

The Catalyst

Volume III, Number 13

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Paper Reports NC Candidacy For Accreditation by SACS



New College has taken an important step toward accreditation, according to a report in yesterday's The Sarasota Herald Tribune.

According to a Herald Tribune wire service story, the Southern Association of Colleges and Schools (SACS) announced Wednesday "the selection of New College as a qualified candidate for membership in the SACS."

If the report is accurate, this means New College is eligible for "early recognition" and accreditation as early as 1969.

President John Elmendorf told The Catalyst yesterday he has not received any notification from the SACS.

Assistant to the president Earl

A three-man investigation team visited the campus a month ago and chatted with college officials and guests over dinner.

Helgeson indicated he is almost certain the report is true, however, and hailed the SACS decision as "the first major step" toward full accreditation.

With its candidate status New College must now conduct an intensive self-study, which Helgeson said will take from 12 to 18 months.

Allowing a year for the SACS to act on the self-study report, Helgeson estimated accreditation could be achieved in 1969.

The Herald Tribune, which said the SACS would vote on giving New College full accreditation next year, was in error on this point.

If not for "early recognition" as a candidate, Helgeson told The Catalyst, New College would have to wait until 1971.

Under the rules of the SACS a college must graduate two classes before it can apply for full accreditation.

Usually, Helgeson explained, a school begins its self-study upon making official application for accreditation.

Under early recognition, however, a school can complete its self-study before applying for full accreditation.

The decision to give New College early candidate status was based on a report of a special three-man investigation team from the SACS that visited the campus a month ago.

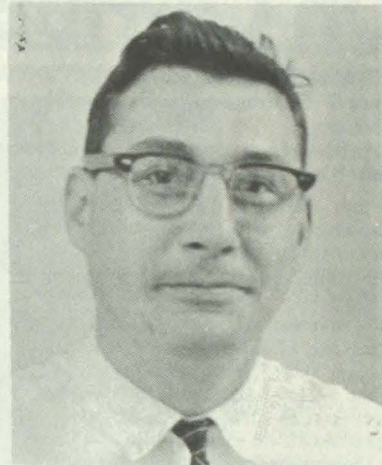
Elmendorf said the purpose of the team's visit was to see if "the intents and objectives of New College are consistent with (those of) other colleges in the association, if we are meeting those objectives at New College, and if we are meeting the objectives well enough that ac-

creditation would be appropriate."

He described the reported SACS decision as a "vote of confidence" in the New College program, according to The Herald Tribune.

Helgeson told The Catalyst a self-study will be begun as soon as possible.

Such a study, which must be conducted along lines mapped out by the SACS, would analyze every



Helgeson

facet of the program here for their strengths and weaknesses.

If New College receives full accreditation in 1969, the official status will be retroactive to include all graduating classes.

Anthology To Use NC Student Poems

Four New College students have had poems selected to appear in a national college poetry anthology.

First-year students William Heddrington and Jon Lundell, second-year student Lawrence Paulson, and third-year student Glenda Cimino will have one poem each in the Spring Anthology of College Poetry published by the National Poetry Press of Los Angeles.

ilar nature, the question on the motion was called and the recommendation of expulsion was passed.

Apparently in response to Kennison's desire to participate in the wrestling tournament, first-year representative Katie Smith recommended Kennison be allowed to remain as a guest of some students until Saturday night after the tournament.

Forum Postponed

Tonight's forum has been postponed. Planned by Ellen Tisdale to be on the international intellectual group Mensa, the forum was postponed because materials scheduled to be used in the forum did not arrive in time.

