

Quo Vadis

VOLUME 11 NO. 8

MIDDLESEX COUNTY COLLEGE

NOVEMBER 18, 1976



Alpha Sigma Mu, the College's Veteran's Club, commemorated Veteran's Day last week with a wreath laying ceremony at the memorial stone at the base of the flagpole in front of the College Center. Charles Svoboda (standing next to flagpole), president of the club, presided at the ceremony. Also at the ceremony were (left to right) Jim McKiniry, Mike Popovich, Norm McCrimmon, Ted Sypko and Bob Giordano. (photo by Tom Kushinski).

Course catalogues not available to students

by Robert Ricci

With the preregistration deadline of Nov. 19 drawing near, students who have received their registration forms within the past week have come upon a startling reality - they need a course descriptions booklet.

However, the booklets have been held back for corrections and have not yet been available on campus, forcing many students to seek other methods handy for completing their forms.

According to the preregistration forms, seniors registering for the spring semester should have received their forms well before Nov. 4. The student should have already seen his curriculum chairperson to select his courses from the Course Offerings Spring 1977 Booklet. However, many of the students did not receive their preregistration forms before Nov. 4.

Most of the major changes made in the course catalogue and the descriptions booklet came in the admissions policies for the Health Technologies curriculums. Otherwise the majority of the changes in the addendums to the booklets are grammatical and spelling corrections.

In an interview with Jerome Shindleman Assistant Vice President for Academic and Student Affairs, he stated that the addendum for the Oppor-

tunities Booklet, which is for use with new admissions to the College, is now complete. The addendum for the course Descriptions Booklet, for students use presently in the College, is anticipated within a week. Shindleman also noted that students needing to have their preregistration form completed do not need the new course Descriptions Booklet in its entirety and that the old course catalogue will fill the gap.

Advisory system fouls up

by Thomas Joyner
and
Jack Leniart

The Faculty Advisory is a system designed to advise and direct students at the College.

However, the problem of unassigned advisors is currently plaguing the system.

There are several problems which take away from the effectiveness of the faculty advisory system, the most important being unassigned advisors.

A student without an assigned advisor may either seek out his own advisor, take his problem to the department head, or choose a faculty member with whom he is familiar.

The five major divisions - Liberal Arts, Science, Business, Engineering, and Health Technologies - all offer one or more of these alternatives to their students.

The two largest divisions, Business and Liberal Arts, are affected much more by the disorganized advisory system than the smaller sections which seem

to have the problem well in hand.

Dean Thomas Regan, of Business Technologies, suggested that a malfunction of the computerized scheduling process was responsible for this dilemma.

NEWS ANALYSIS

In the Business Division, students tend to seek advice from departmental chairpersons and, occasionally Dean Regan and his assistants.

In the Liberal Arts Division, according to Dean Eric Hepburn, "Students find the office hours of both myself and Mr. John Frary to be more convenient than the hours of their own advisor." Administrative

Assistant John Frary, feels that students are not making an effort to seek out their assigned advisor.

The Science and Engineering Divisions, being smaller than the others, have little difficulty in advising their students.

Dean David Tyrrel of the Engineering Division noted, "Most of the advising comes from the instructors themselves, who spend a great deal of time with the students. This allows them to get to know one another very well."

Dean Frank Speno of the Science Division has averled the problem by assigning all students under him to either himself or one of the department chairpersons.

In Health Technologies, Dean Rose Channing indicates that

(continued on page two)

Open admissions faces restrictions

by Colleen S. Carroccia and Pat O'Shea

Middlesex County College's open-admission policy will face certain restrictions in the Health Technology Program - eliminating the first come-first serve basis - beginning with next fall's freshman enrollments.

