COMMUNITY, LAGUARDIA LINKED THRU "IMPACT"

"I didn't have the confidence to go to college on my own. If it hadn't been for this program I wouldn't have gone."

So said Maria Papaspyridakos, a young Astoria fur finisher who was one of 52 persons enrolled in a LaGuardia program designed for Astoria-Long Island City residents. The aim: to help the adult students advance in their personal careers and at the same time become community leaders. Made possible by a Federal grant, the program is now in its second year with 90 students.

The students include housewives, cab drivers, salesmen, secretaries, two former drug addicts and waitresses. Some are employed in Astoria community agencies but feel the need for more education. Most are middle-aged and have already shown interest in their community as members of church groups or political clubs. None of them have ever gone to college before.

Attending classes twice a week, they will earn 15 college credits in the nine-month program.

"Of its kind, this program is quite unusual in that the courses carry college credits," explains Leslie Curtis, coordinator of the LaGuardia project. "Our students are all active in the Astoria-Long Island City community right now. After completing this program they'll be ready to assume leadership in community and human service groups that aid recent immigrants, the elderly and children. They'll also know how to form advocacy groups to get action on community problems.

"In addition, the program will help the students advance in careers in the human services area. LaGuardia will 'bank' the credits the students earn. Later the students can apply the credits to an associate degree at LaGuardia or elsewhere in the City University."

The curriculum of the off-campus program consists of three courses in the human services field and three basic courses in social sciences and reading and writing skills. Students also make field trips to such community agencies as the police department and drug rehabilitation centers.

Known officially as Program "IMPACT," a Community Based Program in Leadership Development and Human Services Training, the project is made possible by a grant of $62,000 under Title I of the Higher Education Act of 1965. It's administered by the New York State Department of Education.

The program began a year ago with the cooperation of the Hellenic American Neighborhood Action Committee (HANAC), a citywide social service organization with facilities at 22nd Avenue and 21st Street in Astoria, and the Martin dePorres Community Center, located in the Astoria Houses. This fall they were joined by the Frank C. Alessi Child Care Center, at 37th Avenue and 11-09 37th Avenue, and the Joseph DiMarco Child Care Center, at 36-49 11th Street, both in Astoria.

(Cont. on p. 6)
ANDERSON NAMED DEAF COORDINATOR

Glenn B. Anderson, formerly associate research scientist at the Deafness Research and Training Center of New York University, has been named coordinator of the Program for Deaf Adults at LaGuardia Community College.

In that position, Mr. Anderson will administer the only program in New York City that offers non-credit continuing education courses for deaf adults. More than 200 deaf persons have enrolled in the courses since the program's inception in the fall of 1974.

A native of Chicago, the new coordinator is a 1968 graduate of Gallaudet College in Washington, D.C., where he earned a B.A. in psychology. He received his M.S. from the University of Arizona Graduate School of Rehabilitation Counseling in 1970.

In 1972, after two years as coordinator of services for the deaf in the State of Michigan's Department of Rehabilitation Services, Mr. Anderson joined NYU where he coordinated a referral and counseling program for the deaf and led short-term training seminars in orientation to deafness for more than 1,000 representatives of various professional organizations. He has also been an adjunct instructor at Montclair State College.

Professional Development DR. GILLESPIE TO SPEAK DECEMBER 3

Dr. Karen Gillespie, Chairperson of the Department of Business Education at New York University, will participate in a seminar for members of the College's faculty and staff on December 3 at 1:30 p.m. in room S 140.

In making the announcement of Dr. Gillespie's appearance, Dr. Rose Palmer, Associate Dean of the Business Division and Coordinator of LaGuardia's Professional Development program, said the guest speaker would demonstrate a "Sociogram," which she described as an effective and novel instructional technique designed to stimulate group interaction.

According to Dr. Palmer, Dr. Gillespie was awarded the N.Y.U. "Great Teacher Award" last spring and was similarly honored by the New York Business Education Association.

Dr. Palmer suggested that participants should bring paper and pencil to Dr. Gillespie's lecture.

