

THE CATALYST

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Former student Mike Cassell, left, chaired the term's first meeting of the Student Executive Committee Wednesday.

Gorfein Told Contract Will Not Be Renewed

Dr. David Gorfein, assistant professor of psychology, has been informed his contract will not be renewed when it expires at the end of this academic year.

Gorfein told The Catalyst yesterday, " (President John) Elmendorf was convinced that the faculty would never vote me tenure and for my own good I would be better off leaving before that decision."

According to Gorfein, the action was a result of disagreement about the role of "preprofessional" education in the New College curriculum. He also said personality factors played a part in the decision.

Discussion Tuesday On Campus Living

Specialists in three areas of medicine will be on campus Tuesday for a panel discussion on the problems of campus living, according to college nurse Mrs. Fran LeMasters.

All women students are invited to attend, Mrs. LeMasters said. Bustransportation will be provided from the east campus. It will leave the Reception Center at 7:15 pm. The discussion begins at 7:30 pm.

Conference

The Planning Conference will begin at 9 am tomorrow. See schedule and list of participants on page 2.

Donor Offers FWCS Tickets

An anonymous donor has offered to provide up to 150 New College students tickets for the rest of this season's subscription concert series of the Florida West Coast Symphony Orchestra.

Students who would like the gift tickets should contact Mrs. Elizabeth Heimert, secretary of the Humanities Division.

Remaining concert dates are: Feb. 3, 8:15 pm, and March 5, 3 pm, in Sarasota's Symphony Hall. These same concerts will be presented in Bradenton Feb. 4 and March 4, respectively.

Some members of the faculty, Gorfein said, maintain students should work in broad areas during their undergraduate education. He thinks, however, students should be able to engage in intensive study in one area--experimental psychology for example, which he teaches.

The decision not to renew Gorfein's contract does not reflect on either his ability as a teacher or his professional competence, according to a number of members of the faculty and administration contacted yesterday.

Saying he is "looking for a job," Gorfein indicated he hopes to devote more time before the end of the school year to research in which he is presently engaged and which is financed by a National Science Foundation grant. He said his having to leave New College will result in a loss of the grant since it is non-transferable.

Riesman To Speak At Forum

Dr. David Riesman, Professor of Social Sciences at Harvard University, will speak on innovating colleges at tonight's forum.

His talk will serve as an introduction to the planning conference tomorrow on the New College academic program.

Riesman, who is an Honorary Fellow of New College, conducted an informal discussion with students in the Pompeii Room yesterday on a variety of topics.

When he was told of "the Cassell case" concerning ex-student Mike Cassell, Riesman noted "talented kids of 1966-1967, as opposed to those of just three or four years ago, feel hemmed in" by authority and suffer "a sort of claustrophobia."

Later in the discussion students noted the great degree of student introspection that still characterizes this campus. Riesman said "the greatest enemy of political activism and social concern is various forms of privatism, such as introspection, LSD," and then distinguished between the activist and the alienated.

Riesman ended the rambling session with the comment that "students perceive the given as there, and it doesn't occur to them that institutions can be torn down."

Saying "I regard society as a fragile phenomenon -- as spider's

SEC Approves Ballot On Proxies, Intervisitation

Cassell Acts As Chairman

Despite his dismissal from college, former second-year student Mike Cassell acted as chairman of Wednesday's Student Executive Committee meeting.

When a question was raised by an observer, second-year student Lawrence Paulson, as to Cassell's right to chair the meeting, members of the committee explained that, under the constitution, the chairman of the SEC does not have to be a student, although voting members must be.

Paulson then suggested the constitution should contain some provision requiring the SEC chairman to be a student, but no action was taken.

Vice Chairman Steve Hall asked when an election for a new SEC chairman would be held. Cassell indicated he would probably resign Sunday, and a new election could be held after this.

In other action the SEC passed a resolution recommending the College Council meet before the end of the month. The resolution followed a comment by second-year student representative and College Council member Jerry Neugarten that the Council had not met since the present members were elected.

First-year representative Jon Shaughnessy said he had been told by President John Elmendorf the only reason the Council would meet was to relieve the Council of its secondary powers of recommending academic expulsion.

One topic suggested by SEC members for consideration at the College Council meeting was the dismissal of Cassell.

A ballot containing questions on the use of proxies and on intervistation will be held within three weeks. The Student Executive Committee voted to sponsor the ballot at its meeting Wednesday.

Regarding proxies, the ballot will contain three alternatives: to allow the use of proxies, to disallow them the use of

the use of proxies, to disallow them, and to allow them only during Independent Study Periods.

Regarding intervistation, the ballot will ask whether the appropriate sections should be deleted from student rules.

In other action, the SEC voted to eliminate rule 6 from the list of student rules. Rule 6 requires students to sign out when leaving campus and to inform the office of the Dean of Students if they plan to be off campus more than four consecutive days. The deletion will be effective in one week.

The action followed a report by Judicial Committee Chairman Steve Hall that 31 students had

neglected to sign out when leaving for Christmas vacation, and that under present procedures all would have to be issued warnings.

Former student Mike Cassell, who continued to act as SEC chairman despite a question from an observer as to his right to do so, said procedures should be regulated by student rules, and most colleges, at least in men's dormitories, do not require students to sign out. Assistant Dean Arthur Miller stated the student regulation of the procedure was a convenience, so that the administration would not have to involve itself with students' signing out.

Following the vote, Miller asked if the committee wished to retain the student rule regarding the use of alcoholic beverages on the public campus. Members indicated they wished to retain this rule.

In other action, Hall indicated he planned to resign as Chairman of the Judiciary Committee.

The SEC also discussed possible means of alerting students of telephone messages when Hamilton Court is completed, and agreed to ask Controller Charles Harra for a clarification of the college's billing procedure, especially in regard to a student who does not stay the entire year.

Basketballers Play Tonight

The New College basketball team returns to action tonight after a nine day rest from Sarasota Men's League competition.

Now 1-2 in league play, New College will face a team from Edward's Barber Shop at 9 pm at the Sarasota High School Gym.

New College player-coach Jim Strickland, who played for Edward's Barber Shop when that team was a power last year, led his charges last night in a vigorous workout in preparation for tonight's game.

Strickland is not happy with the shape his team is in, and he thinks New College does not run enough during the game.

"They've got a couple of fine outside shots," Strickland said of Edward's Barber Shop. "If we can hold them, we have a chance of winning the game."

Students May Sign For Poetry Festival

Students interested in participating in or observing a poetry festival to be held at the University of South Florida on March 10th and 11th should leave their names with Mrs. Elizabeth Heimert, Humanities Division Secretary, by Jan. 31.

Noted poets Archibald MacLeish and Robert Wallace will be on hand to supply critiques of original poetry by college students participating in a poets' workshop.

Also in the festival schedule are readings by MacLeish and Wallace, oral interpretation competitions, and reader's theatre and choral reading presentations.

In honor of MacLeish's 75th birthday, all interpretative readings will be from his poetic works.

New College may enter an unlimited number of students in all divisions except the workshop which is limited to two individual entrants per college.

Students wishing to participate in this workshop should submit for judging by a New College faculty panel one or more poems requiring no more than five minutes reading time to Mrs. Heimert by Feb. 10.



Paulson



Dr. David Riesman, professor of social sciences at Harvard University and Honorary Fellow of New College, left, talked about student activism, educational policy, and sociological trends among youth at an informal discussion with students yesterday afternoon in the Pompeii Room.

