

# THE COMMUNICATOR

April 7, 2014

The Student Newspaper of Bronx Community College Issue 3 – Spring 2014



## Reflections from a Media Weekend Well Spent: A Wonderful Opportunity

By Miguel Alemar

studios of some of the best news outlets like *The New York Times*, CNN, *Mashable* and the *Wall Street Journal*, among others. The event was well organized and featured such recognized names as Scott Pelley, host of CBS' 60 Minutes who spoke to a standing-room-only crowd, I was really amazed at the amount of helpful information being shared and how friendly people were with each other. There was a very positive vibe every day.

The organizers were very creative with the titles of the workshops, I think my favorite was "I Am Not An Oompa Loompa: Why You Need Diversity in the Newsroom" which covered how newsroom employment was dropping and more diversity was needed in the field. I attended a session titled "Features That Rock" which gave us over twenty different story ideas which I will be sharing with my fellow writers. There were workshops covering everything from live updating on the go via YouTube, to covering touchy subjects. There were so many good sessions to attend that it was hard to choose.

To wrap up the event, the keynote speaker was Michael Skolnik, popular for leaving his work as a filmmaker to pursue a career with Russell Simmons as his

political director and also President of the Globalgrind web site. In 2009 after the violent death of a teenager from Chicago, Illinois, named Derrion Albert, he began the *He Has a Name* series on the web site addressing gun violence among young black youth in America. Hundreds wrote in because up until then not much media coverage was given to the violent deaths of minority youth. He has since spoken out against gun violence and recently helped the parents of Trayvon Martin get their story told. They were all fortunate enough to be received by President Obama last year where the president personally acknowledged the tragic loss and problems of gun violence. His speech was focused on promoting journalistic advocacy and critical thinking.

The audience was captivated by his no-nonsense delivery of some very motivational and youth-empowering words. He believes our generation has the power to change the world. I must say that I enjoyed the workshops and learning but this was the highlight of the weekend for me. After hearing him speak I walked out of that auditorium charged up ready to take charge and spread the word.

I am looking forward to using all the knowledge I gained this weekend and though it just finished, I already can't wait until next year for the next conference.

Over a four-day period from March 12 to March 15, 2014 some of the top writers, photographers and editors of college media descended upon the beautiful Sheraton Hotel in midtown Manhattan for the Spring National College Media Convention. Each day there were anywhere from thirty to forty different workshops offering opportunities to learn more about the craft of journalism. BCC was kind enough to send some of the staff of *The Communicator* to attend workshops at this awesome event. It was a great opportunity to meet other students and exchange ideas, talk shop and share solutions to problems overcome and just get a feel for what others are doing with both their school newspaper and accompanying web sites. There were media tours available to view the offices and

## The Best Learning Experience Is Never What You Expect

By Eon Adams

On Wednesday, March 12th, through Saturday, March 15th, the Sheraton Hotel in Manhattan hosted the College Media Association Convention. Since it was my first time attending this event, my expectations were very high. From the hundred plus seminars that were scheduled, it became a challenge on deciding which ones to choose. I wanted to attend at least ninety percent of the seminars but can only choose a few due to scheduling conflicts. Knowing weeks in advance about the seminars, I made my final decision on which to attend on Tuesday, the day before the convention.

My time at the College Media Convention was more than just learning tools, skills and resources needed to improve my craft. It was for me to verify if I should pursue a career in journalism, or if journalism was a medium that I couldn't handle. I went to thirteen seminars, and I participated in eleven. From the eleven I participated in, the one I enjoyed the most was on the first day, "200+ Story Ideas: The Ultimate Student Journalist Brainstorming Guide." Dan Reimold was the speaker for the seminar. Reimold is a professor at Saint Joseph's University in Pennsylvania. His site, collegemediamatters.com, focuses on numerous articles from college students, covering the U.S. and Europe. As part of his presentation, we watched random stories that were funny, weird, head-scratching, touching, and moving pieces – from a hot tub that was on the roof of a college dorm, to a campus's record setting water balloon fight. Reimold emphasized that anything can be a story, no matter how strange and ridiculous it may be, which he even wrote a book on. With numerous ideas and concepts that can create a story, the best part of the seminar wasn't what I learned inside the Sheraton, it was outside.

Reimold had the attendees pair up and go outside, find interesting people and get a story about who they were. Obviously being from New York I had the best advantage. Conducting interviews at BCC is easy since I am a student and everything is happening on campus. Walking up to a stranger in the streets of Manhattan is a different, even if I am from here.

My partner and I managed to talk to a couple of people, one person who was an employee of the Ed Sullivan Theater where *The Late Show with David Letterman* is broadcast. We didn't get much from her. The second person we spoke to was a hotel employee named Wes. He was polishing the hotel's logo on the floor, and my partner and I spoke to him about his job, tenure and how he got there. Wes told us that he's worked at his current job for 13 years. He used to work at the World Trade Center. After the tragedy of 9/11, he was unemployed for months, but eventually landed his current job as a hotel employee. He is thankful and blessed to this day and doesn't regret anything. This is my favorite seminar because I learned anything can be a story, and the opportunity to interview strangers to get a story was eye opening. At the same time, this isn't my most memorable moment. Actually, my most memorable moment came from a conversation with other media students at the convention.

During my time, I had the opportunity to interview three attendees about their goals and what made them decide to come here. The first two people I spoke to were from the same university. These guys were humorous: The first guy I approached and asked to conduct an interview referred me to speak to his agent, who was sitting next to him. We shared a laugh, and I conducted the interview. I would have never thought I would expect to hear what I did. Bill, the initial person I spoke to first, is a journalism major who attends Wilkens University. The second person, Nick, "his agent," is also a journalism major who also attends Wilkens University. He is a radio DJ at the school. I asked Bill and Nick what brought them to the convention. "Networking, refining skills and to learn more about radio and broadcasting," Bill said. Bill told me his story about finishing what he started. During his tenure in Wilkens, he decided to take a break from school to work. During his six-year break from school, he was unhappy with his job, and the best thing that happened – according to him was – losing his job and finishing school. He is now 29 years old.

The next person I met was from a workshop that

was cancelled due to an emergency that the speaker had to address. She asked me a question about the seminar. After finding out the seminar was cancelled, I decided to interview her. Carmel Nichols is from Atlanta, Georgia, and she attends Clayton State University where she is pursuing her masters in psychology. My first thought was, "What convinced a psychology student to attend a media seminar?" As our conversation progressed, it went from an interview to a reality check. Nichols is currently the general manager for her school's radio station. What makes her a great story is that she began college in 1999 majoring in journalism. Within her tenure, she decided to change majors to biology after being turned off from journalism due to a professor. Later, she took time off from school, got married and had two children.

In 2010, Nichols went back to school, but this time she switched her major to psychology. She noticed an announcement for a general manager position for Clayton State's radio station. With no experience working in radio, her passion for managing people became her driving force and she became the general manager. During her time as GM, not only did she build a great relationship with the staff, the station's numbers increased. Here is a riff on the same story: a student begins school early, takes time off from school, goes back, and becomes a bigger success the second time around.

