



seek and ye shall find

The faculty meetings of yesterday and last Wednesday are the seventh or eighth kind of decision making body (DuMBo) meetings I've attended at my New College career. There wasn't much difference. The procedure was a bit less legalistic; the big people don't waste so much time on Constitutional, Modal, Jurisdictional ulcers. There was a bit more discussion than SEC meetings, but not so much discussion as town meetings or College Council meetings. There were a few less jokes, and more of those were in-jokes, but there wasn't quite the lack of humor in a College Council meeting.

The constituency of the faculty meetings is more unified than the student body, but apparently less unified than the Manmachines of the middle administration. This could be attributed to the financial and academic security of the members perhaps. Presumably administrators spent at least 27 or 28 hours a day worrying about where the next \$ and the next law-suit are coming from, and tailoring their images and can't afford to take any interest in educational experiment and theretofore, as we all know, a real Community of Dollars, not just a pseudo-one.

An untutored observer might fail to pick out where the division lines lay, in the faculty. He might lump Barry, Deme, Fleischman perhaps together, because of some thickly social-science flavor of their in-jokes and asides. He might decide that Dr. Borden was head of the Humanities division because nothing that comes out of his mouth fails to sound incredibly, literarily prestigious. Dr. French has a peculiarly separate kind of address taken with Bryne and Ferraro, sounding like a sergeant-at-arms corps, or a memory bank, or both. Dr. Miller manages to make clear that he represents more but not what the more is. Dr. Knox, Dr. Berggren, Dr. Humphreys, and Feeney form a faculty speaker's elite on the right, and Dr. Hamilton with apprentice Wright on the left. The rest are for the most part (so far 99844/100ths) mute, bored, disgusted, or something.

At least twice in each meeting someone from the Social Sciences manages to mention their work load.

Dr. Elmendorf manages to sound almost as in loco parentis at the faculty meetings as he does when he's patiently spanking students' paws at other occasions in his own subtly inimitable way.

Impressions, ramblings, all that may seem a damned peculiar way of "reporting" a faculty meeting unless you consider that it fills almost two hours and takes three or four votes and the rest is filled with ----? (fill in the blank: a. parts from a well-blanced tragicomedy, b. an exhibition of civilized disagreement, c. friendly parliamentary procedure designed for an executive session of the PTA)

Listening to Dr. Berggren, one gets the impression that St. Paul had said that all things were permissible but there wasn't a lot that was expedient. When he says "by all means" you think "not if he can help it" or "over my LONG dead body." Never met anyone with such a talent for making abstractions concrete. You begin to forget that there's a student body. You begin to think the world is full of horrible fallacies and ferocious (hated-to-mention-'em) problems besetting those who live by the Book of Feasibility.

Some other faculty members go the other way and turn concretions into abstractions. They also live by the Book of Feasibility. Starting out with Reality, i.e. REALITY, however, they arrive at slightly less animistic reefs than the Intentional Fallacy den. Presumably they are not yet whole men, but only accidentally on the Right Track.

After this kind of a lullaby you turn a slightly peeved, yet tolerant eye on those members of the august body who have the social impropriety to make one of those faux pas motions and unfaculty like comments. When that kind of nonsense happens you count the number of thrusts and parries before some level head calls the question. I think it averages out to three thrusts, five counterthrusts and support from the opposing seconds until Dr. Elmendorf glides over Robert's Rules and asks for the vote. About 3 to 1 against the left. Dr. Rains looks like he thinks he's been crucified. You almost get a warm glow from Dr. Hamilton, from Jeff Wright, who look like they're still with it in defeat. But then again, if you really get into it you know that that's the way it should have been, democratic and all. The Athenians must have felt pretty good when they voted democratically to wipe out the island of Delos (was it Delos?) man, woman, and child. It was the propriety of the thing. Aristophanes would've had a picnic at a meeting like this, or maybe it should've been Chekhov, "intentional fallacy in the right corner pocket."

And then they worry that one of the student representatives will say something that should've been kept secret. How could they be so stupid. Nothing, not ANYTHING that I could gossip about is ever said, I'm certain. Nothing interesting ever happens even when it's supposed to. One page of comment is practically milking the store dry.

Perhaps this is a sign that there's something to be desired. A fist fight might be good for openers. Someone might present Dr. Berggren with a concrete block. Someone ought to at least run Pini films during the meeting, or something similar, in the fond hope of reminding them that there are more than four or five flesh and-blood students and a handful of Reviewed Academic Records in the school outside the Fishbowl. Perhaps they should have been told that there was a sugar fight in the kitchen, or a Revolution. They could use some excitement: poor people must be bored stiff.

At the first meeting it was decided to seat the student representative at the meeting. This has been the talk of the town for months on end, of course. Early in first term when it first came to light it was considered controversial. Presumably, or "there is a sense in which" to be appropriate, this was a matter of form. So we stayed in our seats. Dr. Knox said something about the Catalyst representative being disenfranchised, which didn't happen then, or yet (but wait until NEXT Wednesday!).

