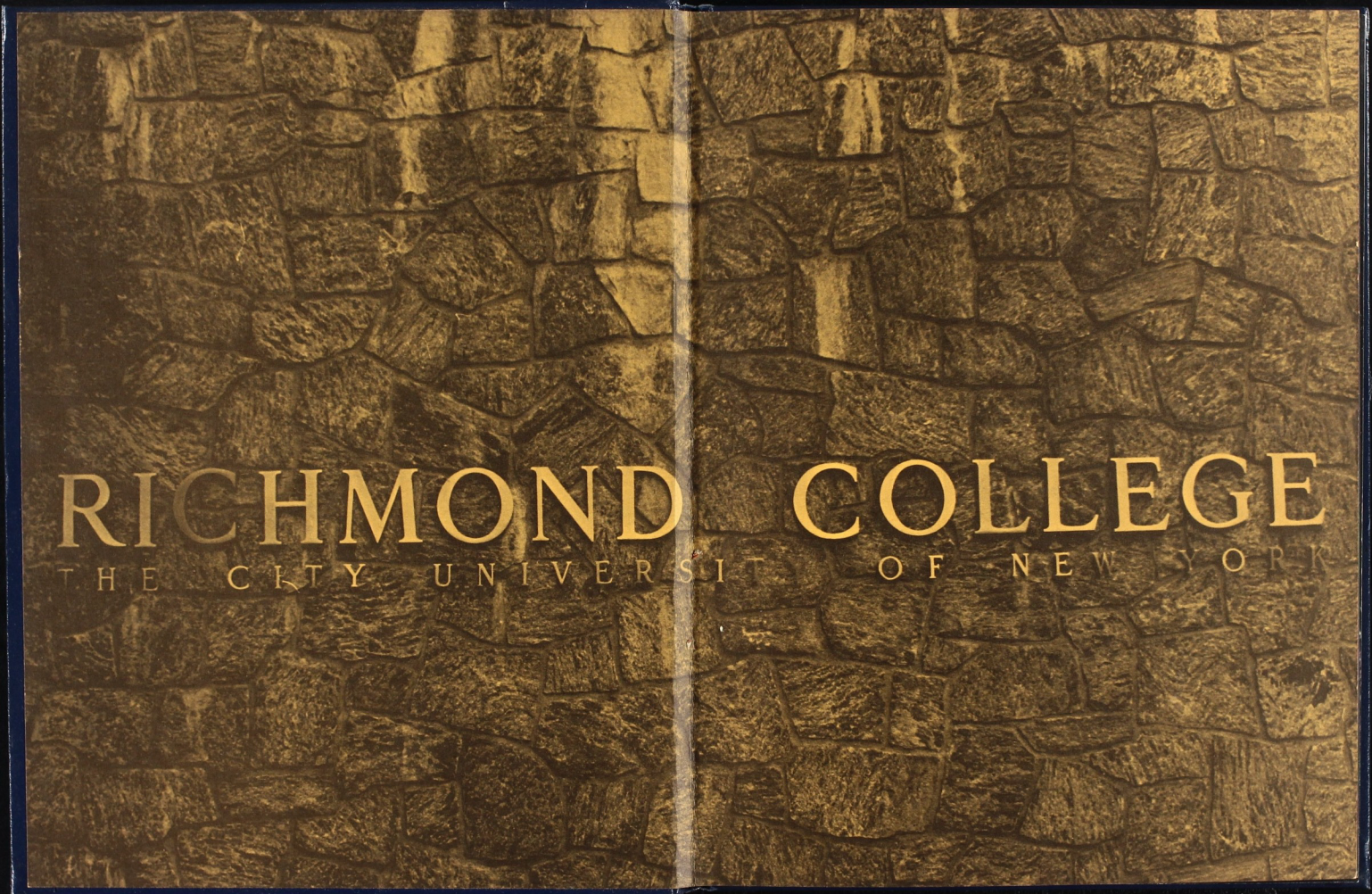
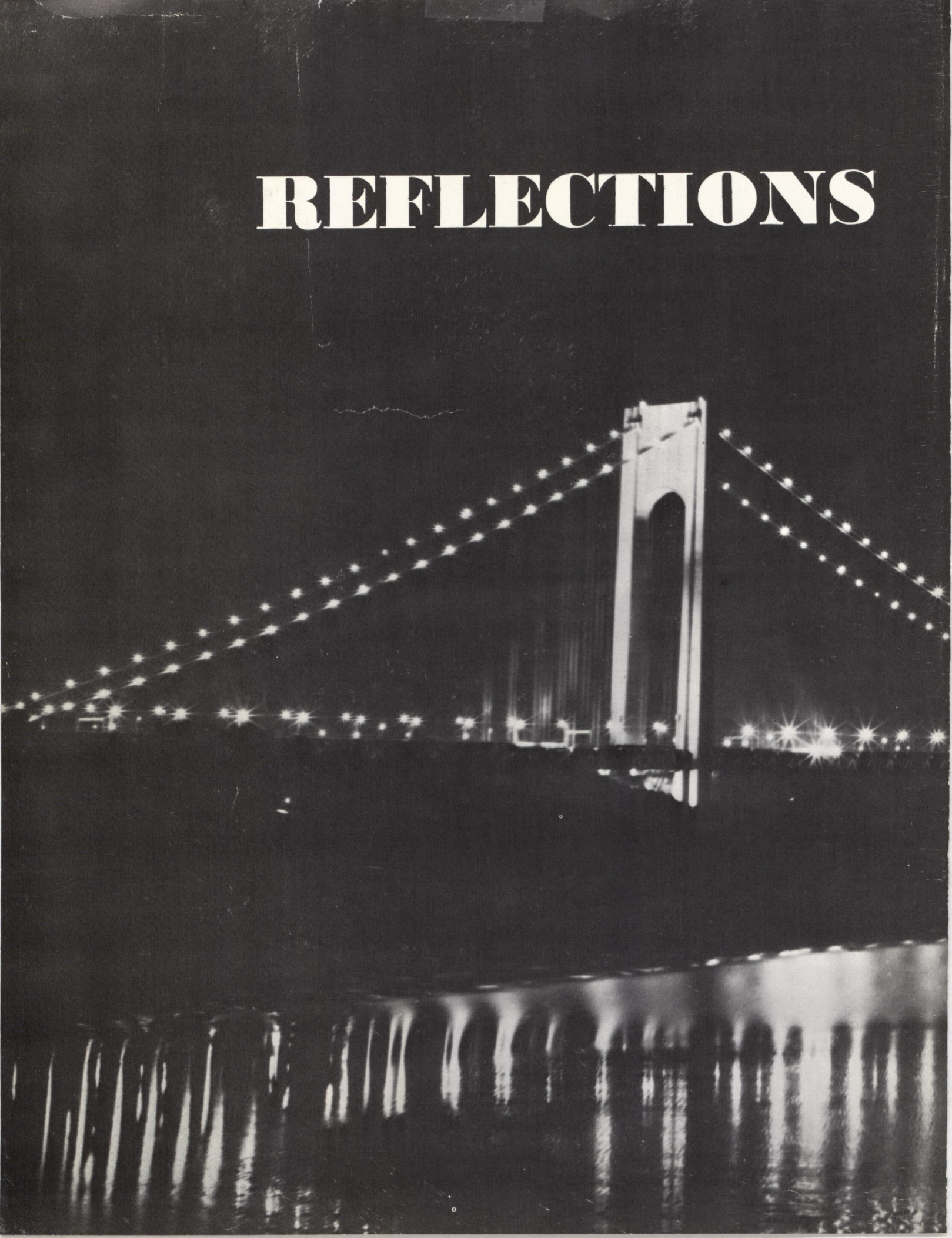
1968

Reflections


RICHMOND COLLEGE
THE CITY UNIVERSITY OF NEW YORK

REFLECTIONS



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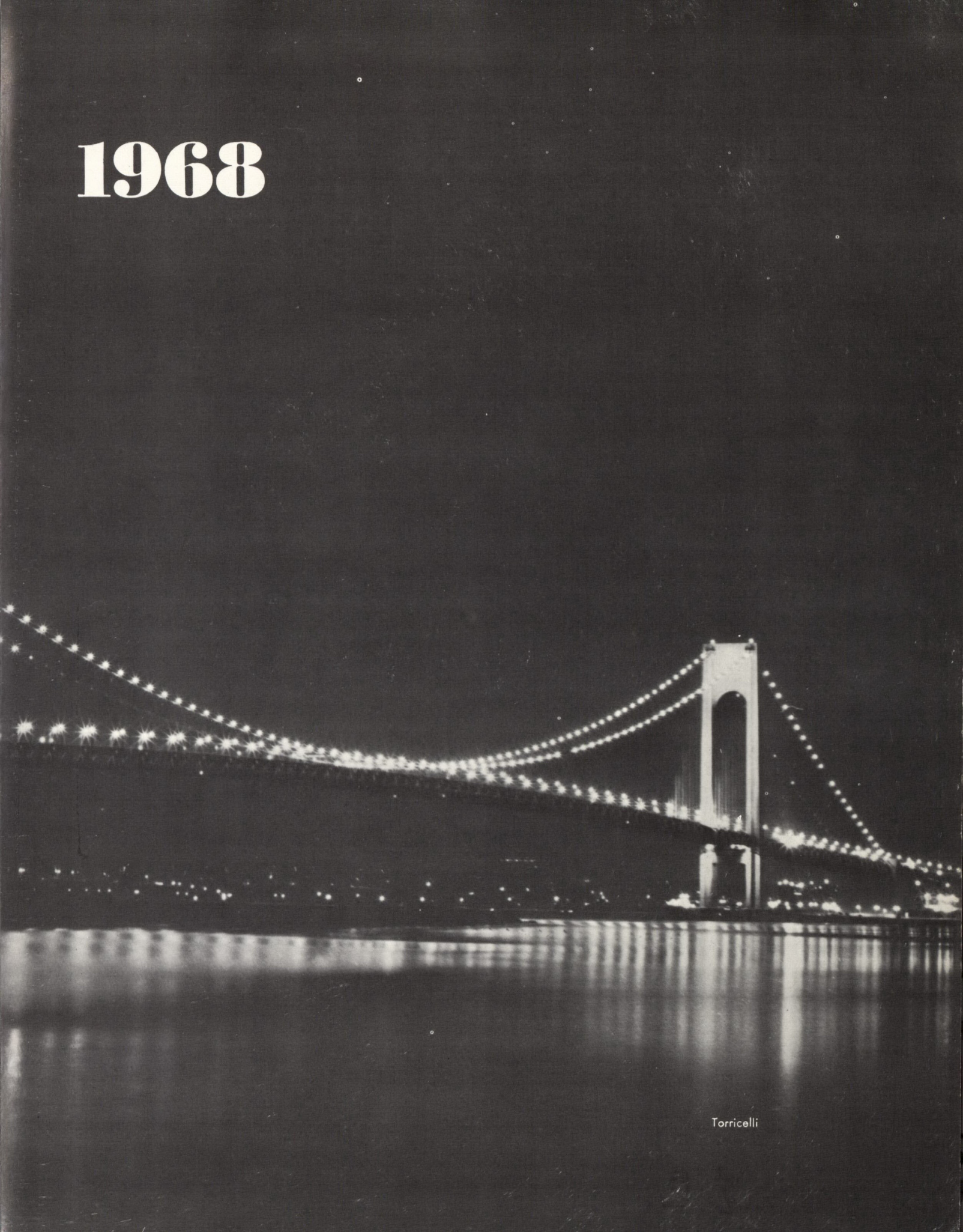

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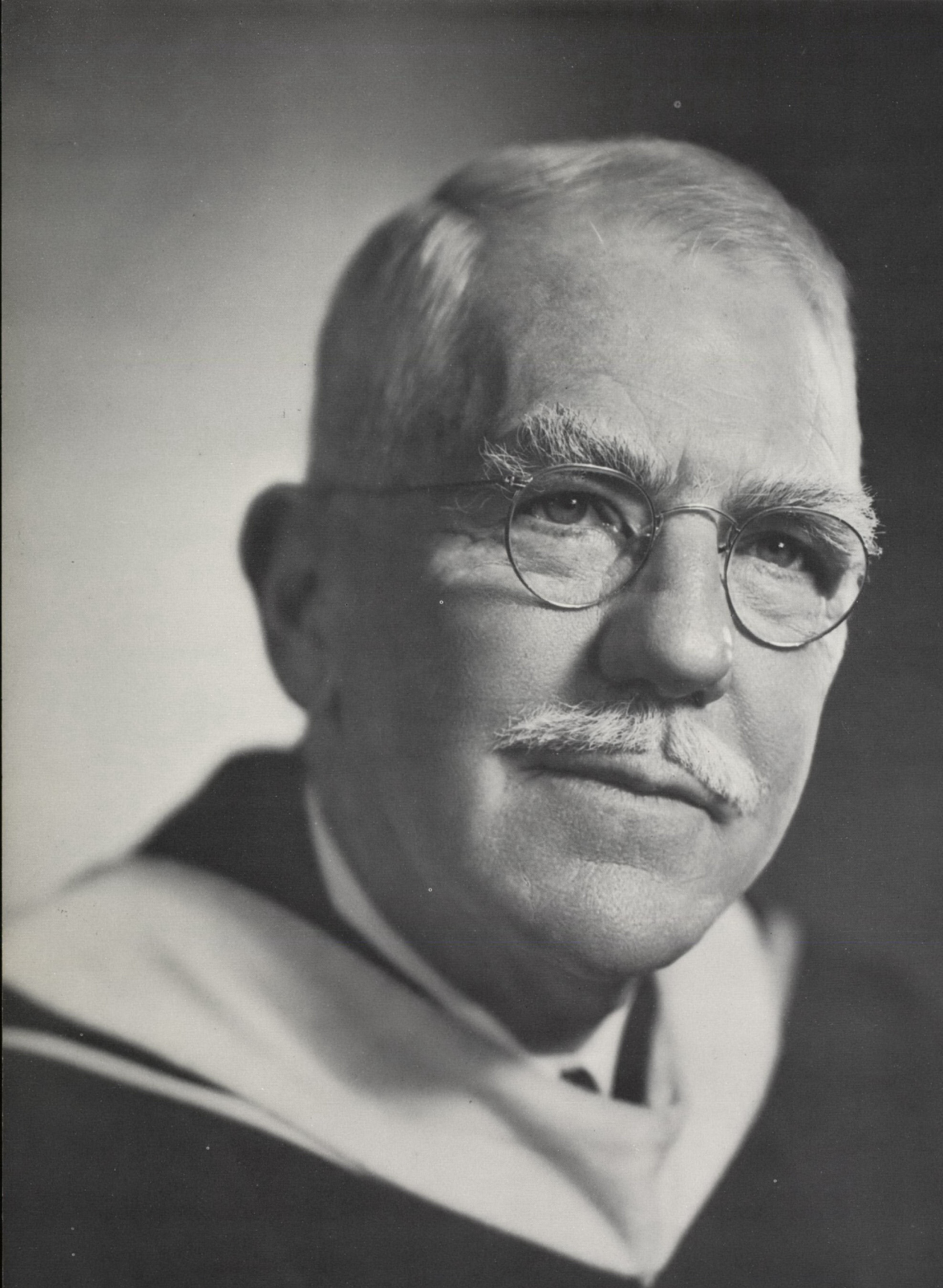


