

RICHMOND TIMES

Volume I, Number 1

Richmond College of the City University of New York

Thursday, June 6, 1968

162 Undergrads Vote; Approve New Constitution

Direct representation to faculty-student committees, a student-faculty grievance committee and parliamentary organization of the Student Council were part of the student constitution approved in a vote held May 20 and 21. A total of 162 students, 35 per cent of the undergraduate student body, voted in the referendum.

The Constitution, written by the Student Government Organizing Committee, provides for a Student Council consisting of elected representatives of the student-faculty committees. The members of the Inter-Club Activities Council will be drawn from the different clubs and organizations on campus, each having an equal vote in the council.

The Student-Faculty Grievance Committee, which will have three students and three faculty members, will investigate academic matters referred to it, and then send a written report of its findings to the Student Life Committee and the Student Council.

The SGOC, selected three of its members, Jean-Louis d'Heilly, Michael Russek and Earl Vessup to represent it at a meeting of the Admissions and Standing Committee, which establishes admission and graduation requirements.

The SGOC members attended the meeting at the invitation of Professor William Grossman, upon his receiving a petition requesting student membership. They asked the Admissions and Standing Committee to admit student representatives and agreed to recommend to the Faculty Institute that student representatives be admitted.

Faculty Wants Yale Standards

by Lou Boden

All "C" and "D" students will be forced-out of Richmond College and admissions standards will be raised to exclude applications from students with low grades, according to a secret faculty move, the **Richmond Times** learned this week.

An eight page secret letter, distributed among at least six faculty members, whose names are not available, reportedly calls for an "elitist student body" that would put the College on a level with the best schools in the East.

It was further learned by the Times staff that the administration does not know about the letter, but that they are aware of the elitist attitude that some of the faculty hold.

Allegedly, the movement developed in the Humanities Division, but has been meeting some faculty resistance in other divisions.

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School rings are under consideration by the SGOC. Emblems have been selected and sent to the Scholastica Distribution Company for design make-up. After submission of several design layouts the SGOC will select the final design to be made up for the ring.

The ring design will be composed of the Verrazzano Narrows Bridge with a ferry superimposed upon it, with the school year on the bridge pillars. The ring will display the City University Seal and a blue-green center stone. An optional signet ring will be available. Richmond College Seal will not be displayed because a design has not been chosen at this time.

Louis Boden and Harvey Rubin, members of the SGOC, were appointed to assist Dr. Tidwell, college grant officer, and Mr. O'Connor, public relations officer, to a sub-committee of the Cultural and Public Affairs Committee in planning a forthcoming jazz concert.

Faculty Grows By Ten Profs

Henry Wasser, Dean of Faculty, announced ten new additions to the Richmond faculty; six in the Division of Humanities, one in Natural Science and three in the Division of Social Sciences.

The Division of Humanities has appointed six new instructors. Almost all of them have won honors and awards.

Daniel Fuchs, Assistant Professor of English, received his Ph. D. from Columbia in 1960. He has been honored as a Fulbright-Hays Lecturer in American Literature in 1967 to 1968; and received a graduate fellowship from Brandeis University. He last taught at the University of Chicago.

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RC Initiates Summer Session

This summer Richmond College will offer intensive courses in Calculus, French, Russian and Spanish and field work courses in calculus, French, Russian City" and "Contemporary Arts and Artifacts," beginning June 24.

"We are trying this type of course because we are not bound to the methods used in the other City Colleges," Professor Richard Brooks, Coordinator of the Summer Session, said.

The three intensive language and science courses are designed for students from community colleges who lack background in these areas.

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DEAN ROBERT CHILES has been appointed Acting Dean of Students to replace Dean Ned Schrom who is assuming a professorial position in the Division of Professional Studies.



COLLEGE ADMINISTRATION CHANGES DEAN'S STAFF

Schrom Goes Back To Class

Dean Robert E. Chiles, former Executive Assistant to the President, has been appointed Acting Dean of Students to replace Dean Ned S. Schrom. Dean Chiles will assume the new post in the fall of 1968.