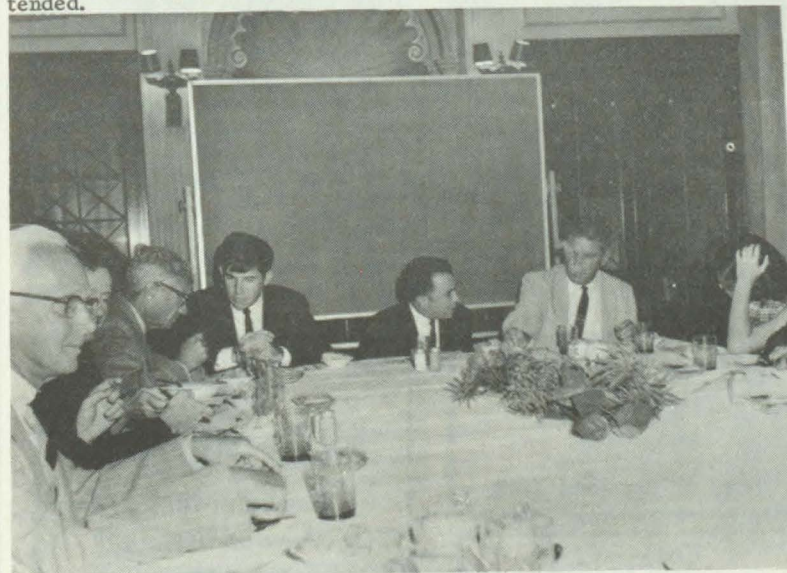
NC Hosts Dominican Visitor

New College was host Monday night to a visitor from the Dominican Republic, who was in Sarasota as part of a 90-day tour in the United States.

Salvador Garcia, 24, was the dinner guest of President and Mrs. John Elmendorf. Representatives of the Sarasota Sister City Association and several students also attended.

Sarasota and Santo Domingo, the capital of the Dominican Republic, are Sister Cities and engage in exchanges of visits and cultural exchanges.

Garcia's trip is sponsored by the United States Information Service, his employer in Santo Domingo. He is also a third-year law student at the University of Santo Domingo.



Salvador Garcia, center, a visitor from the Dominican Republic, met with President John Elmendorf, to Garcia's left, faculty, and students for dinner in the Pompeii Room of College Hall, Monday night.

In picture at upper left, Garcia relaxes in conversation with third-year student Anna Navarro.

During his visit to Sarasota, Garcia recounted some of his experiences during the revolution which broke out in April, 1964. He said Dominican president Joaquin Balaguer has started "a drastic economic program" to rebuild the economy.

"He's popular--and it's working," Garcia said of Balaguer and his programs. "The Dominican people believe that Balaguer can do very good things for the country, if he wants to. He has complete control in his hands."

Balaguer has also appointed women as governors of the Dominican Republic's 26 provinces. Mrs. Elmendorf will spend three weeks there in February as a special emissary of the U.S. State Department to "consult with women leaders and explore ways of assisting organizations in the fields of citizenship, education and voluntary community services."

Garcia expressed some puzzlement about the women's appointments "Balaguer is trying to stop bribery, taking money, that sort of thing. Women think another way from a man... Perhaps that's why. I'm not sure..."

Garcia, who speaks English, admitted during his stay he was getting homesick. A book officer with the USIS, he is married and has one son.

SEC Votes on First Case Of Student Expulsion

The Student Executive Committee voted Wednesday on the first case of student expulsion to come before the committee.

A motion recommending to the College Council that first-year student Robert Kennison be expelled "unless he leaves campus by noon Saturday" was passed 5-2.

The action was recommended to the SEC by Judicial Committee chairman Steve Hall. Reporting on a meeting of the Judicial Committee Hall said Kennison and another first-year student were charged with violating the inter-visitation rule.

According to Hall, Kennison was not present at his trial, which was held Wednesday afternoon.

Following Hall's report, the motion to recommend expulsion was made and discussion ensued. Third-year student Charles Raeburn, who as acting as a member of the SEC, having been appointed a proxy for absent representative David Pini, commented on "lame duck students" and said the Judicial Committee, of which he is a member, had asked Dean Robert Norwine to speak with Kennison.

Hall then added several bits of "hearsay" information regarding Kennison's academic performance and other alleged trouble of various kinds.

Assistant Dean Arthur Miller cautioned the committee about trials in absentia, but said the fact that the accused did not show up at his own trial was also evidence.

