something of a stretch to imagine she will be continuing to direct highly successful student productions at City College of such notables from Renaissance drama as A Chaste Maid in Cheapside, Galatea, and The Law Against Lovers.

For the Assistant Professor of English and (since 1997) Associate Director of the Simon H. Rifkind Center for the Humanities at City College has just been appointed by Mayor Michael Bloomberg to succeed Schuyler Chapin as New York City Commissioner for Cultural Affairs.

A glance at Levin’s curriculum vitae reveals why the Mayor’s choice should not come as a surprise. The Harvard B.A. in History and Literature and U.C. Berkeley Ph.D. in English worked for three years as Director of Special Projects at the Brooklyn Academy of Music, perhaps the most innovative cultural institution in the city, and she also found her way around City Hall very easily. Before returning to school to earn her doctorate, Levin was for three years an Assistant Chief of Staff in the office of Mayor Ed Koch.

Levin’s tenure as Commissioner began on Jan. 28, after a long search of absentees from City College and the Arts Council. She has returned to City College and the Arts Council. She has served in the past on the Board of Directors of the New York City Council and the New York State Council for the Arts. She is one of the founders of the New York City Commission for Cultural Affairs.

Levin’s work on the masque, an elaborate theatrical spectacle that flourished from the late 16th century through the Restoration, has been focused on disassociating the genre from its beginnings as courtly entertainment and emphasizing, instead, its “publicist” identity as civic pageant. Perhaps there is a future for a masque (as opposed to masking) at City Hall.

CUNY Counsel Elected Legal Aid Society Chair

Frederick P. Schaffer, the University’s General Counsel and Vice Chancellor for Legal Affairs, was elected Chairman of the 125-year-old Legal Aid Society of New York in January. He will serve a two-year term in the voluntary position.

Schaffer, who arrived at CUNY in June 2000 after serving as a Litigator for New York City’s Corporation Counsel and an as an Assistant U.S. Attorney in the Southern District of New York—will be leading the nation’s oldest and largest legal services organization. The Society is also the largest legal employer in the metropolitan area, with a $125 million annual budget and 900 attorneys on staff who typically deal with 300,000 cases a year. Its clients include homeless families, welfare recipients, foster children, the elderly poor, and Rikers Island inmates and other prisoners.

Law Dean Glen Honored by State Bar

Dean Kristin Booth Glen of the CUNY School of Law at Queens College was honored by the New York State Bar Association on January 25 with the 2001 Ruth G. Shapiro Memorial Award. The honor has been given since 1992 to a Bar member who has made noteworthy legal contributions on behalf of women.

A veteran federal litigator in the First Amendment area (involved in the Pentagon Papers case, and cases involving Vietnam War protestors Daniel Ellsberg and Benjamin Spock) and former New York Supreme Court Appellate judge, Glen was cited by the award committee for “demonstrated concern for women and women’s issues in her personal life, as well as in her years in private practice, her career on the bench, and as a leader in academia. She is a humanist, embracing concerns of the disadvantaged, who are often disproportionately women.”

Claire Shulman Honored by QCC

The decision to name the new state-of-the-art multimedia laboratory at Queensborough Community College the Claire Shulman Educational Technologies Center was perfectly inspired. After all, the former Queens Borough President had worked to secure funding for the facility and has long been a vocal supporter of CUNY’s mission on its Queens campuses.

The Center, which will be vigorously deployed in the training of new teachers for the city and region, was dedicated on the Queens campus in October. QCC President Eduard Marti praised Shulman on the occasion for the College’s "continued growth throughout her tenure." She is seen here on the occasion, with QCC mathematics professor Patrick Walsh, at the scissors-cutting ceremony, demonstrating the Center’s bells and whistles.

The facility’s one instructor’s station and 24 student-stations will serve the Dual-Joint Education Program with Queens College, whose students have declared their intention to become teachers. The Center will also be able to integrate DVD videos, offer PowerPoint presentations, Web sites and animation simultaneously. Video-conferencing will also be possible at the Center. Live sessions can also be videotaped at the Center and disseminated on the QCC Web site and to public libraries in Queens.
John Jay and FEMA Address Urban Hazards

By Jerry Cappeci
John Jay College

Several hundred scientists, law enforcement officials, engineers, authors, academics, and other experts gathered at John Jay College of Criminal Justice on January 22-24 to discuss and analyze the dangers New York City and other urban areas face from the growing threats of terrorism and other catastrophic disasters.

Co-sponsored by Region II of the Federal Emergency Management Agency, the Urban Hazards Forum brought internationally recognized experts to John Jay in conjunction with FEMA's efforts to establish effective training and educational partnerships with leading institutions in the field of emergency management. The conference, planned a year ago and scheduled last summer, took on increased significance following the September 11 terrorist attacks.

