

HEAVY SCENES WITH THE DEAN

Lucy Slurzberg has been a counselor at Richmond for one year on a part-time basis, but this year she will be full time. She received her B.A. at Boston University and her M.A. at Teacher's College, Columbia University.

Art Stein came to Richmond one year ago as an instructor in the Dean of Students office. He received his B.A. from Cornell University and his M.A. from Columbia.

Bruce Vogel has been here for two years. He is an assistant professor and earned his B.A. at Brooklyn College, his M.A. and Ph.D. at Michigan State University.

Dr. Leo Oxley has been appointed on a part-time basis as our consulting psychiatrist. He received his education from Saint Augustines College and Meharry Medical College. He did his internship at William Beaumont General Hospital in El Paso, Texas, and his residency at Walter Reed General Hospital in Washington, D.C. He is presently the director of Out-Patient Psychiatric Services at St. Vincent's Hospital on Staten Island.

HOW SUCCESSFUL WERE THE GROUPS YOU RAN LAST YEAR AND WHAT CRITERIA DO YOU USE IN JUDGING THE SUCCESS OR FAILURE OF A GROUP?

ART: In one of my groups I used a research instrument relating to self-actualization. This group was course related so that its members had not been screened—in the sense that I had not previously evaluated their potential for a particular type of group. So that it was mainly a sensitivity group where people were getting to know each other better, to learn how to understand people better and to evaluate their own attitudes. There was measurable change in some people. On the other side of the coin however, some people left who probably didn't see this kind of experience as either meaningful or compatible. I think there were people who were threatened by the experience. More people will benefit from say an introductory sensitivity group this year by a change in pre-group format, so that there will be a) screening, and b) orientation. I found that about 50 percent of the group had violently negative reactions to any type of confrontation that occurred between individuals in the group. Some of them felt that the individuals involved should take care of their problems outside the group. They didn't see it as the sort of thing that should happen within the group. With more orientation there would be less of this.

One of my criteria for success is social interaction. I found that quite a few people had increased their sphere of social contact with other students and people outside the school after having been in groups. Also, some of them are seen individually which reinforces this a lot.

LUCY: Most of my group experiences were with individuals in group therapy who were also seeing one of us for individual help. I'd say the criteria for success was their increasing ability to handle their situations and take care of problems they had come to the counselling center with. Many of them went through a lot of changes in a short period of time, and seeing them this year they feel they have profited from the experience—that they are better able to talk about their problems. I had one other group with a class of twenty students. I would say that it was a failure to the extent that it never got off the ground due to the strike. In running groups this year I would never handle a group as large as twenty and I

would also make sure that the goal of the group was more defined. The problem arises when twenty people come together for twenty different reasons and a lot of time is spent in trying to help people decide what they want to do and help with any anxieties they might have about doing it. So I agree with Art. We have the need for more orientation to sensitivity.

BRUCE: I consider a group successful if there are two or three individuals in the group who really have moved. What I mean by that is who have really become sensitive to their own feelings, to what other people are feeling, have grown in a way, are aware of things in themselves and others that they weren't into before. I think that would probably be the most important thing to me.

WHY DO YOU THINK THEN THAT THE MAJORITY OF PEOPLE WHO COME IN FOR THE GROUP EXPERIENCE ARE MEMBERS OF WHAT WE'RE NOW



Left to right: Dr Oxley, Art Stein, Lucy Slurzberg, Bruce Vogel.

Photo by: M. D.

CALLING THE "HIP" CULTURE, OR ARE MORE "LIBERAL MINDED" STUDENTS?

BRUCE: The type of students we usually get are not the conservative element on S.I.—at least they're in the minority. The more usual type of person is the type of kid who comes from Brooklyn, more the Jewish type of kid, more the liberal-radical.

WHY DO YOU THINK THAT IS?

BRUCE: That's a very complex question, but I do have some ideas on it. One thing is that I think there's a lot in the Jewish culture that leads people to seek help and also to become helpers in this fashion. I think that is one element. Another thing is that most of the conservative students here really are just in the process of starting to question whether they should, or how they should separate themselves from their parents and how to realize their own individuality. And a lot of the kids from Brooklyn are more in the process of already doing this—already separating themselves and are alienated from society and are trying to find some roots. These are people that are more troubled right now.