Then a good thing happened. The student representatives were given the vote. One has to feel a bit sympathetic with Dr. Barry. He later had the Gnufaculty go on record as having given the vote to students before they gave it to first year tutors. So they gave it to first year tutors. Students may still be ousted for "executive" sessions. That's only if they plan to talk about someone's academic career being ruined by sniffing glue or holding hands. Faculty keeps its own gossip even if they can't keep its members, and that's INTEGRITY in the abstract.

Euphemisms will be referred to as "personal problems" as the sun of our ephemeral glory sets in the President's Dining Room and the cycle lollyrocks over twice more.

Then comes the LINE-UP. The Academic Review Committee recommends six stays of execution and two go up before the firing squad. I was surprised to hear words like "salvageable" and "unsalvageable", and "attitude" and "pitch", and "Belonging" in the report. At first I thought it weird to hear subjectivity from the Academic Review Committee, and condoned by the rest. The comments about the ARC being "positively" and "negatively" influenced bothered me until I realized that it was only necessary for reasons having to do with the amorphous tangles in which Offender A is separated from the flock and Offender B not, since only examples of gross non-performance are incontrovertible indications for dismissal. The rest could be justified but Max, Offender C, who has done no less than B who stays, but who grossly displayed an uncooperative attitude? One of the now-much-used conditions for dismissal, "lack of academic involvement", coupled with the tape-recorder indignity, was leveled against Max. I am stupidly under the impression that ONE faculty member's support is "involvement". I guess I'm wrong. Max got more than that there. That still didn't make him involved. Seems he got supported by the wrong faculty members.

Should've lied, Maxie.

Should've made them think you were begging.

The problem of Max's manners thus disposed of (vote of c. 7 or 8 to 20-25) the faculty now addresses the problem of Academic Change.

Only it doesn't really. The recommendation from Berggren's Committee didn't happen. There wasn't even a report, although He delivered one. You see, the other member of the Committee objected because this was the "first time" he has heard "most of" the Berggren report. Ah ha! Can this be some kind of fallacy? Anyway, according to Dr. Berggren, the committee decided the Basic Module system had a "tragic flaw" (a quote from you know who) and wouldn't fly six feet straight down. Sounds like a cop-out but to say so would be committing the intentional god knows I don't want to fallacy.

They didn't make it an open meeting. Vote of c. 20-25 to 7. What's that bothersome Shaighnessy doing anyway. They had to resurrect the requirements, which had never died, to comfort themselves. Vote of about 20 to 7. Then they decided they'd show faith by adjourning and going to another species of meeting. One that doesn't make decisions, only words and we all glory in empty words don't we? Just ask anybody about the bull concentration.

At any rate. So much for MY verbal garbage. NOTHING WORKS BECAUSE NOBODY CARES BECAUSE THEY JUST EXIST IN THE SAME KIND OF IMPERSONALLY ABSTRACT DECISION-MAKING RELATION TO US AS THEY DO IN MICHIGAN STATE WITH SATISFACTION. IDEALISM RARA AVIS. We don't want to be put in the position of defending the Catalogue, do we? Or anything but the status quo.

WAVY SAXBY

For primitive man, knowing the whereabouts of the tribal encampment does not consist in locating it in relation to some object serving as a landmark, for it is the landmark of all landmarks--it is to tend towards it as towards the natural abode of a certain peace or a certain joyfulness.

--M. Merleau-Ponty

the money changers

I'm a reporter by nature, and one supposes that that assumes a sort of cynical subjectivity, so when the report of the revolution reached my still sleeping ears I groaned and went back to sleep. But I awoke at length and dragged myself back into the world and received the rampant rumors that the second term had been called to a close and that faculty members such as H. Milton and Wright were giving their all-out support to the proposal. So I pondered these bits and reflected upon how nice it would be not to have to hassle the Humanities Comp or any others for any matter. There will be 'rap' rooms the posters announced, and a 'poster room' for those whose thing is posters and I was caught in a sudden burst of excitement and rushed from the dining hall into the Sunday night with K. upon my heels to put out a special revolution edition of the Catalyst. It was to have been a wall poster. As you can guess it never happened. Everyone knew everything anyway; or knew nothing. I left my Nietzsche sitting in the reception center....

As usual nothing happened, yet or almost. I went to Max's open room and heard Feeney and Fleischman talk to students and no one was really angry and everyone agreed that non-degree students would be a good thing and that there was no reason why not and some one said that the feeling he got from the meeting was different, in fact good.

Interlude for the imaginative reconstruction of a 'rap room' conversation between John Weber and Dr. Knox in part:

Dr. Knox: One thing all students should have is a common background. That is the function of a liberal education: to provide the student with a common background so he can communicate with students in other fields. That's why we have diversification requirements.

John Weber: That's the most foolish thing I ever heard. The essence of a liberal education extends from Joyce's poems to Finnegans Wake.