Group Topics and Participants

Group 1 Relationship of the college calendar to the educational goals of New College. Riley and Tekler. Pompeii Room. Baughman Daugherty Dean Diamondstone Hall, S. Luhman Moore, D. Moore, K. Ogburn Root Sanderson Sanford Segal Shoemaker Shoenberger White, C.	Group 2 Academic good standing, probation, suspension and dismissal. Stephens and Shaughnessy. West Patio. College Hall. Adomites Alexander Ash Crawford Curry Lary Luther Marsden Maruskin Nunez Peppers Piercy Romero Tisdale Valentine Weber	Group 3 Student-teacher learning relationships. Berggren and Benoist. Sanford House. 2nd Floor. Allen, B. Bailes Bolin Cole, P. Fennessy Hanna Harris Hayes Jaworski Kawatski Lamprecht Means Parsons Patterson Spurrell Yates	Group 4 Independent study. Posey and Findley. Sanford House. Assembly Area. Baker Blakeley Borokowski Cook Dively Douglas Frisch Giordano Hart Jarrell Klugman Knowles Lawson Manteuffel McDonald Moriello Orlofsky Stewart Stodola Taylor	Group 5 Selection and acclimatization of first-year students. Mayer and Schnabel. South Room. College Hall. Cosgrove Duffee-Braum Dunlap Feingold Frykland Gordon Haggarty Hall, N. Lane Morris Shuck Sieminski Thurston, W. Wallace Waller Wallingford Wargo Woodmansee
Group 6 Problems of transition to the post-college years. Buri and Pini. President's Office. Robertson Hall Barrazone Braginsky Cimino Greene Hamilton Hess Hickey Kronenberg Lake Lefkovits Lowe MacCartney McWhorter Misemer Pearthree Peruzzi Walker Yocher	Group 7 General studies and specialization at New College. Knox and Michaels. Sanford House. South Porch. Allen, D. Bell Bennett Childress Donnay Gates Giese Hedrlington Hendricks Huff McDaid Neugarten Oda Olsen Saxby Shiphorst Sieborowska Thurston, E. Worby	Group 8 The curricular design of the senior year. Griffin and Rosenberg. Sanford House, Woman's Library Association Office. Blocksom Cole, H. Crosby Finkle Hansma Hartley Holder Jung Kezar Laukkonen Moller O'Neil Peters Powell Scheinberg Todd Williams	Group 9 The relationship between the academic and non-academic aspects of the New College experience. Kay and Cranor. Music Room. Arbuckle Aronoff Dunsworth Guild Hickam King Lesure Moeller Paulson Phillips Prendergast Redick Rogers Schaff Schlicker Schrimpf Schwartz Smith Stauffer Treyner	Group 10 The graded vs. the non-graded curriculum. Borden and Enslow. Reference Room, College Hall. Bryhan Ceo Chadwick Chandler Felder Nohlgren O'Meara Reid Rottman Salisbury Schauerhamer Schenck Spackman Thomas Vekert Whiteside Williams Wolak

Schedule

9:00 am
Opening general session, Music Room. Remarks by the President. Definition of objectives and explanation of procedure. Introduction of observers.

9:30 to 11:30
Simultaneous sessions of 10 discussion groups on assigned topics.

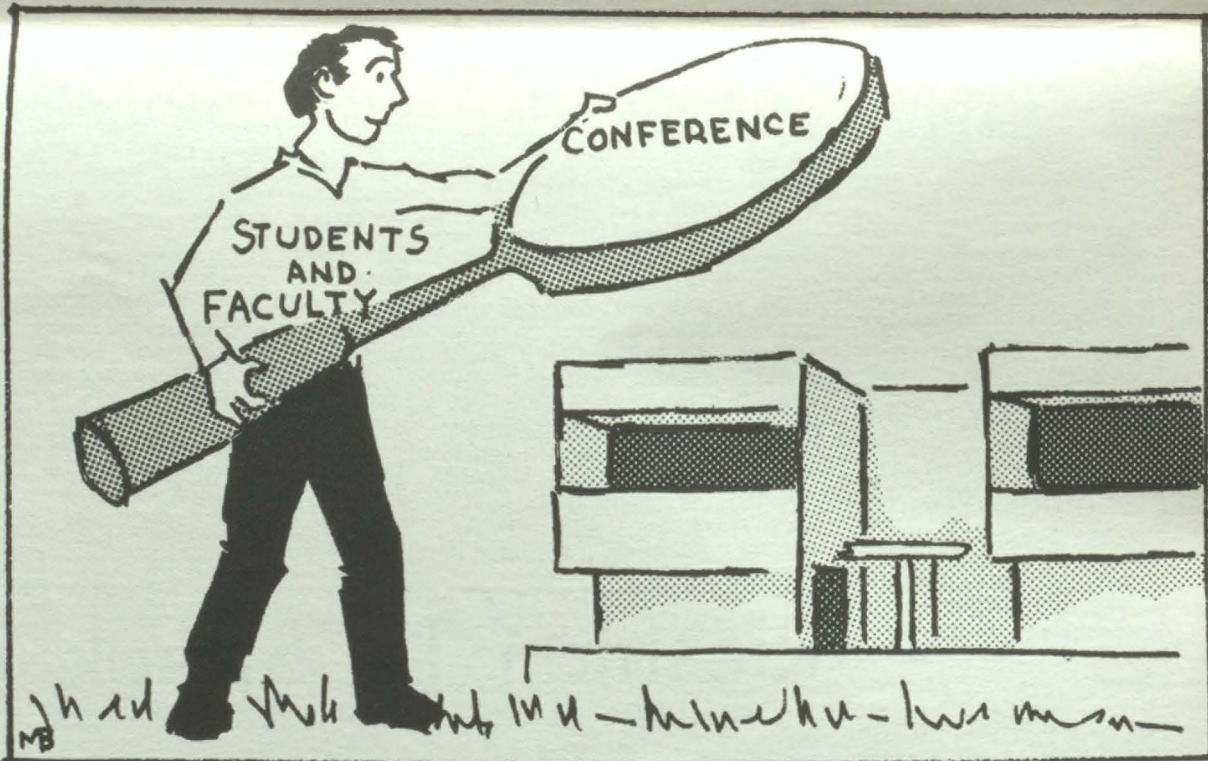
11:45 to 1:pm
Buffet lunch in College Hall for all participants

1 to 1:30
Brief general session in Music Room. Questions on procedure.

1:30 to 3:30
Resumption of simultaneous sessions of 10 discussion groups. (The last 20 to 30 minutes of the session should be devoted to an attempt to define the consensus of the group, if any has been reached, and to the noting of minority views, where there are such.)

3:30 to 4
Coffee break in College Hall. (Discussion group chairmen and reporters will use this time to compile summary reports.)

4 to 5
Concluding general session in Music Room. Brief reports from each discussion group. General discussion. Concluding remarks by the President.



Examiner Suggests Discussion

College examiner John French has suggested a number of considerations for discussion which may arise in tomorrow's conference.

In a memorandum to President John Elmendorf which was released to The Catalyst yesterday, French said his favorite topic for a conference such as tomorrow's "would be the delicate development of sufficiently strong student motivation, a discussion of the possibilities for adequately motivating a reasonably large percentage of our incoming students without jeopardizing our educational ideas, which are devoted to producing the right kind of motivation."

French suggested some procedures that should be discussed in such a session. They are:

"Required participation during the first term gives the student an opportunity to earn freedom from then on. (This may merely postpone

learning for learning's sake without making its inculcation any easier.)

"A certain number of satisfactory evaluations per term are required for a student to become eligible for examinations. (This may be a useless half-and-half compromise.)

"Students are given the option of passing the term evaluations or the comprehensives. (Through fear of the unknown comprehensives, almost all students may feel required to work for term evaluations. This may amount simply to conventional grading on rather inadequate evidence of achievement.)