In announcing the appointment, President Herbert Schueler said Dean Schrom had requested a transfer to the Division of Professional Studies where he will teach education courses.

"When Dr. Ned Schrom wrote to me concerning a possible appointment to the faculty of Richmond College, he indicated his desire to return to teaching after many years as an administrator," President Schueler said. "I felt, however, that we needed a man with his experience as a Dean of Admissions and Dean of Students, and I was able to persuade him to postpone the realization of his wish and to help me in the organization of the College.

"Dean Schrom has now asked that he be allowed to return to the classroom and I have acceded to his request. We are all grateful for his service in our first critical year and wish him well as a member of the faculty of our Division of Professional Studies."

"We are fortunate in having on our faculty a worthy successor to Dr. Schrom in Dean Robert Chiles. I know Dean Chiles will further develop the scope and function of the office begun by Dean Schrom."

Robert Chiles Appointed New Dean of Students

Dean Robert E. Chiles has moved to build a closer relationship with students, by adding five new positions to his staff and characterizing his administration with the motto, "Open Channels."

"The enlarged staff will help with a wide range of problems confronting college students -- personal, academic, vocational and financial -- through individual and group counseling. The counselors are both interested, concerned, and experienced in working with groups as psychologists are relying more on group understanding. More effort will be spent on integrating the student as a whole, personally and academically," Dean Chiles said.

"In a new and distinctive college there would seem to be unusual possibilities and we would hope, helpful things to do in the areas of student life, Dean Chiles said. "We hope to devise a useful program that will develop student life and we intend to continue and expand the important services initiated this past year."

Dean Schrom has been most helpful and generous in sharing his experience and suggestions, Dean Chiles said.

Dean Chiles said he hoped his "Open Channels" program would encourage students to communicate with him, and give him information in various areas where he could be of assistance to students. He would like to see in-

formal group discussions held with the faculty and the students. Students should feel free to submit their complaints and constructive criticism to him.

"The staff will regard and hope to keep student activities adjacent to the prime responsibilities of the college to produce educated men and women. The same people will aid students in their organizations which will develop in response to students' needs and requests."

Students are encouraged to form their own organizations.

Workshop Ends For News Staff

This first edition of the **Richmond Times** represents the collective efforts and achievements of the students who attended the four-week Newspaper Workshop sessions which were held on four successive Saturday mornings in May.

The Workshop was attended by the members of the present editorial staff, including: Lou Boden, Managing Editor; Joyce Jeidel and Diana Newman, Co-Editors; Jean-Louis d'Heilly, News Editor; Charlotte Finkenthal, Copy Editor; Charles Rubenstein, Feature Editor; and Frank Lombardi and Richard Farkas, Photographers.

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Outside Interference

Dress Regulations have been imposed by Staten Island Principals on Richmond College. The Department of Professional Studies has made Richmond College Education majors subservient to a puritanical conservative school district. They have agreed to abide by a High School code to a point where majors have to measure the length of their hair.

This has caused the "New Principaled Administration of Richmond College" to dictate through the United Federation of Teachers the removal of what they have termed "a disruptive student observer." Since when has long hair branded a person disruptive? Has the UFT looked at any of its members lately?

The UFT requested the discontinuation of a student observer at Curtis High School because of long hair; has hair become a criteria of education, of teaching? "Guests" is the rationale that we are given. Are Richmond College Student Teachers guests? Or are they engaged in a cooperative enterprise to provide a continuous flow of instructional personnel to the public school system? It seems that dress is more important than a continuing flow in this era of a teaching shortage. It seems that dress is more important than the educational process.

And finally how does one Department commit students to a set of regulations without the consent of the other departments and without consulting the students involved. Through regular Faculty-Student Committees?

Quart Reviews Booth's Book on Ed. Symposium

by Leonard Quart
Booth, Wayne C., (Ed). The Knowledge Most Worth Having (University of Chicago, 1967).

Yet another symposium is held on the purposes of a general education and another collection of papers is published as a result. The participants gather at the University of Chicago, speculate on the question of what knowledge is most worth having and conclude with overly abstract, portentous statements which can elicit little debate, disputation or controversy even from the enemies of general education. The papers given are erudite and intelligent, invoking Aristotle and Plato but avoiding structural questions such as grading and testing procedures, the basis for faculty tenure, student and faculty participation in educational decision making and administrative controls over student life.