And I go to sleep around midnight and hear the next morning how great some of the late night rap sessions had been and I also pick up a nasty rumor that a certain economics professor referred to my newspaper as a haven for intellectual masturbators (Generative Fallacy?). At breakfast on Monday I predict the revolution will fail.

The revolution had called a picnic in front of College Hall Monday to lead students away from the Humanities lectures. I wander inside with Mike Smith and Berggren refers to the wine and cheese outsiders as 'followers of the herd' as opposed to the burden assuming camels in the Muisic Room (Nietzsche turns over in his grave and I refrain from telling him that those outside are children). We wind up by both admitting lack of proper psychological distance; but I've never claimed to have any. M. J. Smith mentions to Dykstra that it's really too early for sacraments but Hamilton christens it a religious gathering, anyway, it is rumored that Berggren broke bread with the sheep. I'm not sure of what was accomplished but there were at least three times as many outside as inside. (Paul Krassner was only days gone so who could tell.)

Monday night I did my laundry. When I returned Max was telling of his plan to do experiments in educational environments if only someone will let them go their own way for a term. Good God they might make a mistake.

Wright presents a plan to, among other things, bring 'cultural heroes' to campus and thereby create a better atmosphere but I have to finish a sociology paper and leave.

Tuesday I went to classes. Prue Rains related certain events of the revolution to the 'Everyday Life' course. Education was permanent. With luck I'd get an article for 'creative writing.'

So on Wednesday the faculty meets and large crowds gather to be let in. But instead the faculty is let out. We are told the faculty will not consider eliminating comps or changing any requirements so the discussion centers upon mainly those questions. And why or why not we should educate and not just grant degrees. And what the hell does education mean anyway. Learning to live in the world; in American Society? After two hours they relegate the whole thing to a student faculty committee.

Insert one myth: At other colleges they have certain courses which you are required to take in order to graduate. At New College you don't have required courses--we have the Core Programs. Isn't being progressive wonderful.

'nothing has changed it still the same, good morning, good morning, good mourning' and I talk over my plans to publish a magazine with Dave Ross and starting a literary-type thing with Weber and others and decide I want to change my major to Publications. But then I might not be able to show the faculty any profits. so the nights get colder and colder and colder



SUPERMAN

The Fishbowl was the scene of an Aristophanian comedy this week coincidentally occurring with the SEC meeting.

Good Doctor Miller, fellow traveler extraordinaire, fatigued from attendance at a First Year Student College Experience Conference at Annadale-on-Hudson, reported on structural realities at Bard and New College. His revelation of the enormous attrition rate and traumatization of first-year students at Bard and the progression from a highly individualistic character criteria to grades was an account of the ossification of education at a "socially and academically liberal college?" Mene, mene, tekellupharsin.

The President's Dining Room will now include a desk and telephone (at 6 a month, SBB willing). It will presumably metamorphosize from a telephone booth into the STUDENT GOVERNMENT ROOM at the mere presence of any major or minor piece on the SEC chessboard. Jon Moody volunteered a typewriter acquired under mysterious circumstances.

Peter McNabb suggested that a committee (House?) probe the possible problems of student relations next year in the dorm complex on West Campus. He also did liegefully and voluntarily pronounce his defense of Chairman M. J. Smith against various and diverse base poltroons and infidels who attack Mt.

Arrarat from behind bastions of overt respectability.

The SFC was permitted, by carried motion, to do its thing. No structural limitations were imposed on any proposed poll born of the conjunction of the EPC, SFC, and Libra.

"The time has not yet come, the Walrus said, to speak of many things" For lack of Student Court action or recommendation, the students prosecutor stays around and about.

A motion to allow special students to vote in elections was crushed by an anonymous power-mad clique.

The 7:30 appointments were kept: Nat Pown to SFC and K. to Comm-RelComm.

THOUGHTS OF THE CHAIRMAN

Part I
"I am astonished by how misplaced the paranoia is here."

I listen to you people because I have to listen.
I would rather listen to you because I wanted to.
--Jon Shaughnessy amen.

MAD

by DAVID ADAMS

"Each student is responsible in the last analysis for his own education."
"When a student believes he is sufficiently prepared in a given area of knowledge, he may present evidence of attaining the necessary level of competence."

--The New College Catalogue

It seems to me that the all too prevalent formula "research paper equals satisfactory course evaluation" must go. It is possible that a student never attend any class sessions or do little or no reading and yet hand in a Paper and still receive a satisfactory evaluation. This kind of hypocrisy demeans the value of both research paper and of the course.

Furthermore, the idea of individual course evaluations is dangerously close to the "course credit" stockpiling system of traditional universities. Requirements, to be fulfilled, regardless of the actual learning which takes place for the student.

The Second Year Qualifying Exam is more a baccalaureate exam than a qualifying exam. One of the main reasons it was originally introduced into the New College program was to provide some means of evaluating students during their second year here.