ART: The only other comment I wanted to make in terms of this conservative-liberal thing is that it goes without saying that conservative people will probably have conservative views about mental health and treatment, psychotherapy etc., and liberal people have more liberal views. This is unfortunately one thing that keeps some

people away. They are much more oriented to the self made man type of philosophy and it is a sign of weakness to get outside help. Again this is unfortunately an educational problem.

LUCY: We'll also try to offer other group experiences say to Science and Engineering people or to student teachers. They haven't been knocking down our doors as much as Integrated Studies and we feel that we would like to go out to them and tell them what we have to offer and to look at their needs and offer them some kind of new experience.

SINCE YOU'RE HERE TO HELP PEOPLE ON AN INDIVIDUAL BASIS, COULD YOU EXPLAIN HOW INDIVIDUAL THERAPY WILL DIFFER FROM GROUP THERAPY AND HOW THEY WILL WORK TOGETHER TO HELP STUDENTS?

major illnesses prior to coming here and it is a matter of being aware and helping them continue functioning if they will come. There are many people who had treatment and who need some kind of follow up. That's one thing—their own family physicians can send in a report and if they're on medication or if they should need something we can help. Sometimes a crisis develops and may interfere with their functioning and if we know about that and have the kind of relationship where students will come in, we could head off something before it happens. That's one area I'll be working in.

Another area is that some students will require a little more than the counselling department will be able to give in terms of frequency of visit or intensity of treatment, so outside referrals will be made.

The other thing is that sometimes a person will have anxieties about exams or something, perhaps they'll need some medication. I don't necessarily want my role to be the pill pusher to keep people cool, but I suppose that is one dimension that I bring. I can prescribe medication—something mild—something to take the edge off. And this might relate to someone in a group situation who might get a little anxious but still can remain in the group. In that area I imagine Bruce and I will be working quite closely together.

DOES ANYONE HAVE ANYTHING TO ADD?

BRUCE: Most of the people I've seen in my two years here are, as I said before students who are trying to separate themselves from their parents, find their own individuality and in that sense we are very similar to any counselling center in the country in terms of the type of kids we see. These are not sick kids. These are kids who have problems, as we all have problems. We need to find out who we are and we all need to do that and that's a lifelong process, but at the age of 20-21—that's a difficult time of life I think—you really need to know who you are. It helps to come up to the counseling center because we are trained to help people find themselves. Every once in a while, we come upon someone who's really disturbed, who's really having a difficult situation and it's a matter of dropping out of school, or sometimes people are even thinking of hospitalization because they just can't function. This happens very infrequently but it has happened. In the two years I've been here, I would say a half dozen times. So we also have people who are trained to deal with more severe problems in these cases.

LUCY: A large part of counselling is helping develop people's strengths and having them acknowledge those strengths. People tend to concentrate on their weaknesses and never even look towards their strengths.

DR. OKLEY: As I understand it, we'll be focusing on maintenance of mental health, and if somebody comes up who's sick, we'll take care of that too, but our focus is on maintaining mental health.

ART: One last thing from me is that we like to remind ourselves and others that we are people and we hope that students will be able to relate to us just as people.

DR. OXLEY: There are students who had

See Page Two For More
Scenes With The Dean

J. Michael Fried

SHEP GORMAN



Photo by P.S.

Mike Fried received his B.A. from Michigan State University with a major in History and English. He also has an M.S. from L.I.U. in Guidance and Counseling with post graduate credits from L.I.U. and Brooklyn College in psychology.

TELL US A LITTLE ABOUT OTHER COLLEGES YOU HAVE WORKED FOR.

