

EURICH NEW DEAN

Dr. Nell E. Eurich, experienced educator and member of the New College Board of Trustees has been selected to serve as Academic Dean on an interim basis. Having been a trustee since November of 1963, and a consultant before that, Dr. Eurich came to her duties Thursday fully in harmony with both the New College ideals and realities.

Her previous posts have been acting president of Stephens college, faculty member of New York University, and administrator at Barnard, State University of New York and University of Texas, and Executive Director of the White House Conference on the American Family.

Coming here from Aspen, Colorado the new academic officer earned four degrees from Stephens College, Stanford and Columbia Universities. Her husband, Dr. Alvin C. Eurich, president of the Institute of Humanistic Studies, has held previous positions with the Ford Foundation as the executive director and vice-president of its Fund for the Advancement of Education. He was first president of the State University of New York, and executive vice-president of State University of New York, and executive vice-president of Stanford University. Dr. Eurich will not accompany Dean Eurich.

Dean Eurich will meet with the faculty Friday, but it is unknown when she will first meet the students

She'll have quite a job to fill!

STRUCTURE PROPOSED

A great deal of directioned movement on the part of students took place this past week. In two Ad Hoc Committee Meetings, a general meeting last Tuesday, and a meeting as this goes to press, the students took steps to organize for efficacy in handling their own affairs.

Last Saturday three members of the Ad Hoc Committee (Two others were at Sebring) met with President Baughman, Dean Norwine and Dr. French. The meeting was a final firm call for creation of binding codes of consideration, structure, -----(cont. p. 11)-----

SELMA MARCHERS RETURN

Gordon, Rachael, and Sarah have returned from Selma, Ala., where over two weeks ago they participated in the civil rights march on Montgomery. Although the actual trip was made by bus on the spur of the moment, these students had been contemplating going to Selma since the protest movement for voting rights began.

While in Alabama they worked with TIAL: Tuskegee Institute Advancement League. In Tuskegee the three stayed with Eldridge Burns, a student at Tuskegee and friend of Sarah. Wednesday, the day after their arrival, they and two Tuskegee students went to Montgomery for the march on the county courthouse. A parade permit for the group had already been obtained by SNCC, Student Non-Violence Co-ordinating Committee

(cont. p. 1)

PARABLE OF TWO SAILORS

1st Sailor: Help...Help! The boat is sinking. Abandon ship. Abandon ship.

2nd Sailor: Why...Why? The boat's not sinking.

1st Sailor: Yes, Yes. The boat is sinking. It's full of holes...ABANDON SHIP!

2nd Sailor: It is not full of holes. Stand fast. STAND FAST.

Whereupon the first sailor seizes an axe, chops furiously, and then says:

"See...see; it's full of holes."

(A little they-spouse-

SORRY!

We would like to apologize to the readers of The Catalyst for the lateness of the paper the last two weeks. Both times mechanical problems have been the delaying factors. This week, hopefully, we'll be out Friday afternoon.

The Staff.

THE END OF THE BEGINNING

Yesterday our new academic dean, Dr. Nell P. Eurich, arrived. She may represent, in the words of Sir Winston Churchill, "the end of the beginning" rather than "the beginning of the end".

There are some very good reasons why Dr. Eurich can be such a help to us. First, she will take on responsibilities which have been

neglected for some time. Second, she knows New College's past history--she is a trustee and acts in an educational advisory capacity. Third, though she is a temporary dean, she and her husband are members of the educational world and will be well equipped to find us a top-notch permanent dean.

These facts along with Dr. Eurich's background in education lead us to think that New College is rather lucky in getting her. If the students will take the time to get to know her instead of making snap judgements, some of the frustration and anger which now are a part of us will have a chance to fade.

The Catalyst

THE CATALYST

Published weekly by the students of New College

Editor

Laura Rawson

Business Manager

Richard Kainz

Staff Reporters

Linda Benua

Glenda Cimino

Chuck Hamilton

Karen Fryklund

Dennis Kezar

George Monoson

Charles Raeburn

Tom Todd

Typists

Fay Clayton

Cookie Hoigne

Sam Treynor

Copy Editor

Esther Lynn Barazzone

Assistant- Denny Miller

LETTERS TO THE EDITOR

Editor, The Catalyst

Two factors make it difficult to reply to Mr. Bevis' letter of last week: (1) the letter is somewhat vague and thus depends largely on implication for its impact, and (2) Mr. Bevis obviously does not share the "academic myth" to which most of us subscribe. This "myth" is simply that a college should be a special place where students have the opportunity to mature by meeting social and intellectual challenges, a place (rare in our mass culture) where the individual counts. If Dr. Hotchkiss' recent letter in response to student concern said anything, it was precisely that New College is attempting to make the student, as an individual, important on the educational process.

These facts make Mr. Bevis' inclination to refer to the student body as "it" grate against our conception of New College. We simply are demanding what we were promised: to be treated as individuals with unique personalities and unique approaches to life.

If the actions of some of us have been hasty or ill-advised, the others have been very satisfactory from Mr. Bevis' point of view. Even if some students may deserve some of the criticism, NO ONE in the student body deserves the general calumny which Mr. Bevis dispenses so freely. Most New College students do have the traditional virtues that Mr. Bevis mentioned-- respect, courtesy, admiration, appreciation, co-operation, consideration, etc. BUT we reserve them for instances in which they are appropriate or deserved--we refuse

to give of ourselves blindly.

