

Lehman

TODAY

SPRING 2011

Celebrating Eighty Years of Public
Higher Education in the Bronx

The Courage to
Step Forward

The President's
Report, 2010

THE MAGAZINE OF LEHMAN COLLEGE
For Alumni and Friends

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Photo by Roy Wright



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On the Cover: The many lights and activities of the Music Building—one of the original campus buildings, known first as Student Hall—symbolize the learning that has taken place here for eighty years. *Photo by Jason Green.*

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Staff for this issue: Marge Rice, editor; Keisha-Gaye Anderson, Lisandra Merentis, Yeara Milton, Nancy Novick, Norma Strauss, Joseph Tirella, and Phyllis Yip. Freelance writer: Anne Perryman. Opinions expressed in this publication may not necessarily reflect those of the Lehman College or City University of New York faculty and administration. Email all correspondence to lehmantoday@lehman.cuny.edu. For more information on Lehman, visit www.lehman.edu. Copyright © 2011.

A message from

President Ricardo R. Fernández



This issue of *Lehman Today* comes full circle. In 2011, as we celebrate the eightieth anniversary of our campus, we look back at its origins as Hunter-in-the-Bronx and capture the memories of some of those who graduated during those years. More can be found on the anniversary's website, www.lehman.edu/80th, including a blog where all alumni are invited to tell us about their own favorite recollections.

At the same time, the events taking place here and now—both on campus and with-in our large Lehman community—remind us that the College's founding values, which are so fundamental to our character and mission, are very much alive. It's not coincidental that certain themes reappear among our alumni, faculty, and students, often intersecting. They are central to a Lehman education.

Articles in this issue, for instance, explore the work being done on issues of human rights and the struggle to ensure that tragedies like the Holocaust are never repeated. Even when the activities are new, they represent not a beginning but an evolution of our concerns and commitment. The newly approved Center for Human Rights and Peace Studies, as an example, has its roots in one of the milestones that occurred on our campus, when the United Nations Security Council met here in 1946 to try and preserve a fragile global peace. Simultaneously, Eleanor Roosevelt and her staff began the work that would ultimately lead to the Universal Declaration of Human Rights.

Looking ahead, these and other Lehman values remain an integral part of the 2010-2020 strategic plan for the College, which is described in the President's Report section. Our goal is to both strengthen our foundation and expand the ways we carry out our mission, both on campus and in our community.

There are many opportunities for you, as alumni and friends, to become involved in these efforts, as well as in other initiatives, including further collaboration being planned between the Office of Alumni Relations and areas of the College like Career Services and Enrollment Management. As the stories on these pages demonstrate, with over 62,000 alumni, 12,000 students, and more than 900 full-time faculty and staff members, Lehman College is a powerful force for good not only in our region but across the nation. Our history makes us realize how much has already been accomplished—and how much more we are capable of achieving.



Lehman Students Capture Major Awards

This has been a banner year for Lehman students capturing major awards. In the fall, three of the seven recipients winning the coveted Women's Forum awards were Lehman students, each bringing home a \$10,000 scholarship. They competed against more than 100 other college students.

Then in the spring, senior **Ann Marie Alcocer** became the fourth Lehman student to win the extremely selective \$100,000 Math for America fellowship, designed for aspiring math teachers. She'll attend the graduate program in math education at New York University—tuition-free—and for the rest of her fellowship, work as a middle-school math teacher at a New York City public school. "I was ecstatic that I won," she says. "I've been interested in the program since my sophomore year, and I was encouraged by the fact that other Lehman students have won it."

"It's like winning an Oscar, it's just the best feeling," Women's Forum winner **Regina Farrell** said about her award. An art major, Farrell left her native Dublin armed with a certificate in art and design from Regional Technical College in Galway, and moved to New York in 2002. She worked with a sculptor in Manhattan for several years before opening her own ceramics studio in the Bronx, where she practices her art as well as teaches students from nine to ninety. A strong believer in the role art can play in the life of the individual and in the collective life of nations, she brought ceramic tiles made by her students to Hanoi, Vietnam. There they are part of the four-mile-long Peace Memorial Wall. She also illustrated a children's book that supports HIV-infected children in Uganda and hungry children in Ethiopia.

"I've never won anything in my life," said another Women's Forum winner, nursing student **Rhoda Smith**. "I never thought my story mattered or even inspired anyone. Lehman has taught me that my story does matter." Smith already has won a battle against homelessness and drug addiction. The victim of an abusive husband, she began to live on the streets, too ashamed to return home, and eventually turned to drugs, beginning a downward spiral. Eventually, she entered Samaritan Village's Detox program, where she completed nineteen months of intense drug rehabilitation. At Lehman, she has not only been successful in her academic work but also active in community service projects. Her ultimate goal is to become a nurse practitioner and also take part in public speaking to encourage those who doubt themselves.

The third Women's Forum winner, developmental disabilities major **Nelida (Nellie) Velez**, has been fighting for the rights of the disabled for almost four decades. Her life as an advocate began with the birth of her son Jason in 1975, when doctors told her he

would not live past the age of three because of his severe developmental disabilities. Jason lived until he was twenty-four. And every step of the way, Velez says she had to fight New York City's bureaucracy to get the Special Services he needed—and was entitled to receive. By the time her youngest son was born in 1983 with a learning disability, she had learned all the bureaucratic ins and outs and knew how to get the services her children needed. Over the years, she has worked with several organizations as an advocate for children with disabilities, and after graduation she plans to continue doing just that—"helping parents help their children have a better life."



Irene Cohen, president of the Education Fund of the Women's Forum, Inc., introducing the three Lehman winners: from left, Nelida Velez, Rhoda Smith, and Regina Farrell.

The Rocket® Takes Off, Helping Lehman Reach Sustainability Goals

The more compost you can create, the less material gets thrown into the garbage and ultimately into landfills. Instead, the compost is recycled as fertilizer. Thanks to a new device with a name derived from its shape—The Rocket®—Lehman is now composting not only gardening waste but also food waste, repurposing about 80 tons of gardening waste and 18 tons of food waste every year.



Manufactured by Tidy Planet Ltd. in the United Kingdom, The Rocket® composts the 120 lbs. of waste produced daily from Lehman's on-campus food preparation. Its cylindrical metal chamber is equipped with a helical blade that expedites the decomposition process within

an odor-free closed container. Then the output is later added to the College's yard-waste compost to create a very nutrient-rich mix for the campus soil, lessening the need for artificial fertilizers and pesticides.

Before the arrival of The Rocket®, food waste could not be included with general gardening compost because it would attract small animals; instead, it was hauled away by the Sanitation Department along with other garbage. Lehman is the second institution in New York City to adopt The Rocket® (St. John's University was the first) and the third in New York State. Its purchase is part of Lehman's plan to reduce its carbon footprint by thirty percent within ten years.

Homemade Cards Battle Cancer in the Bronx

It didn't take Brion Moss very long to come up with a plan to fulfill one of his requirements in the College's President's Service Corps.

As a charter member of the elite group of seven students, he is responsible for increasing student engagement through service across the campus and within the community—and for creating a project that exemplifies his commitment to public service. "Giving back to the people, that's our goal," says Moss, who is studying for his master's in nutrition.

Like millions of people around the world, his family has been touched by the plight of breast cancer—both his grandmother and aunt died of the disease. "I decided to raise money for the Breast Cancer Unit at St. Barnabas Hospital here in the Bronx," he says.

With that in mind, Moss drew nature scenes with pencil and charcoal before converting the images into digital files and printing them out on high-quality paper, creating eighty greeting cards for any occasion. He then set up a table at various locales around campus and sold the cards—a single one for \$2 or three for \$5—to his fellow students and others in the Lehman community.

On the first day, he made \$224 for his cause. By the time he was done two weeks later, Moss had raised \$640 and sold all but twenty of the cards. Then, just before Thanksgiving, he personally went over to St. Barnabas and hand-delivered a money order that the hospital used to buy wigs for those who have lost their hair due to chemotherapy and also to buy holiday gifts for cancer patients.

"It was honorable and humbling at the same time," he says.

Lehman Women Win ECAC Basketball Championship

The Lehman women's basketball team won its first-ever ECAC Metro Championship this March with a heart-stopping 63-60 victory over St. John Fisher College in the Division III championship game.

Trailing 60-56, Lehman cut its deficit to two on a basket by senior Louvinia (Lou-Lou) Hayes. On the Lightning's next possession, Hayes drove to the basket and kicked out to a wide open Paula Robinson, who buried the team's biggest three-pointer of the season from the top of the key to give Lehman a 61-60 lead with 1:59 remaining.



Brion Moss (far right) delivers the the funds he raised to executives at St. Barnabas (from left) Arlene Allende, Tom Murray, and Grace Facciabene. His designs are shown below.



There was still plenty of time, however, for St. John Fisher's Colleen Maloney, the team's high scorer for the day with 19 points, to get more cracks at retaking the lead. But her attempts failed, and ultimately she scored nothing more. Hayes was able to convert two free throws for the final 63-60 margin.

The close game mirrored Lehman's first two games of the tournament—overtime wins over Farmingdale State and Brooklyn College.

Aside from the elation of winning the tournament, the victory represented Coach Eric Harrison's 200th career-coaching win, a milestone achieved in his thirteenth year with the team. "It's a nice way to get it," he said. "I didn't want to be stuck at 199 over a whole summer. Even better, I was able to win it with this group."



The team celebrates its victory.



campus walk

■ Helping the Victims of Japan's Disaster

Roz Moshensky (sitting) and Lissette M. Diaz (center) from the Student Financial Services' Business Office make a contribution to help victims of the earthquake and tsunami disaster in Japan. Nana Temeng (right) was one of the students from Lehman LIFE (Leaders Involved For Everyone) who visited offices and the student cafeteria in the organization's annual "Donate-a-Dollar Day" this spring. The funds raised normally help the group pay for trips to cities and countries where they work on volunteer projects.

Because of the scale of the disaster, however, they decided the funds should go to a greater cause. They raised more than \$800 in four hours. A few weeks later, students held a three-hour festival that raised additional funds for Japan.

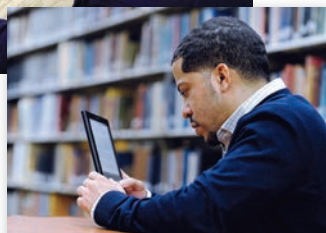


■ College Moves Forward—Digitally

Lehman's Leonard Lief Library became the first CUNY library last fall to introduce e-readers. Specifically, the Library purchased ten Sony e-readers, which are available for one-day loan use only within the Library. Content comes from Google, as well as electronic database providers like OverDrive. In the photo, Addy Soto, head

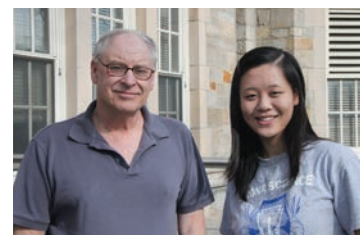


access services librarian, is checking out one of the devices for graduate student Joel Lopez. *Photos courtesy of CUNY Photos.*



■ Award-Winning Bronx Science Student Draws Inspiration from Lehman Faculty Member's Research

When Bronx High School of Science student Kezi Cheng was searching on the Internet for a respected expert in the field of theoretical quantum optics, she did not have to look far. She found someone right down the block from her school—Lehman Physics and Astronomy Professor Christopher Gerry (shown at right with Kezi).



The Bronx High School of Science senior is a semifinalist in the 2011 Intel Science Talent Search, the nation's most prestigious pre-college science competition. She learned of Professor Gerry's research two years ago while looking for someone to direct her Intel project.

"I gave her a practice problem to calculate, which turned out to give unexpected results, and that became her project," says Professor Gerry. One of the practical applications of quantum optics research is the development of laser technology and related devices. "I wanted to give her a project relevant to the research going on here."

"This process didn't exactly follow the scientific method that I was taught in school," she says. "Instead, we worked backwards to gain insight into our discovery. The fact that I only had two-to-three months to do this project with Dr. Gerry is going to be the most memorable thing for me in the future, if I can continue to do research. Hard work pays off!" Their collaborative work on this research will be the basis of a joint paper for publication later this year.

■ New Science Building 'Topped Off'

The afternoon sun reflects off the steel in Lehman's new science building. After the last steel beam was hoisted into place at the top of the structure, a ceremony



celebrated the milestone. Attending were New York City Council Speaker Christine C. Quinn, Majority Leader Joel Rivera, members Maria del Carmen Arroyo (B.S., '91) and James Vacca, and Lehman and CUNY officials. The City Council secured funding for a rooftop greenhouse, which will expand the College's teaching and research in the plant sciences. *Photo by Karsten Moran.*



Highlights of the 2010-11 Lehman Athletic Season

FALL SPORTS

Men's Soccer. The headline for the entire fall season sprang from the soccer field, where the men's team charged into the CUNY Athletic Conference championship game seemingly out of nowhere. The program, in only its second full year of varsity competition after a long hiatus, dominated the College of Staten Island, 4-0, in the quarterfinals and then stunned top-seeded Baruch in an overtime thriller to reach the title game. Expect the Lightning to be prime contenders next season due to a roster comprised mainly of underclassmen, including CUNYAC Second Team All-Star Thaddeus Ikwuka.



Thaddeus Ikwuka

Women's Volleyball. Even though the women's volleyball team did not reach the CUNYAC championship contest, losing in the semifinals to eventual champion Hunter College, it earned the program's first-ever selection to the ECAC Division III Metro/Upstate Women's Volleyball Championship. The honor came as a result of the team's 17-15 season, which included a CUNYAC First Team spot for junior Gerri-Ann Martin.



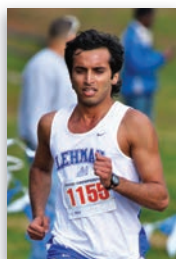
Gerri-Ann Martin

Women's Tennis. Playing its first season on Lehman's newly refurbished courts, the women's tennis team put together a 6-3 conference record on its way to a tough quarterfinal loss to John Jay in the CUNYAC Championships. Freshman Daraliz Collado and senior Natalee Smith were First Team All-Star selections, while sophomore Ravnit Bhatia earned Second Team accolades.



Daraliz Collado

Men's and Women's Cross Country. Van Cortlandt Park was home to several success stories during the cross country season, as junior Michaelle Garcon and seniors Irfan Anwar and Oscar Kamalu were chosen as CUNYAC All-Stars. All three also garnered medals at the CUNYAC Championships for placing among the top finishers. Anwar, in particular, ended his college running career in style, placing first in the Brooklyn Invitational while posting a personal best in the Lightning Invitational.



Irfan Anwar

WINTER SPORTS

Women's Basketball. As the temperatures turned cold, the Lightning heated up the scoreboard, especially the women's basketball team. The team not only made it all the way to the CUNYAC Championship game but also followed that up with its



Louvinia Hayes (left) and Amanda De La Cruz

first ECAC championship (see the story on page 3). Louvinia Hayes led the CUNYAC in scoring at 22 points per game, earning First Team All-Star status along with teammate Amanda De La Cruz, who averaged 17.4 points per game and ranked fourth in the Championships.



Samuel Batista

Men's Basketball. The men's team left many indelible moments in the minds of fans during its 11-13 season. Junior Samuel Batista proved to be one of CUNYAC's top marksmen as he ranked fifth in the conference in three-point field goals. The newcomer's 32-point performance against Pittsburgh-Bradford early in the season had many shaking their heads at the CUNYAC Second Team All-Star's long-distance prowess.



Mingfan Sun

Men's and Women's Swimming and Diving. The men's and women's swim teams improved markedly over the course of the season, helping to earn head coach Peter Kiernan the CUNYAC Women's Coach of the Year award. Senior Mingfan Sun displayed his ironman side, swimming in every event during the men's meet against York College, while sophomore Ivan Srdanovic was honored with the CUNYAC Co-Scholar Athlete of the Month Award for January.



Indoor track athletes, from left, Michaelle Garcon, Oscar Kamalu, Taofeqat Ali, and Aminat Adebayo.

Men's and Women's Indoor Track and Field.

On the gleaming indoor surface of the Armory, the men's and women's indoor track and field teams shone even more brightly. Freshman Taofeqat Ali burst onto the scene with three medals at the CUNYAC Championships and qualified for the ECAC Championships in the 55- and 200-meter dashes as well as the long jump. In addition to Ali, Aminat Adebayo (two medals), Michaelle Garcon (one medal), and Oscar Kamalu (one medal) each placed among the top finishers at the CUNYAC Championships. ■



bookshelf

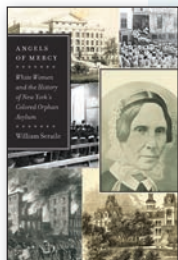
Angels of Mercy: White Women and the History of New York's Colored Orphan Asylum

(Fordham University Press, 2011). William Seraile. \$27.95 (cloth); \$20 (paper).

In his new book, Professor Emeritus William Seraile of Lehman's African and African-American Studies Department uncovers a forgotten chapter of New York City history: the more than a century old Colored Orphan Asylum that housed thousands of young African-American children in the nineteenth and twentieth centuries. The Orphan Asylum—as it was called then—was a place where poor children were wards of the state. Many were actual orphans, but many others were not. As Dr. Seraile details in this thought-provoking book, their young lives were anything but easy.

At age twelve, they were sent away from the orphanage—in some cases, the only home they had ever known—to work as indentured servants on farms; boys worked the land, while girls became domestic servants. Their stories on these farms are heart-wrenching: Abuse was rampant; some were whipped. Sometimes the only familial bonds they had were ruptured when they left the asylum. Dr. Seraile recalls reading letters of older siblings to Orphan Asylum managers, looking for the whereabouts of their younger siblings; it was unclear from his research, he said, if these children ever received a response.

As you can imagine, adjusting to completely new circumstances, losing the only home they ever knew, and performing adult labor at such a young age was often unbearably difficult. There are stories of children acting out, setting fire to barns, and killing employees.



One former Asylum child left his employer, walking 100 miles on foot back to the orphanage, only to be turned away. "They couldn't take him back," says Dr. Seraile. "It was against the law." The child eventually returned—again on foot—to the farm.

There is also ample evidence, as he discovered in the New-York Historical Society and the Schomburg Center for Research in Black Culture, that some children were treated kindly by their employers, even rewarded with property of their own. Others went on to serve their country in the Civil War. One such Asylum resident was James Henry Gooding, an African-American soldier who wrote a famous letter to President Abraham Lincoln in January 1863, protesting that soldiers like himself were paid less than their white counterparts—\$10 a month, while whites received \$13. Soon thereafter, Congress changed the law and gave both sets of soldiers equal pay.

