

The Catalyst

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Barazzone Wins Fulbright Grant to Spain



She Joins This Select Group

Members of the Charter Class of New College who have been selected as winners of 11 of the national graduate fellowships or for honorable mention in the competition. The various fellowships won include Woodrow Wilson Foundation (WWF), National Science Foundation (NSF), Danforth Foundation (DF), and Fulbright Grant (FG). Students with their home towns, fields of study, and awards are: front row, left to right, Ray B. Enslow, Peoria, Ill., philosophy, DF fellow; Dennis Kezar, Lawrence, Ind., philosophy, WWF fellow; Paul K. Hansma, Scottsdale, Ariz., physics, NSF fellow; Rachel Findley, LaGrange, Ill., mathematics, DF fellow; David N. Rollow, Chamblee, Ga., English, WWF fellow; Timothy Dunsworth, St. Louis Park, Minn., philosophy, WWF fellow. Back row, left to right, Thomas Bell, New Orleans, La., physics, NSF honorable mention; William Thurston, Silver Spring, Md., mathematics, WWF fellow; Neil Olsen, Cocoa Beach, Fla., mathematics, WWF and FG fellow; Henry Thomas, Columbus, Ga., mathematics, WWF and NSF honorable mentions; Raymond Bennett, Shady Side, Md., psychology, NSF fellow. Missing from photo, Esther Lynn Barazzone, Port Charlotte, Fla., history, FG fellow.

Esther Lynn Barazzone has been notified she has won a Fulbright Grant for study abroad next year, bringing to 11 the total of national graduate fellowships awarded to members of the Class of '67.

The grant includes round trip transportation to the host nation, allowances for living expenses, and educational costs for one year.

Esther will attend the University of Madrid in Spain where she will study medieval history.

Esther Lynn is the second Fulbright winner in the graduating class. Neil Olsen earlier learned he had won a grant to study at the University of Manchester in England, where he will study mathematics.

The scholarships provided for by the Fulbright-Hays Act are part of the educational and cultural exchange program of the Dept. of State. Each candidate was asked to outline a study plan in his major field which he proposed to complete during his year abroad.

Olsen has won a Woodrow Wilson Foundation Fellowship for study in this country, in addition to the Fulbright award.

Other New College seniors have won two Danforth Foundation Fellowships, four Woodrow Wilson Fellowships, and two National Science Foundation Fellowships.

Site Plan Concentrates Facilities Along Axis

Student residences, main library, and other major facilities on the

Draft Card Burning Said Constitutional

A Federal Appeals Court judge ruled this week the law prohibiting the burning of draft cards is unconstitutional and void.

Justice Bailey Aldrich upheld the appeal of David Paul O'Brien, 22, of Framingham, Mass., who contended the public burning of his card was a lawful exercise of free speech.

The mutilation or destruction of a draft card is a violation of an amendment to the Selective Service Act.

O'Brien had been sentenced to six years in prison for burning his draft card last year on the steps of the South Boston District Court.

A UPI account of the case which appeared in the local papers did not say whether the State will appeal Aldrich's decision.

Wives Will Host FPC Women's Club

Wives of faculty and staff members of New College will host a tea for the Women's Club of Florida Presbyterian College Wednesday, 1-4 pm.

The tea follows a visit paid to Presbyterian's St. Petersburg campus by the New College group several months ago.

Mrs. Neville Williams is chairman of the committee that is making arrangements for the tea and a tour of the campus for the visitors.

West Campus will be concentrated along a North-South axis along the bayfront, according to a preliminary site plan developed by the project's architects.

Lester Pancoast, chief architect for the West Campus, reported to a joint meeting of the faculty architectural committee, and student and administration representatives Wednesday his firm's concept of "high density construction" for the area.

Both College Hall and the Sanford House will be retained, Pancoast said, and will form the southern end of the axis.

North of College Hall, a classroom-dining-library complex is planned. Student residences will be clustered north of this complex.

The architects agreed to develop two site plans for presentation to the full Board of Trustees next month, one based on a student enrollment of 800 and another on one of 1200.

According to Assistant Dean Dr. Arthur Miller, "The idea is that it's easier to shrink a college than to expand it." He said if the college were at an enrollment of 800, it could accommodate a gradual growth by working down from the 1200 student plan.

The assembled group also approved a room configuration in the new residences which could be arranged so that a two-person room could be sub-divided into either two bedrooms plus bath, or one double bedroom plus bath and a living area.

According to Miller, if the Trustees approve the plans next month at least one dorm building could be ready on the West Campus by September, 1969.

Intervisitation Extended For Current Study Period

Intervisitation hours will terminate at 1 am every night for the remainder of the independent study period.

The College Council Wednesday passed a motion approving a message from the Student Executive Committee suggesting the hours change.

The ruling affects weeknight hours, which are normally 11 pm. The terminating hour on Fridays and Saturdays are normally 1 am and thus are not affected.

The study period officially ends a week from today.

The motion as passed stresses that this action is not intended to serve as a precedent.