In reply to a statement by Richard Waller, another Judicial Committee member present as an observer, that the recommendation arose primarily from social considerations, SEC secretary Rachel Findley said the social basis did not seem sufficient.

Kennison, who was not originally present at the meeting, was summoned from working in the kitchen and then questioned by those present.

During the discussion questions were asked about matters of establishing precedents regarding recommending expulsion for a student who, if normal procedure were followed, would be put on social probation.

According to Hall, Kennison had been convicted of two previous offenses. Under the loose guidelines established by the old disciplinary committee, a student given a warning for his first offense, imminent social probation for his second, social probation for the third and

finally expulsion is recommended.

In response to the questions put to him by those present, Kennison emphasized the importance to him of his activities with the wrestling team and pointed out that it was "a tough thing to ask" him to leave before he could participate in tomorrow's tournament, for which he had already put in extensive practice.

First-year representative Jon Shaughnessy, who, along with Rachel Findley, voted against the recommendation of expulsion, objected that the SEC was passing on Kennison's general attitude, and not a question of violation of the rules.

Raeburn maintained Kennison "is bothering people." Earlier, first-year representative Lee Crawford had termed Kennison "undesirable."

After further discussion of a sim-



Chicago Tribune To Print NC Story

A full-scale story about New College is scheduled for publication in the Chicago Tribune Magazine on Sunday, Dec. 18.

Written by Magazine Associate Editor Clarence Petersen, the story will be accompanied by photographs by the author.

The Rev. Frank Kostyu, news editor of the United Church Herald, is now on campus taking photographs and gathering material for an article scheduled to appear in that magazine in April. Kostyu is working with second-year student Cheryl Hess, using her to tell the story of the college.

Former Dean Eurich Appointed at Vassar

Dr. Nell Eurich, a trustee and former temporary educational coordinator here, has been appointed professor of English and dean of the faculty at Vassar College.

Eurich, who has been acting president of Stephens College, will move to Vassar Jan. 1 as dean-elect and vice chairman of the college's recently formed committee on new dimensions.

She will officially become dean of the faculty July 1, 1967.

The chairman of the educational policies committee of the New College Board of Trustees, Eurich has played an important role in the development of this school.

She has served on the board since 1962. In April, 1965, she became academic dean of New College but

declined the title and at her request was given the post of educational co-ordinator.

Eurich remained in this capacity until John Elmendorf's appointment of many of the present faculty, after most of the original faculty left in early 1965.

Eurich is a member and former director of the special committee on liberal studies of the American Association of Colleges; a member of the national selection committee on fellowships for the National Endowment for the Humanities; and a member of the reading committee on the Harbison Award for Great Teaching of the Danforth Foundation.

She is married to Alvin C. Eurich, who is president of the Aspen In-

stitute for Humanistic Studies and president of the Academy for Educational Development.

Before doing her graduate work at Columbia, Mrs. Eurich, a native of Indianapolis, Ind., had been graduated with honors, from Stephens College and Stanford University.

