

Beatrice G. Pana

December 10th, 2010

ENGL 110

Cover Letter

Dear Professor Ferguson,

This semester I feel that I have become a better writer, and your class has aided not only my academic growth, but my personal growth as well. I've learned many valuable skills such as: analytical skills, annotational skills, citation skills, as well as critical thinking skills.

Ralph Waldo Emerson once wrote, "Our strength grows out of our weaknesses." While taking this course, I have stumbled upon a lot of my weaknesses, some of which I didn't even realize I had until now. In my previous English classes, I would go on a rant from a certain topic in my writings; I did not think this was a problem until I read the assignment by Zinsser, which said that a sentence should be stripped down to its bare components. In assessing my writings and if I had followed what Zinsser said, I realized that I include too much "fluff" (for lack of a better word) in my paragraphs. So upon my revision, I tried simplifying all my assignments as much as I could while still incorporating all of the important elements Gordon Harvey talks about in his "Elements of An Academic Essay". I also noticed that I tend to jump to conclusions in my writing and not really explicitly state the connections between them. For example, in my persuasive epistolary essay I mention how the Chaney-Goodman-Schwerner clock tower brings about cultural diversity to the Queens College campus, but I fail to say that this is due to the fact that this clock tower is a reference to London itself. However, as I will

explain in the following paragraph, my biggest weakness is my lack of analytical skills. I am able to incorporate a quote, for example, put it into my own words, and say what it has to do with the overall topic I am trying to convey, but I will fail to provide evidence that backs up my interpretation of the quote. With Harvey's elements in mind, when revising my portfolio, I made sure to relate every quote back to one of the sources I found in my research. I hope this provides enough evidence to deem the connection I make between the topic at hand and the quote I incorporate valid.

On my papers in previous English classes, I was always given comments such as: "please provide more details", or "there is not enough evidence to support your thesis", or even "you need to analyze more." When I entered this class I promised myself that I would make it a goal of mine to acquire better analytical skills. Although, I feel like I have reached my goal to some degree, I believe that there is much more that I have yet to learn about analysis and how to incorporate it in my papers and assignments.

After reading the comments written on my persuasive epistolary essay, I knew that if I researched the history behind my clock tower some more, I could provide much more evidence to support my claim. So I went back to the archives department in the library and found out that Martin Luther King spoke at Queens College. This finding is detrimental to my research and my paper because the clock tower's history relates to civil rights and who could be a better example of a civil right's activist than Dr. Martin Luther King himself. With this in mind, I went to revise my essay. First off, I added more details to the paragraph in which I describe the clock tower. I added where the clock tower is attached to the Rosenthal Library and that its' dedication plaque can be found on the left hand wall when you first enter the library. I also added a physical description of

the clock tower and its architecture. I was disappointed, however, due to the fact that I could not find the name of the architecture company, which built the clock tower. But, I did my best without that important piece of information. After which, I went down the list of comments received for the persuasive epistolary essay and rewrote the quote on the dedication plaque in my own words. Then, I added the historical information I found at the archives about Dr. Martin Luther King into the civil rights paragraph. After which, upon your comment, I structurally placed the counter arguments in their corresponding paragraphs. Finally, upon the comment of one of my peers, prior to the conclusion I made sure to add an experience I had with the clock tower when I first visited Queens College and how it had helped me to decide to follow my academic and career development at Queens College.

Next, I went on to revise my Mock Debate-Interview Transcript. The first thing I did was something you had suggested in the comments at the end. Instead of placing both individuals speaking at different times and not interacting with one another, I made sure that in some of the questions I asked, both responded to them. Also I inserted parts where they each interrupted each other's conversation with me so they can ask the other a question or state if they agree or disagree with the other. I feel like this not only gave them both a chance to interact with each other, but also lengthened what Chaney had to say in the interview. After, I was sure to include a part where John Grierson interrupted me and asked if he believes the film Mississippi Burning tells the truth and they go on discussing this issue for a while. I believe the mention of the film helped tie in the historical importance of my clock tower and its' dedication to Chaney's brother because that is essentially what the film was based on. Finally, I had to add a part where Chaney

talked about the clock tower because this is how my previous assignments and my research on the clock tower tied into this Mock Debate-Interview. I simply just asked each of them how they feel about the Chaney-Goodman-Schwerner clock tower on the Queens College Campus. I believe this was one of the easier assignments to do because you were able to be creative with it and imagine what the individuals would say. I know I had a lot of fun with it because I was able to basically conduct the whole thing and make them say what I deemed appropriate.