According to Director of Institutional Research, Dr. Madan Capoor, all new applicants to Nursing, Dental Hygiene, Dental Assisting, Social and Rehabilitation Services Education, Mental Health workers, Radiology, and Medical Laboratory Technology must now take the Allied Health Aptitude Test (AHAT) and the Motivational and Background Survey (MBS) before acceptance by the College. The reason for this, explained Dr. Capoor, is to reveal any deficiencies in their academic abilities and occupational attitudes that may hamper their chances of success in the Health Program.

"We would like the student's background and qualifications to be appropriate to the particular program in which he's entering," Dr. Capoor stated. "This way, his chances of staying in the program, and completing the program would be better. His chances of academic success, good course grades and good grades on the board examinations - would also be better."

The AHAT, the more objective of the two, measures scholastic retention. It deals with the reading, mathematical, and science-oriented backgrounds of the individuals. The results of this test will be compared with the scores achieved by last year's incoming students in relation to their final grades in the college courses.

In cases where weak points are present, the student's will then decide whether or not he wishes to strengthen these points with corrective courses, or to switch to another field of study. Dr. Capoor's feels that the earnestness of the individual's determination will be a major factor in choosing the more beneficial of the two options.

"If a student doesn't want to take the necessary extra courses, that means his motivation to get into the program is not strong enough."

The other test requirement, the Motivational and Background Survey, interprets the individual's mental outlook on the career he plans to pursue. Unlike that AHAT, it is not a test, but rather a subjective questionnaire designed to substantiate his awareness to the more pragmatic side of his chosen field.

The MBS is merely temporary, however, and will later be replaced by the Functional Ability Battery (FAB), a similar yet more efficient questionnaire now in the process of development by the Committee of Institutional Research. The FAB's completion is not expected for at least one year.

Flu shots available soon

by Peggy Webb

Swine Flu inoculations will be given on campus Dec. 1st from 10 a.m. to 2 p.m. and Dec. 2nd from 5 p.m. to 9 p.m. in the College Center, Bunker Lounge.

Technicians from the State Health Department will give the shots.

A doctor and nurse will staff the clinic, and anyone 18 years and older can receive the vaccine except people allergic to egg protein. An information sheet about swine flu and the vaccine will be given to everyone receiving the vaccine. The sheet must be read and signed before receiving the shot. Any questions about the vaccine will be answered at the clinic. Also a swine flu forum to answer questions will be held Nov. 22, 7:30 p.m. to 9:30 p.m., in Bunker Lounge, in College Center.

Harris' ed. philosophy geared to individual

Editor's note:

As reported in QV, President Robert Harris has decided not to ask that his contract be renewed next year. QV reporter Joseph Toth asked Dr. Harris if this newspaper could present his educational philosophy to the College community in order that he can express exactly the reasoning and motivations for his actions as president during the past year-and-a-half. His reply follows.

My personal philosophy of education, specifically in the area of comprehensive community college education, centers on the belief that we must take the individual student - regardless of age, economic, social or educational background from where he or she is today to where the individual wants to go in life. That commitment must include the traditional student fresh from high school, military veterans, members of minority groups, and citizens anxious to change careers in mid-life. In terms of specifics, I believe that the community college must reflect the needs and aspirations of the community it serves through both traditional, and when needed, unique applications of college transfer, career and community service programming. The institution must be responsive and not just

in terms of the educational philosophy described in publications or in remarks delivered before the local Rotary club. Rather, it must foster an active realization on the part of all College staff members that the essential goal of the institution - its very reason for existence - is to facilitate the learning process and the vital interaction between faculty and students. I strongly believe that when such a commitment is articulated properly, it can become a reality in terms of a responsive approach by all College staff members to the students and the community being served. I am also committed to a process of shared authority and responsibility. I believe that staff most affected by decisions should be involved in the actual decision-making process. I am also convinced that accountability for decisions and for professional achievement must go "hand-in-hand" with any participative governance process. Certainly, it is also evident that community college education in the United States is moving into a new era in 1976. The decade of rapid institutional and enrollment growth is behind us and we are being challenged to focus a critical eye on services, resources and expenditures. Sound planning of future