Overall, I enjoyed various seminars, met wonderful people with amazing stories, and I learned tools and tips for a successful future. The best thing I've learned is it's not how you start; it's how you finish. I am looking to add my name into the mix.

## "Covering Touchy Topics": An Enlightening Conference

By Glorisel Belliard

Have you ever wondered during a conversation or when deciding which issue to address in an essay, if the topic you have in mind is probably too sensitive? Most of us will steer clear from the negative reaction it could spark and decide to "not go there." However, it is sometimes imperative to discuss a delicate issue for different reasons. The most powerful motive is when speaking about it will generate altruistic benefits. To reap these benefits one would only have to learn the correct way to proceed.

This year, I attended the National College Media Convention where numerous conferences took place

in the Sheraton Hotel on 53<sup>rd</sup> Street in New York from March 12-15. A particular conference really drew my attention, and on Friday, March 14, I attended "Covering Touchy Topics" given by J. Duane Meeks, PhD, dean of the School of Communication & Media at Palm Beach Atlantic University. He was assigned a small room, but the conference was so popular that there were people sitting on the floor, and even standing up. It seems like many people shared the same hesitation when dealing with a sensitive subject.

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## The Communicator

### Editorial Policy and Disclaimer

The *Communicator* staff urges students to submit articles, short stories, poetry, essays, and editorials for publication in the newspaper.

The views expressed in by-lined articles and in published letters are solely those of the writers, and they do not necessarily represent the views of *The Communicator*.

We reserve the right to edit any submission due to space limitations or if the submission is deemed inappropriate because of profane language, verification problems, or issues of libel.

No article or letter will be published unless the author submits his or her name, email address, and telephone number.

Please send all submissions to HYPERLINK "mailto:andrew.rowan@bcc.cuny.edu" andrew.rowan@bcc.cuny.edu.

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### Spring 2014 Article Insertion Dates

**May**  
April 26

Join  
*The Communicator*  
Team!

Cover campus news events.  
Explore local, state, national and global stories.  
Put your finger on the pulse of the  
BCC community.

*The Communicator* is looking for writers  
photographers

advertising representatives  
Become part of our team, and join  
*The Communicator* today!  
College work study may be available.  
Contact us at 718.289.5314  
to schedule an appointment.

### Work Study

Work-study positions are available.  
For more information, please contact  
Professor Andrew Rowan at 718.289.5314 or  
andrew.rowan@bcc.cuny.edu.

### Carroll and Milton Petrie Student Emergency Grant Fund

The Carroll and Milton Petrie Student Emergency Grant Fund has been awarded to Bronx Community College for the purpose of providing quick-response emergency grants to matriculated students in good academic standing who are facing a short term financial emergency. The goal of the Petrie Student Emergency Grant Fund is to help students remain in school.

#### Petrie Student Emergency Grant Fund Guidelines

##### Emergencies that qualify for a Petrie Grant include

- Homelessness or sudden loss of housing
- Fire in living quarters
- Travel expenses due to illness/death in immediate family
- Overdue utility bills/turn-off notice
- Theft of computer, books, clothing or other essential belonging
- Medical/Dental emergencies
- Food or transportation needs
- Temporary loss of job or income
- Transportation card
- Loss of childcare
- Victims of Domestic Violence
- Other (you may give an explanation of your emergency in personal statement)

##### Carroll and Milton Petrie Student Emergency Grant Fund aid will NOT be awarded

- To cover previous college debts
- To pay for full or partial tuition or college fees
- To pay for legal representation in a criminal proceeding or Bronx Community College disciplinary proceeding

#### Eligibility Requirements

##### The applicant must

- be a matriculated student in good academic standing
- have a minimum GPA of 2.0
- complete and submit the Student Emergency Grant Application
- submit documentation to support his/her emergency

#### Petrie Student Emergency Grant Fund Application Instructions

- Download and complete the Petrie Student Emergency Grant Fund Application Form
- Attach your supporting documentation to the Petrie Student Emergency Grant Fund Application Form
- Return your completed Petrie Student Emergency Grant Fund Application Form, and any supporting documents to the Office of Student Engagement and Success located in Roscoe Brown Student Center [BC], Room 302
- Once your completed application has been submitted, you will be contacted for a brief consultation. Individual grants will be awarded within 72 hours of us receiving your application.

For additional information please contact Ms. Yvonne Erazo-Davila, Office of Student Engagement and Success, Roscoe Brown Student Center [RC], Room 302 at 718.289.5194.

## Outside the Quad

### What Color Is Your Personality?

By O'Brien Awuah

The recently ended College Media Convention organized by the College Media Association (CMA), in the heart of Manhattan at the Sheraton Hotel, was one of the best informed conferences I have ever attended. We were taken through diverse lectures – such as “Becoming a Stronger Leader,” “How to Report a Murder,” “How Your Social Media Skills can Help You Get a Job,” and How to Expect the Unexpected” that could transform young and dynamic students in the field of media. This super-duper conference consisted of students from all over the United States of America. Some of the schools represented were the City College of New York, the University of California, Bronx Community College, Westchester Community College, and Hartford Community College, just to mention a few. The most interesting lecture among the several I attended was about colors of personality.

Are you cognizant of the color that truly describes you? Or does any of your friends’ or workers’ behavior look strange to you? And have you ever thought some beautiful colors could determine your real personality? Elegant colors such as gold, green, blue, and orange may be your favorite colors. Or, you might have fallen in love with any of these colors but you have no idea as to what they mean as personality is concerned.

A person with the characteristics of gold may see himself or herself as stable, firm, realistic, executive type, organizes others, practical, dependable, goal oriented, good planner, good at sorting and weeding out, providing security, decisive, efficient, orderly, always having an opinion, and starting and completing tasks.

Working with a gold person requires the following tips:

- Clearly establish expectations and plan for achieving them.
- Tangible rewards have the greatest appeal.
- Provide clear, specific feedback regarding the work accomplished and its contribution to the

organization  
When pre-planned, they provide incentives for performance  
Hierarchical structure and clearly defined roles aid “Gold” performance.

Furthermore, a person with a green personality sees himself or herself as, powerful, original, creative, superior intellect, tough-minded, precise, objective, able to find flaws, unique, great planner, visionary, eminently reasonable, not emotional, not repetitive, assumes things will get done, possessing, calm, seeking justice, under control, rational, efficient, holding firm to policy. In order to work effectively with a green person, you need to:

- Set clear expectations and outcomes to figure out how to accomplish them.
- Provide sincere recognition.
- Assign tasks requiring designing new models or thing up new approaches.
- Compliments relating to his or her intelligence are the greatest source of esteem. Reinforce through the contributions his or her knowledge provides for completing projects.

Orange is another unique color with unique personalities. An orange person may see himself or herself as, fun-loving, flexible, proficient, practical, curious, seeing shades of gray, capable of managing chaos, enjoying life, adaptable, good negotiator, problem-solver, multi-tasker, superior ability to discriminate among options, spontaneous, carefree, hands-on, capable, resourceful and welcoming of new ideas.