In other matters, Dr. Palmer said that a recent survey among teaching faculty indicated a great deal of interest in other seminars which included:

1. Videotape presentation of a lesson followed by discussion of pedagogical strengths and weaknesses of lesson and how to sharpen observer skills.
2. Presentation of statistical use of student evaluations to improve teaching performance.
3. Presentation of Teaching Information Processing System methods (TIPS) of computer-assisted instruction.
4. Presentation by Hostos faculty of experiences derived from use of Performance Objectives.

She added that interdivisional visits were also given high priority in the survey.

Dr. Palmer said there will be at least two seminars during the winter quarter and two more in the spring quarter.

Concerning the Mini-Methods course which commenced late in September, Dr. Palmer said three additional sessions have been scheduled. They are: November 10, "The LaGuardia Student," hosted by Dr. Jeffrey Kleinberg, Assistant Dean of Students; November 17, "Test Preparation," Dr. Wallace Appelson and Dr. Palmer; and November 24, "Special Lessons," which will include a case study and a panel discussion. Participants in the Mini-Methods course are asked to contact Dr. Palmer's office (ext. 280, 281) if planning to attend any specific session (they need not be attended in sequence). The classes ordinarily meet on Mondays from 4 p.m. to 5:30 p.m. in L212.

Dr. Palmer added that anyone who has any information to contribute on conferences, publications or courses dealing with professional development should forward them to her for inclusion in the next issue of PERSPECTIVE.

-SHE WONDERS WHERE THE FELLOW WENT...

LaGuardia student Diane Napolitano gapes at an attached pair of legs that have caused many LaGuardians to do double takes as they have entered the main building in recent weeks. Pants and shoes cover plaster mold of the legs of an Art Department faculty member. Work was done by LaGuardia student Richard Vazquez.
JOHN WILLIAMS: LaGUARDIA’S DISTINGUISHED PROFESSOR

With 12 books published in the last 15 years, and three more now in progress, an author might well feel some self-satisfaction, but not John A. Williams. "I've got friends who've been more productive," says the novelist, now in his third year as distinguished professor at LaGuardia Community College.

Whether they've achieved the same critical recognition is another story.

Mr. Williams' seventh novel, "Mothersill and the Foxes," was published earlier this year by Doubleday. It describes the adventures of a 42-year-old black social worker named Odell Mothersill whose entire life has been devoted to bedding every fox in town. His womanizing invariably leads to catastrophe—not only for his women, who jump out of windows, go mad, or discover they prefer women, but also for Mothersill himself. Ultimately he is shot with a .357 Beretta automatic by a former lover who believes Odell has slept with her daughter (who she believes to be their daughter).

Wounded, a wake of violence and entanglements behind him and unaware that all along the foxes have been seducing him, Odell flees and finds his peace on a farm with the one woman to whom he finally commits himself.

As it happens, Mr. Williams knows about retreats, having created one for himself and his family some eight years ago on a 20-acre farm that boasts of a 140-year-old house. He tries to get there at least once a month and in the summers. There he plants trees, fishes for trout, bass or bullhead in nearby waters, hunts in the fall "mainly to dig the clams," and watches as his wife and his mother, who visits from the west coast every other summer, put up apple jelly.

He's offered an acre of the farm to each of his older sons—Greg, 26, a doctoral candidate at Temple University, and Dennis, 23, a University of Massachusetts graduate who published his first book, a novella, two years ago—but neither has done anything with the land yet. (There's one other child, Adam, aged 7, whom Mr. Williams calls "my ego trip.")

"More and more I think the concept of the city as a viable place for people doesn't work," says Mr. Williams; "maybe hasn't worked for awhile. Getting away like Mothersill is one's attempt to get away from a history that's moving too fast. Maybe if everybody got out of the cities, where everything is speeded up, they could sit back and get a better look at their situations."

Mr. Williams' own situation changed just a few years ago when he set aside his career as a full-time freelance writer to enter college teaching, which he greatly enjoys. "(Sometimes I wish I were twenty-five years younger," he says, "LaGuardia has a wonderful future ahead of it.)"

