

# THE CAMPUS

undergraduate newspaper of the city college since 1907

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Friday, November 3, 1978

## Saga to end food service on Jan. 31

By Susan DiMaria

Saga Dining Halls has informed the College that they will be terminating their services, effective January 31, 1979, following a two day boycott of their facilities that was led by the Day Student Senate.

However, Saga officials maintained that their departure six months before the end of their three year contract with the College is not a result of the boycott.

"Our decision to pull out had nothing to do with the boycott," said Chris Miller, manager of Saga's operations at the College. "The boycott may have exacerbated things somewhat, but our decision to leave was based on the fact that we're losing money. The boycott showed us that we weren't making anyone happy, either."

Saga admitted, however, that the boycott had "drastically" affected receipts at the North and South Campus Cafeterias. Receipts were down about 50 per cent at the South Campus Cafeteria and 25 per cent at the North Campus Cafeteria on Monday, the first day of the boycott, according to Miller. On Tuesday, receipts at the South Campus Cafeteria were down 70 from their usual levels,

and receipts at the North Campus facility were down 40 per cent.

Saga's decision was contained in a telegram sent to Richard Morley, business manager of the College, on Tuesday. Their contract with the College was originally scheduled to run through the end of June, but Morley said that there was no legal action being contemplated against Saga.

"They are within their rights under the contract to give us 90 days notice and withdraw their services," Morley said.

Although College officials said that it would be impossible for a new contractor to be found by the end of January, no word was available on exactly what would be done to avoid an interruption in service. "The contractual procedure takes about five months," said Morton F. Kaplon, vice president for administrative affairs. "We'll make every effort to get someone in here, but I don't know how to solve the problem."

It was also not known what would happen to Saga's employees at the College, many of whom had worked for the College prior to Saga's arrival in 1976.



Photo by David S. Eng

Students partake of free tea and coffee offered by Student Senate during boycott.

(Continued on Page 3)



Photo by W. Kwang

**ANIMAL HOUSE IN SCIENCE BUILDING:** Margarita Rodriguez meets frog at the gala opening of the Biology Department's laboratory zoo, called a vivarium, this Tuesday. Created at a cost of \$200 by Joe Fevoli, a lab technician, the vivarium was dedicated to former department chairman James Organ. Students are welcome to visit Room 813, but are warned not to feed the animals.

## CLAS proposals coming soon

By Meryl Grossman

Two proposals that would restructure the College of Liberal Arts and Sciences (CLAS) will be presented in two weeks to the school's Faculty Council by the special Commission set up to study CLAS's specific problems.

Both proposals, though different in content are subject to change or rejection by the CLAS Faculty Council. The proposals are the first from the Commission, which listed ten topics last Spring to be studied in an effort to seek solutions to various problems in CLAS.

"The Commission has made no recommendation," explained Dean Alan Fiellin (General Education and Guidance). "These were just two proposals that had the most support. Fiellin said the proposals did not receive majority approval from the commission members but of the ten topics they were given the most support."

Both proposals break down the present CLAS structure into separate specific areas of concentration. The first of the two proposals calls for the creation of three divisions within the school which would operate independently of each other. The three schools set up would be: science and math, fine arts and liberal arts. Fine arts

would include drama and music. It would also encompass the Leonard Davis Center for the Performing Arts as well as the Picker Film Institute. Liberal arts would be split into two divisions - social sciences and humanities. Though he serves without vote on the 18-member Commission, President Marshak is reportedly backing this proposal.

The second proposal calls for the breakdown of CLAS into even more specific schools. There would be separate schools for fine and performing arts, one for liberal arts and sciences, one for science and math-which would include a division of applied and policy science-and possibly a school of literature, language and communication.

Last Spring the Commission was set up by Marshak in response to mounting problems that seem to plague CLAS. Those problems include cut backs in services, staff and courses, as well as a declining enrollment and overall interest in the school.

Prof. John Landolfi (Math), chairman of the Commission, was quick to point out that the proposals are preliminary and subject to change once heard before the Council. The Council, which holds final approval, could take any number of actions-acceptance, rejection or just a debate of the proposals.

### Credit reduction:

## Committee to study effects

By Michael Arena

A committee to study the problems caused by this term's reduction of most four credit courses to three credits is expected to meet next week.

Provost Alice Chandler, admitting that the credit reduction "has effected more students than we realized it would," has asked the committee to determine the reduction's impact on scheduling, financial aid awards and students who planned to graduate this term.

Under order from the State Board of Regents to establish parity between classroom hours and number of credits, the College reduced credits in 782 courses, nearly all of them in the Humanities and Social Sciences. Although the College was one of the few institutions in the state with "excess" credited courses, students criticized the reduction saying that they would have to take an extra course to qualify for financial aid or to graduate on time.

Dean Phillip Baumei

(Curriculum Guidance), who will chair the committee, said that the work for a class is supposed to be reduced when a course's credits are reduced. "The problem seems to be one of perception," Baumei said. "Students perceive that they have had something taken away from them, when all that we are requiring is that they take more classes but not more work."

Several administrators conceded privately, however, that the reduction was ordered by state education officials because

they believed that many of the four credit courses were offering an extra credit without the extra work.