We Dedicate This Book

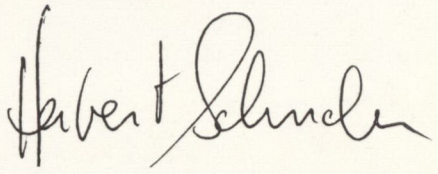
Arleigh B. Williamson has devoted years to the pursuit of higher education in the city of New York. He has been the inspiration and guiding force in the establishment of Richmond College. We the staff of **Reflections** dedicate this book to him, in sincere appreciation for his faithful devotion to the perpetuation of education, and especially for making the dream of Richmond College become a reality.

President's Message

This first year in the life of Richmond College is punctuated by a series of landmarks, none the least of which is this first issue of the Yearbook. To all of us, students, faculty, and administrative staff, who have been involved in putting a college together from scratch, this year will be one long remembered for its many uncertainties and frustrations, surely, but most importantly for the dedication, determination, stimulation, and spirit of camaraderie that are becoming identified as developing elements of the spirit of Richmond College. We have the once-in-a-lifetime opportunity to create our own traditions. May they be such that future members of our community will welcome the opportunity to contribute to them.

Richmond College was founded with the mandate to chart new and promising paths in public higher education. If we succeed it will be largely because we have maintained in operation and spirit a sense of community among students, faculty, and staff, with dedication to the conviction that higher education, to succeed, must enrich all who participate, from the youngest to the oldest, even including the President.

Since we are still too young to have our first graduating class, it is heartening to realize that the students whose pictures are published herein will be with us another year; therefore the nostalgia and farewell that usually accompanies the publication of a yearbook is replaced this year, and only this year, by the heartening realization that we will all have another year together. May it be even better than the first!



ROBERT E. CHILES
Associate Dean of Administration
Executive Assistant to the President

HENRY WASSER
Dean of the Faculties

W. VIRGIL NESTRICK
Dean of Administration

NED S. SCHROM
Dean of Students

Richmond
College

WHY RICHMOND

It is given to few communities to found a college, and even fewer to found an upper division college, an entirely new concept in higher education. Fortunately, our nation is still young enough to regard the founding of anything new as part and parcel of our way of life and not as a to be resisted revolt against entrenched tradition. We are still committed to pioneering, and the pioneer is still our dominant national hero. To pioneer means the exercise of courage, to abandon the security of the established in favor of the uncertain; to pioneer means the commitment to experiment instead of following the established tradition; to pioneer means to risk the unknown instead of accepting complacently the dull comfort of the status quo; to pioneer means the investment of soul, principle, and commitment regardless of the many uncertainties, heartaches, and defeats that can be expected in any venture that departs significantly from the tried, the established, the customary.

COLLEGE?

Richmond College is such a pioneer and it embarks upon its first year with a spirit, a dedication, and a determination to prevail that unfortunately has been all too rare in the annals of American higher education.

What then is unique about Richmond College? Hundreds of colleges have been founded in our country in the last few generations, but their founding has largely gone unnoticed, unless they managed to field a football squad of note or been the target of sit-down demonstrations. Richmond College is but the third upper division college in the United States, and the first serving an urban community. It admits to the junior year students who have already demonstrated by successful completion of the first two years of college that they are committed and able to pursue advanced study in their chosen field. Since the fastest growing population in American higher education is precisely this student body — the successful graduates of transfer

programs in the community and junior colleges — Richmond College has the mandate to prove that this new kind of institution, the upper division college, will prove to be an organizational solution to the legitimate aspirations of this significant and growing segment of American youth.

If this were all that we were committed to, and it is by no means a minor task, I should say we would have missed at least half of our opportunity to pioneer. Richmond College, therefore, is determined to pioneer in ways that are more than organizational, more than structural, in ways that go to the core of the humanistic, spiritual, and intellectual development of the individual and his society.

Let me state it baldly and unequivocably, Richmond College is committed to the exercise of freedom. Yet freedom is a much abused concept. It has provided the excuse for much lawlessness, irresponsibility and anarchy. The kind of freedom I mean is not freedom to do what you please without regard to the effects on others.

An informed responsible freedom embraces the individual and the society in which he dwells, recognizes the rights of others, and finds its greatest fulfillment, not in self-gratification, but in service to others. The

other side of the coin of freedom is responsibility, and the amalgam that binds the two together is love. And what is love? It is respect for others, dedication to the welfare of others, fulfillment in service. When the final verdict of our uneasy world is written, the greatest heroes will not be those who are celebrated for their conquest — those who dominate — but those who are revered for their service — those who love. Yet, so complex has our world become that it is more difficult than ever to act responsibly, lovingly, and especially to exercise leadership and a responsible freedom. To exercise this kind of freedom, in this turbulent world of ours, requires a new kind of joining of ethical commitment with an ever deepening knowledge and an ever expanding competence.

How then does Richmond College propose to fulfill this mission? First, it has recruited, and will continue to recruit, a faculty that is young in spirit, informed, and dedicated to both the stimulation of growth in students and to the advancement of knowledge. In our recruitment of faculty we were blessed with an embarrassment of riches — for about 80 available places in our first year, we received more than 4000 applications — this alone is a heartening testimony to the venturesome spirit prevailing in a significant portion of our academic community, ever attracted to the new

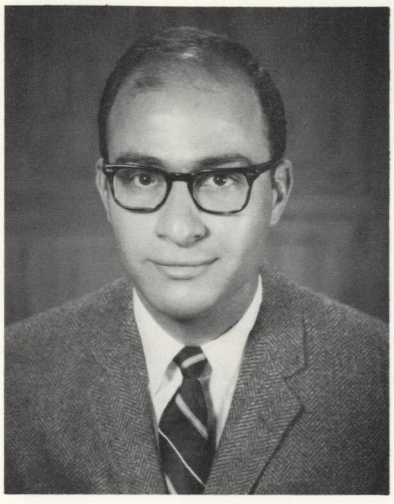
and promising. We chose those who in our judgment were blessed with the best combination of qualities we were seeking for our faculty — scholarship, enthusiasm, a commitment to working intimately with students, and the will to venture. And in the years to come, these same criteria will be applied. This highly selected faculty bears doctorates from more than thirty universities in the United States and abroad, the majority of them are making the metropolitan area of New York their home for the first time. This faculty met for an intensive four week planning institute in the month of August, supported in part by the bounty of a grant from the Carnegie Corporation, and in that time developed a comprehensive curriculum for both undergraduate and graduate studies, comprising more than one hundred different courses, agreed on proposals for student and faculty evaluation, took the first steps toward establishing a faculty organization, but above all, demonstrated a solidarity of purpose and an enthusiasm for service which it will be our mission to maintain in the years to come.

Unfortunately, one of the ills of higher education in the United States is the frequent failure to give due recognition to the student, who is after all the major object of all our efforts. It is most significant that the Richmond College faculty is determined to take major steps in establishing a viable partnership of faculty and

students in the life of the college. I know that our first student body, almost 900 strong, has already experienced evidences of this spirit in what was undoubtedly one of the friendliest, most individualized, and smoothest registrations ever conducted in an urban college. But there will be further evidences of this determination — by giving students a participating place in key Richmond College governing bodies determining the curriculum, standards of student achievement, and the conduct of student life, by developing a program of studies that will bring students and faculty in individual face to face contact through guided, independent study, and by conducting courses and seminars in ways best calculated to encourage active student participation.

In sum, Richmond College is dedicated to the proposition that a university is a community of scholars and students. The ideal of community is one of sharing for mutual benefit. What should distinguish scholars from students is not the authority of age, or position, but the authority of greater knowledge. And we are dedicated to the proposition that every student has the opportunity ultimately to earn in knowledge and competence a position comparable and even superior to his teachers. This is his great opportunity, this is the freedom that we are giving him the opportunity to earn . . .

FACULTY



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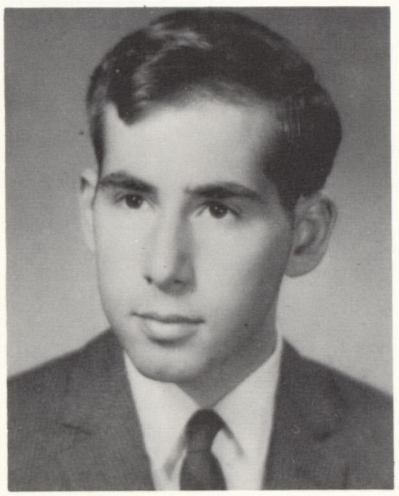

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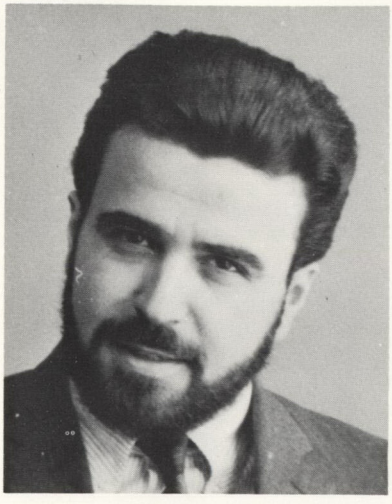

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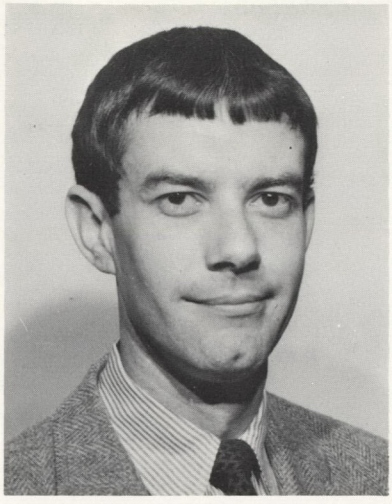

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"We try harder . . ."

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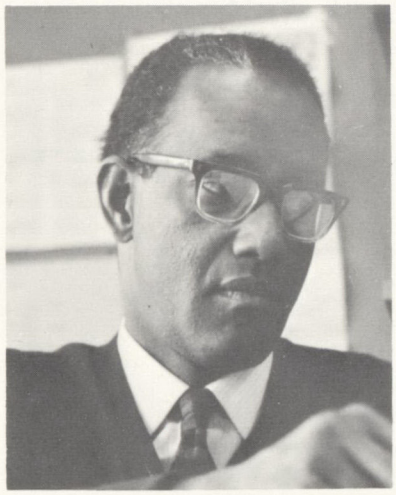

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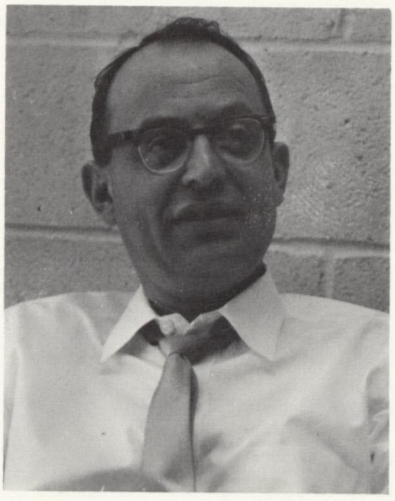

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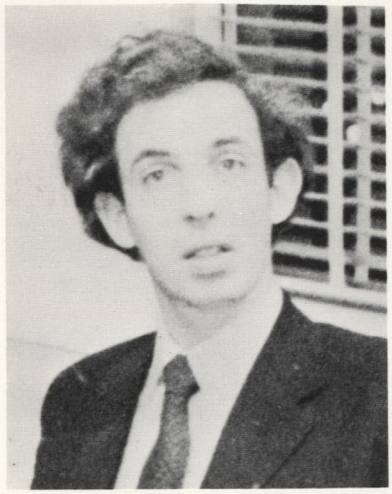

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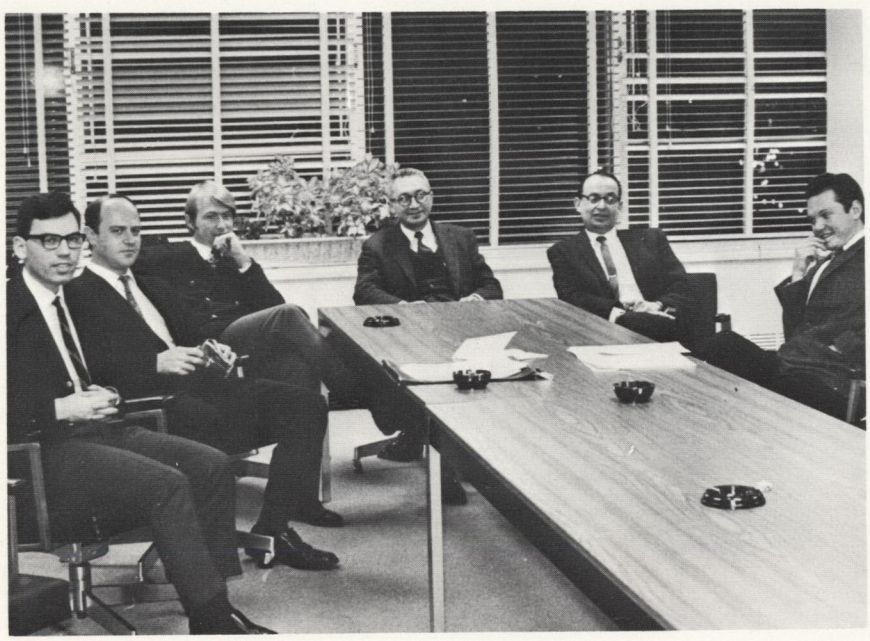
"And where is Einstein today?"