"Make it proper and respected practice for a teacher to dismiss all classes attended by fewer than, say, half of the enrolled students, thus placing group responsibility on the students and permitting the teachers a kind release. (This might not produce the desired attendance and would probably be un-

fair to the conscientious students.)

"Make it proper and respected for a teacher to prohibit non-attendants from attending succeeding sessions. (This might put undue pressure on attendance and could cut off some students who had late-awakening interests.)"

Emphasis and parentheses are French's.

Concluding his suggestions French wrote, "Even if these are a little gimmicky, ideas of this kind make our system work for an adequate percentage of students. I do not think we should avoid such procedures just because they are a 'foot in the door' for conventionally minded teachers. The medicine that will work is not necessarily the purest."

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Little Angels Arrive Tomorrow at Noon

The Little Angels will arrive about noon tomorrow for their student-sponsored performance Sunday.

A Korean folk-dancing company of 26 girls and one boy between the ages of seven and 14, the Little Angels will perform for the benefit of the Sarasota and Manatee United Funds.

Shortly after their arrival at the Holiday Inn (north of the college on the Trail), the children will leave to spend the afternoon at

Floraland, according to L. W. Horning, chairman of the Friends of New College. They will return from Floraland by boat.

After Sunday's performance, the Little Angels will remain in Sarasota an extra day. At 9:30 am Monday they will receive bathing suits from Maas Brothers department store. They will then be entertained at a beach party on Lido Key.

The student committee in charge

of preparations for Sunday's show, headed by Katie Smith and Kenji Oda, has worked for the last two weeks with Horning and members of the development staff selling tickets and promoting the performance.

Student tickets are \$1, adult tickets are \$5. Tickets are available at the development office and at locations in Sarasota and Bradenton. The performance will begin at 2 pm at Sarasota Municipal Auditorium.



New College co-eds present Sarasota mayor Jack Betz complimentary tickets for Sunday's Little Angels performance. The girls are, left to right, Wendy Glover, Katie Smith, and Cheryl White.



THE LITTLE ANGELS

Free Universities In Education

By DAVID PINI

In the past few months a surprising number of "free universities" have spontaneously arrived in the educational world. Although the first, the Free University of New York (FUNY), was not affiliated with any established institution, most of the latest are products of the giant universities (Berkeley, Northern Illinois, Chicago, etc.).

The free university movement acts to complement the traditional university offerings rather than supplant them. Some, like those at Berkeley and Dekalb (Northern Illinois), are organized outside of the university and seek to draw participants from the neighboring community. Others use school classrooms, faculty and students; some charge admission fees, others don't; most are taught on a seminar or workshop basis.

A few of the courses are perhaps there because they are too specialized for the traditional university (Icelandic Literature at Berkeley), but most free universities offer a basically similar range of courses

on contemporary social and artistic movements. Some of the offerings of the Free University of Dekalb (FUD) include: Twentieth Century Woman, The Exact Sciences and Speculative Thought, Creative Nihilism, Cinema Workshop, Psychopharmacology, The Idea of a University, Politics and Society in the 1960's, Protest Movements on Left and Right. The twenty-two courses at Washington University include Contemporary Theater, Drugs and the Mind, Creative Writing, and Introduction to Art Technique.

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Editorials

A Good Rule

If, whenever it becomes unpleasant to enforce a rule, the group who initially legislated that rule decides at a single sitting, with relatively little forethought or consideration, to just remove that particular rule from the scope of their consideration, then eventually that body will find itself with no rules at all to enforce.

Every rule will eventually become unpleasant to enforce --such, it seems, is the nature of rules. But living without those rules, or with those or similar rules enforced by another group, will also become very unpleasant in short order. If a rule is unpleasant for us to enforce by ourselves for ourselves it will be much more so enforced on us by others.

The rule about students signing out is a very good rule. It is founded on a genuine concern and responsibility for the well-being of the students of New College by the students of New College. Since this rule will now have to be administered and enforced by the administration--apparently by the Dean of Students--it will reflect much less credit on the students of New College.

Perhaps the rule could have been amended instead of repealed. Perhaps signing out for Christmas vacation or summer vacation should not be required. Indeed, there were many alternatives open to the Judicial Committee in view of the circumstances of those 31 persons who did not sign out at the beginning of the last vacation period. Since we have thus far failed to provide specific penalties for infractions of our rules, the Judicial Committee could have shown its mercy and suspended its sentences of an official warning.

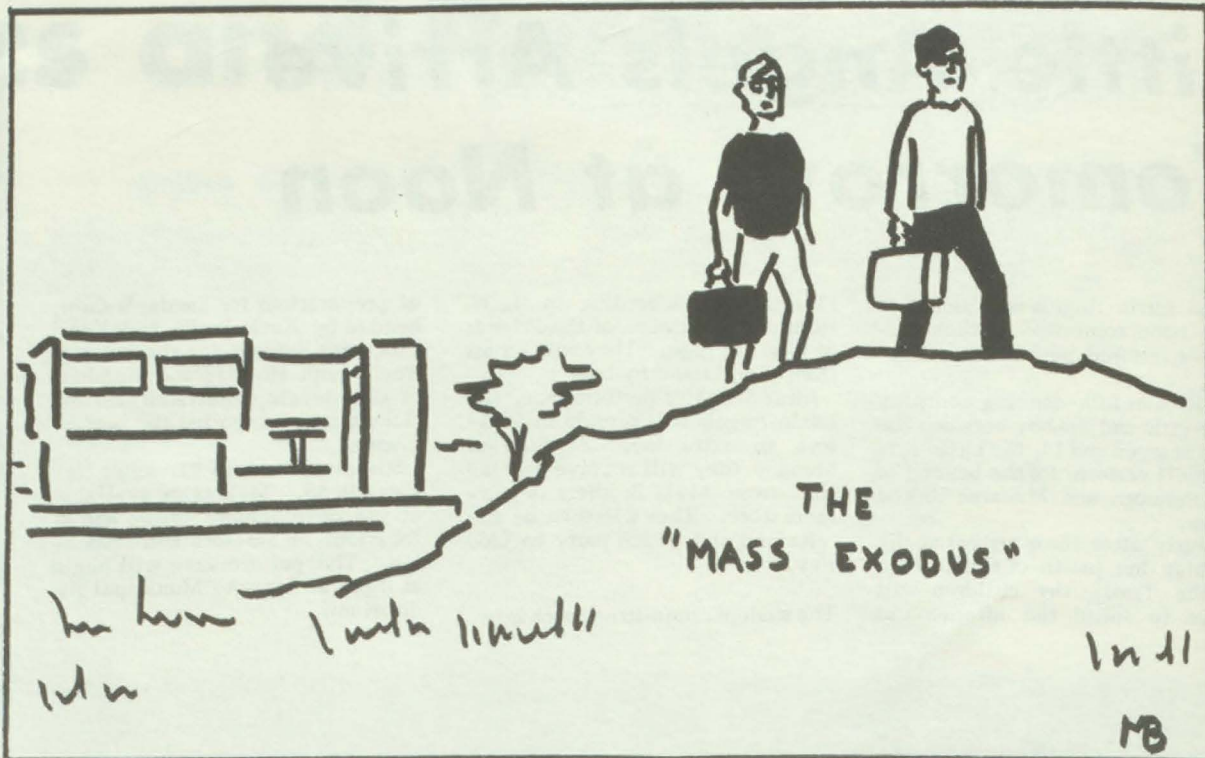
In fact, many things could have been done--and should have been done--instead of what was done. We are more than a little disturbed by the impulsiveness of our elected representatives. Let us hope this trend (and judging from recent meetings it is a trend) does not continue. If it does, we may eventually discover the SEC has just voted itself out of existence.

Non-students on SEC?