I started working at Manhattan Community College two weeks after I had graduated from M.S.U., I was then working as a Financial Aid counselor for three years and a counselor in the evening division. After a few weeks at Manhattan, I decided I liked Student Personnel work, so I went to L.I.U. and enrolled in the graduate program

in Guidance and Counseling. My next job was as Director of Financial Aid and Placement with a new college in Newark. The college was an urban open door admissions community college with a large segment of its population coming from disadvantaged backgrounds. Thus the financial aid program was one of the largest per capita programs, over 60 percent of the enrolled students received financial aid. The program was in excess of two and one half million.

WHAT ARE YOU GOING TO DO AT RICHMOND COLLEGE?

Here I'll be doing student personnel work, which means that basically I spend a lot of time with the students; working with clubs, working with RCA and Student Government, and in general concerning myself with the interests of students.

Part of my responsibilities will be concerned with advising in some of the areas in which I have had experience such as financial aid and placement. I will also spend some of my time helping to relieve the Dean of Students of some of his administrative burden. Like this fall I took responsibility

for getting the new I.D. cards ready for registration.

WHAT ARE SOME OF THE PROBLEMS YOU HAVE SEEN AT RICHMOND?

Since I will be devoting much of my time to student activities, and especially to student government, I guess I will concentrate on that area. In the two months I have been here, the most striking thing I have noticed has been appalling lack of involvement on the part of most students. It seems that ever since I have been involved in student personnel work the theme of student apathy crops up — Each and every year. Well here it is again . . . There are numerous areas on the Richmond Campus for students to get involved . . . Student Government . . . RCA . . . Faculty Student Committees . . . But from what I can see it is always the same 15 or 20 people . . . How about it? . . . Ever since I started college, way back in '62 "the cry of student's rights" has been shouted on every campus . . . Well you have the rights at Richmond—but rights also come with responsibilities . . . Exercise your rights . . . and assume your responsibilities . . . Where are you baby . . . ?

Shep Gorman is new on the Dean of Student's staff and is classified under "environmental Resources." Vague as that classification may be, the following interview shows that Shep has some definite ideas about the things he'd like to do at Richmond.

COULD YOU GIVE A THUMB-NAIL SKETCH OF THE KINDS OF THINGS YOU'VE DONE THAT HAVE LED UP TO YOUR COMING TO RICHMOND?

I got my B.A. from Stonybrook and while there I was more into student activities than anything else. I worked with concerts—coordinating whole weekend things—special events committees, etc. We had a Student Activity Board which was given a lump sum of money to go and do for clubs. My degree is in Psychology and I was really upset about some things—like watching a lot of people there who were in real trouble go to counselors who were great psychologically but knew zip about the school itself. I decided I didn't like that. So I went into a program of student personnel and took my electives in psychology because that's really my field. It was an internship program so I spent a year at New Paltz working—I was a graduate student, dormitory director, financial aid advisor, and counselor and it was really confusing. But I figured, WOW, next year I'll really be working and things will drop into place. So I went to New York Institute of Technology which is mostly for engineering. It scared me because the name on the door was Financial Aid and Placement and people came in and wanted answers which I didn't always have. Anyway, it became really oppressive there and I began looking to get out. I had canvassed a number of schools when I got my M.S. and got letters back saying we'll keep you on file—you know, don't call us we'll call you. But I did get a letter from Bob Chiles a year later which I was really happy about because first, he did keep me in mind, and second, I had heard a lot about this place and was psyched to come here. I walked in for the interview and people started shooting from the hip—it was fantastic—I mean I really like that.

MORE SPECIFICALLY, WHAT WILL YOU BE OFFERING RICHMOND STUDENTS IN TERMS OF COUNSELING?