Over time, children from the orphanage became musicians, lawyers, doctors, teachers, nurses, and police officers, among other professions. Despite the hardships, the institution was a nurturing place for many of its residents.

Originally located in mid-Manhattan from 1836 until July 1863, when it was burned down in the draft riots that occurred during the Civil War, the orphanage eventually relocated to northern Riverdale, to the site overlooking the Palisades now occupied by the Hebrew Home for the Aged. In 1944 it moved again, this time to Harlem; in 1989 it changed its name to the Harlem Dowling–West Side Center for Children and Family Services. No longer an orphanage, it became a foster home and counseling center for families. ■

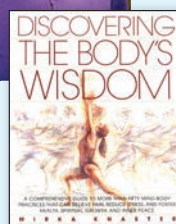
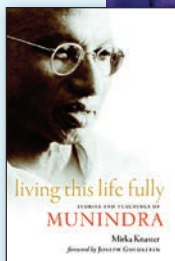
Living This Life Fully: Stories and Teachings Of Munindra

(Shambhala Publications, Oct 2010). Mirka Knaster.

As an immigrant in New York, Dr. Mirka Knaster (B.A., '68) grew up at home with several languages—Yiddish, Polish, German, and Hebrew—while learning English. She added Spanish, French, and Italian, with a smattering of Latin and Greek, at Hunter-in-the-Bronx (now Lehman).

"I've always loved to read, whatever the idiom," she says. "I can still remember the thrill of getting my first library card. Books introduced me to new worlds and helped me imagine and believe in possibilities beyond the life I knew. But I never imagined that I'd be writing books myself some day."

Logically, you'd expect Dr. Knaster to choose a career as a professional translator or linguist. Her interest in how other



people live, however, led her to explore cultures around the world, especially with respect to women, healing arts, and spiritual traditions.

After graduation, when she won a full scholarship to the Ph.D. program in Spanish at Brown University, she was surprised to find that graduate school was not more challenging than college had been.

Deciding instead to teach English at a university in Colombia—"where Spanish really came alive for me in an everyday way"—she traveled throughout South and Central America, Mexico, and the Caribbean.

Those experiences led her back to graduate school, this time in Latin American Studies at Stanford University, where she earned an M.A. and won a post-graduate Ford Foundation grant. Several years later, her focus shifted to Asia. After training in body therapies, and spending time teaching them, she headed for the East in 1981 to investigate cross-cultural healing arts.

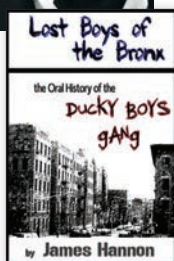
Lost Boys of the Bronx: The Oral History of the Ducky Boys Gang

(Authorhouse, 2010). James Hannon.

You could say that James Hannon (B.S., '89) was born to write a history of the Ducky Boys, the much-mythologized Bronx street gang from the early 1960s. For starters he lived in the heart of "Ducky" country, having grown up in the Norwood section of the Bronx (then known, he points out, as Bainbridge). In fact, he actually grew up on the same block—Briggs Avenue and East 196th Street—as Kevin Byrne, who was not only a Ducky Boy member but also the younger brother of the twins, Jimmy and Frankie Byrne, who founded the gang.

Hannon doesn't glamorize—or condemn—the Ducky Boys. Instead, he shines a light on a gang whose notoriety has only grown since novelist Richard Price fictionalized the group in his 1974 debut novel *The Wanderers*. In Price's Bronx milieu, the Ducky Boys were a gang comprised of "hundreds of stunted Irish madmen with crucifixes tattooed on their arms and chests, lunatics with that terrifying, slightly cross-eyed stare of the one-dimensional, semihuman, urban punk killing machine."

In the film version of *The Wanderers*, which has since gone on to achieve cult status, the Ducky Boys were a group of mute misfits who, in the film's climatic fight scene, decide to ambush a football game between rival gangs, only to get beaten and run for their



lives. If there's one thing in the film that all the gangs can agree on, it's that everyone fears—and no one likes—the Ducky Boys. Inspired by Hollywood's depiction of his Bronx neighborhood, Hannon set out to tell the true story of that long-ago era of his native borough.

In reality, the Ducky Boys were a lot less dangerous than their cinematic counterparts, and it's this discrepancy between the gang's popular perception and reality that Hannon attempts to set straight. For one, they weren't all short; and two, they weren't all Irish. There were hundreds of them, however, and the group was much feared, and with good reason: in the early '60s, a chance encounter with a Ducky on Webster Avenue could end in bloodshed—probably yours.

Truth be told, the Duckys were, like plenty of other teenagers in the Bronx and elsewhere, just directionless inner-city kids with excessive amounts of adolescent adrenaline to burn wandering the streets. Not particularly dressed up and definitely nowhere to go. Perhaps the most famous Ducky of them all was a Bronx street kid who grew up to become Ace Frehley, an original member of the rock band KISS; however, as Hannon points out, Frehley wasn't really "in" the gang, but hung out on its margins.

Hannon calls the Duckys the "Lost Boys" because, as he puts it, many of them "didn't make it to adulthood" (of the literally hundreds of kids who were in the Duckys, less than 25 percent are alive today). Aside from the fights, rumbles, and pranks—perhaps their favorite pastime—many members eventually fell victim to drugs (sniffing glue seems to have been the narcotic of choice), while some who did grow up got involved in more serious drugs and crimes. A fair number of the Ducky Boys were sent to Vietnam. *The Lost Boys of the Bronx* should probably best be seen as a cautionary tale of what happens to kids who don't want to grow up. ■

When she returned to the U. S. two years later, she moved to Hawaii and began writing about what she had learned, publishing her work in magazines, newspapers, and encyclopedias, as well as in a book, *Discovering the Body's Wisdom* (Bantam Books, 1996), a guide to Eastern and Western body-mind disciplines. During her travels in Asia, she had learned about non-Western spiritual traditions and attended a ten-day Buddhist meditation retreat. Although she did not realize it at the time, those experiences eventually led her back to graduate school, this time to earn a doctorate in Asian and Comparative Studies.

The idea for her most recent book, *Living This Life Fully: Stories and Teachings of Munindra*, developed in 2004 while she was on a month-long retreat at the Forest Refuge in Barre, Mass. As she explains, Anagarika Munindra was a grandfather of the "mindfulness" movement in the West and taught others who went on to teach and apply mindfulness in education, health care, law, sports, and psychology. Though Munindra's name may not be familiar, his students include best-selling authors like Daniel Goleman, former

New York Times journalist reporting on the brain and behavioral sciences and author of *Emotional Intelligence*.

Collaborating with Robert Pryor of the Antioch Education Abroad Program in Buddhist Studies in India, Dr. Knaster set about her research and interviewed nearly 200 people around the world of different religious backgrounds who had known Munindra. "Their stories," she says, "convey what it's like to embody the sixteen qualities that make a great human being, no matter what religious path you're on. They're qualities that anyone can practice in daily life."

This latest book brings together the various strands of Dr. Knaster's original fascination with cultural anthropology. "I realize I've become a kind of translator after all," she says, "not of language in the literal sense, but of different healing systems, cultures, and spiritual traditions."

Dr. Knaster and her husband, Larry Jacobs, live by the ocean in northern California. Learn more at www.mirkaknaster.com ■



Collaboration with St. George's Society Grows to Include Mountbatten Institute

It's not every day Lehman gets a royal visitor. In fact, when His Royal Highness The Duke of Gloucester stepped out of his car last December and walked along the APEX entrance, that became the first record of such a visit to the College. His Royal Highness traces his lineage back many centuries, but the recent movie *The King's Speech* provides a more contemporary link. He is the nephew of the protagonist (George VI) and thus cousin to George VI's daughter, Queen Elizabeth II.



Above: HRH lectures on "The Commonwealth as an expression of global community, not empire." Right: HRH is interviewed in Lehman's new Multimedia Center by multimedia journalism major Elsa Bittar.

As the royal patron of The St. George's Society of New York, His Royal Highness came to Lehman to meet some of the students who received scholarships funded by the Society, as well as their families, and to help announce another scholarship, this one for graduate study in London. The graduate scholarship is provided through the Mountbatten Institute, which now has joined with the Society in supporting outstanding Lehman students.

"In spite of the persistent tough financial climate over the past year, we have successfully maintained our level of service and commit-

ment to our beneficiaries," said Victor Stewart, president of the St. George's Society. "Thanks to the sponsorship of the Mountbatten Institute, we now offer the additional possibility of a postgraduate year of study to one of the scholarship awardees who further qualifies."

"The support of The St. George's Society is treasured by all of us at the College," said Lehman President Ricardo R. Fernández. "Particularly in these difficult economic times, these scholarships are building a bridge to the future both for these men and women and for our city."

Founded in 1770, the St. George's Society is one of the oldest charitable organizations in New York City. As of the end of 2010, the Society and its members had contributed more than \$200,000 to the scholarship fund it established at Lehman in 2008 and awarded 59 scholarships to Lehman students in their final year of study.

The Mountbatten Institute was founded in 1984 and continues the dedication of the late Lord Louis Mountbatten to the promotion of intercultural education and international awareness among young men and women. "When combined with the student's sponsoring company contribution to cover housing, monthly stipend, and administrative costs," noted Dr. Paul Beresford-Hill, the founder and director general of the Institute, "the full value of this scholarship is approaching \$42,000."

An architect and agriculturalist, His Royal Highness was welcomed to Lehman by President Fernández, who pointed out historic



aspects of the campus, including the building where the UN Security Council met in 1946. His stops included the College's cornfield, being used to develop maize rich in vitamin A (see *the story on page 40*), the Lehman College Art Gallery, and the new Multimedia Center, where he was interviewed by multimedia journalism major Elsa Bittar for a broadcast over CUNY TV.

Speaking after a luncheon in his honor, His Royal Highness gave a lecture for St. George's Scholars and their families, as well as Lehman students, faculty, and staff, on "The Commonwealth as an expression of global community, not empire." More than 1,000 Lehman students are linked to the Commonwealth—a confederation of fifty-four independent nations—either by birth or heritage.

"If I have one message today," he said, "it is that the Commonwealth is a symbol of the global village. It is a symbol of the benefit of

people coming together and hoping that the consequence of their coming together is a better life, not just for one lot but for everybody.”

He noted that he was delighted to be at Lehman as patron of the St. George’s Society, which set up its scholarship system “to help students from all over the world pursue their education ... What you learn here is going to be of huge significance, not just to you but to your own countries when you go back there—if you do go back there—and bring all the advantages that an educated man can bring to his own community.” ■

First Lady of Dominican Republic Gives Lehman Lecture

More than 300 people, as well as a throng of media, greeted the First Lady of the Dominican Republic, Dr. Margarita Cedeño de Fernández, as she gave this year’s Lehman Lecture in the Lovinger Theatre and received an honorary Doctor of Laws degree. Pointing to the fact that her husband, President Leonel Fernández Reyna, had received the same honor in 2002, she noted that this “may break some record” and added humorously, “It may look like I am following in his footsteps”—a reference to reports that she would seek the presidency at the end of his current term, when he is ineligible to run again.

Emphasizing the importance of education in this era of transformation and technological advances, she called it a powerful tool that is helping to create a more democratic and peaceful society in her own country.

“When you believe that your future is shaped by the actions of today,” she told students, “when you take advantage of the opportunities presented to you each day to make a difference and do it right; when you, as Governor Lehman did, do not compromise your conscience, never cease to inquire, to act, and to reason, you will not only continue to honor his memory, you will be honoring yourselves.”

Numerous dignitaries were in the audience, including Dr. Roberto Saladin, Dominican Ambassador to the United States; Ambassador Federico Cuello, Permanent Representative of the Dominican Republic to the United Nations; Rafael Evans, Consul General of the Dominican Republic in New York City; CUNY Trustee Dr. Hugo M. Morales; and the presidents of the College of Staten Island and CUNY’s new community college.

“To remember Herbert H. Lehman’s legacy,” said Lehman President Ricardo R. Fernández, “many speakers chosen to deliver this lecture over the last forty-two years have either served in the public sector or played an important role in international issues. Today we are very pleased to add to that list the name of a preeminent woman who combines both these fields: public service and an international focus.”



Above, right: Dr. Margarita Cedeño de Fernández receives her honorary degree. With her are Provost and Senior Vice President for Academic Affairs Mary A. Papazian; Professor Fred Phelps (Psychology), chair of the Honorary Degrees Committee; and Lehman President Ricardo R. Fernández. Left: The First Lady meets with Lehman students, Vice President of Student Affairs Jose Magdaleno (second from right), and staff. The students were headed for the Dominican Republic over spring break to do community-service work with a group called *Cambiando Vidas* (“Changing Lives”).



Dominican Republic residents Maria Castro (B.A., '03), her husband, Henry Mensen, and their three-year-old daughter meet with the First Lady and Dr. Sorosh Roshan, president of IHAN (International Health Awareness Network) and a Board member of the Lehman College Foundation. Mensen Academy, the educational center the Lehman alumna founded in the Dominican Republic, now serves pre-k through third grade and offers a literacy program for adults, as well as a variety of other classes, workshops, and lectures. The school aims to educate and nurture people about self-sustainability, she says, adding that “in fact, as we and our food crops grow, our farm and school have already become a model for responsible and self-sustainable eco-agro-tourism. It’s a place that creates both employment for the local community and educational opportunities for anyone interested in studying self-sustainability, alternative energy, permaculture, literacy, yoga, and the arts.” Learn more at www.mensenacademy.com.



development news

Dr. Cedeño de Fernández became First Lady in 2004 and has concentrated her efforts on working with some of the most vulnerable sectors of her country's population, aiming to reduce poverty, improve education, and close the digital gap. Many of these initiatives have won national and international praise, and she has received numerous awards, including the World Information Society Award from the International Telecommunications Union and the Gold Medal of the Government of Italy. The Latin Pride National Awards also designated her as "Woman of the Year."

Dr. Cedeño de Fernández received her Doctorate of Law from the Autonomous University of Santo Domingo and her master's degree in corporate law and economic legislation from the Pontifical Catholic University. She also has studied at Georgetown and Harvard universities, and the University of Geneva in Switzerland. ■

Thanking Alumni Donors with Champagne And Waltzes

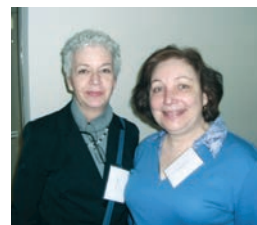
More than 100 alumni enjoyed a champagne reception in the Lehman College Art Gallery this February, followed by a Sunday afternoon concert with the Opole Philharmonic of Poland at the Performing Arts Center (PAC). This was the second event held by the Office of Alumni Relations to recognize Lehman alumni who have supported the College.

Two Grants Provide Students with Emergency Funds

There was good news recently for Lehman students confronting a sudden emergency, like the loss of a job or a place to live. A three-year, \$300,000 pledge from the Carroll and Milton Petrie Foundation and a \$62,000 grant from the LCU Foundation are providing funds to help students through tough situations.

Students may apply for funds from the Petrie Foundation to cover a wide range of emergencies, including medical and dental work, loss of childcare, essential clothing, like a winter coat, and traveling expenses. The LCU grant is being used to aid women living on the economic edge and experiencing housing crises. At Lehman, there is a pressing need for the type of assistance offered by both foundations.

"Both of these grants will provide the College with a critical opportunity to help students who have financial needs," says Jose Magdaleno, vice president for student affairs. "This will allow them to facilitate their academic success and achieve their ultimate goal, namely, graduation." ■



At the reception, alumni had an opportunity to mingle, meet, and reconnect with one another, and also enjoy "New York Fiber in the Twenty-First Century," which was on display in the Art Gallery. The PAC generously provided alumni with complimentary tickets to the Philharmonic performance.

"The art exhibit and the concert gave us a wonderful opportunity to welcome our alumni and friends back to campus, and express our great appreciation for all they do for Lehman College," said Cristina Necula, Lehman's director of alumni relations. "We were delighted to offer them this beautiful afternoon of art and music, and it was heartwarming to see so many alumni return to campus—several of whom had not been back since graduation. We hope this event will become a yearly tradition."

Clockwise from top left: Fredrick Gilbert, acting executive director of the Lehman College Foundation, Cristina Necula, director of alumni relations, Professor Keith Happaney (B.A., '92) of the Lehman Psychology Department, and guest Violetta Tadla with Aravind Mallipudi (M.S., '98); Professor Emeritus William Seraile and his wife, Jane, Diane Joye (B.A., '08), and Thomas Smithwick (M.S., '96); Stuart Gang (B.A., '78), guest Patricia Serafinn, and Rosemary Pearce (B.A., '78); Rita Iturralde (B.A., '76) and Karen Jordan '75; Guest Kathy Daly and Leah Santavicca (B.S., '77); Guest John Stoia, Madeleine Richard (B.A., '69), and Kathleen Costa (B.A., '74) and her husband, Joseph.

The Courage to Step Forward



An exhibit last fall in the Leonard Lief Library echoed a theme that runs through Lehman College, past and present: The courage to step forward and take a leadership role to help address pressing issues.

They Got on the Bus

The exhibit—on the civil rights protests known as the Freedom Rides—looked back at six months in 1961 when more than 400 Americans risked their lives to challenge segregated facilities in the South. Old and young, black and white, men and women, Northern and Southern—they had a simple but daring plan: to board buses in small interracial groups to test and challenge the use of segregated public facilities. They endured beatings, humiliation, and imprisonment, but ultimately their actions and commitment to nonviolence laid the groundwork for historic change. Not only students, including several from CUNY, joined in this action but also ordinary working men and women, from scientists to secretaries.



“The 1961 Freedom Rides are an inspiring example of what ordinary individuals can accomplish,” said Lehman President Ricardo R. Fernández at the exhibit’s opening. “Their actions and bravery provide invaluable lessons for our students, and for anyone who hopes to make a difference in our community, country, or world.”

A notable number of Lehman alumni, faculty, and students have learned those lessons and are teaching them to others. The stories that follow represent just a handful of the many examples of their service, leadership, and civic engagement—values that are intrinsic to the College’s mission.

Coming Out of the Shadows

A young freshman at Lehman this year, a native of Colombia, organized a group of both documented and undocumented students to form a DREAM Team. Its members are pushing for passage of the legislative proposal known as the Development, Relief, and Education for Alien Minors—or DREAM—Act, which would provide permanent residency under certain conditions for those who were brought illegally to the United States as children. This spring, the team organized an event at which several students “came out of the shadows” and, with media present, publicly declared their status for the first time. (Page 12 and 13.)