After discussing the purpose of the exam with several faculty members and students, I can discover only two reasons for its existence that might be considered valid:

1) It is used to determine whether a student has the intellectual tools to deal with the quality of material in his prospective "major." But no provision is made for those who are not ready for a "major" at the end of the second term of their second year (especially four-year students). channel his education into a "major" and 5 diversification areas anyway? One would think that if a student has a proper relation with his teachers and advisors, there would be no need for him to fulfill the requirements of an objective test to determine whether or not he was really intellectually prepared to study what he wants to study.

2) It forces the student to organize what he has previously studied in the area of his concentration. The same objections against shuf-

fling students into majors and other requirements at particular points of time in their educational lives here apply to this second reason. However, this reason seems to make a bit more sense, at least for some students.

But, besides all the above, how can anyone who does not even know me as well as I know myself, how can he write up several evaluatory sentences and check some pass or fail boxes, then add up the courses, ISPs and exams passed, and call this may education? That's not my education. You can't (arbitrarily) pick out just certain parts of my experience here, look at them from some supposedly objective viewpoint, and then throw out the rest of my life as not relevant to what the college wants to recognize as my "education."

Education can best be evaluated by the principle recipient of that education, the student, and only with much patience, concern, and me--and only with some accuracy--by others. Real education is concerned with personal growth, values, character, and the molding of an individual personality much more importantly than with the absorption of sequences of "objective" knowledge and facts.

What could be substituted for the present forms of evaluating a student's education here? The present prescriptive evaluation system should be changed to a more descriptive form.

I think a couple of things could replace the present evaluation methods and be more responsive and honest to the student. The first is an expansion of the advisor system here and closer, more frequent, and more personal contact between students and faculty working together. Another is a shift from measuring one's education here in the lists of passed courses, ISPs, and exams to the idea of a worksheet kept by the student and his advisor(s) listing all of the things in which a student had engaged here that he feels are contributory to his education. This would no doubt make for longer transcripts, but also for more individuals and honest ones. At the student's option written evaluations by either faculty members by himself could be included in his record.

LETTERS

Machiavellian Leech

Maybe I have no right to say anything. I haven't taken any comps yet, and I did agree to come here, knowing that I was supposed to be working for a degree. But I am going to say some things anyway. And that is a bitter and aggressive way to begin, but I'm feeling rather bitter and aggressive and maybe now I can try to communicate without hiding behind a mask. My substance if being threatened and I'm scared.

I got up this morning and started reading in the nat sci book from last term. A couple of days ago a friend convinced me that any changes at New College would be meaningless if I flunked out, so I started rereading. I counted the pages until the end and didn't really understand and didn't really worry about whether I did or not and ended up very depressed. Then I started the required reading in another course which I enjoyed a great deal. Before lunch I listened to part of a Basic Humanities music tape. At lunch I was complaining about how much I hated the nat sci reading and how I felt that it was useless. The only reason they wanted me to read it was to pass a comp which would prove I was well-rounded. Only almost everyone admits the course is a farce. Someone suggested that I cheat, and for one of the few times in my life I could think of no reason why I shouldn't.

Sometime this afternoon a lot of things ran together in my head. I'm now trying to sort them out.

In grade school and high school learning was passing tests. It didn't matter what else I did, because what counted was the answer. Extra answers got extra gold stars. That's when I started counting pages. How much until I'm done with it? I missed the last paragraph of each page missed the last paragraph of each page, the last page of each chapter, and the last three pages of the book. Somehow, in the second half of my senior year I transcended this and waited for New College. What happened today was that I also counted pages in the book I enjoyed so much and I counted the amount of tape left of the reel. Several days ago I started a book I wanted to read very much. I sat up all night counting pages and went to bed at five frustrated that I hadn't finished. I used to wish certain books would never end.

Now I only read short poems. (I've given up writing them.) I just got a poem from my cousin and I don't have the patience to sit down and try to understand it, even though it means more to me than I could explain now.

Over ISP I got very involved in a lot of things and I wanted to follow

some of the ideas and feelings I had. Then I got back to school and settled down to the more immediate business at hand. My excitement died, and I logged down in the regular work, resenting it, when if I had tried I might have had time for both. One thing I learned over ISP was myself. I am finally beginning to face myself. Only that conflicts with my work, so neither gets done. I want to put my work aside, but I have to do it, and I feel guilty either way. I end up working because I can come back to myself later, but I'm never really satisfied and I'm only doing the work to get it out of the way.

What it comes down to is intellect versus me. In grade school intellect was passing tests. Here intellect seems to be a comp or prelim or a satisfactory ISP or a thesis or a degree. I feel like deep inside I hate intellect, and I hate every book I read, except a couple I've saved from when I was little. I heard this afternoon that research seemed to show that after major tests graduate school students never really get excited again. I feel like knowledge is wearing away the vital me. I know this is ridiculous. I know I should read and that I can't be a full person without some intellect. But that's not the way I feel.