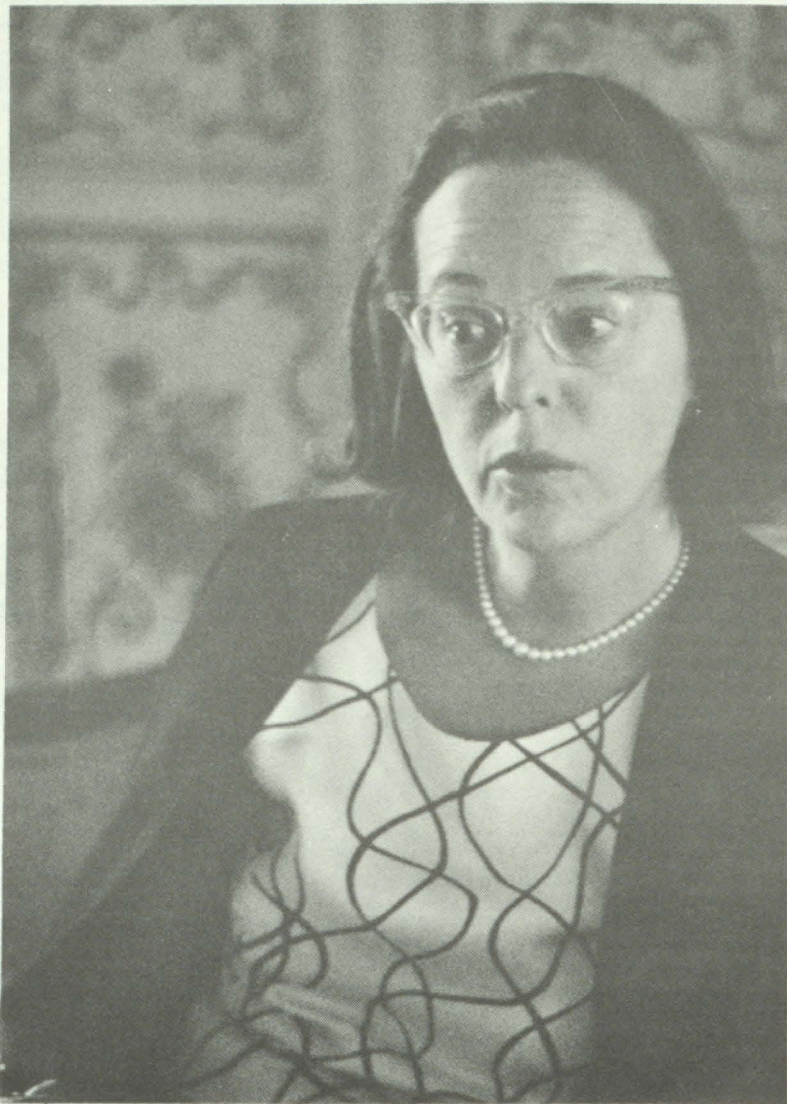
After holding the positions of director of the student union at the University of Texas and resident counselor at Barnard College, she became assistant to the president of the Woman's Foundation, and in that capacity organized the 1948 White House Conference on the American Family.

From 1951 to 1952 she was in charge of public relations for the State University of New York. In 1952, she was acting president of Stephens, and from 1953 to 1954, the director of the New York development office for Stevens.

From 1959 to 1964, she was Assistant Professor of English at New York University.

This year she served as director of a project to reorganize the curriculum of the Aspen Public High School.

She is a former trustee of Bank Street College and the Hudson Guild Settlement House, in New York City, and the Colorado Rocky Mountain School, in Carbondale, Colo.



Dr. Nell Eurich

Students Attending 17th Conference On Caribbean Area

"The Hemispheric Role of the Caribbean" is the theme at the Seventeenth Annual Conference on the Caribbean now under way at the University of Florida.

Third-year students Glenda Cimino and Charles Raeburn are attending from New College.

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The Center for Latin American Studies at the University of Florida organizes these conferences, while the University of Florida Press publishes and sells a volume of proceedings of each meeting.

Five "Round Tables" are scheduled, treating the topics of political capacity, economic potential, social patterns, cultural influences, and international position. Each round table will feature speakers on some aspect of the topic and a panel discussion by conference participants.

Among the speakers will be Thomas Mathews, Director of the Institute of Caribbean Affairs and Social Sciences Professor at the University of Puerto Rico; Joseph Reidy, Consultant on Latin America (Washington); Ofelia Mendoza, Field Director of International Planned Parenthood Federation, Western Hemisphere Region; Felipe Herrera, President of the Inter-American Development Bank; and Alfonso Ocampo, Rector of the University Del Valle, Cali, Colombia.

Four students, Glenda Cimino, Tom Lesure, Dick Ogburn and Joan Schnabel have been invited for three months of study and research.

There will be a reception tonight for conference delegates and visitors at the home of Dr. J. Wayne Reitz, president of the University of Florida.