The idea of government, at least in the free world, seems to be to represent and serve the citizens of the community which elects it. One essential element in this double function of government is that the persons chosen to run the government be members of the community which they serve.

For all of Mike Cassell's ability, we do not believe he should have chaired Wednesday's SEC meeting because he is not now and was not then a member of the community which the SEC serves. Is it not STUDENT government? Is it not the STUDENT Executive Committee? Are not STUDENTS those who elected and are served by their representatives? It is undeniably true that our constitution does not explicitly prohibit a non-student from holding an office in the student government. By reasoning similar to that most SEC members used Wednesday--that Cassell, despite his non-student status, was still a member of student government because the STUDENT constitution does not explicitly forbid it--a student at MJC, or FSU or even a fisherman who wades in from the bay may someday chair the SEC.

Students will in the near future go to the polls to vote on the intervisitation and proxy issues, to elect a new Judicial Committee chairman, and probably to elect a new SEC chairman. There should be a provision on the ballot for a constitutional revision explicitly to disallow non-students from serving as SEC chairman, as well.



Letters

'A Sincere Farewell'

To New College,

I once attended a school and was given the privilege of making a valedictory. Instead I just made a little speech. Might I now offer a sincere farewell.

I feel that New College was extremely well conceived and constructed. Several Dr.'s of Some Repute reminisced--then came up with a school that would have best met their educational needs. Through every imaginable and countless unimaginable trials the school has met those needs. How unfortunate that we were not all meant to become Dr.'s of Some Repute. But a school, of course, like anyone else must make its mistakes to learn from them. Hopefully it has before its accreditation.

There are about ninety people who once attended this college but are no longer registered students. Some of them were rightly asked to leave or just left and are gone, but most of them have remained members of the New College community and can be found together everywhere around the country--America's newest subculture. There are many roles that must be played in a too small group of students, and many of those have been incompatible with being a student here; as vacancies occurred someone else would always have to play the part. Perhaps the chance to play a new role is ultimately more instructive and that is why some people still feel themselves students of a sort. My turn came many months ago, though I would not admit it. The company of intelligent people is often cited as a virtue of great wealth. Tolerating my own conceit is the belated price I've paid. (May all those committees meet forever in a thousand hells forever letting me enjoy myself so much as I ran from meeting to earth-shaking meeting with my little manila folders.)

Some apologies:

To the students for my voting the wrong way on intervisitation (twice, even). Don't be sold liberty for anything less than eternal vigilance, etc. Suspect people who know the

only responsible position is theirs. (Also please dress nicely for John's Second Coming and take a spring vacation.)

To the President for my not trying to explain something the other day. The school you are president of and the school I am attending are not the same one. That is perhaps good and I wish you many successful years here. My classmates have never been your charges. You said I was lucky if I thought I did not need a degree. I am indeed lucky. We are all lucky, if we would but realize it. The school is lucky there is a war in Vietnam, if only it will realize that.

To a hesitatingly indignant former SEC chairman, a messenger: What one might think is best for the school and what is best for oneself can never be the same thing.

Thanks to:
Servomation Mathias for their ads in The Catalyst.

Laurie Paulson for a recent column (printed as a letter) parodying a certain editor.

Every faculty member (past and present) who can see beyond his own degree.

And everyone else (I.M. Pei, Al Minter, etc.) for everything else.

I've wanted to cry for many years now and did as I was writing this, mostly because I'm happy, partly because I'm leaving, but also because the transistor radio was on and it was just too exquisite at the time to have all one's emotions returned to one so elegantly packaged, electronically purified, teeth capped and sponsored like everything by profitable inanities. Life is indeed a golden goodie.

Lord, grant I've learned something (I'd certainly admit to no less an instructor) (signed)
David Pini

27 Faculty Sign Sex Rule Letter At Swarthmore

A group of 27 faculty members at Swarthmore College, Swarthmore, Penna., has urged "most serious consideration be given to modifying" that college's ban (under threat of expulsion) of pre-marital sexual relations between students.

According to an account in the Swarthmore student newspaper, The Phoenix, of Dec. 9, the faculty group expressed its concern in an open letter to the Student Affairs Committee, which subsequently forwarded the letter to the Student Life Committee.

The text of the letter follows: "We wish to express our grave concern with the recent statement issued by the Office of the Deans, in particular the part which reads: 'The College does not condone pre-marital sexual relations on the part of its students, and would regard a breach of this standard as subjecting the student to suspension or expulsion.' "We believe that such actions fall within the sphere of private moral decision."

Students May Talk Foreign Policy

Students will have an opportunity to discuss important foreign policy issues with Sarasota townspeople this term in a program called "Great Decisions... 1967."

Sponsored by the Foreign Policy Association and offered for the thirteenth consecutive year, the Great Decisions program is a nationally co-ordinated program of group discussion on current events.

A series of eight topics will be offered, one per week, beginning the week of Feb. 5.

The nation's communications media will provide background articles and broadcasts during this period.

The form of the discussion here will be that of a large seminar, according to Dr. Rollin Posey, professor of political science.

Ten students and ten townspeople will form the discussion group. Posey will chair the discussion sessions.

Students who would like to participate should bring \$5 to the social science office. The fee will cover the cost of informative booklets and other incidentals.

There are no pre-requisites for discussion participants.

If interest runs very high, Posey said, more than one discussion group can be formed.

Discussion topics include: Communist China and the U.S.--Are We on a Collision Course? on Feb. 6; India and Pakistan--What Hope for Stability on the Subcontinent? on Feb. 13; Vietnam--What Price Peace? on Feb. 20; Yugoslavia and Rumania--Whither National Communism? on Feb. 27.

The Spread of Nuclear Weapons--Can It Be Stopped? on March 6; New Deal in Chile--Will 'Revolution in Liberty' Succeed? on March 13; NATO in Crisis--Will the Atlantic Alliance Survive? on March 27.

All the discussion dates are Monday evenings.

After each discussion participants may express their opinions on the issues on ballots provided by the Foreign Policy Association. The tabulated results can be forwarded to Congressmen and to the State Dept.

The Foreign Policy Association also provides brief discussions of each of the topics, as well as reading lists, discussion questions, and tips for discussion leaders and participants.

Posey said yesterday it is still uncertain how much coverage the Great Decisions program will get in the local press, radio, and television.



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Some of the old army barracks were torn down this week on the east campus as construction work continues to "move along well" on the Hamilton Court project. Planning Officer Ralph Styles expressed confidence this week the latest target date--Feb. 15--will be met.

Cassell Explains Ouster In Courtyard Meeting

Former student Mike Cassell addressed more than 100 students in the Palm Court Sunday in a presentation billed as "It Can't Happen Here."

Telling his listeners "why I'm saying all this," Cassell said his talk was "not intended to rouse the rabble. It is simply, in one sense, for your benefit, and in another sense, for my benefit," he continued.

"My concern," he went on, "is basically how is a person dismissed from New College?"

Cassell related his version of the events leading up to and including his dismissal by the faculty last month.

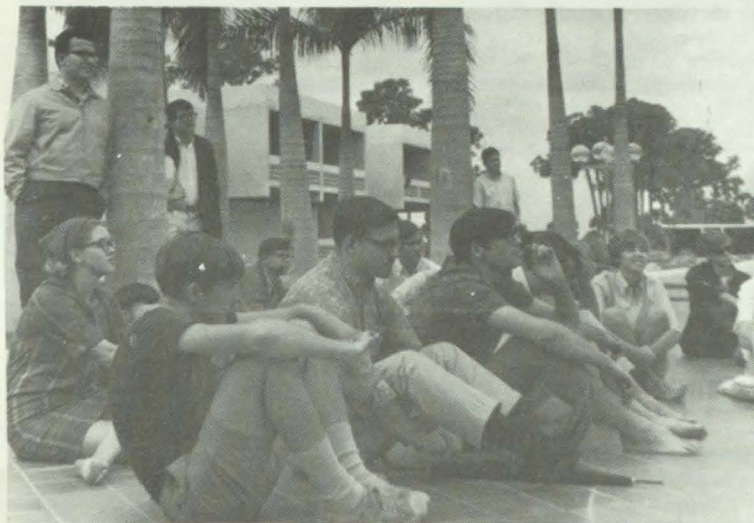
"The only reason we have this Berkeley-like crowd in the courtyard is because I didn't think you people knew the story."