So there's my sob story. Only it isn't a sob story for me. It is me. And when someone tells me that I'm only trying to avoid comps or that I have submitted myself to a degree by entering a college I get angry. This is a threat to my value of myself. I am a Machiavellian leech on one hand. On the other I have sold myself into academic slavery and I had better accept it. The only thing I can say is that this cannot be directed at me, as a person.

I'm sure that someone who has devoted himself to academia would be just as threatened by me, though I have no basis or right to tell him how he feels.

I can tell him how I feel, and maybe if he realizes that I am a person who really cares and not just an adolescent copout, he will tell me how he feels. Then maybe we can communicate instead of just throwing words at each other. I don't think the problems will just dissolve when we really talk, but maybe they will come out and maybe we can solve them. And maybe I won't have to hassle staying here or leaving. And maybe if I flunk out I won't have to leave calling the school a failure in order to avoid calling myself a failure.

black

To the Catalyst:

The next two Sundays there will be discussions of the problems of Black people. This Sunday from 1 to 5 in the Dining Room will be a Conference on "White Racism at New College," to which Newtown and all other people have been invited.

On March 9 a broader perspective will be explored in a talk on "Explosion of Black Consciousness." People who have "nominees" for a panel for this Sunday's meeting should see Shaughnessy. One idea is for Black people to set up a symposium on a Black Studies Program for New College, thereby breaking the vicious circle of no Black students or faculty for lack of any studies relevant to Blacks for lack of...

from
From: J. Shaughnessy

Statement

I was wondering how far removed the Catalyst is from the New College community and whether or not it could ever be used effectively as an instrument for influencing people, attracting their attention, drumming up some support or whatever. I confess that my main idea about a "letter to the Catalyst" is that it might clear your conscience in that you had submitted your idea to a higher realm of communication, i.e. that instead of knocking on people's doors and showing your wounds you put them in words and footnoted them in case anyone cared. Then you wash your hands and heal silently. I thought quite honestly that, in this community, the written word was the ultimate cop-out, the rational rationalization. Then something happened that almost pleased me. I happened to be reading the Catalyst and someone who had written an article was standing next to me so I looked up and said "You're wrong," as if they had said what they wrote, and to me. They then proceeded to discuss. The only bad thing about it was that they had half an opportunity to say to me something like, "Well, it's there on paper, read it. I don't want to talk about it." Then again I've heard people say things like, "What an ass that person must've been to write something like that," rarely, "that did something to me," or, "I should ask someone about that," or even, "I almost care." So I thought. I asked myself how I would go about doing this if I had something really important to say, and not have it ignored. I hit on some ideas. (Ideas follow)

1. I could try to be logical and cogent.
 2. I could try to be funny.
 3. I could try to be literary.
 4. I could appeal to people's guilty consciences (about their apathy)
 5. I could use a lot of dirty words and call names.
- I came up with answers to all five suggestions. (Answers follow)

1. It would be dull.
2. It would be dull or it would be funny.
3. I would fail.
4. People don't have guilty consciences (about their apathy).
5. I don't have enough of a sense of the obscene and I have a limited repertoire of dirty words and those that I do have are prescriptive not descriptive.

But I decided that it wasn't the Catalyst's fault. I decided that it was my fault for thinking that I could fool a first class New College mind into thinking about, or, for that matter, that anything that was happening around here at all was worth thinking about. Isn't it fun being so damnably intelligent that everything bores you? I think it's a ball.

Love,

Ivan

November 7, 1968



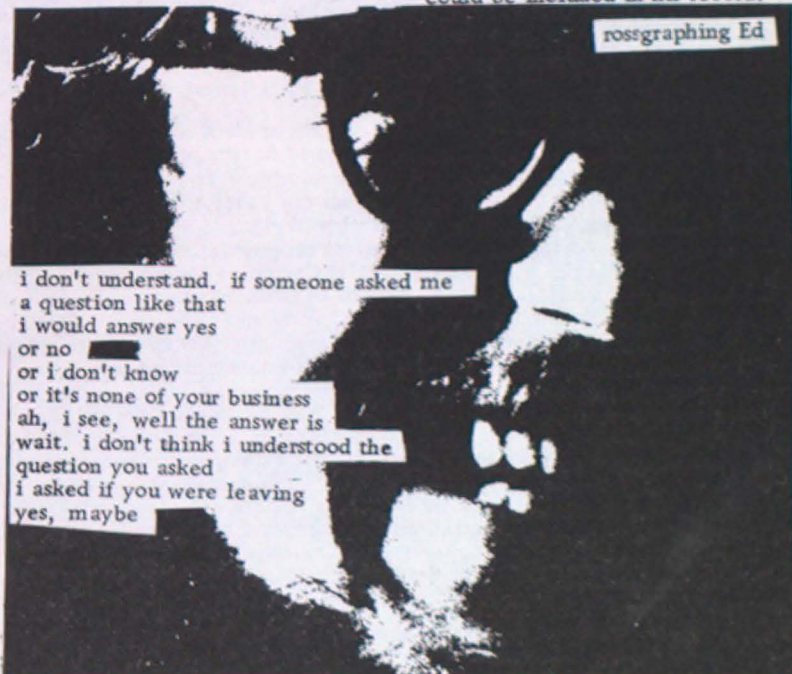
Patronize Our Advertisers



let o'lait

Cat. People:
I saw the new machines in the snack bar. I love milk. Maybe even, "thanks, Mr. E."