Making a Difference

As a survivor of Auschwitz, Professor Emerita Livia Bitton-Jackson—who taught in what was then the Department of Classical, Oriental, German, and Slavic Languages—has written a series of books about her experiences during and after the Holocaust, which have been published to wide acclaim. Today she is continuing her mission, speaking in Germany to audiences that include many students. “Tell my story to your children, to your friends, to your colleagues—so this will never happen again.”



Her story is linked with that of Hunter/Lehman alumna Barbara Greenspan Shaiman (B.A., '68), the daughter of Holocaust survivors, who was moved by her trip to Auschwitz, which her mother survived, to found the non-profit Champions of Caring. “We all have to try to make this world a better place. Those are the lessons my parents taught me.” (Pages 14 and 15.)

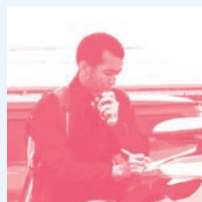
Speaking for the Victims of Injustice



The Center for Human Rights and Peace Studies was established at Lehman this year, with a goal of advancing social justice and human dignity. Directing the Center is Professor Victoria Sanford (Anthropology), who has dedicated more than a decade of work to uncovering and researching the mass slaughter of indigenous people in Guatemala. (Pages 16–18.)

Stranded in Chile

This winter, a group of Lehman alumni found themselves in the middle of a difficult situation with no authorities around to lend assistance. They became stranded in the town of Puerto Natales, Chile, along with more than 1,500 tourists from around the globe, when local protesters prevented people from leaving. As bilingual Americans, they stepped forward and volunteered to lead evacuation efforts, coordinating by phone with the U.S. Embassy in Santiago. (Page 19.)



Coming Out of the

Lehman Freshman Travels to Capitol to Advocate for Change

Let's call her Maria. A freshman, she was old enough to understand the consequences of revealing her status as an undocumented resident. Still, she wanted to do her part to support the DREAM Act and try to remove some of the obstacles faced by many thousands of students like herself who are not legal residents.

She's done more than just her part, not only lobbying in the halls of Congress for passage of the Act but also publicly revealing her status to both New York and national media. On campus, she became a leader in organizing a group of students, both documented and undocumented, to fight for reform.

"When I was a kid," she says, "I knew I couldn't travel outside of the country, but I didn't know how to describe my situation." She came to New York with her family from Colombia in 2001 on a tourist visa, and they overstayed their visit. A talk with her high school counselor, who told her how limited her educational and professional options would be as an undocumented resident, made the gravity of her situation clear.

Maria wasn't sure what she could do to change these circumstances, until she became involved with the New York State Youth Leadership Council last summer, before enrolling at Lehman.

"The Council promotes awareness and helps students regardless of their immigrant status, and they advocate for the DREAM Act," she says.

The proposed Development, Relief, and Education for Alien Minors (DREAM) Act would provide undocumented students with the opportunity to gain permanent resident status if they meet a number of criteria, including at least five years of U.S. residence, a high school diploma, and absence of a criminal record.

"It will open a pathway to citizenship for students like me," says Maria. "Maybe by blood we're not Americans, but we consider ourselves Americans as well." Last December, she and other students traveled to Washington to advocate for the DREAM Act and visited the Senate to listen to arguments. "When we started hearing more 'no's' than 'yes's,' it was very hard. We all left crying."

Although the legislation was not passed, Maria returned to campus with a renewed spirit of activism. She and a group of classmates who founded the Lehman Dream Team invited speakers to campus to raise awareness about the need for this legislation. On March 16, they joined with other groups around the country to show that they are "undocumented, unapologetic, and unafraid." At a rally on the campus quadrangle, covered by local print and broadcast media, several students publicly declared their undocumented status for the first time.



Students (above, and right) publicly declare their undocumented status at an event on campus in March. Professor Alyshia Gálvez (left).

"The DREAM Team is about creating a safe space on campus for undocumented students to be out and unashamed about their status," explains Latin American and Puerto Rican Studies Professor Alyshia Gálvez, who is the DREAM Team's advisor. "The students are activists for the DREAM Act, fighting for a change in immigration laws with the same dedication and diligence they apply to their studies."

Professor Gálvez supports the club's efforts both to create a safe space on the Lehman campus where undocumented students can feel comfortable with being open about their status and to push for reform of immigration law.

"When we graduate, we'll have a diploma but what will we do with it?" asks Maria. "We're not here to take other people's jobs. We want to show that we will educate ourselves, and we're not going to let paperwork stop us from doing that." Maria would like to major in social work or psychology. She volunteers regularly with New York Cares, where she works in soup kitchens, visits with sick children, and helps to beautify public spaces.

"She came to the United States because her mother brought her," says Professor Gálvez, "but this is now the only home she knows, and she should be able to stay, continue her education, work, and contribute to our society." ■

Interested in becoming part of the Lehman DREAM Team's efforts? Contact Professor Gálvez at alysia.galvez@lehman.cuny.edu.

Shadows



Hear the Voices of Lehman Students

"This is the hardest thing I've ever had to do in my life. On the outside, you would see a strong, hard-working, dedicated, and caring person, but on the inside I have a secret that's been tearing me apart every day of my life. Like many of my fellow Dreamers, I found out at an early age that I was undocumented and since then, I've always felt like a second-class citizen, stuck in limbo, without a future and unable to make my dreams come true. But I've discovered that I don't need a piece of paper to tell me I'm an American. I'm just as American as anyone else." – Victor

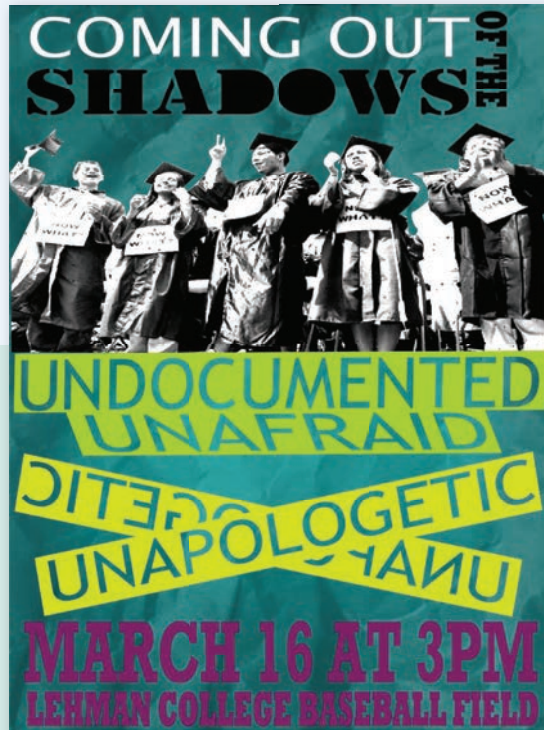
"All my relatives instilled this intense sense of ambition in me to strive for the best. School was the single most important priority. I was always the smartest boy in class, the golden boy back home despite the 50 million other cousins I have. And I was expected to do great things with this opportunity. My mom worked double jobs, my dad worked from 9:00 in the morning to midnight. They brought me here so I could do what I wanted with my life, without being limited like I probably would have been back in my country. It wasn't until high school that I realized, once I was done, I couldn't really live up to anyone's expectations. I couldn't live up to my own expectations. I just simply couldn't live. Where did all my dreams go? Oh, that's right, they were blocked by a piece of paper, a nine-digit number." – Michael

"We are the students sitting in your classes, the ones you might never suspect, some with thick accents, others already Americanized. The ones they stamp 'illegal, banana boats, alien, unwanted, unneeded, undocumented,' as if we are not people with the same red hearts and blue veins, as if we, too, aren't dreamers. As if we brought ourselves here.

You tell us, 'Go back to where you come from!' If only you knew. You aren't native to this land, either. Ask for an America without immigrants, and you will have none. No schools. No government. No buildings. No people. No white men writing declarations because they, too, are immigrants. What will you do then? With no bricks supporting this nation, your foundation will easily crumble.

We are here studying to make your country a better place as we always have. America, don't fool yourself. Don't break the same backs and bite the same hands that feed you. It isn't wise. They stamp us 'alien, wetback, banana boat, unwanted, unneeded!'

We are undocumented, but we are stepping out of the shadows freely and fearlessly, dreamers and supporters. Stepping out from the dark, no longer letting our silence and your ignorance be our definitions. Fearlessly and proud, we are telling our stories. This time, you will hear. Listen to our voices, America—there's a lot we've been wanting to say. We will say it this time." – Ronessa



Center for Human Rights and Peace Studies

Rooted in the History of The Campus

In 1946, when the United Nations was housed on the Lehman (Hunter) campus, Eleanor Roosevelt and her staff began work on the document that later would become the Universal Declaration of Human Rights. Herbert H. Lehman, for whom the College is named, was a prominent internationalist of his day and, as the first director of UNRRA (U.N. Relief and Rehabilitation Administration), led the effort to feed and clothe millions of refugees after WWII. This legacy has inspired Lehman College to maintain an ongoing connection with the U.N. and with the issues of both human rights and peace.

This January, the CUNY Board of Trustees authorized the establishment of a new Center for Human Rights and Peace Studies at the College—an idea that originated in 2006, when Lehman cosponsored a global peace conference in Hiroshima, Japan, where Lehman had operated a campus for several years.

Since then, the Center has held two conferences. The first, on immigration reform and immigrants' rights, identified ways in which advocacy, coalition-building, and community outreach can advance equitable immigration reform and justice for immigrants. The other conference, which drew international support and participation, identified remedies to address violence against women in Central America, including femicide (the killing of women) at the local and regional level.

Information about the Center's projects and events can be found at www.lehman.edu/human-rights-peace-studies.

Making a Difference



Professor Bitton-Jackson (left) with Professor of History Emerita Ruth Zerner.

Livia Bitton-Jackson's Story of Survival

her haunting memoir *I Have Lived A Thousand Years*, she tells the story simply and directly, as it happened to a young girl. The book has been translated into German, Dutch, French, Italian, and Japanese. It is used as a textbook in many German schools.

The title refers to her conversation with a German woman shortly after liberation. She writes:

"We had no idea," the woman says. "Did you have to work hard?"

"Yes," I whisper.

"At your age, it must have been difficult."

At my age? What does she mean? "How old do you think I am?"

She looks at me uncertainly. "Sixty? Sixty-two?"

"I am fourteen years old."

But she had lived a thousand years.

Last spring, the Dachau International Committee invited all the survivors of the Dachau Concentration Camp from around the world to attend a 65th anniversary of the camp's liberation by the American army.

"We could take along a young person for support," says Professor Bitton-Jackson. "I took Len, my forever-young husband, who was ninety at the time."

At the Dachau commemoration, she was interviewed for *Suddeutsche Zeitung*, one of the major newspapers in Germany. The editor-in-chief was familiar with her books and invited her to return in the fall to speak to German audiences, including many groups

Lehman Professor Emerita Livia Bitton-Jackson tells an old Hassidic tale about a peddler who comes to a village late at night. It is pitch black outside, and he peers through the shutter of a closed window. Inside, people are dancing wildly. The peddler thinks they are insane.

"If he heard the music, he would understand the dance," she explains. And Professor Bitton-Jackson, a Holocaust survivor, hears the music.

"It is my faith," she says. "I don't hate—and whom should I hate anyway? The Germans for their death camps? The Poles who turned us over to the Germans? The French who collaborated? The British who closed the gates of Palestine?"

Professor Bitton-Jackson taught Hebrew at Lehman in what was then the Department of Classical, Oriental, German, and Slavic Languages—as well as the history of Jewish communities in the History Department—until her retirement in 1995. Then she continued to teach at Lehman during the summer months.

She was thirteen when Nazis rounded up her Hungarian Jewish community and sent every man, woman, and child to Auschwitz. In

Barbara Greenspan Shaiman '68: Her Parents' Ordeal Inspired Her to Help Change the World

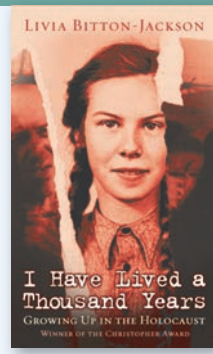
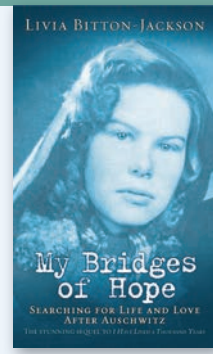
It was on a trip she made with her parents in 1989—to Auschwitz, just outside of Krakow, Poland—that Barbara Greenspan Shaiman experienced an epiphany. After coming face-to-face with the depravity that her parents, both Polish Jews, and millions of others had endured during the Second World War, she decided then and there that she would devote her life to changing the world, any way she could.

"As the daughter of Holocaust survivors, I was taught that you have to stand up and speak out when you are confronted with injustice," says Greenspan Shaiman, who was born in Germany but raised in New York. She graduated from Lehman in 1968, when it was still Hunter-in-the-Bronx, with a B.A. in psychology. "We all have to try to make this world a better place. Those are the lessons my parents taught me."

Their story played a central role in her life. Her mother survived Auschwitz-Birkenau, Stutthoff, and Theresienstadt, while her father, who initially worked in Oskar Schindler's factory in Krakow, was ultimately sent to Theresienstadt, where he was liberated by the Russians.

Those experiences inspired Greenspan Shaiman to enter the education field so she could teach students to treat each other with respect, show caring and compassion, reduce violence, and promote positive change. In Daytona Beach, Fla., she worked in one of that city's worst-performing schools—always focused on "giving back," as her parents taught her. Eventually, she explored her entrepreneurial side and became a partner in an executive search firm specializing in the healthcare business. In 1984, she started her own company, Eisenbud & Associates, recruiting physicians and senior healthcare executives nationally.

Resonates with a New Generation



of students. “The response was incredibly moving,” she says. “Their weeping moved me to tears.”

Professor Bitton-Jackson begins her talks by saying, “As survivors, we are an endangered species. Very soon there will be none of us left. And to those who would like to deny the Holocaust, I want you to be able to say, ‘I heard it from someone who lived it.’”

She asks for their commitment to be her ambassadors. “Tell my story to your children, to your friends, to your colleagues—so this will never happen again.”

When World War II broke out, Jews in Europe had nowhere to run. “We were trapped after Hitler rose to power. But a Jewish state would have saved us,” Professor Bitton-Jackson says. “So I encourage everyone to be a friend of Israel.”

Her most recent book is yet another amazing saga in an extraordinary life. Entitled *Saving What Remains: A Holocaust Survivor's Journey Home to Reclaim Her Ancestry*, the book begins in 1978. Professor Bitton-Jackson's mother hears that a new dam on the Danube River will flood the Jewish cemetery where the family's ancestors are buried.

“She wanted her parents' remains to be exhumed and reburied in Jerusalem,” she explains. “But how could I possibly do that? At the time, Czechoslovakia was still a Stalinist regime.”

It took two years to get the necessary documents together. On top of that, she was technically a fugitive from that nation.

After the war, Professor Bitton-Jackson had worked as a part-time teacher in a public school in Bratislava, which was then part of Czechoslovakia. Because she was employed in the system, she

had been required to join the Communist Party. In 1949, when she fled through the forests of Austria, she was committing a criminal act, punishable by twenty years in prison.

“People warned me that it was dangerous [to return there],” she says, “but Len came with me—with his Irish, British, and Canadian passports.”

When, at last, her grandparents' grave was to be opened, a final signature from a local burial authority was needed. But the woman in charge firmly refused. All seemed lost. Suddenly Professor Bitton-Jackson recognized her as the daughter of the town's midwife—and a former classmate. She spoke to her in Hungarian.

“Irena, do you recognize me?”

“No,” she said.

“Your mother brought me into this world. I sat behind you in school!”

When Professor Bitton-Jackson revealed her childhood name, the woman began to cry. “She hugged me and signed the paper I needed, and we were allowed to carry out the exhumation.”

The Jacksons live in Natanya, Israel, on the Mediterranean, where they swim all year around. She talks daily to her children in New York, and they visit often.

“Imagine, I now have great-grandchildren,” she says.

And they, too, will hear the music. ■

— Anne Perryman



But all that changed after her fateful trip to Auschwitz. Upon her return to the U.S., and living then in Philadelphia, she formed the non-profit Champions of Caring (*championsofcaring.org*). She began creating the blueprint for a curriculum that teaches the lessons

her parents gave her. Champions of Caring offers community- and school-based programs to educate and empower young people to become leaders in service and advocates for social justice.

Now, sixteen years later, her curriculum has reached more than 10,000 young people in both South Africa and over fifteen Philadelphia-area middle and high schools. “Our curriculum teaches children character and personal growth and gives them the tools to realize they can enact social change,” she says.

The outgrowth of that experience led her to pen a part-memoir, part how-to book, *Live Your Legacy Now! Ten Simple Steps to Find Your Passion and Change the World*. “People talk about leaving a legacy for their children,” she says. “But why wait? My book is about enjoying your legacy *with* your children, sharing your experiences with family and friends, and creating a culture of caring and meaningful change in your own life. That's how you change the world—by changing people one at a time.”

These life lessons were reinforced, she says, when she was a student at Hunter-in-the-Bronx. “I'm so grateful for the wonderful education I received,” she says. “I'm very grateful for the opportunities it has given me. This school has helped so many people realize their dreams.” In March 2010, she returned to the campus to speak about her experiences. ■

Speaking for the Vict

Investigating a 1978 Massacre in Guatemala

Photo by Larry Kaplow



Dr. Victoria Sanford, an associate professor of anthropology at Lehman, has been a John Simon Guggenheim Fellow (2009), a Fulbright Fellow, and a Senior Research Fellow at the Institute on Violence and Survival at the Virginia Foundation for the Humanities. In 2011, she became the founding director of Lehman's new Center for Human Rights and Peace Studies. This article is excerpted from a paper she delivered last year at the 55th Annual Meeting of the Society for Ethnomusicology.



As an anthropologist and human rights

advocate, I accompany massacre survivors seeking justice in the communities where I work and try to make scholarly contributions that support their pursuit of justice. In 1997 and 1998, I directed the historical research to reconstruct four army massacres for the Guatemalan Forensic Anthropology Foundation's (FAFG) report to the CEH (the Guatemalan Truth Commission). The incident under investigation was the 1978 Panzós plaza army massacre of Q'eqchi' Maya peasants. We gathered nearly 200 testimonies from massacre survivors and witnesses, reviewed municipal archives and death registers, and conducted an exhumation of the mass grave of victims. In 2010, I returned to Panzós to commemorate the 32nd anniversary of that massacre.