Upon finishing the revision of my Mock Debate-Interview Transcript, I knew I had to go back and revise my Annotated Bibliography due to the fact that I see this to be my weakest piece in all of the assignments I have done so far. I feel so strongly about this because I have never completed an assignment such as the Annotate Bibliography before and while writing it, I came across many difficulties. One of these difficulties was the fact that I did not know and could not anticipate how I was going to use each of my sources in my overall assignments. Looking back on it now though, had we been able to use sources in our persuasive epistolary essays, maybe I wouldn't have come across this difficulty and tried my best in dealing with it by trying to relate everything back to the historical importance of the Chaney-Goodman-Schwerner clock tower. Another thing I had trouble with was incorporating quotes into the annotated bibliography. However, your lesson on how to do MLA style citations and talks about quotations helped me with this when I was revising my Annotated Bibliography.

I decided to include my response or reaction to Dziga Vertov because I felt like I understood his standpoint more than any other film theorists we talked about previously, and I found his forceful tone to be quite effective in spreading his views.

With all of this in mind, I feel like I have come a long way from the beginning of the semester. I hope this shows in my final portfolio, as I believe these are a reflection of some of my best pieces of work in this class. At the beginning of this course, I knew that I needed to link this class with my Media Studies somehow, but I didn't know how to do so until we started reading the Harvey, Vertov, and Grierson readings. This class has definitely helped me relate to film in a way I never have before, I know look to see if a film does show film truth, and try to find Harvey's Elements of An Academic Essay within the contexts of the film. I've found that the motive is not only found at the beginning of each film, but can be found at the end of it as well. This was especially true in one of the films we watched in Media Studies class, Written on the Wind. This film started from the end and moved forward towards the beginning. The motive of it was found at the end of the film.

Although I am not really sure if I can ever turn my weaknesses into strengths completely, I did feel that I encountered each and every one of my weaknesses through my assignments this semester. I believe I have taken the first two steps in the process of turning any weakness into a strength, I have admitted my weaknesses, and learned valuable techniques that, along with others I have yet to learn, will help me in somewhat branching them out into my strengths, considering I do not really know if they can ever be complete strengths because life is all about learning.

This class has taught me many things such as proper MLA citation, analytical skills, critical thinking skills, etc. But above all, I feel that it has aided me in becoming a better writer and I am sure this can be seen through my final portfolio.

Sincerely,

Beatrice Pana

Peer Interview Transcript and Reflection

Jenny: Ok hi, my name's Jenny and Beatrice is interviewing me. And yeah.

Beatrice: Ok hi, so what high school did you come from?

Jenny: I came from Queens Gateway, it's a health science secondary school, you guys probably've never heard of that but yeah.

Beatrice: Uh, so what's your favorite film?

Jenny: Um my favorite film, I have a bunch but I think my favorite would be Romi and Michelle's High School Reunion because I just think it's so funny and yeah (nods).

Beatrice: Oh ok. So what was your first impression of English class?

Jenny: I thought it was a bit intimidating but um I don't know I think I'll learn a lot from it, especially about making films and editing and stuff because I'm not really used to things like that. (Nods)

Beatrice: That's good. Uh why did you choose to come to Queens College?

Jenny: (Pause) I chose to come to this college because um I really like the campus and some of the programs they offer so yeah.

Beatrice: Uh how is your freshman year experience going so far?

Jenny: So far it's a bit boring honestly but hopefully I don't know throughout the weeks it'll get better and I'll make friends. (Laughs)

Beatrice: Uh so what's your favorite course that you're taking this semester?

Jenny: I think my favorite course would be my sociology class because the teacher's really cool and I'm hoping to become more open-minded so yeah (nods).

Beatrice: Uh what, what's your major?

Jenny: I don't have a major yet so I'm still undecided.

Beatrice: Are you looking into something or...? (Jenny smiles)

Jenny: Um I'm thinking about design but I'm not sure what kind yet.

Beatrice: Oh ok, where, what do you see yourself doing ten years from now career-wise?

Jenny: Ten years (brief pause) well if I do get into design hopefully I'll be like I don't know a businesswoman like I don't know. (Film cuts off)

Reflection:

Looking at the syllabus, I knew that the first assignment was going to be a tricky task because of my past nerve-wrecking experiences with public speaking. At that moment I thought we could choose to be partners with someone we already knew and had met before. Little did I know, that was not the case. When Professor Ferguson partnered me up with Jenny, I started getting a little nervous about the idea of being interviewed by a complete stranger in front of a camera.

