



Melissa Blount, 13, of St. Louis is one of only 200 young women in the country who qualified to play in "Seventeen Magazine's Tennis Tournament of Champions." The tournament will be held May 12-16 in Merrifield, Va. It is the first tournament in tennis history that will feature four champions from every state.

Arthur Lynch Is A Confirmed Bachelor

by Abigail L. Flanders
Post Staff Writer

Ever wonder what's behind the suave, self-confident, sophisticated look of a confirmed bachelor? Perhaps it's his surge toward absolute and total freedom...the freedom to be non-committal in social situations...the freedom to enter and leave a relationship without being bound by emotional or physical responsibilities...the freedom to respond to his job without limiting the time that he must put in it.

Arthur Lynch, Associate Director for the Multi-Media Workshop, seems to define his bachelorhood in this way. The young, handsome, and ambitious Mr. Lynch seemingly has only one commitment at this time, and that is to do his job at the workshop. "In an average day, I see anywhere from 20 to 30 students individually...So you can see, my life-style does not accommodate a wife," said Mr. Lynch in his deeply rich bass voice.

Arthur Lynch has married and divorced many jobs in his 28 years of life. After his graduation from Charlotte Catholic High School, he worked at Mercy Hospital for two years; one year as the Assistant Supervisor of X-rays and the other year as Supervisor of X-rays. He later worked with market feasibility for the Progress Association for Economic Development, an organization formed to help Black businesses in upgrading their markets. From there, he went to Central Piedmont Community College and took various courses in communication and began doing free lance television production for WTVI, WRET and WBTV television stations.

He later did production and reporting on a limited basis for WGIV station. Utilizing his many years of production experience in the media, Mr. Lynch went to the Multi-Media Workshop to teach young teenagers skills in television production. Five months later, he became the Associate Director for the Multi-Media Workshop. His success in each of the jobs that he has held is phenomenal. Mr. Lynch relates his success in his work to his bachelorhood. "Overall, being a bachelor has helped me because I can do the things I want to do. I have had more time to devote to my work because I did not have the responsibility of making time for one particular woman," he said.

Although he admits to being engaged once six years ago, Art Lynch appears to seek less formal types of relationships for social as well as business reasons. "I enjoy social progress and the only way to progress socially is to be free to meet and date a number of different people. Married men are not able to do this without being stigmatized," Mr. Lynch said. "I guess I am a non-conformist. I believe in people doing what they want to do. I am not possessive or jealous of the people I date. I don't worry about who they are with when they are not with me. I just enjoy them when we are together."

If Utopia means being a confirmed bachelor who is successful in his work, then surely Art Lynch has found his Utopia. However, one wise old philosopher once said something that should serve as a message to all people who are confirmed in their beliefs: "Don't knock it until you've tried it."

Barber-Scotia

To Hear Smith

Choir Thursday

The Johnson C. Smith University Choir will present a concert in the college Convocation Center of Barber-Scotia College on Thursday, April 1.

The 8 p.m. concert, which is open without charge to the public, is a part of the week-long series of cultural events in honor of Dr. Mable Parker McLean, who will be inaugurated on April 2 as the ninth president of the College. A reception in the foyer of the College Union will follow the concert.

The Johnson C. Smith University Choir is composed of 45 students from all departments of the school and has performed in many sections of the United States. The director of the choir is Professor Christopher W. Kemp. Cheryl Heard is the accompanist. Soloists for the concert are Ronald Burwell, Lorenzer Jenkins, Theresa Morris, Ronnie Coleman, Hardee Henderson, Michael Lewis, Gerald Jackson, Barbara White, Thomas Glover, and Beverly Walker.

The program will include spirituals, hymns, and popular selections and will feature special presentations from the Women's Chorus and the Male Chorus.

Colleges support Giving Credit For Nontraditional Learning

There is strong support among institutions of higher education for giving students college credit for nontraditional learning and experience, according to a survey released this week by the College Entrance Examination Board of New York. The survey, which describes the practices of 535 colleges and universities making substantial use of the General Examinations of the College-Level Examination Program (CLEP), reveals who can get credit by examination, how credit is awarded, and how institutions determine cutting scores. Participating institutions received the survey results last week.

Funded by the College Board, the study was overseen by a steering committee appointed by the Commission on Educational Credit (CEC) of the American Council on Education and conducted by the Educational Testing Service (ETS) of Princeton, New Jersey.

CLEP is a national program of the College Board which allows people, young and old, to receive college credit by examination for what they know no matter how they learned it. The CLEP program included both General and Subject Examinations. The CLEP General Examinations

measure undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and social sciences history). The 44 Subject Examinations measure knowledge in specific course examinations.

Since CLEP was launched nationally in 1968, nearly 300,000 individuals have taken CLEP examinations at about 900 national test centers on college campuses, and some 1,200,000 people have taken the exams through the armed forces. About 1,800 colleges and universities throughout the country will award credit on the basis of the CLEP exams. The policies of these institutions are listed in a book recently published by the College Board Entitled "College Placement and Credit by Examination, 1975."

Highlights of the survey include the following:

The majority of institutions will consider awarding CLEP credit to any student, provided he or she is enrolled in the institution. The typical institution awards credit to 74 percent of the students who submit scores.

All of the institutions that had done follow-up studies

on students who had been awarded college credit through CLEP found that such students subsequently earn grades equal to or better than other students. There was a surprising degree of consensus among the institutions with respect to the level of performance expected by colleges awarding credit, with over half of the institutions setting cutting scores between 481 and 500. Seventy-five percent said that all or most of the students earning credit were full-time.

WHO CAN GET CREDIT
With respect to institutional practices, the majority of institutions will consider awarding CLEP credit to any student provided he or she is enrolled in the institution. Ninety-six percent of the colleges and universities said that any high school graduate is eligible to earn credit through the General Examinations; only four percent require that a student be out of school a minimum number of years (generally two); and only 25 percent require that a specific number of college courses be completed before credit can be posted on a student's record.

A variety of methods are used for awarding credit on the General Examinations. About 86 percent of the institutions apply the credit toward the satisfaction of a particular course requirement. Thirty-eight percent of the colleges and universities apply credit toward area or "distribution" requirements without particular course designation as their most frequent method. Only seven percent designate free electives as the principal approach to granting credit.

SETTING CUTTING SCORES
The methods of determining cutting scores for granting credit varied from institution to institution. About half of the colleges, however, used the national norms in setting their cutting scores for the General Examinations. There was a surprising degree of consensus with respect to the level of performance expected by colleges awarding credit. For each examination, over half of the institutions have set their cutting scores between 481 and 500.

Fifty-one percent (270 colleges) said that more than one procedure is used to set cutting scores; 11 percent said their institutions have no cen-

tral policy but let departments set their own standards. Other methods for establishing cutting scores include: faculty review of tests, local norming

studies, the standards of comparable institutions, and the American Council on Education's recommendation of a 25th percentile cutting score.

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