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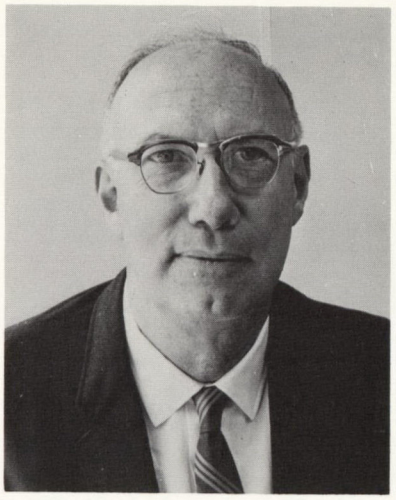

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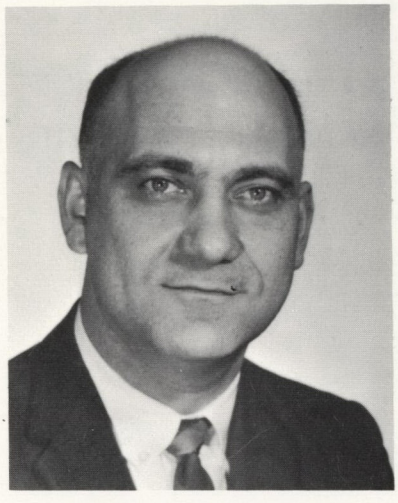

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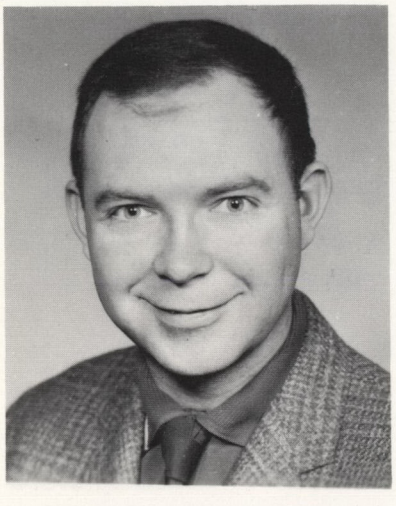

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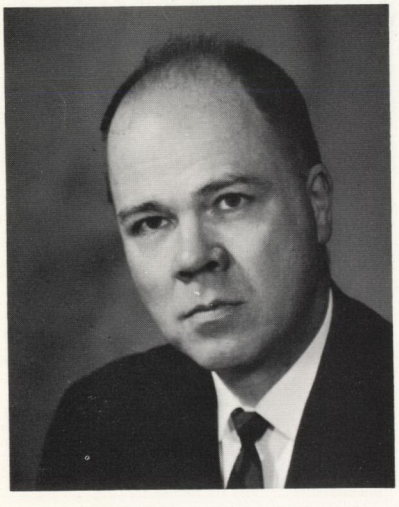

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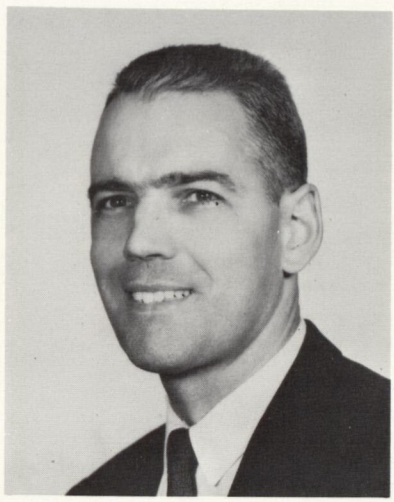

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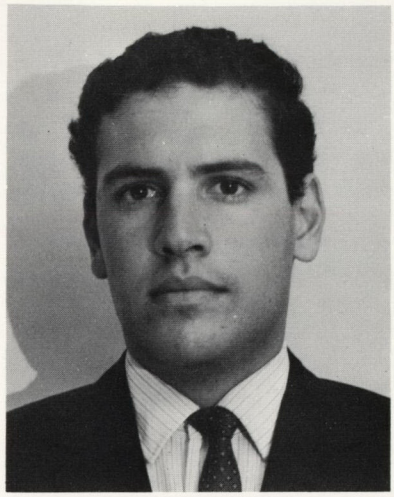

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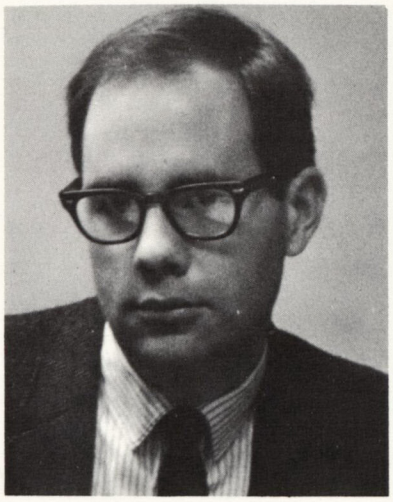

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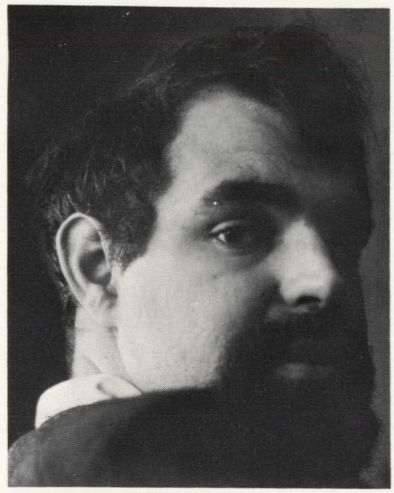

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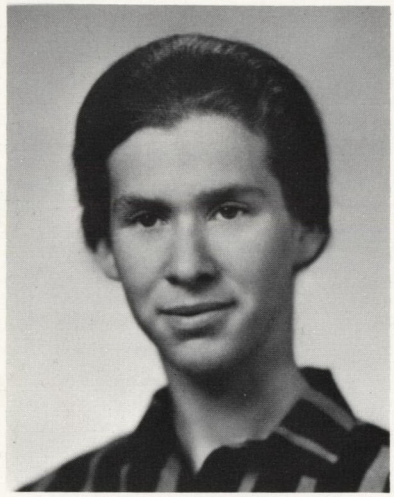

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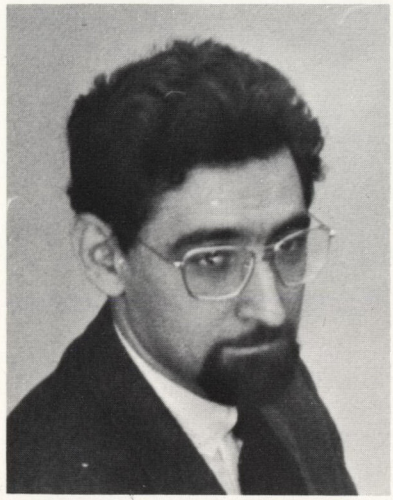

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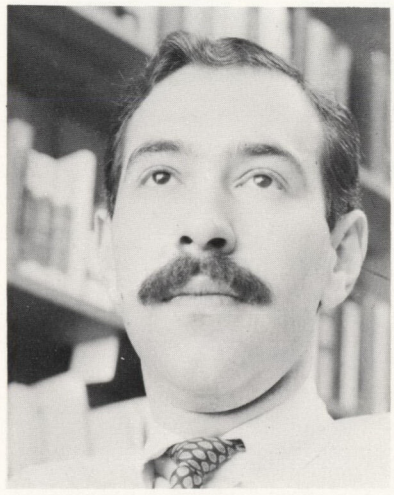

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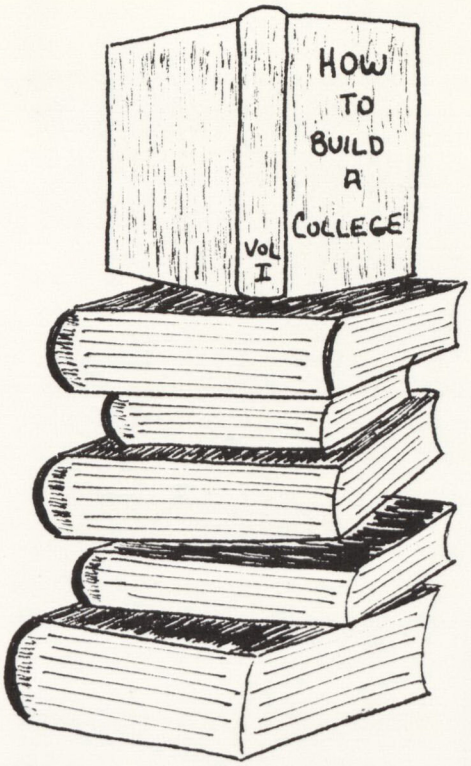

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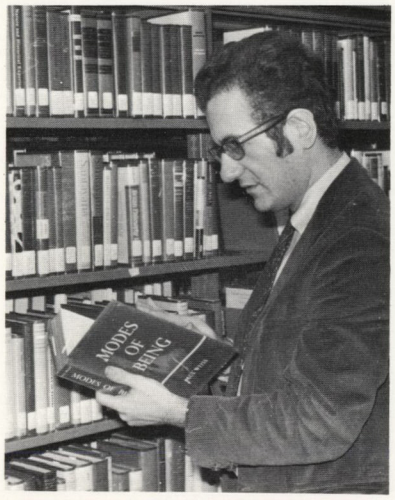
M.S. in L.S., Columbia University



ISRAEL FISHMAN
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AMRAM WHITEMAN
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M.S. in L.S., Columbia University

STANLEY ROSE
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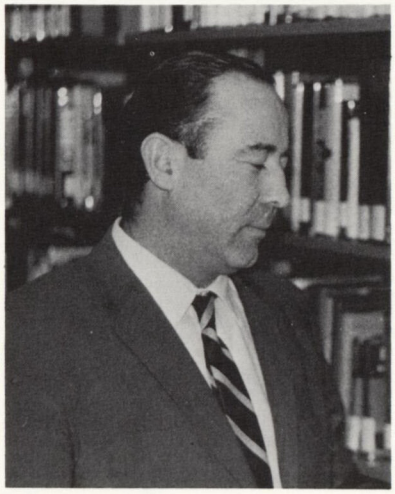
B.M.E., Brooklyn Polytechnical Institute; M.L.S., Columbia University



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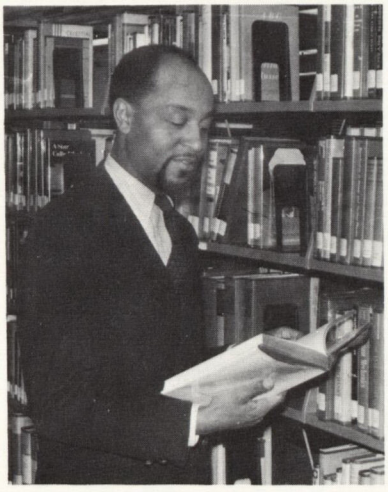

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STUDENTS

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Romance Languages

Linda Zaccagnino, Felicia Miceli, Helen Halle, Nilda Morales

Speech and Theatre

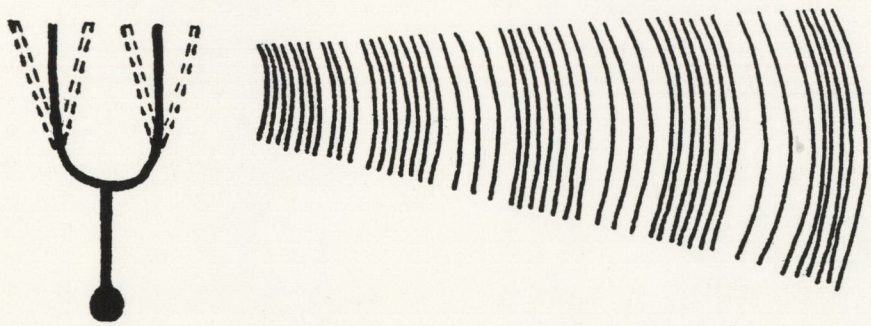
Witt Halle, Ira Beckoff, Janet Snyder, Robert Lazarowitz