Chandler said it is difficult to gauge and compare work given in each class. "It may be that what we are now doing is deflationary," she said, but the amount of work in a given course is not easily susceptible to quantitative standards. "It is also difficult to determine if work was added on when credits were changed from three to four credits ten years ago."



Photo by W. Kwang

Prof. Phillip Baumei

## High school to be housed in Compton and Goethals Halls

By Nick Katehis

The long awaited Campus High School will be housed on the top floors of Goethals and Compton Halls, according to Morton F. Kaplon, vice president for administrative affairs. The high school is scheduled to be opened next Fall.

"We hope to relocate the school by 1980 into the building that is now being used by the High School of Music and Art," said Kaplon. "But it all depends on the construction work at Lincoln Center."

Two hundred and seventy students are expected to attend the Campus High School in its first year. They will be chosen by lot from students in Manhattan and the Bronx. "We hope to increase the enrollment after it is relocated," said Kaplon.

A planning committee, including representatives from the Board of Education, the United Federation of Teachers, faculty of the School of Education and the College of Liberal Arts and Sciences, has been organized to make everything ready for the high school's September 1979 opening.

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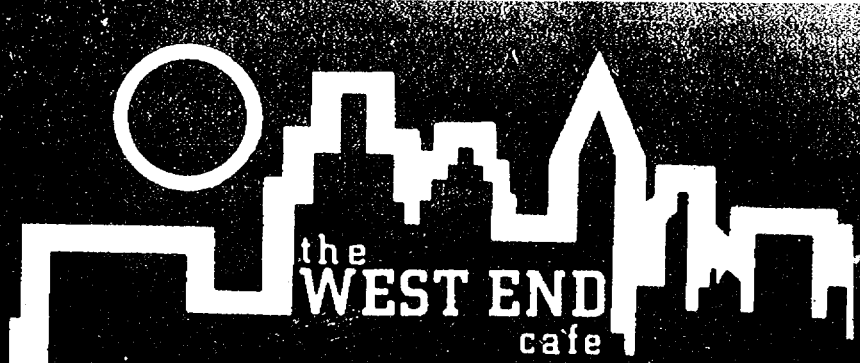
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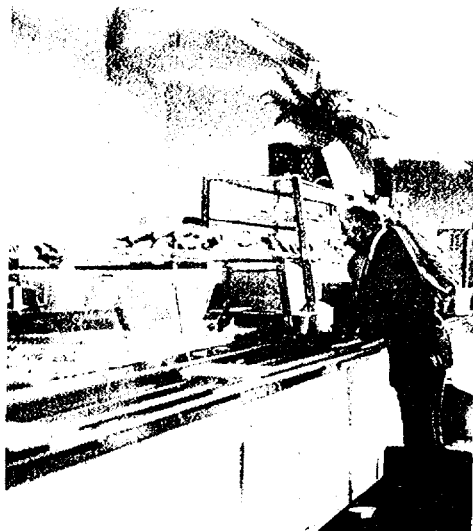
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Photos by David S. Eng and Jung Chin

EFFECTS OF BOYCOTT: Cafeterias on both North and South Campus were nearly empty during Student Senate sponsored boycott of Saga's food services.

## Deficits cause pullout, says Saga

(Continued from Page 1)

"We're really happy the boycott was successful," said Andrew Nwogalanya, a member of the Senate's food services committee, which had initiated the boycott. "We were ready to put in anything. Now the administration will know when the students are out to get something that we have the power to get what we want."

The Senate provided free coffee and tea during the two day

boycott. Senate members handed out leaflets at cafeteria entrances and tried to dissuade students, staff and faculty from patronizing Saga. "The boycott was peaceful except for a few minor incidents, confrontations among students," said Nwogalanya.

College officials said that there were no plans to keep a close eye on Saga operations as their contract runs out. "I have talked to Saga, and they have no changes planned," said Morley. "I don't expect to see them put a lot of money into the operation, or hire a lot of people, though. If they treat us shoddily then word will

get out that this is how Saga does business and that would be bad."

"I honestly don't believe there's a problem with quality," said Miller. "I had a meeting with the Senate and I told them it's still our business to do the best job possible. We're not going to throw the thing into the wind."

Officials said that the closing of the South Campus Cafeteria was a possibility if it was necessary for attracting another contractor. "My own personal feeling is that chances would be enhanced on finding a new contractor if there was no cafeteria on the South

Campus," said Kaplon. The cafeteria, located in the basement of Finley Student Center, has been losing money steadily, according to Saga.

"We won't allow the South Campus Cafeteria to be closed."

The success of the boycott is expected to hurt the College when it goes looking for a new contractor. "Usually in the food service industry contractors look at the recent history of a place. If another contractor has left, they ask themselves why, and it's all taken into consideration," said Morley.

said Nwogalanya. "Our main objective in having the boycott was increasing hours and service on South Campus, and making service more available for evening students who have classes on South Campus."

The Senate said it was studying the possibility of a new cafeteria run by students, but would make every effort to have a new contractor in by the end of January. "If we do our homework," Nwogalanya said, "we'll have somebody in here. We're just happy to see Saga go. Everyone here is very, very happy that we won."