We realize our own capabilities and the fact that we are able to-- and have been promised the opportunity to-- contribute OUR abilities to the building of the college. Thus, there are two faults in Mr. Bevis' characterization of students as lowly subordinates who want to tell experienced hands how to run things. First, these comparisons deny our capabilities. Second, there really are no such "experienced hands" with sufficient background to run New College without help from the nether regions.

Ray P. McClain

P.S. Yes, Mr. Bevis, New College IS designed to produce egg-heads. After all, "egg-heads" is a perfectly respectable term for socially-concerned intellectuals.

AN OPEN LETTER TO MR. PALMER BEVIS

Dear Mr. Bevis

In your letter to THE CATALYST you implied that the "egg heads" among the student body of New College have acted improperly. Their status is, after all, only that of students. How can they justify their disrespectful protests against certain policies of the administration? Perhaps I can answer your questions.

In the first place, we are quite aware that we can't abolish all the evil in the world. There is no reason, however, that even the weakest student voice shouldn't be heard in a college community of this size. Indeed, one of the prin-

(cont. on Page 13)

REFLECTIONS FROM AN APPLICANT

In the school where I come from, they like you to make a lot of college visits because that's supposed to be the only way you can find out what a place is really like. You take a bus somewhere or drive and walk through campuses sheltered by tall maples and past plaques set in stone and contributed by the Class of 1921, who want desperately to be remembered. You get a tour of the campus by a personable undergraduate majoring in Business Administration and he shows you the new labs and the athletic records and the scoreboard and you ask him about the football team and eventually the admissions man sees you. He shakes your hand and gazes out the window, bored, because you're the fifth today and three more are due later. He asks you your college board scores and you ask him about the English Department and the football team. Then he tells you you have a good chance if you keep on working hard, and the visit is over. You go home and feel you've accomplished something, you really know what that college is like, and you can make a really intelligent decision.

I arrived in Sarasota on a recent afternoon. There was snow on the ground at home and people said, "New College? What's its name? What's that?" I wasn't quite sure what to answer.

In Sarasota it was warm and Floridian and the old people who got off the plane were embraced by more old people on the ground. I went to Howard Johnson's to stay. Next to a place called the Circus Hall of Fame was a gate and a big sign which said New College. I couldn't quite see down the

(cont. p. 13)

CURRY CENSURES ATTITUDES

Last Friday morning Dr. George Curry, historian, left the Social Sciences session, refusing to deliver the prepared lecture. His comments ranged from declaring that the school chose to run itself in confusion to pointedly commenting on students who lavish attention on others than the lecturer during a session. In an interview afterward Dr. Curry stated that he could well have gotten the attention of those who were roaming around, talking, and drifting in late, but that the "messy situation" lecturers faced had been allowed to exist too long. (He was thinking ahead to the embarrassment which would be felt if such inattention and general discourtesy would greet visiting lecturers.)

Two points were made quite well by the professor. One is that Friday's situation did not reflect only on the students, but also on the organization. Uncertainty about such things as whether to go ahead and take the coffee break if the previous lecture has been over time, how many minutes to take, are indicative of the lack of pattern. Certain basic understandings about procedure, timing and other indidentals are vital to the smooth functioning of lecture sessions. Beyond this, he felt that minimum levels of decorum and courtesy must be either tacitly or verbally agreed upon. It is not valid to allow a small minority who feel that absolute social unrestraint constitutes "freedom" jaundice an atmosphere. In Curry's words, "If we continue to turn a blind eye we will sink to the standard of least concern."

(cont. p.16)

CATALYST'S REPLY TO MR. BEVIS

WARNING TO STUDENTS

In reply to Mr. Bevis's letter of March 26 The Catalyst reprints a part of an editorial explaining why Mr. Bevis's suggestion on naming was chosen.

"Among the active minds that make up the student body, faculty, administration, and board of New College; its place and meaning is clear. To provoke, initiate, precipitate, calm, accelerate: these are the forces to which this paper is dedicated. But these forces can be unwieldy and destructive. An understanding, therefore, must be developed. Mutual trust, honesty, and FITTING PRESENTATION are the watchwords upon which "The Catalyst" will act and react.

The art of action and reaction, however, is not the exclusive property of this staff. These columns are open to the whole of the New College fraternity who wish to express their perceptions, WHETHER GOOD, BAD, or agnostic, on ANY facet of New College activity (or lack of activity, for that matter).

We on the staff recognize our responsibility within our staff reports and editorials to become agents for intelligent discussion. Quite clearly, though, we see the responsibility of all others to engage in these matters with the same view of approaching that most distant, blurred, and wounded concept--truth.

Opinions expressed in THE CATALYST are not necessarily those of the staff. We believe in the free expression of every opinion, whether shared by one or 100% of the readers of this paper.

THE STAFF

Students of New College, beware! Beware of many things, for there are many things which necessitate your vigilance.

Beware first of your own apathy. Much has happened in the past few weeks. Much has happened to upset us, yet--have we acted? We must not allow ourselves to be trampled upon. We must make our voice heard and heeded!

Beware, students, of an administration that would disregard you! Are we to allow a system of coercion to appear on our campus? Yes, beware of the petty moralists.