August 1997:

The Forensic Team Meets the Community

Nineteen years after the massacre, the FAFG and the regional prosecutor from the departmental capital and his assistant traveled to Panzós to carry out a preliminary site visit to gather information for the forensic investigation and the legal proceedings planned by the prosecutor. When we reached Panzós, more than 200 widows ranging in age from 35 to 70 were waiting for us at the entrance to the cemetery. The median age was probably about 60. The younger women ranged in age from 40-50. Conspicuously absent were 45- to 60-year-old men. These missing men were the victims of the plaza massacre and the wave of disappearances and assassinations that followed. At the top of the hill, a whitewashed cross made of railroad ties marked the grave. Almost immediately, the widows began to give testimony about the day of the massacre and collectively wept.

A young woman named Maria spoke firmly, but wept as she recounted her survival and how, at the age of 12, she had witnessed the killing of her grandmother, Mama Maquín. "I saw people dying there," she declared. "They were falling. There were some who fell on top of me, and bullets flew by my face. I threw myself on the ground. I was face down and pretended to be dead. And there I was, mixed in with those who had stopped moving."

Everyone began to step forward, wanting to give testimony about the massacre. We explained that we would carefully listen to each of them when we returned to carry out the exhumation. En masse, we then went to a small, dark community building to explain the exhumation process and to answer any questions about the process. At the end, several dozen people stood up, holding the identification papers of their dead and disappeared loved ones, and expressed their desire to begin the identification process right then and there.

September 1997:

Testimony and the Excavation of Memory

Two months later, on our return to Panzós to begin the exhumation, those same widows were waiting for us. We set up two private corners within a nearby house, set on a little hill above the cemetery. A thatched roof rested upon the walls of wood slabs and bamboo-like sticks. The dirt floor was swept clean. In one corner was a bed of plywood slats. A hammock hung diagonally across the room. Against the wall, facing the door, was a small table covered with a piece of floral plastic. Candles, a few flowers in a cola bottle, an image of a saint, and old tin cans blackened by smoke from incense transformed the humble table into an altar. A plain wood-slab table and bench became our workspace.

For nearly three weeks, we interviewed daily from 7 a.m. to 6:30 p.m., often without taking a break. The number waiting never seemed to diminish. They left their work in the fields to wait all day, sitting patiently in the heat, without food or drink, just waiting for their turn. In all, we interviewed almost 200 people.

Survivors' Stories

Doña Ana: Doña Ana holds her chin in her hands and looks off to a faraway place beyond the graveyard below. "In the middle of the night ladinos and Q'eqchi's came to our house. They were Q'eqchi's from here because they speak like we speak, but had their faces covered. The ladinos didn't cover their faces." Partially hidden by the darkness, they quietly moved through the village until they reached the door to Doña Ana's humble home. With a swift

ims of Injustice



Photo by Estuardo Dieguez

kick and a slam of machine gun butts, the door gave way and loudly fell to the floor. Seeking to protect her husband, Doña Ana rose from bed and stood between the armed men and her husband.

"They knocked me down on the ground," she says with sadness, as she clutches her stomach and rocks forward. "They tied up my husband and kicked him and hit him with their guns." Doña Ana begins to cry as she recounts, "They took him away."

Doña Juana: Wiping the sweat from her brow with a small hand towel, Doña Juana seats herself at the table. She has been waiting nearly eight hours to give her testimony. Her skin has a gray pallor accompanied by the thick cough associated with tuberculosis. She immediately begins to speak, "My son was a catechist. He knew how to read. Now in the village, no one knows how to read. My son just disappeared." She is desperate. She is hopeful. "Do you know where he is?" she asks me. I am powerless and feel close to useless as I explain that we are exhuming the victims of the plaza massacre and that we do not know the fate or place of burial of the disappeared.

Doña Rosario: In 1978, at 55 years of age, Don Manuel was the eldest Maya priest in his village. He was a spiritual leader and guide respected throughout Panzós. One year after the plaza massacre, he and his wife Doña Rosario were awakened in the middle of the night by the sound of a truck on the dirt road near their home. Soldiers broke into the house and dragged the Mayan priest out, wrapped in the hammock in which he had been sleeping. "They were beating and kicking him with no mercy," remembers Doña Rosario. "That same night, the other priests disappeared, too."

Doña Magdalena: Doña Magdalena's parents and brothers survived the plaza massacre. Her husband was not so fortunate. "I had ten children when my husband died in the plaza. But that year, many people died, she explains, trying to give context to the incomprehensible by making ordinary the extraordinary. She pauses for a moment, nodding her chin and rocking her body, then she says almost matter-of-factly, "It was a year of death."



Photo by Larry Kaplow



Photo by Alyssa Butler

The auditorium in Panzós was filled to capacity last summer to commemorate the 32nd anniversary of the plaza massacre and to hear from panelists that included Lehman Professor Victoria Sanford (far left). Above, María Maquin, who was twelve when she survived the massacre, addresses the crowd (left) and a widow remembers those who perished (top).

The Plaza Massacre

All testimonies corroborated that those who had gone to the plaza went because they needed land to cultivate their subsistence maize crops. We reconstructed the massacre and the violence that followed. Based on testimony, as well as municipal records, we knew that at 9 a.m. on May 29, 1978, there was a burst of gunfire into the crowd gathered in the Panzós plaza and that those who were not shot fled. The fact that the Guatemalan army opened fire into a crowd of civilians was not disputed.

"With just one burst of gunfire they killed the people," said María Maquin. "It was only just for a moment and everyone fell there. I was so surprised because we had only arrived just a few moments before. My grandmother was going to ask for a favor. She said she wanted to speak with the mayor. But they didn't respond well to her. They answered, asking, 'What do you want?' 'For a little bit of land, that's what we came for,' she said. They responded, 'There are your lands, there in the cemetery.' They opened fire, and I was in shock as I watched the people die."

May 29, 1998: The Reburial

The following spring, on the twentieth anniversary of the massacre, we returned the remains of the victims to the community for

continued on page 18



Below: March to rebury massacre victims on the 20th anniversary of the Panzós massacre, May 29, 1998. Left: Reburial in the cemetery.

August 2010: Commemorating the Massacre in Panzós

The presentation was held in the cavernous Panzós municipal hall built of cement blocks. In all, some 650 people attended the event, which was presented via live feed in Spanish with translation to Q'eqchi'. When María Maquín spoke, it was the first time I had seen her since 1998, when she was 32, thin, brave, but hesitant to speak in public. Now, at 44, she is heavier and stands solidly before her community. She does not equivocate when she speaks. She is a leader. She is also illiterate and a monolingual Q'eqchi' speaker. I looked at her hands and wondered how many thousands of tortillas she had hand-patted since 1998, how many thousands of pieces of clothing she had scrubbed and wrung out by hand. Today, she lives in the same poverty her grandmother was protesting when she was killed in 1978. Though some things have changed in Guatemala in the past three decades, much has not.



"Today's event is important so that no one ever forgets what happened on May 29, 1978," she says. I see that we have validated her experience. My book, our presence, this event reminds everyone that the massacre happened, and that it was awful. She directs her comments to the youth and teachers. "Know the truth," she says. "Read this book and share this book so that everyone knows this history so that it does not happen again." She stands firmly and says, "I am going to repeat my own words. I am not afraid. I am not ashamed. I am not embarrassed. I am telling you what happened because I am alive. It was land problems that provoked this massacre, and we continue to be abandoned in our villages. We do not have enough land to feed our families."

Afterward, a group of teachers and peasants reads a petition that they had presented to the Human Rights Ombudsman's Office, opposing a planned army base in Panzós. The petition has 668 signatures—514 of them are thumb prints with names printed upon them. Each page includes the name of small, isolated communities on the outskirts of the municipality of Panzós. These are the communities that lost hundreds of people in *La Violencia* in the late twentieth century. The 1978 massacre was the beginning, and it was followed by waves of selective violence that led ultimately to the razing of 626 indigenous villages and 200,000 people dead or disappeared. Today, that violence has diminished but not ended.

As we move into the second decade of the twenty-first century, it is important for the country to come to terms with the truth, because the authors of genocide and other crimes against humanity have yet to be processed in a court of law. The violence in which Guatemala lives today is derived from this impunity. María Maquín and her neighbors deserve our support as they continue to struggle for justice.

For more information on Professor Sanford's work, visit www.fygeditores.com/sanford. ■

reburial and participated in two days of community commemoration, Catholic mass, and Mayajek (Maya religious ceremony). I was struck at that time by the words of María Maquín, who had survived because her grandmother fell on top of her when hit by army fire:

"The army and the plantation owners did this because they don't like us. They took advantage of us. But we are still alive. They thought they could always treat us like animals, that we would never be able to defend ourselves. But we also have rights. We have the same rights and laws as they do. We must tell everything that happened to us in the past so that we will not have fear in the future. We speak because we are not afraid. We speak from the heart."

Her words and those of others broke a silence that had reigned in Panzós since the massacre. Over the past twelve years, I have written extensively about both the Panzós massacre and the silencing of Maya women. I also have carried out extensive research on the history of land tenure in Panzós, as well as archival research on media coverage of the massacre. In November 2009, with support from Fundación Soros Guatemala, I published *La Masacre de Panzós—Etnicidad, Tierra y Violencia en Guatemala*.

In March 2010, my publisher Raúl Figueroa Sarti, and human rights advocate Idivina Hernández presented the book at the Centro Cultural de España in Guatemala City. At the end of the presentation, two teachers from Panzós asked them if the book could be presented in Panzós on the 32nd anniversary of the massacre.

This invitation was both an honor and a challenge. I had not been in Guatemala since 2007 when I had received a series of threats against my life. Moreover, Raúl is also my husband, and we have a five-year-old daughter. We travel as a family, or one of us stays with her in New York. This book presentation required his presence as publisher, as well as mine as author, so it also meant taking our daughter with us.

As parents, this travel raised security and health concerns. Panzós, in an isolated region, is not a tourist site. There is no relief from the humidity and sweltering heat. Malaria and tuberculosis continue to be major problems. Poverty is widespread, and land tenure remains inequitable. Corrupt local elites continue to use violence to marginalize Q'eqchi' Maya peasants throughout the region, despite the provisions of the Guatemalan Peace Accords signed in 1996, which were meant to bring the internal armed conflict to a definitive end, but have never been fully implemented.

Stranded in Chile

Lehman Alumni Take the Lead in Tourist Evacuation

What began as a long-awaited adventure

in another country turned into a test of resolve, courage, and leadership skills this winter for three Lehman alumni and one Lehman student.

Elías Alcántara (B.A., '08), Rafael Almanzar (B.A., '09), Elías Santiago (B.S., '10), and art major Amanda Saviñón played a critical role in helping to evacuate tourists stranded in the midst of a labor strike in Puerto Natales, Chile. Their teamwork in this crisis won them formal recognition from the U.S. State Department.

In early January, the friends assembled in Santiago, Chile, where Alcántara is living after receiving the Organization of American States Scholarship—one of only three students in the nation, and the first Lehman student ever, to win this prestigious award. He is pursuing a master's degree in international studies at the University of Chile, with additional help provided by a scholarship from the Lehman College Foundation.



Before the group headed out for the Magallanes region of Chile, Alcántara's professor told him to be careful, alluding to news of unrest in the area, related to rising gas prices. "He said, 'It's going to be an interesting experience,'" remembers Alcántara.

When the four reached Puerto Natales, where they were scheduled to stay only for three nights before embarking to Argentina on the next leg of their trip, they were told that the roads would be closed for protests. "There were four eighteen-wheelers blocking the road," says Alcántara. "We were told that we could walk, but couldn't drive in and out by car or bus. The closest Argentine border was twenty kilometers away, and a friend recommended that we not walk."

It wasn't long before other tourists, representing a wide variety of countries, learned of the blockade. The Lehman group recruited a handful of them near their hostel so they could collectively file

a complaint with the local police. The police, however, replied that the citizens of Puerto Natales were demonstrating legally, and the blockade could not be removed.

Alcántara then returned to the hostel and contacted the U.S. embassy, promising to relay whatever news he gathered to tourists and assuming the role of spokesperson for the group. Arriving later that day at the designated meeting location, he found that the handful of tourists waiting for his update had grown to 600. "I let them know that the U.S. Embassy was in contact with all the allied countries' embassies and that they were following the situation closely," he says. "I got some 'boos' from the crowd, but I urged them to also call their embassies."

Santiago, who graduated with a bachelor's in computer information systems, created a Facebook page to disseminate information to the now 1,600 stranded tourists. The page, "Tourists Stuck in Southern Patagonia, Chile," quickly garnered more than 300



Left: Elías Alcántara (B.A., '08) helps organize the evacuation (Photo by Amanda Saviñón). Above: Meeting with the U.S. Deputy Chief of Mission in Santiago following the evacuation are, from left, Rafael Almanzar (B.A., '09), Elías Santiago (B.S., '10), senior Amanda Saviñón, and Alcántara.

"friends" and was populated with updates in Spanish and English. "I gave out pieces of paper with the name of the Facebook page," says Santiago. "I wanted as much media as possible to get word of this so that we could mobilize faster." He also uploaded photos and videos.

When the local school became the official Red Cross holding location, Almanzar became the bilingual point person, helping people to remain calm and passing on information that Alcántara gathered during his hourly calls to the embassy; Alcántara had now become the U.S. Embassy's official spokesperson. Saviñón, who was spending her spring semester at the University of Chile, documented the situation with her camera and lent a helping hand where she could.

Later on, after buses had evacuated all the tourists out of the area, the Lehman group met in Santiago with U.S. Embassy representatives and were presented with certificates of appreciation for their work. "It was cool that the people at the Embassy called us the 'crisis' team," says Santiago. "After all of this, I wish I could learn a lot more languages than I know now." ■

Chronicles of the Pioneers of '31 or Camping on the Campus (Jerome Park Reservoir)

A Souvenir

Celebrating 80 Years

80

On Lehman's Historic Campuses



2.

The Pioneers Build a Stone Fireplace

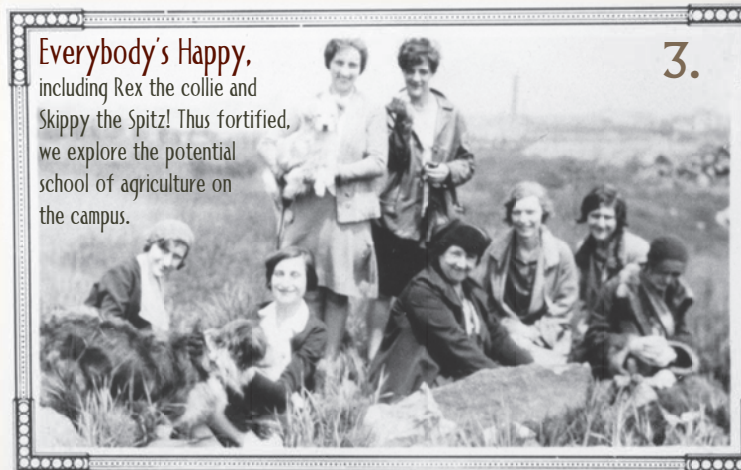
Noon! We decided to camp on a ridge between a swamp and a small farm. We made coffee in the first cafeteria on the new campus.



Everybody's Happy,

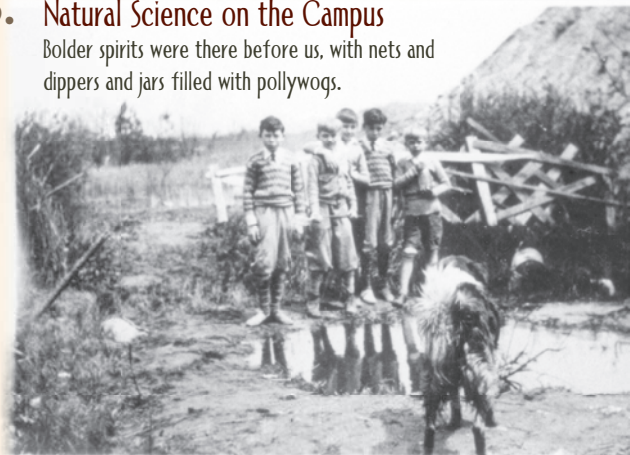
including Rex the collie and Skippy the Spitz! Thus fortified, we explore the potential school of agriculture on the campus.

3.



5. Natural Science on the Campus

Bolder spirits were there before us, with nets and dippers and jars filled with pollywogs.



Before there was a Lehman campus, there were aspiring students. In May 1929, nine young women, accompanied by their two pet dogs, set out to explore the still-unbuilt acres of land across from the Jerome Park Reservoir that they hoped would become their college just two years from then. They called themselves "the Pioneers of '31." As they roamed, they imagined the buildings that one day would rise there, and put their daydreams into a scrapbook that has been preserved in Lehman's Leonard Lief Library.



1. The Campus Lake (otherwise Jerome Park Reservoir)

Standing on the wall of the old reservoir, we watch the men at work,



4.

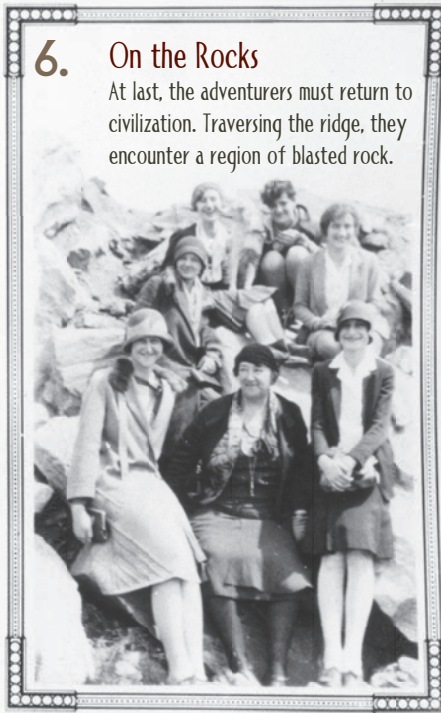
Under the Old Apple Tree

We pause to meditate on the future of Hunter. Some of the sophomore songs from the Hunter Sing, the strains of "Fame," and "Long May She Live, Our College Fair" float upon the campus air.



6. On the Rocks

At last, the adventurers must return to civilization. Traversing the ridge, they encounter a region of blasted rock.



We see the towers of Hunter rising where now all is rough and barren. We see the lovely green lawns and trees and winding paths ..