## Saga will end not a moment too soon

By Christopher Walters

Student reaction to the news that Saga will be leaving the College is enthusiastic, according to an informal survey taken by The Campus.

"I'm glad to see that shit off campus and now hope that we will get a good wholesome and affordable meal on campus," said Brain Jabloner, a 19 year old sophomore liberal arts major. "I feel that Saga withdrawing its contract is one of the most fantastic things to happen. As a college student, I couldn't afford to eat in the cafeteria. If I had late classes, I couldn't get anything to eat because they were closed. The lines were so long that by the time I got my food, my lunch hour was over," said sophomore Naomi Brown, 20, a pre-law major.

"If we get a new contractor and the service is better, fine. If the service is bad I think an interruption in the service will hurt the college community," said junior, Fred Hochsztein, 20, majoring in political science.

"I feel kind of happy Saga withdrew its contract. I finally hope we'll have a decent place to eat and much more moderate prices," said 19 year old sophomore Wayne Etlinger, a pre-law major.

Earlier students had expressed feelings of discontent with Saga's

services. A cleaner cafeteria, a better quality and variety of food at reasonable prices, bi-daily change of the menu, longer hours and better customer service were the Senate's demands. Students polled seemed to agree with those demands.

"I support the boycott, but I don't want to see them drive Saga out of business," said sophomore Foo Mang.

"They have rotten food and that's why I supported the boycott. The hamburgers Saga served were not made up with meat, it's just ground up gristle," said sophomore Claudette Webster, 19, a biology major.

"I'll support the boycott of Saga if it means a change in the quality of food and a cleaner environment to eat in. I also would like to see a new cashier with a much more pleasant personality," said 27 year old senior Vickie Hardison, a communications major, prior to the boycott.

However, senior Sallie Mars said, "After four years in this school there's finally an issue that I feel a part of and can actively do something about. I feel there's an unusual sense of comradeship amongst the supporters of the Saga Boycott. I was surprised to see some of the professors standing in line at the South Campus cafeteria as I passed, I guess there's still a lot of apathy to overcome."



Photo by Jeffrey Bial

Richard Morley

## A "cook's tour" of Saga alternatives

By Jo Ann Winson

As the Saga saga turns its last page, you may be seeking eating alternatives that will be at least reasonably kind to your palate and wallet. Here is a "Cook's Tour" of on and off campus lunchtime landmarks.

The Monkey's Paw Cafe, run by Finley Student Center, is the only eating spot left on campus now that Saga has gone stale. In a "Casablanca" atmosphere, the Paw hands out ice cream and exotic coffee and tea, but will soon expand its menu to include a small variety of fresh foods. Take your jaw to the Paw Monday through Thursday from 10:30 a.m. to 8:00 p.m. and Friday from 10:30 to 6:30 p.m.

It is not necessary to lobby for cold cuts on carts, for they already wait in the lobbies of the Science building and Kapper Hall, and on the second floor of Harris Hall. Each cart does its part to serve hot coffee, sandwiches, yogurt, pastry, fruit, etc.

Then there is the "Outdoor Oasis" parked in front of Sheppard Hall, the Science Building and Music and Art High School. This trail of

trucks is the United Nations of food, offering falafel, shish kebab, chow mein, vegi-burgers, hot dogs, roast beef sandwiches, frozen yogurt, hot chestnuts, soft pretzels, etc.

A kosher nosh is cooked by microwave at Hillel House's Kosher Kitchen open at lunchtime. Hillel House is sandwiched between two brownstones at 475 West 140th Street.

Snack on a Big Mac at McDonald's on 145th Street and Broadway or the one at 125th Street between 7th and 8th Avenues.

Hero worship at Loranca's grocery/deli, at 139th Street and Amsterdam Avenue. They're open Monday through Friday from 8:30 a.m. to 5:30 p.m. A well-stuffed sandwich is yours for about \$1.60.

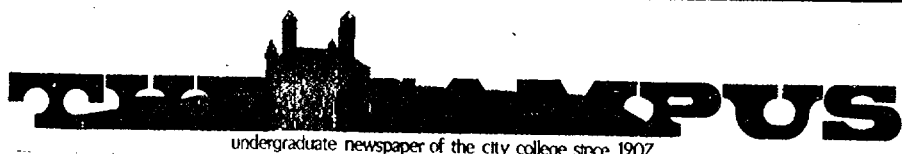
On the first and second floors of Finley are snack machines that are as unpredictable as slot machines. Dine on this handy candy and at your next check-up you'll help pay your dentist's food bill.

That is the current snack survival kit for the College. If you find either the food or the prices hard to digest there is always the cold, soggy and squashed alternative of your own brown bag.



Photo by Jung Chin

A Saga alternative



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## Saga and the food boycott

Two years ago, when Saga Dining Halls first took over the College's cafeterias, we welcomed them. It would be hard, we thought, for them to do any worse than the College had done in the year immediately preceding the takeover. There was no where to go but up.

We were wrong. Since the fall of 1976, students at the College have been treated to shorter hours, longer lines, less variety, and few facilities. They have also been faced with the inevitable high prices. With this in mind, we supported the Senate's boycott of Saga, thinking that it might wake up Saga's management to the student discontent they had so often dismissed.