Anon.



rossgraphing Ed

i don't understand. if someone asked me a question like that i would answer yes or no or i don't know or it's none of your business ah, i see, well the answer is wait. i don't think i understood the question you asked i asked if you were leaving yes, maybe

STAFFBOX

i.e. those who ARE, or represent the Catalyst, for all those who need to be told unambiguously.

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syn in

P.B. (Peter Bergson), administrator and educator at the ELC (Early Learning Center) Stamford, Conn. (Connecticut), gave an "intensive synectics workshop" to several groups of N.C. people from Sat. to Wed. "Synectics is a method for creative problem-solving through the use of metaphor," to quote a great metropolitan newspaper.

Herewith are contained the thoughts of the venerable master.

"Before coming to NC I found that the administration believed that there was great intelligence here and they were stymied for a method to actualize it. They knew that they wanted a productive release of this potential but they did not know how to get it. The barriers--trustees, lack of money, students unresponsive to archetypal goals, which are so common as to now be almost platitudes, were seen as obstacles not to be overcome.

The concept of what could be done here was completely lost between and among almost all branches of NC. Communication between these branches in terms of goals and consequential feedback could be excellent here. Synectics can be an extremely effective means

of utilizing all that is being lost because no one exactly knows exactly about exactly anything else. The goal is not to change people completely, but some of their attitudes about each other.

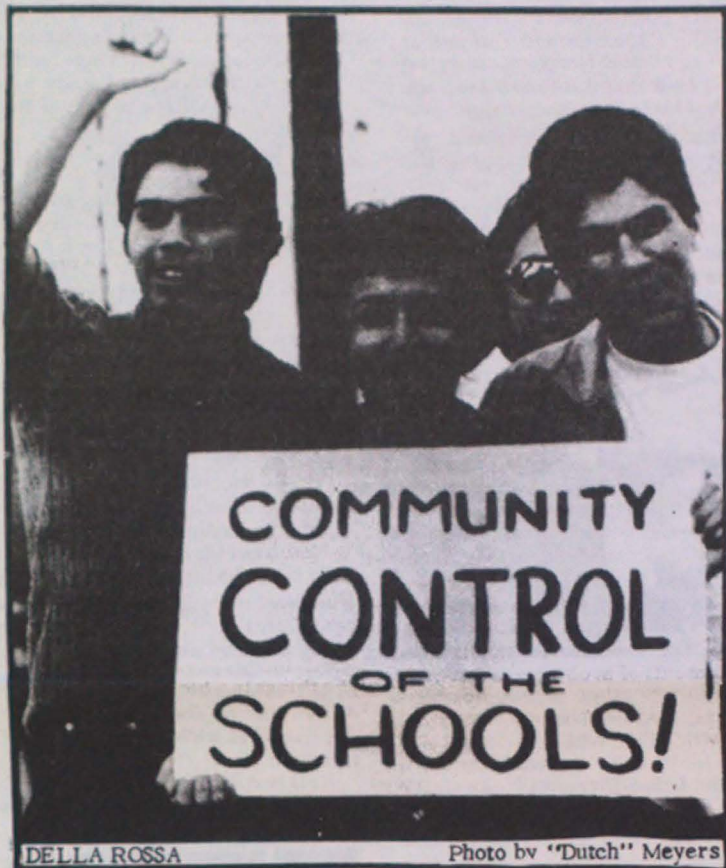
In the few days I've been here I've found that the best resource is human potential; there is an absolutely incredible amount of it. With a small amount of expertise, there is practically a limitless range to the problems that could be solved.

The Novi Collegians learn very easily, more easily than most of the trained industrials I've worked with. Their metaphorical material is quicker and more fertile, therefore more valuable. The students are basically artistic in nature and in the synectical context they are spontaneous and intuitively creative. The breadth of knowledge is astounding; the atmosphere of intensiveness is friendly, and the people interested and interesting.

At this institution the first class minds can use synectics as a channel and the direction is anywhere.

Peace and love and peace and life and peace and love and peace and love and synectics."

--K.



DELLA ROSSA

Photo by "Dutch" Meyers

Von G

Infocus Magazine offering \$100 prize for best photo essay on topic of social concern submitted prior to March 15, 1969. Will be featured prominently in the mag and the award is in addition to payment made for all published material. Essay must be on a single topic and include six or more different photographs--b&w prints from 4x5 to 8x10 in size. Text to be 1000 words or less. Address contributions to: Editor, Infocus, P.O. Box 6356, Carmel, Calif. 93921. Enclose \$1 to cover return of unused material.