It is now apparent that any possibility for the success of New College rests in the hands of the student body. We must begin to fight the administration! No longer can we passively utter our unfavorable responses, for they will not be heeded. No longer can we leave the fight to the faculty for the faculty is obviously powerless. Certain valiant members of the faculty have bravely carried our flag of indignation for us. Now it is our turn.

Let's show all concerned that New College was founded for the intellectual pursuits of students and professors, not as a site for the construction of an economic facade. Let us make apparent that we will tolerate no more double talk and unfulfilled promises. Let us demand our right to the superb liberal education for which we came to New College. And we do have a right. Scholarships or no scholarships, each of us has the right to fight for our education--and the time is now!

(cont. p.14)

(Rubin)

W4/AT CEX/10
hard
real

OPEN LETTER TO MR. PALMER BEVIS

INDIVIDUALISM

To Mr. Bevis,

I have wondered ever since I came if it "is the function of New College merely to turn out eggheads"; it seems to me that this has been the main purpose and explanation of most administrative action thus far. We are apparently supposed to be nice, well-bred, clean-cut, All-American, intellectual machines (with shoes on of course). Give us a question and we promptly spout the proper answer, to the wonder and astonishment of all our simple listeners. Any completely free and original action is frowned upon, or greeted with a polite smile and pat on the head; at least until such action begins to touch upon really vital matters such as going barefoot, a sure sign of moral delinquency, i.e., differing from the standards of the Victorian drawing room.

Granting that this matter of wearing shoes is a completely minor and insignificant point by itself, nevertheless I feel that it betrays a deeper and more general trend on the part of far too many trustees and administration--that of confusing unimportant externals with actual accomplishment. It should perhaps not be amiss to remark that little "Suzy Barefoot" is probably more advanced mentally and (I can hear the howls) socially than the people she is shocking. It was never mentioned in the official propaganda of the college that one of the most seriously avowed points of the college program would be to teach its students to wear shoes so as not to shock the over-dignified "cultured" members of Sarasota society. Perhaps it

(cont. p.16)

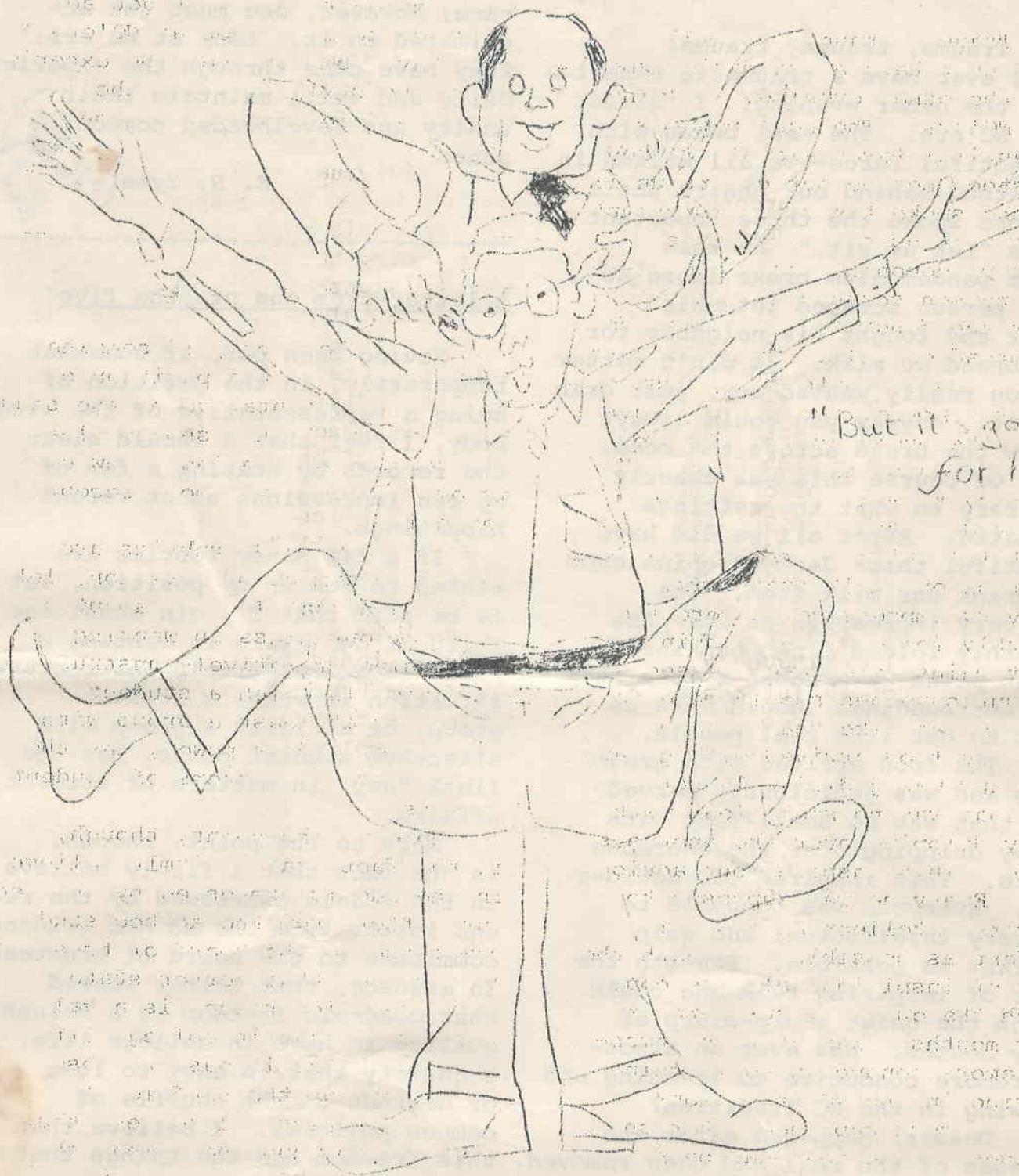
Individualism can thrive only in a society such as ours; it is non-existent on a desert island inhabited by one human being. To be an individual is to be a person who has taken the responsibility to govern his own life as opposed to adopting the standards, judgements, and decisions of others. To be an individual is to be noticed in contrast to the herd. To be an individual is to be.