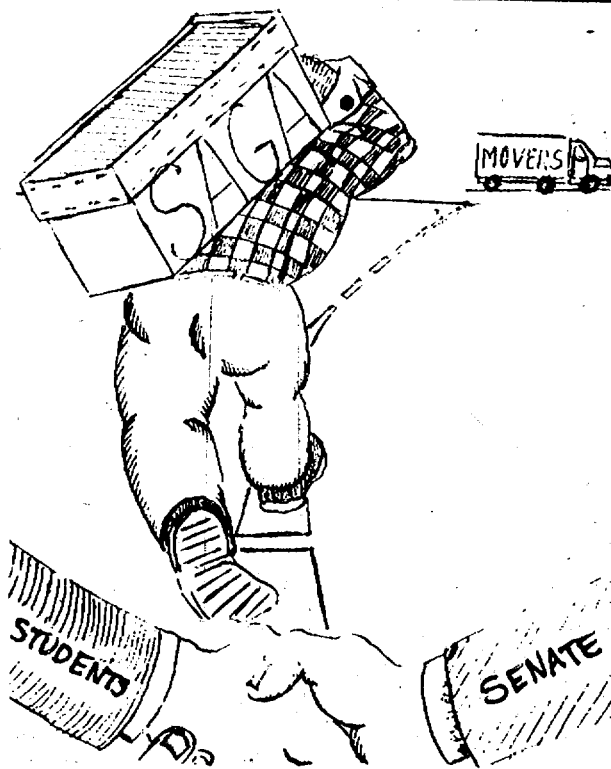
We commend the Senate on the success of its action. Their performance during the two days of the boycott was exemplary. They did not try to physically block people from entering the cafeterias, they did not resort to violence to make their point; they accomplished their objectives by peaceful means. For this, we salute them.

But we feel their efforts should not stop

there. Now that the Senate has succeeded in forcing Saga out, they have a responsibility to the students and staff who use the cafeterias on campus to see that there is no interruption in service. If students are forced to use vending machines until July, or if the cafeterias are closed altogether for any period of time, then nothing will have been gained by the fine display of solidarity put on by Senate, students, and College staffers.

Of particular interest to us is the possibility, however slight, that the South Campus Cafeteria may close altogether as a way of attracting new bidders to the College. This must not be allowed to happen. Whatever the fiscal distastefulness of leaving the Finley cafeteria open, the fact remains that the Shepard Hall Facility is far too small to accommodate all those who now eat on the South Campus. If the students are to be faced with still another major cutback as a result of this week's action, then the entire boycott will only mean a step backwards for everyone involved. The Senate must guard against this at all costs.

We're glad the Saga was brought to an end.



## Letters to the Editor Know one's self

To the Editor:

In a response to Professor Howard Adelson, Charles Hicks, a pre-law student at City College, raises important questions about the nature and worth of a college education. While avoiding a discussion of Professor Adelson's own role at the College, I would like to consider some of the issues Mr. Hicks raises:

The main thrust of Hicks' article is that in "an age of technician and specialists, rather than scholars" that the emphasis on a traditional liberal arts education is "archaic." Hicks quite correctly points out that the goal of preparing many students to become college professors is utterly foolish when "there are too many of them already."

But the view that the liberal arts curriculum only prepares students for an academic career misses the point. The liberal arts curriculum can provide students with:

1) a fund of general skills in speech and writing, logic and research which have application in many fields of work.

2) a set of general intellectual skills which can increase the vocational flexibility of college graduates in an unstable job market.

3) a broadened outlook which will help prevent them from being mere mechanical practitioners in their chosen fields of endeavor.

4) a fund of experience and information to provide for cultural interests during leisure and

old age.

5) a critical and sophisticated awareness of the social and political worlds in which they will live when they leave college.

Hicks, for all his hard-headed, no-nonsense stress on the importance of professional training is really a defender of a broader conception of education when he urges the importance of ethnic studies in the curriculum. Surely he does not believe that ethnic studies courses are valuable because they provide job training. He says that "the Black, Hispanic or Asian student have just as much right to know about himself as the Anglo-Saxon."

Here he goes beyond the narrow vocational view by saying that education should involve "knowing about one's self." It is this archaic conception which is one of the cornerstones of the traditional liberal arts education.

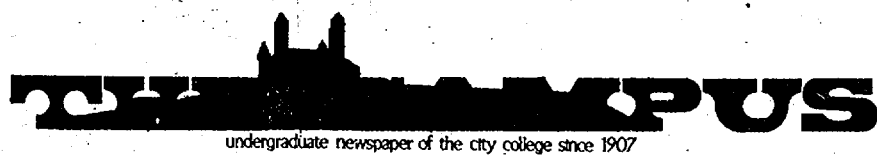
Indeed if City College becomes a "Trade School" just when so many of its students hope to emerge from poverty and discrimination, it will be one more fraud perpetrated on students who expect more. One reason City College gained its reputation as a proletarian Harvard was that even the immigrant population which it served (and to whom Hicks refers) were subject to the demand of a "real" college. No present day student should settle for less.

