

The RICHMOND TIMES

of the City
University of N.Y.

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Friday, December 19, 1975

New Student Council Officers



Times photos by Olga Benitez

The members of the Executive Board of the Student Council that assumed office in November are:

Top left: Evelyn Quiles, Chairperson

Top right: Pat Whittingham, Secretary

Left: Aurelia Wedderburn, Treasurer

The fourth member, Frank Rodriguez, was unable to be photographed because of illness.



BHE Votes End to Open Admissions \$55 Million Cut In Spring Budget

by Gordon Matheson

The Board of Higher Education at its December 15th meeting, voted 7 to 2 to end open admissions. Future applicants would have to demonstrate their readiness for college work by passing a skills test in reading and arithmetic.

The Board hear a number of speakers in open session defend open admissions. Board Vice-Chairman Franklin Williams, in offering an unsuccessful motion to postpone the vote, declared that, "It's immoral for the state to give a diploma and then say you're not qualified to enter the 13th grade."

A source close to the Board stated that the vote to end open admissions continued on page 2

Student Council Does It Again Calls Funding Illegal, Votes Measure 2nd Time

By Gordon Matheson

The new Student Council at their November 24th meeting voted to ratify the decision of the old Council to grant \$6,000 to the office of the dean of Students, Dorothy McCormack for a salary line (Richmond Times, October 14, 1975), after declaring the original decision illegal. The \$6,000 is in addition to the \$7,000 voted by the Richmond College Association (RCA) this summer to be used to pay the salary of the Veteran's Advisor, Jerry Foley.

The portion of the minutes of the November 24th meeting concerned with the grant are as follows:

6. Report on \$6,000 grant to Dean of Students. The Chairperson asked the Dean to explain why this money had been requested. Dean McCormack said that since \$87 million had to be cut from the City University budget, continued on page 2

The Budget Crisis

Volpe Sees Added State Funds for CUNY Regents Ask \$800 Tuition and End To Open Admissions

by Gordon Matheson

President Edmond L. Volpe reported that the budget crisis of the City University may be eased for the Spring Semester, and that negotiations are underway between CUNY officials and the State to increase State funding.

Recent hopeful signs for more funds have been State Commissioner of Education, Ewald Nyquist's public recognition that CUNY needs additional money to survive, and the release last week of a plan by the State Board of Regents, calling for greatly increased State aid in exchange for a larger State voice in running C.U.N.Y.

The Regents' plan would increase the State's share of CUNY's budget from 40 per cent to 75 per cent over a three-year period. The report recommended that tuition be charged at the same rate as the State University which would be \$650.00 a year for freshmen and sophomores, and \$800.00 a year for juniors and seniors. Minimum academic standards for admission would be imposed, and students would have to complete their studies at a faster pace.

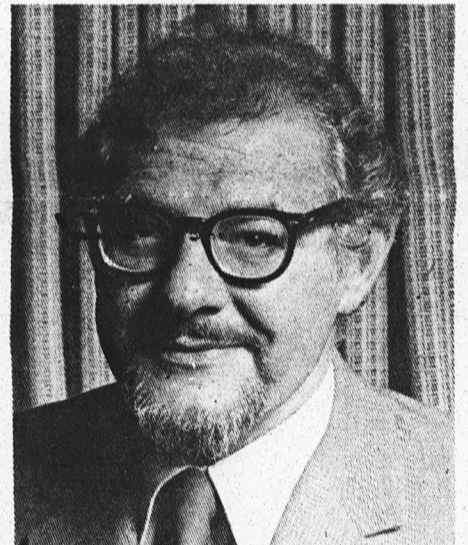
According to the New York Times, Regent's sources have admitted that the abandonment of free tuition and open enrollment were included in the plan to make it "palatable" to upstate and suburban legislators who would have to approve the plan.

The greater State role in University management would come with the expansion of the present 10-member Board of Higher Education to 15, with the Governor appointing eight and the Mayor appointing seven members. The Board Chairman would no longer be appointed by the Mayor, but would be elected by other members.

The Regents proposed, as a short-term money saving device, the forfeiture of a weeks pay for all faculty earning over \$12,700 a year.

Volpe held out more hope that free tuition could be preserved than recent press reports have. He cited a CUNY Chancellor's office report on the effects of tuition. The report stated that the imposition of tuition would not produce income, and in fact, it would cost the State and the University money.

The large number of students who would be eligible for reduced tuition or



President Edmond L. Volpe

none at all, and the additional personnel needed to determine eligibility would make tuition an unproductive source of revenue. The end of free tuition would hasten the departure of the middle class from the city and further erode the tax base.

"Legislators are practical people," said Volpe, "and they'll realize there's no financial gain in tuition."

The President also viewed increased State representation on the Board of Higher Education as "not a problem. The appointees have been coming from the City."

Merger of the City University with the State University, as called for by the University Faculty Senate among others, is not seen as a realistic possibility by Volpe. "Their cost would be tripled if the State takes over," he stated, "and the State is not in favor." He described the unwieldy conglomerate that merger would create and said that it's agreed that CUNY remain independent.

Asked for his reactions to other proposals made to alleviate the University's financial problems, President Volpe said that he was in favor of the Kibbee plan (Richmond Times, November 3, 1975) which calls for a 20 per cent reduction in students and faculty over a three-year period.

Volpe also favored the Professional Staff Congress (CUNY's faculty union)

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Well Kept Secret: No Deadline For Incompletes Prior To Spring 1975

Remember those signs around school that read "Incompletes become F's on December 2nd"? One of the best kept secrets of the year is that the December 1st deadline only applied to incompletes received in courses taken in the Spring and Summer of 1975.

According to Registrar Ray Hulsey, all incompletes received prior to Spring 1975 "stand as incompletes," and will not become F's. The policy on incompletes from now on is that I's received in the Fall semester must be cleared before May 1st, and I's received in the Spring and Summer must be made up by December 1st of the same year or they become F's. In each case, one extension, with the instructor's permission, is allowed.

This year's December 1st deadline, being the first under the policy change, has been informally extended for a grace period of a few weeks. If this applies to you, check with the registrar's office for details.

Originally, all incompletes still open on student's transcripts, from whatever period, were to have been changed to F's on December 1st. However, according to Registrar Hulsey, it was realized that this would create problems, particularly for students who have left Richmond. He mentioned the hypothetical case of a graduate, who had incompletes on his or her transcript, being accepted to graduate school and later on applying elsewhere for further study and finding the I's had become F's. Other sources mentioned the school's concern over legal challenges as a reason for the decision not to apply the deadline to all incompletes.

Hulsey said that a new Student Handbook will be issued in the Spring which will clarify the incomplete policy.

STATE FUNDS HOPED FOR

continued from page 1

Plan which proposed that the City University be financed on the same level as the State University, with an amount equivalent to SUNY tuition to be deducted. The plan would preserve free tuition, and increase State funding by \$107 million for the 1976-77 fiscal year.

Commenting on the PSC's call for keeping free tuition, he said, "I don't think it's a battle that has to be lost. People in this City have enough political clout to keep free tuition. CUNY has always been underfunded. We should get our fair share."

A plan proposed by private colleges to admit up to 23,000 City University Students to local private colleges, payed for by increased government funding, was called "parasitic" by Volpe.

According to the President, the BHE's merger task force, set up to study mergers of colleges with CUNY—including Richmond with Staten Island Community College—is having "real difficulty" and nothing further is coming from the group.

A restructuring proposal by a member of the Task Force, President Robert Marshak of City College, is still being considered by the Chancellor's Office and the BHE. The Marshak Plan calls for the creation of four University Centers, six senior colleges, two community colleges, and a Baruch Graduate Center of Administrative and Urban Sciences. The present Graduate Center Ph.D programs would relocate to the University centers. Under the plan, Richmond and SICC would merge to

form one of the Senior Colleges.

President Volpe in a December 8 memorandum called the proposal unworkable. Likening the plan to the California system, he said it would attempt to create "four Berkeleys in the City University."

"If we are to have comparable institutions in our University," he continued, "such as you (Marshak) are proposing then those institutions must have limited enrollment and admission be based upon academic standing."

Students at such centers would have to be "highly selected to ensure a homogeneity in the student body for the highly qualified faculty that would be doing both the graduate and undergraduate teaching. I do not believe," Volpe went on to state, "the four colleges you designate as potential graduate centers can be isolated from their communities to create such high level institutions. Certainly, City College could not be."