To my surprise, I was not nervous at all during my interview, but actually quite comfortable. Maybe that was partially due to the fact that we had each written out the questions we were going to ask and got time to review them before being interviewed. In any case, being interviewed was a good experience for me and I learned a lot by reviewing the video. Although I'm very proud of myself for not saying like and umm so many times, I believe I could improve on certain things. In future interviews, I need to work on my body language and responding quicker. While I felt more comfortable interviewing, I was worried about asking a question in which the interviewee could not respond to. In this aspect, I am certain that reviewing the questions before the interview helped a lot.

Overall, I think the project fulfilled the goals of getting us acquainted with each other as classmates, becoming familiar with the camera, and becoming less nervous about being in such an awkward predicament. Through this project, I realized that public speaking is not easy and takes a great deal of experience and practice. Though it was my first experience conducting an interview and being interviewed myself, I enjoyed it and look forward to such assignments in the future!

Beatrice G. Pana

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October 9, 2010

President James L. Muyskens

65-30 Kissena Blvd

Flushing, NY 11367

Dear President Muyskens,

I wanted to take this time to raise an issue in which I firmly believe. It has been brought to my attention that “due to state budget cuts the Chaney-Goodman-Schwerner Clock Tower might be destroyed and replaced by a vending machine or moped parking lot”. I strongly believe that this piece of artwork should be preserved because it provides the Queens College Campus with cultural diversity, history, and everyday use.

The Chaney-Goodman-Schwerner Clock Tower is rich in color, and beautiful in architecture. It is dedicated to three victims who passed away during the Mississippi Freedom Summer; one was a Queens College student. The clock tower was dedicated on May 10th, 1989. The famous Queens College clock tower seems to be built using tan colored bricks. The structure begins with four brick columns and a square glass enclosed structure that sits on those columns. After which, a cube-like encasing begins and the famous red Queens College bells are held between this encasement. From that point on, another cube-like encasing structure begins that clasps three white clocks with red borders between three sides of the cube. It can be seen all the way across campus and is attached to the huge Rosenthal Library. The clock tower also houses the famous red Queens College Bells, which ring to a beautiful sound every hour.

Firstly, I believe the Chaney-Goodman-Schwerner Clock Tower should be preserved for its cultural diversity. The clock tower structurally resembles London’s famous landmark “Big Ben”, except for the fact that the clock tower has a more modern appearance. Because of this resemblance, we can use it to refer back to London and its structural architecture. It’s as if we have a taste of London on our own QC campus. Through this similarity it can easily be seen that our very own clock tower is a symbol of our firm belief in cultural diversity and how it can help shape the Queens College

Community into a more well-rounded community. If one takes a look out on our Quad one can easily see faces from at least five different ethnicities. This is why New York is called the “melting pot” of the world, and we as a college in New York can consider our campus a “melting pot” as well. This cultural diversity we have enables us to be introduced to people and cultures from around the world. I believe this is vital to one’s overall college experience. Because of the clock tower, Queens College provides this vital factor. On the other hand, people may want to argue that the cultural diversity of the campus has nothing to do with the clock tower, but rather that it is a matter of the progression of the college over time. While I understand this argument, I would like to state that even though the college has progressed and become more culturally diverse, itself, it is beautiful architecture such as the clock tower that draw students from all over the world to come study at our college.

Secondly, the significance of saving this clock tower from destruction has to do with its historical importance. The clock tower was built in dedication to three victims of the Freedom Summer. The dedication plaque, which is located on the left wall when entering the library through the front entrance, unveils to us the history beyond the dedication of the Chaney-Goodman-Schwerner clock tower. In the summer of 1964, Andrew Goodman, James Earl Chaney, and Michael Schwerner worked during the Mississippi Freedom Summer. “Returning from a visit to a rural church, they were kidnapped and murdered”(Cagin, Dray, 76) The words on the plaque remind us that Queens College alumni and students are never known to sit still and watch a fight in which they truly believe in pass them by. It shows how profoundly involved we were during those times of hardship, and how far Queens College students are willing to go to