Prof. Charles Evans  
Philosophy

### Correction

The Campus wishes to disassociate itself from a letter to the editor printed in last week's issue under the headline "Better than usual." The letter, which congratulated this newspaper for what it called "mark improvement in the sports page," was written by a student at the request of and in collaboration with the sports editor. The Managing Board printed the letter without knowledge of its lack of authenticity. The sports editor has since been removed from his position on the Managing Board. The Campus regrets the publication of the letter and extends its sincerest apologies to our past sports editors, many of whom are working for professional publications today.

The Campus is seeking submissions for this page from members of the College community. Readers are welcome to submit either a Campus Comment or a letter to the editor on any subject that pertains to the College. It is suggested that letters be limited to 200 words to increase their likelihood of being printed. Campus Comments should be either 350 or 800 words in length. All letters should be signed, although names will be withheld upon request. Campus Comments will not be used unless signed, and the writer's telephone number should be included. All submissions should be addressed to Editor-in-Chief, The Campus, Finley 338. The deadline is the Monday prior to each issue. No submitted material can be returned.



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# Language study: accent on frustration

—JO ANN WINSON—

While studying a foreign language, you will constantly ask yourself one question—how did its native speakers ever learn it? Although they acquired it naturally, you must struggle with the new language to learn reading, writing and speaking. Well, you'll settle for one out of three.

You realize how ridiculous the situation is the day you strain your brain over homework, trying to translate an English passage into the new language. After spending thirty minutes weighing shades of meaning, declensions, genders, irregular constructions, compounds, and contractions, you jump in glee as light dawns and you finally have it—the correct form of "the!" Yes, it's ridiculous. In learning a foreign language, the accent is on frustration.

They say reading ability is easy to acquire—but they don't say after how many years. "I'm reading Moliere in the original," you will proudly exclaim to friends, ignoring the glossaries, tables, appendixes, footnotes and charts in your student edition, and the five dictionaries you are using, with more notes in the back. Even so, when you finally obtain a translation of the work you will find it is completely different from what you thought you'd read!

### Bad Words: Not Taught

But you never utter a bad word—mainly because they never teach you any in the new language. When friends ask what you are reading, you will get out of it by remarking wisely, "It loses in the translation," without admitting that you are also lost in the translation. Yet perseverance pays. You will eventually be able to read great authors in the original—and find they're saying the same thing other great authors have said in English!

### —campus comment—

"Tense" has one meaning in a grammar book and another meaning for your nerves, as you will realize while learning to write right. You are sentenced to translate sentences. Beware of the literal translation—often it will either dissolve your prof. in laughter or make him blush with embarrassment. Note that idioms in English may not exist in another language, and what is expressed by one word in English may be expressed by several in the foreign language. Remember that some words are cognates, while others are "false friends." Consider connotations of meaning. It's like learning a whole new language.

### Feeling Really Smug

Suddenly you will realize that around the globe students are struggling to learn English. You will start to feel really smug about your extensive knowledge of correct English, until you realize that it's your native language, so it doesn't count.

Before learning what to write, you sometimes must literally learn how to write; that is, master the alphabet of a language not written in English letters. Eventually your final exam is graded with an English letter—"F." "Haven't you been reviewing the language work all term?" your prof will demand. "Of course not!" you'll exclaim. "It took me that long just to learn the alphabet!"

### Classroom Methods

You will especially have to watch your language when giving your opinion of certain classroom methods. For instance, in oral recitation there is the "lightning method" of suddenly calling on a student instead of going in order around the room. Then there is the practice of subtracting points each time you make the

same mistake on a written exam. And there is the tactic of giving you dialogues to memorize. Years later you may find that on your own you can't put two words together in the foreign language, but you will still remember perfectly those idiotic dialogues.

Of course, most of all, you hope to learn to speak the foreign language. Your prof says the best way to learn to speak a new language is just to practice speaking it, but how can you practice speaking it when you can't speak it?

### Trying to Converse

If you finally gather the courage to talk with a native speaker, you won't be able to find one. When you do find someone who speaks the language and you try to converse, he will speak a different dialect from the one you are learning. And then you will corner a speaker of the dialect under study, and begin to speak, using the correct colloquial style—and find that he can't understand your accent. Even worse, you can't understand his accent. The speaker you finally meet whose accent you can understand will speak too fast. Oh well, there's always sign language, and the native speaker will appreciate your attempt to speak his language, anyway.

But inspired by the wish to communicate—and graduate—you plug away at your polyglot practice, the repetition, the drill, the embarrassing errors, the making a fool of yourself, until you are fluent. Then comes the greatest thrill of all—a visit to the foreign country where the language you've so valiantly learned is spoken. You rush off the plane and tell everyone you see how happy you are to visit their country and have the chance to speak their language—and they all insist on using you to practice their English!

—BEN BLAKNEY—

## Public research group needs more student input

Following an affirmative referendum campaign in the spring, the fall of 1977 introduced the New York Public Interest Research Group's tenure at City College. In general, the New York Public Interest Research Group (NYPIRG) is an organization designed and dedicated to providing all students with the opportunity of complimenting their academic experience in the classroom with the practical and positive experience of becoming involved with issue areas directly related to progressive social change. In compliance with its commitment, NYPIRG has at its disposal a staff which includes

lawyers, scientists, and other professionals who are readily available to assist and further develop the research undertaken by students.