"The SEC action is approved for the present independent study period," the statement reads. "Such approval is in no sense a commitment for approval of a similar action in the future... (and) policy for action in the future (will) be determined only after additional action and study."

According to Dean of Students Robert Norwine, a proposed calendar change to allow a fourth-year option will cause a situation where in some students will be doing independent study while others would be doing regular coursework, and this might pose problems with enforcement of intervisitation.

Norwine, faculty representatives Dr. George Mayer and Mrs. Patricia Drabik, and student representatives Rick Stauffer and Bill Thursday voted for the current change.

Faculty representative Dr. George Petrie voted against the change, while President John Elmendorf and

Vice President Paul Davis abstained.



Norwine

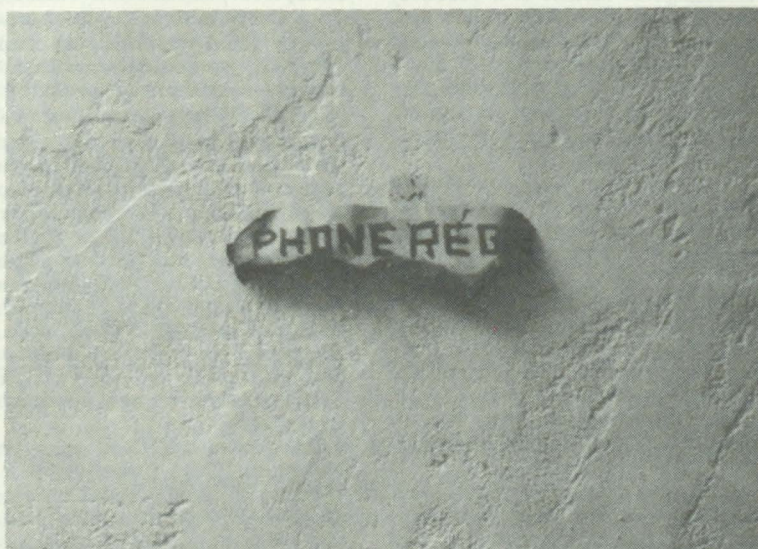
Associates' Dinner Will Feature Panel

A panel discussion on "The Contemporary College Student" will highlight a dinner meeting of the New College Associates Monday evening at 7:30 in College Hall.

First-year students Kit Arbuckle and Beth Crosby, second-year students Dan Haggarty and Patricia Sanderson, and third-year students Esther Lynn Barazzone and Dennis Kezar will comprise the panel, and the discussion will be moderated by President John Elmendorf.

The Associates, who consist of people who have pledged at least \$1,000 per year for three years, will receive special membership plaques and library privilege cards at the dinner.

More than 60 Associates and their guests are expected to show up for the dinner.



Protest, NC Style

Recreation Co-ordinator Frank Meyer has instituted a number of regulations limiting the use of the Reception Center telephone. In protest of these "repulsive" rules, some students have taken to burning a copy of the regulations each night.

Other subversive activities include changing Meyer's "Today" board in the Reception Center to read "Toady." Bill Chadwick, student in charge of the Center and the one getting the blame for these shenanigans, told The Catalyst, "This childish nonsense has got to stop."

Editorial

Love Is the Message

"Please remember that our message is love."