SEC Again Defeats Intervisitation Removal

A motion to remove intervisitation from the student rules was defeated 5-4 by the Student Executive Committee on Nov. 30.

The vote marked the second time in as many weeks the motion was defeated.

As before, the voting was preceded by extended discussion of the merits of student-enforced rules as opposed to administration-enforced rules, the desirability of rules and conjecture on the wishes of students generally.

Chairman Mike Cassell reported on a poll of student opinion which

asked whether students wanted hourly restrictions on intervisitation in the student code.

According to Cassell, 115 said did not want such restrictions and 49 said they did. Of those who wanted restrictions, 17 said they would not obey the rules.

Although Cassell said at the meeting he planned to initiate a referendum on the question of removal of hourly intervisitation restrictions, no action has yet been taken. Cassell also told the SEC

members he would resign as chairman if the referendum failed.

Cassell said, "If there is any rule on the books I couldn't enforce, I couldn't stay on the committee."

Assistant Dean Arthur Miller then asked, "Are you sure you wouldn't be going against a majority of the students?"

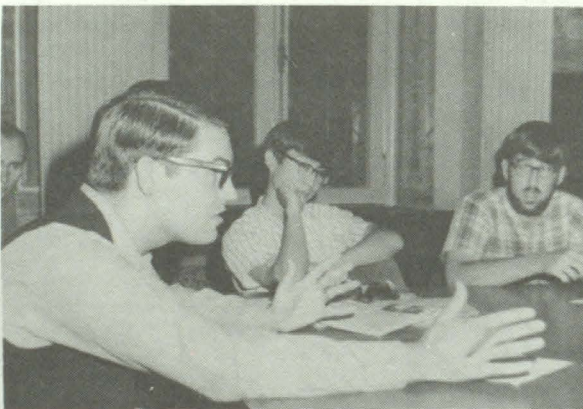
Cassell replied, "If a majority of students want that (hourly restrictions on intervisitation) then I don't want to be chairman of their committee."

After defeating the proposal, a motion based on an idea by first-year student Ellen Tisdale was removed from the table where it had been placed the week before. Under the plan students could intervisit after the regular hours after fulfilling certain conditions, including having a group of more than two persons and registering with the proctor.

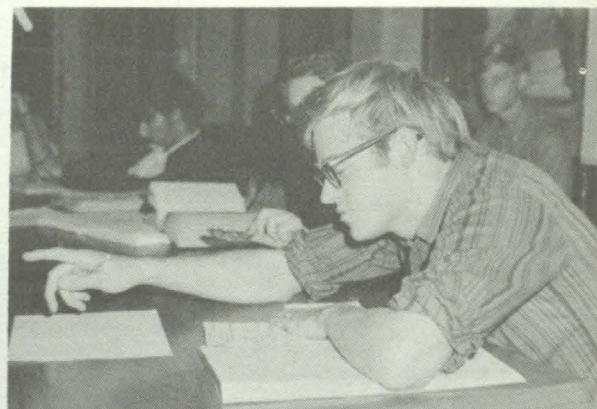
After some discussion the motion was again tabled.

Other SEC news on page one

SEC members Oda, Neugarten, Findley, and Dunsforth listen as Assistant Dean Arthur Miller makes a point.



Cassell: "If a majority of students want that then I don't want to be chairman...."



Pini: "It's unfortunate integrity was mentioned."



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with Laurie Paulson

The Sauerkraut Question

I hadn't really meant to cause trouble. It was a simple question, yet I felt I had to have an answer. All I did was go up to the server and ask, "Why doesn't the sauerkraut have any taste?"

I didn't even feel very strongly about it at first. But the sauerkraut had been there, and it had had no taste, and I wanted to know why. "Yes, I can bring you some cocoa, but you'll have to wait," the server said, and handed me a cup of coffee. Then he brought me twelve rolls, a bottle of A-1 Sauce, a pitcher full of lukewarm milk, and a Kingston Trio record his roommate was trying to get rid of.