"The biggest sham in this whole very dreary picture," he said, "is that in September the faculty voted (still alleged as far as I'm concerned) that as of Nov. 24 I would be automatically dismissed from college unless I handed in a satisfactory project. Unfortunately they didn't tell me about that and they didn't tell my parents."

Cassell told his audience his story "should arouse in you a little reflection and a little fear--it can happen to you as well."

Faculty resident Dr. Arthur Miller

raised some questions about Cassell's account after which the discussion turned to arguments over the relative merits of requiring papers for independent study projects.



Some of the more than 100 students who came out to hear Mike Cassell Sunday crowd together in the Palm Court.



Mike Cassell, addressing a crowd in the Palm Court, appears alternately patient, pensive, and assertive.

Photographer Visits for Newsweek

Free-lance photographer Lawrence Fried was on campus this week to take photographs for a Newsweek magazine feature on "The College Explosion."

Fried, with his assistant Melissa Laud, took pictures of students against the background of buildings and construction. Before coming to New College, he spent time at Florida Presbyterian College in St. Petersburg.

Fried's work has appeared in the Saturday Evening Post, Life, Look, Redbook, Parade, Paris Match, Vogue, and Newsweek. He shot more Newsweek covers in 1966 than any other photographer.

President Dwight Eisenhower granted Fried the first exclusive photographic interview given in five administrations. John Kennedy invited him to spend a weekend at the family retreat at Glen Ora to take pictures of the Kennedy family, the only time a photographer was so honored.

An article on Fried, along with some photographs, appears in the February issue of Popular Photography.



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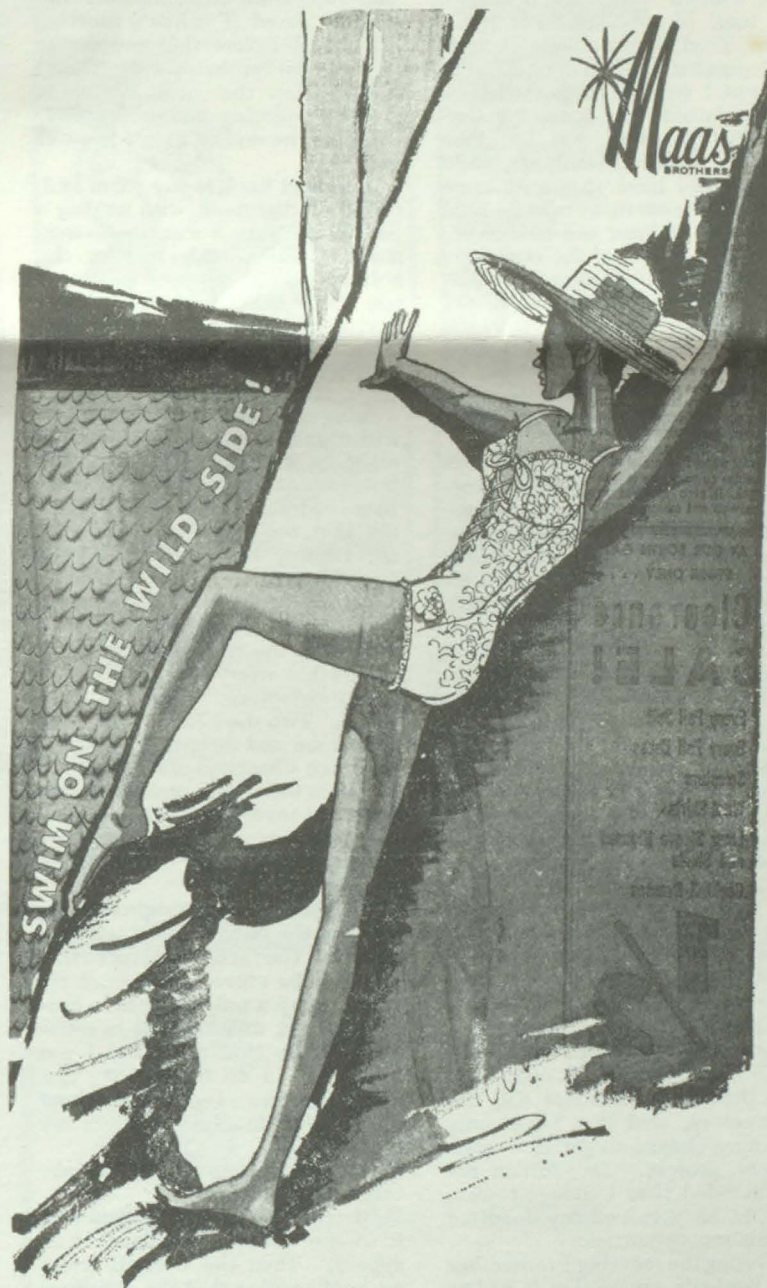
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Cassell Tells Story of His Dismissal

By KIT ARBUCKLE

Since Mike Cassell's dismissal from college five weeks ago, the action and its implications for this educational community have been widely discussed by students, faculty, administration and various committees. To help clarify the essential content of this situation this week, The Catalyst interviewed Cassell--asking him what he feels has occurred and what is at stake.

Q: What key events led to your dismissal?

A: It all goes back to the second independent study period of my first year here, last April. I set out, having signed up with Dr. Douglas Berggren, to do a project in the philosophy of education. I listed a few books I was going to read, and then went home and read most of the books and learned a little bit about education--mainly that I agreed basically with most of John Dewey's concepts. But I didn't feel motivated to write a paper about it, because I didn't have anything to disagree with. Dewey had already said most of the things I thought needed to be said. Since I was off campus, at home in Canton, Miss., during the period, I did many other things besides the independent study, things like Mississippi politics, church work, and holding a job most of the time I was home. I also jotted down a couple of musical phrases. When I returned to campus I wanted to just write a report of what I had done, but Gordon Mather, who was Dr. John French's assistant last year, told me I would have to turn in some sort of document that could be held in someone's hand and evaluated. So I turned in one of the compositions, which I didn't especially like--I had written the end of it just so I could turn it in. After a while I was told that this would be unsatisfactory, that I would have to hand in a paper about it. So, much against my grain, I then wrote a paper about it.

This process was dragging out over a period of months. The next official word I heard about the project was after the comprehensive exams at the end of the third term (in mid-July), when I met with the academic council--every student did, to find out what his deficiencies were. They said that I had passed and was in good academic standing, had to make up chemistry and biology and that I had to do a satisfactory independent study project while I was at home for the summer recess. I went home and subsequently got a letter from the college examiner saying that I was in good academic standing, had to make up chemistry and biology, and had to turn in a rewritten project to his office to resume residency at the college. So I did a short rewritten report and handed it in to his office when I returned to campus in September.

About a week later I was called to Dr. Arthur Borden's office and told that the report was still unsatisfactory, and that I had only one more chance to get in a satisfactory project. Dr. Borden recommended that I change topics. Q: Did he give you any deadline on this last opportunity?