I'm starting something in two areas which no one here has done in the sort of depth I think it can be done. One of these two is

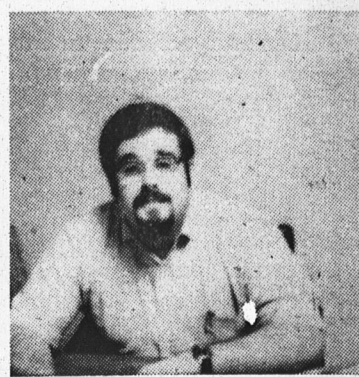


Photo by P.S.

placement. This involves part-time stuff which Roger has been handling—baby sitting, local stores that need help etc. More importantly though, we have graduating seniors, some of whom want to go into conventional industry. I definitely can help these people now. I'm a little confused about the other things that are involved in placement of graduates from Richmond. I think I told people when I came in for my interview that I'm really not opposed to using the "Whole Earth Catalog" as a company perspective—I don't think there's anything wrong with that. But I have to talk with a lot of people and find out what really needs doing with this and I'll be looking for some help. Lots of things have to be sorted out because Richmond is not the kind of place where the traditional job placement office alone can suffice.

The second area I'll be getting into is strictly dichotomous from the first—draft counseling. I'm vitally concerned with that because they're still after me. I'm starting to set up a draft library with funds that have been allocated by RCA. We'll subscribe to a number of things. For instance, the local board memoranda, the thing that the local draft boards get that tells them who they can really zap and who they can't. That way I'll know the same time they'll know, which certainly is a help strategically. I'll also be taking courses in draft counseling. It's one of those fields that if you're two months behind in you're in trouble and I'm in trouble right now! But the course I want to take should start in two weeks so I'll be going down there to see about that. Again—I did some of this last year at New York Tech. But many of those people were going into defense-related jobs. You know, getting Occupational Deferments so as not to fight in order to make more things with which the men who were fighting could kill more people. It was really disgusting.

I haven't decided on all the things I want to get into here because there seems to be so many things around. I'm just trying to get organized right now. But I like it—I dig it!

ROGER NELSON

I had expected to find stacks of applications, an IBM 360, and busy gnomes with Bic pens in the Financial Aid Office. Instead, I was greeted with stacks of Richmond College Handbooks to be addressed, and a rather cordial invitation into Roger Nelson's office. Mr. Nelson is the head of this department, the main function of which is to review student applications for loans, allot grants, and give aid in general to those in need.

This year more money is available than before. But don't get your hopes up, more than twice as many applicants have applied this year as last, although twice as much money is available. So things are almost as tight. The best thing to do if you need money is to consult the Student Handbook for information on loans and grants, and then pay a visit to Nelson's office. Rather than being the austere bespectacled and compassionless version that we all envision a finance person to be, he is quite congenial and will be more than glad to give advice on whatever problem you may have. In the interim he offered these suggestions for students; Plan Ahead, check the deadlines in the Handbook, check the booklet "At your service" available in the Dean of Students office, and finally, don't ask for what you don't deserve, because you'll just be screwing someone else.

Alan David



FROM THE DEAN'S DESK



Photo by: N.R.

Dear Newcomer:

The Staff in the Office of the Dean of Students at Richmond College exists to help students. We try to do so by providing special services for them, acquainting them with various aspects of the life of the College, and variously helping them through their stay here.

The Orientation Program for new students was our initial effort to make you feel at home. Through the semester we will schedule social hours at which you may meet and talk with other students, members of the faculty, and members of the administration. Each Monday we publish a Dean of Students' NEWSLETTER which gives you announcements about happenings in the College, reminders regarding academic regulations, registration, etc. The Student Handbook is designed to provide you with a wealth of information and advice and includes several appendices with detailed guidance on services, forms, deadlines, and personnel.

This office also has a staff of professional counselors who will help you individually or in groups with personal, social, or academic problems. In due course we will be able to provide placement services and financial assistance for some of you.

We are not yet able to provide all the services you may need and some of our existing services are still a bit shaky. Please make your desires known to us, however, and we will do what we can.

Have a good fall semester at Richmond College!