Paulson

I felt this wasn't really answering my question. I headed for the kitchen. Surely the answer could be found there. "Why doesn't the sauerkraut have any taste?" I asked one of the cooks.

"Have some more brussel sprouts," he replied, dropping a few into my pocket. "The succotash is very nice today, too," he continued, and was about to pour some on my head when I hurried away. I was determined to get an answer, though. I went right to the man in charge.

"About the sauerkraut..." I began. He gave a low whistle. Two bulky cooks appeared, lifted me bodily, and locked me in the food freezer. It was quite cold in the freezer, but, despite the violence of my hammering on the door and the loudness of my shouts, it was fully an hour and a half before I was released by a Health Department inspector who told me I had no business being there in the first place.

I didn't hesitate for a minute, but went to see a friend of mine on the faculty, who happened to be a department head. I told him the whole story, then asked, "Why doesn't the sauerkraut have any taste?"

"Actually," he said, drawing on his pipe and looking thoughtful, "why don't you wait until Hamilton Court is finished? There'll be a special room set aside just for backgammon tournaments."

"But why doesn't the sauerkraut..."

"Of course, this may be an administrative question. Why don't you see someone in administration?" Saying this, he turned his back and resumed throwing darts at a large picture of Friedrich Nietzsche.

I decided to take his advice and talk to a member of the administration. "Why doesn't the sauerkraut have any taste?" I asked the member of the administration.

He looked at me sternly, then took off his sunglasses. "It's up to the College Examiner," he stated. "All I know is what I read in The Catalyst."

Deciding he didn't know anything, I went to see the College Examiner.

After asking me a series of true-false questions, he said, "We told you that you could paint the ceiling of the Sistine Chapel for Independent Study as long as you turned in a paper too. It's as simple as that. Do you have any questions?"

"Yes," I answered. "Why doesn't the sauerkraut have any taste?"

"It's all up to the SEC now," he replied. "It all boils down to this: A, B, C, A and C, or All of the Above."

I knew that the SEC was my last recourse. Fortunately, they were meeting this evening, so I would not have long to wait. When the appointed time came, the atmosphere was tense in the room, until someone opened a window. The chairman spoke. "It all boils down to this: A, B, C, A and C, or All of the Above."

"You've been talking to the College Examiner," I said.

"Point of order!" someone shouted.

"What are we voting on?" asked another.

"Let's talk about intervisitation," said a third.

"Yes," said another, "but what will the administration say?"

"Is there any more discussion?" the chairman asked. There was silence. He turned to me. "Do you have anything to say before we vote?" he asked.

"Yes," I replied. "Why doesn't the sauerkraut have any taste?"

"All in favor raise your hands," the chairman said. All hands went up. With that, the meeting was adjourned.

I went up to the chairman after the meeting and asked, "What happened?"

"You were expelled," he said.

"Oh," I replied. I really didn't feel too badly about the whole thing. After all, I had succumbed but it had been a noble cause, a fine cause, a true cause. And if you should ask me, who had never tasted defeat before, what it was like, well, I'd have to answer that it was a lot like sauerkraut.

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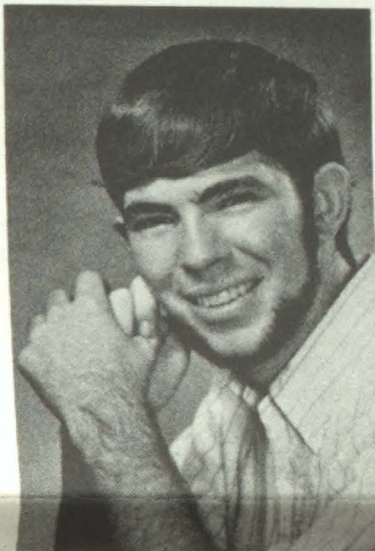


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Editorials Justice?

As far as we know, Bob Kennison deserves his punishment at the hands of the SEC. We do not know that he does and we do not know that he does not. What he deserves is irrelevant to the punishment he received and the way in which he received it.