"Serious Flaw"

The President's memorandum went on to call Marshak's proposal for "the cavalier elimination" of community colleges as a "very serious flaw." Community colleges "have in the past few decades, provided the only real innovations for educating the larger and more diversified student body seeking post secondary education."

Volpe stated that the merger of institutions with different missions—such as Richmond and SICC—would create more problems than it would solve.

Looking to the future, Volpe saw conditions improving and "rescue coming." "We should reconsider relations with the State, in order to preserve the structure and total mission of the University."

BHE LIMITS ADMISSIONS

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might be a negotiating strategy in the battle to win more funds from Albany. The Black and Puerto Rican Caucus in the legislature would fight hard to defend open admissions, and would be an ally in voting to release windfall funds—funds voted for CUNY by the legislature, but not spent because the University is funded on a matching grant basis. "Anyway," the official continued, "The Board picked an issue that's guaranteed to get people to take to the streets."

The Board also voted to slash an additional \$55 million from the 1975-76 City University budget.

The Board directed the Chancellor to make the following cuts:

—an across-the-board reduction in all CUNY college budgets of \$13 million for the Spring Semester.

Summer Fees

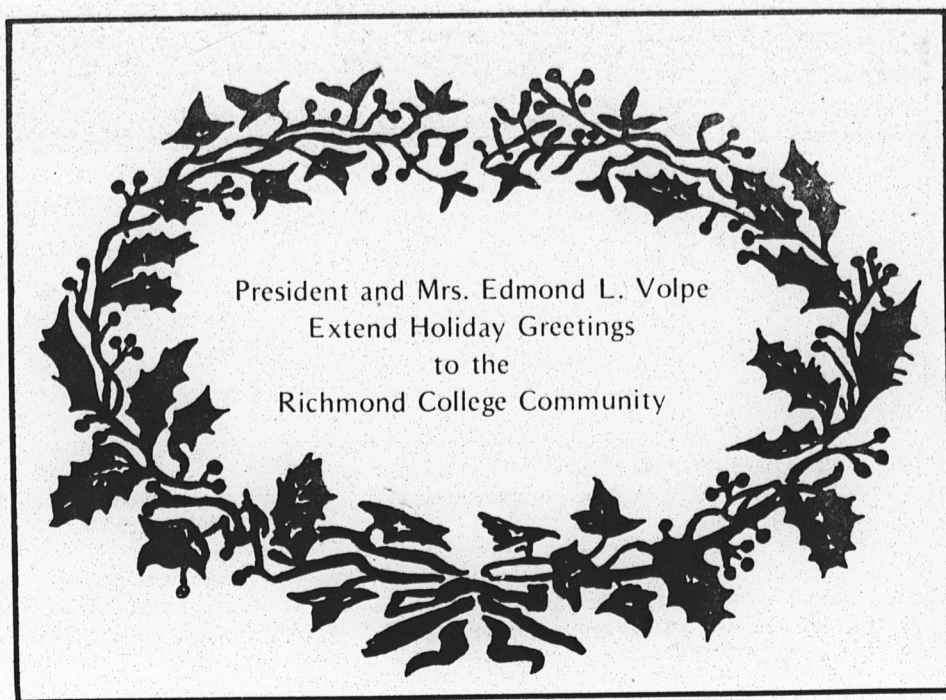
—collecting fees and charges for the Summer Session in June 1976 and applying them to this year's budget — \$9 million.

—a four-week payless furlough for all faculty, administration and staff, resulting in a savings of \$32 million.

This plan was the same one presented at the last Board meeting and tabled because it was unacceptable to the Mayor's office. Deputy Mayor Zuccotti criticized the \$32 million payless furlough as a one-time reduction of doubtful legality. The probability of court tests of the action by employee unions could postpone it indefinitely.

The Board, by presenting an unacceptable plan to the city for implementing the \$55 million cut, appeared to be stalling for time while negotiating with Albany for additional funds.

In another measure which might affect Richmond, the Board directed the Chancellor to come up with a plan for "The development of criteria for the



President and Mrs. Edmond L. Volpe
Extend Holiday Greetings
to the
Richmond College Community

consolidation or elimination of some of the University's basic units and development of plans and schedules for such action, including termination of space rentals."

COUNCIL FUNDS

continued from page 1

Richmond would have to fire people from the Student Services Office on the fifth floor. For this reason, she requested monies from RCA, and Student Government to cover a salary line so that one less person would have to be fired. After much discussion about the fact that the money was allocated illegally (since there was no quorum at the meeting), the Council passed the following proposals:

1. The August 12, 1975 meeting of the Student Council is declared illegal.
2. The \$6,000 grant is to be allocated to the Veteran's Advisor at Richmond College with the stipulation that he be given all benefits and seniority by Richmond College commensurate with his former position.
3. The Student Government does not recommend funding any Administrative or Faculty proposals in the future. This proposal was strictly an emergency measure brought upon the present Student Government by the last Student Government due to an illegal meeting. We resent being manipulated by the Administration.

The Council members who spoke in favor of the grant did so in terms of the importance of keeping a popular and valuable staff member, Jerry Foley. There was resentment expressed at what the members felt was "manipulation" on the part of the administration by asking them to contribute to staff salaries by placing the job of a popular individual in jeopardy.

Evelyn Quiles, Student Council Chairperson, expressed the view that "There are higher priorities for student funds," and that she resented the manipulation. One of the higher priorities that she mentioned was the proper execution of Student evaluations of faculty performance. Ms. Quiles said that, "\$6,000 is a dent in our budget."

RCA Elects Officers

The Richmond College Association elected officers for the 1975-76 school year at its November 19 meeting.

Elected to office were Michael Fenty, Chairperson; Mary Ann Malzone, Vice-Chairperson; Secretary, Kathy Maher; and Raymond Coleman, Treasurer.

Winter Closings To Be Broadcast

During the next few months there may be occasion, due to hazardous snow or ice conditions, to cancel classes, or even to close the College facilities.

Announcements of class cancellation (even though the phrase used may be "The College is Closed") will be made by:

- A. RADIO STATIONS:
WINS—1010AM
WNYC—830AM
WADO—1230AM (Spanish speaking)

- B. Municipal Information Number:
999-1234

When classes are cancelled, administrative and custodial staffs are expected, if possible, to report to work.

Closing of the College facilities can be announced only by the President or the Dean of the College. No member of the staff, including administrators or supervisors, should advise an employee not to report to work, or to leave early, unless there has been an authorized directive to do so.

RICHMOND TIMES

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120 Stuyvesant Place To Open in Jan.