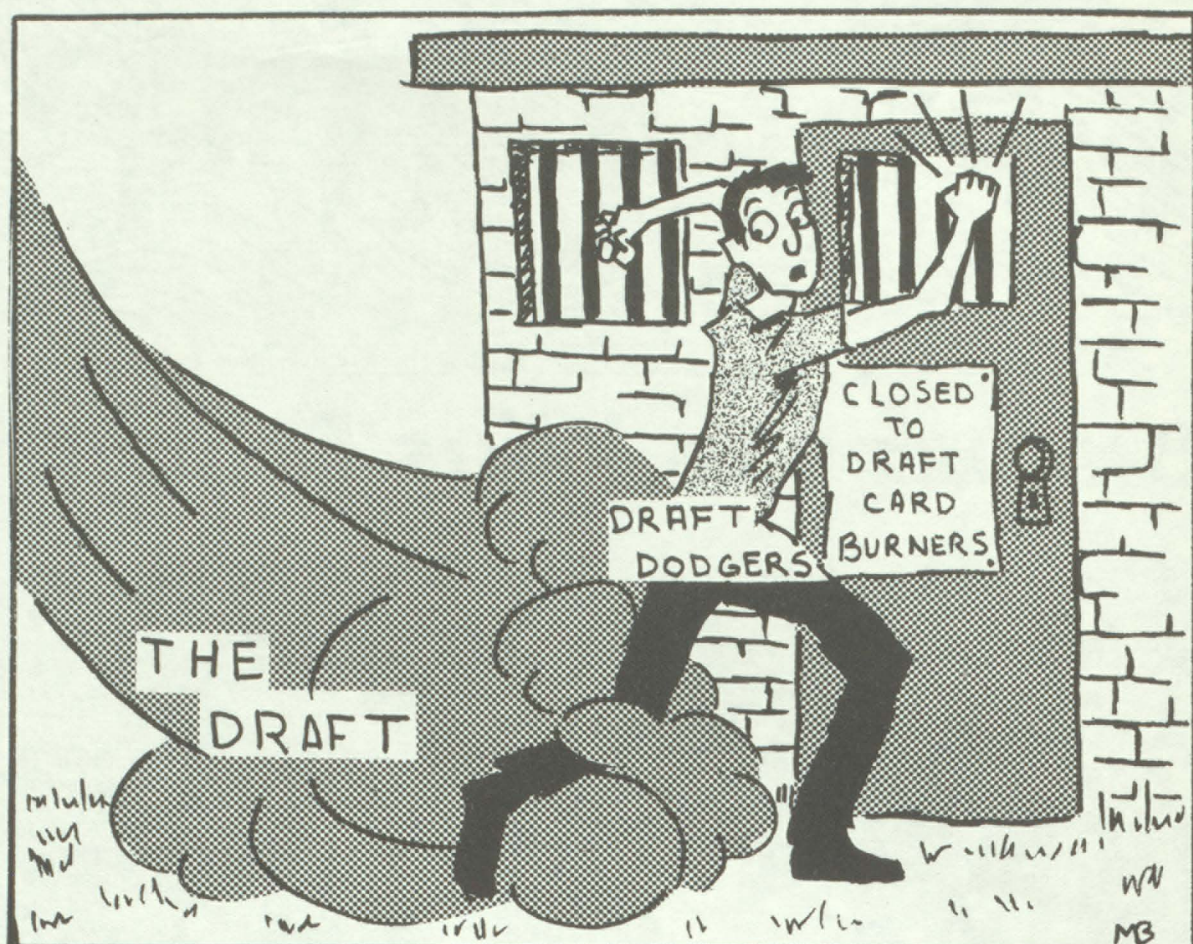
As many as 15 New College students may participate in a march for world peace tomorrow in St. Petersburg. About 150 are expected in all, and the organizers of the demonstration warn, "Our reception will be a cold one, and for this reason we suggest that only those of serious conviction attend."

It will be strange to watch people calling anonymously from off to the side that peace marchers are cowards. Those who marched from Ft. Lauderdale to Miami found it worse than strange to be identified as "dirty fascist communists" who are afraid to fight. There were tales of vicious hoods waiting in ambush, ready to prove how cowardly and impotent the peaceniks are.

It is somewhat disturbing to read the utter sincerity with which a citizen like Mrs. Harold Bruce of Sarasota writes that "It should also be college men's jobs" to maim and kill in a conflict they cannot justify. And, indeed, it is difficult to face a Veteran, crippled from a past combat in which he fought to insure his sons would not have to fight, and tell him there may be better avenues to peace than war.

The brave are those who will conquer fear and do what they feel is moral, what is right. Only crazy people would not experience terror at the thought of facing death on a muddy battlefield. The cowards, we agree, include some "peaceniks" who are searching blindly for a way out, but those who go off to war and do not question their commitment, blindly obeying because they are afraid their consciences will object, might also properly bear the title "cowards." Violence can sometimes be the easy way out.

But name-calling accomplishes nothing. The message is love, even if some aren't quite ready to accept it.



'Pill Poppers' Can Purchase Extra Study Time For Exams

(ACP)--For the price of a quarter, a number of University of Redlands (Calif.) students were able to purchase extra study time during

final exams recently, the Redlands Bulldog reports. How? By using "pep pills." The university has never been no-

ted for extensive use of benzedrine or dexedrine, the newspaper reports, but in recent months "pill-popping" has quietly come into style. The dominant reason appears to be the need for extra study time and powers of concentration during exam periods.

Says one student: "I just didn't have enough time. When I was offered the chan-

Says one student: "I just didn't have enough time. When I was offered the chance to try the pills I jumped at it. As far as I could tell, they had no harmful effect on me and they did improve my studying during a crucial period." Users at Redlands are conservatively estimated at 75 to 100.

College students and administrators have long recognized the increasing use of stimulants on campuses. These compounds, commonly derivatives of ephedrine, such as benzedrine and dexedrine, are generally used either in large quantities for their narcotic-like effect or in smaller doses for their ability to extend awareness and decrease the need for sleep.

According to university physician Charles Bazuin, they are not habit-forming but can cause extreme after-effects if used for a long time. "They cause an increase in the activity of the cerebral cortex (the center of conscious thought)," Bazuin said. "In addition, they can alleviate fatigue and aid dietary programs, which is their common medical usage."

Despite federal legislation against possession without a prescription, it appears that the pills are readily available to students. Major sources are contacts with pharmaceutical outlets and illegal smuggling from Mexico.

For most students, the pills are not obtained cheaply. The average for a small tablet is 25 cents, while more powerful doses may cost as much as three times that amount. One enterprising senior admitted selling pills for \$1 apiece during the last days of finals, when the pill supply was apparently diminishing.