The plenary sessions and freewheeling panel discussions among response professionals, researchers, and policymakers were followed by frank, lively Q&A's. More than 350 people attended the conference, which was dedicated to the victims of the World Trade Center attack. Three experts selected at a September 10 planning committee meeting to take part in a panel discussion of the 1993 WTC bombing—Harry Downey of the NFYFD, Doug Kornfield of the Port Authority, and John O'Neill, a retired FBI agent and current WTC Chief of Security—died the following day.

On the first day of the conference, after greetings by President Gerald W. Lynch, Deputy Fire Chief Charles Blach mezzo-sonorized attendees with a riveting account of the attack on the twin towers and the response and rescue effort in which 343 firefighters, 37 Port Authority police officers, and 23 New York City cops perished. Blach, a John Jay graduate who was a Fire Department General Zero commander, used his personal recollections along with diagrams, CNN videotape and still photos projected onto a huge screen to recreate the chaos and horror of the day.

All told, more than 25,000 workers and others who were at the Trade Center when the first plane hit survived the attack. They ran, walked or were carried out of the complex by rescue workers before the second tower crashed 100 minutes later. Nearly 6,000 were treated at 73 city hospitals, about 500 admitted with serious injuries. About 1,430 persons were treated in emergency rooms in New Jersey and New York suburbs.

Blach, whose vivid narrative was amplified by Port Authority Police Chief Joseph Morris and Richard Rotzun of the City's Office of Emergency Management, stressed a need for better communications between agencies that respond to all catastrophic emergencies. "We lost control of who was going into the buildings," he said, noting that "rescuers inside the towers failed to receive information from a police helicopter flying above that might have saved lives." Rotzun is also a John Jay graduate.

"Here we have our airborne antenna flying around without the capacity of transmitting to people on the upper floors to get out. The officers at the incident command center were unaware of the severity of the condition of the buildings outside," said Blach. "It was not intentional, and I am proud of the people who went in. But there has to be a big re-visting of the whole event. It all goes back to communications."

"In a way," added Morris, "thank God the buildings went down when they did because 500 more people were ready to go into the buildings."

Conference co-chair Charles Jennings, director of John Jay's Protection Management Program and a fire service policy expert, said many suggested improvements in response strategies to terrorism were also applicable to natural and man-made disasters, including earthquakes, floods, explosions, and train wrecks.

"This is probably the first dialogue in which terrorism and emergency management people got together in the wake of the September 11 tragedy," said Jennings. "There are no solutions yet. We have a lot of work to do, but the things we do to improve buildings, for example, will not only aid our response efforts to terrorism but to accidents and natural disasters like high-rise fires and earthquakes."

Distinguished faculty members from John Jay and other CUNY colleges played important roles in the three-day conference, serving as plenary session speakers, panelists and moderators of panels in three tracks: Catastrophic Events; Mitigation, and Terrorism.

Geographer Victor Goldsmith of Hunter College and John Jay fire scientist Glenn Corbett moderated a joint Catastrophic Events/Mitigation panel that included hurricane specialist Nicholas K. Cho of Queens College and Jim Jong Cho, a John Jay alumnus who is Chief of Search and Rescue in South Korea. Goldsmith and Corbett also led panel discussions on Water Emergencies, Urban Rail Emergencies, Engineering and Infrastructure, and Man-Made Disasters in the Built Environment.

Professors Robert J. Louden, George Andreopoulos, and Charles Strozier of John Jay and Michael Flynn of York College talked about the psychology of suicide bombers, the disturbing abundance of phantom—1,159 bona fide—in the former Soviet Union, the dangers of anthrax and other deadly poisons during panel discussions on Nuclear Terror in Urban Areas, The Mind of a Terrorist, Hostage Taking, and Chemical and Biological Terrorism.

Historian Strozier, also director of John Jay's Center on Violence and Human Survival, served as a featured speaker on terrorism at the opening and closing plenary sessions. In his closing remarks, he noted that terrorist threats to world safety are great, but said that practitioners and academics, through research, education and continued interaction, can find solutions by working together—adding hopefully, "in dark times, the eyes begin to see."

By Robert Paaswell

The WTC attack destroyed one of the city's two concentrations of astonishing density (the other is Midtown), more density even than there is in London or Tokyo. As we begin the task of rebuilding Lower Manhattan, the challenge in the transportation community is to think well beyond the way people and goods moved on September 10—to plan for the City of 2040 or 2050. After all, the systems destroyed, notably the subways, were about one hundred years old.

As we plan such a system, a few fundamental common assumptions can be suggested. First, the site belongs to the world, reflecting the city's place in the global market. The new development should reflect the world converging on this site as a symbol of freedom and global diversity.
Poet Laureate Collins Mulls Emergency Service of Verse

By Anne Perryman
Lehman College

In the days and weeks after September 11, we began to receive poetry in our mail and email. Memorial poetry readings were held in New York City and across the country. For many of us, there was solace to be found by opening and reading a book of poetry.

"The grief we all felt was overwhelming," said U.S. Poet Laureate Billy Collins, Distinguished Professor of English at Lehman College. "Poetry can help us handle grief. It's a way to ritualize emotion and give it form."