- In order to team up successfully with an orange person as a leader, you should:
- Set outcome based short-term goals.
- Focus on performance rather than finished products.

Reward by allowing him or her to act on finished products.  
Set high expectations that challenge his or her skills.

Clearly identify the impact his or her performance has the job.

Finally, a blue person may see himself or herself as, warm, romantic, creative, unselfish, people person, promoting growth, social interactive, conscious of past relationship, caring, affirmative, idealistic, sympathetic, wanting harmony, seeking to please people, will work selflessly for a cause, compassionate, spiritual, caretaker, trusting, expressive, great communicator, able to see the need for exceptions, and possessing strong individual values. For a perfect job done as a leader, you should:  
Clearly outline your expectations in a friendly but frank way.  
Recognize a blue person’s contributions often.  
Identify rewards for achievement individually and in teams.

Provide personal contact through a light touch of approval.  
Recognize his or her creativity he or she puts into his or her work.

Knowing your unique color and that of people around you, including your professors, helps you to cope with them to achieve an ultimate goal. You may have some personalities that consist of all the aforementioned colors. I have found my unique colors, how about you?

(Credit: *The Communicator* and College Media Association)

### The College Media Association Conference: “How to Hook Them and Reel Them In”

By C. Lionel Spencer

On Friday March 14<sup>th</sup>, I attended my very first College Media Association Conference. It was held in the Sheraton New York Times Square Hotel off West 53<sup>rd</sup> and Seventh Avenue. After registering I proceeded to the ballroom where Bonnie Fuller, founding president and Editor-in-Chief of Hollywoodlife.com, would speak. Even though, I am not in the tracking celebrity business, I did learn a valuable lesson about how to get people and how to keep them.

Through her journey from various magazines to the next, Fuller made clear that the thing she had to continually do is get to know her audience. As presented on the College Media Website, she was editor of *Cosmopolitan*, *US Weekly* and *Glamour*. In her first year at *Cosmopolitan*, she raised sales 18 percent and was named Editor of the Year by *Advertising Age*. She continued to be successful because she asked herself one simple question: what would I like to read if I were this type of person? This seemed to be the key to her success; the ability to put herself into other people’s shoes. This was and is how she

hooks them and reels them in.

Although, her presentation was about taking opportunities when they don’t seem to lead where you would like, the point about knowing your audience stood out to me most. Why? Since joining *The Communicator*, I have wracked my brain many days contemplating how to draw in the student body. I realized very early that most of the students at Bronx Community College didn’t even know the newspaper existed. That would prove to be a problem, if we wanted them not only to read but contribute. Until this day, we can barely get a monthly submission from our own student government. Needless to say, reeling them in hasn’t gone that well.

Maybe I’m a bit arrogant, but I assumed that being a Bronx native afforded me all I needed to know about my people. Nothing would be further from the truth.

For the two years that I’ve written for the paper, I can’t remember ever taking the “Fuller” approach. I didn’t stop and consider who is the BCC student? What does he or she want to read about when they come to school? What

do they need to know in order to be successful in school?

I believe my friend and former colleague, Aziza Ingram, understood this as she published a series entitled “Successful Student Secrets.” Through this column, she discussed everything from study habits to planning to how to transfer to senior colleges. I learned so much from her column, but I feel that even then, our college community didn’t benefit as much as it possibly could have. So, even when you have brilliant writing if no one is reading what use is it?

What I learned from the Hollywoodlife president is that if you want to be successful, you must know who you are writing to. She has Hollywoodlife because she knew her audience. My goal is to get to know the Bronx Community College student, so I may have a better chance of bringing them to and keeping them with the profoundly elegant newspaper known as *The Communicator*.

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### “Covering Touchy Topics”: An Enlightening Conference

Dr. Meeks started with a brief introduction and dove right in into the issue. The session was directly focused on journalists, but it can be easily applied to any person with the same concern. He made it clear that there are many questions to ask ourselves before addressing any touchy topic; the most important one was: Is this serving the public good? There needs to be a specific benefit (s) that will result from the conversation, or in the case of journalists, publication. If the answer is vague or ambiguous, it is best to think it over. It is important to act with integrity.

Another important thing, according to Dr. Meeks, is getting the facts right and to adequately convey the context. That second part can be tricky, but just mentioning facts does not really tell much because interpretations are necessary. These interpretations, however, need to be objective. A good way to test them for bias is asking

oneself: Am I willing to revise that opinion? Unbiased views are open to corrections and rearrangements.

The categorical imperative was brought up when Dr. Meeks asked: “Is the subject of the story treated as an end unto himself/herself, or as merely the means to another end?” When we say: “You must do X,” or “You must not do X,” and there are no ‘ifs’, this is the categorical imperative in a nutshell. Instead of saying: “Do not murder if you do not want to go to jail,” under a categorical imperative mindset one would say: “Do not murder.” Basically, what Dr. Meeks was trying to say is that there should be no selfish benefits for the person addressing the touchy topic. And one way to make sure one is not being influenced under any kind of bias and doing it for altruistic reasons is asking oneself: “If the story were about me or about someone I love, would I write the story differently?”

He ended the session by explaining that there is

a balance to check for before treating the delicate subject. There are three components to that balance. First, one has to check that the overall benefits or public good outweighs the impact on any citizen, individual, community, organization, among others. Second, one must analyze if there would any potential consequences to anyone. Finally, one should be sure that the public good has been served, and there are altruistic benefits to be reaped.

“Covering Touchy Topics” was an enlightening session. It was short, but right to the point. Dr. Meeks was very eloquent and clear in his explanations. He used realistic and relatable examples that aided with clarification. It seems like we all left that room feeling a lot more comfortable in dealing with sensitive issues, and I hope the readers of this article feel so too.

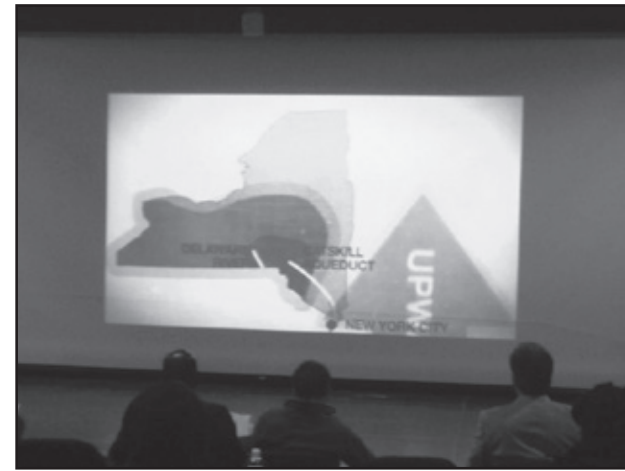
## Campus News



### Panel and Documentary Screening Shines Light on Fracking

By Armando Chapelliquen

On March 20, the Biology Club, Future Leaders of STEM and Medicine, and NYPIRG at BCC gathered for a screening of the documentary film *The Sky is Pink*. The film, which addresses the inherent dangers of horizontal high volume hydraulic fracturing, or fracking, featured clips