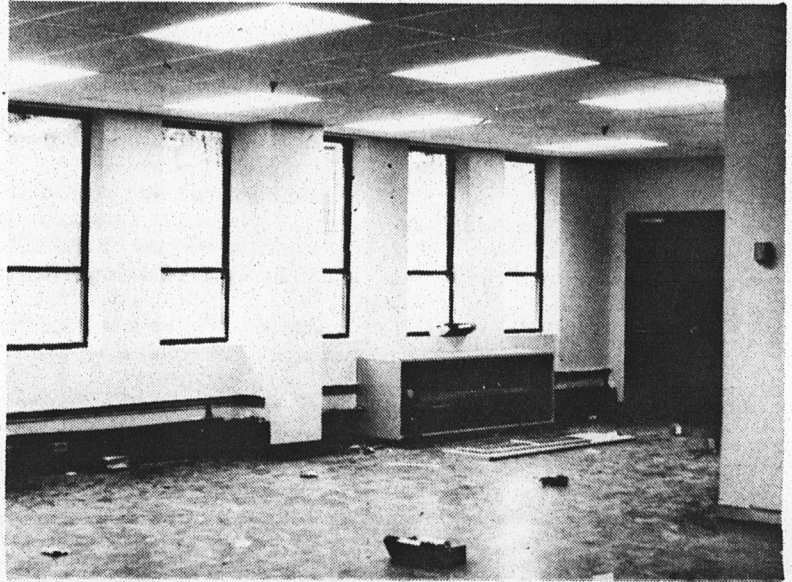
Photo Essay by Randy Brody



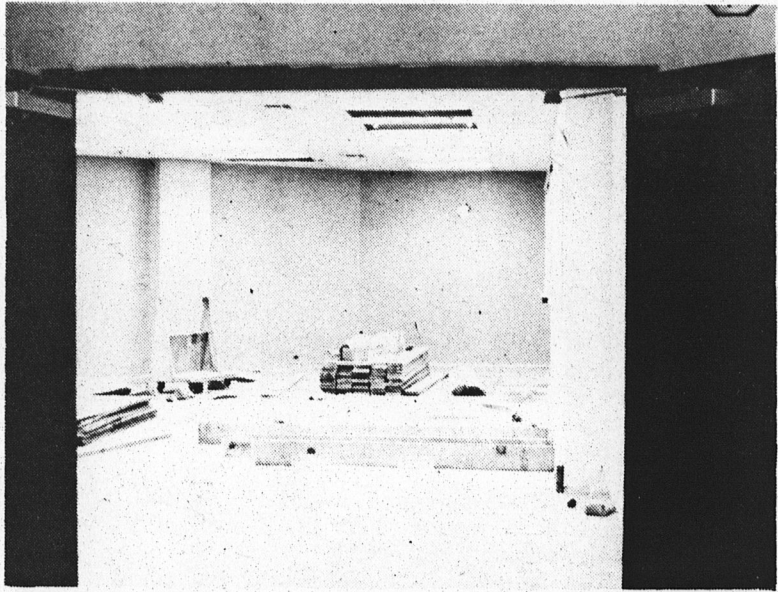
FIRST TWO FLOORS TO BE READY FOR SPRING The 2nd floor will house the Art, Music, and Film Programs, the Guidance and Counselling Masters Program, and the Television Workshop. Two large lecture halls, classrooms, and offices will be located on the 1st floor



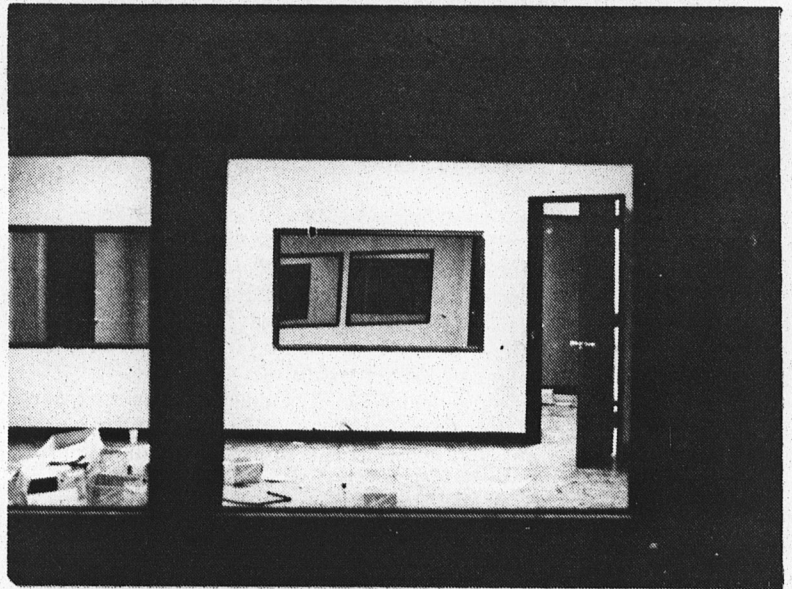
FILM SCREENING ROOM Carpeted and seating 45 the floor is sloped for better viewing



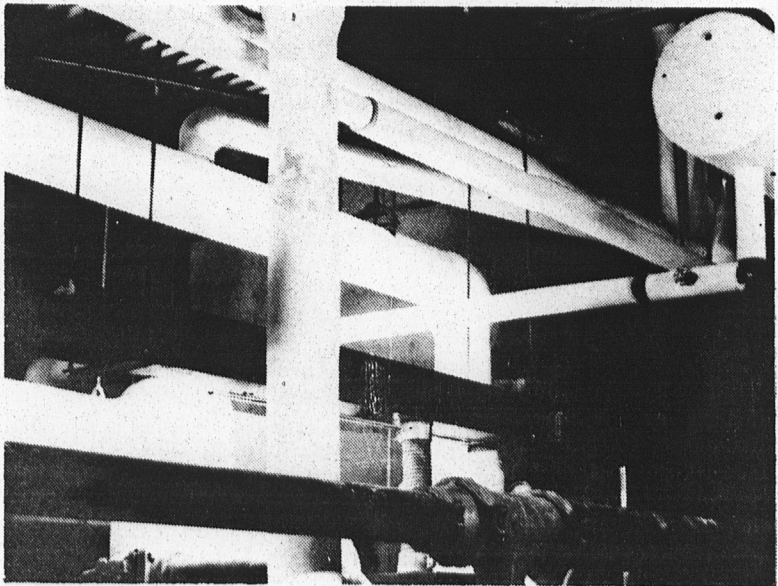
DRAWING AND PAINTING STUDIO The largest of the art studios. Others include a sculpture studio and a silkscreening room



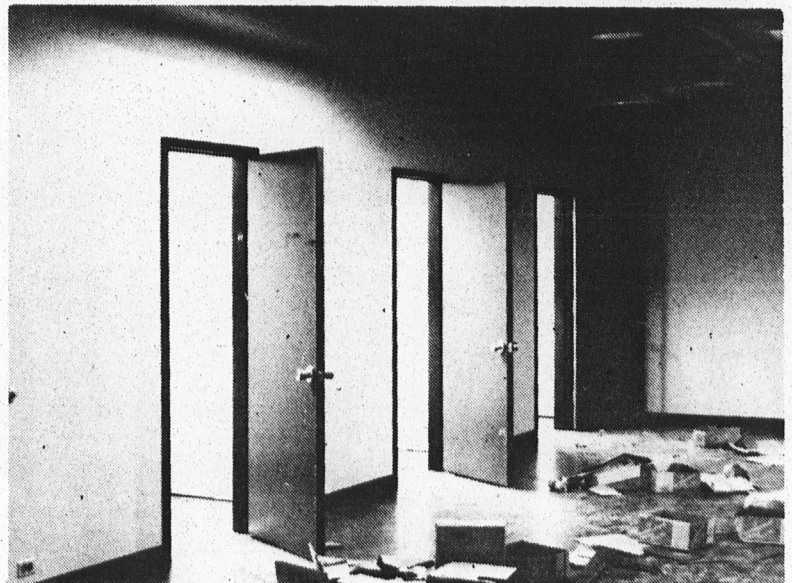
LECTURE HALL One of two seating 75 in a semicircle with film screening facilities



GUIDANCE AND COUNSELLING Shown looking into counselling room equipped with one-way mirrors for the observation of groups. Another room lies beyond.



BOILER ROOM There are two boilers allowing the first two floors and the top two to be heated separately



FILM WORKSHOP Shown are editing studios opening off a production studio. To the left out of camera range is a sound dubbing room.

Richmond-SICC Merger Urged

by Daniel C. Kramer
Acting Chairperson, Richmond College PSC

Given the CUNY budget crisis, it is hardly surprising that demands have been heard for the merger of some of the units in the far-flung CUNY system. In the face of the looming takeover of CUNY by the state and the massive budget crunch the state government will face for the next few years, it is highly likely that the intensity of this clamor will increase. The most obvious candidates for merger are Staten Island Community College and Richmond, the one serving freshmen and sophomores, and the other juniors, seniors and master's candidates, and both located on the same Island a couple of miles apart.



From this author's vantage point, merger of Richmond and SICC makes a great deal of sense. In fact, the creation of Richmond in preference to the expansion of SICC into a four year college was the product of a political decision. If SICC were transmuted overnight into a four year college, every other community college in the state would, it was

feared, demand a similar boon. There were also some, I believe, who took the patronizing view that the SICC faculty, as it then was, wasn't "bright" enough to teach upper division and graduate students.

Certainly, whatever its abilities then, the poor job market for college teachers has resulted in a situation where now SICC can and does pick the cream of the Ph.D. crop. Moreover, the reduction in the number of jobs awaiting both college and K-12 teachers, combined with the rapid increase in the fees that CUNY charges its graduates, has made the future of Richmond's graduate programs dim and has thus taken away one of the rationales for the creation of a separate upper-division college. Yet there are some legitimate caveats about merger that must be faced honestly. Most obvious is the possibility that some of the faculty and staff of Richmond would lose their jobs.

As by far the smaller of the Staten Island twins, Richmond would probably be merged in SICC. One reading of Sec. 6206 of the State Education Law, which governs tenure at CUNY, is that in the event a unit is closed even its tenured faculty are not guaranteed jobs at other units of the University. I feel, however, that merger will mean the loss of almost no faculty jobs. In the first place, the SICC faculty, as a member of a new senior college, would have to teach fewer hours. Also, most members of the Richmond faculty have their classes full now and would certainly be needed at the new college.