An individual is a person who was challenged by the growing awareness of being an entity separate from all others with unique characteristics and met that challenge by severing all bonds tied on the pretext that it is not only superfluous, but criminal to think for ones self.

The individual is the person who says "The truth is as I see it." and takes the responsibility for all the implications of that statement. The code, or morality, he governs his life by is one he rationally creates for himself. This does not mean it must be different from any existing code or even the code he originally discarded when reaching towards individualism. It means he has judged each idea, sifting all the comments, criticisms on that idea, perhaps testing it in the reality of his active life, whatever UNTIL that idea is part of the valid truth as he sees it and he knows whether he is going to use it or abandon it. Then he has created it, made it into a part of himself.

An individual is a person who has both rejected becoming a member of a society who thinks, acts and feels as that society dictates and

(cont. p. 15)



"But it's good
for him!"

B. J. ...
R. J. ...

B & P

Trauma, trauma, trauma!
Did I ever have a traumatic experience the other evening! I "dined" with NC'ers. The meal began with a beautiful farce--we all walked in and stood behind our chairs until someone spoke the three important words "Let us sit." At this point pandemonium broke loose as each person scraped into his chair and fought his neighbor for the bread or milk. It didn't matter if you really wanted any, just grab for it. Anyway you could always throw the bread across the room.

Of course this was exactly contrary to what the settings dictated. After all we did have beautiful thick Jackson china cups to drink our milk from. The was very impressive as were the smoothly folded linen napkins. Great pains were taken to see that our surroundings should make us want to eat like real people.

The food arrived with great pomp and was judiciously served and that was no small feat with gravy dripping over the enormous plate. This inspired our actions too. Everyone was supposed to be very intellectual and gulp as fast as possible. Beneath the roar of inspiring talk one could catch the quiet slurp-slurp of many mouths. Was ever an atmosphere more conducive to learning and growing in the NC tradition?

Dessert happened after the ravages of the meal had been removed. Again it was a huge contest--everyone was expected to fight the servers for desserts. If one could steal an extra dessert then he was a real hero. It didn't matter if somebody else didn't get a dessert; after all, no one else counts.

Yes, it was a traumatic experience; however, one must get acclimated to it. Look at NC'ers: they have come through the experience daily and still maintain their sanity and levelheaded common sense.

E. N. Zyme

*(a student)
Real boy*

A letter from one of "the five"

Having been put, if somewhat temporarily, in the position of being a representative of the student body, I feel that I should clear the records by stating a few of my own impressions about recent happenings.

If a few handy rubrics are wanted to sum up my position, let it be said that I join about one third of our class in wanting a permissive, relatively unstructured situation in which a student group, or at least a group with effective student power, has the final "say" in matters of student affairs.

More to the point, though, is the fact that I firmly believe in the ideals expressed by the recent letter from the ad hoc student committee to the board of trustees. In essence, that letter stated that academic freedom is a valuable quality to have in college life, a quality that is easy to lose or degrade on the shuffle of campus politics. I believe that this freedom and the things that can only be done well in an atmosphere of freedom are the key to making New College a truly great school and a successful "experiment in learning" rather than just a decent liberal arts college like many other decent liberal

(cont. p.17)

SEBRING

The TWELVE HOUR GRAND PRIX OF ENDURANCE, 1965 at Sebring, Fla., is now a historical event, but the impressions of its spectators have not been turned over to the past. Whether you measure this in terms of residual tiredness from a long, long day, sunburn from the 103° sun, enjoyment from watching a spectacular show, or even pride of seeing American cars and American drivers make such a superb showing at long last, the impression is still alive—especially for the eleven New College students and their guests who left on our bus at 2:00 A.M. last Saturday morning.

The course was huge n'hot fitted with 60,000 specimens. It was a fantastic affair, blended with equal portions of grand prix race and state fair mid-way. The reaction of the crowd mirrored the events on the track from the pregnant enthusiasm at the starting line, through the hours of heat and pouring rain right down to the final tension at the brightly lit finish at 10 o'clock.

The race gained significantly by allowing pure racing cars to run this year again. It was one such car, a Chaparall, driven by Texan Jim Hull, that took the checkered flag and the victory prizes.

So ended not only the race but also our long day of watching, eating, sleeping, walking, resting, and bus riding. But it was well worth it. Anyone for Sebring next year?