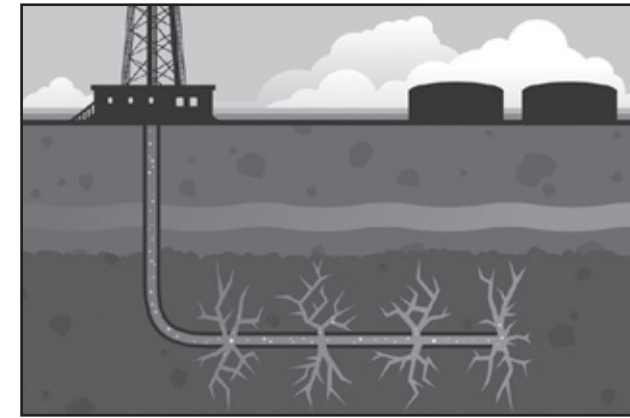
*New York's Marcellus Shale Formation, the target for gas industry drilling, highlighted during the screening of The Sky Is Pink at the Clean Energy Panel.*  
Photo: Angel Ceballo

crisis in communities across the US," said Angel Ceballo, a computer information systems major. While coming from differing backgrounds, there was a shared opinion on the strength students have to influence the future of New York's energy future.

Currently, the State of New York is soliciting comments on its Draft State Energy Plan. After hearing about how the current plan relies more heavily on natural gas, students in attendance wrote their own comments calling for greater focus on clean energy like wind and solar. All comments written will be sent along to ensure

that sustainability and clean energy is a priority for the State of New York.

Students interested in submitting their own comments or learning more about NYPIRG's Clean Energy Campaign are welcome to stop by Meister Hall 214 or email Bronx@nypirg.org.



*The New York Public Interest Research Group (NYPIRG) is funded through the mandatory Student Activity Fee (SAF). NYPIRG offers a refund of the portion of the current SAF earmarked for NYPIRG to any student who does not wish to contribute. For more information or to receive your refund, contact NYPIRG Project Coordinator Armando Chapelliquen in Meister Room 214 or 718-289-5409.*

of *The Colbert Report*, interviews with elected officials, and narration by Josh Fox, the mind behind *Gasland*. Presented in this way, the audience collectively gasped at the first shot of kitchen faucet water that lit on fire due to methane contaminating water wells.

To guide students through what they had just watched, a panel discussion on fracking followed the documentary screening. While the panel aimed to also present alternatives on clean energy and sustainability, the majority of the panel discussion focused on the documentary and the process of hydrofracking. The panel was composed of Dr. Neal Phillip, Chairperson of the Chemistry Department; Dr. Aaron Socha, Director of the Center for Sustainable Energy; Tyrone Ijeh, Photovoltaic Instructor at the Center for Sustainable Energy; and Joe Stelling, NYPIRG's Environmental Campaign Organizer in Albany. "The Clean Energy Panel was very informative because it covered pretty much every aspect of the fracking



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**Campus Visits:** Outside Café West, 10am – 1pm  
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## Campus News



### THOUSANDS OF STUDENTS & ALLIES PUSH TO MAKE COLLEGE MORE AFFORDABLE & FIGHT STUDENT DEBT

NYPIRG unveils coalition of hundreds of groups calling on the Legislature to reform the New York State Tuition Assistance Program

**Bronx, NY** – This week, the New York Public Interest Research Group (NYPIRG) unveiled a coalition of over four hundred groups, including the Student Government Association at Bronx Community College, calling on the New York State Legislature and the Governor to reform and expand the New York State Tuition Assistance Program (TAP). The coalition, made up of student groups, labor leaders, community groups, college financial aid professionals, high school guidance counselors, and immigrant groups represent thousands of students, community members, and professionals who are fighting to strengthen access to college and reduce student loan debt.

In the last 40 years TAP has helped four million New Yorkers afford college. But a lot has changed since the program's founding in 1974, and TAP is behind the times. TAP grants haven't kept pace with rising tuition, and student loan debt is reaching a crisis level: 2.7 million New Yorkers now hold outstanding student loans, and 60% of New York college graduates last year borrowed an average of \$25,537 to pay for college. TAP should be realigned with the needs of the students and families of today. It should cover more of the cost of tuition for those who qualify, and be flexible enough to meet the needs of all types of New Yorkers, not just the straight-from-high-school-to-college full-time student that it was initially designed to serve. We also need to repair the damage done when some students saw their TAP grants cut or eliminated when Albany passed austerity budgets. To these ends, our coalition supports the following changes to TAP:

Give excluded students access to TAP  
Extend TAP to undocumented youth who arrive in the US before age 16 and graduate from a New York high school or pass a New York accredited high school equivalency program.

Restore eligibility for TAP to students in default on federal student loans.

Restore TAP grants to graduate students which were eliminated in 2010.

Allow currently incarcerated students to once again qualify for TAP grants so that they can earn a college degree.

Realign TAP to the current needs of students and families

Increase the TAP maximum award to \$6,500 for all students.

Get rid of outdated award schedules and the rule requiring that students' grants be based on the year they enter college.

Raise the income thresholds on TAP award schedules for independent single students and married students without dependent children, and provide that all schedules incorporate the same maximum grant level of \$6,500. For example, the TAP award schedule for independent single students without children—which includes foster children, orphans and wards of the state who are among the state's neediest—is based on a 20 year-old schedule that makes them *ineligible* if they earn more than \$10,000 in net taxable income and currently limits the maximum grant they *could* receive to just \$3,025. This rule virtually prevents all poor, single working adult students from receiving any financial aid from TAP. End the \$100 per-year cut to students' TAP grants in their last two years of school.

Eliminate the requirement that students attend college full-time for a year before becoming eligible for Part-Time TAP.

Add two semesters of TAP eligibility for students who are identified by the State as educationally disadvantaged, but are not enrolled in New York's limited Educational Opportunity Programs (i.e. SEEK, College Discovery, and HEOP), which extends TAP for two additional semesters.

Increase the number of semesters of TAP eligibility for all students recognizing that the majority of

students take longer than four years to complete a baccalaureate degree. The federal Pell Grant program recognizes this need and provides the equivalent of two additional years.

Increase TAP grants for students who come from families with multiple family members attending college at the same time.

Simplify the rules and regulations, and improve TAP administration

Revise the TAP definition of independence to match the federal Pell Grant criteria.

Let financial aid administrators make changes to students' grants as is allowed under federal aid programs including Pell Grants. The current program does not allow for necessary adjustments when students are confronted with serious life changes such as a major loss of income or the death of a parent.

Continue to make TAP function better  
Create a system that periodically reviews the effectiveness of TAP to ensure that the program remains up to date.

Require further training for TAP certifying professionals.

"On top of students having to face constant cuts to higher education funding, a shortage of fulltime faculty, and increasing tuition, we have to deal with an out of date financial aid program—one whose award is inadequate and has not been increased in more than a decade. TAP unfortunately excludes some of the neediest of students such as foster children, orphans and wards of the state." – **Aileen Sheil, Chairperson, New York Public Interest Research Group and Queens College Student**

"For more than a century and a half, CUNY has educated the "children of the whole people of" New York, as its founding statement says. The members of our union hold that mission dear. CUNY creates economic and intellectual opportunity for hundreds of thousands of New Yorkers who struggle to afford college. But too many students who attend CUNY or aspire to attend CUNY are prevented from receiving need-based TAP aid or underserved by TAP's outdated rules. That's why the PSC is committed to the Reform NY TAP Coalition and its platform."