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The Oracle of Death, currently vacationing at the Red Brick Wall, washes his hands of the whole affair

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mirror, mirror

Assuming we've gotten as far as the differentiation of the process into three fields of experience, one big hassle remains: how can there be a dialectical/dialogical relationship among the three fields without an extravagance of paperwork, scheduling and breakdown in continuity in learning? Cut differently in attempting to achieve a high degree of communications and interaction among the people of the three fields, the difficulties of disseminating information and scheduling would probably be insurmountable. In McLuhanesque terms, these would be an "information overload, but by reason of a time lag necessary to achieve 'pattern recognition,' there would necessarily follow (or precede, actually) a large amount of planning. Result: loss of spontaneity; old structure, with its inherent faults returns. But how, in our "electric age", does the problem of information overload achieve instantaneous patterns recognition; i.e., what makes it "electric"? Answer: media. Aha! Through media, you too can live with 3-800 freaks and know immediately what's happening. Okay, media are "the extensions of man." Obviously, in this case, the medium of the printed word is inadequate because of

the time element. What medium can transcend the printed word?--Television. Through use of closed circuit TV, one can televise the interaction of groups from the different areas without losing spontaneity. As an example: a development group with a general consensus of interests in, e.g., Humanities or some Humanities/Soc. Sci. combination can meet with a group following similar interests, but in depth, in the academic area. What could ensue would be a televised discussion, in which the development group would gain further insight as to the depth and potential of their interests, the academic group could gain fresh insight into the real meaning and value of their studies, and both groups would realize a broader base of relations and connections among the varied interests of everyone present. The groups can't cancel each other out, because they're neither opposed nor static in nature. It enables a dialectical/dialogical relationship to exist among the three fields of learning experience. Not only that, but, by being televised, every other student from all three fields, would similarly be able to achieve a degree of involvement in the process that would be impossible through reading materials alone. Such tel-

evised interfield interactions could be the high point of personal experience in the different fields if used as periodic (yet inherently spontaneous) means of clarifying student learning experience. Thus, people do their thing, the process being dynamic, and then, every once in a while, do their thing together, also dynamic. As there are more students than faculty, the individual faculty would perform a key unitive function enabling the groups to meet and be televised. The learning experience as a whole could then be a continuum of learning relationships for each student. A student's personal explorations, those in conjunction with a group, and those in conjunction with other fields of experience would be inseparable, regardless of the rate at which the relations would be experienced. Thus, flexibility in both time and space is achieved. Scheduling is no problem because of video tapes.

The only thing I can think of right now that might improve on this would be a sort of mini-teletype for each room that would enable a practical calendar of events (i.e., basically, "who is where at when") to exist that could get past the hit or miss aspect of the present glass bulletin board and be faster than intercampus mail and also act as disseminator of information regarding things of import individuals are doing, either within a particular field of experience or as hav-

ing possible significant relations to other fields. It would be relatively simple to organize such material before teletyped. Beyond this, you've got computer hook-ups, computerized information centers, links between other "opportunity cen-

Thus, the only "structure" is that of functional relationships, which are by nature relative.

To sum up, one might say the key concept of all this rambling is relativity. Relativity--relations--to relate is the only context which can give any meaning to learning if it is to occur with more than the person. In other words, the only fallacy that you can speak of in regard to an educational institution (or education theory) is the "personalistic" fallacy; that is, the fallacy of placing one's own needs and desires as existing prior to and above the needs and desires of the group. When this occurs you are no longer talking about "education" because you've automatically divorced yourself from the relevant connection to the group. Just take a look around you and at yourself and (surprise, surprise) you'll find that it is just this fallacy that has in the past and is right now blocking any fresh, new, and relevant proposals for changing the structure at this college.

P.S. The economic, political, and social implications (enormous) of the "opportunity center" model you can follow through yourself.

David Buck

Thursday, Feb. 27:
New College Associates Advisory Committee; 4 p.m., Private Dining Room, Hamilton Center.

"People and Particles", a film dealing with experiments in high-energy physics. 7 p.m., Teaching Auditorium, Hamilton Center.

Friday, Feb. 28:
Ad libitum for faculty and staff; 4:30 to 6 p.m., South Hall.

Forum: Dr. John Nash Ott, director of the Environmental Health and Light Research Institute, will describe new research results in the field of light. Dr. Thomas G. Dickenson, medical director of the institute, and Dr. John W. French, College Examiner, will also speak. Reservations for dinner at 6 p.m. should be made through the Student Policy Office. Private Dining Room, Hamilton Center.

International Chamber Music Concert featuring the Smetana Quartet; 8:30 p.m., Symphony Hall, Sarasota.



Asolo Theater Festival: opening night, "Oh What a Lovely War," 8 p.m., Asolo Theater.