HEARD IN PASSING:

"My parents are coming—I've got to get a haircut."

Mrs. Colt announcing that the linen service will be paid by the college.

FLYING LESSONS

Dean Sonnenberg has collected information on flying lessons for students and faculty. Following is an excerpt from his report to Dr. Baughman.

Lessons start at 15\$ per hour for instruction and if flying solo, which usually occurs after 8 or 10 hours of dual instruction, the rate becomes \$11 per hour. These are the minimum and if other type airplanes are preferred, the cost is increased. A minimum of 40 hours is necessary before a flying test may be attempted and this means that a student has to invest a minimum, approximately \$400 and this makes it quite costly.

Even if a break were obtained in the rate, as all instruction has to be individually given, I do not believe that it would be more than \$3 per hour discount and this still leaves a balance to pay which is quite high.

If this still sounds attractive it would be helpful if we knew how many would definitely take the lessons in order to insure the instructor a minimum number of students to make it attractive to him to give lower rates.

WE STILL NEED YOUR TALENT

The Catalyst still needs help. We still need it especially in the line of typing. If you could give an hour or so of typing stencils on Thursday afternoons or evenings it would be greatly appreciated.

Also, we are still looking for someone who would like to do a regular humor or satire column. We appreciate all contributions, so..... please see Laura Rawson.

APRIL EVENTS

ASOLO MOVIES

- Wed. 7 "La Dolce Vita". (It.)
14 "David and Lisa" (U.S.)
21 "When Comedy was King" (US)
28 "Rasho-Mon" (Jap.)

NEW COLLEGE MOVIES

- Sun. 18 "Raisin in the Sun"
25 "Ivan the Terrible" (Part I)

FORUMS

- Fri. 2 Gilbert "Appeasement in
the 1930's"
9 Abrams and Wolfe in Recital
23 Hoppin-Psychology

NEW PROSPECTIVES

- Thurs. 8 Sanford "Patterns of Work
and Leisure in an Affluent
Society"
22 Lane "Asia in our Future"

SPECIAL EVENTS

- Sun. 4 Chamber Concert, Asolo,
\$1.50 (4 p.m.)

Fine Arts Institute pre-
view, Gallery 18, Museum,
free.

Fri. 2 Gilbert "The Character
of Churchill" (10:30 am)

HEARD IN PASSING

Students serving wishing that others would check to see when their week comes up. The way things are going, some time no one will be fed for lack of servers.

"Reading lamps make good wedding presents." (Re Dr. Mead's lecture)

CATALYST ADDS CLASSIFIED ADS

The Catalyst will publish classified ads for the convenience of the college community.

Students, faculty, administration, and all other members of the college community will not be charged for this service. Ads will be accepted from persons outside the college at the rate of 5¢/line.

All classified ads must be submitted by 12:00 a.m. on the Thursday before publication.

HARTLEY INITIATES BLOOD BANK ACCOUNT

College now has a credit account at the Lower West Coast Blood Bank. "I thought it would be a good idea, so I checked with Dean Norwine how to go about it. The hospital was very cooperative in helping to begin."

Six pints are needed to begin the account. Any member of the student body, faculty, or staff may draw on the New College credit. Credit may also be transferred home. Students between the ages of 18-21 must have parents written consent. The proper form can be obtained from Dave Hartley or Betsy Yocher.

New College will not buy blood to add to its credit, but any student wishing to contribute should contact the blood bank.

"The way it works is that the hospital will use the blood contributed by New College as it is needed," Dave Hartley explained. "But New College can always use at any time as much blood as it has contributed."

This account has financial as well as altruistic motives. Blood is a fairly expensive commodity. When it is needed, it may cost

Cont. Page 11

BLOOD BANK, Cont.

around \$40 a pint. However, with the credit account, the receiver will receive the blood free with only a \$10.00 "Service Charge".

"Contributors with rarer types of blood like AB negative, will act as "walking blood banks", that is, their name will be kept on file until their blood type is actually needed," Dave said.

A pint of blood may be safely given every two months, advised Memorial Hospital Officials.

STRUCTURE PROPOSED, Cont. page 1:

to deal with infractions. Discussion centered around codes of consideration, structure, and punishment. Punishment, as decided by these representatives, was to be dealt with by joint action of faculty, administration and students in the more serious cases. One of the "more serious cases" mulled over was that of drinking control. Expulsion as a penalty for drinking became a very distinct possibility.

Sunday's meeting of the Ad Hoc committee was to work out details of a channel for student voice. Ironically, the Student-Faculty committee was to be re-elected for planning purposes and a "Multi-purpose" committee strongly reminiscent of the Preceptorial Committee and the Rat-Finks was established for action. The novelty of the proposal was not that it created any new structures but that it made it impossible to bypass students in decisions on Campus life.

No action such as the expulsion and probations of the first term should take place again without student involvement.

As outlined in a statement by the Ad Hoc Committee, the Multi-purpose committee (5 students, 3 faculty, and a representative from the Dean of Students) will serve as a line of communication, a creator of standards of conduct, an advisory body to the Dean of Students on discipline, and an enforcement body of the Code of Consideration.

Upon election, the new Student-Faculty Committee assume its duty of working toward concrete proposals to be presented by the end of May.

In a brief meeting Tuesday, March 30, the proposals of the temporary committee were accepted and plans made for election of new representatives.