educational programming and financial resources is absolutely a mandated priority for public education today. I believe that institutions and individuals must be willing to accept both the risk and the opportunity of self-analysis - must be willing to step back: examine current services, professional roles and community needs in a process that ensures institutional vitality through a difficult decade. That belief has been reflected in my leadership in launching off-campus instructional and community services programs, decentralized counseling, on-line student registration and in making the campus truly a focal point of community education at the two institutions where I have served as President. I view the job of President of a community college as one of articulating and implementing the College's educational mission to the citizens and the community which the institution serves. The President must also be the primary link of authority and continuity between the Board of Trustees and the faculty and staff. Most of all, the President must be the chief educator of the College - the individual who provides the vision and the leadership to move the College ahead as a community of common concern and mission.

Capoor supplies info for College decisions

by Colleen S. Carroccia and Pat O'Shea

"One of the main tasks of Institutional Research is to make the institutional self-aware of itself," stated its director, Dr. Madan Capoor during a recent interview.

Appointed by the College's Board of Trustees earlier this year, Dr. Capoor's primary purpose as director of the institution is to supply research reports to President Robert Harris and other administrators that will aid them in making better decisions concerning the college community.

"My job is not to make decisions in the College or decide policies," said Dr. Capoor. "My job is to collect information and supply it to the relevant officers, so that they can make a decision on the basis of that information. . . my position is, in a way, one of neutrality."

One of the programs that he plans to initiate is a comprehensive self-study of the College. He feels that an evaluation is long overdue, considering the school is already in its tenth year of existence. In his opinion, there are many questions to be answered.

"We have tried to fulfill certain needs of this particular county. What were those needs and have we succeeded in fulfilling them? Are there new needs now of which we are unaware? So, what we would like to do is go back to the

community and have their needs surveyed and decide if our programs are fulfilling these new needs or if we need new programs."

According to Dr. Capoor, this tentative move will prove to be a long-term project, perhaps taking up to two years to complete.



At present, however, he is working on a program assigned to him the Board of Trustees, concerning the projection of enrollment at MCC. The master plan—estimating the growth of student population for each of the next five years—must be revised every third year in accordance with New Jersey State Law. The past growth is used as a basis for

updating the estimations.

Recently, Dr. Capoor was appointed to a State-wide Technical Advisory Committee by Ralph Dungan, New Jersey Chancellor of Higher Education. The purpose of the panel is to advise and assist the State Board of Higher education in maintaining adequate basic-skills standards among students attending New Jersey's public colleges.

Hoping that his efforts as director of Institutional Research will have beneficial to the college community, Dr Capoor asserted, "I try my best."

Dr. Capoor received his Bachelor of Arts degree in Economics, History and English Literature and his Master of Arts degree in English Literature from Agra University, India; an additional Master of Arts degree in English and a Ph.D. in Higher Education with specialization in Institutional Research from New York University. Before coming to MCC, Dr. Capoor served as Assistant Director of Institutional Research at Bronx Community College, New York. He is a member of the Association for Institutional Research and the American Educational Research Association.

Dr. Capoor and his wife, Asha, reside in Martinsville with their two daughters, Anjali, 1, and seven-year-old, Vineeta.

Veterans notice

As stated in a previous Quo Vadis article, Congress has passed and the President has signed into law legislation increasing educational assistance and subsistence allowances effective October 1, 1976

If you are presently receiving benefits YOU NEED TAKE NO ACTION.

If you have not yet received the increase, it will be in a future check.