reach their goal and make the world a better place for others. The history behind this clock tower shows us the determination and high success rate of Queens College students. It says a great deal about faculty as well, for Andrew Goodman might have gone to work with the Mississippi Freedom Summer because he was inspired to do so by one of the faculty members. The history of the clock tower reminds us that anything is possible at Queens College, especially achievement. We are made aware of the historical significance of this clock tower every year during the month of February which is, as you know, Black History month. Others may want to dispute my statement that we should keep the clock tower because of its historical importance by saying that this structure is not the only one on campus that has this special historical attribute, that there are many more of these on campus. However, what would happen if we removed the words “Discimus ut Serviamus” off the main entrance gate? What would the college stand for if our “motto” was removed? I realize that the clock tower may not be as important as those words, but the clock tower’s history still reflects on what Queens College students are capable of as a whole. Imagine, if just one student: Andrew Goodman, was able to participate in something so great as the Mississippi Freedom Summer Project and was willing to risk his life for our freedom, what are present day students capable of?

My third reason for keeping the clock tower is the everyday use it has to the students and faculty of Queens College. The hourly sound of the famous Queens College bells tell students that another hour has passed by and allow them to keep track of time. The clock tower has plenty of other uses as well. It is sometimes illuminated in observance of a special event that has happened or in dedication to a cause or awareness. For example, during the month of October, the Chaney-Goodman-Schwerner clock tower

has been illuminated with a purple light in stance against domestic violence and abuse. People could argue against my point that we should preserve the clock tower because of its every day use to our students and faculty. The counter-argument can dispute that most faculty and students did not even know what the tower was lit for during the month of October, so therefore that cannot be deemed as a valid reason to why the clock tower should be kept. While this may be true, the college had the illumination and its ceremony listed on their website so the student faculty members were informed about it. Whether or not they chose not to care, that is a whole different story.

I would like to share with you my first experience regarding the Chaney-Goodman-Schwerner clock tower. On my first visit to the Queens College campus, I was mesmerized by not only the Quad, but also the clock tower itself. I found it to be of grand beauty and amazing architecture. Born in Europe, I was raised to love European architecture. When I first saw the Chaney-Goodman-Schwerner clock tower, I knew this was the right college for me because, due to its architectural style and faint resemblance to “Big Ben”, the Queens College campus had a part of my roots incorporated into it. Every time that I gazed at the clock tower, I thought back to Europe, my life, and my life back there. This, to me, was a very important factor. The clock tower, the Quad, along with the colleges amazing academic profile is what made me choose Queens College.

So, I firmly believe that the Chaney-Goodman-Schwerner clock tower should be saved because of the cultural diversity it brings to the college, the historical importance it has to the college, and the every day use it provides to most of the Queens College students and faculty. The clock tower provides the Queens College campus with beauty,

practicality, and history. It also symbolizes Queens College's pride, achievement, and history. With this in mind, I am looking forward to a positive resolution.

Respectfully yours,

Beatrice Pana

Reading Response to Dziga Vertov

The first thing I noticed about this reading was Vertov's use of Harvey's "Elements of An Academic Essay". Just like in the previous reading, Vertov refers to key terms such as "bourgeoisie" and "six-real cine/psycho-drama" to develop his arguments. I believe the structure of this reading was pretty straightforward, Vertov provides us with an example for each point he makes. I think his sentence structure is pretty concise and to the point as well. The tone of the reading for the first couple of pages, however, seems to be angry. During this, he seems to be bashing all filmmakers, and movie-goers, alike. This is portrayed to us through the repetition of the word you (in the manner that he says it) at the beginning of every sentence for the first few sentences.

One quote stuck with me throughout the whole entire reading. On page 81, he says, "The organism of cinematography is poisoned by the frightful venom of habit." I think this sentence alone could be his thesis. This quotation provides us with his main argument that filmmakers have a tendency of creating their films in such a way that the films are a reflection of their viewpoints and beliefs.

After reading this, I was shocked at how forceful this whole reading seemed. Vertov seems to be sort of pushing his views onto his readers and believing that he, and only he, is right. His mention of the eyes of the audience being under slavery just attests to the fact. At one point on page 83, Vertov states "We cannot make our eyes better than they have been made, but the movie camera we can perfect forever." This almost sounds like a sarcastic comment trying to attack the filmmaker by saying that our eyes cannot be adapted to see from the point of view of the filmmaker.

He also goes on to talk about how time is disregarded in movies because one shot,

no matter when it took place, can be "stitched" into a shot following a scene with similar characteristics. For example, he mentions, several clips of a burial process. All of these shots can be "stitched" one after another because they are all in sequence and make sense.