He has recounted his freelancing days in "Flashbacks," a collection of articles written between the early 1960's and 1971 for Holiday and other magazines. In one article, an unpublished piece that was commissioned by American Review, he writes:

"Becoming a writer took a great deal more than putting together that first book ["The Angry Ones," a novel published in 1960]. Like an old-time baseball player in the Negro leagues before Jackie Robinson and integration in the majors, I played all positions, writing for monthlies, dailies and weeklies; I wrote advertising and radio advertising copy, publicity copy. I cranked out speeches and I've written screenplays, short fiction, novels and long nonfiction. Once I even put out my own weekly newsletter. I think of myself as a writer only because I've done nearly all kinds of it—and I hope to do much more."

It was after service in the Navy in World War II and graduation from Syracuse University that Mr. Williams decided he wanted to be a writer. His first published creative work was "Poems," a mimeographed collection of verse which he brought to newsstands and bookshops in Syracuse, asking owners to stock it. He mimeographed the books himself in the public relations office where he was working at the time. The book carried favorable blurbs he'd collected from professors in the Syracuse English department.

Several years ago he revisited Syracuse and, together with a fellow graduate, the novelist Joyce Carol Oates, received the university's centenary medal.

Since the publication of his first novel in 1960, according to one critic, Mr. Williams has become one of the three contemporary black writers to receive the most critical attention. The others are Ralph Ellison and James Baldwin.

While Mr. Williams eschews the label of "black writer"—he'd much prefer to be viewed in the context of his entire generation of writers—the fact remains that "Sissie," "The Man Who Cried I Am," "Captain Blackman" and his other novels have earned him wide regard.

If he had to recommend just one of those books as the best introduction to his fiction, says Mr. Williams, he'd choose the novel "Sissie," which has just been reprinted in a hardcover edition by Chatham Press, Inc. His second choice is "The Man Who Cried I Am."

Both books are less period pieces than his others, he explains. Both also show the author's desire to move back and forth in time in his novels, a technique he first encountered and admired in Malcolm Lowry's novel, "Under the Volcano."

The LaGuardia professor is working on two novels now. One tells the stories of several men, all former athletes, who journey home for a reunion with their old coach. The other is about an African missionary who brings hieroglyphs back to the U.S. at the outbreak of World War II. The latter reflects Mr. Williams strong interest in anthropology and archeology and the fact that "black history is not only oral—there's a written history that's yet to be deciphered."

Finally, there's a diary that his wife began in Europe ten years ago. She kept it for the first year and he has tape recorded daily entries ever since. Since his wife's entries sometimes said, "John wrote and I read" (bearing out his contention that writers lead rather uninteresting lives), the diary will focus on the events, people and places experienced in the last ten years.
RIBBON CUTTING—As Department of Corrections Commissioner Benjamin Malcolm looks on, LaGuardia Community College President Joseph Shenker (l.) cuts a ceremonial ribbon to mark the official opening of LaGuardia's Adult Learning Center at the Queens House of Detention.

LISTENING—Student Jorge Zabalea receives instructions from Ms. Sheila Temore, a LaGuardia instructor in the Adult Learning Center.

COLLEGE RECEIVES $147,516 PRISON GRANT—Cont. from p. 1

After thorough testing by an academic remedial specialist, each inmate-student will begin an individualized reading and mathematics tutorial program. The tutors will be fellow inmates who have received special training.

Prisoners enrolled in the program will leave their cells in the morning, go about their regular work assignments, appear in court and, if time allows, be able to request assignment to the Adult Learning Center to work on their individualized programs. In the evening, when most work assignments and court appearances are over, the men will be able to take structured classes in High School Equivalency, Remedial Reading Skills Improvement, and a variety of college-level courses.

Students with high reading and math skills, or who have completed the requirements for a high school diploma, will be able to take special classes in How to Study, How to Prepare for College Testing, How to do Term Papers, and How to do College-level Research.