Salvatore Patanio, Robert Reilly, Helen Baker, Witt Halle

English

Thomas Carey, David Meyers, Cathleen Savery, Maureen McIsaac

NATURAL SCIENCE



First Row: Laurel O'Mara, Felitia Atria, Rachel Melley; Second Row: Walley Alverez, Dennis Torricelli, James Finnigan, Robert Meiners

First Row: Patricia Allred, Juliet Savage, Lorraine Guerrera, Vivian Fish, Gail Hansen, Dorothy Lue; Second Row: Anita Dunn, Theodora Gizzanka, Jacqueline Carmichael, Diane Muhihausen, Lisa Hochstein, Corinne Goldstein, Marie Catalano, Lorraine Damaduk, Carol Chiappisi, Sandy Sands

First Row: Harry Shaw, Ira Linderman, Martin Rosenblatt, Harold Wong, James Cichetti, Paul Wissert; Second Row: Jack Agran, John Fiorella, Andrew Conti, Marty Cooper, Michael Kress, Edward Johnson, Gerald Levy, Richard Torricelli, Russell Gilkeson, Bill Sullivan, James Sargeant

PROFESSIONAL STUDIES

First Row: Felicia Atria, Sally Ann Rooney, Susan Krasne, Lynda Klapacki; Second Row: Linda Pair, Roberts Meiners, Elise Parathiras

Elementary Education

First Row: Patricia Corcoran, Alice Winter, Madeline Galvin, Diane Pisciotta; Second Row: Rona Borreca, Barbara Park, Nora Lidell, Mary-Lynn Aiello

Elementary Education

First Row: Ellen Levine, Judith Carannante, Diane Prato, Ellen Rosenberg, Katherine Passera; Second Row: Karen Moore, Diane Purpura, Judith Edelstein, Madeline Ventriglio, Licy Ghignone

Engineering Science

First Row: Alan Kaufman, William Fischer; Second Row: Michael Fallacaro, Robert Eriksson, Robert Skinner

SOCIAL SCIENCE

Anna Wyden, Joyce Jeidel, Lucy Ghignone, Judith Edelstein, Barbara Albanese

Anthropology–Sociology

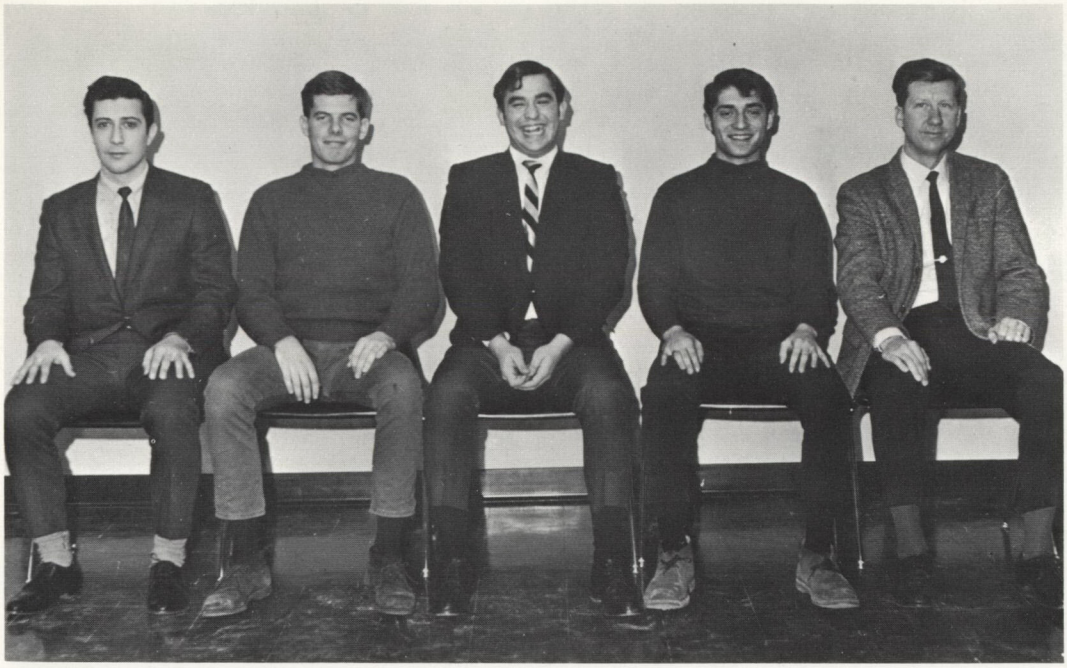
Psychology

Louis Diamond, Madeline Ventriglio, Cynthia Yates, Judith Carannante, James Finnegan

Ellen Rosenberg, Diane Cunningham, Diane Purpura, Karen Moore

Psychology

First Row: Anna Wyden, Laurie Kufson, Hannah Kaufman; Second Row: Vincent Nerriviano, Robert Stillman, Kenneth Berustein



Michael Sasso, Robert Salter, Marvin Krakower, Thomas Stern, William Schraml

Political Science

Economics

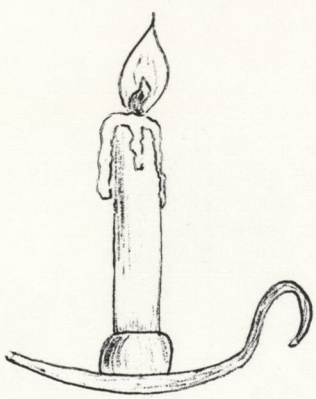
Vincent Santarpia, Mickolas Christopher, Kenneth Peters, Les Kaplan, Howard Weiner

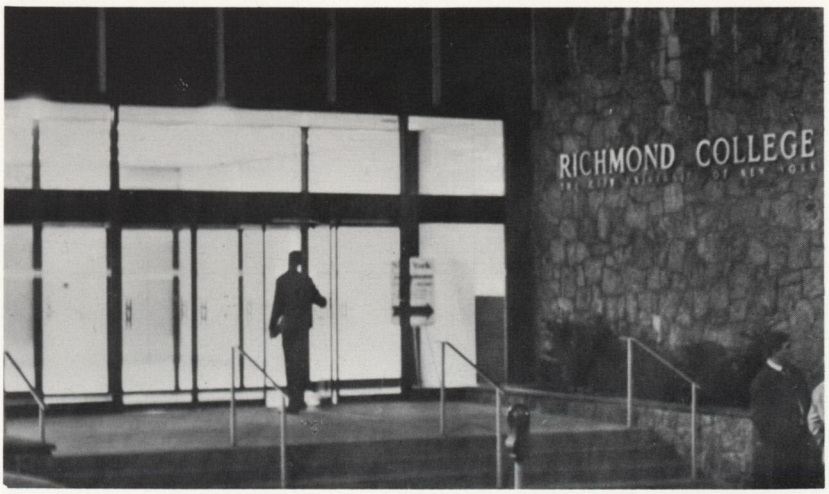
First Row: Cathleen Savery, Susan McCrindle, Catherine McLean, Diane Rivers; Second Row: Janet Snyder, Patricia Piegari

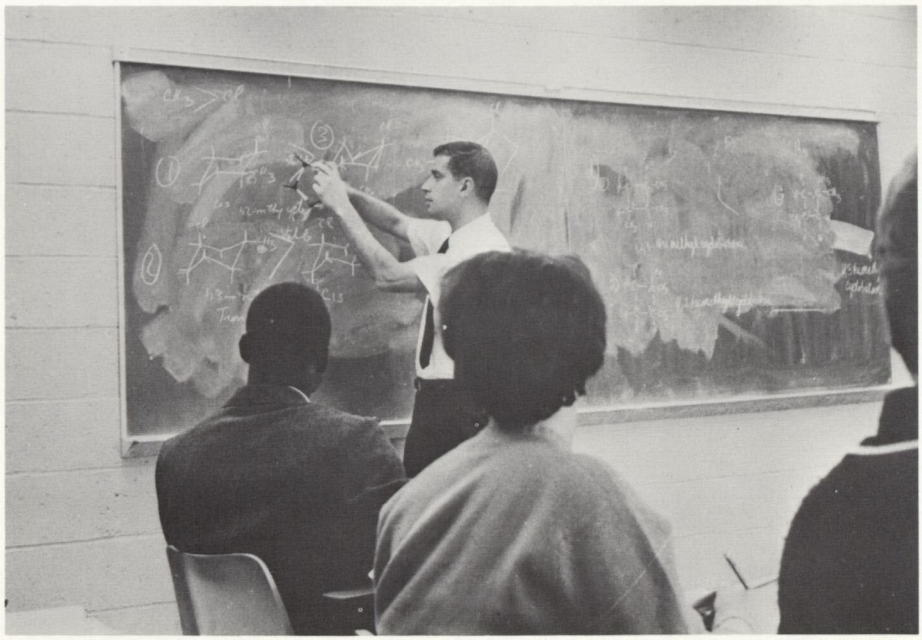
History

First Row: David Sonnenberg, Stanley Ramsdal, Steve Markfeld, John Vega; Second Row: Daniel Russo, Neal Cohen, Charley Eichler

Richmond College At Nite







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STUDENT ACTIVITIES

Yearbook Staff

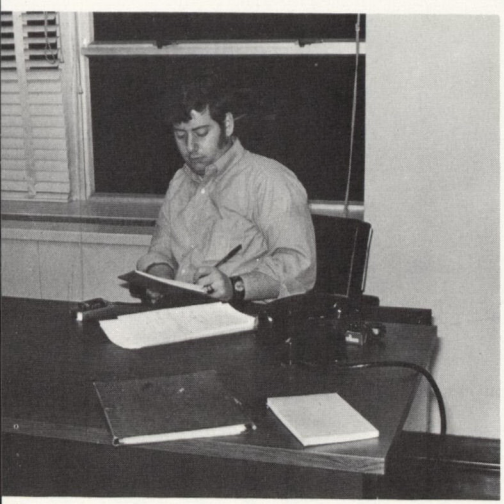
Our hard working crew?

REFLECTIONS '67-'68

Seated: Patricia Piegari, Dennis Torricelli, Diane Rivers, Louis Diamond; Standing: Barbara Albanese, Felicia Atria, Jon Fiorella

NEWSPAPER STAFF

Mike Russek, Rita Playfair, Susan Porter, Lou Diamond, Maureen McIsaacs, Richard Farkas, Lou Boden, Charlie Rubenstein



SATORI

RICHMOND COLLEGE
FIRST ISSUE CITY UNIVERSITY OF NEW YORK DECEMBER, 1967

FIRST EDITORIAL

The purpose of a college newspaper is to communicate with the students and to keep them informed.This is the purpose of SATORI

The word SATORI is Japanese. It means the enlightenment, awakening, and realization, and connotes a state of accomplishment; this is the basic concept of this newspaper We will give you fact and opinion seasoned once over lightly with humor. We will almost always print what YOU want and need, because we are YOUR "mouthpiece." However, we cannot function without YOUR help. We are a student operation and if no students show any interest, we will perish. We cannot awaken and enlighten YOU, YOU must awaken and enlighten YOURSELF!

SATORI's official policy reads as follows

1 - To express editorial opinion and give equal opportunity for all to express their feelings, whether or not the paper is in agreement with it,as long as it is written tastefully (not obscene, libelous, etc.). (We reserve the right to edit all copy.)

2- A liaison between students and students, students and faculty,and students and administration. Being student oriented and not dominated by any power faction, be it student, faculty, or administration.

3- To report all college concerned news objectively. In other words anything that effects the college and student body and/or applies to same.

a- To report all issues outside the college, when students are directly involved in or concerned about the issue in relation to college life.

4- To report platforms and ideas of all major candidates running for student government. However, not supporting any candidates until such a time as there is more than one student newspaper at Richmond College.

This is the beginning. It is YOUR beginning. YOU have to make it work.

Opinions stated in SATORI, other than editorial opinions, are not necessarily those of the editorial board. These opinions are not subject to the stringent editorial scrutiny, as are factual news items.

The extra-curricular activities of a college are essential to a full college life. Each student must be encouraged to participate in the extra-curricular acttivities of the institution which he attends. One way of facilitating student involvement is by setting aside specific hours, during the school week, for such student participation.At least two hours a week should be set aside for this purpose. We propose that this program be adopted for next semester's programing.

STUDENT ACTIVITIES COMMITTEE COMES ALIVE

On Dec. 22, 1967, from 8 to 12 P.M., the Student Activities Committee will sponsor a dance. It will probably be held in the lower auditorium.

There will be a band, The Grand Canyon Sweet, and refreshments will be served. Faculty members are welcome and students are invited to bring friends. Admission is free.

The Students Activities Committee also sponsored the Halloween Mixer. They were very pleased with the turnout of students and hope that the turnout for the Christmas dance will be as good. Although there have been some questions about the jukebox used at the Halloween Mixer, the committee is still unsure as to whether or not the school will purchase it.

The committee is now planning a trip, scheduled to take place during intersession, February 4,5 and 6. The committee calls it, The Winter Festival. Students are invited to bring one friend and they will be taken by bus to Grossingers where they will participate

(continued on page 2)

LITERARY MAGAZINE

Don Eismann, Fran Fredericks, Whitt Halle, Jane Fredman, Andy Franco

"Dying Gardens!"