7.

... and endless streams of radiant girls. The realization of a dream! And so, the Pioneers of '31 bid you Good-Bye



8.

... and leave the campus with one last look westward over the rugged excavation toward that vision of the future, the new Hunter College.





Celebrating 80

Years of Public Higher Education in the Bronx

1931 was not an auspicious year to open a new campus. What would later be called the Great Depression was nearing the end of its second year and would continue for the rest of the decade. Unemployment had doubled to more than sixteen percent, and a persistent drought in the Midwest was causing crop failures and soil erosion. But in September, in a quiet section of the north-west Bronx, a sign of faith in the future was rising: The first building on the new campus of Hunter College—or Hunter Uptown, as it was called—opened for classes.

By 1934, this first Gothic building, Gillet Hall, was joined by three others, set almost in the four corners of a square. The Music Building (known then as Student Hall) stood in the northwest, looking to the south across a manicured circular quadrangle to the Gym Building and to the east across a paved walkway to Gillet. Between Gillet and Davis Halls, along Goulden Avenue, sat a wide stretch of open space. A little more than three decades later, in 1968, the by-then historic campus would take on a new name: Lehman College.

Originally, construction was conceived on a far grander scale. In 1927, plans were drawn up for a series of Greek-inspired temples, complete with Doric columns, designed by architects John Russell Pope and Dwight James Baum; additional blueprints were soon created for a cultural center and a Museum of Peaceful Arts. The 1929 Stock Market Crash and its aftermath, however, forced the City to abandon that vision. Instead, the four original buildings that stand to this day were created, designed by Charles B. Myers of the architectural firm of Thompson, Holmes & Converse.

The Early Years

A major project of those early years was the establishment of the Lehnerts Rock Garden, named after the faculty member who formed the Hunter Geology Department. Initiated in 1936 and

York Times reporter covering the sessions called the campus “the diplomatic center of the universe,” as crises were handled in Iran, Greece, Spain, Indonesia, Syria, and Lebanon.

Two months later, on a lovely autumn day in October, students returned. This Class of 1950 was the first to include male veterans—in 1951, the campus would officially become coeducational, and by 1957 men would outnumber women for day classes. For most students, the green lawns were a welcome sight for their war-weary eyes. “It was a delight for us all, students and staff, to walk across the campus,” recalled Anne Trinsey, former dean of Hunter’s Bronx Division and an English professor. Her memories were recorded in the 1980s for a series of oral interviews directed by Professor Gary Schwartz and Eileen Ourvan of the Lehman Scholars Program. “The Navy and the Security Council had employed gardeners to keep all the campus acreage in good trim.”



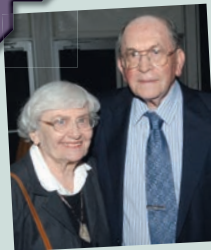
The campus, pre-1955. The tents belonged to an Army unit that guarded the reservoir in the 1950s during the Cold War.

opened on May 29, 1940, this outdoor geological laboratory was located immediately north of Gillet Hall. It housed close to 200 specimens of rocks and minerals from around the world, was crossed with flagstone paths, and featured benches for relaxing—themselves made of rock—as well as a pond stocked with goldfish, turtles, and a variety of plants.

Not all the early years were taken up with academics. During World War II, students vacated the campus to make room for the WAVES (Women Accepted for Voluntary Emergency Service), a new branch of the military created by President Franklin D. Roosevelt. During their tenure on campus, the U.S. Navy trained more than 80,000 servicewomen as mechanics, decoders, and navigators, among other crucial wartime jobs.

With the war over, the nascent United Nations took over the campus from March through August 1946, holding twenty-six sessions of the Security Council and the Economic and Social Council in what is now the Old Gym Building. A *New*

Celebrating 80 Years
80
On Lehman's Historic Campus



“I started at Hunter College on Park Avenue as an adjunct in 1956. I taught in various places, but by 1964 I was hired in the History Department at Hunter-in-the-Bronx. I taught urban history, early American history, and Colonial history. In 1967, when the faculty had to make a decision—did we want to go down to Park Avenue or did we want to stay in the Bronx?—the History Department, all five of us, decided to stay here in the Bronx.

We liked it here. It was a totally different period at the campus, which was really quite nice. We had a good student body at Lehman. They were quite dedicated and always came to class prepared in those days. That changed over time. But I always remember in those years how much students wanted to learn. I remember talking about it with a colleague of mine [Dean Ratner] who said, recalling those early Lehman students, ‘They came to class hungry.’”

— *Lehman Professor of History Emeritus Jacob Judd*
(pictured with his wife, Irene)

The 1950s

By the end of the 1950s, world-renowned architect Marcel Breuer, a Hungarian-born Modernist who taught at the Bauhaus School in Germany, had updated the College's Neo-Gothic architectural style by adding the Fine Arts Building (1959) and the following year, Shuster Hall. Both filled the undeveloped land that students called the "sunken garden" and adhered to Breuer's Modernist aesthetic: clean lines, geometric shapes, and pre-fabricated material like flue-shaped terra cotta tiles, which originally adorned each building. Only Shuster Hall still retains this distinct "honeycomb" look, however; in 1980, the Fine Arts Building, which originally served as the College's library, was outfitted with black glass and converted into a home for both the Art Department and the Lehman College Art Gallery.

For urban students, the ability to escape to these greener pastures of the Bronx was a benefit that was worth the commute. "I much preferred going to the uptown campus, where it was like a private school," recalled Marion Wylie (Hunter '53) during the 1980s series of oral histories. "It had a wonderful location...and the spaciousness and the cleanliness of the whole place was just wonderful."

The lush green settings were part of the allure—and something that set it apart from Hunter's downtown location. "What I remember was the North Lawn," said Associate Professor of English Emerita Eileen Allman in those same oral histories. She graduated from Hunter in 1961 and later joined the English faculty. "As soon as spring came, everybody was out there reading. I make a lot of associations with that North Lawn and literature: I pick up Milton, I see green grass."

For alumna Marsha Ellis Jones, who graduated from Lehman in 1971 (see her profile on page 27), the lawns and grassy knolls invoked the image of a private, elite college. "For those of us who lived in the city," she said, "the campus was like an oasis; an education oasis."



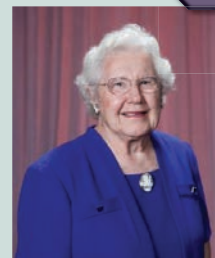
Leon Cooperman and Toby Alowitz Cooperman, Hunter Class of '64

When Leon Cooperman attended French class during his sophomore year at Hunter-in-the-Bronx, he knew one thing for certain: this wasn't going to be an easy class. "I had difficulty with languages," he admits.

What he didn't know was that he would find the love of his life in that class, his wife of forty-seven years, Toby (née Alowitz). "She helped with my French," he says with a laugh. It wasn't long before they were a couple: she was the junior class president; he was the vice president. Their first date was the junior prom.



"I got my B.A. in Latin, and I minored in Ancient Greek. We read *The Iliad* in the original Ancient Greek. I was fluent in Latin at one time, but if you don't use it, you lose it. I still know some of it to this day.



"I arrived at the Bronx campus in September 1942. I was only there for six months before the Navy took over the campus for the training of the WAVES. But the campus made a great impression on me. Going there was like going away to college. In those days, all they had were the four Gothic buildings—we called them 'the castles.' There were benches all along the path to the north end of the campus—you would sit there and do your homework or practice the language you were studying.

"I remember that we didn't have to buy books. You could rent books for a semester for \$5. Then at the end of your class, you returned the books, and you would get your \$5 back. Hunter-in-the-Bronx was the only school that did that, I'm not sure why. But I know that at Brooklyn and City College you had to buy books. It was well worth it for the education that I received."

— Anna (Budesza) Thompson, Hunter '46

The campus also boasted clay tennis courts—the kind usually found only at a country club—that were open to the student body. "It was a great luxury for me to be able to play tennis on a clay court," said Professor Emerita of History Ruth Zerner, who graduated from Hunter in 1956 and returned to teach in the History Department until her retirement in 2007. "It was the most beautiful campus in all of CUNY."

These days, Mr. Cooperman is the chairman and CEO of Omega Advisors, a hedge fund he created in 1991 after working at Goldman Sachs, where he eventually became a general partner. He holds an M.B.A. from Columbia University; in 1997, he received an honorary Doctorate of Finance from Roger Williams University in Rhode Island, and last year, an honorary Doctorate of Humane Letters from Hunter College.

The couple split their time between homes in Short Hills, N.J., and Boca Raton, Fla.

Back in the fall of 1960, when they entered Hunter-in-the-Bronx, both lived with their families—he was born in the rough-and-tumble South Bronx, she lived near Yankee Stadium. By that time, though, Mr. Cooperman's family had moved to the Fordham section of the borough. "On good weather days, I could walk to school," he remembers. "I'm a guy who walked to high school and college."

"I've worked here for forty-six years. I started on September 28, 1964. It's a long time. But I enjoyed working here. The campus was really beautiful in those days. It was all green. There were just those four buildings. Everything else was green, like a big ballpark. Students could just sit on the lawn anywhere and do their homework or sit on a bench. There were benches everywhere. Back then, they had more tennis courts. They were beautiful. I used to take care of them. It was a two-person job, but I used to do it by myself. It was good for the students. They could play tennis and



get some exercise. It was good for them. You can't have your nose in a book all the time, can you?"

— John "Johnny" Piparo,
*a member of both the
 Hunter and Lehman
 Buildings and Grounds staff*

Students of the Fifties can remember traditions like freshman hazing—in 1953, 900 of them dressed as "space cadets" for a day, wearing helmets, goggles, propeller beanies, and flying capes. There was a lively theatre program, several varsity sports teams, blood drives, annual field days complete with a parade of floats, fashion shows for the March of Dimes and other worthy causes, fund-raising drives for victims of disasters, a campus carnival complete with the crowning of a Carnival Queen, and even a faculty football team.

The 1960s

For the students of the Sixties, social issues—and the threat of war—became intertwined with their years on the campus. "Within the confines of our world," wrote the editors of one yearbook at that time, "political and social events paralleled closely those of the world around us. We were the generation of the peace-marchers to Washington and the Freedom-riders to the South. We were the generation that lived with the threat of the draft ever closer." Those concerns gave rise to both protest and action, as sociology majors volunteered in Harlem, biology majors turned to cancer research, education minors worked with young people, and art majors painted holiday murals at a local hospital.

The change underway in the larger society also resonated within the College structure. By the mid-1960s, Hunter was looking to consolidate its facilities in Manhattan, and a 1966 report revealed that some viewed the Bronx campus "as the colonial province of the Mother Country." Within the year, Hunter decided to vacate the campus, and the Board of Higher Education voted to create an independent four-year college, which would be named after Herbert H. Lehman, the four-term governor of New York, former Director General of the United Nations Relief and Rehabilitation Administration, two-term U.S. Senator, and passionate advocate for human rights.

Interested in learning more about campus history and events planned for the Eightieth Anniversary Celebration? Would you like to contribute your own memories of the campus?

Visit www.lehman.edu/80th.

Do you have photos, programs, or other artifacts you would like the College to preserve? Email janet.munch@lehman.cuny.edu.



Their decision to attend Hunter-in-the-Bronx was a practical matter. "Neither of us came from wealthy backgrounds," he admits. "My father was a plumber in the South Bronx, and this was before plumbers made brain-surgeon type money. We made our decision based on the quality of the education we would receive, the proximity to our homes, and affordability."

"Let's be honest," he continues, "in terms of colleges there weren't a lot of options on the table. And frankly, where else could you have gotten such a quality education at that time for \$24 a semester?"

Both made the most of their time on the campus. Mrs. Cooperman belonged to a House Plan, a sorority-type of organization for female students; Mr. Cooperman belonged to a fraternity. Both fondly remember Student Hall (now the Music Building), where they would have lunch with friends and play cards in between classes.

It wasn't all fun and games, however. "We were part of the generation that worked very hard to succeed so that we could do better than our parents," says Mrs. Cooperman, who earned a B.A. in history at Hunter. "We all really wanted to succeed in life."

Like a lot of New York City natives, they were beguiled by the open green spaces of the campus. "I remember the North Lawn," says Mr. Cooperman, who received his B.A. in chemistry before switching gears and going into business. "You could read and sit on the lawn and do your homework. It was beautiful, all that open air."

Knowing a thing or two about investments, Mr. Cooperman laughs as he thinks back at the education that both he and his wife received here in the Bronx and how little it cost. "We would have strikes and complain that we had to pay \$24," he notes, "but we didn't know how good we had it."

1968: Lehman College Is Established

On July 1, 1968, Herbert H. Lehman College came into existence, the first—and still the only—senior CUNY college in the Bronx. Dr. Leonard A. Lief, a Hunter faculty member since 1955, became Lehman's first president, a position he would hold for twenty-two years.

It was up to each faculty member to decide if he or she wanted to rejoin Hunter College on 68th Street or be part of Lehman. Although almost half decided to move downtown, some departments like History voted unanimously to stay in the Bronx. "We liked it here," remembers Professor Emeritus Jacob Judd, who had taught at Hunter-in-the-Bronx since 1964 and later was chair of the Department. "We were a community; we were a small group and very close. We ate together. There was a lot of camaraderie."

Speaking at the ceremony marking the joint dedication of the College and the inauguration of President Lief, U.S. District Judge Edward Weinfeld talked about the three great themes—reason, action, and freedom—that he saw in the life of Governor Lehman (shown at right), who had been his close friend. He could not conceive of a more fitting memorial, he said, "than a college dedicated to the advancement of reason, the ordering of action, the preservation of freedom."



"I had a cousin who went to Hunter uptown, and he was very satisfied with the experience. I used to drive from my home in Flatbush, Brooklyn. Students were really friendly, and the campus was just so green. Growing up in New York City, there wasn't a lot of green space. In the spring and summer, there were a lot of classes on the lawn, when the weather afforded it.

Some of the teachers were just fantastic. One professor had such an impact on me that later on, when I wrote my dissertation for my Ph.D. in sociology at Columbia, I dedicated it to him. His name was Hubert O'Gorman—he was a fantastic, fantastic professor of sociology. I took four classes with him. I remember one time, I think it was in 1966, students were out on strike for something. The administration wanted to introduce some fee—not tuition—but something. So people were outside picketing and carrying signs, and then when it was time for O'Gorman's class, people started leaving the picket line just so they could attend his class. That's how good a teacher he was. He was so entertaining."

— Howard Spivak, Hunter '67

Since 1968 the campus has been reshaped with new buildings, like Lehman Center for the Performing Arts—which has made the College a premiere cultural destination. In 1990, Dr. Ricardo R. Fernández became the College's second President, and under his leadership Lehman has added an array of new majors, expanded its graduate programs, and reached out extensively to the community to form partnerships, especially in education. A strategic plan for 2010-2020 outlines bold steps to keep that progress on track.

At the same time, Lehman continues to honor its past, as it has for more than thirty years, in events like the annual Arthur Sweeny, Jr. Lecture. Dr. Sweeny, a beloved chemistry professor, originally taught at Hunter-in-the-Bronx but stayed on to establish Lehman's first pre-medical office before retiring in 1974. During his forty-four years of teaching and research, he guided the education and careers of legions of students—many

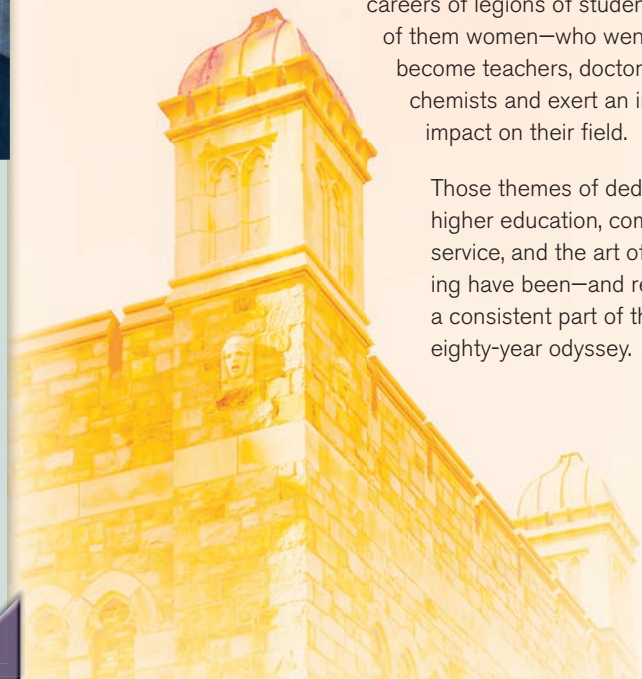
of them women—who went on to become teachers, doctors, and chemists and exert an immense impact on their field.

Those themes of dedication to higher education, community service, and the art of teaching have been—and remain—a consistent part of this eighty-year odyssey. ■

"I wanted a change of scene from the city. I had gone to Hunter College High School, and when we got into Hunter College and we had a choice of staying in Manhattan or going up to the Bronx, I wanted to go to the Bronx. They had a campus, and it was beautiful. There were a lot of green fields and tennis courts. It was just lovely. Growing up in Manhattan, you just didn't have a lot of green space, except Central Park, of course. One of the things I recall about the students in those days is that they were committed. All of us had jobs besides going to school. Everyone had a part-time job. I met my husband, Ronald, at Hunter-in-the-Bronx. We were the same year—Class of 1956. We met in a geography class in Gillet Hall, I believe. I was a history major; he was an economics/geography major."



— Natalie Schneider Olsen,
Hunter '56
(shown with her husband
Ronald, also Class of '56)



For Marsha Ellis Jones '71

Wall Street Became a 'Second College Education'



Marsha Ellis Jones

Marsha Ellis Jones (B.A., '71) always knew that she would attend the City University of New York. The only question in her mind was—which campus? Her mother graduated from Hunter College with a B.A. in chemistry, so Jones thought of heading there. During her decision-making process, though, she zeroed in on Hunter-in-the-Bronx, as Lehman was called then. “I was always interested in Hunter-in-the-Bronx because I wanted a quality education, but I wanted to attend a college with a campus,” she says.

Jones traveled to the College on various subway lines from her home in St. Albans, Queens, got a glimpse of its verdant campus, and knew immediately where she was headed. “For those of us who lived in the city, when you arrived at school on the #4 train, and you saw that beautiful campus,” she recalls, “it was like entering a different world.”

Enrolling in September 1967, Jones immersed herself in college life and her studies. “We were very focused,” she says. “You had a group of students who worked very hard for their academic achievements—plus many of us had to hold down part-time jobs.”