A recent Wall Street Journal article reported that "pill-popping" is getting to be a common practice on the college scene. "Aside from the purely physical dangers," the Journal said, "pep pills don't always keep students alert. One Northwestern student, who emerged from an exam convinced he had scored extremely well, discovered to his horror that he had written over and over on his first page--which he had neglected to turn."

Letter

Student Defends Conscientious Objection

To the Editor:

Conscientious objection to war has been much discussed on this campus recently, so I would like to take the opportunity to clear up some simple misconceptions about this issue, and to offer some personal opinions on the side. I direct my remarks particularly to two items appearing in last week's Catalyst: an article titled "CO Draft Exemptions Called Undemocratic," and the letter from Mrs. Harold O. Bruce of Sarasota.

To begin with, it is a mistake, and a common one, to speak of "CO draft exemptions" and "CO deferments." There are no such things. Conscientious objectors are drafted. I am not referring to those obvious cases in which the Selective Service System fails to be convinced that a man is legally qualified for CO status. I mean that men who are legally granted a CO classification (either 1-O or 1-AO) are drafted to serve their country for two years: if they receive the 1-AO classification, then they are drafted into the military but serve only in non-combatant capacities (usually in the medical corps, and if they are granted the 1-O status, then they are drafted to do two years of civilian service usually in hospitals, I believe.)

Lack of understanding on this point often leads people to call conscientious objectors "draft dodgers." Admittedly there are very many

ways to avoid being drafted, and those ways that are legal are often called deferments. One may legally dodge the draft by becoming, among other things, a student, a minister, thirty-five years old, or a Congressman. (Some said that Congressmen, since they write the laws that defer Congressmen, are involved in a conflict of interest. On the contrary, I cannot imagine a nicer dovetailing of interests.) But the fact remains that it is not possible to dodge the draft by virtue of the CO classification.

Another misconception is implicit in Mrs. Bruce's characterization of conscientious objectors as men who "don't want to defend our country," presumably because they refuse to engage in war. There are many things that could be said in response to this, but I'll be content to make the following comments:

1) It seems to me that to defend one's country is to make it safe; but surely Mrs. Bruce does not mean to imply that our country is only safe when we are engaged in war. On the contrary, wars are extraordinarily dangerous affairs--especially defensive wars--and therefore the best way to protect our country is to prevent wars, not to engage in them. It is probably this preventative effort that Mrs. Bruce had in mind when she wrote of "defending our country." But if this is what she meant, then she would find few people more anxious to defend our country than conscientious objectors.

2) Nor is the real question whether we want war or peace--no sane person wants war--but rather which techniques are most likely to succeed in securing a just peace. In this respect pacifists are sometimes guilty of a serious misconception themselves: they occasionally convince themselves that everyone who is not a pacifist wants to fight wars. This is as groundless as Mrs. Bruce's belief that CO's do not want to defend their country.

3) Having agreed that we all want a just peace, however, there still remains considerable difference of opinion as to the best way to secure it. Most people believe that one way is to prepare for war; this opinion is not shared by conscientious objectors. CO's tend to believe that the only very likely result of war preparations--or of "preventative wars" like the one in Vietnam--is war. Wars have a way of breeding more wars, rather than peace (as in the 20th century, for example); and weapons, once built, have

a habit of getting used sooner or later.

4) But even those who recommend deterrence as one method of defense do not believe that it is the only method. Certainly they advocate political, economic, and diplomatic efforts to prevent war too. Pacifists quite agree; in fact, they often suggest that if we devoted as much effort and money and discipline to these other methods as we do to military preparations, we might never need the military methods. Pacifists will commonly recommend another method of defense as well, called "non-violent resistance." This method has been shown to be effective in certain situations, and it just might be effective on a national scale if anyone ever thought to try it. Of course, it would require at least as much courage, dedication, and organization as military efforts, and there is considerable difference of opinion as to whether the risks would be lesser or greater than those of war. But the point I am making, at any rate, is that "defense" is not by any means synonymous with "preparation for war."

5) One must also consider what it means to secure a "just peace." The simple absence of war is not necessarily a very noble ideal--although I suppose it must be at least a part of any ideal which is very noble. After all, we could secure the absence of war simply by surrendering to any evil that threatens us. Perhaps some people would recommend such a thing, but I doubt that many conscientious objectors would be among them. However, surrender and war need not be the only alternatives; ordinarily incredible blundering and short-sightedness are required to get oneself into such a hopeless position. The solution to these problems is not a large army, but intelligence and good will, and a willingness to try new approaches to old problems.

6) A just peace, then, must embody certain high principles if it is to be worth having. And all along we've really been discussing the defense of principles as well as the defense of people and property. America, after all, is more than just a nice stretch of territory with a bunch of people living on it. It is also a set of values and ideals. Now how does one defend a principle? There are many ways, no doubt, but the first and most essential way is to live up to it. For those who take literally the principle "Thou shalt not kill," this requires conscientious objection to war.