First Row: Harriet Sigmund, Madeline Ventrilia, Diane Kassan; Second Row: Joe Ronaldson, Lou Diamond, Earl Vessup, Vincent Nerviano

STUDENT GOVERNMENT

First Row: Janet Snyder, Diane Rivers, Judy Carannante, Lorraine Aroneca; Second Row: Harriet Sigmund, Madeline Ventrilia, Mary Lynn Aiello, Diane Kassan; Third Row: Laurel O'Mara, Ellen Rosenberg, Michelle Di Napoli

SIGMA PHI OMEGA

First Row: Maureen McIsaac, Pat Piegary, Alice Winter, Pat Corcoran; Second Row: Bettye Fedor, Dorothea Pamer, Rosemary Episcopia, Lorraine Guerrera; Third Row: Susan Porter, Arleen Bernhardt, Vivian Fish, Rachel Mele, Diane Cunningham

Hannah Kaufman, Bob Arrindell
Susan McCrindle, Rene SanMarco

MUSIC CLUB

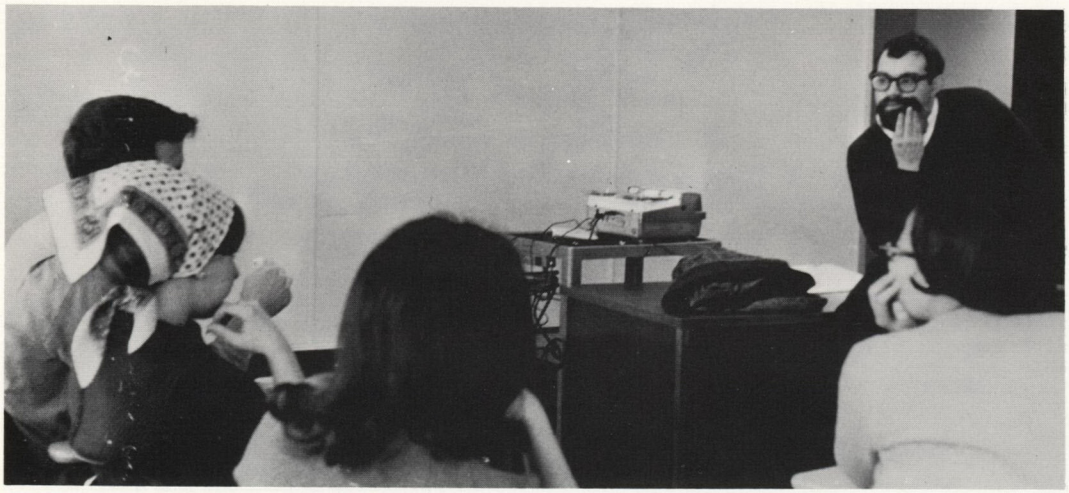
First Row: Hinda Kupchick, Harriet Sigmund; Second Row: David Sonnenberg, Niel Cohen

ANTHROPOLOGY CLUB

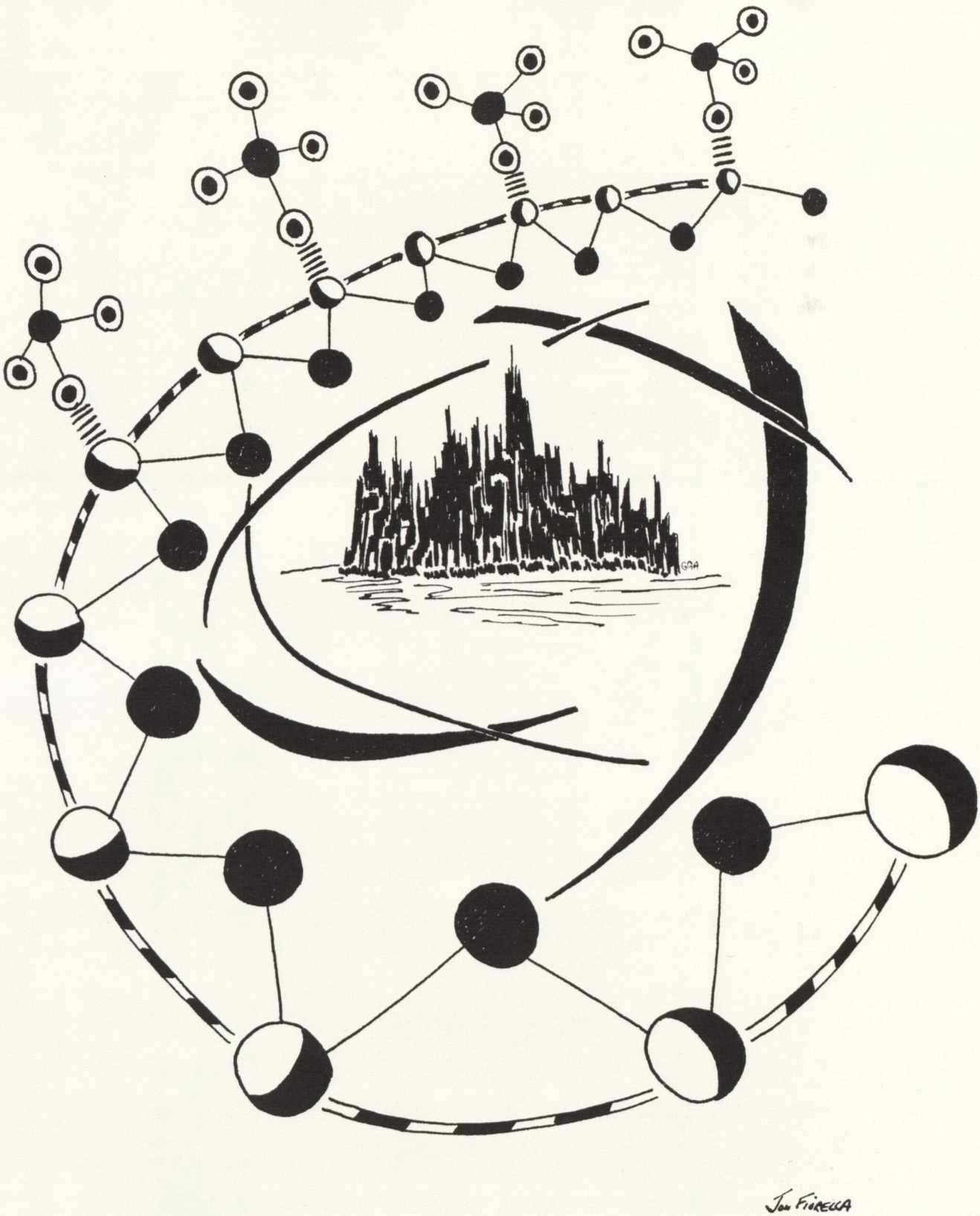
The mating habits of the Gazzongas

First Row: Anne Wyden, John Leonard—President, Felicia Atria—Vice-President; Second Row: Hannah Kaufman, Eve Trunzo—Secretary, Susan Porter, Joe Ronaldsen, Nora Lidell, Mona Williams, Diane Cunningham. Faculty Advisor—Prof. Harvey Tilker

PSYCHOLOGY CLUB



Professor Quart speaks on the psychology of black-white relations.



Jon Fiorella

RICHMOND COLLEGE PLAYERS

PRESENT

THREE PLAYS BY WILLIAM BUTLER YEATS

"Curtain call — five minutes!"

Swineberd (Bob Lazarowitz) tries to impress the queen (Phyllis Lustig).

The old man (Jack Smith) threatens the warrior (Bob Lazarowitz).

The hawk (Janet Snyder) gestures as the warrior king and the old man watch for the water of life to flow.

The boy (Witt Halle) looks but cannot see the ghost. Emol Hill plays the old man, father of the boy, in Yeats' PURGATORY.

Having stabbed his son, the old man weeps.

HALLOWEEN MIXER

Coffee

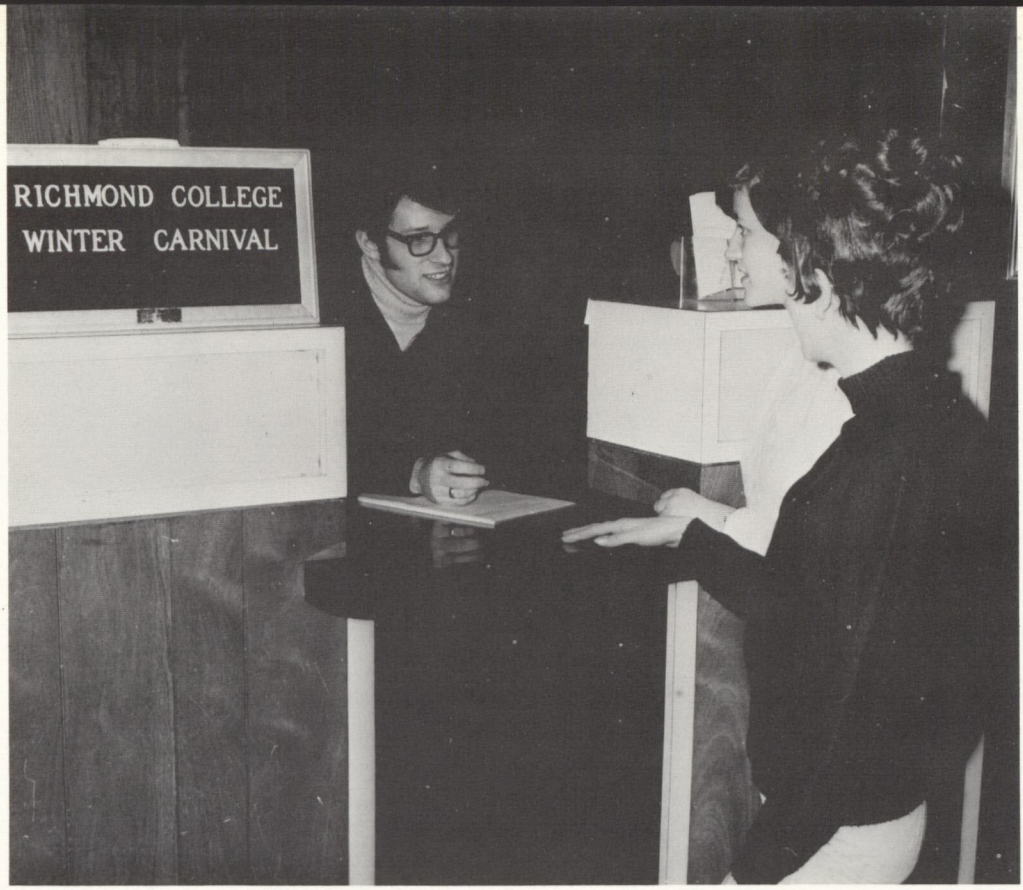
And

Keyed up students unwind.

Conversation

RICHMOND COLLEGE
SKI
TRIP
JON FIORELLA

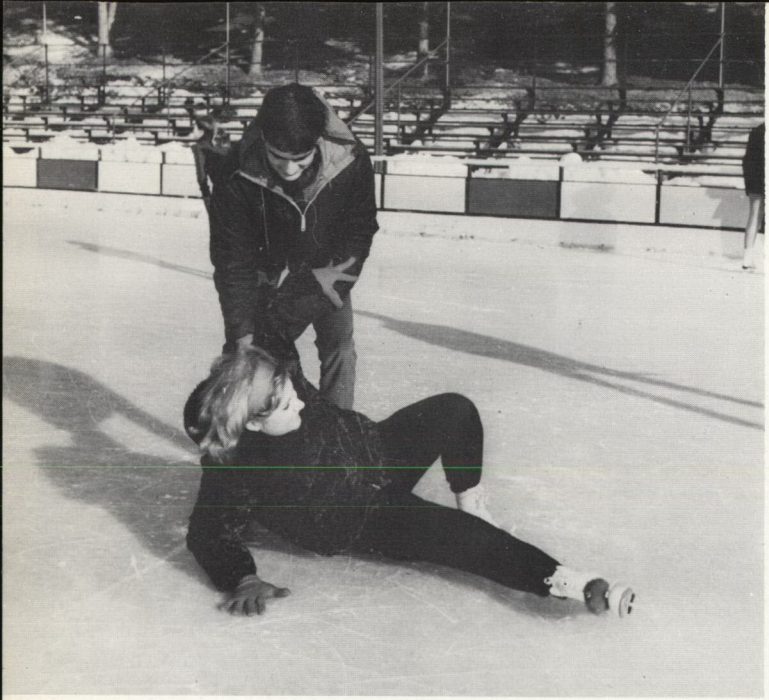
Domenico Bus Service, Inc.



The Carnival at Intersession — "Happy Days are Here Again."

"Twenty-Three Ski-do"

"Here we go loop-de-loop."