Those few full-time Richmond and SICC faculty who (to use the sickening jargon of 80th St.) do not at present generate enough student credit hours could staff courses now handled by adjuncts. Indeed, the reduced demand for adjuncts would be the major short-term budget saving produced by the consolidation, a result that would be educationally valuable as well, since the usual adjunct comes five minutes before his/her class begins and departs three minutes after its close. In any event, the PSC chapters at Richmond and SICC would insist in having a say in framing the details of merger, and they would view it as their duty to see that as few jobs as possible are lost in PSC-represented units.

The men who do such a great job maintaining the Richmond campus and the secretaries who are so helpful here would also keep their jobs under a merger. Those of us who have been at SICC recently and tried to park will realize that space is at a premium there. They don't have room for their 12,000 students, much less for our 4000. The upshot of this is that 120 and 130 Stuyvesant Place would have to continue to be used by the consolidated college, which henceforth in this article will be referred to as "St. Sunnyside". (Hopefully the suggested name will not make the idea of merger repulsive).

Both campuses of St. Sunnyside will serve freshman, sophomores, juniors, seniors, and graduate students. It is possible, though, that some programs will be housed entirely at one campus and some at the other. One can visualize the Legal Studies and Urban Affairs programs having their headquarters at Stuyvesant Place, convenient to State Supreme Court, Family Court, Borough Hall, and a fascinating melange of poor, middle-income, and upper middle class housing. Perhaps many business courses also could be given at the St. George campus,

which is very convenient for the weary warriors of Wall Street wending their way to and from the ferry.

Though 120 and 130 Stuyvesant will remain open, it doesn't follow that the hard-pressed taxpayers of New York City and New York State would not see any construction or rental costs saved by the union of Richmond and SICC. The projected Richmond campus in Ocean Breeze would not have to be built; and for the foreseeable future 120 and 130 Stuyvesant could serve to make unnecessary the construction of President Birenbaum's \$64 million dollar learning center in the woods of Todt Hill. (Admittedly, the present generation of taxpayers would not have to foot the bills for the Ocean Breeze and Todt Hill complexes, but they would be a burden to our sons and daughters.) An immediate lowering of costs could be achieved by moving out of 350 St. Marks Place and 50 Bay Street, space might be redundant after merger were to occur.

There are a couple of other obstacles to consolidation that are more apparent than real. Many students enter SICC to get a 2-year rather than a 4-year degree; and I have been told that four year colleges cannot grant two year degrees. I'm sure one of our state legislators could introduce a bill in the state legislature to alter this situation. In addition, Richmond's deans have been doing a fine job setting up joint programs between Richmond and community colleges other than SICC. There is no reason, however, why a hotel management student at New York City Community College who desires the liberal arts training that would give him/her a BA or BS degree couldn't take his/her last two years at St. Sunnyside rather than at Richmond.

A few more blessings of merger may be noted quickly. There are many bright high school students on the Island who do not go to SICC simply because it is a community college. (This snobbery is childish, but it is a fact of life.) Were there to be a four-year college on Staten Island, many of them doubtlessly would choose it rather than Hunter or Brooklyn. Also, the President of a 16-20,000 student St. Sunnyside College would have more clout in the CUNY Council of Presidents and with the Board of Higher Education than the individual Presidents of a community college and a small upper division college. His/her additional prestige would enable him/her to more successfully resist the imperialistic ambitions of the likes of Robert Marshak of City College, who wishes to destroy our fine engineering program, and of Jacqueline Wexler, Hunter's Flying Nun, who visualizes Hunter and one or two other units as "university centers" catering to the city's elite youth. Then, of course, there would be the paperwork saved the SICC students, who would not have to fill out new application forms after completing their sophomore years.

"Of course, St. Sunnyside will have one President, not two.

Will it be Birenbaum or Volpe?????"

Of course, St. Sunnyside will have one President, not two. Will it be Birenbaum or Volpe????? Only Giardino knows—and he is leaving. (Things are breaking so fast that merger may be more or less an accomplished fact by the time this article appears. If this is the case, take what I have said as a *post hoc* defense of the idea of consolidation and a statement of the guidelines that should govern its implementation.)

EDITORIAL

We Must Fight To Keep Free Tuition

The State Board of Regents. plan announced last week, calling on the State to assume "full responsibility" for the financing of the City University, appears to be an encouraging sign that the end of the budget crisis may be in sight.

The price tag—\$800 a year tuition for juniors and seniors, and the end of open admissions—however, is too high. The call for instituting tuition as a revenue producer doesn't make any economic sense. Anybody who has studied the problem agrees, that with exemptions and the additional personnel that would be needed to administer tuition assistance, there would be little, if any, additional monies flowing into the University's coffers.

But ending free tuition does make political sense to CUNY's enemies. The Ford-Rockefeller-Simon Axis has singled out free tuition as an example of the city's wasteful spending, and a source on the Board of Regents admitted that tuition was included in the plan to make it "palatable" to upstate and suburban legislators.

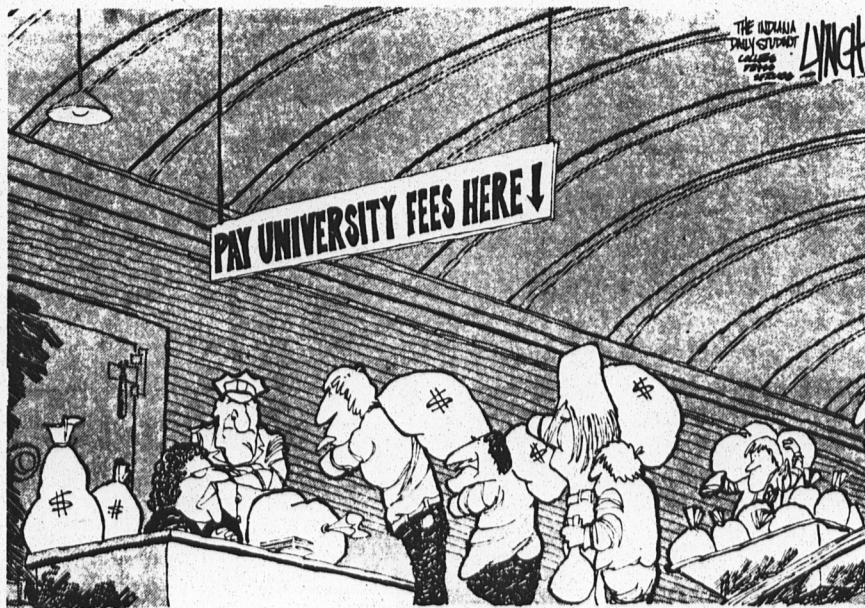
The end of open admissions would be a grave regression and would fall most heavily on Blacks, Puerto Ricans, and the white working class. The promise of the City University has been the opportunity that it has held out to everyone, even those so damaged by the educational system and by society that they can't read on an eighth-grade level.

What can we do about it? Well, for one thing, we here at Richmond can organize. Form a committee that can coordinate protest activities with city-wide groups such as the CUNY Fightback Committee, and CUNY United for Action.

What else? Publicize and participate in the city-wide demonstrations that other CUNY students are organizing. If there has been any Richmond participation in past demonstrations, it's been a secret. 270,000 students in the University, if they can ever get it together, are a force to be reckoned with—a force that could close down this city if necessary.

Finally, don't neglect the more traditional methods of making your voice heard. Bombard the Governor and your state legislators with letters. And, since most important state legislation is decided on in a back-room-deal, apply extra pressure to State Senate Majority Leader Warren Anderson and Assembly Speaker Stanley Steingut.

United, CUNY students, their families and friends make up an important voting bloc in this state. The battle has just begun.



Anticipating The 1976 Theater Season

by Don Hausdorff
Roving Reporter

Theater buffs, good news! From all advance indications, the 1976 season will be a smasharoo! Here are previews of a few of the forthcoming blockbusters, as well as the entire first act of a peacherooney of a play that will have its debut at Richmond College!

AQUEOUS. This will be Broadway's first underwater drama, with all of the action taking place in a colossal fishtank on the stage. The plot concerns a beautiful young girl's hopeless love for a dolphin who can sing all the parts in the quartet from "Rigoletto." When the girl learns that her passion will never be consummated, she drives a fishhook into the dolphin's skull, warping its rhythm so that it cannot distinguish "Rigoletto" from "Bridge Over Troubled Water." In the third act, the girl undergoes therapy with her ichthyologist. Rumored leads are Merv Griffin and Cher.

"Napoleon's retreat through Russia transformed into a protest march along Bleeker Street."