Moral questions such as the University's collusion with the government and large corporations or myriad research projects seem outside the purview of this symposium. The tone of these papers is an eminently reasonable one, they are not bound to stir or outrage anybody's sensibilities, for they are written by men in good standing within the academic establishment. A consensus behind their conception is easily evoked, for what is stated are the aims of general education while the means are left vague and undefined.

All the participants in the symposium share and affirm a belief in an education which transcends narrow specialization and allows for man to expand the possibilities of human existence. Their belief is an admirable one, but not particularly meaningful if the texture of the educational process is left undelineated. How do we open students to their potential as free men? Do we simply reject the notion of man as a machine and provide an integrated curriculum to expand the student's consciousness?

To gain a clearer sense of an education which will serve these goals we must turn to social critics outside the academic establishment like Paul Goodman. Goodman respects disinterested learning but realizes that for most students (except for those with a scholastic bent) it can become a sterile act with little relevance to their lives. The teacher must create a relationship with his students which transcends the pure transference of abstract subject matter and establishes the classroom as a community.

The integrated curriculum is the starting point for an exploration and discussion of the student's personal and social experience. The subject matter is

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College Plays In The Round

Players Present One Act Plays by Pinter & Ionesco



Two scenes from the Richmond College Theatre 81 production of Harold Pinter's "The Collection" (left) and Eugene Ionesco's "Jack, or The Submission" directed by Professor Gerald Mast.

Theatre 81 of Richmond College presented The Collection by Harold Pinter and Jack or The Submission by Eugene Ionesco in their Studio Theatre on May 21 through May 25.

The theater's second production, directed by Gerald Mast, culminated after four months of preparation by actors and technical crew. Working under adverse conditions, lack of a real theatre and rented lighting equipment, the group presented an evening of theatre.

The Collection, a play in the typical Pinter genre, leaves the audience wide-eyed and unsure of what they have seen. Basically it portrays a quadrangle of three men and a woman. Harry (Errol Hill) and Bill (Witt Halle) live together in a state of mutual distrust and possible homosexual-heterosexual jealousy. James (Bob DeStefano) and Stella (Janie Freedman) have been married for two years. One feels that James is not exactly the man for Stella.

The actors and audience are soon involved in a tangle of confused versions of one story. Did Bill seduce Stella after they met at a weekend dress show held at a hotel? Neither spectator nor performer are quite sure when the lights go down.

The second play, Jack or The Submission, although also coming from the theater of the absurd, is drastically opposite in acting and staging compared to the collection. Jack makes a biting comment on the middle class values of love, marriage and family.

At the opening we find Jack (Bob Lazarowitz) surrounded by his entire family. They are trying to convince him to accept the normal conventions of their society.

Mother Jack (Phyllis Lustig) plays on Jack's debt to her as his mother. Father Jack (Jack Smith) attempts to convert him by declaring that he will disown him. His sister, Jacqueline, (Barbara Zanki) plays on their sibling love for each other. His grandparents (Andy Frankel and Marietta Rapetti) make the pleas of senile antiquarians.

Jack, worn down by all this, finally agrees that he, "adores" hash brown potatoes. Enter his fiancée Roberta I (Janet Snyder) with two noses and her parents, the Roberts, (Glenn Sohm and Betty Harrison) carbon copies of the Jacks and the conformity thickens. Jack, however, declares that Roberta, even with two noses, is not "ugly" enough.

He wants one with at least "three noses."

Enter Roberta II (also played by Janet) replete with three noses, exit the families with instructions for Roberta to seduce him with her womanly charms.

Roberta first tries to win Jack by extolling her virtues. She is capable of cooking, cleaning, sewing, and performing all the standard duties. This does not appeal to Jack and Roberta senses it. She turns to tales of guinea pigs and flaming horses, which ignites a spark of interest in Jack. The audience views Jack's seduction and submission through a symbolic orgasm.

Through the use of a complex lighting system, a psychedelic mood is set as both families parade around the spent couple.