– **Dr. Barbara Bowen, President of the Professional Staff Congress – CUNY**

"The New York DREAM Act would allow students to receive financial aid regardless of documentation, granting them access to an affordable education--- an opportunity that everyone should have--- an opportunity that the Legislature and the Governor should want all New Yorkers to have." – **Shawn Hall, Undocumented Youth and Queensborough Community College Student**

"We support the TAP Reform Platform points that will assist in providing NYS students with the opportunities for additional assistance, while also ensuring the integrity of the TAP program and the proper utilization of NYS taxpayer funds," said "Changes in the administration of the TAP program for simplification in regards to award determination, certification, and payment will benefit all the stakeholders involved with the New York State Tuition Assistance Program."

– Sue Mead from the New York State Financial Aid Administrators Association

"It's been four years since the termination of Graduate TAP, and since that time, the State of New York has failed to provide an adequate financial aid safety net for thousands of graduate students," said "It's time for Albany to recognize the integral role that individuals with advanced degrees play in providing our City and State with a well-trained workforce. Restoring and enhancing Graduate TAP is a modest, but important, investment in the future of our State economy." – **Luis Gutierrez, University Student Senate Vice-Chair for Graduate Student Affairs**

"We need to bring TAP into the 21<sup>st</sup> century. The state can do that by increasing the maximum TAP award to \$6,500, aligning it with where CUNY and SUNY tuition will be going. Access to TAP gives students like me an opportunity to better myself and pursue my dreams." – **Bryan Wigfall, Bronx Community College Student**



*NYPIRG students Shanta House, Project Coordinator Armando Chapelliquen, Bryan Wigfall, Richard Feliz, and Federico Garcia before the #ReformNYTAP news conference. (Photo: Ben DeAngelis)*

### with Debt

"Students with disabilities are among the least college ready of any demographic in New York State; as well as have the highest unemployment and poverty rates both in NY and the nation. Extending TAP two additional semesters benefits all of New York, but most notably, individuals with disabilities." – **Paula Perez, New York State Disability Services Council**

"The Education from the Inside Out Coalition supports reforms to the Tuition Assistance Program, particularly re-instating TAP grant eligibility to those who are currently incarcerated. There is no question regarding the transformative power of education. By implementing these reforms our state will go a long way in reducing crime and strengthening families and communities." – **Vivian Nixon, Co-Founder of the Education from the Inside Out Coalition**

"With the help of in-depth college counseling at the high school level, students are able to apply to and find the right fit for college. The proposed TAP reforms would enable us in the counseling profession to provide an even wider range of options to the students we are trying so hard to help." – **Chris Buonocore, New York State Association for College Admissions Counselors**

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## Campus News

### Language: What Code Registers as Academic, and How Do We View Them? Reflections from the Northeast Writing Center Association Conference

By C. Lionel Spencer

There seems to be an interesting argument taking place within United States academia, and it is stemming from the response of a simple question: what is academic writing? As a student, journalist, poet, storyteller and songwriter, I have always incorporated elements of these mediums in my writing. In fact, I turned in a short story as an honors paper, for an Honors Prose and Composition course I had taken last semester. To me, whether it's the repetitious nature of song choruses or the conciseness of reporting the facts of an event, I believe every word and every mode of expression is at my disposal for writing—especially academic writing.

Although, I haven't come across many professors who object to my approach and style of writing, I have become aware that these educators exist. There are some teachers that believe academic writing is only and both analytical in nature and done in Standard English. They reason that essays should contain few narrative elements nor any "substandard" forms of English.

At one of our recent training workshops, the Writing Center staff read Vershawn Young's "Nah We Straight: An Argument Against Code-Switching." Young argues that all English spoken by all ethnicities should be considered standard and not just the one used by white middle-class Caucasians. It is his belief that the promotion of code-switching has a legacy derived from segregation and should have no place in our society. Young began part two of his article with this quote from Allen N. Smith:

If a student has a right to his own language, we have no right to change it at any point, and if we suggest helping him change it solely for the practical purposes of getting a job, we are advocating the cheapest form of hypocrisy and the most difficult sleight of hand in the history of language, the development of a dual language for use at home and at work (Young 60).

And Young continued this claim as the keynote speaker for the 2014 Northeast Writing Center Association Conference at Bryant University in Rhode Island. He

asserted his concerns, this time with an illustration from a conversation between Lisa Delpit and her daughter Mya from her book *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*. In the chapter "No Kinda Sense," this is what she says:

I've asked my daughter Mya if she knows why I critique her language.

Mya says: you don't have to worry about me cause I know how to code-switch. I do listen to you sometimes.

Delpit: So when my child's language reflects that of some of her African American peers, I feel the eyes of the other negatively assessing her intelligence, her competence, her potential, and yes even her moral fiber.

Young points out that there isn't any critique of how effective her daughter's communication is—it's all prejudicial. He adds, "And if this is the bases on which we want to say to people you have to change to certain languages in certain settings, so that I won't be prejudice against you-- to me that's ridiculous."

He further discussed how many supporters of code-switching believe they are preparing their students for the real world, and that this is their motivation behind enforcing a Standard English. However, Young shared how he held a class in which they dissected email correspondences made within several fortune 500 companies, and the results were shocking. They realized very few companies used Standard English in the correspondence.

It came as of no shock to me. For having worked in a law firm for six years, I was made aware of the simple truth—Standard English ain't all that standard in corporate America.

So what's driving this push for there to be a specific type of English spoken and written within university life? Could it simply be the idea that Black English and all other forms of English don't register the user as intelligent?

I believe this to be wholeheartedly true.

### Swinging into Spring and Getting Healthy

By Miguel Alemar

With spring officially here, isn't it a great time to revisit some of those lost New Year's resolutions and get a little healthier? As a Dietetics and Nutrition major, I've got you covered. I even tapped one of our professors for help. Professor Elyse Grattadoria who lectures in one of the health and wellness classes gave *The Communicator* "Top Six List" her stamp of approval and added feedback. So without further ado, here is our list of easy ways to feel better, get stronger, and lose some weight.

1) Sleep! This was originally #3 on the list, but Professor G suggested it be moved to the top slot because it is just that important. Even if you've heard it a thousand times, "get 7 to 8 hours of sleep every night," it bears repeating. While you are sleeping your body repairs itself, you grow (attention guys trying to gain muscle), tissues are repaired, and overall restoration happens. The immune system has a chance to recharge as well preventing us from getting sick. According to *Your Health Today* sleeping less than 7 hours increases your chance of becoming obese. There were even studies that there was a 32% chance that women who slept less than 6 hours a night could gain 30 pounds or more over a 6-year period. Not to mention all that studying and information we learn gets sorted and recorded while we sleep. Don't underestimate the power of those Z's!