Annotated Bibliography

Cagin, Seth, and Philip Dray. We Are Not Afraid: The Story Of Goodman, Schwerner, and Chaney, and The Civil Rights Campaign For Mississippi. New York: Nation Books, 2006. Print.

This book entails the details of the fights for constitutional equality during the Mississippi Freedom Summer and the effects of it, for example the murders of Schwerner, Goodman, and Chaney. The book reveals the fact that the world was a bit late on hearing the news of the murders of these three men by stating: "Because the Times was a morning paper, his [Chaney's] own account would not appear until Tuesday" (Cagin 319). The importance of the events and murders of the Mississippi Freedom Summer can be deemed valid by the statement The San Francisco Chronicle makes in calling the story, "An absorbing tale of a brutal murder cast in the midst of a movement that changed the lives of black and white Americans..." (Back cover). This book will aid me in providing the details for my explanation of the history behind the clock tower and its dedication and that the clock tower is important because it was dedicated to these three men who fought for the civil rights of Americans everywhere. It will give me an insight into the mind of Andrew Goodman throughout his battle for the rights of millions of Americans. "We Are Not Afraid" will allow me to input an in-depth description of what happened on the somber day of June 21st, 1964 so that my audience can better understand why the Queens College clock tower, even though it is not mentioned in the book, is of importance and should be dedicated to these three men.

Chaney, Ben. "Schwerner, Chaney, and Goodman: The Struggle for Justice." Human Rights: Journal of the Section of Individual Rights & Responsibilities 27.2 (2000): 3-4. Academic Search Complete. Web. 6 November 2010.

This article talks about the horrible crimes that took place during the Mississippi Freedom Summer, such as the murders of Michael Schwerner, James Earl Chaney (Ben Chaney's brother), and Andrew Goodman (Queens College student). The Mississippi Freedom Summer was a summer long event in which black youth became activists and fought for their rights. Throughout the article Chaney goes on to mention specific key terms such as "constitutional privileges" and "activists" in describing that Schwerner, Chaney, and Goodman were in fact youth activists that fought for the constitutional privileges of blacks during the Mississippi Freedom Summer. Chaney further goes on to state that "We all have right to be treated fairly under the law", and fighting for the equality of blacks is exactly what his brother was doing when he got killed (2). Prior to the end of the article, Chaney profoundly states that he is James Earl Chaney's brother so that we know his relation to these people and the events that occurred. Chaney ends the article with the statement "It is time that we dedicate ourselves and make a firm commitment to the success of the struggle and the preservation of our liberties by securing justice now so that future generations will not have to live in fear "(2). This statement urges the fact that the deaths of Schwerner, Chaney, and Goodman need to come to justice so that we can all move on and enjoy the freedoms their hard work and sacrifice has brought us. This source will be used in providing Ben Chaney's view of the events that happened during the Mississippi Freedom Summer in my mock debate interview. It will allow others to see the great influence these three men have had on the

world and understand that their legacies should be preserved because of the sacrifices they made for our freedoms.

Gold, Sylviane. "King Speaks at College." QC Quad 18 May 1965: 1. Print.

This article talks about Martin Luther King's appearance and discussion on the Queens College Campus. Martin Luther King talks about a range of things, such as their struggle for equality, Andrew Goodman's death, and "Negro's progress" (Gold 1). Throughout his address, King questions the progress of black people and their civil rights. If not much has changed during their fight for civil rights were the deaths of some activists and fighters justified? He then goes on to ask, "if Andy Goodman, College student murdered in Mississippi last summer, died in vain" (Gold 10). Well if Andrew Goodman wouldn't have been in the fight for civil rights, would we have gotten this far? King leaves this question, as well as many others, unanswered. But we can only conclude from our point of view of the present day that Civil Rights have come a long way and Andrew Goodman did not die in vain because without his contribution we would not have been one step closer to obtaining voting rights for black people. This article will be used in my persuasive epistolary essay to mention that Martin Luther King did speak at the college, and more precisely, about Andre Goodman. I will then be able to link the attendance of King at Queens College to the historic importance of the Clock tower itself. If the clock tower had not been dedicated in memory of Chaney, Goodman, and Schwerner, then King might not have come and addressed the vast faculty and student population of Queens College.

Works Cited

Cagin, Seth, and Philip Dray. We Are Not Afraid: The Story Of Goodman, Schwerner, and Chaney, and The Civil Rights Campaign For Mississippi. New York: Nation Books, 2006. Print.