The backstage crew for the production included: Ira Beckoff, production manager; Fran Fredericks, costume design; Bettye Fedor and Gene Arnold, lighting technicians; Harvey Rubin, house manager and the assorted talents from members of the cast.

Theatre 81 is now preparing its productions for next season. Under the direction of Professor David Woodman, they will present a major production sometime in November.

Bonnie & Clyde Shoot-Out Pix

by Betty Harrison

I suppose the *raison de etre* of "Bonnie & Clyde" was to demonstrate Bonnie Parker & Clyde as "jes folks" to expose the myth of the infamous couple, to explain them as a product of their times. Arthur Penn makes his mistake by falling into the trap of justifying his characters' behavior. He comes to like his characters too much --- and it's indeed difficult not to admire the sensual grace of Faye Dunaway as Bonnie; and the energetic vitality of Warren Beatty as Clyde. By using such physically attractive actors Penn takes advantage of poetic license to the utmost.

The bank becomes the enemy which oppresses the poor and economically alienated classes. The Depression succeeded in crystalizing the "goin' nowhere sense of their drab lives. This combined promise of excitement, of "bein sumthin" was perhaps enough to cause them to embark on a life of crime.

The protagonists are such nice ordinary people that one can not help liking them. They have human problems that one can empathize with. Clyde's inability to consummate a sex act with Bonnie is sensitively handled. Clyde backing away says --- "At least I'm no liar. I said I wasn't much of a lover-boy." Bonnie gives him a tender smile and a it-doesn't-matter shrug of

the shoulders. You really like her at that moment. Later in a moment of freedom there are many such moments in the film, Clyde engages in a meaningful sexual relationship with Bonnie. Afterwards he asks her if it was all right, and then, cocky as a barnyard rooster, he agrees with her that he is really good. There is no false modesty in this character. One can't help being charmed.

So you have these two people whom you really like, but there's just one hitch -- they kill people. As sleek beautiful animals, they can savagely turn on you within the flicker of an eye. (i.e. U.S. Marshal Hamer and the couple they kidnap). Up un-

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STANDARDS —

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Many professors are reported to be upset at the secrecy involved.

The six un-named faculty members in favor of the plans are alleged to favor discouragement of students who are not serious. Instead, they hope to attract the top students from the other colleges of the City University, forcing those other branches to accept the community college transfers.

Currently, Richmond College must admit everyone who graduates from a community college with an associate degree. These admission standards are required by law. These laws cannot be formally changed, but the faculty group hopes to evade this problem by attracting the best students available.

The *Times* learned of these trends recently when several professors began to discuss them with students. One professor in the Division of Social Sciences said that he felt the students did not want to go to a "play school," just as the faculty did not want to teach at one.

A history professor is reported to have said that the students here needed a quality education to break the cycle of poorer and poorer education to which they have been exposed. It is further reported that many professors fear that the College will not be able to attract top Ph. Ds. to teach here.

The *Times* learned that students seem to be generally aware that this elitist notion exists. Students are reported to fear that professors will tighten-up course requirements, making honors grades harder to attain, and, thus, forcing them out of school. They feel that the scheme may be the only way in which the faculty can change the standards of the school because of the statutory requirements.

The *Times* also learned, unofficially, that thirty percent of the student body dropped-out of Richmond College after the Fall semester.

Dr. David Austen Appointed

Dean of Professional Education

Dr. David B. Austin, Director of the Institute of Field Studies at Teachers College, Columbia University, since 1962, has been appointed Professor of Education and Dean of Professional Education at Richmond College, Staten Island, it was announced May 27 by President Herbert Schueler. The appointment is effective September 1, 1968.

Dean Ronald C. Doll, the present chairman of the Professional Studies Division, and Dean of Teacher Education has requested release from these duties so that he may devote his full time as a member of the Richmond College teaching faculty.