ANDY WARHOL'S WAR AND PEACE. A stunning multi-media adaptation of the old Russian hit. The story is updated: it is set in SoHo, circa 1976, with Napoleon's retreat through Russia transformed into a protest march along Bleeker Street. The coveted role of the Empress Josephine will most likely go to either Joe Dalessandro or Bette Midler, depending upon how the costume fits.

LADY'S WINDERMERE'S FANNY. A free-wheeling adaptation of the Oscar Wilde comedy, with an all-male, all-nude cast.

CHARLIE BABY. A puppet show, for the kiddies. This will be a Broadway "first," in that all of the puppets are nude (crafted by Marisol). The show itself is a sprightly re-creation of the Manson-Tate murder case, stressing the larger spiritual meanings, and featuring flashbacks to the lives of Zoroaster, Ho Chi Minh, and Albert Schweitzer. Music and lyrics by Sam ("Squeaky") Peckinpugh.

MAME THE MATCHMAKER FIDDLING ON THE ROOF OF LA MANCHA. Newest entry in the nostalgia sweepstakes. Linda Blair and Charles Bronson are scheduled to play the ill-starred lovers who, with their delightful children, sing and clown their way through the Catskill Mountains. A chorus of Salinas Valley lettuce growers will chant the show's theme song: "Heap That Lettuce on Your Plate/Salads Made America Great."

EAT ME, YOU FOOL. An impassioned plea for cannibalism, based on research by various food and population study groups. A cast that numbers in the hundreds of the first act, but considerably fewer as the play progresses. It will be an audience-participation show, with soft-sculpture knives, forks, toothpicks and napkins by Claus Oldenburg.

And here, for the first time, the first act of the new Board of Higher Education production:

RICHMOND, POORMOND, BEGGARMOND, THIEF
or
A CHRISTMAS CARREL

Cast

Nicholas Murray Whip, a Professor
Linda Lovelace, a nubile student
Guru Mahashashlik Pneu, a 4-year-old omnisexual Assyrian dwarf
Michelin Pneu, the Guru's brother-in-law
Ghost of Richmond Past

Scene: the cafeteria, 3 o'clock in the morning. A girl is lying on the floor, crushed under a pile of books and themes. A tall figure, wearing a mortaboard and a sheet, glides to centerstage, unwinds a dusty scroll and recites:

Tw'as the week before Christmas
And all through the college
Not a fact could be heard,
Nor a smidgin of knowledge.
The students were snoring,
Asleep in their beds
While visions of termpapers
Danced in their heads.

LINDA: (leaping up excitedly): What ho! Who may you be?

GHOST: (waving chalk in the air): I am the ghost of Richmond Past.

LINDA: Jeez. I thought you were a Dean.

GHOST: Alas, no. I have neither the talent, the charm nor the good looks for that. I don't even have a pipe.

LINDA: (scratching her ear): It's so quiet around here. Is there still a Richmond College?

GHOST: Yes, Virginia, there's still a Richmond College.

LINDA: The name is Linda. But what are you doing here in your underwear?

GHOST: This is a sheet. I told you I am a ghost. I am here on my annual visitation, carrying on the spirit of the college under the spectre of default.

LINDA: Do you really think the college will be merged, consolidated, agglomerated or extinguished? I have incompletes in five courses.

GHOST: (picking his nose): Tut, tut, child. Take my hand and let us go peer into the future.

LINDA: Your hand looks kind of clammy. Suppose I just walk by your side.

(They enter the elevator and ride to 80th Street. There, seated around a table in the center of a suite of identical offices, are Guru Mahashashlik Pneu, his/her brother-in-law Michelin, and Professor Nicholas Murray Whip.)

GHOST: We have come, Dorothy and I—

LINDA: Linda.

GHOST: We have come to discover the future. What is the outlook?

MICHELIN: It's hard to tell. I have three Jacks. what have you got, Professor?

WHIP: Two pair. How about you, Shash?

GURU: Nothing! I tried to fill in a straight.

GHOST: What manner of jejunery is this? The stakes are high! Lifestyles are in the balance! And you shuffle cards!

GURU: Are you from the delicatessen? I ordered a meatball hero and a diet cream soda.

GHOST: Yes, that will be \$1.65.

GURU: Where's the pickle?

GHOST: You'll get the pickle when you tell us what the future portends for Richmond College.

GURU: Well, it's like this see. We have a secret plan for Richmond College—

MICHELIN: —Which we can't reveal right now—

WHIP: —because it's all part of the package.

GURU: Now can I have the pickle?

GHOST: Surely you can tell us more than that.

GURU: Well, we'd love to, but—

MICHELIN: —if we give you a glimpse—

WHIP—we'd let the cat out of the bag.

GURU: The pickle?

LINDA (stomping her foot angrily): You're all stalling. I don't think there is any package. The bag is empty.

GURU, MICHELIN AND WHIP: Shhh! Not so loud!

GURU: Of course there's a package. It's just there has to be a lot of—

MICHELIN: —you know, give and take—

WHIP: —and compromise. That's democracy. The Bicentennial, y'know?

LINDA: How can you talk like that when there are thousands of sincere, dedicated students like myself, crying for education?

GURU: Can't you please keep your voice down? I suppose—

MICHELIN: —if you really must know—

WHIP: —it's only fair to tell you.

LINDA: At last! Here's the pickle.

GURU, MICHELIN AND WHIP: But first, IT'S TIME FOR A SONG! (A chorus of hundreds of bikini-clad state legislators, city councilmen and accountants come racing out on stage, holding up a gigantic sign that reads THE CUNY CUTIES. They sing and dance for hours, then they all do a mass disappearing act. The curtain falls, the end of Act I. Act II probably will appear in January. Or maybe later.)

Science Students Need Work Experience

Eloise M. Calderwood
President of the Richmond Chemical Society

According to recent estimates of the American Chemical Society, 60 per cent of the bachelor degree holders in chemistry go into industry, leaving 40 per cent to teach, go on to graduate school, or loaf. Let us suppose that this is also true for Engineers, Biologists, Ecologists and other science majors. Do we have enough local industry to employ our Richmond graduates on the strength of such statistics? Yes, if we count employment in New Jersey.

At a recent Educational Conference of the National Society, (ACS) concern was voiced over the level of technical communications skills, oral, written, and graphic. Is there room for more courses to improve our students in this area? For example, where would a Richmond student go to learn technical writing?

In most areas of employment, I have found the chief requirement aside from a degree is experience, and the conference has some suggestions to help prepare an undergraduate to overcome this problem. A five year B.S. program with a full year of work, utilizing industrial settings with faculty from both industry and the academic institution, and giving the student a year of actual industrial experience in which he or she receives industrial wages. In one type of university program students spent summers working with the professors in industry, in another program the curriculum included a course on the actual processes in use in production, and how they vary from the text approach, as well as familiarization with one company for three months as a part-time employee. Could Richmond possibly take the chance of being bluntly told "no," if it approached local industries with a well thought out set of ideas?

Master programs in Engineering, Business and Chemical Administration are a natural for our geographic setting of urban New York and New Jersey. Classroom work in patents, economic and marketing could compliment time-sharing with industry. Employment of science students during their college years might be seen by some as a "sell out" to big business, but it just might be a way to open up financially secure positions for more people. Funding from industry for these programs might be one way of protecting the science curriculum from the uncertainties of the budget crisis.

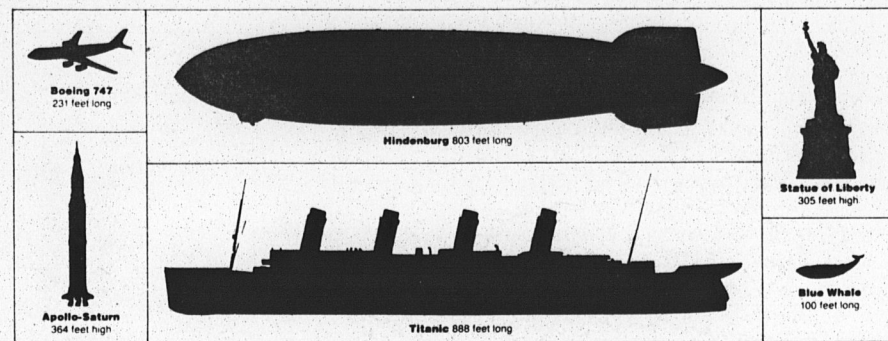
The academic profession and industrial management are sometimes bitter enemies, yet such confrontation can produce fruitful advances on both sides. The biggest attraction of such an alternative is that utilizing faculty from both industrial and academic sources circumvents the job freeze.