THE NEW MONTHLY RATES ARE SHOWN BELOW
Chapter 34 (G.I. Bill) and Chapter 35 (Dependents)
NEW MONTHLY RATES - VOCATIONAL REHABILITATION - CHAPTER 31

TYPE OF TRAINING	NO. DEPS./DEA*	EACH ADD. DEP.	
		1 DEP.	2 DEPS.
INSTITUTIONAL FULL-TIME	\$292.	\$347.	\$396.
THREE-quarter	219.	260.	297.
HALF-TIME	146	174	198

TYPE OF TRAINING	No. DEPS.	EACH ADD. DEP.	
		1 DEP.	2 DEPS.
INSTITUTIONAL FULL-TIME	\$226.	\$280.	\$329.
THREE-QUARTER TIME	170.	210.	247.
HALF-TIME	113.	140.	165.

Letter to the editor

Editor:

I'd like to express my opinion to the fact that the campus police come into the campus area with guns and clubs, which gives many of us a feeling of paranoia. We could understand it if there was transport of money or a showing of any kind of violence to have the heed for these weapons, but we are here to study not to take out problems on people like in the streets.

We the students and the police should be working together in unity and trust, not in a mistrustful paranoid type of feeling.

So we should feel that this is an important issue for the benefit of everyone.

By Oscar Rivera and especially the people who were and are concerned who also discuss and read this.

16 percent increase for N.J. colleges

The New Jersey Board of Higher Education approved a budget of \$385,453,743 for the New Jersey higher education system for the fiscal year 1978 at its meeting on October 22, 1976.

The figure represents a 16 percent increase in the budget for higher education over the 1976-77 total of \$331,430,000.

In other action, the Board approved the reinstatement of a bachelor of science degree in Business Administration at Georgian Court College, and a program leading to the Family Planning Nurse Practitioner

certificate to be offered by the New Jersey Medical School of the College of Medicine and Dentistry of New Jersey.

The board also approved the establishment of a School of Allied Health Professions at the College of Medicine and Dentistry of New Jersey. The School will not offer degrees but will bring under one entity the clinical programs offered by the College in allied health fields including those for which degrees will be awarded by other higher education institutions in the state.

Editors: Louise Horgan
Robert Ricci
Joe Cavone
Sue Lyman

Business Manager: Bill Pafinty

Staff: David Gresh, Debbie Wood, Joseph Toth, Margie DeGhetto, Gerry Gerber, Karen Thomas, Victor Sbailo, Rory Byrnes, Harry Massey, Linda Prine, Peggy Webb, Jim Lacey, Joe Sikoryak Jr., Joe Pepitone, Leslie Burton, Cathy Novicki, Allen Curry, Angela Toni Taggart, Colleen S. Carroccia, Pat O'Shea, Tom Joyner, Jack Leniart.

Photographers: Bob Moleczan, Russ Kowal, Allen Curry, Henry Sturm, Cindy Capone, Matt Krynski.

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Quo Vadis



Musical theatre course not just a classroom

by Karen Thomas

The Musical Theatre course meeting on Monday nights with instructor Jim Morgan will do a lot more than learn notes and rhythm. The 27 students enrolled in the course will see a variety of shows and plays including "Gilbert and Sullivan", "Porgy and Bess", "Chorus Line", "Robber Bridegroom", "Chicago", and "The Fantasticks".

"You can't learn an art form just in the classroom. The student should also experience the play," explained Morgan. "Time should be equally divided between classroom and the theatre."

Morgan's own education also included the theatre. "I often didn't eat so I could go to the theatre. All I could afford was standing room. . . the students who are going to "A Chorus Line" will stand."

In addition to their exposure to the theatre, students will review the history of the musical. Unfortunately their study will be somewhat limited because prior to the 1930's there was very little information recorded concerning

this art form.

The class will probe both the dramatic and harmonic aspects of the musical. Analysis of composing teams such as Rogers and Hammerstein will include the development of the character through the rhythm and rhyme of the character's lyrics. For instance, Henry Higgins of "My Fair Lady" was a complex intellectual man. Therefore, his rhyme pattern was more complicated than the rhyme scheme of Tony from "West Side Story", who was a simple, base character.