A vocational counselor will interview and test the students individually and help them set realistic career-goals. The counselor will also conduct groups, workshops and seminars to help the men set goals, increase their adaptability to the work-world, and find training programs.

Two groups of inmates will participate in the program. The first consists of men detained for trial or awaiting the finding of a grand jury. The second will be made up of men who have been sentenced to less than a year and who are doing custodial work at the prison. Men from the latter group will be eligible to work as salaried tutors in the program. They will receive extensive training as tutors and may be given college credit for their work in the Learning Center.

“Our main goal is to provide a beginning step for a purposeful career and life after a man gets out of prison,” explained David Heaphy, coordinator of the LaGuardia Center. “And we intend to keep in touch with inmates after they’ve left the prison—to provide further counseling and education for those who want it.”

Funded under the Federal “Law Enforcement Assistance Administration” and made possible at the college by the city’s Criminal Justice Coordinating Council, the program is being offered by LaGuardia’s Division of Continuing Education, which provided classes for inmates at the Queens House of Detention Annex in Long Island City for nearly two years until that facility was closed in 1974.

The Queens House of Detention for Men has nearly 600 inmates who are awaiting trial or serving short-term sentences. Typically, they lack minimal competency in basic academic and vocational skills. Most have neither high school diplomas nor marketable skills.

Three months is the average period of detention at the prison, which is directed by Chief Warden Adam McQuillan. In each three-month period, 45 inmates will be served in the center. The chief warden has allocated use of four classrooms plus storage and administrative space.

Under a special arrangement with the Urban Learning Center in New York City, the LaGuardia program will also make it possible for inmates to receive credit for their life experiences and college-level studies at the State University of New York’s Empire State College. Men who will be spending a year or more in an upstate correctional facility will have priority in this program. They will be given individualized programs and their work will be reviewed by a special monitor assigned to the prison. Their pre-planned contractual college programs will follow them to other facilities in the State that participate in the Empire State program.
DIANE CHATTERTON

Diane Chatterton was graduated from Bryant High School only seventeen months ago, but she's already gained experience in more jobs than many office workers will hold in a lifetime. Now she can even say she's tried modeling.

Ms. Chatterton, a sophomore in LaGuardia's secretarial studies division, has been interning in the New York office of Milea/Sinclair, a shirt manufacturing firm. Technically, she's assistant to the office manager there, but that hasn't prevented her trying out a host of other jobs. Now in her second internship with the firm, Ms. Chatterton has worked thus far as receptionist, switchboard operator, and assistant in both the credit and controller's departments.

"I love it," she says. "Working in the garment district is very exciting. I like the idea of learning on the job while I'm taking courses. I hope eventually to take up merchandising and become a buyer."

This fall, the young Woodside resident tried still another job when she modeled a new shirt line. The result: Diane Chatterton in an ad in "Women's Wear Daily."

CHANCELLOR: 20% CUT IN C.U.N.Y.

As the city's gloomy financial picture became darker in October, C.U.N.Y. Chancellor Robert Kibbee proposed a 20% cut in the size of City University's overall operations.

In a proposal submitted to the Board of Higher Education, the Chancellor suggested reducing the size of the faculty and full-time student body by one-fifth, extending the length of the school year in order that students can earn degrees more quickly, and increasing both faculty work-loads and salaries.

His proposal excluded imposition of tuition on CUNY students, which had been suggested recently by State Education Commissioner Ewald B. Nyquist.

The proposal, however, did suggest that tuition be charged to all students attending C.U.N.Y. in the summer session, as well as to those students not completing nine credits a year. Also, the plan would limit automatic admission to students entering C.U.N.Y. directly from high school.

The Chancellor also proposed a financial formula that would raise state aid for C.U.N.Y. students to the level currently received by those enrolled in the State University of New York.

Also proposed was the revision of the University calendar into either three 12 week semesters or four 11 week semesters.

Other suggestions included:
- The creation of "skills preparatory centers" to handle remediation; a two-year moratorium on new master's and doctoral programs; a moratorium on new construction not yet in the design stage; the consolidation of undergraduate programs in nursing, allied health fields, the technologies and other multi-campus-based specialized programs; and the consolidation of at least two and possibly three institutions of the University.