Seasons
Greetings

from the staff of
The Richmond Times



"The Hindenburg": Gas Pains



by Andrea Jay

This year's movie disaster is "The Hindenburg," starring George C. Scott and Anne Bancroft. The premise of the movie is that the Hindenburg (the famous German dirigible) will blow up and one of its passengers or crew is the guilty party. Of the 96 passengers who are whining and deigning, almost everyone is suspect.

George C. Scott portrays Ritter — head of the Luftwaffe sent aboard to set things right. Strangely enough, he is not a Nazi. This may or may not be due to his son's tragic death (he slips and falls while writing anti-semitic slogans on a synagogue)...one can only speculate.

The Countess is played by Anne Bancroft who sneers throughout the movie. She is on her way to New Jersey to be united with her deaf daughter who is a student in a convent. Bitchy throughout, the Countess is reminiscent of a German Mrs. Robinson.

Among the other characters are Boeth, the villain, who allegedly blows up the blimp with a bomb made from a

Special Section

by Leonard Zapala

The problem with making a film about politics is that the film-maker has to decide who is right and who is wrong even in situations where right or wrong is blurred. Costa-Gavras' new film "Special Section" is based on the setting up of a special court by the Vichy French government called the Special Section. The function of the court was to try people for acts of subversion. The idea behind the court was for the Vichy government to have at least the illusion of autonomy from the German conquerors.

It came down to the French government terrorizing itself rather than the German army. The film deals specifically with the events that lead to the forming of the court and the first trial. During an anti-German demonstration held by French columnists, the Germans break up the demonstration and execute two of the demonstrators. In retaliation the columnists kill a German naval officer. In retaliation the German navy wants six Frenchmen killed. To avoid the German intervention the Special Section court is set up. It is the irony of this situation that Costa-Gavras doesn't understand.

In a press conference with Costa-Gavras that followed the film, Costa-Gavras stated that the communists had the right to kill the German naval officer but the court had no right to kill the prisoners on trumped up charges. Murder on certain occasions

wristwatch. He is with the underground, but obviously not the Swiss Movement! Martin Vogel is another suspect—an S.S. official who goes about creating a fuereer (get it?). There are others—a midgeet acrobat who sings, an alcoholic advertising salesman, a family who is ¼ Jewish, gamblers and a dog.

In spite of the acting and the plot, there are splendid visual and special effects. George C. Scott being blown to pieces is everything it is cracked up to be. It is at this point that the movie switches from "living" color to black and white. As in the other disaster movies, people scramble around falling through plate glass windows and the like. The suspense in the movie is lessened by the fact that you already know that the Hindenburg blows up. By the end of the movie, you barely care who is left alive.

There is little more to say about this movie. The matte photography is very well done, which is rare.

If you're heavy on melodrama and cheap thrills, "The Hindenburg" is your vehicle.

is correct while murder is incorrect on other occasions. Who is to decide? What is the proper etiquette for murder? Does it matter if we are terrorized by the "good guys" or the "bad guys"? Costa-Gavras can't see the ambiguities because his politics will not let him.

What I found most uncomfortable about the film was Costa-Gavras' alleged attempt at just presenting the events around the Special Section court. He told us at the press conference that he hoped that by just presenting the facts the horror of the situation would present itself. I agree, but Costa-Gavras can't help but stack the deck. The judges and government officials who are in favor of the court are made to look like fools while the victims are just poor people caught up in events they can't understand. It is mentioned in the film that the judge that will head the Special Section has a wife who is much younger than he is and wears make-up. Costa-Gavras gives us a full face close-up of the judge and his make-up.

If you still don't get the point, Costa-Gavras throws in a scene with the judge's younger wife falling all over him. When one of the men on trial has his past record read during his trial, Costa-Gavras has us see a flash-back of his past record. The flash-backs are done in a way to seem funny so we feel sympathy. During the press conference Costa-Gavras said that he added those flash-backs so we could see the prisoner as a real person. Either Costa-Gavras has no idea what he is doing as a film-maker or his politics has blinded his sense of balance.

Winter Dance Festival

by Donna Brogna

Anyone who is a lover of dance and calls Staten Island home must be painfully aware of how far removed from the dance world we really are. Performances are few and far between. But Staten Island Community College's Winter Dance Festival on December 4 came as a very pleasant surprise.

The program included three different companies and gave the audience a chance to see three very different techniques of dance.

The Luis Olivares Spanish Dance Company was the most colorful. His dances, complete with costumes and music, describe a Spanish tradition that 20th Century Americans have not seen much of. Flamenco dancing is more feet than anything else; the dancers must be precise and their timing perfect. Their last piece, "Bolero," was the most interesting. A number of variations on the same theme, it included belly dancing, Flamenco and Andalusian dance and gave us an idea of how many different choreographies can be fitted to one piece of music.

The Wetzig Dance Company created a totally opposite feeling. Their three pieces, all choreographed by Betsy Wetzig, were very real, lifelike, modern. "Bring Your Child," obviously a dance about children brought visions of playgrounds complete with monkey bars and swings. The dancers' movements seemed unthought of, unrehearsed, as they played together, unaware of the mother watching from afar, of the gleam in the eye of a stranger at seeing their uninhibited pleasure.

Betsy Wetzig, dancer and choreographer, soloed in her last piece, "Beginning (Growth Is Life)." The dance began with the dancer huddled, embryo-like, at the base of a square sculpture. The audience was compelled to watch; a moment's inattentiveness

would destroy the entire image. Her first movements were slow, but she became more lifelike as she began to uncurl. She writhed across the floor in a desperate effort to be born. The pace quickened and her movements became fast and convulsive; they were coming from somewhere deep within. She discovered arms and legs and struggled furiously until finally she stood. Life had come to her at last.

"Shout," "Moods," and "Excerpts" were the three pieces performed by Sheila Rohan and Company of the Dance Theatre of Harlem. Dancing to contemporary music, they combined techniques of ballet and modern dance. The result was exquisite. Bill Scott's solo, "Shout," seemed effortless. His movements were clean and clear; his joy in dancing was at once obvious to the audience. His jumps and turns seemed almost superhuman, so much so that even after the music stopped he was still spinning around the stage. He gave the impression that he could go on dancing forever.

Both in "Excerpts," which she danced with Bill Scott, and her solo "Moods," Sheila Rohan was brilliant. She did something much more than just dance. Every part of her being became totally involved. She was reaching, touching, feeling feeling for something just beyond. Her eyes and face expressed as much as her body did.

To say that Sheila Rohan and Bill Scott dance well together would be an understatement. They spoke to each other without ever saying a word. "Give me something real..." echoed in the background while the dancers pleaded with one another for just that. Their dancing was classic and strong. The audience gave them overwhelming applause.

The evening came to an end all too quickly. Let's hope for more performances like these in the future.

Coming Events

Benjamin Dancers at Pace

The Fred Benjamin Dance Company will open the 1976 dance season at Pace's Schimmel Center, Pace Plaza, opposite City Hall (Manhattan) on Friday, January 16th at 8 p.m. Subsequent performances will be Saturday, January 17th at 8 p.m. and Sunday, January 18th at 5 p.m.

The company's choreography is deeply rooted in universal experiences that touch us all. The modern dance troupe has performed at the Delacorte Theatre, Kauffman Hall, Harlem Cultural Center, the Queens Playhouse, under the auspices of Playwrights Horizons, and at the Clark Center for the Performing Arts' Mail Festival where the company sold out its six playing dates last June. The Benjamin troupe uses music encompassing American Indian chants, modern jazz, from Benjamin Britten to contemporary rock.

Tickets are \$3.50 and 4.50. Students \$2.50. TDF Dance vouchers accepted. For reservations and information call 582-3171. Mail orders are accepted at the Fred Benjamin Dance Center, 243 West 55th Street, NYC, 10019.

Festival In Central Park

New Year's Eve in Central Park, sponsored by the Department of Cultural Affairs, City of New York, celebrates its ninth year of festivities at and around Bethesda Fountain in Central Park, (72nd Street Transverse Road, west of Fifth Avenue).

A sight and sound spectacular, New Year's Eve in Central Park will feature both traditional and unusual offerings: a Festival Procession to Bethesda Fountain, live rock and Latin music, refreshments and to mark the start of '76, a giant fireworks display at Midnight.