Dean Austin joined the Columbia faculty in 1951 after serving as principal of La Jolla High School and Roosevelt Junior High School in San Diego, California. At Columbia, Dr. Austin has served as a professor of Education and as Acting Head of the Department of Educational Administration. He has also been a consultant to the public school

SESSIONS —

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The students in "Problems of the Modern City" will read about selected urban problems and write about their own observations. Among the topics to be considered are: poverty and anti-poverty; the individual -- space and solitude; minorities and ethnics; work and play.

The students in "Contemporary Arts and Artifacts" will critically examine some of the arts and artifacts surrounding them for what they reveal about American attitudes and values. Among the arts and artifacts to be explored are: painting, architecture, advertising, "the cultural center," industrial design, and "hippie" culture.

About 450 students are expected to register for the session. About two-thirds will be graduate students. The faculty for the 65 to 70 courses will be mainly made up of Richmond College professors.

Registration closes June 14.

Bill of Rights For Students

The Student Life Committee unanimously adopted the American Association of University Professors' statement on the Academic Freedom of Students and will complete a student handbook by the fall semester.

The AAUP statement, presented to the committee by Professor Larry Nachman, provides for the academic rights of the student by eliminating the possibility of "double jeopardy," where both the civil authority and the college penalize the student.

The Student Government will draft a set of guiding principles, to charter student activities and will now issue interim chartering.

The Student Life Committee, consists of: Dean Ned Schrom, Professors Patrick Cullen, Leonard Quart, Joseph Schwartz and Stephen Stearns, and students Diane Kassan, Jean-Louis d'Heilly, John Quinn and Harriet Sigmund.

systems of White Plains, N.Y., Charlotte, N. C., Nashville, and Riverside, California.

The new Dean of Teacher Education at Richmond College has been a participant in various school surveys and field studies in the United States. He recently directed a survey of assistant principalship for the National Association of Secondary School Principals, and a study of Jesuit High Schools in the Southern Province which covers Florida, Texas and Louisiana.

A graduate of Pomona College, Claremont, California, in 1929 Dean Austin received his M.A. from Claremont College, Claremont, California in 1931 and his Doctorate in Education from Columbia in 1951. He is the senior author of the widely used textbook, "American High School Administration", as well as, "High School Principal and Staff Develop the Master Schedule." Dr. Austin has many publications on teachers education and administration in secondary schools.

Funds Delay New Cafeteria

The financial and labor problems which have delayed the construction of the third floor cafeteria have now been resolved apparently, and work is scheduled to begin during the summer.

Labor disputes which have held up construction, have now been resolved. Work will begin during the summer.

Horn and Hardart, as the concessionaire, will provide full services this fall. The kitchen, occupying one half of the floor space, will limit the amount of space available as a lounging area, according to W. Virgil Nestrick, Dean of Faculties.

The cafeteria will also serve for formal evening functions.

The delay in the construction of the cafeteria has also delayed the construction of the library.



Except for unused tables, the third floor remains the deserted and much hoped-for location for the College Cafeteria.

FACULTY —

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George Jochnowitz, Assistant Professor of Linguistics, received his Ph. D. from Columbia University; and is a member of the Linguistic Society of New York. Before coming to Richmond, Professor Jochnowitz was a lecturer at Queens College.

Arthur Myron Levine, Assistant Professor of Art, M.F.A., University of Iowa, Ecole des Beaux-Arts, Paris. Professor Levine has received a Fulbright to France and has been exhibiting his work since 1947. To date, Professor Levine has been teaching at the University of California in Los Angeles.

Susan Manso, Instructor in English, received her Ph. D. from Berkeley, where she is presently a teaching assistant.

Electa Arenal de Rodriguez, Instructor of Romance Languages, Ph. D. from Columbia, is presently teaching at Columbia. Mrs. Rodriguez has received a Kimball Fellowship to Barnard College.

Elliot L. Rubenstein, Assistant Professor of English, received his Ph. D. from Columbia and has been teaching at Rutgers. He won the Columbia University President's Fellowship and a Woodrow Wilson Fellowship.

The Division of Natural Sciences will have one new instructor -- George Odian, Associate Professor of Chemistry. Professor Odian received his Ph. D. from Columbia and is presently teaching at City College. He has been honored by American Men of Science and New York Academy of Sciences. He has received a Fellowship in Chemistry at Columbia University and has published extensively in his field.