Originally an upstate oriented operation credibly established in the field of consumer campuses and universities, has brought with it an expansion into new issue areas directly associated with urban concerns. In its first year, the City College Chapter of NYPIRG made considerable strides while initiating urban oriented research projects.

Since the primary on-campus and off-campus concerns of the majority of CCNY students are not entirely dissociated from one another, there

exists a practical need to develop a working and productive relationship with the surrounding community. Studies exposing the discriminatory redlining practices conducted by banks against predominantly black and hispanic neighborhoods, along with a health care advocacy program, form the basis for a strong community outreach program that will be continued this year. Additional programs such as forums pertaining to tenant rights, financial aid, and small claims court proceedings and other NYPIRG endeavors, if taken advantage of, will directly service particular needs of the City College community.

It is important to remember that an organization such as NYPIRG can only be effective if it accurately reflects the needs

of interests of the student body it aims to service. In order to insure that the continued growth and development of the NYPIRG chapter at CCNY is appropriately tailored to meet the rigors of a diverse and challenging environment, input is being sought from all sectors of the CCNY community. New ideas and constructive criticisms will be gratefully accepted as we move towards making this a very rewarding year.

Opinions expressed in this column are those of the writer and do not reflect the editorial position of The Campus.

Ben Blakney is NYPIRG'S project coordinator.

### —campus comment—

## On quality education for the working class

—JULIE WILLS—

Last semester students heard a lot about the "Enrollment Reduction Test" or "Two-Year Test." There were leaflets, petitions, rallies and there was even an open meeting with the administration, which calls this exam a "Skills Assessment Test." Over two hundred students turned out to that meeting to ask questions of and present demands to President Marshak and the various deans. The administration spent most of the time pointing to graphs and charts in an attempt to show that the test will have no effect on us.

I oppose this test because its purpose is not to "assess skills" in math, writing or comprehension, as the Board of Higher Education now claims. It is not even an attempt to raise standards, because supposedly the math section is easier than that which was on the College's own placement test.

### Enrollment Decline

At the moment the administration is explaining a 2,000 decline in enrollment as the result of a trend toward continuing education and career-oriented programs. Then why has the population of evening students dropped by half? Evening courses are geared to people trying to further their education for career purposes. The College Assistance Program, financial aid for evening students, lasted one year, and then was completely eliminated. The administration hadn't thought of that.

Many students feel that there are too many students at the College who really don't belong here. They drag classes and give a diploma from this school a bad name. But even if it were true, that 20 percent of the students

are not capable of handling college work, can it really be said that they are lazy, or just plain stupid? Or is it because they are the products of overstuffed high school classrooms, overworked teachers? Is it because they have to work after school and cannot devote that time to study?

### Traditional City College

City College has traditionally been a school for working class students, the children of immigrants, the "Harvard of the proletariat." Many students came and continue to come knowing little or no English. Unless a person spends a year or two of his life wanting to attend college while he learns English, he will be thrown into a classroom in which he does not know what is being said. Unless there are bilingual classes where a student learns in his own language while learning English in another class, that student will fall behind. The "Two-Year Test" is directed at this kind of student, the student perfectly capable of understanding concepts, but lacking the ability to express what he knows. It is directed at the student, who because of financial and or economic problems, has not learned as thoroughly as he could have.

### SEEK Program

And now that the SEEK program is being dismantled through incessant cuts and stringent eligibility criteria, that student has no way to overcome the effects of budget cuts and unemployment in his life. But is also directed at the general population of college work, if a student is an English or Liberal Arts major he may have forgotten

the math he learned three years before. And an engineering student is not going to be thinking about writing too much, because it is a skill he'll seldom use. If not banned altogether from advancing to the upper division, that student will have to take remedial courses. These carry no credits, for the average student or for the one with basic problems.

### Revitalization

The Coalition Against the Two-Year Test of which I was a part should be revitalized. It was responsible for the open meeting with the administration. Only by standing together against the test and the many attacks on education through budget cuts, can we effectively keep the test out of City. And through The New York Grass Roots Task Force Against the Cuts and Bakke, we can fight the Test CUNY-wide. Such organization is necessary for individuals of one or two isolated clubs will not be able to accomplish the goal of stopping this immediate attack on sophomores.

The struggle against the Two-Year Test, as well as against the elimination of the SEEK program, bilingual education and financial aid, should lay the basis for a future campaign to restore open admissions and free tuition. This is the only way I can see City College remaining the college of the working and poor people and not the college of an elite. Quality Education is a just demand.

Julie Wills is a College student.

Opinions expressed in this column are those of the writer and do not reflect the editorial position of The Campus.

# Wiz follows the yellow dreck road



Diana Ross just can't make those movies in "The Wiz", as she cavorts with the dancers with more energy than skill. If it means anything, this woman can still sing though.

By Steve Nussbaum

The stars! The music! The movie! Wow! The Wiz winds up wilted. What happened? How did the most expensive movie musical ever made, studded with extra talented stars Diana Ross, Michael Jackson, Nipsey Russell and Ted Ross, end up looking like some costume and set designer's hallucination? What makes you walk out of this movie with a bad taste in your mouth?