The Festival will begin at 10:00 P.M. with a New Year's Eve Procession that will assemble in front of the Pulitzer Fountain, (59th and Fifth), and then proceed north on Fifth Avenue, (traveling the Parkside sidewalk route), entering the Park at 72nd Street.

Tuesday At Mid-day

On 23 December, the second in the Series of Tuesday at Mid-Day will take place in Richmond College Hall. Performers at this event will be Terry Winter Owens, harpsichord; John D. Owens, recorder; and Zafrana, soprano, in a program of music from the 16th through 18th centuries.

The Tuesday at Mid-Day series will present a concert or cultural activity in Richmond College Hall every second Tuesday at 1:00 p.m. throughout the academic year. The activities are free and open to the public. Watch for the poster announcements of coming events.

The concert for this week will present music for recorder, harpsichord, and voice from Elizabethan England with music by Campion, Dowland, James, and Hume, plus music by Gluck, Handel, Corelli, Bach and Scarlatti.



What is Richmond Really Like? -- Only The Richmond Student Knows

WHY ARE YOU AT RICHMOND?

To help us get off the ground we would like to ask you these questions.

- A. Do you know what you plan to do after Richmond?
 work definite indefinite
 graduate school definite indefinite
 other
- B. Do you feel you will be prepared for outside competition, whether in graduate school or employment?
 yes
 no
 vague
- C. Do you know what skills you will need for your future goal?
 yes
 no
 vague
- D. Do you think students should become more involved in the academic direction of Richmond College?
 yes
 no
 indifferent
- E. What types of topics or questions would you like to see covered in the column?

Please deposit completed questionnaires in boxes marked Student Advocate located in the cafeteria, the lobby of 130 Stuyvesant Pl., 50 Bay St., 350 St. Marks Pl., and in the Educational Counselling Center, Fifth Floor.

We are a group of concerned students who have begun this column entitled The Student Advocate. It is a tool to be utilized by our fellow students as aid in obtaining their goals, whether in their chosen field or continued education (graduate work).

This column originated when one of our members (Geraldine Jackson Brogna) had an attack of graduation jitters. She began to realize that in a short while, she would receive a Richmond College degree. A document which certifies that a graduate has the necessary skills and knowledge as a foundation for one's future.

Her degree would be a useless credential, since writing, the skill most essential for her success, is considered a non-essential skill by the English department. She would be ill-prepared to compete in law school with any student whose college knows the importance of developing good writing techniques in their students. Schools like City, Brooklyn, and Hunter understand that a strong writing background enables their students to compete effectively with students from private colleges.

* * *

Geraldine states, "I had no strong desire to vacate my nice warm and secure nest at Richmond, to venture into the world and fall. I existed in a quandy for weeks, not knowing what to do. I did not want to commute to another CUNY college for several reasons:

1. The writing courses I needed were highly popular among students at City Brooklyn, and Hunter. Since I would be a permit student, I would have last priority, thus, I could not be sure of enrollment.
2. The hassle of receiving permission to take over eight credits at another CUNY college.
3. The difficulty of scheduling my courses to coincide with another college's schedule.
4. The uncertainty of allowing students to take courses outside their college due to the budget crisis.
5. The time and money involved in commuting to two colleges.

Finally, I decided I had the sole responsibility to abridge the gap that existed in my education. The only alternative I had was to find a teacher at Richmond who understood my predicament, and was willing to work with me to obtain the necessary writing skills. Thus ensued an independent research and critical writing course. I shall ever remain grateful to Mr. Leibowitz, who understands that writing is a perennial process of growth, which should go hand and hand with a student's intellectual development." Our aim as Student Advocate, will be to act as intermediaries between administration, faculty and the student body. Our function will not be advisory, but purely an information source.

From an experimental survey we are conducting we have found thus far a definite lack of understanding of administrative functions, faculty purpose, curriculum offerings and student participation in the overall progression of Richmond.

In order to solve problems as this, the Student Advocate thus evolved, to establish a better rapport and understanding between students, faculty and administration.

We therefore seek your cooperation in helping to make Richmond not only an institution of senior education, but an institution of aspiring, goal building students who will not only be well-prepared (skilled) and in great demand, but also respectfully in command of themselves and all situations they face in the future.

* * *

The Student Advocate will appear monthly and we wish to solicit contributors. If you have a personal experience you would like to share, a question you would like answered or some general information you feel would interest fellow students, please feel free to send it to:
 Student Advocate
 Student Government Mailbox

* * *

FUTURE COLUMNS WILL INCLUDE:

- Coping with problems students encounter in graduate school
- Advice on skills and study habits one needs to insure good grades
- Inside tips, on how and why students selected their particular schools
- The difficulties in finding a job—how students overcame these difficulties
- Information on how students found gainful employment
- Faculty/Administrator of the month—a member of the college community is selected for his/her outstanding service
- Interviews with resource persons
- Polls and Surveys to gain insight to what Richmond is all about from a student's viewpoint.

Geraldine Jackson, Lolita Jones, Susan Galdi, Jackie Bonneau

* * * * *

Who's Happy Now

WHO'S HAPPY NOW? a comedy by Oliver Hailey will be presented by the Hudson Guild Theatre as their December holiday presentation. This bittersweet comedy is set in Texas and concerns the parody of American Family Life and traditional values.

WHO'S HAPPY NOW? is a play with music by Michael Barr, Dion McGregor has written the lyrics. Craig Anderson, Artistic Director of the Hudson Guild Theatre, will direct.

This special production opens on December 11 and plays through December 28. For information or reservations please call 760-9800. Tickets are \$2.50 or TDF Voucher. Hudson Guild Theatre, 441 West 26th Street, New York City.

Christmas Film Fare

Teenagers are especially invited to a free program of Christmas films, to be screened at The New York Public Library's Port Richmond Branch (75 Bennett Street, Staten Island) at 2 p.m. on Saturday, December 20.

Topping the bill is an adaptation of Charles Dickens' "A Christmas Carol." An added feature is "The Selfish Giant," an allegory based on a story by Oscar Wilde, telling of a giant who finds happiness and salvation when he befriends a small child.

Japanese Ballerina

Yoko Morishita, a Principal Dancer with the Matsuyama Ballet Company in Tokyo and Japan's leading young ballerina, will make a special guest appearance with American Ballet Theatre on January 6, 1976 at the Uris Theatre. Miss Morishita will dance the *Black Swan Pas de Deux* with American Ballet Theatre's Principal Dancer, Fernando Bujones. This will be Miss Morishita's only performance with the Company this season.

The January 6 performance will benefit the American Ballet Theatre Production Fund, and will be highlighted by the world premiere of John Neumeier's *Hamlet: Connotations* with Mikhail Baryshnikov, Marcia Haydee, Erik Bruhn and Gelsey Kirkland in the leading roles.

Half and Half At Home

The Alive Theatre Company, currently presenting a new version of Harold Pinter's "The Homecoming" directed by Jack Chandler at Wonderhorse, 83 East 4th Street, is offering half price student discounts with I.D. for \$3.00 and actors are admitted for \$3.00 when they bring their photo and resume. The photo and resume will be kept to build a file for Alive Theatre's future productions.

Performances are Tuesday through Sunday at 8. For reservations and information call 533-1250.

We Interview Prof. Ebel Who Zaps Richmond

by Peter Vengeance, Jr.

We found Prof. Ebel in his weird book-lined office smiling enigmatically over a book entitled *Realms of the Human Unconscious*, by Stanislaw Grof. Being under the impact of reading Henry James, we thought we'd get the interview off to a suave, British kind of a start. "Friend of yours?" we inquired casually, dropping into a chair. "Yes, indeed," Prof. Ebel replied, snapping the book decisively shut. Then, dropping into his Uriah Heep act, rubbing his palms together and smiling fiendishly, in a kind of fierce Cockney: "Lives in California, he does, the wicked furriner, and useter shoot 'em sky-high in Kafaland, he did, and what's he here for now, I wonder, has he come to destroy us?"

Lunatic cackles in the Olivier tradition, followed by moody silence.

"Prof. Ebel, can you say a word or two about the Richmond College Zap! which we hope to review in our next issue. Whatever made you think up such a thing?"

"The decision to publish the Richmond College Zap! was a spontaneously undertaken one by the class-war Number Fourteen Point Whatever-it-is and the Praesidium merely reflected this fact in making the decision to publish."