Simple lines of evocative, lyric poetry can provide comfort amid loneliness and despair. "Poetry brings us into a community of feeling," Collins sums up. "It is a reminder that civilization exists."

And through the ancient admonition carpe diem ("seize the day")—because we don't know how many others we will have—there is something more noble than a catastrophic event to remind us of the importance, and the precariousness, of our daily life.

"I think September 11 gave people a sense of gratefulness for having given another day, for being able to continue their lives," Collins observed. "One of the most enduring themes of poetry is the perishability of life; poetry stands as a reminder of that fact and as a way of honoring the bare fact of our existence."

Poetry to Take a 180 Turn in U.S. High Schools

Poet Laureate Collins has launched a new website called Poetry 180, designed to encourage the appreciation and enjoyment of poetry in the nation's high schools. The site—www.loc.gov/poetry/180—is on the Library of Congress home page, and it will contain the texts of 180 poems by contemporary American poets that Collins has selected for each day of the school year. Also offered are suggestions for presenting each poem in a school setting, as well as guidance on how to read it aloud.

"The idea is simple—to have a poem read each day to the school bodies of American high schools across the country," Collins says. "Just hearing well-written poems they don't have to analyze might convince students that poetry can be understandable, painless, and even an eye-opening part of their everyday experience."

A message on the Web site from Collins to "the high school teachers of America" urges them to select someone to read the poem to the school each day, perhaps at the end of daily announcements over the public-address system or in their individual home rooms. "The hope is that poetry will be become a part of the daily life of students in addition to being a subject that is part of the school curriculum," Collins adds.

Art Historian

Art Historian

By Sally Webster

At the conclusion of a suitable memorial to September 11, it is important to keep in mind that several groups deserve recognition: the rescue workers who died, the people of the business community, and all of those associated with it who lost their lives, and those who worked tirelessly to save lives and clear the rubble.

The deaths of the heroic firefighters and policemen and the guerillan recovery effort undertaken by construction crews have been detailed and illustrated daily in the press, and we are forever in their debt. But most of the victims were working people—managers, clerks, secretaries, maintenance and security personnel, lawyers, brokers—whose lives had been spent working for or on behalf of American corporations. How do we make their stories heroic? How do we as a city commemorate their contribution to American life?

Over the past few months many ideas have emerged about what such a memorial should look like, but I think it would be a mistake to confuse ourselves to a complex.

Billy Collins was officially inaugurated as U.S. Poet Laureate at a luncheon at the Library of Congress on December 6. He gave a reading that evening before a large audience packed into the Library's Montpelier Room. During a reception that followed, Collins signed copies of his book of new and selected poems, Sailing Alone Around the Room. Lehman College also honored him at a reception on campus on December 13 (both events had been postponed by the attacks on September 11).
CUNY BA and Prize-winning Journalist
Reports from Islamabad, Jalalabad, Kabul

By Joyce Kaplan
Office of Publications, Hunter College

Mohammad Bazzi left his native Lebanon for the United States in 1983, when he was 10 years old, and he became an American citizen in 1994. His Middle Eastern background and fluent Arabic have recently played an important role in his rapidly rising career in journalism. The same might be said of his years at Hunter—where Bazzi declares, "broadened my intellectual understanding of issues while also helping me hone my craft as a journalist."

Bazzi is now a reporter for Newsday whose bylined stories from Afghanistan and Pakistan have been appearing regularly since mid-September. He is a graduate of the CUNY-BA program, which allows students to attend all of the CUNY colleges while choosing one as their "home" school. For Bazzi, that home was Hunter College, where he majored in urban studies, with a minor in media studies. He graduated magna cum laude in 1997.

Born in Beirut, Bazzi came to the U.S. with an older brother; another brother is in France, yet another is in Spain, and their parents and a sister remain in Lebanon. Like many other Lebanese families, Bazzi notes, his was scattered because of the long civil war in their homeland. English is Bazzi's third language; he learned both Arabic and French as a child in Lebanon, and English after he came here. But when the award-winning journalist speaks, all that distinguishes him from many other twenty-something Americans is that he is soft-spoken—and modest.

A staff writer for Newsday since 1998, Bazzi first covered New York City transportation and neighborhood issues, and since becoming a foreign correspondent, he has reported from Afghanistan, Pakistan, Egypt, Lebanon, Syria, the West Bank, and England. Among the Middle East stories he covered prior to the September terrorist attacks on the World Trade Center and the Pentagon were the Israeli withdrawal from Southern Lebanon, the death of Syrian President Hafez Assad, and the Israeli-Palestinian conflict.