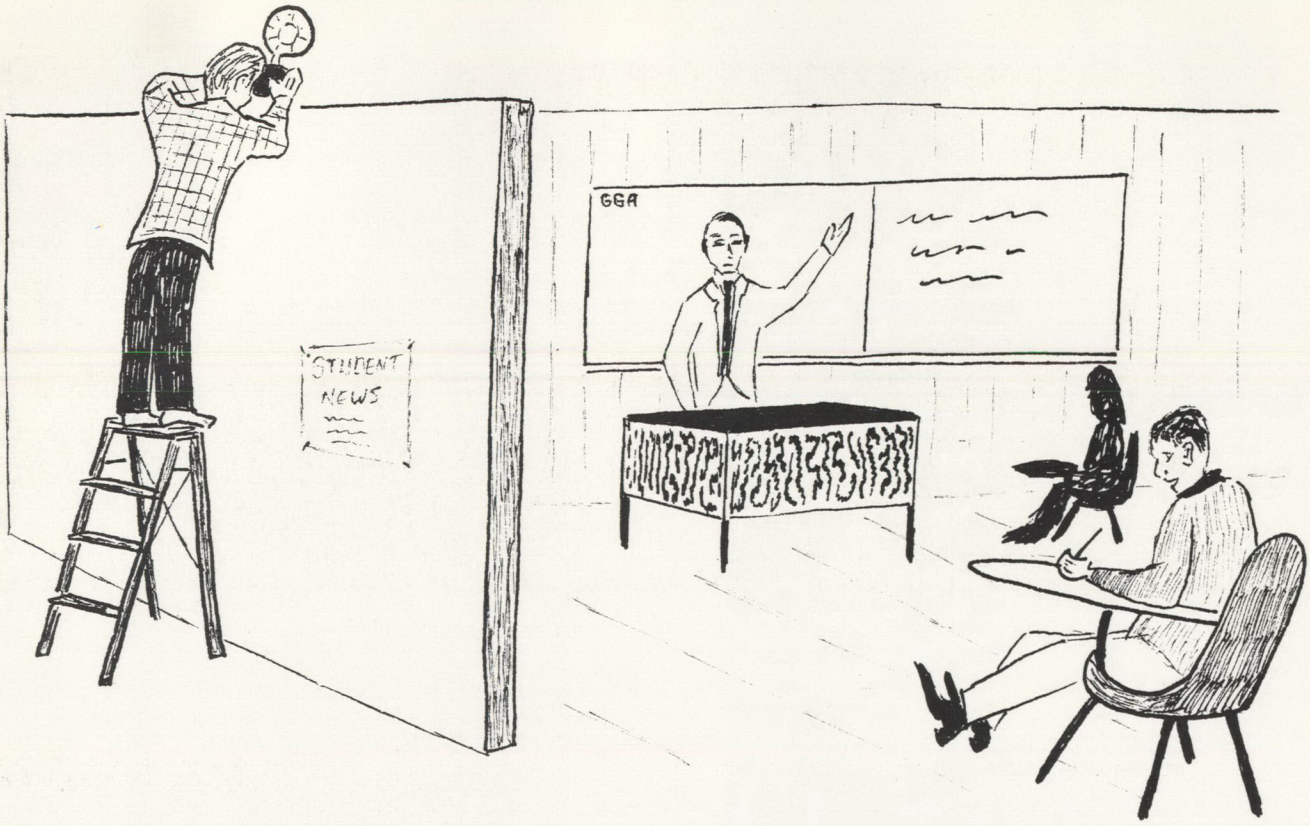
"And they said it was easy."

From Skiis to bikini — quite a change!

Tobogo . . . go . . . go . . .

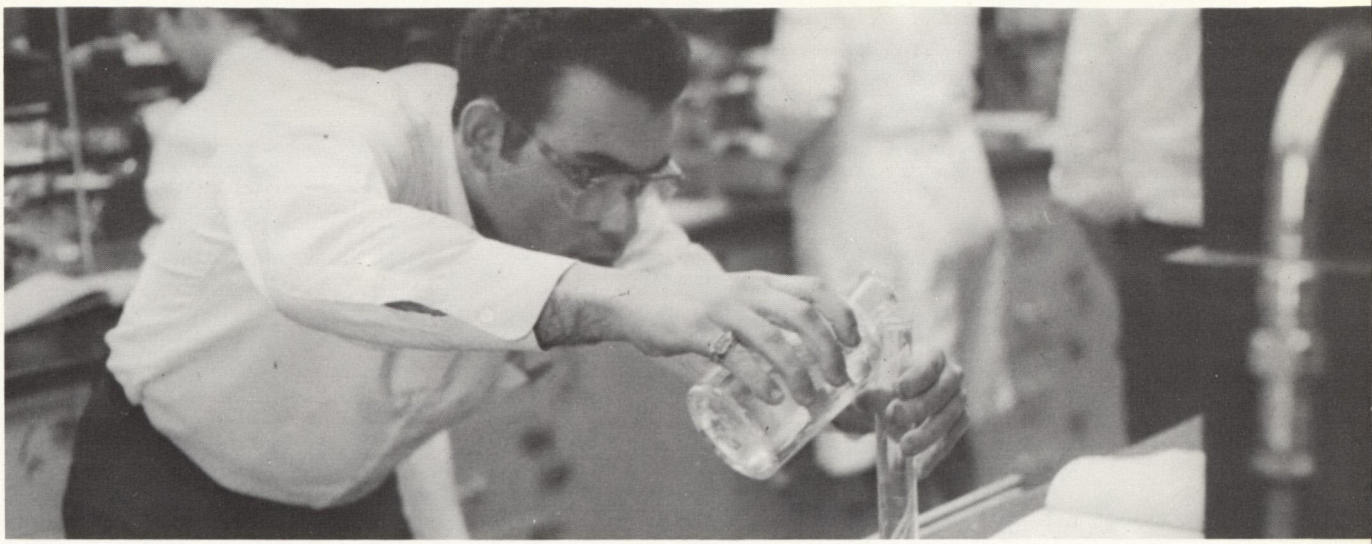
"Don't ruin your appetite, now!"

"We hate to eat and run."



CAMPUS

"Wheel beat the roulette yet!"

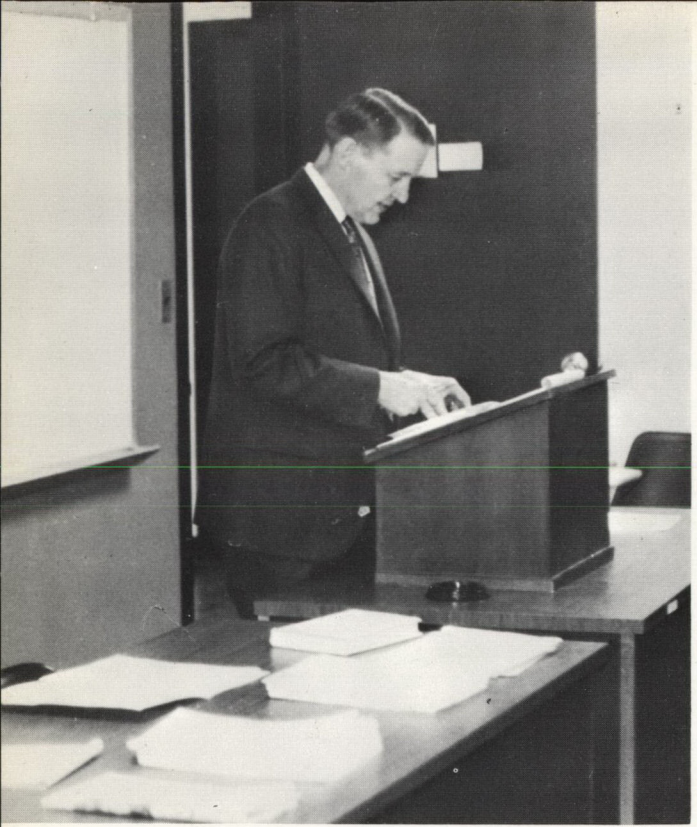


"Bubble, bubble, toil and trouble, fire burn . . ."

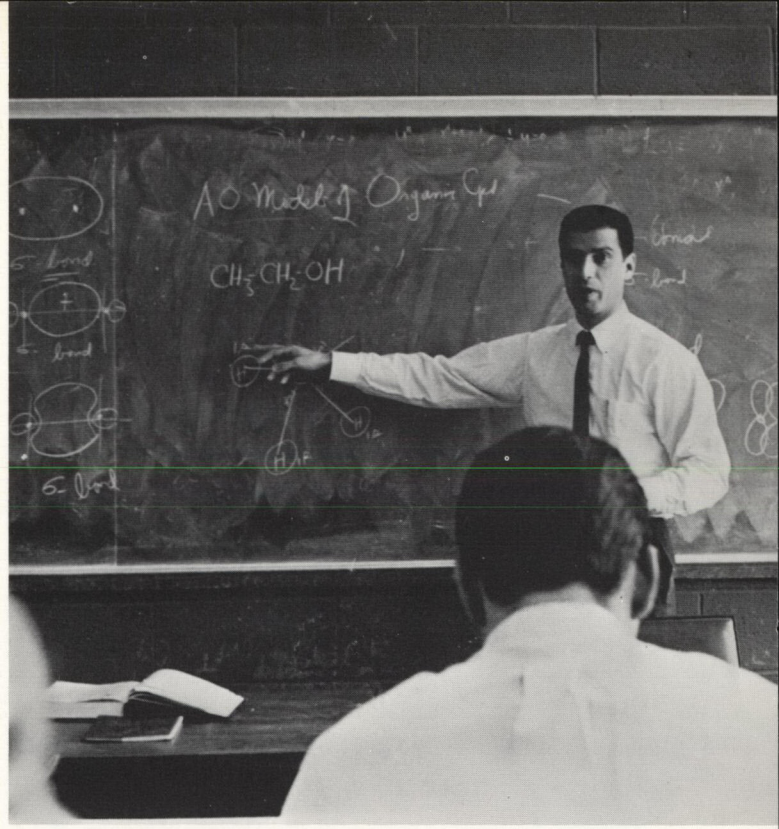
CAMERA

"Smile, you're on candid camera!"

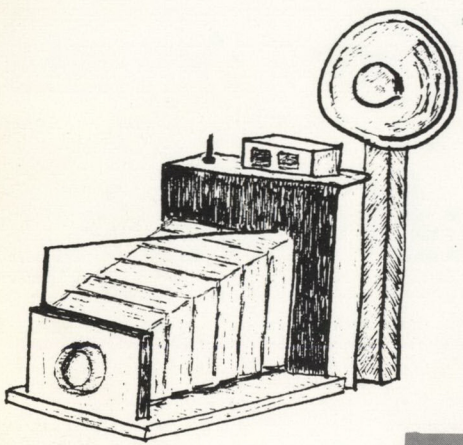
"Beats our cafeteria"



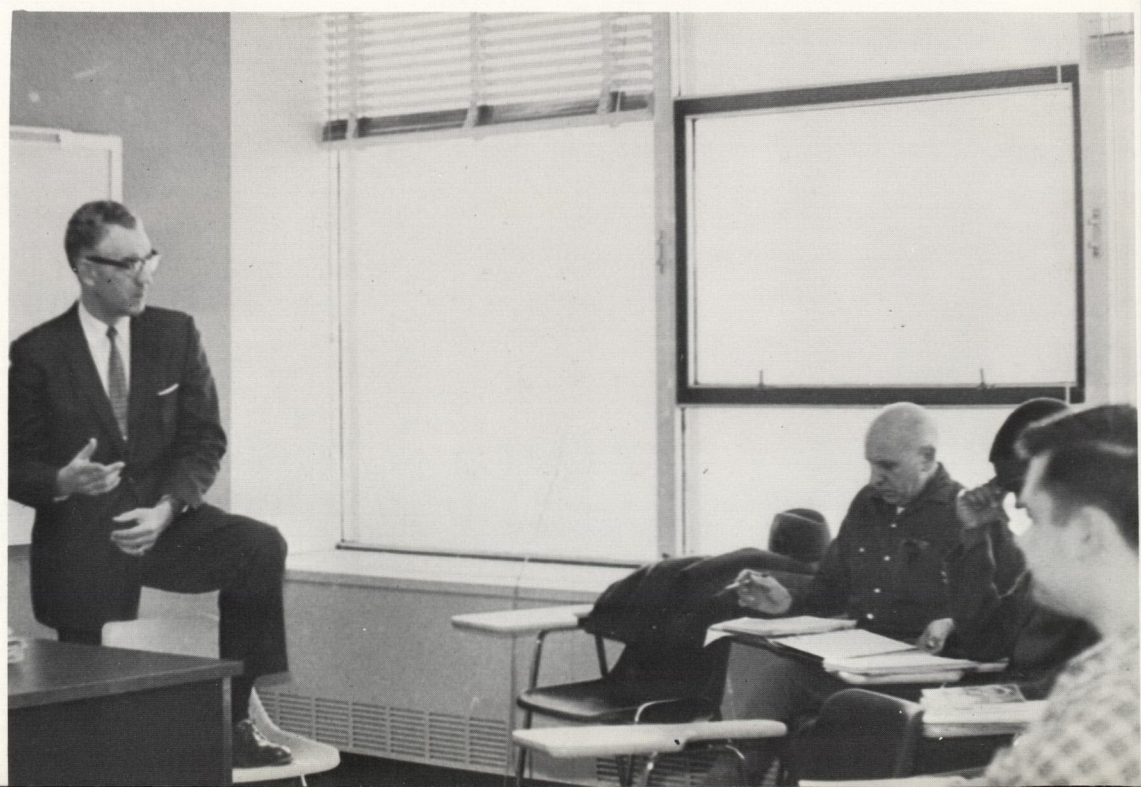
"It's in my notes somewhere!"