Many other remarks really need to be made. For example, the existence of nuclear weapons throws the whole question of conscientious objection into a new light, since there is simply no such thing as military defense from an atomic attack. And the moral and practical problems involved in the relationship between means and ends would require several volumes to adequately discuss. The purpose of the above remarks, however, is simply to show that the issue of conscientious objection does not divide between those who would defend our country and those who would not. Unfortunately it is really much more complex than that, and it involves honest differences of opinion which will not be settled by mistrusting each other's courage or patriotism.

I might also briefly reply to Mr. Seidman's charge that conscientious objection is undemocratic. In a certain sense, a rather indirect sense, he is quite right. The notion that individuals should have certain inalienable rights which may not be abrogated under any circumstances, no matter how many people would like to abrogate them, is, in Mr. Seidman's words, a "profoundly undemocratic" sentiment. The entire Bill of Rights is an affront to the concept of majority rule. It is also one of the most valuable elements of the American heritage. If Mr. Seidman would prefer a society in which every individual were bound to do everything the majority might like him to do, then it is no wonder that Mr. Seidman is unhappy. This principle of individual autonomy is quite scandalously violated by military conscription, it seems to me, and the pill is not made much easier to swallow by the limited provisions for conscientious objectors (who, as I mentioned, are drafted anyway). That the draft constitutes a case of involuntary servitude is hardly open to doubt, despite the Supreme Court's decision that the necessity of raising an army makes it all right.

But since Mr. Seidman apparently does not approve of individual rights, perhaps we should meet him on his own ground. He says "disapproval of a majority decision is no excuse for disobeying it with impunity." Even if we accept this principle, it is difficult to imagine what it has to do with conscientious objection. If the laws of this country reflect what Mr. Seidman calls

(Continued on page 4, column 5)

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Catalyst Interview

Hopkins Tells Why He 'Got Off the Ship'

This is the concluding installment of a two-part interview with Assistant Professor of Biology Thomas Hopkins, who is leaving New College shortly for a position at the University of West Florida in Pensacola. Part I appeared last week.

Q: You've spoken of a communications gap between faculty and students. How do you propose we go about closing this gap?

A: I feel that we could establish much better communications if the students had within the area of each major division some sort of lounge or facilities where they could spend their free time between classes and read and study. I specifically proposed that we purchase inexpensive bungalow type buildings which later on could be used for student residences or for the intensive study project kind of thing. I think they could have been used in a wide variety of ways, but these buildings could have been set up, say, one in the area of social sciences and one in the area of natural sciences, where the faculty would not be sitting in their offices cloistered with their books and their academic gowns and what have you and hiding behind their examination papers, but where they could go to a neutral corner, so to speak, to meet with and get to know the students and vice versa.

I see the vestiges of a very structured community in which the students are the enlisted men, the faculty are the officers, and the administration is the Pentagon.... It bothers me a great deal that the faculty is not more outgoing to the students....

Q: What happens once the 'barriers of formality' have been broken down?

A: I said to some students and some colleagues sometime before the All-College Conference that I felt what the college needed was Friday-night Forum each month to be turned over to a student panel to debate some major issue bugging the students or bugging the faculty.... (One month) the faculty, if they've got something they want to bring up like student non-attendance at seminars, let them air their opinions as to why they think it's valid for students to attend seminars, not just scream blatantly, the students aren't coming to my class. The students don't know what they can get out of a seminar (1) if they don't go, and (2) if they're not told in some meaningful way. But simply to be stated they don't come means nothing to them. They want things explained to them. I want things explained to me. I don't think there's enough of this kind of free-wheeling discussion going on.... Free-wheeling discussion frequently gets cut off.

To go one step further with regard to my Friday night suggestion, I propose that at the end of the meeting, if possible, some resolution be drawn up which would act as a guideline until that issue was brought up at a Forum one or two years later by a new class that simply didn't feel that the guidelines set for the class that was operating at that time are really valid in the new society. It allows you to make your guidelines flexible, and I feel this goes along with the original goals of the college: to tailor our college to the students which are coming in and not simply set up a group of Ten Commandments that they will abide by from here on. As I say, they have done this, and they have simply another Harvard or another Swarthmore, and I can hardly find that as being innovative.

Q: Have you any criticisms of the students?

A: I don't agree with the students on some things. In criticism of the students, I think one of the greatest problems is that students lack any semblance of self-discipline; there are many who come here with a semblance of self-discipline and have lost it, and this is tragic.

Q: What do you mean by 'self-discipline'?

A: The ability to say to oneself, I have a responsibility to learn. I have a responsibility to learn this material because this is what I'm interested in. Students profess to be interested in something and yet they simply don't attend. And not

only do they not attend, there are any number of known specific cases I could mention where, although the student has assured you that he is in fact reading on the outside, he has not been reading on the outside.

Just what he does with his time I don't know. It's his time; he can do anything he wants to with it. I'm simply stating that it's my opinion that there are some elements of self-destruction in the system.