Buried under the yellow brick road to profit and popularity, there are those hard to find qualities that make this movie mediocre. It isn't Michael Jackson. As annoying as he's been in the past, his ambisexuality works well in the role of the scarecrow. Nipsey Russell's tears for his metallic wife, Teeny, may rust the Tinman, but not his performance. Blame cannot even be laid at the paws of Ted Ross' cowardly lion.

Looking at all the lovely scenery can be extraordinary. Those magnificent sets are some of the most amazing things to appear on the screen since "Jaws." The viewer is awed by the awesomeness of this colorful mess. The costumes are equally dazzling. As a matter of fact, all the backdrops in this film were

worth every cent of that 26 million spent on its production.

Starting with the plot, if you hadn't seen the "Wizard of Oz", you probably wouldn't have the slightest idea of what's going on. Oz, as the haven of urban decay looks great(?), until you see the yellow linoleum brick road buckling and coming up at the seams, while Diana Ross and Jackson dance their way into the city with five Chrysler Buildings. The timing is off, too, as everyone seems to pop up, do a song and dance, and the story moves happily along. Turn your head for a second and the whole story has gone to the Emerald City without you.

Someone in the theater was heard to say when Lena Horne did her tired two minute solo,

"Look there's a white person in the movie." Her one big song as a mysterious good fairy did not even justify her name on the credits. The Wiz himself wowed no one! Richard Pryor spoke for a grand total of two minutes, and didn't even get a good laugh.

If Diana Ross' legs had been wrapped in burlap, she may have danced and looked better. Sadly enough, Diana is just too ancient for the kind of animation she is expected to perform. She brings a whole new dimension to cinematic facial expressions. Along with everyone else in this flick, watch her lips. No one's lips and words match. Especially Diana's.

Actually, this movie is a real sleeper-it will have that barbiturate effect on you.

## Quarter Notes

Our sources at Atlantic Records are denying the obvious fact that the Rolling Stones will play the area sometime in January...The big rumor is that the opening act will be the Keith Richards Band...Does Lou O'Neil know? Or care?...Coming out on Columbia: Wreckless Eric, a real Stiff artist...What popular man about rock and roll has been seeing the headshrinkers at Roosevelt Hospital on a regular basis...It's buzzing around that he is the man who does the spastic movements with his guitar...The Punk meets the quiz...Groups come and go like fruit flies these days, and it's hard to tell who's together, and who isn't. So here's the mindbending facts kiddles: If you can figure this puzzle out, you win a free album. You can start flooding us here in Finley 338 with guesses at noon, Monday, Nov. 6th. Someone must be here to accept your guess, so we know who came first if there's a tie. Your mission (if you decide to accept it) is to decide which of these groups are no longer in existence. Winners to be listed in next issue. Follow those rules and good luck. Peter, Paul and Mary...Wings...Boston...The Motors...The Dictators...ABBA...The Eagles...Be-Bop Deluxe...Kingfish...The Kinks...Television...E.L.O...Uriah Heep...The Sylvers...Crosby, Stills and Nash. That's it. If it's not on a 3 by 5 postcard, forget it.

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# Gilman loves the College and he's not acting, either

By Jennifer Purnell

When Richard Gilman, recently appointed visiting professor of performing arts, says he likes the College, he is not acting. "CCNY is a new experience for me," Gilman said. "I'm enjoying it very much." He explained that the courses he teaches at the College do not differ much from the ones he taught at Yale.

Gilman came to the College because he "was attracted by the new Leonard Davis Center and its possibilities for the future. It's a nice building. It may have its financial problems, but it's a good possibility for the students."

His students are good ones, he said. "Some of them may lack a good educational background because of poor previous schooling, but they are very open and have an eagerness to learn." Gilman teaches DCPA 111 "Man and the Arts," and Theatre 131 "Introduction to Theatre Arts."

Gilman's enthusiasm for his students is reciprocated. "He is a great teacher—I enjoy his class "Man and the Arts" very much," said Leslie Caban, a

communications major planning a career in broadcast journalism.

"City College is indeed lucky to have him," said Earle Gister, chairman of the Leonard Davis Center for Performing Arts. He added that Gilman's experience and prestige led to his appointment as visiting professor.

"This will give all students a chance to come in contact with him, so he may share his talents with them. I am as proud of him as I am of anyone, in this department. He is a very distinguished person."

At Yale Since '67

Gilman has been professor of playwriting and dramatic literature at Yale since 1967. Contributing editor of "Partisan

Review" since 1973, he has also served as associate editor of "The New Republic," and has been a drama critic for "Newsweek" and "Commonwealth."

Although new to the College, the arts professor has already become wise in its ways. He is also teaching English 1734.3, "Playwriting Workshop," for the Master's Program in Creative Writing. The workshop's eight members meet at his home in lower Manhattan one day each week.

"The class meets at 6 p.m. on Wednesday, and since all the students live downtown, we agreed to meet at my apartment," said Gilman. "None of us liked the idea of being on South Campus after dark."