A: During the meeting I remember Dr. Borden's saying that it had to be in by the end of the term, or the end of the year, or something like that. He didn't mention any dates so far as I can remember. I never received any notification about this. Allegedly, the faculty met Sept. 14 and voted that I would be automatically dismissed Nov. 25 if I had not handed in a satisfactory project, but I never heard anything about that.

Q: How did you respond to this new extension?

A: I must admit that the faculty would have been consistent by not letting me "resume residency" in Sept. I also think they would have been wrong since such a strict interpretation of the ISP requirement would have been in conflict with what I call the original NC philosophy.

During the term I read and studied on a project on mysticism, had several talks with my advisor Dr.

Gresham Riley, and wrote two or three short papers about specific points during the development of the work. The week of Thanksgiving I was in Dr. Riley's office; he said he had to have some document in his hand, "to assuage the administrative lions at the door." I believe was his metaphor. He said he had just consulted with the college examiner's office, and they had said that Nov. 28, Monday week, was the day it should come in. While we were discussing the form the paper should take, Dr. Borden stuck his head in the door to remind us that the paper was to come in Friday the 25th. Dr. Riley was off campus at the time, but by Wednesday he had read it and we had a two-hour conference. He said that the paper was unsatisfactory, because it should have covered all the material of the study. I said that it was meant to be considered in the light of our discussions, and he agreed to re-check it in that light, but he didn't think it would change his decision. I went to the college examiner's office and asked what would happen if Dr. Riley wouldn't accept my project. Dr. French advised that I should somehow settle things with Dr. Riley before the committee met. I asked what committee he meant, and he said probably the faculty 5-A Committee (Student Admissions, Advising, Aid, Awards and Academic Standing Committee). I asked if it had a meeting scheduled before the end of the year; he said probably not. Then I asked when the next academic council meeting had been scheduled, and he said he didn't know of any.

So I went back to my room and, though I disagreed with writing a paper, because I was tired--most students had already left for the holiday--and in no position to argue about academic matters anyway, I wrote the paper and took it to Dr. Riley's house the next Monday. I told his wife (he wasn't home at the time) that I had been waiting since Thanksgiving to leave with a satisfactory evaluation. That night he called me and said that it was adequate, that it raised some issues he wanted to discuss with me, but that the discussion could wait till January since I was in a hurry to get home.

The next day I packed and went around and assured everyone--the president, the vice-president, the dean--that everything was in and was satisfactory. Then I went home. Two days later Tom Todd called me and informed me that I had been dismissed.

Q: Does the whole matter of your dismissal revolve on this independent study project, or were there other considerations bearing on the decision?

A: According to the original story, this was the only reason I was dismissed. The faculty had voted that I was to be automatically out if I didn't have a project in by a certain day, I didn't get it in satisfactorily by that day, and I was dismissed. I do think that that was unfair, since I was cloudy about the project deadline, as was my advisor.

Q: Have you taken any steps to obtain reinstatement?

Q: I wrote all this down and sent it to the academic council as an appeal. Then the council wrote me back, saying that the dismissal was not essentially based on the technicalities of my project. I think that this conflicts strongly with the statement Dr. Buri released to The Catalyst, Dec. 9 concerning the cause of the action. The letter from the academic council said that failure to turn in the project had merely started a review of my whole record, revealing all kinds of bad things, like how I hadn't been going to class regularly and hadn't been making up chemistry. I replied that many students don't go to class regularly, and that this isn't normally a criterion for academic good standing at New College. So the council set up an appeals committee to meet with me Jan. 4.

They said I could bring any two faculty members with me, so I chose Dr. Berggren and Dr. Arthur Miller, both of whom I knew supported the faculty policy. I wanted

the committee to convince me that I didn't belong in the school, or I wanted to convince them that I did; so I didn't try to pad the meeting with persons who were favorable to my case. At this meeting, the course of events led me to believe that there was a lot more involved in my dismissal than the failure to turn in my report. I was asked what I intended to do if allowed to return, and I replied that I understood academic good standing to include passing the comprehensives, turning in satisfactory independent study projects, passing the qualifying exams, making up deficiencies, and so forth. I said that I intended to do all this. Then they asked me about my motivation, since from the things I had written in the past they felt I didn't want to do these things. I said that that was true, I didn't want to, I didn't think they were educationally necessary. But I was willing to do them because they were what the school wanted, and it was worth that much to me to stay in school. But then the appeals committee voted 6-4 not to ask the faculty to reconsider. I personally find it hard to understand why the committee voted as it did. I'm sure that different

ment in the catalog under which I entered that states, I think, the perfect relationship among the faculty, staff, and students with regard to spheres of responsibility for the progress of education: "Faculty members are more advanced in their work than the students, and it is instructive for students to know where their teachers have gone and what they have seen. But the student is just as actively and directly engaged in the search for truth as the teacher. Each is there to help the other in a way appropriate to his position."

"Responsibility" can be twisted to mean "doing what we would have made you do anyway." Then one exhibits responsibility by writing the papers or making the rules that the faculty of the administration thinks should be made. You are being irresponsible when you don't write those papers or make those rules. This takes "responsible" in a very connotative sense, but in a very denotative sense it means that the student do the things--not necessarily the things that are rational or mature. I came to New College because nowhere else in America that I know of is there this freedom stemming from the denot-

of difficulties to businesses and other schools if you go into them, or transfer, or are dismissed, or something like that. But a student must have the foresight to set up a program of study or research that will give him enough competence to enable him to get into graduate school or whatever.

Q: From your point of view, does your dismissal uncover any serious degeneracy in the practice of the ideals of New College?

A: Yes, though I don't know if my language would be quite so colored as to call it degeneracy. Near the end of the third term last year I had done a lot of table-hopping from subject to subject and book to book that interested me, but I had done very little studying to pass the comprehensives. At that time I decided that this school was not like I felt it should be, but I thought I would stay and try to change it, because American education needs this. I could not be at peace with myself until I had found out if it could happen in America. So I studied and crammed and passed the comprehensives. I devoted a lot of my time to this endeavor the first term of this year, and in so doing I neglected a large part of my academic education. One could even say that I seriously neglected the academic side, but I feel that scholarship is a minor part of education, and certainly does not exhaust all the possibilities. Even the whole of the college cannot exhaust all of the possibilities. Professors frequently agree, but say that you can get this broader background in the world or on your own or when you graduate.

Q: You said that you came back to work. What is the work to be done, what are the areas you feel we should restructure?

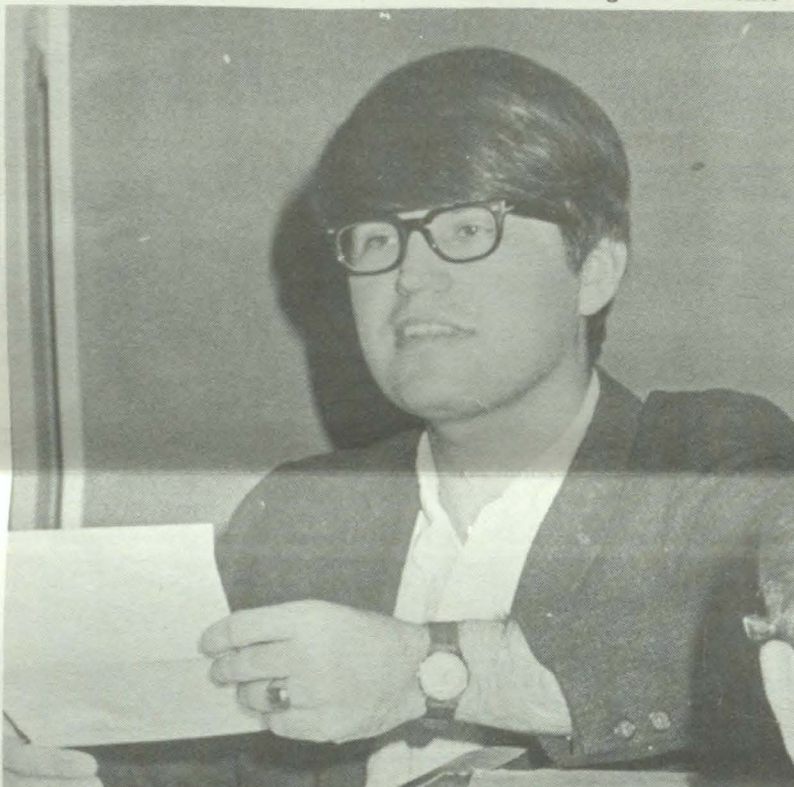
A: I think that the most important thing that could be done at New College this year is for the students to completely change their attitude. The third-year ones feel that they have been duped; they are very disillusioned and don't want to talk about it any more. The second class also came here with expectations that have not been realized. For some reason, these students have given up too easily. It will take a lot of time and luck to organize these discouraged students, so that what they think becomes coherent and valuable in deciding college policy. Maybe some of this can happen at the Planning Conference Saturday--I hope it does.