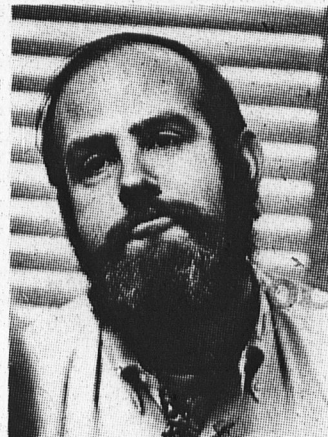
Cordially,

Robert E. Chiles
Dean of Students

Ramon Hulsey - Eliminating Bureaucracy

As all of us have been through at least one registration at Richmond, Ramon Hulsey's face is probably a familiar one. Because of him the registrar's office here is not an obstacle course through which a student must pass in order to get his degree, as it is most other places. Instead, Ramon is consistently working to ease the student's way from registration, to classes, to graduation. He has a "personal development concept"—believing that in the four years one spends in college one's social growth will ultimately be of more value than one's academic growth.

It is because of this that he tries to diminish the amount of bureaucratic academia in such areas as the advanced standing procedure. As things are now, each student makes an application with the Registrar's office for an evaluation of his extra credits and then must hassle with his individual department. Ramon however, is beginning to work in close coordination with the different academic divisions in order to work out a better system whereby all courses from other schools will have been evaluated as to whether or not students should



receive advanced standing credit for them and this data fed into a computer. Then when a student enters this college, his record can be automatically examined and appropriate credit given. In this way Ramon is hoping that students will lose as few credits as possible when transferring to Richmond.

Therefore, when students think of the Registrar they should try and forget the few registration lines they have waited on, and instead think of someone who understands that a student's stay in college is hectic enough, and who feels that where bureaucracy can be eliminated—it should be.

OPINIONS PLEASE

¿Que Pasa?

Will Open Enrollment Survive?

Last April when we were demonstrating about tuition, Cambodia, Kent and Jackson States etc., High School Students were hot up on the Open Enrollment program. What the Hell is Open Enrollment?

Open Enrollment has been blamed for the problem of overcrowding at the sixteen units of the CUNY system, but this is untrue. If you actually consider the figures, you will find that only 15 percent of the students admitted into the CUNY system were admitted under O.E. In other words, if a college had an entering class of 2000 freshmen, the actual number allowed in under O.E. would be just 300.

Open Enrollment has been used as a practical maneuver in order to say, "Oh! Look at all the minority students allowed into college now." In truth however, this is not really true, for just as many white students of low economic status were allowed in with all the Black, Puerto Rican, & Third World students. The politicians are trying to get away by giving the Niggers & Spics a little shit and hoping that we will take this shit.

When one studies the O.E. program one will find that it is a program with built-in failures. Any student that enters college faces a burden—money for fees and books, the open enrollee from the lower economic class feels this burden five times as hard. When one considers that fees in CUNY are as

high as \$90 per semester an O.E. student says "What kind of bullshit is this, where the Hell am I supposed to get the bread?"

Counseling in colleges is murderous. In many instances you have a disinterested instructor who is working on his Doctorate papers acting as an advisor. These students don't need this jive—they need the best counselling because their future is at stake. Most O.E.'s have to make up High School skills in college, therefore he has the frustration of going through High School subjects in a college building. All these things will cause most students to become unhappy with the system and they will drop out. This is built-in failure.

The program was built up to be something and yet isn't being given the chances to survive. Open enrollment can have a very good future if it is run the way it should be run, with full support by all of the administration and instructors. In speaking to many instructors, one finds that their ignorance about the O.E. program is astonishing. Many of them do believe that they are letting those ignorant spics and niggers get into college. That their great college system and great universities are going to Hell. This is all jive! Something that must be done by those of us within the college system is that we must educate these poor instructors as to their mis-givings about the O.E. program. If besides the hurdles

that the student must face when he comes in, whether it be financial or counselling, if he has to come into a class where he is being discriminated against because he is thought to be a poor unqualified student, he will be crushed and within six months to a year he will drop out. He will not be given the full chances of becoming a college graduate and therefore attaining his desired goals, and living a fruitful life. If we really want O.E. to succeed, besides educating the college instructor, we must also educate the high school students of the future and those that are now in high school, so that they can understand the full benefits of open enrollment. If the colleges themselves do not provide the full benefits of O.E. then it is therefore up to us, who are now in college, to supply these needs. If we have to supply auxiliary counselling to these students, if we have to push our administration into giving full financial aid to these students, better counselling whether it be by hook or crook, then we must do this. Because you have to remember there is the possibility that in one or two years it might be your small brother or sister who will make it into the colleges under O.E., and what's the use of them going to college if they don't have the chance to succeed from the very beginning.