In 2001 he won the Young Reporter of the Year Award from the New York Press Club for his Middle East coverage. On September 16 he left, once again for Central Asia, and is currently on special assignment covering militant Islamic movements, the Middle East, and the war on terrorism. His recent articles have included battle coverage, interviews with Afghan and Pakistani leaders, and analysis of the conflict. The challenge his current assignment poses, Bazzi says, is that "the region is marked by tremendous complexity, Afghanistan and Pakistan—and the Middle East as a whole—have a long history, including constantly shifting alliances among various groups and factions. As a journalist, I want to shed some light on phenomena not widely understood in the United States. Achieving this is not easy." Mohammad Bazzi is one of the brightest and most gifted young foreign correspondents in American journalism, "is says Lonnie Isabel, an Assistant Managing Editor at Newsday. Isabel, whose duties include foreign coverage, adds that Bazzi was "the first to profile Dr. Ayman al-Zawahiri, Osama Bin Laden's top aide, in an American newspaper." In Pakistan, Bazzi described the Islamic schools called madrassas that gave birth to the Taliban. In London, Bazzi was the only reporter to interview Yasser al-Sirri and link him to the murder of the Afghan opposition leader Massoud. "His stories were filled with insight and history," says Isabel.

Although now only 26, Bazzi has a long record of impressive accomplishments, beginning with work as a freelance writer for Newsday during his CUNY years. Even before that, as a student at Bronx High School of Science, he wrote for some Queens weekly newspapers and for New Youth Connections, a publication by and for teenagers. In his junior year at Hunter, he was chosen as one of 700 rivals around the nation for the Scripps Howard Foundation's prestigious Lighthouse Scholarship, a $15,000 award established to recruit more minority journalists. While in college he also won a New York Press Association Scholarship, an E. J. Harburg Foundation Journalism Scholarship, and the First Place Award in the Society of Professional Journalists' annual college journalism competition.

Initially, Bazzi viewed journalism "as a hobby," but soon "it seemed as if there was a viable career choice. A journalist's role, he feels, is "to be in an explainer, to clarify issues and problems, to look at trends and see where they come from, and to ferret out information that those in authority don't want the public to have."

By Thomas Kessner

New York has often handled the challenges of recovery by new departures that have often converted tragedy into positive change.

After the American Revolution, Manhattan was left a blighted slum. Half of its buildings had been laid waste by fire and vandalism. Its population was diminished by two-thirds, and its wharves were left crumbling. Its trade was fractured. But the city staged a remarkable recovery and went on, over the next generation, to build a vast hinterland and to claim much of America's trans-oceanic trade as it became the hemisphere-leading entrepot.

The Civil War led to the flight of European capital from Wall Street's money markets. It decimated the highly profitable cotton trade and brought a debt repudiation of many tens of millions of dollars—and terrible draft riots as well. Yet the city emerged from the war as the brace of the national financial system. The volume of war spending boosted the urban economy. Wheat more than replaced cotton, and (more significantly) the war greatly advanced the shift in economic focus from farms to cities, from trade to domestic production, from modestly to generously-capitalized big business.

During the periodic depressions that clouded the late 19th century, many feared that New York City's investment market had expired—all the blood having been squeezed out of its speculative deals and corrupt securities. Meanwhile, others whose names we remember even today—Jay Gould, Cornelius Vanderbilt, John D. Rockefeller, Andrew Carnegie, and John Pierpoint Morgan—were vigorously invested. After each of these crises the city emerged stronger and more prosperous, and with substantial new opportunities that were not limited to its wealthy speculators.

The point is that crisis (settling aside the tragic losses) has often resulted in a plastic situation and new possibilities. We are forced to look anew at the city's economy and encourage innovation and new possibilities. We are forced to look anew at the city's economy and encourage innovation and encourage new enterprises.

"American Art at the Crossroads"—April Symposium at Graduate Center

The study of American art history is being conducted by diverse institutions, often with competing agendas. Past debates have focused on what is American in American art. Today the question is the inverse: what works of art represent America? Dominating the debate are voices from two constituencies: the academy and museums. Argument has raged for decades over how the story of American art is to be told by commercial icons of visual culture or by the artifacts of everyday life? by the art created by minority populations? Or by the elitist collections found in museums? To explore this history of controversy and chart future directions, the Art History Doctoral Program at the CUNY Graduate Center, in collaboration with the Whitney Museum of American Art, will present a two-day symposium, "American Art at the Crossroads" this April 19 and 20 in Prohibition Auditorium. The conveners are Sally Webster, professor of American art at Lehman College and the Graduate Center. For more information, visit www.gc.cuny.edu/adapt/art2002/events/symposia.html. To register, call 212-807-8121.
Windows on the World Chef Returns to City Tech

His story is much like others who have survived the events of September 11th. A chance diversion, an un-scheduled delay, or some twist of fate, these were the random acts that determined who would live and who would die.

Michael Lomonaco, the master chef of Windows on the World Restaurant at the World Trade Center, hurried through the concourse level that morning when he happened by a Lenscrafters, which offers fifteen minute eyeglasses and new lenses "in about an hour." He and his wife had plans to leave for Europe in a few days and his regular ophthalmologist was booked.