We think he was treated unfairly and in a manner which reflects the utmost discredit upon those who allowed such a travesty to be perpetrated on one of their "colleagues." Despite earnest attempts by past members of the SEC to ensure fairness and justice for those students who might run afoul of the student rules, when our elected representatives are called on to consider a matter of serious discipline all of those attempts to write fairness into our system of government amount to nothing.

Our objections to the manner in which Mr. Kennison was disciplined by his peers are few--but they are important ones worthy of the consideration of every student of New College. Someday YOU may face similar injustices.

1. Mr. Kennison was tried in absentia. He was not present when his case came before the Judicial Committee. For whatever reason he was absent, his trial should not have been allowed to go on.

2. Mr. Kennison's character was subjected to the fullest effects of innuendo and irrelevant defamations at the SEC meeting Wednesday. A multitude of alleged examples of misconduct were dredged up and used as if they were pertinent facts. Their truth was apparently assumed by those present. It certainly has never been proven for many of the things said about Mr. Kennison.

3. Last week, when various members of the SEC were laying plans for proxies to attend Wednesday's meeting for them, we objected on the grounds that proxies were removed from the scope of participation in SEC affairs by the constitution revision of last year. We were shouted down at that meeting but we put forth that objection again now. If the two proxies present at Wednesday's meeting had not voted in favor of the expulsion recommendation, it would not have passed. Any question of the validity of their votes certainly casts doubts on the validity of the action taken by the committee.

4. We submit that it is highly unfair to Mr. Kennison and extremely prejudicial to his case for one of these proxies to even have been allowed to speak, much less vote. Charles Raeburn, as a member of the Judicial Committee had already had one opportunity to vote for Mr. Kennison's expulsion. We do not think he should have been given two chances.

5. The fact that Mr. Kennison plans to leave soon apparently weighed heavily in the SEC's decision to recommend expulsion instead of the probation which was expected. Some how we just cannot believe it is fair to go ahead and mete out severe punishment to a student simply because he is leaving in a few days.

6. Finally, the provision made by the SEC to allow Mr. Kennison to leave before Saturday and the spare his record is reminiscent of the grade C Western in which the bad hombre is told to "get out of town."

Either Mr. Kennison deserves to be punished or he does not. To make such a deal is degrading to the members of the SEC and to the students of New College generally.

It is time for a change: either in the procedures for disciplining rule-breakers or in those who are to administer those procedures.