Thursday's unofficial results named: Tim Dunsworth, Dan Jaecks, David Pini, Chuck Hamilton and Anna Navarro as new members. Navarro will be in an alternate capacity until John Peters can return to his post.

Members of the Multi-purpose Committee are to be Allen Whitt, Bruce Lamartine, Kenny Misemer, John Cranor and Esther Lynn Barazzone.

SELMA MARCHERS RETURN, Cont. P.1:

This national group has played an active role in the Negro's struggle for equal rights. Its representatives, according to Gordon, are "Wherever they are needed at the time".

Thursday a group of 84 demonstrated, as authorized by their permit, in front of the capital. They were commanded by a police officer to disperse immediately. Also on hand were members of the Alabama White Citizen's Council, who alternately refer to themselves as the "Better Citizens of Alabama".

"Many of the white people we came in contact with were noisy, obscene, and insulting," Gordon commented. Rachael added that "Some of them seemed to be afraid of us". After being commanded to disperse by the police, the group of marchers held their ground in stolid silence. They said "All right, you're under arrest." and we all sat down in the middle of the street," Gordon recounted.

The group was bodily removed and carted off to the city jail, where Sarah and Rachael remained for 6 days. Gordon, however, due to the crowded condition of the jail, was transferred after 4 days to Kilby State Prison, where conditions were "worse than the barn". There he and approximately 50 other marchers were placed in a gang cell, about 60' x 30'. As a continuance of their protest, a hunger strike was also staged, in which Rachael, Sarah, and Gordon willingly (if not enthusiastically) took part.

Attorneys were supplied by SNCC. The marchers were arraigned, but "stood mute" in order to get a continuance or extended trial date..

"They tried to get us out of jail in a hurry the night we were arrested," Gordon stated. "We could've pleaded guilty and got a suspended sentence." However it was decided that continued peaceful resistance in spite of attempt to "quiet down" what happened would be more effective protest.

The group will have to face trial again sometime in the future. "The worst thing that could happen", Gordon conjectured, "would be that the case wouldn't be removed to a federal court. Then we would probably receive sentences in Montgomery."

Both Sarah and Rachael agreed with Gordon, "I'm glad I went. I'd do it again."

SUBSCRIPTIONS AVAILABLE

Because of many requests from the parents of students and Sarasota residents, THE CATALYST is now selling subscriptions at the rate of \$2.00 for 20 issues. This charge is to cover the cost of production and mailing.

Please address all orders to:

CATALYST Business Manager
New College
Sarasota
FLORIDA

Please enter my subscription of THE CATALYST. I am enclosing \$2.00 in check or money order payable to New College CATALYST in payment for my subscription

Name _____

Address _____

City _____

State _____

All articles submitted to the CATALYST MUST BE SIGNED; however, the author's name will be withheld on request to the Editor.

HEARD IN PASSING

When will the committee to decorate the Barn go back into action?

(At 5 A.M. on Friday Morn) "WE need more typists for the CATALYST"

LETTER TO MR. BEVIS, Cont. Pg 3:

ciple reasons many of us came here was to have (as the College catalogue promised) some part in shaping the development of New College.

Secondly, if you were ever present when President Baughman received any of several standing ovation during the first term, you are aware that student dictionaries weren't "abridged" when we arrived. Unfortunately, events since those times have precluded continuing respect of the ability of the administration to administer. Differences obviously exist, between the viewpoints of some of the students and the administrators. In the tradition of much venerated rationality, the differing groups should be able to reach some reasonable compromise, but as yet they haven't. Still, there is no inherent cause in this situation for the animosity many students feel and show toward the administration in general. In my opinion, however, the bitterest feelings of the students are not the result of specific policies of the administration but of its irresponsible attitude.

The accusation of irresponsibility may seem to you to be correct but directed toward the wrong party. Allow me to paraphrase some recent pronouncements of Mr. Van Skike, a member of the Board of Trustees. The College, he stated, would be improved by the resignation of the faculty members who are always threatening to quit. In addition, he agrees with you that unhappy students can utilize our "travel agency with plenty of one-way tickets." With the Troublemakers among the students and faculty gone, OUR (i.e. YOUR) college would be a fine place. We the students, can only believe on the basis of recently established, ab-

surd rules that this attitude of "throw them out or run them out" is prevalent in the thinking of the Administration and the Board of Trustees. No cooperation is possible as long as this escapist attitude exists. New College is no longer concerned with students, and we naturally resent it.

REFLECTIONS From Pg4:

road because of all the palms and pines covered by Spanish moss.

The next morning, the sun emerged from slight clouds and I walked down the long avenue, toward a big building Charles Ringling used to live in, and a smaller one for Admissions. I met Mr. Helgeson, and he found someone to take me to a Physics class. But the boy he found had a meeting then. He consulted in excited terms with someone who needed a shave and words "ADMINISTRATION" and "FACULTY" and "COMMITTEE" and "BOARD OF TRUSTEES" fell. People talked more in a room downstairs with sofas, and I realized something was going on. I had the feeling that perhaps I really shouldn't be listening, but I listened just the same.