2) Drink 8 to 12 glasses of water a day. Did you know that we could survive weeks without food but only a few days without water? We need water to digest our food, move energy around our bodies, and get rid of toxins. Without enough water our bodies start to feel tired, less focused, and you can even get a pretty bad migraine headache. Stick to plain water and stay away from anything with flavoring or added sugar. According to the Mayo Clinic, drinking enough water can even help with fat loss. Before you reach for soda, or juice, make sure you've gotten your water for the day.

3) Walk it out. According to the American College of Sports Medicine you have to perform at least 150 minutes of moderate activity a week to fall into the "active" category, otherwise you are considered sedentary. People who are sedentary are higher at risk for things like heart disease, diabetes, high blood pressure and obesity, among other ailments. The easiest way to stay active is to walk for about 30 minutes every day. A great app to track how often you walk is Runkeeper for both IOS and Android. It will track walking, running and even cycling. They have also discovered that sitting for too long can lead to poor metabolic health. So if you have to sit for work, while studying or if your favorite past time is the art of being a couch potato, try to stand up at least once an hour

and move around for five minutes. As a bonus, take the stairs! Why are you riding the elevator for 2-3 flights? For shame! Colston and most buildings have nice wide stairs with enough space for everyone. Do your body a favor and use them.

4) Eat your veggies. You didn't think you were going to escape this one did you? Contrary to all the commercials peddling fat loss pills and the like, nothing beats vegetables and fruits. Not many people eat enough of these on a daily basis. They are high in fiber which everyone needs and also low in calories. They even fill you up to boot so you could call it a win/win situation. Vegetables and fruit keep us healthy by reducing cholesterol, strengthening bones, protecting our hearts, preventing cancerous cell growth, the list can go on. Green leafy vegetables, along with vegetables like broccoli, cauliflower, cabbage, as well as fruits like apples, oranges and berries, are all great choices. Try to include some vegetables for lunch and dinner and make sure to eat them first instead of starches like pasta, bread or rice.

There you have it, some easy painless ways to feel better today and start getting ready to enjoy those upcoming warm months.

Here's to your health!



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Drink 8 to 12 glasses of water a day



Walk it out



Eat your veggies



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## The Global Lens

### Kosmopolitēs

By Michael Segarra

The concept of global citizenship can be interpreted in different ways depending on one's perspective. One unfamiliar with this idea may have trouble grasping the depth of it. On its surface the joining of these two terms, global and citizenship, seems impossible. A citizen is an individual member of a larger society governed by laws with which that individual, and his or her peers, agree to abide in exchange for the protection of the citizens' mutually recognized individual rights. Furthermore, by definition, the term global is an adjective relating to the world as a whole. Thus, the concept of global citizenship can be seen to falsely imply that there are supreme universal laws recognized by all mankind, and followed by those claiming citizenship under one world government. A basic understanding of both terms can lead one to believe they are incompatible. However, this concept does not encompass the complete meanings of both words. Instead, this abstract idea draws from the simplest interpretations of each individual term to create something new. This marriage of words is like any other marriage. There is a compromise made between the two parts, forming a bond, and becoming one ideal. To be a global citizen is to be a part of this world, and to be an active conscious member of its human population, aware of the ties which bind us all, as would the laws of a nation.

Due to the rapid maturation of the world economy over the last fifty years the concept of global citizenship has become a more common topic. The world has developed more and more interconnections through technology and trade, leading to growing acknowledgement of an apparent international interdependence. To paraphrase from a speech by world-renowned scholar and historian David Christian, with great complexity comes great fragility. As evidence of this dynamic, the complexity of the world market has proven to be quite fragile over the last decade. According to an article published in the *Wall Street Journal* by senior editor Bob Davis, in 2009, the International Monetary Fund recognized a global recession greater than any world recession since World War II. The vulnerable balance of the world economy has drawn great attention. However, there are more basic connections between the nations of the world, and between the seven billion human inhabitants.

The global citizen sees beyond the world financial network, and recognizes the important human relationship to nature. Our rapport with the earth is perhaps more essential to our existence than anything else. Our primary needs are necessitated by what keeps us alive. The human body needs air to breathe, water for hydration, and food for energy. Despite these well-known facts we pollute our environment at a catastrophic rate. According to David Christian, "We're burning fossil fuels at such a rate that we seem to be undermining the [vital] conditions that made it possible for human civilizations to flourish over the last 10,000 years." Our carbon emissions deplete the oxygen in the air, and create imbalance in the delicate equilibrium of greenhouse gases in our atmosphere. The balance of these gases maintains the planet's temperature by regulating the absorption and redistribution of thermal radiation throughout the earth's surface (Solomon 98). We cut down forests and jungles, destroying ecosystems which eventually impact our lives, both individually and collectively. One significant effect deforestation has on the human species is the further contribution to global warming and climate change. As if pollution from human emissions wasn't enough, deforestation further contributes to the chemical imbalance of greenhouse gases. Trees and plant life help to regulate the balance of greenhouse gases through photosynthesis; therefore, destroying mass quantities of these species can be detrimental to the systematic balance of biological networks (98). There is a pattern to be found here. The interdependence of natural forces needed to sustain life on earth is an example of great complexity. Accompanying this complexity is the delicate balance of all parts involved, the fragility of nature.

This same balance of life can be found even within the individual human being. In biopsychology, one studies the communication between cells in the human body. All bodily functions are controlled by the brain, and the central and peripheral nervous systems. The brain and nervous system are composed of neurons. Neurons are constructed like any other cell, with a nucleus housing the chromosomes which make up the human being's DNA, except neurons possess axons and dendrites which are used for their primary function of communication. Neurons are specialized cells with the purpose of coordinating the universe within a human being. These cells are like global

citizens, recognizing the common goal of sustaining life, and taking action by spreading messages throughout the body, giving order, and raising awareness.

This is the nature of man: to recognize complexity, and maintain the balance of life through communication and cooperation. We possess the gift of language, of which David Christian declares, "[is] so powerful and so precise that we can share what we've learned with such precision that it can accumulate in the collective memory. And that means it can outlast the individuals who learned that information, and it can accumulate from generation to generation. And that's why, as a species, we're so creative and so powerful, and that's why we have a history. We seem to be the only species in four billion years to have this gift." This ability for communication does not simply separate us from other living things; it makes us responsible for other living things. It can be argued that we are the guardians of this world, and thus we are obligated to take care of this planet.

The nature of man has been debated in philosophy for centuries. The Greek word *psyche* literally translates to the soul. Ancient Greeks believed the soul of a man lay in his mind. The soul differentiated man from beast. The purpose of the *psyche* was to think rationally using reason and logic to determine any and all conclusions. Man's natural ability for rational thought made such thought the nature of man. As the Greeks valued pragmatism and function, one exhibiting use of his *psyche* was considered to possess *arête*, or virtue.