At a Friday night Forum this could be dwelled on to some extent, and could be put in students' minds so they can recognize what they are doing to themselves. I think that they are not aware of just how little they do attend or how little they are learning until that fatal day when some measurement of their learning is asked and they simply can't produce. And not only that, they can't make themselves produce because they've been goofing off so long.

Q: Whose fault is that?

A: If you go along with the educational goals of the college it is not the school's fault, because the school said, we want you to have a free-ranging option to learn on your own. But the school is assuming he is going to go out and learn on his own; in fact, the student has failed to do this. He has not learned on his own, even though he was told specific books to read, or what have you.

The student interprets the college as saying, you can learn anything you want to. They take that to its widest range. As far as I'm concerned, what the college is saying is that you can study the material which we think is important in this body of knowledge and you may prepare yourself in any way you think is best. And in addition it says that if there are some things which you think are important which we haven't mentioned, bring them up and let's discuss them. Let's find out how relevant they are. But neither of these happens.

I'm not saying students shouldn't have the free-ranging option to study what is of interest to them. But I think they should do it in some sort of consultation with somebody who's involved in that field of endeavor so that there is some kind of question-and-answer with regard to what you're learning. I don't think you can sit on a stump and get truth all by yourself. I think it's going to take you plus one. One other person, whether he's a faculty member or another student.

That brings up another question--couldn't there be self-teaching seminars among students? And I say, yes, there could be and there should be. I even went so far as to propose that this is the way we could develop the Crane property. My wife and I were willing to live out there in relatively primitive conditions with two things in mind: I could slowly develop some kind of marine facilities which would be beneficial not only to this institution but to other institutions; at the same time we were willing to chaperone or otherwise oversee students coming out and living in the buildings out there for independent study projects or for whole terms of concentrated self-study. Unfortunately, the idea just didn't get any support from the places where support was needed.

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Q: You've criticized the first-year program. What about comps?

A: I think that, at least in this division, we found we couldn't write a comprehensive exam based on the curriculum we were operating under.

More basic than that is the question, should all students have a common denominator experience in terms of what they know? I think that, in a sense, yes, they should, but not to the same degree as other people seem to think. My own feeling is that, based on the catalog as I saw it, a student should have the opportunity to take the comprehensive any damn time he pleases. If he wants to do it later, OK. Now, I realize the complication there is that professors don't want to have to be making up examinations every two weeks. I think that's stretching the point, but I think that a compromise situation could have been arrived at with the students--one that I proposed specifically to the faculty and wasn't even seconded on the day it was offered--and that is that students entering the college could take an examination in a given field and pass out of it, as it were, or they could take it at the end of the term, receive a satisfactory term evaluation, and have done with it. I've reserved the right for the division in which a student is majoring to say, we would like the student to have an integrative exam for this division. I think that that is the limit of the compulsion that I would personally favor and could support in some way.

Q: Can comps serve purposes other than that of end-of-course evaluations?

A: It seems to me that it would be very good and beneficial to the students if we would mail out in summer before a student comes a preliminary comprehensive examination and say, we would like you to take this examination; parts of this examination cover material which is embodied in the first year program. When that test came back it could serve two purposes: the student would know something of the nature of the first year program; secondly, the professor could take that part of the test in his area and he could know something about the student. It would have allowed us to tailor our approach to the student. It would also allow us a last minute alteration of our course if it were seen the overwhelming preponderance of the students simply were not prepared to take the kind of approach we planned.

Such an idea was presented and failed. But yet we can give these students batteries of tests like CCT's, and SAT's, and XYZ's which are meaningless as far as I as a faculty am concerned. They don't tell me anything. With all due respect to John French and these testing methods, it's going to take him a lot of tests of these kinds to get any information, and as I said before, I need the information now. I want something that I can use because I only see the student this one year and it's life or death for him to pass and learn, and if I can redesign my course in the eleventh hour because I see this class coming in hasn't got the background to understand what we're going to do in



Hopkins

biology this term. I can say, let's take an intermediate approach that utilizes some of their information. I don't want to teach them what they already know, but at the same time I don't want to use something so far out that they can't relate to it.

Q: What is your opinion of the language requirement?

A: I cannot support across-the-board 80% proficiency in the language requirement. I believe in the language requirement, but I do not believe that there is any right or any intelligent rationale for asking 80% proficiency. We don't ask 80% proficiency of someone majoring in natural science. We don't say he has to make 80% on all his biology scores or he can't get out of the natural sciences. It's ludicrous. It would be much more reasonable for me to suggest the student, assuming on our good faith that languages are going to be useful to him, project his life and say, these two aspects of foreign language will be most useful to me so that I would like to attain 80% proficiency in those and then, say, 60% proficiency in the other two areas. That would be much more intelligent.

Q: What influence do students have in policy making?

A: None at all. I'd say that the general opinion as expressed by at least one faculty member is that the college is here for the students' benefit and the students should just do what they're damn well told. It's certainly the opinion of one person and perhaps two people that I've talked to who feel that the students do not have a role in policy making or anything of that kind. They just come here to learn and that's all. One of these people is a very influential member of the community.