I never got to Physics class. At least, not that day. But I saw a good deal more. I realized I was seeing something few people, few prospective students get to see. I was going beyond the plaques and scoreboards and into the heart of an institution itself. It was not even a formed one, but one that had not found itself, a bit lost, a bit bewildered, angry, somewhat anguished, but living and forming. It seemed that something had been neglected, when the great plans were formed; it seemed that too much had been assumed-the pains and

the loud noises were coming as the machine was being repaired which still in operation.

There were many things said while I was there, and I talked to students and professors and administrators. Each person had his own view of the problem, his own diagnosis of the trouble; and each contradicted the other. It was the fault of the Administration, or the Board of Trustees, or the irresponsibility of the students, or the Social Science Department. I sensed a great potentiality which could conceivably become wasted if there was no agreement. Someone had to decide what the problem was, who was responsible, and what was to be done about it. And it wasn't going to be one person's or one group's solution, but one which all could agree on. I saw that what would evolve was not a list of rules and a course catalogue, but nonetheless a change. There would be less freedom for each individual group, perhaps, but at least the machine would work. After all, the test of New College was not a hopeful prospectus but a working institution. But first, the accusations had to stop and the working had to begin.

Within three days I heard the greatest historian and the greatest anthropologist living. I heard great professors, bright students, and saw new dorms. The sun shone on Sarasota Bay, sparkling light upon the water, palm fronds rustled, and the potentiality was there. A greatness was possible, and it could just come. But first, someone was needed who would stand there and watch the sky meet the water, look on the marble columns in a Florida evening, and then turn and speak softly, from reflection, with one eye on founding principles, but with the other on a college

which had to be run from day to day. And then....

I would fly home and say that I'd come from a visit to New College and people would say "Where? New College? What's that? " And I would try to tell them.

"WARNING" From Pg 5:

Where is John Gustad? Why was he fired? And it's time that we face the fact that he is not merely on a leave on absence--John Gustad was fired.

Where is our new educational leader? Where is John Gustad's permanent replacement? Who will he be? And who, we must ask, is going to choose him,--and when.

Where is our faculty going to be next year? Let's not kid ourselves any longer; if present conditions prevail, a great number of our professors are going to be gone. And with whom can we replace such top-notch people? Where are our new faculty members? Why haven't they been hired? Or shall we ask why have they not accepted? Or better, shall we ask who will choose to step into a situation where a fine Dean has been dismissed and some of the finest educational personnel anywhere are about to leave? Or better yet, who would dare choose to come to a place where ideals mean nothing; where students and professionals alike are ruled with a powerful force--a business man who fancies himself an educational authority?

Wake up, Trustees! Is nothing to be done? Do you plan to allow New College to become just another school?

We must rise to the occasion. It is no longer permissible to wait. For waiting has obviously done no-

thing but deteriorate the situation. Let each of us, let George Baughman know that we are the students of New College, its backbone. Let him come to grips with the cold, hard fact that students are people.

Jeffrey C. Rubin

Editor's note-- Sidney Smith once commented that "The taste for emotion may become a very dangerous taste."

E.L.B.

INDIVIDUALISM From Pg. 6:

has adopted a rational personal code of ethics as a result of sifting various asserted truths and accepting only that which he feels is truth.

The both and is stressed because there is often a prolonged interim period in which the would-be individual gropes about refuting everything everyone else says as false and rebelling against conformity to false truth but makes no effort or vain effort to arrive at a workable personal doctrine. This interim period needs no further description; it is the state of things at New College.

We have been given the freedom to become individuals. Fine...but now it seems we need something to get us over the hump into an environment either of mind or body where we can complete our individualization.

It has come to the point where, in classes where the teacher does not "call on" people (a semblance of guide-line "order"), chaos prevails. Everyone is trying to assert his idea loudest, to show how everything brought up somehow proves his point. Everyone is always defending his view as if it were a personal affront to bring up a question or contrary view. No one is searching.

I say everyone, no one. This isn't true, but how can you tell? In every aspect of campus life, the classroom-out-of-the-classroom attitude prevails. The loudest and usually hollowest opinions make it impossible for others to inject ideas without resorting to yelling, interrupting, and other like undignified methods of "conversation". Campus life is merely a larger set-up of the MacKinley Kantor-Toynbee Forum. This is bad. Why? Not because we are in the interim period of individualization, which has such "bad" characteristics. That is inevitable, and it is generally known that things get worse before they get better. But is bad because it is perhaps not impossible, but certainly the ultimate of despair to the point of defeat, for those who are to the point where they want to and can begin to create their view, governing principles of life.

How can you think when you can't even hear yourself? Where can you think when even the remotest places cannot dim the obscene language, kindergarten games, songs about the BIG BAD ADMINISTRATION, to the advanced tune of "Mary Had a Little Lamb" and the all-too-familiar like? Perhaps we shouldn't have to condone rules arbitrarily set-up to avoid the unpleasant "phase" we're going through. But I fail to see why people who want to work and think have to put with the gross disturbances described above.

I think we have proven that either (1) You can't have freedom without some semblance of order, or (2) We don't have the responsibility to use this freedom productively.

Those are two views, dangerously opposite, the latter is, perhaps, the pressure of the community, the Trustees. (It is hard to say, because we form our opinions on so little facts of the actual situation) who would

have stringent rules like other colleges where such individual is hampered usually to the point of never coming about. And then, we'd never know if the ideals of New College wherein ultimate growth of the individual is encouraged will ever work. Sure, we'll have a good education. But there is nothing really special in that; every college offers more knowledge than you can acquire.