Chaney, Ben. "Schwerner, Chaney, and Goodman: The Struggle for Justice." Human Rights: Journal of the Section of Individual Rights & Responsibilities 27.2 (2000): 3-4. Academic Search Complete. Web. 6 November 2010.

Gold, Sylviane. "King Speaks at College." QC Quad 18 May 1965: 1. Print.

Westervelt, Robert. "Library Dedicated." QC Quad 26 September 1988: 1. Print.

Zipper, Stuart. "Civil Rights" QC Quad 18 May 1965: 1. Print.

People:

- Beatrice Pana=BP
- Announcer=ANN
- Ben Chaney=BC
- John Grierson=JG

ANN: Please give a big round of applause to the host of the Morning Daily Show, Beatrice Pana.

BP: Good morning everyone, and thank you all for tuning into our show on this lovely Sunday morning. Our topic for today's show is: "Does film tell the truth?" To assist us with this discussion or rather debate, we have brought in two very special guests. Why don't we go ahead and bring out our guests? The first one believes that the only true form of film we have is documentary. Let's bring out the one and only...John Grierson! Next, He was James Chaney's brother. James Chaney was an American civil rights worker who was murdered by members of the Ku Klux Klan during the Mississippi Freedom Summer. Let's bring out the famous...Ben Chaney!
>Audience applauds<

BP: Hello gentleman, thank you for joining us today.

Both JG and BC: Thank you for having us.

BP: Ok, so let's get started shall we?

JG: We shall. (Laughs quietly)

BP: So our topic for today's discussion is "Does film tell the truth"? What is your stance on this topic Mr. Grierson?

JG: Well Beatrice, it depends what type of film we are talking about here, as we are all aware how different one film type is from another.

BP: Well Mr. Grierson, you have been known to have a strong opinion on the documentary film type. So why don't we start there? What are your specific views about documentaries?

JG: Well you see, I believe documentaries are the real thing. There's nothing so beautiful as seeing film in its natural form, and not just some act that is put on.

BP: So, are you relating to documentaries as this natural form of film?

JG: Yes.

BP: What do you believe makes it so? Or rather should I say, how do you differ between documentaries and other types of film?

JG: Well, as many of you know, most documentaries film the world around us, whether it is the life of a person close to us, or society itself. Documentaries allow us to see the "raw footage" of life. In a documentary, the story is not made up, there are no actors playing different roles in the story, there is not a script to read from. Documentaries are just films about how people go on living their everyday life.

BP: Just a question Mr. Grierson, I've noticed you relate a lot to the filming of people's life when talking about documentary. Is that because you feel as if this is the only type of documentary out there?

JG: No, don't get me wrong there are plenty of other types of documentaries out there, but most of them are in fact about a certain person's life. This is why it is easier; almost second nature to me to portray documentaries like that.

BP: Ok so now could you please give us some examples of these other types of documentaries out there?

JG: Well sure let's see. Documentaries are usually classified into three categories. There are documentaries about people's lives or a certain country or culture. Then there are documentaries that unveil important problems in society. And lastly there are documentaries about nature and wildlife.

BP: With saying that, do you believe, Mr. Grierson, that one category of documentaries is more honest than another?

JG: I'm not really sure what you mean when you say honest in this sense.

BP: Well, ok let me rephrase that, do you believe that one category of documentaries is more, in your words "raw" and "natural" than another?

JG: No, I think all categories of documentary show the same level of truth. If they did not they would not be considered documentaries now would they?

BP: (laughs) No I guess not. Ok now moving on from documentaries, do you think any other types of film could be considered "truthful?"

JG: No. The rest of the film types are just acting out a part, do I think for example that a film labeled drama might bring the same societal problems to the surface by the end of the movie? Maybe, but it still cannot be considered truthful. In my point of view it's the way a film is made that deems it truthful or not, and films with actors instead of real life people cannot be deemed as truthful.

BP: Reflecting back on the question from before, does film tell the truth?

JG: Not all film types tell the truth, only documentaries.

BP: Ok now, this may be a bit of an outreach but what about other mediums such as art let's say...do you think they tell the truth?

JG: Well I don't precisely know if you consider art for such a question but there is truth to art only because it has history behind it.

BP: So what you are saying is history tells the truth behind art?

JG: The history of the art, as well as, its architecture. The fact that the art was made by a person, gives it "truth".