Q: Do you think students and faculty are moving toward what you feel is a more meaningful dialogue?

A: I don't think so. I don't think that the faculty wants to air its laundry because they don't think it's any of the students' damn business. The original NC ideal as I read it in the catalog will never

come to pass anywhere. I don't know. I would have liked to have tried. People say they're optimistic about New College; I say I'm pessimistic. People point with pride to the fact we have six scholarship winners. I think that's great. How many are you going to have next year? And the year after that? I'm not saying anything about the students, but I'm not sure you're going to have all those scholarships next year or the year after that. It's easy to go out and buy the best brains you can, and that's what they did when they got the guys who got these scholarships. But the college is going to have to stand on its own two feet one day, and they're not going to be able to buy brains. They're going to depend on their reputation. Is a reputation for conventionalism going to be enough to bring these best brains down here, paying their own way? I don't think so. The faculty is setting the educational policy, and they are charting a course they want to go. It just isn't the course I want to go, and I also feel that it's not the course the students want to go in. So in my case I got off the ship. In the students' case, they'll just have to sail along and get their education.

Q: Do you consider the year you spent here a waste?

A: Regardless of what anybody says in the future, I did not come here with the intention of staying one year and resigning. As my only proof, I present the fact that I didn't stay in San Diego to obtain a Ph.D. just so I could take the position here when it was offered....

(Hopkins pointed out several gifts from students adorning his office.) I have met some of the nicest people I have ever worked with this past year. No professor could have been treated more kindly than I have. My best wishes and thanks for their co-operation and help.

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More Conversaciones

Learning About Simon Bolivar

By GLENDA CIMINO

Setting: the lobby of the Hotel Cordillera; a taxi; and the house and grounds of Simon Bolivar, Bogota
Time: midmorning; conversation: Spanish and English
Persons: New College students: S, B, and G; and a Venezuelan businessman, Sr. Caldas.
(at the hotel desk)
S: Digame, por favor, is the hotel restaurant open yet?
Clerk: No, it is still closed this morning.
G: Well, we should go out to have breakfast, anyway. We haven't seen much of the city.
Sr. Caldas: (at desk) How long have you been here?
B: about three days now.
Sr. C. Well, there is much to see

Sr. C: Well, there is much to see in Bogota. Do you know the salt mines, where the miners built a cathedral entirely of salt? And the funicular--the lift to the top of the mountain, overlooking the city? Ah--and La Bomba, the discotheque, where the boys wear their hair to long--(but I do not like to see this--)
G: no--but we have seen the Plaza of Simon Bolivar, and--
Sr. C: But have you seen the house of Bolivar?
S, B, G: No, we haven't.
Sr. C: Come with me--I am going near there now. I will take you.
G: Wonderfully!
S: But I think we should have breakfast first--
G: We can eat later. Let's go.
Sr. C: (raising his arm and extending two fingers) Taxi!
G: How much is the taxi?
Sr. C: Do not worry about it. I will pay for it.

S: Are you from Bogota?
Sr. C: No, I'm from Caracas, Venezuela. But I have been many times in Bogota. Where are you from?
G: Sarah's from Illinois. Bea is from Michigan, and I am from Georgia.
B: Have you ever been in the states?
Sr. C: Oh, yes, many times. I have been in Florida, in Chicago, in San Francisco. I have lived many years in New York. In the states I was very disappointed at how little people knew about my country. In New York, when I said I was from Caracas, Venezuela, people would say, "oh, do you own a farm?"--And in Miami--in Miami, people would also ask my home. When I said Venezuela, they asked, "that's near Argentina, isn't it?" Do you have any idea how far Venezuela is from Argentina? I did not know what to think. --Look, here we are. His house is

Students To Enter Sandcastle Contest

Three two-man teams of New College students have signed to compete in what is billed as the world's first annual championship sand castle building contest.
Limited to people 18 years or older, the competition is scheduled for 4 pm tomorrow at the Sheraton Sandcastle on Lido Beach.
Prizes include government bonds, plaques and a grand prize of an all-expenses-paid holiday at the Sheraton Sandcastle resort.
The New College entrants are: Larry Alexander and Nancy Redick, Bruce Guild and Karle Prendergast, and Bill Numez and Ken Pfeffers.