The most influential Greek philosopher was Socrates. He believed in acknowledging one's ignorance, and learning from it. This was after all, the rational thing to do. In *Philosophy in Context*, Douglas Soccio writes of Socrates: "[His] most persistent command was 'Know thyself'" (49). He thought that people could work together, using their nature, to gain more knowledge and greater understanding. His most famous quotation, "the unexamined life is not worth living" (49), meant that the acceptance of ignorance was a fate worse than death. Willfully choosing to go against human nature, and accept falsehoods for truths was not living at all. This philosophy spoke to the values of ancient Greeks, and the fulfillment of man's true nature. This is why ancient philosophers were held in such high regard, documented by their peers, and followed for centuries. In fact, this is the basis for humanism, and the belief in the importance of human life. Humanism and Greek philosophy would go on to influence the western world, forming the foundation for western philosophy and western civilization. In turn, the modern world would be built on western ideals. Hence, modern society is built on the foundation of Greek philosophy.

The concept of citizenship, as it pertains to one's allegiance to a nation state, is predicated on the social contract theory. Seventeenth-century English philosopher Thomas Hobbes, a pioneer of this theory, wrote of the importance of the social contract in his *Leviathan*. Hobbes proclaimed that with absolute freedom men would kill, rape, and steal from each other with no fear of law. Constant conflicts and wars would be fought in the absence of order which comes from total freedom. Hobbes focused on the destructive nature of men, and offered the *Leviathan* as a solution. The *Leviathan*, meaning mortal God or divine monarch, would rule over men and give order. Though this sovereign would rule under God, and be above any laws given to men, this leader would need to be appointed by the people which would be ruled. This appointment would occur one of two ways: commonwealth by acquisition, by which this monarch would take power by force, or commonwealth by institution, by which others agree freely to submit to this monarch (Hobbes 500-501). The social contract would become an agreement between citizens to obey the rule of their governor. John Locke, a contemporary of Hobbes, would place more emphasis on the rights of the people in his essay *Second Treatise of Government*. This philosophy would come to be the foundation for the modern definition of citizenship; to be in contract with one's fellow citizens and government, adhering to laws agreed upon by the majority.

Hobbes' *Leviathan* draws many similarities to Plato's *Republic*. Plato maintained that democracy would always destroy itself. His argument and reasoning which led to this conclusion was that not all men are equal in wisdom. This was a lesson he had learned from Socrates. To give every man the right to an equal vote, as is the theoretical promise of democracy, was a contradiction of logic to Plato. For every sage, or wise man, there were countless fools. Thus, the ignorant would always destroy

any semblance of utopia (Soccio 76-83). Plato's response to this was similar to Hobbes' answer with the *Leviathan*. Plato suggested that in the ideal government one man would rule over others. This would be his Republic. However, Plato's philosophy on the matter was far more developed than Hobbes. This one man would be a sage; a wise man with only the best interests of his people in mind. Rather than a divine monarch, this leader would be a philosopher king (76-83). Like the global citizen, this sage would understand the delicate balance of life and take action to maintain it. Plato's inspiration for the philosopher king was his teacher, Socrates. Plato's philosopher king was to be one who encouraged rational thought and understanding.

Plato's dream of a utopic republic would go unrealized, and many other philosophers would theorize about how to deal with life's imperfections. Of these philosophers was the cynic Diogenes of Sinope. Cynicism was a philosophical belief in staying true to the nature of man, staying virtuous, and living according to reason and logic. It was believed by the cynics that a human's path to happiness was through practicing rational thought. The cynics were not interested in superficial values which had taken hold of society, such as greed and lust for wealth and fame. A contemporary philosopher of Diogenes and pupil of Plato, Aristotle, would agree with this cynic view. Aristotle would call the happiness one could find by fulfilling one's human function, or actualizing one's potential, *eudemonia* (99). Of Diogenes it is written, when asked what country he claimed to be a part of, he answered, "Kosmopolitēs," which means a citizen of the world (Laërtius 405). For this quotation, Diogenes of Sinope is attributed by many with the founding of cosmopolitanism; a belief that all human kind are of one community. These early philosophers of ancient Greece were wise sages, and examples of global citizens.

National citizenship is defined by the social contract which binds citizens to laws of men. The social contract is an unwritten document accepted and agreed upon by the citizens. However, a global citizen is one who sees beyond man made borders and petty differences. There are greater bonds which have been tethered between all mankind. These ties are beyond man's making. We have a biological relationship with this planet, our environment, and all who inhabit it. We have a shared history through which we have learned from each other. These are natural bonds, these are laws of nature. Should not the laws of nature hold precedence over the laws of man? The global citizen is one who acknowledges these laws, and holds the responsibility to our earth and humanity above the responsibility to individual nations. It is possible to be both a national citizen and global citizen, but the greater good – the global cause – must come first.

One of the greatest minds of the last century, Albert Einstein, wrote in a letter to Alfred Kneser, "I am by heritage a Jew, by citizenship a Swiss, and by makeup a human being, and only a human being, without any special attachment to any state or national entity whatsoever" (Einstein). A global citizen is an educated individual who uses knowledge to gain understanding, and employs understanding to effectively communicate with other members of the human race. Such a profound individual is a modern sage. Edwin Markham wrote, "There is a destiny which makes us brothers / None goes his way alone / All that we send into the lives of others / Comes back into our own" (Markham). We are a diverse race living in a diverse world, but such diversity is a subtle difference compared to the universe of connections we share. Be the change; be a global citizen.

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Continued on next page

## Outside the Quad

### Subway Car Cleanliness Declined Between 2011 and 2013, "Shmutz" Survey Finds Cars on D Line the Dirtiest L is the Cleanest Line Amid Wide Disparities for All 20 Lines

The number of clean subway cars declined between 2011 and 2013, according to the thirteenth and fourteenth annual "subway shmutz" surveys released today by the Straphangers Campaign.

Campaign surveyors rated 52% of subway cars as "clean" in a survey conducted in the fall of 2011. But this fell to 42% in an identical survey in the fall of 2013 – a statistically significant decline. This continues a general trend of a decrease in the number of clean subway cars since 2008. Cleanliness dropped from 56% in 2008 to 51% in 2009, then again to 47% in 2010. There was a modest improvement in cleanliness to 52% in 2011, but a significant decrease to 42% in 2013.

The worst performing line in our most recent 2013 survey was the D, with the smallest number of clean cars at 17% in this survey, down from 49% back in 2011. The best performing line in our 2013 survey was the L with 63% of its cars rated clean, up from 58% in 2011. (See Tables One and Two.)

Nine of the twenty subway lines grew significantly worse, while none improved and eleven stayed largely the same.

The number of budgeted cleaning staff has remained largely the same with 1030 car cleaners and 141 supervisors in 2012 and 2013.

"Transit officials are losing the war against dirty subway cars," said Armando Chapelliquen, Project Coordinator for NYPIRG Straphangers Campaign.

The 2011 car cleanliness survey is based on 2,000 observations of subway cars by the Straphangers Campaign between September 8 and December 22, 2011. The 2013 survey covered a nearly identical period from September 4 to December 30, 2013. (See methodology.)

Cars were rated on 20 lines for cleanliness of floors and seats, following MTA New York City Transit's official standards for measuring car cleanliness. Cars were rated as clean if they were "basically dirt free" or had "light dirt" ("occasional 'ground-in' spots but generally clean").