BP: Thank you for that discussion Mr. Grierson, now, Mr. Chaney, what is your opinion on this topic?

BC: Well I don't exactly know much about film, but I would have to say that some types of films do tell the truth, not all though.

BP: So would you agree with the statement that Mr. Grierson made before that only documentaries tell the truth?

BC: Yes I would have to agree with him ninety-nine percent.

BP: So what about the other one percent?

BC: The other one percent of me believes that there are films such as those "based on a true story" that tell the truth.

BP: Just like the film Mississippi Burning based on your brother?

BC: Yes, that can be one example of such films.

JG: I apologize for cutting in Beatrice, but I have one question for Mr. Chaney.

BP: Okay. Please proceed.

JG: Mr. Chaney, so do you believe that the film Mississippi Burning tells the truth?

BC: I believe it tells the truth to a certain extent. It is based on the events that happened, but uses modern day actors.

JG: But could you compare it to a documentary?

BC: Yes, I suppose you could because it is based on a real life story and real events. What about you Mr. Grierson, do you believe that the film Mississippi Burning tells the truth?

JG: If I may be honest, I'm not exactly sure because as you mentioned it is based on a real story and events but what concerns me, is that it has actors.

BC: Why does this concern you Mr. Grierson?

JG: Well, because when I think of film truth, I visualize a cameraman walking around recording everything in the exact moment it is happening not years later.

BC: Oh, I see. That's a valid point.

JG: Thank you, now back to you Beatrice, and once again I apologize for interrupting.

BP: Ok, I see. Now I am going to take this truth thing one step further and ask you: do you think that any other mediums, for example art, tell the truth?

BC: Yes, I feel that public art, mainly, tells a story.

BP: What kind of story?

BC: The story behind the reason the artwork was created.

BP: Do you think it tells anything about the architect or artist of the work?

BC: I think it does give us some insight into the architect or artist's mind.

BP: What is your opinion on the clock tower located on the Queens College campus and dedicated to your brother and his fellow coworkers that were murdered that horrid day?

BC: I am so grateful to Queens College for dedicating that piece of artwork to my brother and his coworkers because it is such a prominent part of campus and can be seen from the outside as well. I think it is a great way to remind everyone of my brother's legend and what great things college students are capable of.

BP: What about you Mr. Grierson, what is your opinion of this artwork on the Queens College campus?

JG: I believe it is a great piece of artwork and should be cautiously preserved due to the history behind it.

BP: Could you see this artwork as telling the truth?

JG: Not really, I mean it's a clock tower, I don't really see what a clock tower would have to do with the events linked to civil rights.

BP: Yes, but the dedication plaque is what links this artwork to the civil rights movement.

JG: While I acknowledge that, the dedication plaque cannot be considered a primary source.

BP: So do you believe that only primary sources tell the truth?

JG: Yes, because they have direct links to the events they symbolize.

BP: Thank you Mr. Grierson.

BP: What would be your reaction if someone told you that the clock tower would be knocked down for let's say a new parking lot?

BC: Honestly, I would be furious. Not only is replacing the clock tower with a parking lot, an insult to the people it was dedicated to and their families, but I don't think Queens College would be the same without it.

BP: In what way?

BC: Well first off, the college would not have this strong history symbolized through some kind of architecture. And second off, most students would probably not even know about the history of the Mississippi Freedom Summer.

BP: If, let's say, this structure were in immediate danger of destruction, what action would you take to ensure it was preserved?

BC: Well first off, I would go straight to the President and try speaking with him, if that doesn't work I would try and talk to the Board of Education themselves.

JG: I honestly don't know how I would feel about it. I mean don't get me wrong, I would obviously be sad because of the history the clock tower has behind it. But, I don't think I would go to the extent of trying to save it myself. Also, then again, it's not dedicated to a brother I lost, so I would probably feel more strongly about it if I was in Mr. Chaney's position.

BP: Ok. Well thank you so much for your time. We are happy both of you could join us today.

Both JG and BC: Thank you as well. We were happy to be here.

BP: Thank you everyone for watching our show this morning. Tune in tomorrow morning for some very special guests from the brand new movie: Vampires in Los Angeles. Have a good day everyone!

