

## FACULTY PROFILE

by Michael Collins

Today man is constantly searching for ways to improve the future. He runs, with his head full of new and fancy ideas, into the future committing the same mistake as in the past, ignoring the fact that the way to improve is by studying the past not ignoring it. This week's faculty profile is about a man concerned with the past as well as the future, he is Dr. Irwin Richman a history instructor here.

Dr. Irwin Richman is a Brooklynite, who has accomplished much at the young age of thirty-five. He attended George Washington University where he received his Bachelor of Arts degree in 1957. Later he attended the University of Pennsylvania and received his Master degree in 1958, then his Doctorate in 1965. Because of general economic conditions similar to today, Richman was unable to obtain a teaching position, and instead went into museum work.

His first job was with the Pennsylvania Historical and Museum Commission, which he worked with for five years. Later Richman took a position at the William Penn Memorial Museum in Harrisburg. He was chief of the Science, Industry and Technology section in charge of planning, collecting and supervising exhibits. During this time he was also involved with a monthly television show called "perspective" on WHP-TV (CBS). He would produce the show, the subject of which was Pennsylvania history. Finally Dr. Richman came to Penn State University, where he has been teaching for the past four years.

After about a year at Capitol Campus, Dr. Richman married. The story goes that Dr. Richman's wife who was a mathematics instructor here, was told how interesting and informative his classes were by her sister. She began to sit in at one of his classes. Richman began a conversation with her which developed into a fine relationship which led to marriage. The Richmans are presently one of two husband and wife teams teaching at Penn State.

Dr. Richman believes that Penn State is an excellent school primarily because of its size, but also feels that the lack of a library building, which should be the hub of learning at the school is one of the sore spots. He likes it here because of the open conversations between students and teachers, each contributing

## DR. IRWIN RICHMAN



and exchanging ideas. Richman acknowledged that the students are sincere in their learning attempts and that he derives great pleasure and excitement from watching them develop and find what they are looking for in life. When asked if he had any interesting experiences while teaching at Capitol Campus, Dr. Richman went into a short anecdote.

It seems that Dr. Richman had assigned a term paper to one of his classes. After class, a student, who wasn't so fond of the particular topic, asked if he could do the paper on something else. Richman asked the student what he wanted to write about, to which the student replied "transcendentalism". Sensing that the student did not know too much about the subject, Dr. Richman asked him to define it. The student then replied that "transcendentalism is when a man dresses up in women's clothes".

Aside from teaching, Dr. Richman's other interest include collecting antique furniture, gardening and traveling. This past summer, he and his wife took a trip to the British Isles and visited his wife's hometown of Aberdine in Scotland. He proudly noted though, that his traveling days are over for awhile since his wife is expecting a baby in April.

Presently, Dr. Richman is also an assistant editor of Trend Magazine, which is similar to Philadelphia Magazine, but instead concerns the Central Pennsylvania area. His plans for the future include some writing and a long and fruitful teaching career at Penn State.

Arlington, Texas (I.P.)—Changing attitudes of college students and the inflexibility of some American institutions are on a collision course that may pose major problems, warns a University of Texas at Arlington sociologist.

Notable targets of student discontent today are the university system, government and churches, concludes Dr. William A. Stacey after evaluating data from some 7,000 student interviews during the past six years.

"The thing different about the student of today and the student of yesterday is that the student today might be willing to do something about his ideals," he cautions. "We're talking about two different generations of students," he adds in comparing 1965 and 1970 collegians. He began the study in 1965 at Mississippi State University and continued it there through 1970.

He and a colleague, Ronald C. Engle, associate professor of sociology, posed the same questions to UT Arlington students for comparison purposes. They presented their findings at the Southern Sociological Society meeting in Florida this year.

Responses at both universities followed approximately the same pattern, although UT Arlington students reflected a more liberal attitude. Dr. Stacey attributes this primarily to the urban environment.

"The student today doesn't feel the same kind of hangups that the student of, say, five years ago experienced," he said. In the survey, Dr. Stacey found today's students are more concerned with human relations, college administrations, and

national and international policy. He discovered today's students appear to be freer of prejudice and increasingly alienated by bureaucracy.

He also found increasing use of alcohol among students, more sexual permissiveness, a decline in religious values and church attendance and a rising percentage who cheat or are aware of cheating in their classes.

He traces campus problems principally to two factors, "the failure of the administration to bring up the quality of education and to build the student into the administrative structure."

He does see some encouraging signs that three primary institutions—the university system, government and churches—are aware changes are needed and are working to effect them. But he says the process must be speeded up to avert problems.

"I think the churches are changing," he reports. "Should they make the changes, should they become more flexible so they can provide a service that is compatible with ideology, then I think perhaps they will remain quite effective. But it's just like the university system. Unless they build into their structures the flexibility to deal with this new generation, then I see other philosophies developing."

Dr. Stacey isn't perturbed about increasing sexual permissiveness, maintaining it does not represent a declining moral standard. "It's not a new morality. It's just more honesty about the morality we've had all along. I think we're finally realizing, both males and females, that sex is not a dirty thing."

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## STUDENT TEACHERS

### "RAP" STUDENT TEACHING

by Mike Dini

It was noted at the recent January Program Meeting of the Capitol Campus Student PSEA Chapter, that Capitol Campus Education Program Students have some definite pluses going for them. (1) profs at Capitol will "tell it like it is," relative to student teaching experiences in the urban schools; and (2) most education profs and student teacher supervisors at Capitol have had classroom experiences which are an invaluable asset to students of the Education Program.

Students and teachers conducted a most informative "rap" on student teaching. They discussed the pros and cons of what for them and students soon to be out in the field in a most rewarding experience - student teaching. Capitol Campus education majors are primarily instructed for practical education teaching experiences in the Harrisburg and Philadelphia inner city (urban) education areas of the state.

Items of interest to education discussed included such sensitive areas as "sex" education, better known in some schools as child growth and development; the procedures and choice preferences of students as to their student teaching assignments; the need of student teachers to formulate a better

background relative to subject matter; and everyday experiences of the student teacher out in the field.

Those in attendance at the meeting, informally discussed the pros and cons of present and past student teaching experiences. Student teaching hasn't changed very much since I went to school stated a teacher in attendance, although he then added that he had eighteen (18) weeks of student teaching as compared to our present ten (10) weeks experience. Times have changed!

Elementary education students stated they keep journals which generally include comments that aid you in accomplishing your behavioral teaching objectives. Some students noted their desire to have their supervisors observe and evaluate them at least once a week. This is a major concern of education students, but we can note that the expanding education program at Capitol makes it difficult for supervisors to visit every student teacher once a week. Student teachers are also encouraged to stop in and see their advisors and supervisors at school.

When called upon for suggestions to student soon to become student teachers, the group excelled in a number of comments and suggestions.

These included: (1) student teaching is a great experience where you learn more about dealing with people and about all learning for "subject matter;" (2) your students will often take the initiative in the learning process and you as student teachers can learn from them; (3) walk in to your student teaching assignment with a positive image and adapt yourself to suggestions, comments and constructive contributions of your supervisor, co-operating teacher, and even your students; (4) permit your students the freedom of learning and participating in school studies, lab work and other educational experiences; (5) make yourself one of the group in the classroom. When students find out your human, you'll become one of them and they know it. (Kids are smart). (6) you needn't be a staunch disciplinarian to have a "controlled classroom;" (7) remember that you have a million and one roles to play in the classroom and as a teacher; and (8) make a "contract" with your students as to rules, practices and procedures in the classroom and stick with it.

Generally everyone in attendance agreed that student teaching is great, but there's no substitute for "THE REAL THING."