DURING THE WEEK:
Exhibition of the works of artist Harriet LeBell; New College Gallery, Hamilton Center to March 7, coming events;

COMING EVENTS:

Major Gifts Committee reception; 4 p.m., South Hall, Sun., Mar. 2
Forum: "Eric (von Schmidt) and the Gompkin Carnival". Folk-singing and poetry reading; Friday, March 7.

Forum; Robert Creeley, significant American poet. Fri., Mar. 14



Dr. John Nash Ott, director of the Environmental Health and Light Research Institute, will describe new research results in the field of light at a Forum scheduled to be held in Hamilton Center at New College, Friday, Feb. 28.

Dinner will be served at 6 p.m. and Dr. Ott's talk will begin at 7 p.m.

Dr. Ott is expected to describe results of the installation of a new lighting system in a local production plant and to tell of his continued testing of radiation from television sets. He will show films and slides of his research.

Expected to make remarks during the evening are Dr. Thomas E. Dickenson, a practicing ophthalmologist who is also medical director of Ott's institute, and Dr. John W. French, College Examiner of New College, who has involved Dr. Ott in a motivational study being done for the Office of Naval Research.

Ott has been a guest at the college on several occasions during the past few years, showing his films and slides to student audiences and explaining the work of the institute.

He became interested in light research several years ago while doing some work on his hobby-turned-vocation, time-lapse photography. The former banker discovered that when he was doing some work on a sequence for a Walt Disney film, light had definite effects on the life of plants.

These discoveries led to considerable research and later experimentation with animals.

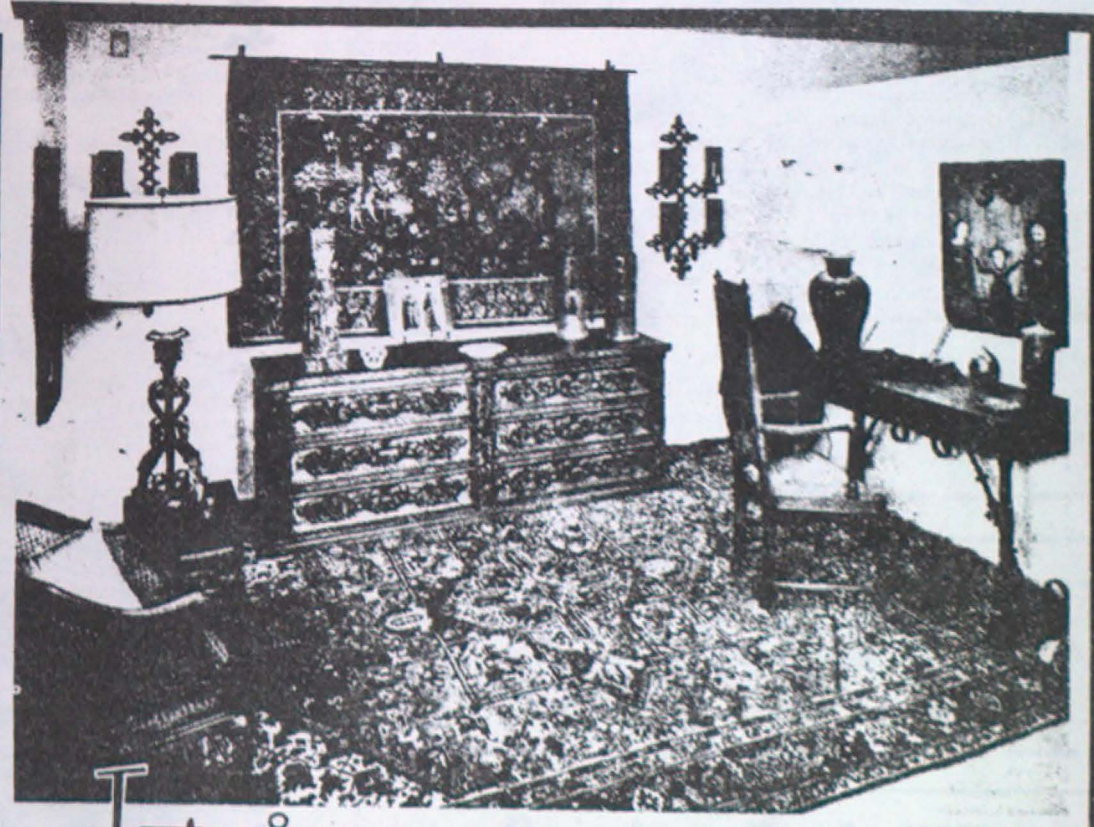
Results of his research have been used in producing a new commercial windowglass and special fluorescent lights.

Recently he was called to testify before a Congressional committee on the effects of television set radiation and he feels it was his discoveries that kicked off the investigation.

Reservations for the dinner preceding the talk may be made at the New College Reception Center.



Ann Morrill of the Student Policy Office will be in Zion, Illinois from Feb. 27 to March 8 attending a Group Process Laboratory sponsored by the Midwest Group for Human Resources (National Training Laboratory).



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