Morgan stated emphatically that he is "not an academic professor. To teach a course you must like it and be involved with it." Morgan's life revolves around the musical. While working as set designer for the College's plays, he also writes lyrics in his spare time. He is presently working with Paul Trueblood on a new version of "The Great Train Robbery". He feels very strongly about his profession. "Show business is not as people often say, "show biz". It is a business."

Advisory foul-up

(continued from page one)

students in her division have close contact with the instructors. Therefore advisement does not pose a major problem.

Academic advising, according to the Advisor's Manual, is simply an extension of teaching which concerns itself with the academic and educational questions that most students have about their studies, practical values of their educational objectives, and proper guidance in reaching these objectives.

All full-time teachers are ad-

visors. The advisor is assigned 25 advisees to whom he must be available at least five hours per week.

The advisor has an extensive knowledge of the curriculum in which his advisees are enrolled and college procedures, such as student appeals, regulations, course changes and probation.

The advisor acts as a bridge between the student and the college. This is very important, especially for in-coming students who may feel alienated by the college environment.

CLASSIFIED ADS

Classified ads are to be a maximum of 25 words or less per column inch. They will be run on a weekly basis and the cost of such an ad will be \$2.50 per column inch.

For Sale: 1968 VW Bus 30,000 miles on 1971 engine. New tires, new clutch. Interior very clean, runs very good. \$900. firm. Call 225-1360



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A thriller
DUSTIN HOFFMAN
LAURENCE OLIVIER
ROY SCHEIDER **MARATHON MAN**

Judy Westman assigned new intramural coordinator

by Joe Cavone

"I'm really desperate for people," said newly appointed Intramural Coordinator Judy Westman. She was designated to the position after Martin Connell, former director, left for another job.

"Football is confused. Two teams just dropped out," she told Q.V. on November 12. "I'm hoping to finish football by Thanksgiving."

Following football one week later in December will be volleyball and three on three basketball.

Registration deadline for volleyball applications is 4:00 p.m., Friday, November 19. Each team must have a minimum of eight and a maximum of 12 players on the roster. Co-ed teams must have three men and three women on the floor at all times. There will be a captain's meeting on Friday, November 19, at 4:30 p.m. in the gym.

Registration deadline for 'three on three' basketball is Friday, November 19, at 4:00 p.m. Each team must have a minimum of three and a maximum of five players on the roster. There will be a captain's meeting on Tuesday, November 23 at 4:15 pm. in PE 118. There will be a men's division and a women's division.

NOTICE

Pub Night, originally scheduled for Saturday, November 20 has been postponed until a later date. Watch this newspaper for further information.

Registration deadline for the Turkey Trot is November 22, at 4:00 p.m. There must be a minimum of five entrants in each classification for a prize to be awarded. The person crossing the finish line first in each race will win a 14 pound turkey. The classifications are men and women under 30 years old and men and women over 30 years old. There will be a meeting of all runners at 3:15 p.m. on November 23. The race will begin promptly at 3:30 p.m.

All applicants must have a

health record on file with the nurse. No one will participate without a health record. All applications must be returned to the Intramural Desk, Room 120 in the gym.

Besides "ordinary" intramural activities, Westman has a few ideas for other programs such as weight lifting, bowling and frisbee tournaments. She also mentioned that if there are any new ideas, she would be more than willing to listen to them.



Cynthia Madell (5) sets up a spike for one of her teammates playing on the front lines. Cindy Toney (11) looks on. The squad, in their final meet, defeated Atlantic County College 15-8, 15-8, 15-7 on November 13. (Photo by Bob Molczan).

Volleyball completes fall campaign at 8-7

by Joe Cavone

The women's volleyball team completed their season on Saturday, November 13 on a winning note as they defeated Atlantic County College 15-8 and 15-7.

The Spikers finished with a 7-5 log in the regional and 8-7 record overall.

Beth Spellman had high individual honors against Atlantic as she scored 18 points for the Colts.