Lomonaco stopped for the eye exam. He survived. Seventy-three of his friends, employees, and colleagues perished. Life since has been a blur of funerals and memorials and great introspection. He co-founded the Window of Hope Family Review Fund to help the families of food workers who lost loved ones on 9/11. But he wanted to do more.

Beginning this month, Lomonaco returns home to New York City Technical College, to the hospitality program that launched him on his critically acclaimed and financially successful restaurant and television career as Visiting Distinguished Professor of Hospitality Management.

As a member of the faculty, Lomonaco will be conducting master classes in the culinary arts and delivering guest lectures in various courses, including Food and Beverage Cost Control, Hospitality Marketing and the Senior Research Seminar. He will also be developing culinary programming for CUNY-TV at the college.

"Michael has maintained ties to the college," said President Fred Beaufait, "coming back time and again to share the depth and breadth of his experience. And he has made valuable contributions." Lomonaco has high praise for the program, its faculty and students. "The Hospitality Department produces graduates who are among the finest hospitality and restaurant graduates available anywhere," he said, adding that the College is a major source of young talent for the multi-billion dollar hotel and restaurant industry, a vital component of the city's economy. "This demonstrates how the College and the University are important elements of life in New York City," he said. "Our graduates stay in the city and contribute to its vibrancy."

And he is eager to collaborate with the faculty. "In our business you learn to work as a team. I anticipate that one of the joys of working at the college will be to work as part of a team. I'm constantly in search of ways to keep learning about the business. I hope to share some of my skills but what I can learn from the faculty is probably going to be the greater experience."

The program offered at New York City Technical College differs from the numerous cooking schools that have proliferated over the last decade in the metropolitan area. Its students are given a strong grounding in gastronomy. But they are also expected to master the fine points of hospitality management. "I tell people that to run a successful restaurant you have to read a spreadsheet. Reading a spreadsheet was just one of the many skills I learned at the college," Lomonaco said. In May, he will receive the Lifetime Achievement Award from the magazine of the National Restaurant Association, at the National Restaurant Show in Chicago.

As a young chef, Lomonaco honed his skills and his commitment to regional American cooking with an emphasis on using fresh and natural foods to produce dishes with rich bold flavors. Stints at Maxwell's Plum and Le Cirque led to a seven year run as executive chef of the 21 Club Restaurant.

Lomonaco draws from his thesis training—he completed three years of study at Brooklyn College and embarked on an acting career—to bring his style of cooking to television. He has gained a national following, first as the host of "Michael's Place" on the Food Network and now as the host of "Epicurious" on the Discovery Channel. He is the co-author of The 24/7 Cookbook ( Doubleday, 1995) and the author of a forthcoming book on creative home cooking.

At the time of the World Trade Center attack, Lomonaco's Windows on the World was the highest grossing restaurant in the country for three consecutive years.

"To be able to give back to both the University and the city is a privilege," he said. "Being invited to join CUNY is a great honor for me, first because I am a graduate of the system, and because I chose CUNY twice in my academic career. It was impossible to say no."

Voices of History in the Present Tense: Graduate Center 9/11 Digital Archive

In a 21st-century approach to recording and preserving history, the Center for Media and Learning at the CUNY Graduate Center is creating a permanent 9/11 Digital Archive of firsthand accounts of the September 11 attacks and their aftermath. The online archive will allow site visitors to contribute their stories.

The archive will help provide a legacy of personal expression, a contextual history for understanding the events, and a model for applications of digital technology in the work of historians and archivists. It is hoped that creating the 9/11 Digital Archive will generate new software tools to help historians collect, preserve, and write history in the new century.

Officially open on March 11, the site can be found at 91digitalarchive.org (note: do not use www). In addition to traditional narratives, the firsthand accounts will include such new media as emails, digital images, streaming video and audio, and links to sites offering information and views about 9/11.

Other significant Web-based resources related to the attacks will be organized and annotated, and the Digital Archive will also back-up other ephemeral material, such as unmaintained Web sites produced immediately after 9/11.

The 9/11 Digital Archive is funded by a $700,000 grant from the Alfred P. Sloan Foundation (established in 1934 by the then president and CEO of General Motors), to be divided between the American Social History Project/Center for Media and Learning at the Graduate Center and its collaborator on this and other projects, the Center for History and New Media at George Mason University in Virginia.

By Allan Wernick

Among the victims of 9/11 was the movement for justice for immigrants. Prior to the WTC attacks, hopes were high for passage of a "regularization" program—what most people call "amnesty" for undocumented immigrants—and for other pro-immigrant reforms. Now, in response to the terrorist acts, a variety of institutions in and outside the government are pulling back on their commitment to fairness.

Despite reports that few of the terrorists were here unlawfully, the events of 9/11 have given anti-immigrant restrictionists new life. Still, with many economists predicting an early recovery, I believe the anti-immigrant resurgence will be short-lived. Immigrants' contribution to the economic boom of the last ten years and their growing political power make them well positioned to fight off restrictionism. Four issues in particular are likely to feel the impact of 9/11.