She minored in elementary education and worked as a student teacher at a local Bronx school. By the time she graduated in

1971, the College, of course, had undergone a transformation, and Jones was one of the early graduates of Lehman College. Upon graduation, she was hired as a substitute teacher at P.S. 92 in the Tremont section, where she worked during the day while pursuing her master's in education at New York University at night.

Just as she finished her master's in 1973, however, New York City headed into the fiscal crisis of the 1970s. Recognizing the challenge of securing a permanent teaching position, Jones completed an eight-week course for college graduates at Katharine Gibbs School and landed a job as an executive assistant at a Wall Street financial firm.

Always ambitious and hardworking, she immersed herself in the ways and means of Wall Street. “That was my second college education,” she recalls, “and it was on-the-job training. I tried to learn everything I could. I wanted to know what made Wall Street tick.”

In 1981, she accepted a position at Merrill Lynch as an account executive and stayed at the firm until 2009, working her way up to regional managing director. Then, for the first time, this life-long New Yorker left her beloved hometown to become the chief diversity officer of Pittsburgh-based PNC Financial Services. In her current position, Jones not only oversees the diversity and inclusion strategies of the company—now the sixth largest bank in the United States after a recent merger—but also identifies ways to drive revenues from new markets and businesses.

Jones is not shy about tracing her success back to Lehman. “College taught me the discipline of critical thinking,” she says. “The discipline of analysis and putting things into context has positively impacted every aspect of my life since graduation.”

From Alumni Relations Director Cristina Necula



Feedback from the 2010 Alumni Survey

Thank you from the Lehman Alumni Office to everyone who took part in the Alumni Survey launched in October 2010. Both the feedback you provided and your comments are of invaluable help to the Alumni Office and Alumni Association in planning various events, activities, and services.

The survey response rate was 1.3%, with the highest percentages of participants from class years 2006 to 2010 (30%) and from 1970 to 1974 (20%), followed by class years 1975 to 1979 (14%) and 2000 to 2005 (9%). The lowest response rate (3%) came from classes 1990 to 1994 and equally from 1968 and 1969. The survey participants represented various majors, but top fields of study were accounting (11%), music (9%), and education (7%), as well as

speech and theatre (also 7%). The top three geographical locations of the participants were the Bronx (32%), Westchester County, N.Y. (16%), and New York State (12%, excluding the five boroughs and Westchester).

Forty-three percent of the participants rated their student experience at Lehman “very good”, followed by 31% who marked “excellent,” while 18% felt it was “good” and 8% chose “adequate.” *Lehman Today* magazine topped the list of choices in staying connected to the College, with a 53% response rate, while 39% of the participants indicated they stay in touch with other Lehman alumni, and 24% visit the campus.

The top choice of preferred events was Performing Arts events (50%), followed by alumni reunions for one's own class (44%), career networking events (41%), and alumni travel opportunities (40%).

continued on page 28

Tennis, Anyone?

Douglas Henderson, Jr. '69

Became a Close Friend to Some of the Greats

In his new book, *Endeavor to Persevere: A Memoir on Jimmy Connors, Arthur Ashe, Tennis and Life* (Untreed Reads), Douglas Henderson, Jr. (B.A., '69) recalls his unlikely journey from the Bronx to a backstage pass to the top tennis matches of the 1970s and 80s.

It all started simply enough. An accomplished athlete in high school and college—the South Bronx native was a star on Lehman's tennis squad—Henderson fell in love with the game and, along with a friend, went to the Forest Hills Tennis Stadium in Queens, where they bought a pair of cheap tickets to the 1974 U.S. Open. Once there, he and his buddy managed to slip into the dressing room, and a chance encounter with tennis phenom Jimmy Connors changed his life.

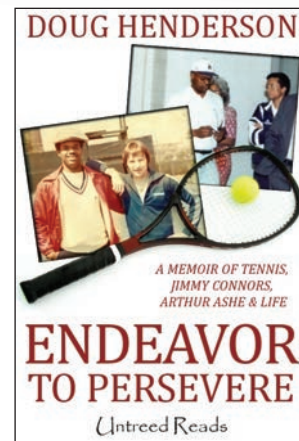
Henderson and his friend were watching Chris Evert practice when a voice from behind them asked, "Mind if I squeeze in?" It was Connors (then Evert's fiancé). After watching Connors chat with Henderson, the tennis pro's coach, Pancho Segura, had an idea. He told Connors that with Henderson as his bodyguard, "nobody ***** with you!" (In those days, Connors was hardly a fan favorite.) From that moment on, Henderson became Connors's bodyguard/aide-de-camp when the tennis superstar was in New York. He and his buddy quickly became known as "the James Gang."

"That could never happen today," Henderson points out. "The game has changed so much. No one would be able to sneak into the star's locker room." Or, for that matter, buy two inexpensive tickets.

Henderson would go on to become close friends with other tennis stars at the time, including Illie Nastase and the iconic Arthur Ashe, whom he befriended after looking up his number in the New York phonebook; that friendship lasted up to the day in 1989 that Ashe died of AIDS. "I would talk to Arthur at least once a day toward the end," recalls Henderson. "Sometimes five times a day."

Henderson himself has a place in tennis history. During the infamous 1979 Open match between John McEnroe and Illie Nastase—whose nickname was Mr. Nasty—a riot almost broke out in Louis Armstrong Stadium. Henderson can be seen in famous photos of the match in his trademark white cap, walking onto the court trying to protect his friend, Nastase.

Endeavor to Persevere: A Memoir on Jimmy Connors, Arthur Ashe, Tennis and Life is available in a Kindle edition at www.amazon.com.



From Alumni Relations Director Cristina Necula *continued*

The Alumni Office has already begun to follow through on these preferences by collaborating with the Performing Arts Center and the Art Gallery to provide events around performances and exhibits, such as the recent combined event on February 20 that featured both the "Vienna Waltz Gala" and "New York Fiber in the Twenty-First Century" (see the story on page 10). Thanks to the College's Career Services Office, we are also able to invite alumni to the career expos organized by that office throughout the year, including the recent one held on April 13. We also planned the first alumni trip to Washington, D.C., as part of our goal to institute travel opportunities—which we are looking to expand into various areas and beyond one-day trips.

The majority of participants chose the Bronx as their preferred location for attending an alumni event (62%), followed by Manhattan (48%), the Lehman campus (37%), and Westchester, N.Y. (30%). Weekends during the day topped the list as the preferred day/time for an event (62%). Weekend evenings came in second (55%), followed by weekday evenings (34%). An overwhelming 73% said

they would especially like to see former classmates at an alumni event, while 50% expressed interest in seeing faculty, and 49% prefer to interact with alumni in their own field.

In expressing interest to be involved with Lehman College, 20% of the participants said they would like to speak to current students, 17% would participate as speakers on career panels, and 15% equally chose speaking with prospective students and helping organize regional events and activities. The Alumni Office will collaborate with various departments such as Career Services and Enrollment Management to facilitate opportunities for alumni involvement, based on these preferences.

Please stay tuned for follow-ups on the wide-reaching impact that the survey feedback has already begun to have, not just on alumni programming but also on mutually beneficial alumni engagement in the life of Lehman and our students (and future alumni). Your comments and suggestions are always welcome at alumni@lehman.cuny.edu.

Language Skills—and Desire to See the World—
Continue to Drive

Mary Finnegan Cabezas '72, '78



Mary Finnegan Cabezas

Wanderlust struck Mary Finnegan Cabezas (B.A., '72; M.S.Ed., '78) at an early age. Just out of high school, she and two friends flew to Puerto Rico in the summer of 1969; it was the first time she had ever been on a plane. "I saw that there was a great, big world out there ready to be discovered," says the New York native. "My mother said that when I got home, I was walking on clouds."

Entering Lehman that fall, she knew one thing for certain: she wanted to travel the world. She even majored in languages and literature with a focus on Spanish, figuring that it would help her land a job as a flight attendant. Instead, she found herself working as a psychiatric social worker assistant at Manhattan's Jewish Memorial Hospital, where she used her bilingual skills while pursuing her master's degree in Spanish—at Lehman at night. After earning that degree in 1978, she backpacked through Europe for three months; her favorite place was the island of Corfu.

Then, in 1979, after saving their money for two years, she and Ismael, her boyfriend at the time and later her husband, took the trip of a lifetime: they went around the world—literally—in seventy-seven days. "It was the most amazing thing I ever did," she says, "after having my children." The couple visited Germany, Spain, Greece, Thailand, Malaysia, Singapore, Hong Kong, and Hawaii.

After marrying in 1982, they left New York for Maryland's Eastern Shore, where Ismael worked for the U.S. Department of the Navy as an electrical engineer. For a native New Yorker, she found the sleepy town of Leonardtown, Md., an eye opener. "I went from eight million to 15,000," she laughs. "It was quite a case of culture shock."

Eventually, she landed a job at the local high school teaching Spanish, and she and her good friend and fellow teacher, Barbara Costner, had no trouble signing up students for educational tours to Spain, Italy, France, Greece, Australia, New Zealand, and New York City. While teaching and traveling, she had Julia, now 24, and Chris, 21.

In 1995, Cabezas and her family moved to Charleston, S.C., where she taught Spanish at the Academic Magnet High School, named by *Newsweek* as one of the "Top Ten High Schools" in the U.S. As Foreign Language Department chair, she encouraged her students to take the National Spanish Exam, enter workshops to write poetry, and then enter their poems into local contests, and she also began to use Spanish rock, pop, and folk music in her classes. She continued to travel with students to Europe and Central America.

It was this "out of the box" thinking that she brought to her dream job: Professor of Spanish at The Citadel, South Carolina's military university, where she has worked since 2006. At The Citadel, known for its military-type discipline and conservative values, Cabezas introduced Latin music like salsa—she used Shakira's songs to teach grammar—into the strict Citadel classrooms.

"Someone told me, 'You can't do that here,'" she recalls with a laugh. "But I replied, 'Well, I'm doing it!' In fact, I have had students come up to me and say, 'You know, now I understand what the subjunctive mood means, thanks to your playing a song.' I'm always singing in class and telling my students, 'Sing! You'll feel better.'"

Although she's been to fifty countries on six continents, Cabezas isn't done traveling. She says that when she retires, she plans on living on a remote South Pacific island—for one year. "I want to see what it's like to live down there, and then I will come back," she says. But she might be going solo: "I have invited several family members to come along, but they say that I should go on this one last adventure all by myself."

A Digital Scoreboard for the South Field

Lehman athletes soon will be larger than life, once a 20' x 13' state-of-the-art scoreboard is installed on the South Field this summer. The scoreboard will feature a High-Def, 100 percent digital display, capable of showing a multitude of action graphics and video and rivaling any of those used in stadiums and arenas across the country. The scoreboard was funded solely by APEX income initiatives and a strong group of client-centered rental and revenue-based programs. It comes on the heels of the installation of lights on the South Field last summer.



There's No Place Like Home:

Angel Hernandez '09

Helps Keep Bronx History Alive

It was homesickness that first sparked Angel Hernandez's (B.A., '09) interest in the history of the Bronx, and that interest quickly grew into a passion that has never left him. As the education coordinator for the Bronx Historical Society, he is now helping to introduce others to the little-known history of the borough.

Hernandez's family moved from the Bronx to San Diego when he was a child, but he missed his hometown so much that he spent hours in the local library, reading about the Bronx. From Jordan L. Mott's (Mott Haven) invention of the modern stove to Leonard Jerome's (Jerome Avenue) status as the grandfather of Winston Churchill, Hernandez was obsessed with learning more and more about the borough's history.

"These were some of the facts I learned as a kid that made me go 'wow,'" says Hernandez, whose family moved back to the borough when he was twelve, settling in the Soundview section.

When Hernandez enrolled in Lehman, his interest in the study of people and data drew him to sociology, but a course with Bronx Historian Lloyd Ultan on the history of the Bronx set him on his current career path. "Not only is Angel intelligent, but he has the passion," says Professor Ultan. "And because he has the passion, he has the impulse to find out information on his own, rather than just taking received material."

Lehman Opened up a Whole New Career for María Caba '95 as a College Professor

Professor María Caba owes her career to Lehman College, literally. She arrived in the Bronx from her native Dominican Republic in 1989 and enrolled at Lehman two years later. She had a simple goal in mind: improving her English. "I could read and write a little, so I thought I'd take some English courses," she says.

But after taking a few classes, she was encouraged by her professors to think about getting her undergraduate degree, which she did, earning a B.A. in languages and literatures, specializing in Spanish, in 1995. In particular, she cites Professor Xavier Totti, who directed Lehman's bilingual program at the time—he's now a faculty member in the Latin American and Puerto Rican Studies Department—for pushing her to dream big. "I remember he asked me, 'When are you going to go to grad school?' I had never even thought of it," she recalls.

Professor Caba told her teachers that she did not have the funds to pursue a graduate degree. "It was Professor [Gary] Schwartz who told me that I could apply to grad school, and they offer you money," she says.

First appointed as Bronx Historian in 1996, Professor Ultan has authored nine books and thousands of articles on the history of the borough—his most recent book is *The Northern Borough: The History of the Bronx* (Bronx County Historical Society, 2009). He was happy to take Hernandez under his wing, and the two quickly developed a strong rapport.

Hernandez offered to help his professor with his research and eventually began volunteering at the Bronx Historical Society a few days a week. There, he worked on atlases, moved books, and performed any task needed of him. Professor Ultan suggested that Hernandez apply for the Society's Peer Educator program, which he did. When the position opened up, Hernandez was thrilled that he was selected. As an educator, he leads walking and historic house tours, maintains the Society's website, and oversees some marketing efforts.

His most recent project is the Bronx Latino History project. "The mission is to highlight all Bronx Latinos who lived in the borough or made Bronx history, going back as far as the late eighteenth century," Hernandez explains. The project will include exhibitions, publications, walking tours, and talks.



Angel Hernandez

Which is exactly what happened, helping her to eventually earn her M.A. and Ph.D. from Princeton University in Spanish literature. She is currently an assistant professor of Spanish in the Languages and Literatures Department at Pfeiffer University in North Carolina.

"I always look back at my time at Lehman and remember that I went there to get more comfortable with the English language, and I ended up getting a whole new career," she says. "I've had the opportunity to have a whole new life."

Now, she is in the midst of pursuing a second career: fiction writer. She recently published a short story, "Sortilegio" (which translates to "spell" or "charm"), in a Spanish-language journal and returned to Lehman this spring to give a reading of her new short work of fiction: "RD or How Grey Hair is Not Always a Sign of Wisdom."

"I've always written," she says, "but now I think I'd like to pursue it more. It's a lot of fun."



María Caba



alumni notes

1970

Sherri Paul (M.A.) exhibited her artwork at a half-dozen venues in the past year, including the Art Society of Old Greenwich, the Salmagundi Art Club, and the New Rochelle Art Association, where she won the Dermot Gale Award for her oil paintings. Originally a watercolorist, she switched to oil paints and frequently paints scenes of New York City life. Along with her master's degree from Lehman, she earned a B.A. in arts education from Penn State University.

1973

Alex Johnson (M.S.) was elected to the board of directors of the American Association of Community Colleges, which affects educational policy for the 1200 community colleges in the U.S. Dr. Johnson, the president of Community College of Allegheny County, received his master's degree from Lehman after earning his bachelor's degree from Winston-Salem State University in North Carolina. He earned his doctorate from Penn State University.

Lawrence M. Meckler (B.A.) has joined the corporate law firm of Jaeckle Fleischmann & Muegel, LLP, as "Of Counsel." He is practicing in both the Business and Corporate, Labor, and Employment and Economic and Land Development practice groups. He joined the Buffalo firm after a thirty-four-year career with the Niagara Frontier Transportation Authority, which began with a position as counsel in the Authority's Legal Department and culminated in his role as executive director. The longest-serving executive director in the Authority's history, Meckler was appointed in 1998 and maintained this position until his retirement in 2010, providing all strategic and operational leadership for the Authority while overseeing 1,500 employees and a budget of \$171.5 million. During his career, he also was general manager for the Authority's Metro Construction Division, overseeing completion of the \$540 million Buffalo Light Rail Rapid Transit project.



In addition, he has served in a leadership capacity on the board of directors for many development organizations, including the Erie County Industrial Development Agency, the Buffalo Urban Development Corporation, and the Buffalo and Fort Erie Peace Bridge Authority, where he was board chair. He earned his J.D. from the State University of New York at Buffalo.

1976

Vincent Miata (B.S.) is the president of Aceto, a chemical company in Lake Success, N.Y. He was appointed to the position in December 2008.

Elvira Anne Mitchell (B.A.) is a professor of language arts at Mississippi Gulf Coast Community College's Jefferson Davis campus in Gulfport, Miss. In 2008 she received the Mississippi Humanities Council Teachers Award and presented a lecture on media literacy and pop culture, titled "I Don't Read, I Live." She earned her M.A. in English and communication from Fordham University and has completed her coursework for her doctorate.

1979

Lisa Shepard (B.S.) is a registered dietitian at Stamford Hospital in Stamford, Conn., where she has worked for the last fifteen years. She also helped coordinate the hospital's ten-year research study titled "Women's Intervention Nutrition Study" and is the co-founder of ProFitness Health Solutions in Shelton, Conn. She is a member of the Oncology Nutrition and Dietetic Practice Group of the American Dietetic Association.

1985

Gina Biancardi (B.A.), the president and founder of the Grymes Hill Italian Cultural Center and Foundation, received two honors this January:

the Premio Salernitani Illustri Nel Mondo from the president of the province of Salerno, Italy, and one of the "Three Wise Women" awards from the National Organization of Italian American Women. In early 1989, she co-founded The CollegeBound Network, a multimedia student recruitment company to help learners connect with their educational institutions. She also co-founded FIERI, a national networking organization for young Italian Americans, and is working to convert a historic Staten Island mansion into an Italian Arts and Cultural Center. In November 2008, she helped to purchase the 2.75-acre estate and then donated the estate's mansion to a newly formed nonprofit organization, Casa Belvedere. The cultural center plans to offer a variety of classes in Italian language and culture. To learn more visit www.casa-belvedere.org.

1987

Elvis R. Rivera (B.A.) is director of international finance for Nutritional Products International in Delray Beach, Fla. He also has held positions at MetLife, New York Life, and the AXA Group.

1988

Bill Miller (B.A.) is an adjunct professor at Northern Oklahoma College in Stillwater, Okla., where he teaches courses in art appreciation and modern Western culture. A member of the Stillwater Art Guild, he has displayed his work locally in both public and private collections. He holds a master's degree from Oklahoma State University.