"We played well," stated Coach Marylou Freyberger in reference to the match. "We improved," she continued, "so much during the year. I'm disappointed because the season is over."

Over the 15 game span, Joyce Abry contributed greatly to the team's success with 90 points on the year.

"She's very aggressive," spoke Freyberger about Abry, one of the co-captains on the squad.

Earlier in the week, the women lost to Orange County College on Tuesday, November 9. Despite the loss, Freyberger claims it was the highlight of the year.

"We played well against Orange. We had a positive attitude," she commented.

Although the team played well, they were defeated 15-8, 15-6 and 15-12.

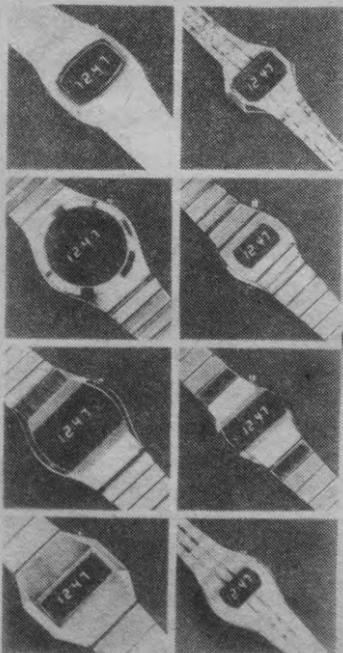
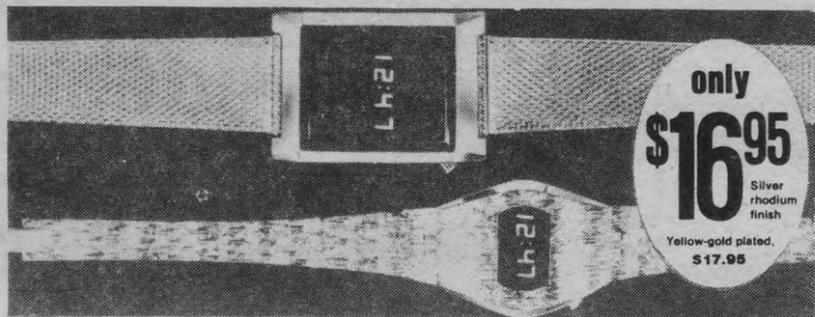
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Soccer repeats 3-10-1 record

by Chris Krupinski

Gus Sfantos tallied two goals against Bergen County College in vain as the Colts Soccer Squad dropped another decision, 3-2 on November 3. Assists were credited to John Stefura and Ed McSherry. Goals were recorded with 27 minutes expired in the first half and nine minutes from the second half.

Bergen scored two goals in spite of only having 15 shots on goal, while the Colts had two goals with 35 shots on goal. Goalie Eric Nelson notched 18 saves.

Against Burlington County College Saturday, Pat McCann scored his first goal as the Colts tied BCC 1-1. The assist was credited to Al Anderson with two minutes gone in the second half. After the goal with the score tied, the screams of a psyched-up electric McCann gave the Colts new spirit. The Colts outshot BCC 22 to 12 but could not score.

With less than two minutes left in the game McCann dribbled through Burlington's

defense and blasted a shot past the Burlington goalie. Screams of "goal" and "net" were shouted by the players and bench of the Colts as McCann's shot hit the cross bar. A clenched fist swung in the air. It was the only emotion a discouraged McCann showed as time ran out.

With the season over at 3-10-1, lineman Anderson commented that the disappointing season was due to "... a lack of team togetherness and animosity between players." Plant also commented, "All year we got bad breaks and had bad luck; we couldn't even win our last game of the season even when we dominated the game." In the entire second half, goalie Nelson touched the ball three times while notching eight saves during the game.

The team wishes to express their appreciation to the team manager Betsy Bok, and team trainers Cathy Sullivan and Joe Mancuso for their dedication and help during the soccer season.