Amnesty: Prior to 9/11, President Bush and Mexican President Fox had both expressed commitment to a new "legalization" or "regularization" program. The proposed plan will live on. The plan likely to emerge will include a regularization program for undocumented immigrants, a temporary worker program, an increase in visas for Mexicans and Canadians, and a border enforcement program that will enlist Mexico's help in curbing unlawful immigration.

Foreign Students: In the wake of 9/11, the nation's universities successfully fought off efforts to suspend the F-1 visa program for international students. Nevertheless, it is likely that the INS will move forward on existing plans for increased record keeping and reporting.

Border Control: The big debate is over whether to implement a "controlled departure" program. Non-immigrants (for example, students and visitors) would check out when leaving the United States. Thus, the INS would know when someone overstayed. Border states have opposed controlled departure as a threat to tourism and commerce. Unless billions of dollars are added to the INS budget, requiring departure inspections could effectively end international travel.

Dividing the INS: The INS has announced plans to split into two separate bureaus, the Bureau of Immigration Services and Adjudications and the Bureau of Enforcement. Most immigrants' rights advocates are hopeful that dividing the INS will result in better service for deserving applicants.

Allan Wernick is Director of the CUNY Citizenship Project and Professor of Public Administration at Hunter Community College, a lawyer and the author of U.S. Immigration and Citizenship.
Walt Sums Up "Human and Heroic New York"

In the summer of 1878 Walt Whitman —since 1873 a resident of Camden, New Jersey—paid a visit to the beloved haunts of his New York City hotel

the following day essay, which would later appear in Specimen Days. His erstwhile autobiography, Whitman expressed his delight in the vitality and grit of the people of his spiritual home. He titled it "Human and Heroic New York" and his description is in the same league with E.B. White's. Here is New York or former Mayor Gilman's eloquent public utterances in the days after September 11. Whitman's emphasis on the "rapport" of New Yorkers is particularly apropos as the city begins a period of rebuilding and revile. (Note that the hope for a unified city Whitman expresses here was realized in 1898, though the name finally chosen would not have pleased him. He preferred Native American place names to hand-made European ones, hence he called his native Long Island "Panamuck.")

The general subjective view of New York and Brooklyn (will not the time hasten when the two shall be municipally united in one, and named Manhattan?)—what I may call the human interior and exterior of these great streets I knew so well, Broadway, the ferries, the west side of the city, democratic bowers—human appearances and manners as seen in all these, and along the wharves, and in the perpetual travel of the horse-cars, or the crowded excursion steamers, or in Waill and Nassau streets by days—in the places of amusement at night—hustling and whirling and moving like its own environment of waters—endless humanity in all phases—Brooklyn also—taken in for the last three weeks. No need to specify minutely—enough to say that (making all allowances for the shadows and side-streets of a million-headed city) the broadest of the impressions, the human qualities of these vast cities is to me comforting, even heroic, beyond statement. Alertness, generally fine physique, clear eyes that look straight at you, a singular combination of reticence and self-possession, with good nature and friendliness—a prevailing range of according manners, taste and intellect, surely beyond any elsewhere upon earth—and a palatable outcropping of that personal comradeship I look forward to as the subtlest, strongest future hold of this many-sided Union—are not only constantly visible here in these mighty channels of men, but they form the rule and average.

Today, I should say—defiant of cynics and pessimists, and with a full knowledge of all their exceptions—an appreciative and perceptive study of the current humanity of New York gives the direct-looking proof of successful Democracy, and of the solution of that paradox, the eligibility of the free and fully developed individual with the paramount aggregate. In old age, tone and pious, pondering for years on many a doubt and danger for this republic of ours—fully aware of all that can be said on the other side—I find in this visit to New York, and the daily contact and rapport with its myriad people... the best, most effective medicine my soul has yet partaken—the grandest physical habitat and surroundings of land and water the globe affords—namely, Manhattan Island and Brooklyn, which the future shall join in one city—city of superb democracy, amid superb surroundings.

The (CUNY Law) Practice—In the Public Interest Since 9/11

By John Mollenkopf

Rebuilding New York

Political Scientist

The final challenge is one of equity. September 11th was a heavy blow against Chinatown and communities where the low wage restaurants and hotel workers lived. The rebuilding process must include them as well as real estate developers, financial service firms, families of the victims, and residents of Battery Park City. BPC is generally thought to be a wonderful urban design accomplishment, and I do not dissent from that view. But they are spaces largely inhabited by young, upper-middle-class urban professionals. We cannot afford to lose the WTC reconstruction process simply and only extend this model, which would amount to class legislation in favor of the well-off.

Many other economic strata are represented south of Houston Street, and they also need to be linked organically with what we will now develop. Just as the great PWA and WPA public works of the 1930s said a great deal in physical form about the values of society in that era, what we build now will be our historical legacy.