The first, the introduction of some guide-line, some order, is the probable preference of the faculty and those students who are past the rebelling for the sake of rebelling stage. As far as I can see, this is absolutely necessary for two reasons. Without it, we will probably continue to appear as disrespectful, discourteous, unappreciative, delinquent intellectuals to the point where, lately, we have become, in part, such people. Or, to that point it becomes imperatively necessary to impose regulations as they see fit. It is certainly time we stop being children who run around crying "Everything is all wrong" and "I want to go to another college" and suck their thumbs for consolation, or the ultimate of cool swear at everything and drink to escape the "absurdity" of existence.

It certainly is absurd. But who made it that way?

Denny

LETTER TO MR. BEVIS From Pg 6:

was thought that such a "necessity" would not arise. If so this only goes to show, or rather serve as another example of, the generally unrealistic attitude of the administration.

There has been a great deal of uproar on the part of the faculty in regard to the poor attendance of most classes. I am one of those at whom the uproar is directed, and I should like to state that I see no reason for going to classes. I can learn more and do it better and faster, reading in my room for the same amount of time, faculty egos to the contrary. The only classes that perhaps require regular attendance are modern languages. As far as all others are concerned the same material is presented in innumerable books and, as I said, can be learned faster and better from them, at least in my case. It would seem to me that the function of classes should be to serve as an opportunity for those who have come across something in their reading that they didn't understand to have their difficulty cleared up. Otherwise the duty of the college should be to provide a place to sleep and decent food and, if necessary, a syllabus for students to follow, and stop at that.

It seems that I have probably alienated myself from Trustees, Administration, Faculty, and at least part of the students. One last point and I leave them to call their curses upon my head.

There is right now a minor crisis regarding the use of alcohol by the student body. As rumor has it, and as far as I personally know it is rumor, President Baughman wants to make the breaking of any public law, and this is obviously

CURRY From Pg 4 :

The question to be answered is where will we establish the minimum level of decorum and mutual courtesy?

directed at liquor, grounds for immediate expulsion. More moderate views would have this include those now on probation. If so, this is an entirely unrealistic viewpoint. There is no such thing as a dry campus in the country. To attempt to outlaw drinking is as asinine as refusing to allow the book store to sell cigarettes, a fanatical attempt to force a personal morality or philosophy on a general populace. At college in states in which the law makes it illegal for persons under the age of 21 to buy liquor, there is a set of rules forbidding use of alcohol; meanwhile the administration sits around and chews their fingernails hoping no one gets caught, as no sensible college actually wants to throw a student out because he was drinking. Also conflicting with these formal rules, which actually serve only for publicity purposes, there is an unwritten agreement with the town that as long as nobody gets carried away and steals the statue of Lincoln in the public park the town will look the other way. The rules degenerate into a travesty and mockery. This drinking by the students is inescapable; like it or not, some drinking is as much a part of campus life as faculty or classes.

At New College, supposedly enlightened, one would hardly expect an attempt to completely get rid of all drinking on pain of expulsion. There is nothing wrong with a quiet drink in one's "private residence". If some one is a chronic trouble-maker because of drinking, something obviously must be done, but only with that person (or persons) and certainly that something should not be a strict enforcement of a no-drinking law with room inspections every hour (which is what would be necessary).

After my first encounter, I thought that the worst that could be said of President Baughman or the Trustees was that they were hopelessly unrealistic. If this attitude regarding liquor is allowed full play in the college rules this will no longer be true; they will have to be regarded as fanatics with an advanced case of cataracts.

JOHN R. DAUGHERTY

(my roommate)

ONE OF THE "FIVE"..Cont. Pg 8:

arts colleges.

It is one story to state such beliefs and fully another to live them. This, in part at least, is the problem facing all New College students who have a deep interest in their future and what they can make of it. It has become a problem because we are often lazy, discouraged, and often prone to forget the lessons of our experiences and the teachings we are daily exposed to. We tend for example, to desire a stable system with a rule for every situation rather than to fight for a flexible system, a system tolerant towards divergence from the norm and capable of giving the students room to learn and grow. Such was the teaching of John Gardner, and I fear that many of us forget it. We tend also to shrink from deep reaching and deep searching. We say, "Oh no, don't you know that privileges are bought only at the expense of responsibilities." We should instead examine the problem at hand and examine our ideals to determine whether it is healthy and consistent to extract such responsibilities from ourselves and

to determine whether it is really valid to apply that oft-over-used platitude without careful thought and exploration.

In closing, I would beg that all New College students hear out my ideas and the ideas of their other fellow-students. I beg that you think long and carefully about the direction our college is taking and whether you want it to follow that direction. Finally, I beg you, if you value your ideals and if you value your commitments to New College as a growing, changing, institution that can be made great with our effort and involvement, then please, please, stand up NOW and work for our future and for the attainment of the goal and ideals that we hold sacred.

With hope and longing for a
better New College,

TIM DUNSWORTH

Not much happens around here either!
High isn't the only thing that gets dull.
Linda & I getting along well.
Have bought 6 records since I've
been here — got them cheap through
a record club — all records 38% off list +
numerous, not too significant always, sales.
Ken