The Division of Social Sciences will have three new instructors.

Harvey Segal, Lecturer in Sociology, has received his B.A. from C.C.N.Y. He has received the Willman Warner Award, National Institute of Mental Health Fellowship and a National Defense Education Act Fellowship. Mr. Segal is presently teaching at Queens College.

James L. Strum, Instructor in History, will receive his Ph. D. from University of Wisconsin. He last taught at the University of Wisconsin. He has won a University of Wisconsin Fellowship, Illinois State Scholarship and Harvard University Summer Scholarship.

Steven Warnecke, Instructor of Political Science, received his Ph. D. from Columbia University and has been teaching there. He has been awarded a Columbia University President's Fellowship.

Student and Faculty Comment On Pass-Fail Grading System

by Susan Krasne

Since Richmond's inception, the grading system has been a topic of discussion. Most of those concerned have never experienced the pass-fail system we are now encountering.

Both faculty and students have made comments. Many students in favor of the new system state 1) there is no scholastic pressure; 2) they are learning because they want to; 3) it is more conducive to study; 4) there is no worry of being graded at a set level; 5) their reward is in what they have experienced and learned, not in a grade.

However, there are students who feel the old way is still the best. They state: 1) they worked for the grade, and they want it; 2) even with the comments of the faculty member which accompany the pass or fail system, they still want the graduate school to know what they deserve in a letter grade; 3) the system cannot be a true representation and evaluation of their work.

From the other side of the spectrum, we get the faculty point of view. Professor Doro-

thy McCormick and Mr. Leonard Quart liked the pass-fail system because they thought it would reduce the competition for grades. They also firmly believe that the system constitutes a free thinking atmosphere, and they hope that through this system the teacher-student relationship would be on a personal rather than impersonal level. Both faculty members hope that learning will become enough of a reward to the students.

Professor Steven Kagle raises serious doubts as to the workability of the system. In his opinion, if motivation by a student is for a grade, he should be rewarded by that grade. He stated that the pass-fail system removes the burden of grading from the faculty. He believes, the more grade divisions one has to work with, the better the chances will be for a fairer grade. This led to the opinion that grades should be given on a point basis. Even though a grade may be given and even though an opinion may be expressed by a faculty member, it will not necessarily be an adequate evaluation for acceptance to graduate school.

Students Elect Delegates

The nominees for the two positions on the Cultural and Public Affairs Committee, which obtains lecturers, concerts and films and releases information to students and the community, are: Jacqueline Carmichael, Witt Halle, Matthew Iacobazzo, Thomas F. Negri and Cathleen Savery.

The nominees for the two positions on the Curriculum and Instruction Committee, which plans new courses and evaluates present courses, are: Erroll Byer, Donald Eismann, Lea Konoplo, Albert Lech, Rachel Mele, Joseph Ronaldson and Earl Ves-sup.

The nominees for the Student Life Committee, which sets policies affecting regulations on campus, are: Robert Arrindell, Louis Bodin, Serafino Steve Cucchia, Diane Cunningham, Jean-Louis d'Heilly, Stanley Golove, Edward Johnson, Diane Kassan, Dennis Sarlo and Harriet Sigmund.

Students will elect representatives to the Student-Faculty Committees on Monday and Tuesday, June 3 and 4, in the lobby.

The nominees for the two positions on the Articulation Committee, which recruits new students from the community colleges are: Louis Diamond, Lauris Miller, Charles Rubenstein, and Madeline Ventriglio.

The nominees for the single position on the Library and Instructional Facilities Committee, which plans library standards, are: Richard Farkus and Norma Grosvenor.

The nominees for the single position on the Richmond College Association, which coordinates the dispersement of student fees, are: Carol Bird, Wilson Cameron, Harvey Rubin and Michael Russek.

All nominees are matriculated students on a non-probationary status.

To the Editor

Student-faculty equality is a farce! What gives any student the right to think that he is the equal of his professors. Their degrees, and presumably their knowledge, puts them on a higher level than the student. Their experience and training make them aware of the needs of the student and the duties of the college to him.