1994

Jacqueline Kennedy (B.A.) is assistant director of client services for AIDS-Related Community Services (ARCS), covering Dutchess and Ulster Counties in upstate New York. In this role, she supervises ARCS' Kingston and Poughkeepsie offices and programs, including a new legal services program. Prior to this, she was a senior program supervisor in the ARCS Orange County office. Before arriving at ARCS five years ago, she was a program supervisor at Middletown Community Health, overseeing medical case managers. Her career began as a case manager in New York City, where she worked with substance users, the mentally ill, and HIV-positive clients. She holds a master's degree in counseling from Hunter College.

1995

Mary Bedard Gray (M.A.) is the administrator of behavioral health services for Orange Regional Medical Center in Middletown, N.Y. She holds a post-master's certificate in psychiatric and mental health nursing from Adelphi University and is a member of the International Society of Psychiatric Mental Health Nurses.

1996

Kerry Wilkie (M.S.) is the co-founder of the Hampton Bays Mother's Association and UntappedAbility to help working mothers on the East End of Long Island find part-time work. Before that, she taught for eight years at JHS 142 in the Bronx.

1997

Tricia N. Llewellyn (B.A.) is the director of work force development at Henry Ford Community College (HFCC) in Dearborn, Mich. She manages and directs workforce development activities, including oversight responsibility for the HFCC Michigan Technology Education Center, which works closely with businesses in southeast Michigan to work smarter and improve the skills of all employees working in the knowledge-based economy. She also is the liaison between the College and state, regional, county, and local workforce agencies, partners, and employers in developing workforce training programs. Before joining the College, she was the Meeting Employer Needs Division director at the Michigan Department of Energy, Labor, and Economic Growth's Bureau of Workforce Transformation. Prior to this position, she worked at Chrysler LLC in various roles within government affairs and sales and marketing. She earned an M.B.A. from Michigan State University.

1998

Mizraim Cordero (B.A.) is the Intergovernmental Relations Manager of Commerce City, Col. He holds a master's degree in clinical social work from New York University and graduated from the Executive Business School Not-for Profit Management Program at Columbia University.

2000

Matt Bergin (B.A.) and his wife, Ursula, were profiled in *The New York Times* last fall. They are the third generation of his family to live in the same apartment building in Riverdale. He is a copy editor for Sudler & Hennessey, an advertising agency in Manhattan.

Basil Wellington (B.A.) is the program editor at Caribbean Lifestyle TV, a New York-based cable station that discusses and celebrates Caribbean culture and airs throughout the five boroughs. He has worked in editing, post-production, and other media management positions.

2002

Richard Haynes (B.A.) is the associate director of admissions for diversity at the University of New Hampshire. In 2008, the University honored him with its social justice and diversity award. A native of North Carolina, he moved with his family to Harlem and overcame poverty, attending the High School of Art and Design in Manhattan before serving in the Air Force in Vietnam. He later became an artist and photographer, depicting the continuing struggles of the disenfranchised.

2004

Jean Marie Korycki (M.A.) is a pediatric nurse practitioner at Memorial Sloan Kettering Cancer Center and married Dr. Daniel Rutigliano in spring 2010.

2006

Elizabeth Carroll (M.S.Ed.) is pursuing her Ph.D. in education policy at Harvard and married James Jenkins, Jr. at the First Congregational Church on Cape Cod in June 2010.

Kelly Higgins (M.S.Ed.) is a middle-school health teacher in Chappaqua, R.I.

2007

Amy Yedowitz DiGi (M.F.A.) was the first recipient of the Kenise Barnes Art Award in fall 2010 at the Larchmont (N.Y.) Arts Festival. A member of the U.S. Coast Guard Artist Program, she had several works, *The Demolition of Yankee Stadium*, *Fire Departments*, and *Maritime*, included in the Coast Guard's 2010 Permanent Collection. Last year, her work also was displayed at Federal Hall, Publicis, Shelly's Trattoria La Tradizionale, and the Art Students League, all in Manhattan, as well as in the Office of the Manhattan Borough President. In addition, she had a painting accepted for display by the U.S. State Department's prestigious Art in Embassies Program (AIEP). The painting, "Boat House, Central Park, N.Y.C.," is on view at the U.S. Embassy in the Sierra Leone capital, Freetown, for three years. This April, she and two other artists organized a fundraising event in Manhattan for the victims of the Japan disaster.

Graig Kreindler (M.A.) is a painter whose subject is baseball, the Great American Pastime. His work can be seen at the Yogi Berra Museum and Learning Center in Montclair, N.J., the Bob Feller Museum in Van Meter, Iowa, and the National Jewish Hall of Fame in Commack, N.Y.

Domenico Petrillo (M.F.A.) is an art teacher at Harrison High School in Harrison N.Y. A member of the Beacon Artist's Community, he has exhibited his work both in Beacon and New York City.

Yolan Wilson (M.S.W.) officially became a U.S. citizen in a ceremony held on Ellis Island in July 2010.

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Where in the USA Are Lehman Alumni?

The “Where in the USA Are Lehman Alumni?” story in the Fall 2010 / Winter 2011 issue of *Lehman Today* drew responses from two more “out of town” graduates whose journeys have led them to permanent homes in other places. More stories are welcome. Please email lehmantoday@lehman.cuny.edu.

Wilma Bailey '72 Teaches Hebrew in Indianapolis

When a hiking-club buddy recently said, “I wonder whether people in New York still think of Indiana as the west,” I told her that as a New Yorker, I could assure her that people in New York never think about Indiana, period.

When I enrolled in a Hebrew course taught by Professor Livia Bitton in order to meet a Gen. Ed. requirement at Hunter College in the Bronx, I never imagined that thirty years later, I would be teaching Hebrew in Indiana (see the story on Professor Bitton-Jackson on page 14). Neither Hebrew, nor teaching, nor Indiana was on my radar screen at the time. I came to all three by a circuitous route that led me through several states in the Midwest and upper South.



Wilma Bailey

When I was offered a faculty position in a city, Indianapolis, after residing in a semi-rural area of Pennsylvania (population 600 when everyone was at home), I was ready to engage urban community again.

What I miss most about New York are sidewalks, public transportation, a diversity of people and cultures, great museums, parks, and events. I miss being part of a neighborhood where I could walk to a library, shop in all kinds of stores, stroll through parks, catch the latest movie, attend

school, be healed in a hospital, and participate in worship, all within a few blocks of my home. Indianapolis is a vibrant city, but I have to drive everywhere. And I hate to drive!

Hunter was tuition-free when I attended, and I lived at home, so I was able to graduate without debt. I also walked two-and-a-half miles to the College and two-and-a-half miles back each day, because I discovered that it took the same amount of time—or less—than waiting for various buses and subways, and I could save money. I remember the library, where I spent countless hours studying and where I discovered excellent scholarly resources for the critical study of religion. Dr. Bitton was one of many instructors who inspired and encouraged me.

The Hunter/Lehman alum with whom I am in closest contact is my sister. She lives in Canada. We were able to take archery and basketball courses (ladies rules) together at Hunter to meet a physical education requirement.

*Dr. Wilma Bailey
Professor of Hebrew and Aramaic Scripture*

Jocelyn A. Brown '83 Makes Her Home in Both Atlanta and Colorado

I am a playwright, journalist, and CEO of CAP, Inc., a communication and presentation development firm. I graduated from Herbert H. Lehman College in 1983 when it was at the height of its transformation. I was transformed along with the campus. When I first enrolled in the fall of 1979, there were only a handful of buildings, with Carman Hall being the largest and most used of all the buildings. The new

Coming Up This Summer at Lehman Center

**Sat., June 25, 8 p.m.
King Michael Jackson**

Come and see a spectacular, multimedia, live performance honoring the greatest entertainer of all time on this very special second anniversary. Three talented singers portray the star at different stages of his dynamic career.

\$45, \$35, \$25, \$20; children 12 and under, \$10 any seat.

Programs are subject to change.

Buy tickets online at www.lehmancenter.org.

**Sat., July 9, 8 p.m.
Salsatón**

Featuring Andy Montañéz and Vico C, El Godfather de la Salsa and The Philosopher, one night, one stage. Montañéz, former lead singer of tropical music icon El Gran Combo, is the first to incorporate reggaetón elements with classic salsa music on a large scale. A veteran MC and producer, Vico C has been cooking up hits for almost two decades, finding chart success in Puerto Rico as well as the U.S. Fusing hip-hop, reggae, and traditional Spanish music, he is considered one of the fathers of reggaetón and has played an influential role in the development of Latin hip-hop.

\$60, \$55, \$50, \$45.

library had just been finished, and a new theatre building was under-way. My department of Speech and Theatre encouraged its majors to be experimental and to develop leadership skills. While at Lehman, I directed plays, starred in shows and dance recitals, and thoroughly explored my theatrical talents. When the new Lehman Center was opened, I was hired to usher, and I witnessed extraordinary productions. My education was well-rounded and globally focused.

After graduation, I moved to Milan, Italy, where I worked in the performing arts industry. I performed on a nationally syndicated television show, appeared in *Vogue Italia* and in television commercials and videos, and danced for a troupe. My experience at Lehman prepared me to meet the world. When I returned to New York, I went into a master's program in theatre at the University of Missouri-Columbia. I completed my Ph.D. in theatre at the University of Colorado at Boulder. During that time, I wrote the award-winning play *Doors*, which was showcased at the New Federal Theatre in New York. I went on to write several other plays while teaching theatre and speech communication at Front Range Community College and the University of Colorado. Today, I live in Atlanta and Colorado, publishing books and articles, and pursuing my research in African American theatre and society.

So many of my accomplishments can be attributed to the lively and stimulating education I received at Lehman. I miss the intimacy of the small campus combined with the worldly outreach. I grew up to be an artist and a scholar and am always proud to say, "I am a graduate of Herbert H. Lehman College in the Bronx, New York!"

Dr. Jocelyn A. Brown
www.capinc-communicationandpresentationdevelopment.com

Our apologies

to David Willinger ('72, '75) whose spotlight appeared in the Fall 2010 / Winter 2011 issue of *Lehman Today* ("Playwright, Director, Theatre Professor Learned What He Was 'Born to Do' at Lehman). The person whose photo appeared with the story bears no resemblance to the real David Willinger (right).



Sticks and Stones

September 6, 2011 – January 3, 2012

This upcoming exhibition in the Lehman College Art Gallery will feature a group of artists who employ natural materials in their work. Trees, straw, mud, stones, thorns, and even octopi highlight their respect for the natural world. Each work invites the viewer to experience the physicality of the materials. Works by Barbara Andrus, Barbara Cooper, Michael Shaughnessy, Tracy Heneberger, Raquel Rabinovich, and Cui Fei will be included.



(Above) *Two Spinners* (2010) by Barbara Andrus.



Mane and Moon (2008), two works by Tracy Heneberger.





alumni notes

2008

David Donabedian (M.F.A.) is an assistant professor and librarian at Hunter College in New York. His images have been published, along with his poetry, in *Yeghanan Pogh*, an Armenian literary journal. He also has written essays on the Japanese tea ceremony and published a collection of poems titled *Quasimodo Sunday*.

Sebastian Ulanga-Santiago (B.A.) is co-president of the PS 160 PTA and president of the Community School District 11 Presidents' Council and is also involved in other civic organizations and projects, including a campaign against PCBs (polychlorinated biphenyls). In 2002, he was instrumental in organizing the unionization of three satellite sites at Beth Abraham Health Services and was elected a 1199 union delegate. In 2010, he started a business, Paralegal Services LS Incorporated, to help the community with credit issues, mortgages, and attorney referrals.

2009

Natalie Wood (M.F.A.) recently exhibited her solo show, *Seductive Disaster*, at the Takt Kunstprojektraum gallery in Berlin, Germany, and participated in the Artist in the Marketplace Program at the Bronx Museum of Art (where she is a project manager) and the AIM 30 show. She also works as a teacher through Creative Classrooms, a non-profit learning center.

IN MEMORIAM

Lehman Alumni

David G. Cain (B.A., '97) was Lehman's greenhouse manager from 1994-2007. He left Lehman in 2007 to join the Research Station at Cornell University in Geneva, N.Y. Last fall, members of the campus community, as well as his children, gathered in front of Davis Hall, where a plaque was placed in his memory. He will be remembered by many for the beautiful lower greenhouse gardens, the flower sales, and the many jars of honey.



Daniel Donnelly (M.A., '75) died on Jan. 17, 2010 at his New Jersey home. Donnelly grew up in Brooklyn, where he attended Xavierian High School and later graduated from Iona College before receiving his master's in social studies at Lehman. A long-time educator, he taught social studies at Hopewell Valley Central High School in New Jersey; as the school's basketball coach, he led the 1977 team to the State Championship. He became principal of Sharon School in Robbinsville Township in 1984 and held the same position at Washington Elementary School, beginning in 1993. Since 2004, he has been the principal at Woodrow Wilson Middle School.

Joseph Paul Paolercio, Sr. (B.A., '74) died March 8, 2011 in his Pelham, N.Y. home.

Stuart Waldman (B.A., '72; M.S.Ed., '75), an adjunct instructor and former substitute lecturer in the Department of Health Sciences, died at home after a brief illness on July 22, 2010. A nationally certified therapeutic recreation specialist, he began his career at the Lighthouse for the Blind, worked at the Jewish Home and Hospital in the Bronx for many years, and was the director of therapeutic recreation at the Menorah Home in Brooklyn for eighteen years.

Lehman Faculty and Staff

Professor Patricia A. Cockram of the Department of English died of cancer on June 13, 2010. She joined Lehman in 2000 after receiving her Ph.D. from the CUNY Graduate Center. During her decade at the College, she received several research awards and fellowships and was director of the graduate program. A highly respected Ezra Pound scholar, she published widely and continued her research and writing even as she battled cancer. She once wrote, "I am convinced that the pedagogical method one employs is less important than the rapport one develops with the students and the enthusiasm for the material one feels and communicates." Prior to entering academia, she had a distinguished career in fashion, working as an executive at Perry Ellis, Liz Claiborne, Saks, Macy's, and Barneys.

Sgt. Bernard Michael Coen of the Lehman Department of Public Safety died from cancer on December 3, 2010. He joined Lehman College on July 13, 1992, worked all shifts, and was selected by the CUNY Academy to be a trainer, proctoring Physical Agility Testing of new hires. Prior to joining Lehman, he served in the British Royal Army.

Jennifer Anne Fasulo, the Lehman SEEK Program's coordinator of SEEK Supplemental Instruction and Tutoring, was fatally injured in an auto accident on August 18, 2010, as she returned to the Bronx from a visit with family in Boston. A graduate of the University without Walls Program at the University of Massachusetts at Amherst, with a

Dr. Liesl Jones (Biological Sciences) and other faculty, staff, and students at the memorial on campus for David Cain.

self-designed bachelor's degree in creativity and social change, she completed her master's degree in education at UMass and then worked in a variety of educational and social activist communities, including positions at Hudson County Community College and LaGuardia Community College. She also had numerous professional and creative achievements as an activist, writer, and filmmaker. Her video, "Women's Struggle for Freedom in Iraq," was selected for the 2003 World Social Forum Film Festival. In 2009, she co-produced "PRIMETIME: Fighting Back Against Foreclosure," a critically acclaimed short film that explained the complexities of subprime mortgages. It premiered at the Museum of Modern Art's *Documentary Fortnight*, MoMA's annual showcase of nonfiction film and video.

Professor Richard Holody of the social work faculty died on October 12, 2010, just three weeks after being diagnosed with advanced cancer. He was a full-time faculty member for seventeen years and an adjunct for six years prior to that and made important contributions to both the undergraduate program and the development of the graduate social work degree. He received his B.A. from St. John's University, an M.S.W. from the Columbia University School of Social Work, and a D.S.W. from Wurzeiler School of Social Work at Yeshiva University. Prior to joining Lehman, he worked in the area of child welfare, serving as foster care supervisor at Seamen's Society for Children and Families on Staten Island, as supervisor at the East Harlem Family Service Center, and as social worker for Special Services for Children in the Bronx.

Professor Emeritus of Business Education and Research

Robert Lundberg, a faculty member of the Department of Middle and High School Education for nearly thirty years, died on March 10, 2011. He received a B.Ed. from the University of Wisconsin and both a M.A. and Ed.D. from Teachers College, Columbia University. His research interests focused on policies and practices in the office setting and the preparation of teachers and prospective office workers. He began his career teaching high school business education, first in Random Lake, Wisc., and then in Tenafly, N.J., and also was a long-time conversation partner at the Riverside Church's ESL Program. After joining Lehman's faculty, first as a lecturer in 1970 and then as an assistant professor in 1975, he worked to develop programs in undergraduate business education, corporate training, and graduate business education.

Professor Emeritus Dr. Edward Spingarn, a long-time member of the CUNY family, died on Nov. 21, 2010. He was acting provost and vice president for academic affairs at Lehman during the 1984-85 academic year. A graduate of Brooklyn College, with his A.M. and Ph.D. from Columbia University, Dr. Spingarn taught English at Brooklyn College and speech at John Jay College, where he was also associate dean of faculty for the humanities from 1974-84. He then worked in the CUNY Office of Faculty and Staff Relations during 1984, prior to his appointment at Lehman as both acting provost and a visiting professor. He continued as a visiting professor at Lehman until September 1986, when he returned to John Jay.

Fellow Alumni Honor Joseph Cavanna '74

It is said that a good deed is never lost, and Joseph P. Cavanna (B.A. '74) lived a life that proved that adage true. Now his contributions have been formally acknowledged with a commemorative brick in Lehman's Alumni and Friends Walkway, located in front of Shuster Hall.

"His time at Lehman was so important, I felt he needed to be permanently memorialized on that campus," explains Donald March (B.A., '74; M.A., '75), who purchased the brick for his friend of fifty years. "He prized civic service. Wherever he went, he gave back."

Whether it was his work with the student newspaper or student government, March says that Cavanna's friends regarded him as someone with a sunny disposition, always eager to lend a helping hand. He remembers that Cavanna longed to make a positive impact on young people by becoming a New York City public school teacher. He worked for a short time after graduation at Stevenson High School in the Bronx, but ultimately followed a different career path.

He became the controller for the Rhode Island *Standard-Times* for six years and, prior to that, was a director of operations for Pfizer Pharmaceutical Company. Cavanna also was a member of the U.S. Air Force Reserves and the Red Cross of New Bedford, R.I. His work with the Schwartz Center for Children, as well as the Red Cross, won him a Humanitarian Award in 2008.