Hopefully, students will go there and tell it like it is. But it will take more than just telling it like it is. The faculty members can very easily buffalo the students. We can say, "The literature says 'independent study or reading period'. Why can't we just have a reading list and study on my own?" Then an advisor will say, "Oh, you can. There's no rule that says you can't. We simply passed a rule in a faculty meeting that it is for the discretion of the individual faculty member to counsel what the criteria of adequacy will be." This, I think, is an infringement of student rights. I think it is the student's right to conduct the independent study period in his fashion, not according to the whim of an instructor. Analyzing the faculty very behaviorally, we find out what they think by looking at what they do. And it is getting so that papers are almost required for independent study projects; we are simply not allowed to do otherwise, except under a few teachers.

Q: Generally positively, what do you think New College ought to be?

A: A few days ago I received a letter from Ray McClain. He was a charter scholar here, a member of the first class. Now he is at Swarthmore. After reading the story of my dismissal he wrote me this letter which I quote in part:

"My first response to your getting kicked out was that this was the ultimate in pushing academic sanctions that may insure 'academic excellence', in the most narrow sense, but which will eventually destroy New College's uniqueness if they become too strong. The basic point I have in mind is that my concept of how New College (continued on page 7, column 1)



Cassell

members voted as they did for different reasons, so it is very difficult to put the finger on why I was dismissed.

Q: Have you since taken any further steps to try to be reinstated?

A: Some of the other students and I have been trying to get the College Council to meet to consider the case, since the council by-laws list academic dismissal as a secondary function of that body, but thus far we have had very little success. We think the appeal is very important, but most people think the issue shouldn't be brought up any more.

The SEC (Student Executive Committee) has asked that the College Council meet; it hasn't been meeting as often as its charter requires, and student members would like for a meeting to be called. I almost doubt that they will consider this matter. The president has said that he would call a meeting over this controversy only in order to delete the academic section from the by-laws.

Q: Assuming that the College admits responsible students... What do you think the basic rights and privileges of the student here are, and how do you relate these to your situation?

A: I think that this is very crucial to what has happened and will happen at New College. One of the founding principles was that, in the last analysis, the student is responsible for his own education. Many of the faculty members I've talked to feel that the student discharges that obligation by coming to college, and that it is in the hands of those older and wiser thereafter. I, and many other students like me, feel that I have not fulfilled my responsibility by coming to this place. There is a state-

ative "responsibility." To quote from the catalog again, "The faculty and staff will counsel as colleagues, but only the student can dictate what his rate of progress will be." This to me is self-evidently true, but I think that it has yet to be put into practice. The faculty is defining what the rate of progress will be; and when one fails to participate in the rate of progress as defined by the faculty, he is dismissed from school. Not only is such a fault inconsistent with the thoughts which went into the making of the college, but such an action is very unfair simply in terms of politics, because I have no say in deciding who the people are who say what I have to do in college.

Q: Are you opposed to all required evaluations?

A: I think that comprehensive exams should be optional. Their results should not be the huge determining force they are now. Basically, I think that a student should come to New College in order to grow. The way the requirements are now, a person with a great amount of ability could come to this place, grow only a little and still, due to his ability, outscore someone of less capacity who grows a great deal or works very hard. This is wrong, I think.

Q: What is your thought on the practical difficulties arising from having no undergraduate evaluations? How are businesses and graduate schools to know whether you have just been three years in residence or whether you have in fact grown?

A: I hope this question of the transition to the post-college years will be discussed in the College Planning Conference Saturday. Admittedly this is a problem. It brings all sorts

Examiner Relates Other Views

By KIT ARBUCKLE

To present both views of the issues surrounding the dismissal of Mike Cassell, The Catalyst also interviewed Dr. John French, the college examiner, who has been close to the situation throughout its course. Though feeling the issues involved are now generally agreed upon, Dr. French provided the following views of the key questions.

Q.: What are the important events that led to Mike Cassell's dismissal from the college?

A.: As with everybody, a student comes up for review if he fails to meet certain requirements. In Mike's case the requirement not met was the turning in of an adequate independent study project on schedule. His April, 1966, report was turned in but adjudged unsatisfactory. I am not clear on some particulars for a time after that, as I was not his project advisor. But at any rate he was assigned a new deadline, and later during the summer I wrote him a letter to say that he had to turn in a report as a ticket of admission when he came back to college. He did that, but his new project was also found unsatisfactory.

It was then, I believe, Dr. Borden's job to inform him that the academic council had given him a new date of Thanksgiving for turning in the very final report, which would have to be satisfactory at that time. Around Thanksgiving he was given a still further extension, when it was found that he had not worked on the paper at all till then. He failed to meet even this few-day extension.

Then the academic council met, since this was a failure to meet one of the requirements. As is always the case, the whole record is

brought into consideration when one of the requirements is missed. In a sense, the failure to meet the last date by a few days was a technicality, although it actually was a failure to meet a day in April, not just one set a few days before.

Q.: Did the review of his record reveal any important academic considerations beyond that of his independent study project?

A.: The other items involved in his dismissal were that he did have subjects to make up from his comprehensives; he was written to during the summer and told that he would have to pass off chemistry in December. He had not prepared himself for that test. In addition, term evaluations are brought to bear in a case review--they are not otherwise considered in any way--and Mike had been extremely low in term evaluations ever since he arrived at college. He'd been called to the president's office a year ago on this same account.

It was the decision of the academic council to recommend to the faculty that he be dismissed. They did so at the next faculty meeting, and asked whether anyone on the faculty could think of any extenuating circumstances. Though Mike had finally turned in what Dr. Riley termed a "minimally satisfactory report," when this was announced at the faculty meeting it did not produce any comment that the recommendation of the academic council should be reversed.

After Christmas vacation Mike appealed this decision. The hearing was made before the academic council, supplemented by Dr.

Riley, who was the project advisor; Dr. Berggren, who was Mike's faculty advisor; and Dr. Miller, who was familiar with Mike's work in several ways. This group heard Mike's opinion of why the whole matter came to the conclusion that it did. They were looking for some new evidence that would change the former recommendation. Mike was asked such questions as what he would do from that time on if allowed to stay in college. He may have made the remark that he would turn in papers from then on, but in any case the majority of his opinions showed a strong desire to change the rules rather than to follow them. In discussing his actual work in the field of philosophy, he indicated that, though this seemed to be his major field, he was not too interested in this subject. He was asked if there were some other interest that he had. He responded that he would like to major in general studies, but didn't show any particular interest in such work.