The faculty has every right to influence the development of a student government because they know how inexperienced students are at governing themselves.

I'm a student, and although I'm older than most of the professors at Richmond College, I wouldn't presume to regard myself as their equal. If I were I'd be behind the desk and not in front of it.

Let us not confuse our roles. The Faculty is here to run the school and to teach us. We are here to learn. So be it!

P. Tuszynski

BONNIE —

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til these incidents you feel that they're a couple of wild kids out on a lark -- irresponsible, a little crazy in a nice sort of way, looking for action -- but not vicious. After the scene with the Marshal you're no longer sure of them, you're uneasy, they can't be trusted.

At this point, you're able in the audience to withdraw, to escape back to the welcome reality; you've taken the vicarious joyride with them -- shot up the windows of the bank's confiscated property, brazenly stuck-up those banks, and gotten away at breakneck speed. However, they can't do the same; in the process people have been killed, Bonnie and Clyde have become a legend. They have even come to believe in the myth themselves. It takes Bonnie's mother a raw-boned, hard-nosed realist to jolt them back to earth. Clyde, trying to placate the old woman, assures her that he and Bonnie are going to settle down real soon. She looks at him and says, "You'd best keep runnin, Clyde Barrow, and ya know it." They begin to realize that this wasn't what they had bargained for; they are enamored with the image of being bank-robbers, which may include killing people. Before them lies endless running and eventually a violent death.

The dilemma is inevitable, the emotional response is one of ambivalence, which Penn is not striving for. Penn loses control of the situation somewhere along the line, and this is why he doesn't succeed in holding the story up. He makes Bonnie and Clyde lovable and then kills them. Because it is the law that kills them and the law is society, and society is you and I. And in the back of our mind we know that they have to be killed and that we have to do it.

We don't live in a vacuum, or even Hobbes' state of nature for that matter. If the social contract theory of society is to be preserved, the Bonnies and Clydes must be destroyed. At the end of the film and their graphic deaths we are left empty. Society triumphs, but what a hollow victory, we have killed the figures of badness, but not the ills that have caused the badness to appear in the first place.

QUART

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not diluted nor compromised but expanded by fusing both book culture and the imagination and perception of the students. The teacher no longer stands protected and isolated in his customary academically detached role, but drops the mask for stirring and disturbing the student's intellectual preconception and pieties.

The teacher is an agitator, he pursues discussion, enters personal opinions and makes the "student see the relevance, necessity or beauty of the subject." Goodman wants education to be spontaneous and liberating, destroying the barriers between students and teachers and creating the free man in the concrete rather than the abstract. Many of Goodman's ideas are overly optimistic and sanguine but he stands as the defender of a liberal education which would make a real difference in the lives of students and teachers.

Who can disagree with Wayne C. Booth's notion that the purpose of liberal or general education is to free the "capacity or power of how to act freely as a man" or Richard McKeon's conception that "general education is general in the sense of forming a framework to organize all experiences of individual man."

Admissions and Standing H's Do It and F's Do Not

The Committee on Admissions and Standing has submitted for faculty approval its recommendations concerning the definition of academic probation to be used at the college, the structure to be used in determining Dean's List and Graduation Honors and changes to be made in the college bulletin regarding admissions requirements.

Any student taking a full course load (of 12 or more credits) who receives more than one F in a semester or Failures in two succeeding semesters, which are not balanced by an H in the same number of units or more in these same semesters, shall be notified that his record will be reviewed by the Committee on Admissions and Standing. Such students will be invited to call the attention of the Committee to extenuating circumstances or other reasons why they should not be placed on academic probation.

All decisions shall be subject to appeal to the Faculty Committee on Admissions and Standing.

The Committee has recommended that a student shall be eligible for the Dean's List if, in any semester, he completes at least two courses or eight units with the grade of Honors and has no Failures.

Highest Graduation Honors would be bestowed on students who have completed 75% of their work with Honors grades. Graduation Honors would also be earned by those students who receive Honors grades in 50% of their academic work.

The Committee on Admissions and Standing has also recommended that changes be made in the admission requirements as listed in the Richmond College bulletin.