El Angel

Proposition 1

NOTICE: To the employees of Bell Telephone, court personnel, lawyers, D.A. assistants, local office workers, Visiting Nurse's Assn. nurses, bank tellers, clerks from Internal Revenue, and the local high school students. The Cafeteria is for the use of Richmond College students, faculty, administration and staff only. All others are unwanted and unwelcomed. We resent waiting on long lines, being subjected to insults because of our appearance, crowded tables, and elevators that shuttle between the third and fourth floors.

Apathy this semester, as in the last, has caused Student Government to issue an appeal for help. Our Student Government (contrary to popular belief, it exists) is short of people willing to participate in it. This is our school and we do have a say in how it's operated. If you don't like the way something is, you can change it, provided you care . . . A fine example of apathy was last semester's yearbook. It can best be described as a memorable photographic essay of an empty elevator. The book was produced by a self-chosen few. The end result was a product that omitted graduate's names, pictures and degrees. To quote one recent graduate "Who wants a yearbook with a picture of some nameless people standing in an elevator" . . . A public service message for all that drive to school—do not run that stop sign at the top of Hyatt Street. A gray-haired, 200 pound plus, foot patrolman has a habit of giving tickets to cars that do not stop at least eight feet before the sign. Anything less than eight feet, seven feet eleven inches, will merit a ticket . . . The award for the most regressive journalism goes to the Staten Island Advance, for it's moving editorial: "Where Is Truman Now When We Need Him?" . . . The newspaper ad campaign against drugs by D.A. Braisted and concerned Staten Island citizens deserves admiration. If you suspect someone of using drugs, you can write an anonymous letter to the D.A. and a file and a police investigation will be started on that person. Joe McCarthy would be proud. . . God is not dead at Richmond. Refer to the College Bulletin, page 159 class No. 97.234, "Sex, Death, Drugs, Hyper-sensitivity, Strip Mining and God" taught by Prof. Nachman . . . I will not criticize Women's Lib, this semester. I'm afraid that I'll meet one of them in a dark alley . . . Richmond is fortunate to have as a new student, the celebrated defender of the Red, White and Blue, and mom's apple pie - Mike Lorenzo. Mike is known for his famous Student Government senatorial campaigns, of which the best known campaign was his "Get the Commies Out of SICC." He is also a renowned public speaker. His addresses to the Staten Island Chapter of the Young Americans For Freedom were memorable. "Long Hair—A Communist Conspiracy," "God Isn't Dead, He Spoke To Me Last Night," "We Need More Law and Order or Else," "Black Power—A Communist Conspiracy" "Aspirin—A Deadly Drug," "Get The Red Out," and the George Lincoln Rockwell Memorial Sentinel of Freedom award winning speech, "Spiro Agnew—An Answer to a Mother's Prayers"

Local conservative elements feel that college newspapers should not print any controversial material on politics, religion, war, or social conditions. Then what should we print—minutes from D.A.R. meetings?

- Anon

Air's Con Tent

Wonderful is the thing which we can not see-
For it was meant to be absorbed not echoed;
Life of various rhythms
Move together Be together . . .
LIVE together and You are together . . .
together together together
together To Gather-
To gather the substance of existence is to
proclaim truth-Truth is beauty . . . Beauty is truth . .
Truth is delicately pleasing to the ear,
eye, the body, and the soul;
Fragrant overdrive of interstellar passion;
It is the ultimate daisy.
Is your mind somewhat dampened?-
Can you accept it openly without shame?-
You-yourself-may not know the answer-
But as for me, minute pollen grain of infinite amount,
the answer is that I haven't taken my first
breath yet.

By Burt Rosenberg

STUDENT POWER— WANT IT?

Many Positions Available
in Student Government
See Ed Murphy
or Lenny Mangano

September 21, 1970

Whyindahell Dontcha Come Around An Woik for Da Richmond Times?