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at the foot of this mountain, Mon-serrate.
G: What is that white building at the top?
Sr. C: It is a famous church, the Iglesia de Monserrate. At Easter, many people walk up the mountain as a promesa--a promise to God.
S: It is like a pilgrimage.
Sr. C: A pilgrimage, yes. Some people go up on their knees. (Entering the house through an archway) The style of the house is Colonial, with the courtyard inside. Up there, on the hill, is a private study of Bolivar's.
G: Did Bolivar live here with his family?
Sr. C: No. He lived alone. He was a very important man.
G: How long did he live here?
Sr. C: About five years. Look, in this room you can see pictures of him. And here are the names of some of the famous battles that he led. There are letters he wrote, and his uniform. As you can see, he was a very short man. But he was a magnificent statesman, as well as a brave soldier. Over there is a painting of Bolivar on his deathbed. Do you know what his last words were? "If my death contributes to the cessation of division and the consolidation of our union, I will lower myself peacefully into my grave." Beautiful, is it not?
S, B, G: Yes, it is.
B: It sounds very sincere.
G: Bolivar is about the most important figure in South American history, isn't he? And many people are visiting here.
Sr. C: Yes--people come from all of South America to see his house. He was a remarkable man. He crossed the Andes on foot and by horseback. That in itself is remarkable. I have flown over the Andes many times and wondered how he was able to do it.
G: I have read that the Andes have some of the roughest terrain in the world. He must have been very determined.
Sr. C: Oh, yes, very determined. He wanted to unify South America. In the states, everyone studies George Washington. Of course, he was a great man, but he only liberated one country. Bolivar liberated five--Venezuela, Colombia, Ecuador, Peru, and Bolivia.
G: Yes, that is true.
Sr. C: Here are the flags of the five countries he liberated.--I must go now. Can you girls get back to the hotels by yourselves?
G, B, S: Yes, thank you. Thank you very much.
Sr. C: It was my pleasure. May you have a pleasant stay in Bogota.
Setting: Downtown Cali, Colombia
Time: late afternoon; the conversation: English and Spanish
Persons: G. and Dr. Felipe Kohn, a Venezuelan expert in Public Health.
G: Look, here is another libreria--book store. This is one thing that is impressive in Cali, in Bogota, and Medellin, the number of book stores with not only many Spanish books, but also translations of good American and European writers--

Introduction: To A Bi-Cultural Friend

Your world envelopes me, without accepting me,
Classifies me, without knowing me,
Finds my name strange, laughs at my mistakes,
Expects me to know what it has always known,
Sees in me not what is like, but what is different.
The words which whirl into my mind are not words to you,
And your words stumble, awkward, on my tongue.

But you have been in my world, as I am now in yours.
You accept me, without enveloping me,
You know me, without classifying me,
You practice my name until you say it well,
You explain to me my mistakes,
You know I will not always know what you have always known,
You see in me not what is foreign, but what is human.

And, as my culture blends with yours,
The strange becomes the familiar, the familiar strange, until we know
That what we've always known is not the truth,
That our separate words are not the real names,
That the things that made us different were not the things that made us right.
I will not try to make you what I am,
And you will not try to make me what you are--

But we will know each other, and thus
We both will become different.

like Huxley and Satre. In Guatemala, I felt I was stepping into a literary vacuum. There were few books available, and those were hard to find. Here, I feel more as if I've stepped into an ongoing literary tradition. Look--this book store, like several others I've seen, has several books on Bolivar.
Dr. K: Yes. Do you know about him?
G: More than I did when I got here. I visited the house where he lived in Bogota.
Dr. K: He was a Venezuelan, you know.
G: Yes.--But tell me, why did Bolivar live alone in Bogota?
Dr. K: Oh, but he did not live alone. Who told you that?
G: A Venezuelan our group met in Bogota.
Dr. K: That is surprising, that he did not tell you the truth.
G: What do you mean? Was he married, after all?
Dr. K: Yes, Bolivar did marry once, when he was about 20. But his wife died, and he never married again. He did fall in love, though--with an Ecuadorian. I think her name was Manuelita

Saens, though I may be wrong. She was married already, to a British ambassador. But she met Bolivar and apparently fell in love with him. He asked her to come away and live with him. So, she left her husband, and she and Bolivar went to live in Bogota, which was then one of the most conservative cities in the world located in what is still (I think) one of the most conservative countries in the world. They lived there together, but they never married. It was quite a scandal. Of course, Bolivar was a very important man, and he took Manuelita with him on social occasions. Members of the highest society, whatever they may have thought privately, were practically forced to accept her socially.
G: At any rate, he did not live alone.
Dr. K: Not at all.
G: Perhaps our Venezuelan guide thought it was inappropriate to tell young tourists that; or maybe the fact was something he could not bring himself to associate with a person as important as Bolivar was.
Dr. K: That may be so. I do not know.



Glenda Cimino is a third-year student, who is spending three months in Colombia as a research assistant for the University of Florida in a Rockefeller Foundation sponsored study of urban value orientations.

Letter

(Continued from page 2)

the "majority decision" (apart from questions of constitutionality), then someone should point out to Mr. Seidman that conscientious objection is very much in line with majority decision since conscientious objection is quite legal. And he will be glad to know that one cannot violate the draft law "with impunity," as a few thousand people who have spent time in prison or in exile can testify.
One hardly knows how to respond to his statement that the legal provisions for CO's "make a mockery of society's attempts to enforce its other decisions." If law enforcement became a mockery as a result of the passage of the Selective Service Act and its amendments, it is strange that only Mr. Seidman has noticed it.

(signed)
Ray B. Enslow

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