The requirements for admis-

New Campus Planned With Dormitories



A vast field of dirt-fill and a view of the Verrazano Narrows Bridge represent the site for the new Richmond College campus to be designed by architect Edward Durrell Stone.

The Campus Planning Board has begun work in conjunction with Edward Durrell Stone on the design for the new campus at Ocean Breeze.

President Herbert Schueler, at the Richmond College Association May 17, said that the campus will include a library, cafeteria, theatre, gymnasium and

facilities for student extra-curricular activities. Twenty per cent of the student body will be able to live on campus in dormitories. Richmond College will be the first city university unit with living facilities.

The campus when completed in 1971 will accommodate a student body of 5,000 day and 3,000 part-time students.

R.C. Presents First Film Fest

Richmond College students will be the featured producers, writers, and directors; and will present six original films at the 1st Film Festival of Richmond College. The showings will be held in the main campus building at 130 Stuyvesant Place on Friday, June 7, at 3:15 P.M. in rooms 803-5.

The six films are the products of a technical exercise of the course "The Art of Film" conducted by Assistant Professor Gerald Jay Mast of the Division of Humanities at Richmond College, and Mr. Leonard Quart, instructor in the Division of Social Sciences.

More than 30 students participated in the course of instruction, which consisted of an examination of the major films of post-World War II in Italy and France. The students have examined the themes and techniques of the individual films and the techniques that make the films effective as cinema.

The public is invited. Admission is free.

Others who will exhibit films include Harvey Rubin, Nick Abson, Deborah Booth, Bill Rieiter, Jack Smith and Frank Lombardi, John Perazzo and Richard Davis, Mel Lichtenstein, Jesse Ostrow and Deborah Booth.

A student on academic probation may not take more than 12 credits per semester during the period of his probation, which shall extend for one semester. At the end of this semester the student shall be either removed from probation or denied permission to continue in a matriculated status.

S.I. Advance Attacks Cooper

The Staten Island Advance in its May 25-26 edition stated that Sandi E. Cooper, Assistant Professor in the Division of Social Science gave them a statement expressing the desire of the Richmond College Faculty and students to admit the expelled students from Columbia University and Brooklyn College.

Professor Cooper, however, in a letter sent to the Advance stated that "I never discussed the possibility of admitting expelled students from Columbia University and Brooklyn College with any of your news staff."

"I find it fascinating that my name appears as a Richmond College faculty 'spokesman' in that connection in your weekend paper. It was more than surprising to be quoted -- rather, dubbed in -- on this occasion."

Professor Cooper then asked that this letter be printed for clarification of the facts.

She then discussed the Advance's "accuracy in reportage." Talking about the necessity for a "balance of presentation," she stated that "on Thursday, May 23, I DID indeed directly contact your news department -- with a totally different item."

She said that as far as "fair reporting" is concerned why did the Advance print the notice of the special delivery letter in support of President Kirk's use of police and not the letter "deploring" it?

WORKSHOP —

(continued from page 1)

The decision to suspend the publication of *Satori*, the original student newspaper, was based on several factors. The original staff and its advisor, Professor Richard Barsam, agreed that an intensive review of basic journalism practices would establish a solid foundation on which to publish a polished student newspaper.

Under the direction of Mr. Anthony Lame and Mr. John Johnson of the Graduate School of Journalism of Columbia University, the staff members studied techniques of reporting, copy writing, editing, headline writing, make-up and overall newspaper production methods.

It was further agreed that student readers should have the opportunity to read the news which this edition contains, as well as to see what next year's student newspaper will look like. Students are encouraged to submit their suggestions and criticisms of this edition.

Any student who is interested in becoming a member of the future staff should contact the Times editors in Room 504. Plans for next year include regular publication every other week.

Support Given

One hundred Richmond College students and faculty voiced their support for demonstrating students at Columbia University and Brooklyn College in a petition circulated 22nd of May.

The petition called for support of demonstrating students in their efforts to re-structure their colleges, and further requested that any expelled or suspended students from either institution be accepted at Richmond College, if they apply.

Charles F. Smith organized the petition and presented it to the administration.

**MISSING
ISSUE(S)**