Huh?

Staff is Urgently Needed,
No Experience Necessary,
Something for Everybody To Do

RICHMOND TIMES
130 Stuyvesant Place
Staten Island, N.Y. 10301
call 448-6141

Vol. VI, No. 1—September 21, 1970
Mark & Jeri Daugherty: Editors-in-chief
Peter Solti, Robert Gattullo: Photography
Terry Bookman, Alan David: Staff

All the opinions expressed in this news-magazine are strictly the opinions of the individual writers, and in no way represent the views of the staff of the Richmond Times or the faculty or administration of Richmond College.



Richmond Times' Staff at Last Spring's Picnic Outing

NEWS AND NOTES

Straight Title . . . Groovy job!

For any college graduate who is interested in helping to revolutionize the university structure, there has been a new position created at Richmond College. This position, as Executive Secretary to the Board of Directors of the Richmond College Association, will preferably be held by a recent Richmond College graduate (B.A. degree) with significant experience with student activities or with the R.C.A. He or she shall be responsible for the day-to-day administration of the affairs of the R.C.A. The Executive Secretary will prepare both the agenda and the minutes for board and general meetings and supervise their distribution, assist clubs and

organizations with budget preparations, authorize budget expenditures, keep an up-to-date inventory of materials and equipment bought with R.C.A. funds, keep the college community informed of all board decisions, actions, and functions through the various college media, act as a liaison between the R.C.A. and the office of the Dean of Students, and serve on the Financial Aid Committee as the R.C.A. representative. His or her appointment will be for one year with a one month vacation, other encouraging benefits, and a salary of \$9,000 per year. For more information seek out the Richmond College Association.

THE BIG SQUEEZE

Although not official, as the computer broke down at 2750, the expected full and part-time graduate and undergraduate enrollment at Richmond College is now 2850 students. This may seem small by CUNY standards, but the problem of overpopulation at the college is evident in the classroom shortage situation. Some classes are being held in make-shift rooms like the computer center or at

McKee Vocational High School. The classroom shortage problem was further compounded by the teachers required for these new students. These new teachers received offices in what were formerly classrooms. In fact, these new offices used up 25 percent of the free floating classrooms—any classroom not specifically set up for some specific purpose, i.e. a lab.

JANUARY GRADS

Applicants for January 1971 degrees should be sure to complete the pink Graduation Check forms and submit them to your faculty advisor and (if you have taken the education sequence) to the Division of Professional Studies. The deadline for applying for graduation is October 30, and the deadline for the necessary divisional approvals is December 1. Students whose materials are received after these dates may not be cleared in time for January graduation.

ONLY 5 YRS. TO GO

After struggling through many months of red-tape, Richmond College finally owns the land on which our new college will be built. The problem plaguing the purchase was that the City University System had to get the state to waive any future mineral rights on the land.

Thus, on September 25, 1970 there will be a "semi-formal" ground-breaking ceremony to celebrate the beginning of work on our long promised new college.

For Perspective Teachers

College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced by Educational Testing Service.

Dates for the testing of prospective teachers are: November 14, 1970, and January 30, April 3, and July 17, 1971. The tests will be given at nearly 500 locations throughout the United States.

Results of the National Teacher Examinations are used by many large school districts as one of several factors in the selection of new teachers and by several states for certification or licensing of teachers. Some colleges also require all seniors preparing to teach to take the examinations. The school systems and state departments of education which use the examination results are listed in an NTE leaflet entitled "Score Users" which may be obtained by writing to ETS.

On each full day of testing, prospective teachers may take the Common Examinations which measure their professional preparation and general cultural background, and a Teaching Area examination which measures their mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

The Bulletin of Information for Candidates contains a list of test centers, and information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.

Oct. 21 to Nov. 3 — Election Cramming

As many students will hopefully be getting themselves involved in the upcoming elections this November, here are some trends and facts that might be helpful in forming strategies:

1) Of the nearly 105,000 eligible registered voters on Staten Island, 97,000 vote—this is way over the national average.