"Joe was one who would help you when everyone else gave up," said Sandy Shertzer (B.A., '77), who fondly remembers Cavanna as the only person he could trust to return his underwear after he decided to streak across the quad during his student days at Lehman. "No matter what the problem was, he wanted to help you fix it."

Cavanna died on June 12, 2008 in Rhode Island, where he had been living for eighteen years after leaving New York City. The Bronx native is survived by his wife, Lorraine (Grilli) Cavanna (B.A., '76), whom he met at Lehman, and their daughter, Michelle.

Joe Cavanna joins with Lehman and other Bronx grads at the 50th birthday party for Sanford Shertzer.



From left are Steven Feinstein (B.A., '74), Debbie Feinstein (B.A., '74), Joseph P. Cavanna (B.A., '74), Wellesley alumna Sue Moy, David Jay Spitalnick (B.A., '77), Sanford Shertzer (B.S., '77), Kenneth Kalman (B.A., '78), and Robert Retting.

The President's Report, 2010

Lehman Approves Strategic Plan

Mapping Out Goals for the Decade

2010 was a year of struggle for individuals and institutions alike, including those in higher education, as the nation wrestled with a still-lackluster economy. Lehman was not immune to the prospect of diminished tax-levy funding, but the road was a familiar one in the College's history. Lessons from the past have made it clear, paradoxically perhaps, that planning for the future is even more important during tough times—or else projects are not ready for implementation when better times return. Moreover, the realization that budgets are limited can have a crystallizing effect, focusing the campus on the most effective ways to continue its mission.

With this perspective, the College community concluded a process that began in 2009 and culminated in May 2010 with approval by the Lehman College Senate of a ten-year strategic plan. Called *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College, 2010–2020*, the document builds on previous plans, beginning in 2001, that led to key areas of progress, including new programs, technological advances, and enhanced academic and support services for students. As President Ricardo R. Fernández has noted, “Planning allows us to decide where we want to go, where we need to go, and then ensures that we do the right things at the right time to get there.”

Achieving the Vision was prepared in light of the growing national emphasis on assessment and accountability for higher education, as well as other challenges Lehman will face, such as the large number of faculty expected to retire over the next decade and increasing competition from both public and private colleges and universities within the region. The plan lists major objectives under four main goals: Excellence in teaching, research, and learning; enhanced student success; greater institutional and financial effectiveness; and commitment to engagement and student service. Objectives will be achieved over the course of the decade, and progress charted on a yearly basis. A copy of the plan is available for viewing and downloading at www.lehman.edu/academics/documents/Achieving-the-Vision.pdf.

In itself, the creation of *Achieving the Vision* was one of the most important accomplishments of 2010, but as the following pages detail, there were many others as well.

March

Lehman receives a five-year, \$7.6 million Teacher Quality Partnership grant from the U.S. Department of Education to create a new **"MATH-UP"** program initiative. The program will prepare elementary teachers who are highly qualified to teach English language learners and students with special needs and to improve the mathematical understanding and performance of all students.

Ambassador John L. Loeb, Jr. delivers the 41st Annual Herbert H. Lehman Memorial Lecture. A former U.S. ambassador to Denmark with a distinguished record of public service, Ambassador Loeb is the grand-nephew of Governor Lehman.

April

Lehman dedicates its \$16 million, state-of-the-art **Multimedia Center** with a ceremony attended by Lehman and CUNY officials, representatives of major firms and funding agencies, and Deputy Bronx Borough President Aurelia Greene. The most advanced academic facility of its kind in the region, the Center is viewed as a major asset both for the College and the Bronx community.



May

Professor Emerita of English **Dr. Alice Griffin** pledges \$100,000 to establish an endowment for graduate fellowships in the Department of English at Lehman.

Lehman College **student-athletes** are honored for their participation in the 2009-2010 athletic campaign at the 58th annual Athletic Awards dinner.

Lehman awards 1,617 bachelor's degrees and 850 master's degrees at its Commencement ceremony.

June

Lehman appoints **Ronald M. Bergmann**, First Deputy Commissioner of New York City's Department of Information Technology and Telecommunications, as Vice President for Information Technology and Chief Information Officer, and **Vincent W. Clark**, a senior executive in the New York City Department of Education, as Vice President for Administration and Finance.



July

Dr. Marzie Jafari, acting dean of Lehman's Division of Adult and Continuing Education and professor of urban and regional geography, is appointed the new dean of that division.



August

U.S. Supreme Court Justice Sonia Sotomayor visits

Lehman as part of the "Dream Big" initiative sponsored by the new Bronx Children's Museum.

Among those greeting her are CUNY Trustee and Deputy Mayor Carol Robles-Román (third from left).



US News & World Report ranks Lehman as both a Tier I college and a Top 50 Public School for Regional Universities (North).

New students are welcomed to Lehman with an extensive **orientation** that includes an ice cream social.

September

Lehman launches a new **Multimedia Journalism** major, designed to prepare students to meet the challenges faced by twenty-first-century media professionals.



Lehman honors all those who have served in the **U.S. Armed Forces** with a day-long town hall meeting. The program includes one-on-one meetings with Veterans Affairs providers, a government job fair, and a book signing.



October

Pulitzer Prize-winning author Junot Díaz gives a reading from his works before an overflow audience in the Loving Theatre.

The **Lehman Leadership Dinner**, held at the New York Botanical Garden and sponsored by the Herbert H. Lehman College Foundation, raises more than \$400,000 in cash and pledges for scholarships, fellowships, an endowment, and College needs.



November

Lehman College emerges in a survey as one of two master's institutions—out of thirty-two—with the highest levels of **job satisfaction** among early-career faculty. The survey, conducted by Harvard University's Collaborative on Academic Careers in Higher Education, evaluated key dimensions of the work experiences of pre-tenure faculty. Lehman was one of four institutions considered an "exemplar."

At left from top: President Fernández, Vice Presidents Bergmann and Clark, and Dean Jafari.

Awards

Faculty and Students Alike Win Awards for Their Professional and Community Contributions

2010 was a banner year for the receipt of awards, from the College itself and President Fernández to many faculty members and students. Here are just a few of them.

Lehman College was named to the President's Higher Education Community Service Honor Roll for the second consecutive year. This is the highest recognition an institution of higher learning can receive from the Federal Government for its commitment to volunteering, community service, and civic engagement.

The Department of Latin American and Puerto Rican Studies

received recognition at "Somos CUNY/SUNY, Somos el Futuro," in Albany, on the occasion of its fortieth anniversary and as the first such department to be established in the U.S.

President **Ricardo R. Fernández** received the Ninth Annual Latino Trendsetter Award for his achievements, contributions, leadership, and service to both the Hispanic and Bronx communities.

Mathematics and Computer Science Professor **Jason Behrstock** was awarded a prestigious Alfred P. Sloan Research Fellowship, joining early-career scientists, mathematicians, and economists from fifty-six colleges and universities in the U.S. and Canada.

Senior **Alyza Brown** was elected as the Undergraduate Student Member-at-Large of the New York City chapter of the National Association of Social Workers.

Distinguished Professor of English and former U.S. Poet Laureate **Billy Collins** became the seventh recipient of the Nashville Public Library Literary Award.

Nursing Professors **Catherine Alicia Georges** and **Keville C. Frederickson** were appointed as nursing fellows at the prestigious New York Academy of Medicine.

Professors **Dinu Ghezso** (Music) and **William M. Hoffman** (Journalism, Communication, and Theatre) received awards from ASCAP (American Society of Composers, Authors, and Publishers), adding to the awards they have previously won from the prestigious professional organization.

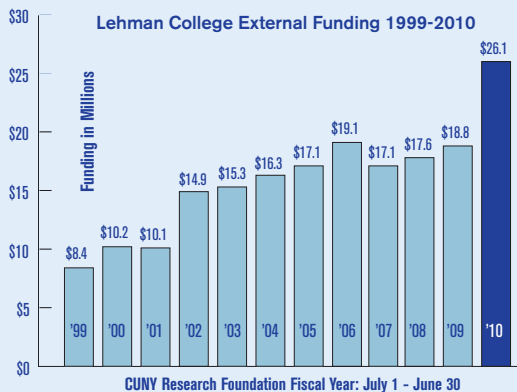
Conversations with William M. Hoffman received its second Telly Award, this time for a show that featured guest David Kaufman, the author of *Doris Day—the Untold Story of the Girl Next Door*.

The *Irish Voice* honored Professor **Thomas Ihde** (Languages and Literatures) for the second year in a row as one of the Top 100 Irish educators in America.

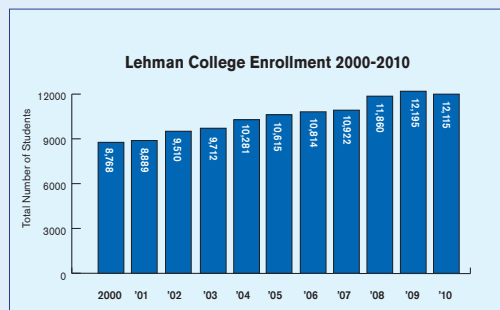
Inside Lehman X, a half-hour television program produced by a team of students, faculty, and staff, won its third consecutive Hermes Creative Award, bringing to eighteen the total number of awards the series has won since it began in 2002.

Professor **Andrei Jitianu** (Chemistry) received the prestigious Feliks Gross Endowment Award, which recognizes outstanding research conducted by junior faculty in the humanities or sciences at CUNY.

Charting the Growth of Both External Funding and Enrollment



Since 1999, external funding for both research and sponsored programs at Lehman College has more than tripled, from \$8.4 million in 1999 to \$26.1 million in 2010. The large increase between 2009 and 2010 was due to the "MATH-UP" grant, which totaled \$7.6 million.



Enrollment has increased at Lehman from 8,768 students in 2000 to more than 12,000 for the past two years.

iPhone App Available for Lehman

Lehman announced the availability in 2010 of a free Apple® iPhone application that features news, sports, events, an interactive campus map, and other College-related information. The free app can be downloaded at the iPhone App store and will run on v. 3.1.2 or higher of the phone's software. It features news, sports, events, an interactive campus map, and other College-related information.



Research

Research by Lehman Faculty—and Students— Continues to Enlarge Our Knowledge

In 2010, Lehman faculty and students added to our understanding of the environment, healthcare, education, and a host of other issues. Here is just a sampling.

Professors Marilyn Aguirre-Molina and Luisa N. Borrell

(Health Sciences) published the first research to put the health concerns of Latino men into a broader context. Race, in particular, they found, is a powerful factor in determining an individual's health status.



Dr. Stuart Chen-Hayes (Counseling, Leadership, Literacy, and Special Education) spearheaded the creation of a new DVD that is the first to focus on equity-based school counseling, with an emphasis on ensuring academic, career, and college success for all the nation's K-12 students.

Recent research by **Reem Jaafar**, a physics doctoral student at Lehman, may ultimately lead to faster computers and larger memories. She studied spin-rotation effects in a magnetic molecule that is bridged between two conducting leads and presented a new quantum theory for measuring the movement of such a molecule in an electrical circuit. A magnetic molecule is the smallest nanomagnet that one day can become part of a computer memory unit.



Professor Edward Kennelly's lab (Biological Sciences) has developed a process to help identify the phytochemical fingerprint of black cohosh, a plant widely used to treat the symptoms of menopause.

Professor Sandra Levey

(Speech-Language-Hearing Sciences) put years of research and classroom experience into her book to help teachers with their students who speak a language other than English. The number of those students already stands at five million.



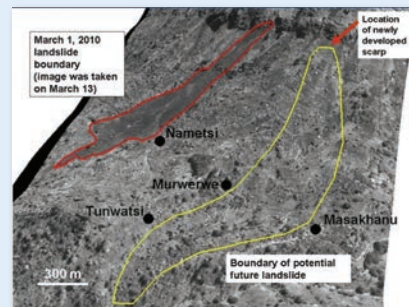
Professor John Locke (Speech-Language-Hearing Sciences) published a new book in which he examines the evolution of eavesdropping and traces its history from the intense surveillance of the hunter-gatherers to celebrity watching and our use of social media like Facebook and Twitter. ■

The Uganda Landslides: How One Lehman Professor Is Helping to Prevent Future Disasters

Almost 300 people were buried alive on March 1, 2010 when a landslide struck their village in Nametsi, Uganda. Dr. Yuri Gorokhovich (Environmental, Geographic, and Geological Sciences) visited the area last summer and is using high-resolution satellite imagery to assess the stability of the mountain slope on which the village rests and better predict future landslides. With this latest analysis, he found that twenty-nine households were in the immediate path of the next potential landslide.



To help prevent another disaster, he proposed that a series of vertical bars be placed in rows both above and below the scarp on the mountainside, which would be monitored twice a month, especially during the rainy season, to track the rate of the landslide movement. Using this simple monitoring system, researchers could then predict the speed of the landslide movement, as well as the effect of rain on landslide development. Analyzing high-resolution satellite imagery, along with village records of landslide occurrence, and field investigations can establish landslide-prone zones.



Professor Gorokhovich (top) created this map, with a satellite image provided by eMap International (www.emap-int.com).

Residents from Nametsi and thirteen surrounding villages were displaced to a camp area that is now functioning at more than double the capacity, and with very limited resources, leaving people from high-risk areas with nowhere to go for refuge. This research will help villagers avoid future disasters and human casualties.

Community Outreach

Community Outreach: A Vital, and Growing, Part of Lehman's Mission

For more than two decades, Lehman has embraced its work within the community as a vital part of its mission and continually expanded its reach to include schools at every level, from pre-k through high school, businesses, health-care facilities, and many other kinds of institutions and organizations affecting the life of the borough and region.

On campus alone, the College's cultural and athletic facilities—as well as the College Now program for high school students—attract 400,000 visitors each year. Here is just one example of the work that was underway in 2010.

Program at Bronx High School Focuses on Freshmen

An after-school program started by Lehman at the Pelham Preparatory Academy is helping eighty freshmen stay on track for college. The Transition to High School program is funded under the Out-of-School-Time initiative of the City's Department of Youth and Community Development and is based at the school, located on the Christopher Columbus Campus.

"These are students we want to track throughout their high school career to prepare them for college," says Traci Palmieri, director of the after-school program, who works in the Center for School/College Collaboratives at Lehman.

Students attend the program after school, Monday through Thursday, for two-and-a-half hours a day, taking part in Homework Help, where they work with tutors in subjects such as math and science. They also get advice from a pair of counselor/advocates about adjusting to high school, preparing for college, and other issues. By maintaining good grades and a serious approach to their academics, students can earn extra credit toward their high school diplomas. About a dozen students also attend twice-a-week Hip-Hop classes, where they work on moves they demonstrate at the high school's talent show.

"When they called me and told me about the program, the first thing I said was, 'Where do I sign up?'" said Jane Aronoff, principal



A hip-hop class prepares for the school's talent show.

of the Pelham Preparatory Academy. "I absolutely love this program because it's helping my students."

The program actually began over the summer. For four weeks in July, sixty-five incoming high school freshmen attended a bridge program at Preparatory Academy, where they had the opportunity to earn up to three high school credits. In the fall, they came to Lehman each Saturday for all-day classes. Besides enjoying a free breakfast and lunch, they took courses in personal finance, public speaking, and nutrition. The goal of the program is 100 percent promotion of program participants to tenth grade.

"The Transition to High School program is unique because it focuses on individual progress and academic achievement, and includes a role for a counselor/advocate," said Jeanne B. Mullgrav, commissioner of the Department of Youth and Community Development, when she visited the school in December. "Early results show that this program, which targets freshmen—who are shown in national research to be at the greatest risk for dropping out—and with its cohort structure, is working. We are seeing grade promotion and credit accumulation at higher rates for program participants than their peers at the same school." ■

Awards (continued from page 37)

CUNY-TV's *Nueva York*, co-hosted by Professor **Patricio Lerzundi** (Journalism, Communication, and Theatre) was recognized with three New York Emmy Awards. This is the third year in a row the program has been recognized.

Professor **Miguel Pérez** (Journalism, Communication, and Theatre) was awarded a *Campeones de Nuestra Comunidad* Lifetime Achievement Award from Latinos in Information Sciences and Technology Association.

Professor **Gerardo Piña-Rosales** (Languages and Literatures) received two awards at the annual Latino/Hispanic Book Fair in New York City: a commendation from the New York State Senate and the renaming of a school auditorium in his honor.

Senior **Eric Reyes** was named Student of the Year at the New York State Social Work Education Association's annual conference in Saratoga Springs. ■

The Bronx SBDC: Helping the Borough's Businesses

Bronx Small Business Development Center Director Clarence Stanley (right) was recognized last year for the Center's work in helping to drive economic success in the borough. From 2000 through 2010, the Center, which is located on the Lehman campus, counseled 7,413 clients and conducted 419 workshops or seminars with 9,495 attendees, helping to invest over \$80 million in the area's economy, which resulted in 2,489 jobs being saved or created. The recognition was part of the First Annual Business Luncheon sponsored by the Bronx Overall Economic Development Corporation.



A Field Laboratory on Campus

No, It's Not Iowa. Welcome to the Lehman Cornfield.

It's been eight years since the first crop of corn was planted on a 5,000 square-foot plot of land in the northeast section of the Lehman campus. During the summer months when the corn is at its peak, the field is busy with undergraduate and graduate students, postdoctoral scientists, and other visiting scholars, preparing the plants for pollination and collecting materials. Sometimes even local high school students, enrolled in Lehman's "College Now" Program, are invited to join in and learn about the research taking place there. The cornfield is the field-laboratory part of a sophisticated research laboratory where Dr. Eleanore Wurtzel (Biological Sciences) and her team of researchers are working to find ways to solve the global health problem of vitamin A deficiency. Their goal is to produce the knowledge and tools needed to make corn more nutritious in its vitamin A and beta-carotene content and to discover methods for improving plant yield. The Lehman field is believed to be the only research cornfield in New York City.

Photos by Joshua Bright.



High school student Harry Chen examines the *Arabidopsis thaliana* model plant, often used in plant biology and genetics.



Dr. Wurtzel with Jesús Beltrán, a CUNY Plant Sciences Ph.D. student.



Dr. Louis Bradbury, a post-doctoral student from Australia, holds a petri dish containing bacteria. A colony of cells is growing in a clump, genetically engineered with a plant gene.



Dr. Wurtzel explains the different parts of the corn to high school student Natasha Kodua.



past, present, future



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