Cars were rated not clean if they were "moderately" dirty ("dingy floor, one or two sticky dry spots") or heavily dirty ("Heavy dirt; any opened or spilled food, hazardous (e.g. rolling bottles), or malodorous conditions, sticky wet spots, any seats unusable due to unclean conditions").

Continued from previous page

### Kosmopolitēs

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Michael Segarra is a 2014 BCC Salzburg Global Seminar Global Citizenship Program Student Fellow.

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# In Memoriam: An Alumnus Remembers



**They Just Don't Make 'Em Like They Used To:  
My Homage to Patricia Cranley**  
By William Murray

At Dressel Farms, New Paltz, New York, summer 2010

Patricia Cranley was a long-standing member of this Bronx working class neighborhood and a staple of its Irish-American community. Born in the South Bronx two days before Christmas in 1926, Patricia was a child of the Great Depression. She endured through World War II, the Korean War, Vietnam, and The Gulf War, just to name a few. If we rolled an autobiographic film of her life, there would come a point in her heyday where she resembled the character Mae Mordabito (played by Madonna) in *A League of Their Own*.

Like in the movie, she could be found in toe-tapping juke joints, swing dancing with sailors on shore leave. In her early adult life, she migrated to Texas before returning to University Heights to raise eight children. She later moved to Norwood while still parenting. For many years she served as superintendent of one low-rise building at 199th street on the Grand Concourse where her capacity for hard work never went unnoticed. After her retirement as caretaker, she remained the most vigilant of local residents. An unassisted neighborhood watchwoman who maintained such good surveillance over her walk-up, that crime, burglary, and trespassing was almost non-existent at her apartment house.

Throughout her life she endured much hardship. She tended to her son who was disabled for the latter part of his life, and she did so on a permanent basis. In August 2011, he was the fifth of her children laid to rest before their expected time.

Last month, on March 31st 2014, Patricia passed away at 87-years-old, survived by her three daughters, fifteen grandchildren, and twenty-one great grandchildren. Many storeowners operating out of Bedford Park Boulevard came to offer their condolences at her wake. In addition, John J. Fox & Sons Funeral Home was met with numerous next-door tenants and a multitude of loved ones. During the funeral mass, Monsignor Kevin O'Brien of St. Philip Neri Church, cited a verse in the Bible from the Epistle of John (12:24), "...but if it die, it

beareth much fruit," referring to a kernel of wheat. The message it conveyed was how a single grain, placed in the ground, can yield forth many more ripened crops. Similarly, Patricia Cranley sowed into this world, and the result of her life's hard work is a beautiful family tree, the whole of who were overjoyed at the love and respect showed by their neck of Bainbridge, and beyond.

All her trademarks will be sorely missed. She would go to church every St. Patrick's Day for her celebrant wafer; to further commemorate the day, she loved coffee served sweetened with Irish whiskey and whipped cream at the senior center's repast. At this time, each year, she shined with all the vigor and fresh variety of spring, decked in ivory cashmere clothing. Even as an old woman, she was a sight to behold with pale sapphire eyes, platinum grey hair and buttery skin.

By day, she gave her patronage to Mi Casa Bakery and the National Donut & Coffee Shop where she socialized. By night, she was known to run a tab at Madden's Pub, a tavern newly restored by her granddaughter and namesake, Patricia Murray. The last few decades were marked by her special ability to leave an unforgettable impression throughout the neighborhood. For that reason, many mourners said it was "the end of an era."

Patricia Cranley was an indescribable woman, beyond words. She defied your understanding – like a joke you try to tell someone – but they just had to be there to get it. Called by many names, "Pat," "Ol' Blue Eyes," "Mom," "Grandma," "Nan," and "Nana," but each belonging to one person, impossible to forget.

*William Murray, a 2013 graduate of Bronx Community College, is now a student at Lehman College and serves as an alumni correspondent for The Communicator.*



At Mannion's Restaurant, McLean Avenue, Yonkers.

# Campus News



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- TRANSFERABLE SKILLS
- COMMUNITY SERVICE
- SCHOOL SPIRIT
- AND MUCH MORE!

For more information about joining or starting a club, contact the Inter-Organizational Council office:  
Roscoe Brown Student Center, Room 309  
718-289-5201/5962  
www.bcc.cuny.edu/studentlife

CONTACT US TO LEARN MORE OR TO APPLY: [IONA.EDU/APRILVIKING](http://IONA.EDU/APRILVIKING) [ADMISSIONS@IONA.EDU](mailto:ADMISSIONS@IONA.EDU) 800.231.IONA

## Transfer to Iona College and Move Your World in the Right Direction



**JESSICA SCAPARRO '13**  
> BA Psychology  
> MA Industrial Organizational Psychology candidate

Move the World.



When Jessica Scaparro first met students from Iona, she was impressed with their enthusiasm about their experiences. "I wanted so badly to have that same excitement." As a transfer student, Jessica obtained a rewarding internship at March of Dimes, completed a service trip to Zambia, and served as a student campus minister.

She is now staying at Iona to complete her master's degree in industrial organizational psychology. With over 45 undergraduate majors and 35 minors in leading areas of study, led by working professionals and leaders in academics, we are confident that transferring to Iona will be one of the best decisions you've ever made.

**NEXT TRANSFER TUESDAY SESSION IS MAY 13TH**



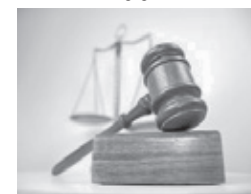
DO YOU HAVE AN INTEREST IN THE LEGAL FIELD?

DO YOU WANT TO WORK IN THE LEGAL FIELD?

IF SO, COME JOIN THE PARALEGAL SOCIETY!

- Guest Speakers (Attorneys, Police Officers, Judges etc...)
- Trips to Albany and/or DC and to local courthouses
- Updates on what is currently happening in the legal field

STOP BY MEISTER 303  
Wednesday and/or Thursday  
12:00 PM



# STOP Fracking





# Run the Bronx

BRONX COMMUNITY COLLEGE  
 36th Annual  
 Roscoe C. Brown, Jr. Hall of Fame  
**10K • 5K RUN  
 & 2 Mile Walk**

Portion of proceeds to benefit the Steuerman Scholarship Fund  
 and The David Hernandez Memorial Scholarship



## May 3, 2014

**10AM** | race starts and finishes at the college

- Free for all CUNY and K-12 Students
- Free t-shirts for all participants
- Award ceremony following race at noon
- Post race refreshments

[bcc.cuny.edu/runthebronx](http://bcc.cuny.edu/runthebronx)  
**718.289.5877**



  /runthebronx



2155 University Avenue  
 Bronx, New York 10453  
[www.bcc.cuny.edu](http://www.bcc.cuny.edu)

**BRONX COMMUNITY COLLEGE**

Defining what matters to aspiring students for 56 years. Our newly designated National Historic Landmark status makes BCC a vital anchor institution and resource for the local community and a source of pride for the Bronx and beyond.