John Mollenkopf is a Professor of Political Science at the Graduate Center, director of the CUNY Center for Urban Research, among his ten books is his Contested City (1983), and Dual City: Restructuring New York (1991) and Rethinking the Urban Agenda (2001).
Helping Students Write about Trauma

Hunter College professor of English Louise DeSalvo, the author of Writing as a Way of Healing: How Telling Our Stories Transforms Our Lives (Beacon Press, 1999), reported on applying her expertise in the classroom after the World Trade Center attack.

It's a little more than a week after September 11, and I am sitting in a circle in a Hunter College classroom with thirteen of my students, all aspiring writers. I have asked each to talk, to say whatever needs saying in response to that day's events. There is clearly nothing more pressing than these conversations on our first day back.

A few tell us of family members and friends who have died. One student tells how he stood on the roof of his apartment and saw the towers fall. Another tells how her father, who worked there, hadn't been heard from for several agonizing hours. Another tells how these events forced him to recall a summer of terrorism in the country from which he emigrated. Another tells how she tells these events back what living with violence in the country from which she emigrated to the United States felt like. "Now," she says, "I feel that there is no place to hide."

I recognize the signs of grief, of trauma in my students and in myself. I know that this is a time of collective trauma, which is especially hard because all are affected. There is no avoidable event or relation to turn to for safe haven, for all are grieving, all are stricken. I tell my students this, but I tell them, too, that we can come together in our pain, and we can use the act of writing to forge a sense of community, even as we try to heal.

The signs of trauma are obvious, and we talk about them. We haven't been able to sleep, or we fall into a "sleep of the dead," as one student phrased it. We don't write, even when we try, we don't write. We read, repetitively tell our stories—where we were, what we saw, what we experienced, who we know who was more seriously affected than we were—our narratives seem strangely disjointed. Most of us seem lost, barely holding on, yet so many, so many, so many.

We, at Hunter, have been encouraged to help our students process what they have experienced, by providing a safe space for our students to speak. And this, clearly, is essential. But, because I am a writer who has studied the power of writing to help us heal from trauma for more than 20 years, and because I am aware of how writing about trauma encourages us to integrate these terrifying experiences and to heal from their harmful psychological and physiological effects, I want to encourage my students to begin writing about their experiences immediately, even if they believe it is too soon to do so.

As their teacher, I want to say, "You'll be better off if you start writing immediately in your journals, if you relate what has happened in elaborate detail, if you link the feelings you are having to what has happened, and if you reflect, too, on the significance of this event in your life and in your community." But I decide, instead, to begin by asking them to start writing about how this event will change the writing they had planned on doing, how it might change the writing they will do in the future. And if they can't write about that, they can write about how they plan to write right now and why.

One of my students had written a memoir before September 11, and on this day, as we go around the room and discuss the impact of this event upon our work, many express the optimistic belief that they will never write again, never work again. One student says that she has heard that estimable writing is produced well after trauma, in tranquil times; how then, she asks, can she be expected to write this term?

However, I decide it is important for my students to understand that many works of art have been penned under very difficult circumstances. Sensing their need for models of such troubled times, I tell them about how, during World War II, Virginia Woolf wrote Between the Acts as German airplanes flew overhead during the Blitz, often releasing their bombs in the water meadows just beyond her writing cottage. I also tell them how, during her confinement in an Egyptian prison for political reasons, Nawal el Saadawi wrote her account of life in prison on toilet paper and cigarette paper with the stub of a pencil. This was eventually published as Memoirs from the Women's Prison.

I tell them that Alice Walker, suicidal and depressed, picked up her pen and wrote: "I won't write," about an old guitar player who continues to sing despite inelastic pain. I tell her that, for some people, there can be no tranquility, but this certainly does not mean there can be no writing. Their efforts were shaky at first, but sooner than I imagined, they began turning in more pages than assigned. By semester's end, each successfully completed a memoir. And though not every student chose to write about the events of September 11, the event was inevitably often mentioned.

But they all grappled with a significant aspect of their lives that had heretofore remained unacknowledged: a moment, for example, when identity was irrevocably changed, or a change engrafted them, a yearning for a mother more nurturing than circumstances allowed. Before September 11, these students did not believe their lives would change. After that day, they realized that they, too, lived in an historical moment, and that their personal vision was—significant.

I believe the work of these student writers proved so successful because they allowed themselves to write from the very difficult emotional space they were inhabiting. Courage is what each had, though none, I think, would be willing to admit to such a virtue—they are humble these students. Because of their writing, each became unutterably more themselves. Through acknowledging their pain, came understanding, and, yes, even grace.

By Charles Jennings

The 9/11 attacks have shaken public confidence in security. While this is understandable, we must be careful not to let our response to the horrors of September 11 become excessive.

There are several dangers associated with unbridled expenditure potential for a cycle of continued fear and response, erosion of privacy and transformation of public spaces into "security zones," and finally, an imposition of costs in terms of both expenditures and delays that makes Manhattan unattractive as a location for business.

These dangers are all very real. Much of the current security efforts implemented post-9/11 are too costly to maintain, even in New York.