Photo by Debbie Dorwitt

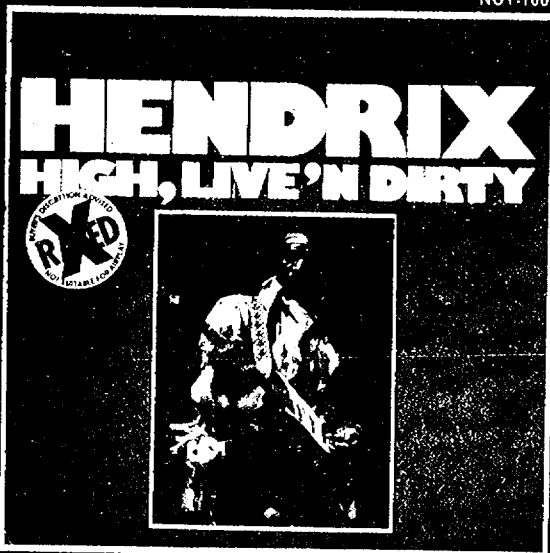
He may not be able to dance, but he sure can act. Richard Gilman, appointed visiting professor during the summer by President Marshak, teaches very much the same courses here as he did at Yale. It seems as though Gilman has already caught Beaver fever.

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## Film studies to come into "Focus"

The film students, always trying to see things more clearly, are bringing their work into "Focus" for the rest of the College.

"Focus" is a first, the one and only film magazine here. "I started the magazine because the students needed it," said Prof. Dennis DeNitto (Theatre Arts). "A film major is not just someone who knows how to make films."

According to editor Betty Moss, there are only five people writing for the magazine. "We will be starting from scratch and we are looking for writers who are interested in film," said Moss, adding quickly, "but we don't only want film majors to write. The magazine is open to all students."

A film theory and history major, Moss told of her plans for the next "Focus" publication. She said that, among other things, the magazine will contain a critique of Woody Allen, an article on how to go about getting films shown and distributed and a feature on film majors who have graduated from the College "to find out what they're doing now."

DeNitto is pleased with the magazine's success and also wants more people to get involved in putting out the publication. "The first issue was only an experiment to see if it could be done, and the second issue did just fine," he continued.

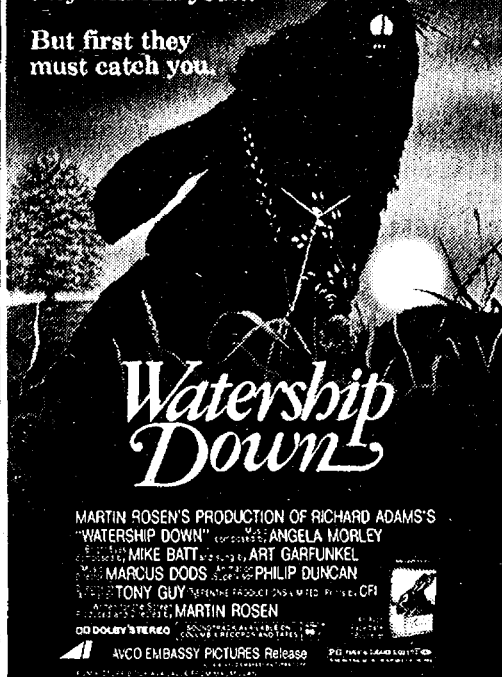
Moss, on the other hand, expressed dissatisfaction with "Focus" issues. "I don't want people to think "Focus" is going to be the same. I would like to see "Focus" improve."

"Focus" receives a small grant from the Sidney Meyers Memorial Fund and is also financed by the Picker Film Institute. The magazine's only expense though, is a typist, since "Focus" has its own publishing facility.

If you are interested in joining "Focus", drop by Shepard 304 and ask for DeNitto or Moss.

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Prince with a Thousand Enemies,  
and when they catch you,  
they will kill you...

But first they  
must catch you.



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- CHARLES CHAMPLIN, LOS ANGELES TIMES

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Melina Mercouri Ellen Burstyn

# A Dream of Passion

Written and Directed by

Jules Dassin

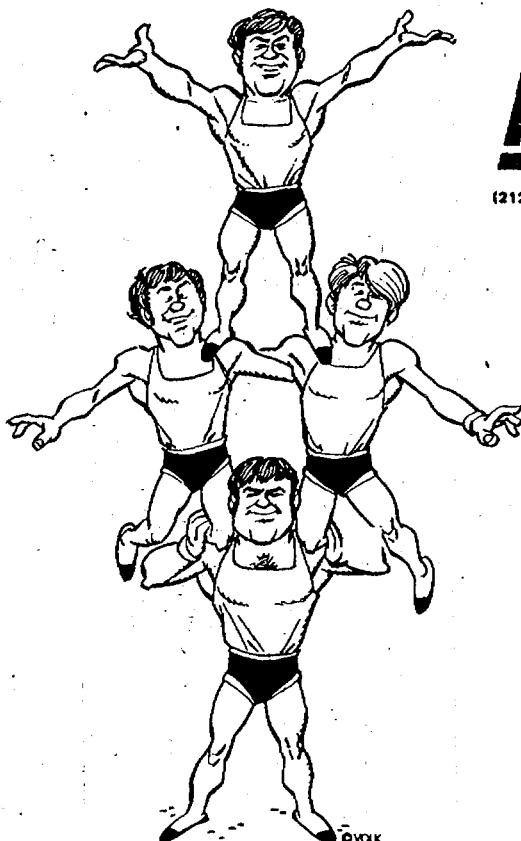
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