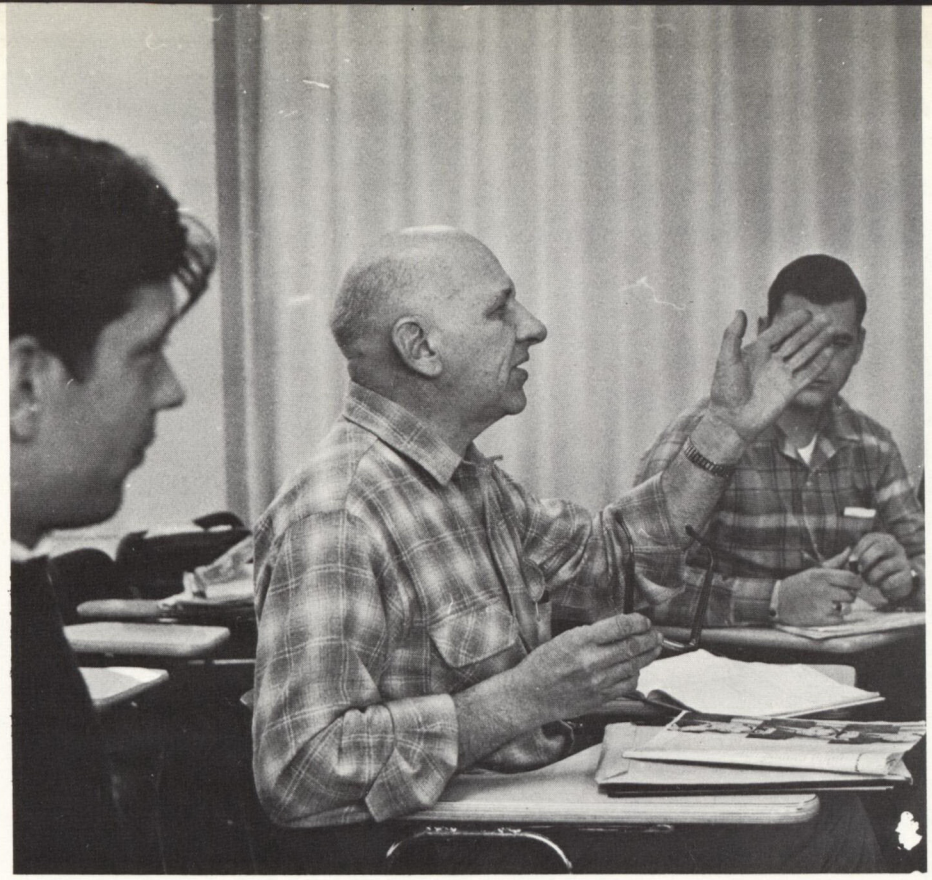


"The writing on the wall"



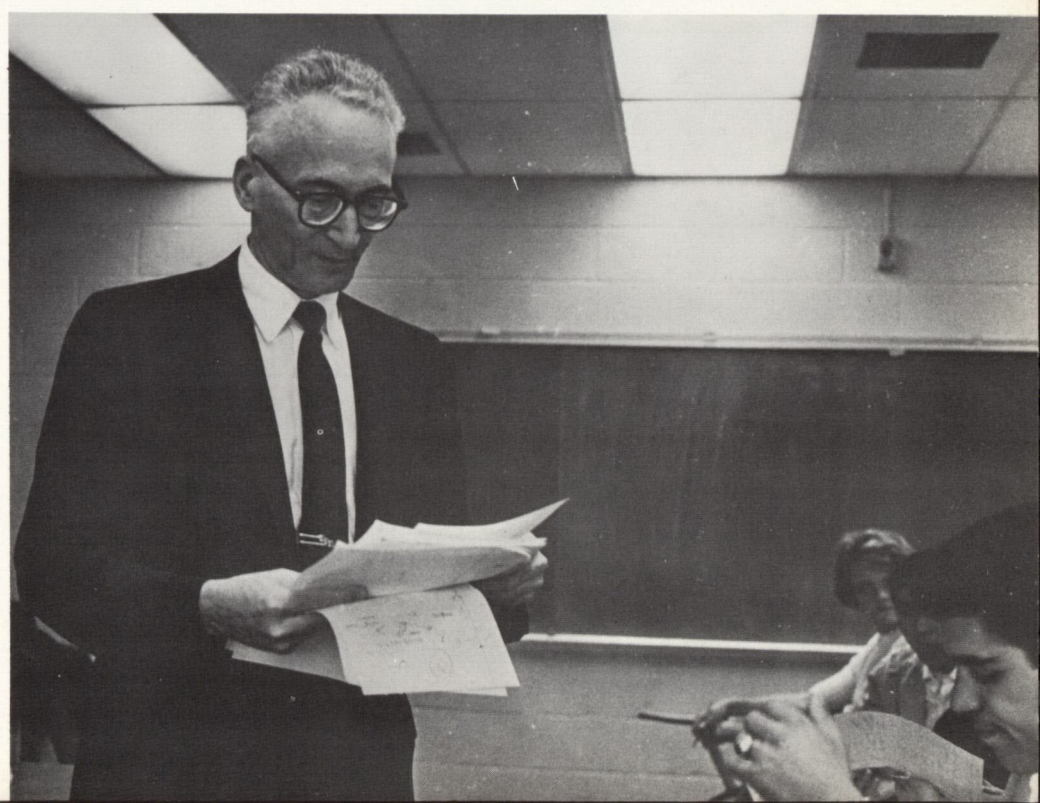
"Now when I was your age . . ."



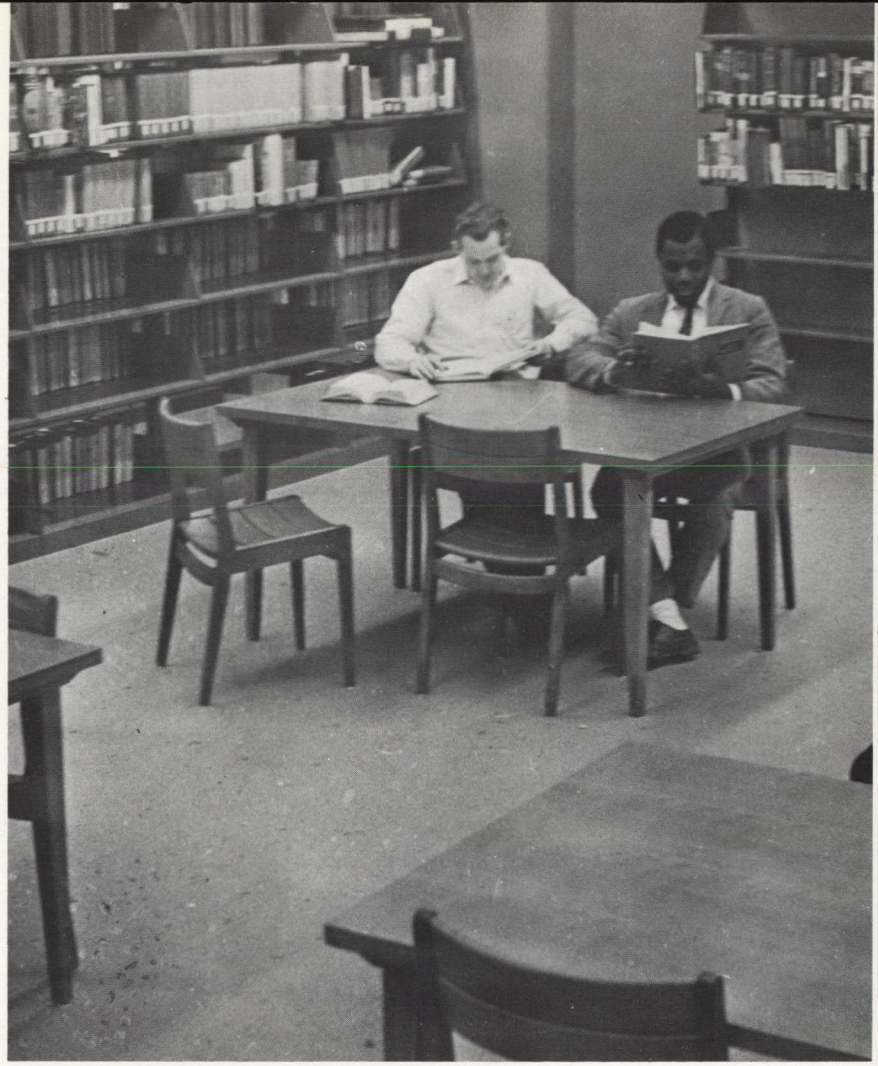


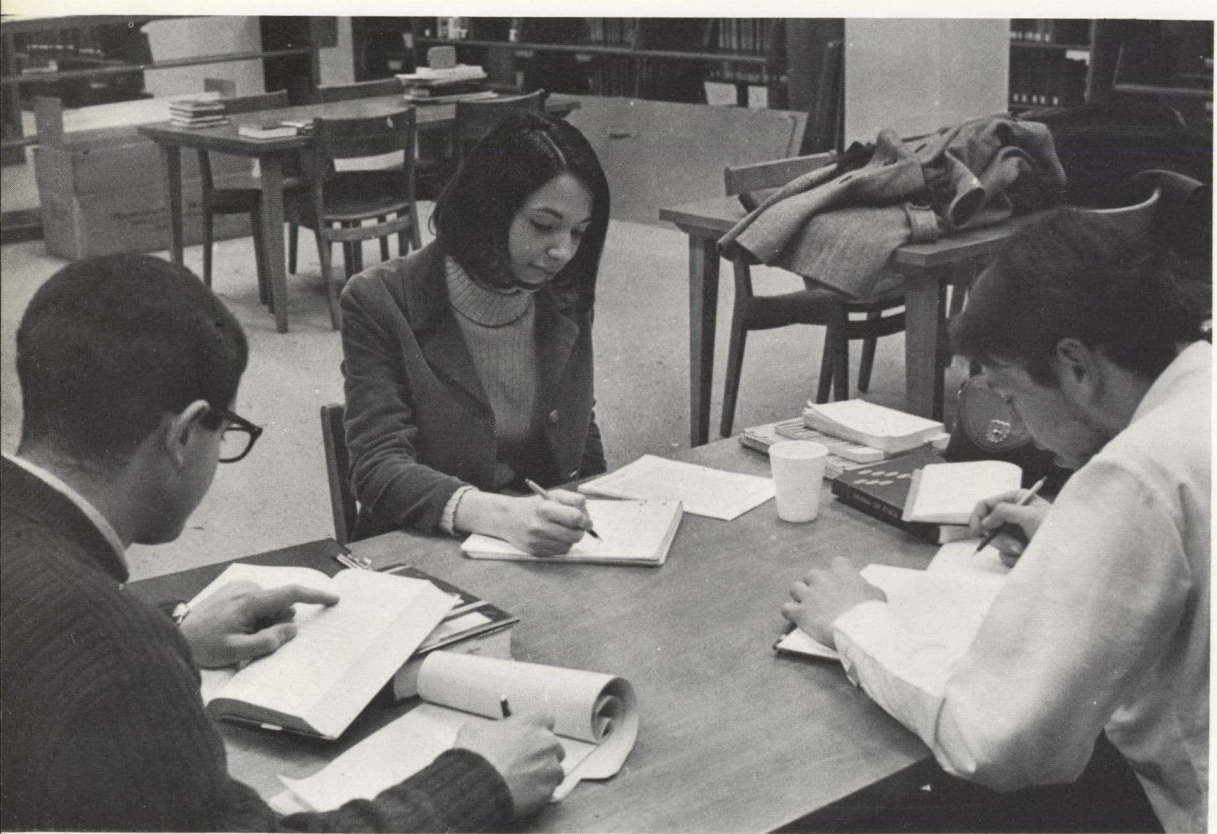
"Now, to get down to the nitty gritty of it . . ."

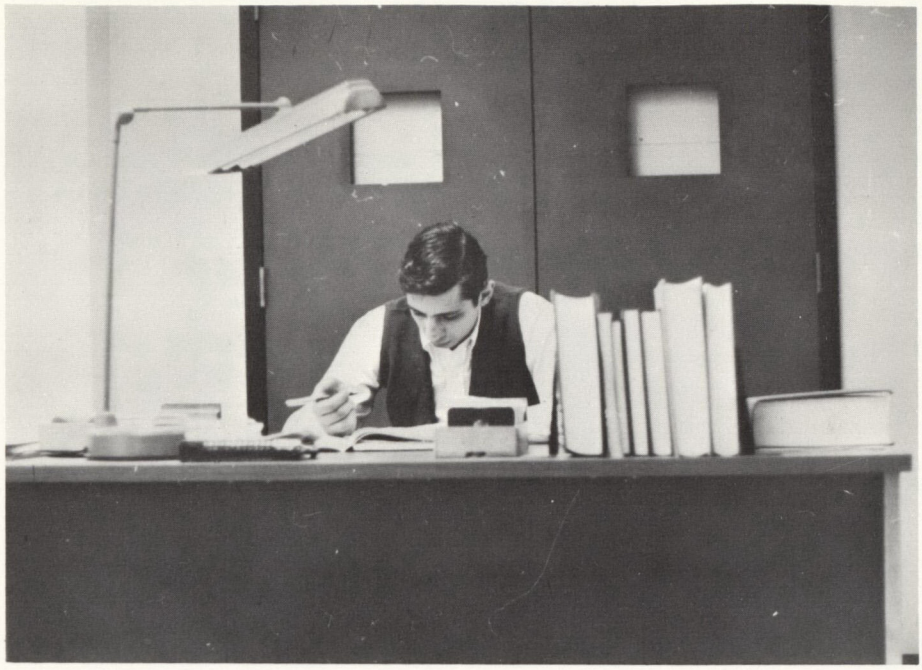
"Better luck next time, Joe."