REGISTRATION SCHEDULES SET

Registration for all current students will take place as follows, according to the Office of the Registrar:
1. DAY STUDENTS: Nov. 17-21—9:20-3:50 P.M. during Registration, Advisory, and Coop Prep hours.
2. BILINGUAL STUDENTS: Nov. 12—2:00-7:00 P.M.
3. EDUCATION ASSOCIATES STUDENTS: Nov. 10—3:00-5:00 P.M.
4. EXTENDED DAY STUDENTS: Nov. 8—9:20-3:50 P.M.* during Registration and Counseling/Orientation hours.
Nov. 10 and 12—5:20-9:10 P.M. during Registration and Counseling/Orientation hours. (Since November 11th is a Holiday, any Extended Day Students scheduled for Registration hour that day will Register on November 12th instead.)

EXTENDED DAY SCHEDULES SIX LAW LECTURES

A series of six weekly lectures designed to inform Queens residents of their legal rights began in October at LaGuardia Community College.

The talks, free and open to the public, are held from 6:30 to 8:00 p.m. on Thursday evenings in Room 140 at the college's Satellite Campus, 31-11 Thomson Avenue.


The other lectures are: "It's My Land, Isn't It? Ownership and Use of Real Estate," by Herbert L. Scheibel, attorney, on Nov. 13; "Criminal Justice System—Compassion or Coddlng," by Sidney G. Sparrow, attorney, on Nov. 20; and "The Law and the Automobile," by Stephen W. O'Leary, attorney, on Dec. 4.

The series is sponsored by the college's Extended Day Division.
George Hadjis has been LaGuardia’s field coordinator at the HANAC Center from the very start. He stresses how important it is to the students that they’re able to earn college credits while learning skills they can use for the benefit of the community. “Most of our students had to go to work to help support a family when they were of college age,” he explains. “But they’ve always had the desire to go.”

The program’s current courses are in Basic Skills and Orientation to Human Services. The classes meet from 6:30 to 10:00 Monday and Wednesday evenings in the HANAC and dePorres centers and at the St. Rita’s School, which is beside both the Alessi and DiMarco centers. With homework and studying, it’s a busy schedule for adults who have jobs, family responsibilities and community involvements.

But there are no complaints. Instead, the students offer comments such as “I’ve always wanted to go to college, and I certainly want to continue in the program,” and “Everyone’s enjoying the program very much. I never thought it could be so much fun.”

The program’s field coordinator at the dePorres Community Center is Sam Bailey. Like his counterpart in the other centers, he helps recruit and screen candidates for the IMPACT program. He devotes most of his time to counseling.

“What you have to understand is that these students are adults, and many of them are ashamed to admit their shortcomings,” he says. “My main role is to instill confidence in them. Many of them need constant reassurance.”

Individual counseling and group counseling is available to students whenever they want it. Some of last year’s students had to drop out of the LaGuardia program, mainly because of family hardships or health problems that prevented study or class attendance. But the rest stayed with it, and the taste of college that LaGuardia provided appears to have had its effect.

Says project coordinator Leslie Curtis: “Eighteen of last year’s students are now matriculated students at the college.”

This year, the third community group’s coordinator/counselor for Alessi-DiMarco, Ms. Terry LaRocca, says, “This has been a deepening growth experience for all concerned.” The counseling services available have caused many participants to make definite decisions concerning their career goals—in mental health, hospital work, child care, and business. Indeed, they hope this program will continue for years to come as this is helping adults to achieve their potential and to make further contributions to society.

PARENTS DAY SET NOVEMBER 23

President Joseph Shenker has announced that the College will host a “Parents Day” on Sunday, November 23 from 1-5 p.m.

According to President Shenker, the College will offer the parents of all LaGuardia students tours, exhibits and laboratory demonstrations. In addition, President Shenker and other members of the College’s staff will address the parents during a brief program.