Kino-Pravda Script

1. Short shot: Title shot – Kino Pravda Chaney-Goodman-Schwerner Clock Tower (in white letters) on blue background.
2. Short shot: Queens College -1937 (white letters on blue background)
3. Short shot: Picture of Queens College in 1937
4. Short shot: Queens College – Present Day (white letters on blue background)
5. Long shot: Picture of Present Day Rosenthal Library
6. Long shot: description of the location of the clock tower and its dedication plaque (in white letters on blue background) (2 shots long)
7. Long shot: dedication plaque (with sound)
8. Close-up shot: dedication plaque (moving from right to left as if it was being read) (with sound)
9. Close-up shot: bottom of the clock tower structure from front (with sound)
10. Long shot: vertical panning of the structure from front (with sound)
11. Short shot: vertical tilting of the clock tower from front (with sound)
12. Short shot: Vertical panning of the structure from the side (with sound)
13. Short shot: Zoomed in view of bottom of tower (with sound)
14. Short shot: Zoomed out view of whole tower (with sound)
15. Repeat of previous shot (with sound)
16. Long shot: This artwork should be preserved because of its historical importance. (white letters on blue background)

17. Fades out into keyhole
 18. Long shot: Dedication and background info (white letters on blue background)
 19. Page turn effect
 20. Long shot: Background info (white letters on blue background)
 21. Profile shot: Image of Michael Schwerner (white text)
 22. Profile shot: Image of Andrew Goodman (white text)
 23. Profile shot: Image of James Earl Chaney (white text)
 24. Long shot: Quote from Ben Chaney article (white text on blue background) (about 3 or 4 shots)
 25. Long shot: Also Dr. Martin Luther gave a speech here at QC about the progression of civil rights on May 18th, 1965. (white letters on blue background)
 26. Profile shot: Image of Dr. Martin Luther King
 27. Long shot: A statement by Ben Chaney (white letters on blue background) (3 shots)
 28. Long shot: What faculty and students have to say about the artwork (white letters on blue background)
 29. Video of Nadia
 30. Video of Prof. Farrel
 31. Long shot: the end! (White letters on blue background)
- Long shot: Credits (white letters on blue background)

Film Festival Program Notes

Kino-Pravda Film Essay is a film created by young director and full-time college student Jenny Lu. The film is set on the Queens College Campus in Flushing, NY and is targeted towards the vast Queens College audience. The fictionalized scenario was that these sculptures would be replaced with a vending machine, however, this will not be happening in reality. The film argues against the replacement of the Romanesque and Gothic Remembrance sculptures through the presentation of Jenny Lu's Observational Documentary and the Community Interview. The student was asked, as part of an assignment for her English 110 class to investigate the sculpture, its importance on the Queens College campus, faculty and students' opinions on it, etc.

Queens College is one of the many City Universities of New York. It has a rich and bold campus. The campus provides its' students and faculty with not only beautiful architecture, but various types of pieces of artwork and sculptures. Two of these sculptures are the Romanesque and Gothic Remembrance sculptures.

Ms. Lu settles on a very simple, yet sophisticated style for her work. This can easily be seen through her elegant introduction to the Queens College campus and the college's mission. As she takes her viewers on a journey, she makes sure to explain every shot it is shown. Before actually presenting us with her sculptures, she simplifies the artist's background, as well as, his focus while creating these sculptors.

This film is based on the beliefs of Dziga Vertov. Dziga Vertov was a film director/theorist whose belief was that in order to capture film truth or Kino-Pravda, one must observe the subject or topic in its own natural setting, and watch the it through the

camera lens. He also believed that the human eye is inferior to the camera lens, hence, stating “We cannot make our eyes better than they have been made, but the movie camera we can perfect forever.”

As Jenny Lu mentioned, “Sasson Soffer [the artist] came to the US in 1950 and enrolled in Brooklyn College.” “Soffer is a strong believer in giving back to the community and encourages his children and grandchildren to honor institutions by giving back to the schools that provided them their education.” So therefore, Soffer’s grandchildren provided these two sculptures to Queens College. Soffer was born in Baghdad and was of a Jewish background. He began creating sculptures around the late 20th century. In his artworks, he used an abstract and contextual style. The Romanesque and Gothic Remembrance Sculptures both resemble the abstract style I mentioned. They don’t portray the look of an ordinary, daily object, but rather look like objects from within the limits of one’s imagination.

Ms. Lu ends her film by questioning the sculptures value on campus and how their replacement would affect all of Queens College. After which she initiates a plea for these famous sculptures should be kept. Now, if this film does not provoke the audience to get up and save these beautiful sculptures, then I do not know what will.