Study
Study
Study



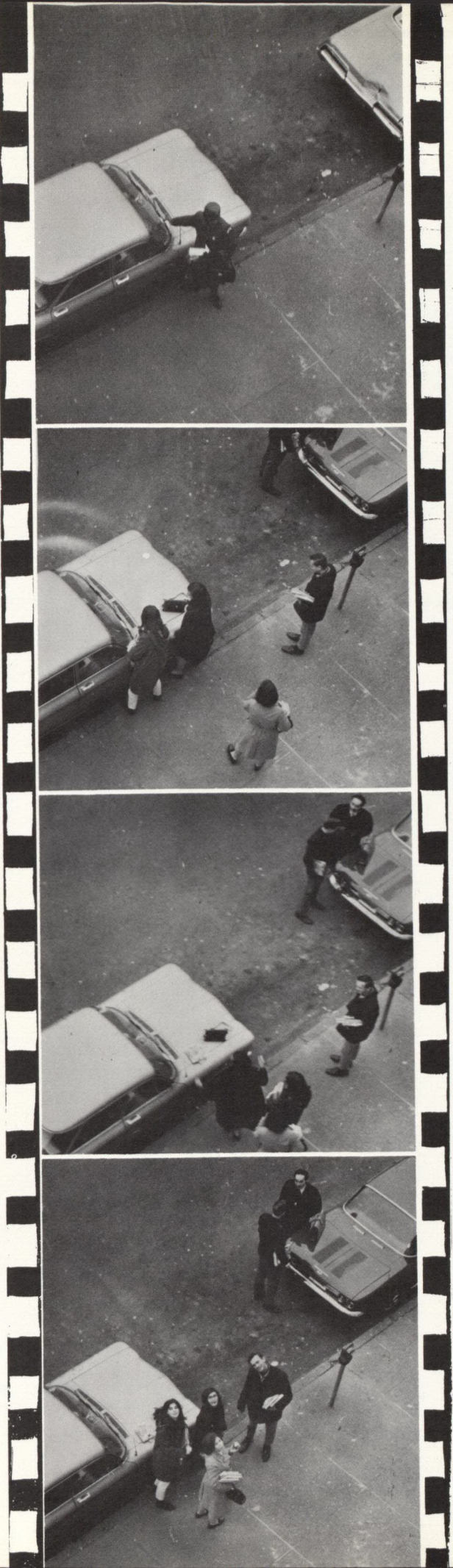




Would you believe book-ends!

At least wait until finals!

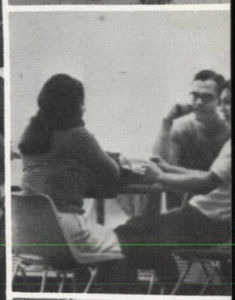
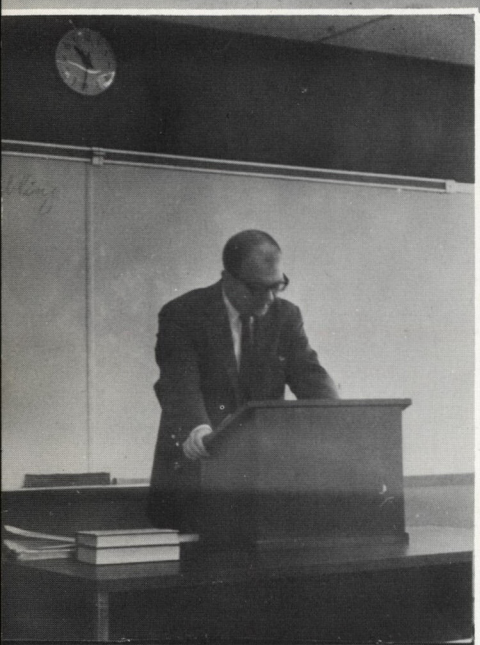
Vol. I — How to get rich on college students?

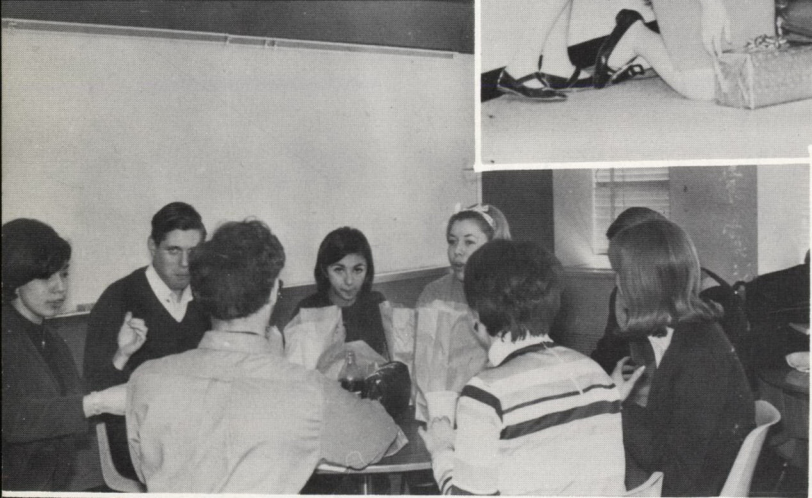


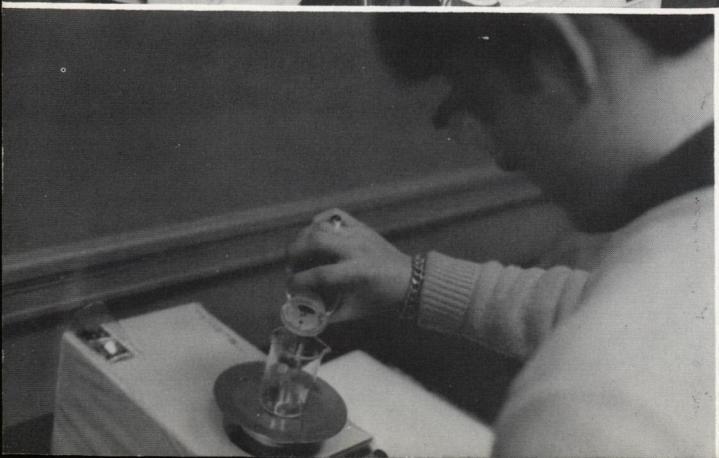
NYC
CCR

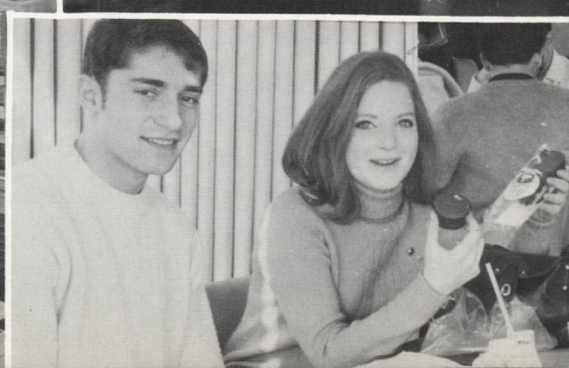
Cafeteria Report: Tune in again next year.

After finals — "We're all in the same boat . . ."







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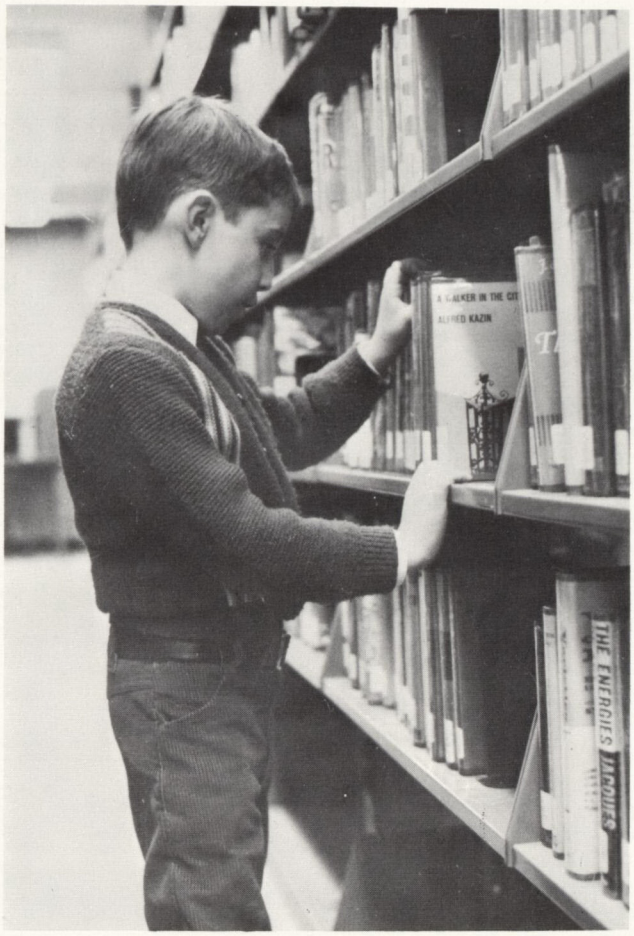


"Our future student shelving the book"

A soul without reflection . . .

to ruin runs . . .

October 16, 1967

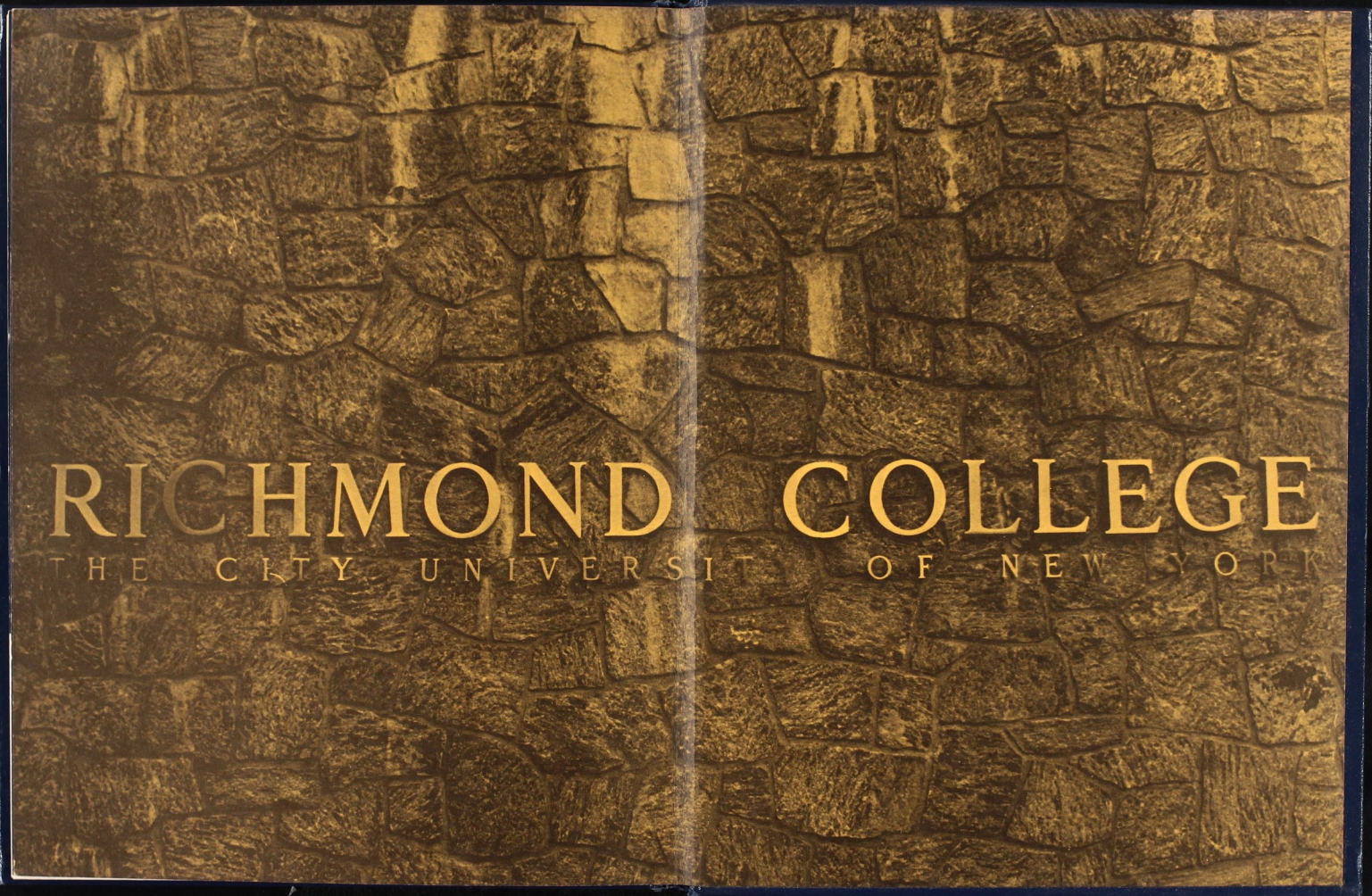
Historically, many institutions of public worth reach heights of greatness and then become little more than a memory. But a great college has a future whose growth and splendor have no limits. Envisioning such a future, we now dedicate the new-born Richmond College, not for today alone, but for glorious decades and centuries to come.

The dedication is not alone for the college, but for a novel venture. We, the founders, cannot lay claim to the "upper division" idea. But we can rightly hold that the idea has never been tried out before under such promising institutional sponsorship as that of The City University of New York, under such favorable financial support, with adequate library and facilities, and with such a highly competent faculty and administration, all of which auger well for the future.

This "initiation" closely parallels the beginnings of the junior college, slow at first to fire public or educational imagination, now a widespread, accepted, exploding pattern. Thus, those of us having a part in this dedication, the planners, the Board of Higher Education, the city government, the president, faculty, administration, and first students, are engaged not only in establishing a college, but also in a pioneering venture which, we prophesy, will slowly but surely be embraced by the higher educational world, as we prove it a success, as prove it we will.

From **Dedication Address**

Arleigh B. Williamson


RICHMOND COLLEGE
THE CITY UNIVERSITY OF NEW YORK