2) Bob Conner is the first Republican Borough President on Staten Island since 1898.

3) For the last fifteen years, Staten Islanders have tended to vote Republican in state-wide

elections and Democratic in city and local elections.

4) The Staten Island Advance has always supported the incumbent—no matter what his political philosophy.

5) A rough breakdown of how Staten Islanders are registered is:
60,000 Democrats
30,000 Republicans
12,000 Conservatives
2,000 Liberals

It might be wise to keep some of these facts in mind, and remember that people don't easily change their political habits.

Start a Club

Looking for social life at Richmond College? Last year RCA (Richmond College Association) authorized the expenditure of about \$57,557 of the student activity fees for some 28 activities. Of this money, about \$46,000 went to finance two dozen organizations ranging from the Yoga Club to the Economics Club, with individual budgets from \$25.00 to \$15,000—although they averaged around \$400 per club.

This year anyone wishing to reactivate an old club, or start a new club, should see Mike Fried in the Dean of Students' office, or Ed Murphy in the Student Government office. They will tell you how to set up the club.

G.R.E.'S

Need scores on the Graduate Record Examination for application to graduate school? See Dr. Gruberg, Room 718 during the month of September and October. For students who need it, the Miller Analogy test will be given on the first Tuesday of every month, starting in October, room 718 at 3:30 p.m., \$6.00 fee.

For Sales

1969 Chevy Nova-2 Dr. Sedan, Vinyl Top, Automatic Transmission, Many other extras. Call 256-4216

One large bureau and three folding chairs. You give us what you think it is worth. Come to the newspaper office—room 525 or call 727-6417 evenings

Every day 90,000 people ride the Staten Island Ferry—26,000,000 per year. THAT'S A LOT OF NICKELS!

Advertisement by Students for McLain and Hart

WE DEMAND AN END TO WAR, POLLUTION, INFLATION, RACISM, POVERTY!

This year we have a chance to elect public officials who will demand along with us. It's time for action, not just the pious talk of politicians running for election. If we really want to end the war, stop pollution and inflation, end racial injustice, end poverty, we must help the Liberal Party slate:

GEORGE McCLAIN for Congress
JACK HART for Assembly (58th)
IRVING HAUPTMAN for Assembly (59th)
MORMA COSSEY for State Senate

If you want to help, attend an important meeting at 8:00 p.m. on September 23, at the Liberal Party Headquarters at the corner of Victory Blvd. and Bay Street. Call 273-8762 for information, or just show up. Bring your friends. Bring your ideas. Bring whatever you can get together.

Advertisement by the U.S. Naval Training Center

PROSPECT OF JOINING THE RAT RACE GETTING YOU DOWN?

BREAK AWAY-BE SOMETHING SPECIAL!

College students who are apprehensive about their future and want a worthwhile career can allay all doubts by being selected for the Reserve Officer Candidate Program of the United States Naval Reserve. This program offers both training in your chosen profession and, at the same time, prepares you for leadership in the Naval Reserve.

For further information you can contact Chief Festa, Naval Reserve Training Activity, Murray Hulbert Ave. The telephone number is GI-75800.

ALL STUDENTS MAJORING IN SOCIAL SCIENCE

There will be a meeting today
at 4:30
to elect four students representatives
with full voting rights.
to the
CURRICULUM REVIEW COMMITTEE

The duties of the Curriculum Review Committee shall include:

- 1) Approval of all new courses and programs in the Division curriculum.
- 2) Approval of all curriculum changes.
- 3) An ongoing review and evaluation of all aspects of the curriculum.
- 4) Responsibility for exploring and codifying the educational philosophy of the Division; and for bringing its thoughts to the Division faculty.
- 5) Convening of special seminars, colloquia, workshops, etc., necessary for improving the quality of curriculum and the quality of teaching in the Division. The aim is to better meet the needs of the Division's students.
- 6) Recommendations to the Division P & B on appointment of new faculty. Since the curriculum committee should be the best single source of curriculum expertise it would be expected that the P & B Committee would actually seek out the views of this Committee when considering the question of allocating new faculty lines.