"Oh, come now, Prof. Ebel, surely the entire thing has a sadistic undertone of some kind. For example, isn't it true to say that last year you charged people one dollar to buy a copy of your previous academic extravaganza, *Mindwarp*, which really is sadism and bad taste and quite possibly an abuse of your professional functioning when you consider that the contractual basis for that whole thing took place on premises belonging to the, if you forgive me for saying so, City of New York. Well, Rumour has it this year that you deliberately went out of your way to cause an actual SCARCITY of the Richmond College Zap! by using this ridiculous dittograph process which only runs off fifty decent copies

and half of it came out completely illegible anyway."

But Prof. Ebel changed the subject, which he so frequently does. "How come it took you assholes so long to interview me?" he asked with a cheerful smile. "I was born in Europe just like Jiri Weiss, et je vous dire dass die Philosophen der Gegenwart wuerden nicht nur Richmond College mais aussi le Richmond Times hochinteressant fuenden."

"Don't bother printing that, they'll only mess it up," Prof. Ebel added, "but doesn't it prove that I'm top European? What do I have to grow an accent for?"

We suggested that Prof. Ebel hadn't done anything worth paying attention to.

"Nonsense, man! I act up practically every day! My opinions are outrageous! My background colorful! My courage nearly Japanese in its conjunction of the stoic and the orgiastic! Now: Don't muff it! Ask me the Most Important Possible Question."

Prof. Ebel leaned forward expectantly.

"Well, how do you feel about Ed Volpe now that he fired you?"

Prof. Ebel beamed excitedly.

"Bless that man!" he cried, clapping his hands together and, to be quite accurate, flinging his eyes heavenward, "O bless my Liberator!"

Rather taken aback by so old-fashioned a show of feeling, we quietly examined the backs of Prof. Ebel's books while he snivelled into his handkerchief. At last his composure permitted him to continue:

"However, on this question of the legalities of my functioning at Richmond, have you considered that I lost \$275 on *Mindwarp*, plus purchasing \$20 worth of ditto stencils so I wouldn't be looting Richmond at this tragic point in its brief history and don't I deserve some credit for being the only one around here who ever does anything UNEXPECTED?"

Prof. Ebel's anger was terrible to see. We fled the office and went to press.

Mass Testing Studies Reveal Bias Pattern

by Judy Jaeger

Part II of a NYPIRG series

The growing effect of test scores on the future of individuals and our society has made social, racial, and cultural biases in mass testing of growing concern to educators and students. Also questions like the effect of coaching, degree of cheating, and the failure of the non-conformer are making some people wonder about the validity of mass tests and the rights of school and government administrators to let them weigh so heavily on our lives.

Data from a study led by the Educational Testing Service (ETS) shows that there is a direct, continuous correlation between family income and Scholastic Aptitude Test scores. Furthermore, students from the Northeast do best on the tests, and Southerners do worst; non-whites have much lower median scores than whites. Steven Brill, an ETS critic, claims to have found a study showing a 133 point gap between median scores of black and white males on law boards. Many experts have said the tests look for values and acquired skills consistent with the American upper and middle class mainstream and so do not measure aptitude.

In an interview published in a magazine for elementary school educators, Bannish Hoffman, a well-known critic of multiple-choice and mass testing and author of *Tyranny of Testing*, calls the bias in I.Q. tests "inherent", and "a good reason for not using them. The tests are clearly culturally biased even though they try not to be," he said.

Discrimination due to racial biases in standardized tests have become a major issue in civil rights. During the Viet Nam War, there was a side feeling that the proportionally high number of blacks on the front line was directly related to the racial bias on the Armed Services Vocational Aptitude Battery (ASVAB). This was a test taken upon entering the army which was used to determine what one's occupation would be while in the military.

Lieutenant Colonel Bell, the Recruiting and Retention officer for the Army National Guard in New York, told this reporter in an interview that the tests were not the reason for a higher percentage of blacks in battle. "The blacks wanted to be where the action was," he said. Bell explained that during World War II, many blacks were given demeaning jobs and now wanted the more glorious positions as infantrymen. "It was a machismo type of thing," he said.

Dr. Robert I. Williams, a black psychologist, feels that racial biases must be inherent in any test written by white professionals. He feels that such tests can only deal with that part of the black psyche oriented toward becoming white and embracing middle-class values.

An article in the *Harvard Educational Review* written by Joshua Fishman of Yeshiva University and Paul Clifford of Atlanta University points out that many of the so-called "achievement" tests measure achievement potential only for

those children who have been allowed to develop to their full intellectual capabilities. According to the article, the tests are therefore invalid for socially and culturally deprived children who have been intellectually restricted. "Our mass-testing programs cannot claim to unearth the talent that the social order has suppressed."

In cases where English is a second language, discrimination on standardized tests is inevitable. Colonel Bell told this reporter that despite repeated requests from his office, the Pentagon refuses to give the Army Classification Battery in Spanish (The ACB is an entrance and placement examination for enlistees). Bell said he was sure this was effecting the entrance and occupational goals of many Puerto Ricans in New York State. He noted that the test was given in Spanish in Puerto Rico.

More serious than the effect of language on military occupational goals is the discrimination experienced by young school children when they are labeled handicapped due to low scores on I.Q. and achievement tests. In *They Shall Not Pass* by Hillel Black, the author cites the case of a twelve year old girl who had moved from Puerto Rico to New York City. Her unusually low I.Q. score caused her to be moved to a class for mentally handicapped children. The I.Q. tests that this child took were designed for children with English speaking backgrounds. The girl's teacher protested the administration's action saying that she was performing up to the standard of the class. The teacher's vehement protests were scorned by the administrators. The support she obtained from experts throughout the country was not heeded.

Most mass tests given to American youths are closely patterned after regimented curriculums. They reward memory more than creativity, speed more than originality, facts more than impressions. What is the plight of the bright non-conformer? The very tests that are used in determining admission to institutions of higher learning actually punish more advanced abstract thought.

The reality about mass testing is simple and gruesome. Tests are not measuring what they claim to be measuring. Today's aptitude tests seem to be testing learned facts more than learning potential. They test facts that are most likely to be known by white middle class youths whose first language is English.

About I.Q. tests, Bannish Hoffman says: "We shouldn't have to persuade anyone these days that I.Q. tests cannot possibly measure anything that can legitimately be called intelligence."

The effects that mass tests have on our educational system are quite widespread, and are often considered extremely detrimental. The final part of this series will deal with these effects and how abolishing mass testing might be advantageous to the educational system.

Openings At Drake Law

Drake University Law School in Des Moines is trying to facilitate the admission of students who have scored in the 500's on their Law Boards and who have a good (three point or better) grade point average. For information see Prof. Kramer in Rm. 831.

WORK STUDY

The Women's Self Help Collective has available College Work Study lines for women who would like to work with them. Women who have an interest in health and the desire to help women should call 273-0287 or come to room 420 to discuss the job and arrange an interview.

**CONCERNED ABOUT CONSUMERISM?
INTERESTED IN HEALTH CARE?
CLASSROOM GETTING YOU DOWN?**

Independent studies might be your answer. University Year for ACTION offers qualified students a chance to earn academic credit while working full-time. \$ Stipend included. For further details call 566-0315 immediately. Deadline for applications Jan. 9th, 1976.

Joe Ferguson Quartet Performs



The Joe Ferguson Quartet appeared on December 4th in the cafeteria. From left to right, John Dewitt, Bass; Doug Hammond, Drums; Mell Merrill, Guitar; and Joe Ferguson, Sax and Flute

CLASSIFIED

Answer to Last Issue's Crossword Puzzle.

S	C	H	I	S	M	S	R	A	R	E	B	I	T
T	R	A	V	A	I	L	E	D	A	C	I	T	
R	E	V	E	R	S	E	M	A	T	U	R	E	R
A	M	A	T	E	E	N	A	G	E	D	R	A	
T	A	N	G	O	P	O	R	E	G	M	A	N	
U	T	A	H	P	E	R	K	P	L	A	T	T	
M	E	S	O	D	E	R	M	C	R	A	N	E	S
G	R	A	T	E	D	L	A	N	D	C	R	A	B
R	E	A	L	M	M	I	M	E	E	U	R	O	
A	T	R	I	L	I	Z	A	A	S	P	E	N	
P	R	O	M	I	L	E	R	U	N	T	O	N	
P	E	N	S	I	V	E	A	S	A	R	U	L	E
L	E	I	S	T	E	R	C	A	N	E	R	A	T
E	S	C	H	A	R	S	K	R	A	T	E	R	S

1 family house for sale close to ferry. 6 rooms, storms, blinds, carpeting, oil heat. Clean and ready to move in. \$24,900. Laura Rapetti, 83 Grant St. 727-2210.