For this reason, by a vote of 6-4, the council chose not to reverse its recommendation.

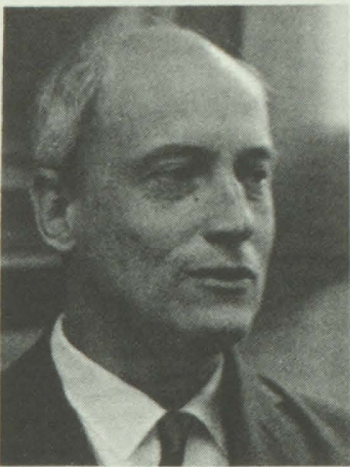
Q.: To your knowledge, was faculty negligence, such as failure to advise Mike of the seriousness of his situation or of deadlines, to any degree responsible for his dismissal?

A.: I don't think so. It is conceivable that if they had followed up with more counselling or more reminders he might have done otherwise. But there is a limit to how many times a person can be reminded of things. It seems to me the fault was more Mike's than the faculty's.

Q.: Do you think that this situation signals any dangerous deterioration of the practice of the New College ideal?

A.: I think that there is danger of deterioration of the ideal, although I don't think this case has much to do with that. Now this case brings up the situation that occurs whenever the academic council or the faculty discusses dismissal. It always takes a double form, affecting both the student and the college. Usually more emphasis is given to the effect on the student--what will he do? Is it actually good for him to be dismissed, as in some cases it is? In some cases a student just isn't working; and, in spite of what he feels himself, he has to be jolted out of the college, showing him that he had to work differently. Or perhaps he just has to be forced out of the college so he can get settled in a better situation elsewhere.

I think most people realize that in Mike's situation this kind of a jolt was needed to show him that he wasn't acting in a practical manner that would serve him well in any connection, either at this school or on the job or elsewhere. Actually, a good part of the decision in this particular case rested on the integrity of the rules of the college. Here was one rule persistently violated over a period of eight months. There is simply a limit to how long you can let a rule be violated and still consider that you have a rule at all.



French

Cassell Tells

(Continued from page 6)

could be on the growing edge of education would be in recognizing explicitly that there is more in education than books.... They could have showed this in this case by waiving or postponing the date of the project deadline when you got so embroiled on the extra-curricular side."

If it is in order to presuppose that New College should be on the "growing edge" of American education, in the vanguard, the view that satisfactory work here should be equivalent to A or B work at Harvard, Yale, or Swarthmore will have to go. Someone with this view certainly should go to Harvard, Yale, or Swarthmore. They have more books, more money, more teachers, more reputation.

Opposing this view of what New College should be is the idea that there is a lot more to education than studying and writing papers. There is a lot to be said for A and B work. But when I was trying to decide where to go after high school, I talked to a lot of friends and teachers. They said all I had to do was go to Swarthmore, work hard, make Phi Beta Kappa, and I was academically secure for the rest of my life if I'd keep my research up. I didn't want this, I don't think many students here want this. So I came to New College, where I hoped we could be doing things in education that no other school in the world does, engaging in the education that goes beyond academic travail. Dewey said that learning is living, and I find this difficult to deny. Some people here feel that this is the place to develop as a student, not as a person specifically. I fundamentally disagree and lay the stress on personal growth, learning about myself and the world. Q: Do you think that the students here have demonstrated the motivation that it takes to carry on such a program if strictures were dropped? A: This is the thorniest question right now. Perhaps we don't. But as long as I've been here we've never tried total freedom, saying through what happens that the student is responsible. I think that the president's statement that here we work less and learn more is true. A lot of our effort, though, is wasted trying to get the school in the right shape. I am in an anxious frame of mind, I'm busy overcoming friction. Most students compro-

mise; they came for freedom primarily, but since they like other aspects of the school they perform and stay. Working against a system in this way, he'll just do what it takes to get by.

I think that if we would really try the principles that attracted us here, we might see if this thing would work. Now that we're in a stable situation we should say, "You, student, come and get with your advisor, and work out your program." Maybe it won't include chemistry. We must get together and work out the fundamental differences of opinion which lead this philosophy into conflict with the system.

If some individual student wants to become an academic whiz, fine. But if his mentality and makeup preclude his being an academic whiz if he is to be a whole person, we should make this person happy here, too. But he's not now, he's very sad. I'm very sad.

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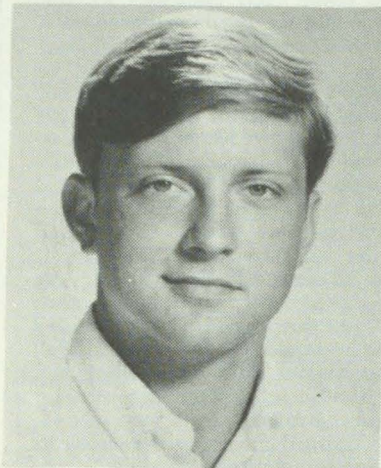
Reasons for Leaving

Former NC Student Joins Peace Corps

Tim Fritz, a former member of the class of 1967, began service in December with the Peace Corps in India.

He completed six weeks of In-Country training Dec. 16 at the Gramsevak Training Center in Mysore, India, according to Peace Corps headquarters in Washington, D.C.

Before beginning on the In-



Fritz

Country program, Fritz trained for eight weeks at the University of Kentucky at Lexington.

Fritz left New College near the end of his first year.

In India Fritz and 34 other Peace Corps Volunteers will be concerned with the production, distribution and use of hybrid grain seed and improving general farming practices.

They will be assigned to work with progressive farmers in the Tungabhadra region of the southern state of Mysore.

"I got an unsatisfactory report just because I turned in a piece of free verse for my math evaluation, and you should have heard what the Social Science professor said when I submitted a watercolor portrait of General Douglas MacArthur instead of a paper. There's simply no place for originality here."

"Is there anything else that caused you to want to leave?"

"There were many incidents of a similar nature that caused me to believe the New College ideal had been scrapped. I hadn't realized until recently, though, just how serious the situation was. But I knew things had gotten out of hand when a professor actually suggested I come to class. I was horrified."

"Do you think your leaving will help the situation here?" I asked.

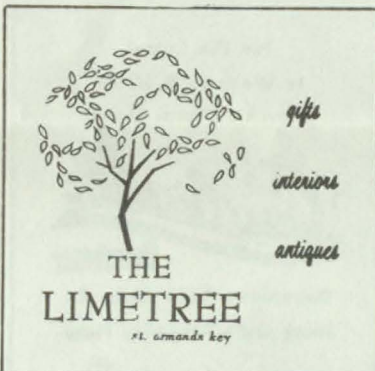
"Certainly. I'm to talk to the students in the palm court right now. When they hear what I have to say, and read my statement, they'll be so incensed and indignant I bet half of them will resign on the spot."

When we reached the palm court, we discovered that a number of students had the same idea, however, and stood declaiming with admirable rhetoric regarding their intention to leave New College, and the injustices they had suffered here. Their audiences were not large, however. One orator spoke to three brown cats and a man who was here to repair the phone, while the audience of another had lost interest and begun to argue among themselves about the average speed of most ants traveling between the first and second courts.

My friend seated himself between a small frog and a boy who had been sleeping there since the previous weekend and began his speech. I started to leave, having heard many similar speeches in the past few days. My friend stopped me, however, and said, "You see, don't you, that by my action I'm striking a blow for intellectual freedom. It's a blow against restrictions, against authority, and above all, against regimentation."

That's fine, "I said, "but where will you go when you leave?"

"What do you think?" he answered. "I'm going to join the army."



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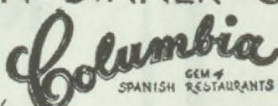
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