A recent panel on security following 9/11 held at Baruch College and organized by the Newman Real Estate Institute included myself and Prof. Madeleine Haberfeld of John Jay College and Setha Low of the Graduate Center. The consensus of the panel, consisted of experts on security, policing, and environmental psychology respectively was that the battle against terrorism is being fought on the level of intelligence and information, by making investments in upgradng safety and preparedness for both terrorism and other emergencies such as fires and natural disasters.

Recent programs announced by the NYPD, to undertake counterterrorism and intelligence initiatives, offer potential, but the emphasis should be on gathering of human intelligence and building relationships with foreign and local communities—not on formation of commando or paramilitary units.

By Charles Jennings

Public Safety
Challenging Summer for Students in Vassar/CUNY Program

Seventeen years ago, two unlikely academic partners-LaGuardia Community College, an urban community college in the heart of gritty Long Island City, and Vassar College, a prestigious four-year institution in the bucolic Hudson Valley-drew up a plan that would encourage LaGuardia students to go beyond the associate's degree and open their eyes to the numerous transfer opportunities that awaited them. Four years later the program was expanded to include Borough of Manhattan Community Colleges and then community colleges throughout New York State.

How they decided to accomplish these goals was through the establishment of Exploring Transfer at Vassar College—a five-week summer program where a select group of community college students would discover first hand what it is like to attend classes at a challenging liberal arts college. For LaGuardia students it would offer them a rare opportunity to leave the urban streets of New York and the responsibilities of family and work to become full-time students. "It was a life-changing experience for me," said Karline Forno, who would graduate from LaGuardia in June. "Not only did I succeed in the challenge of the five-week rigorous and intense intellectual boot camp in the summer of 2000, but I also developed an urgency to continue my education at Vassar. I tested my potential to excel and found that it is limitless." A human services major who moved to New York from Jamaica at the age of 16, honor society Phi Theta Kappa president, student senator, and mother of a four-year-old daughter, Karline will continue working toward a bachelor's degree in social work at New York University in the fall.

Since the program kicked off in 1987, with the support of a $225,000 startup grant from the Ford Foundation, over 600 students have gone through the program, and more than 77 percent have gone on to four-year institutions. Aside from Vassar, graduates have enrolled at such prestigious colleges and universities as Cornell, Mt. Holyoke, Columbia, Georgetown, and New York University, as well as senior colleges in the CUNY and SUNY systems. LaGuardia is one of six community colleges in The City University of New York system.

This program has proven over the years that it can successfully show students that there are boundless opportunities open to them," said LaGuardia President Gail O. Mellow. "And it convinces them that no obstacle is so insurmountable that they cannot fulfill their goals.

What makes the statistics more outstanding is that the students who are targeted for the program have a sound academic record, but have no plans to pursue a baccalaureate degree.

"When LaGuardia and Vassar sat down to develop a program that would lead community college students on the path to the baccalaureate degree," said Dr. Colton Johnson, dean of the college at Vassar and co-designer of the program, "it was not new or unusual for community colleges to pursue a four-year degree at selected residential colleges. What was new and unusual was that we would be identifying community college students who historically and predictably did not intend or even think about attending college of our sort."

Dr. Johnson and Dr. Janet Lieberman, special assistant to the LaGuardia president and program co-designer, felt that the best way to provide these students with a glimpse of the viable transfer opportunities, and to show them what it takes to attack the academic demands placed on them at a college such as Vassar, was to actually allow them to go through the experience.

To achieve this goal, faculty from both institutions work together to develop three intellectually challenging courses each summer that are team-taught by Vassar and LaGuardia faculty. The five-week Vassar students enroll in two classes where they quickly discover the pressures of completing a research paper on a project and the need to pull those all-nighters in order to complete the extensive reading requirements.

"When I first looked at all the books I was required to read and the paper that had to be written, I said, I can't do this. I may as well go home," said Penny Parsons, an Exploring Transfer alumna who went on to Mt. Holyoke after graduating from LaGuardia. "But once I got over being scared, I developed this attitude, 'It's time to do it,' and I did. Now I know that I will always get what I want. That is the best thing I got from the Vassar experience."

"We understand that two-year students need to gain confidence in their ability to succeed in difficult courses with high academic standards," said Dr. Lieberman. "The Vassar Institute allows them to realize that they can successfully take on the rigorous academic challenges that a senior college presents to its students."

The success of the program prompted other institutions to adopt the program. Replications have been spurred at Smith College, which is collaborating with four local community colleges; at Miami-Dade Community College; and at two Native American institutions—Sitting Bull College in Fort Yates, North Dakota, and the Institute of American Indian Arts in Santa Fe, New Mexico. Bucknell University accepts its students from the Community College of Philadelphia in a program similar to LaGuardia's.

"The LaGuardia and Vassar collaboration and its offshoots," said Lieberman, "are helping to open the senior college gates to community college students at a time when a baccalaureate degree is a necessary credential for social and economic mobility."