The Warren Report

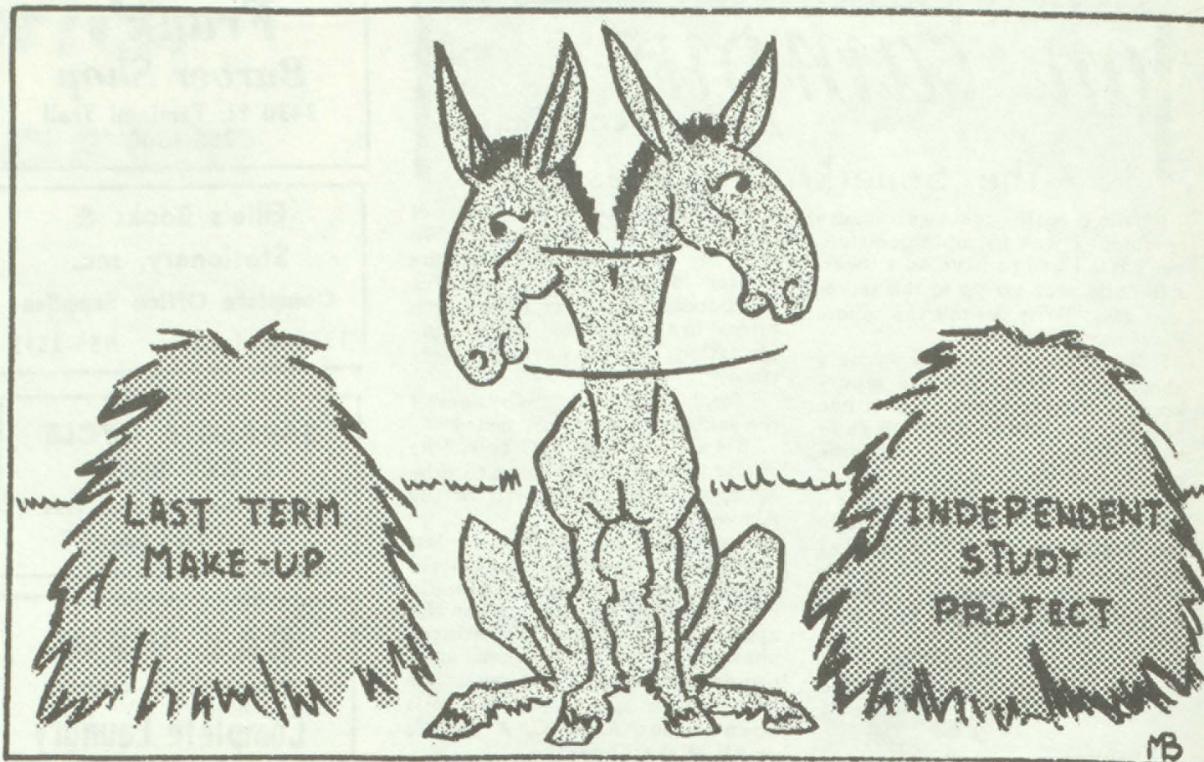
Nationwide debate on the validity of the Warren Commission report on the Kennedy assassination refuses to abate even now, more than a year since the report's release. Numerous books have been written expressing nagging doubts about the manner in which the Warren investigation was run and about the conclusions that were reached. A showdown of some sort appears imminent, as the nation's press has of late begun to take sides on the argument.

We feel little will be gained by re-opening the investigation at this point. No new evidence of any significance has been turned up, and we doubt if a different investigatory commission would come up with substantially new answers on the basis of old evidence.

Of course there are holes in the Warren report, some of them embarrassingly conspicuous. Texas Gov. John Connally was less than reassuring last week when he said he disagrees with the Commission's conclusion that the bullet he was struck with first passed through Kennedy; nevertheless, he told reporters, he feels the gist of the report is accurate, and a second investigation is uncalled for.

The contention of the Warren Commission that Lee Harvey Oswald acted alone has drawn particularly heavy fire from home and abroad.

But granted there are unsolved questions in the Kennedy slaying, we ask critics of the Warren report whether they feel a second, or a third, or a fourth investigation could resolve them. Purely because the assassination was such a spectacular event, even the slightest uncertainty or inconclusiveness is cause for doubt and speculation. And purely because of the nature of the human being, such speculations could never be entirely stifled.



Letters

Students Betrayed

To the Editor:

It seems to me that the SEC betrayed the students in its recent action against Bob Kennison. The recommendation for expulsion was sweetened by its 2-day grace period, but in effect it was still taking the stance that Kennison should be disassociated from New College as soon as possible.

And why? For showing disrespect for SEC rules. As if they are ends in themselves. This action was intolerable though his actual attitude towards the rest of us was actually tolerable. New College is a communal society that has no need to fall back on artificial laws--we can know the person we deal with and treat him as such.

Kennison was already about to leave, so he was suggested for expulsion on only his third offense. Social probation would have had little effect, so that stage was skipped in favor of really showing everyone what the SEC thought of those who lacked respect for their pretentious rules. Perhaps the SEC is trying to protect its ego, so badly bruised by the way in which the administration uses it.

The moralistic, benevolent, respectful members of the SEC have striven too hard to get a pat on the head this week.

(signed)

Jon Shaughnessy

To the Editor:

Although we can never entirely escape the absurd, it can at least be expected that, in the actions of any supposedly mature, responsible, and intelligent group of individuals, the element of the absurd will not be the primary characteristic of actions. Unfortunately, for whatever reason, this cannot be said of the SEC, at least as judged by their performance of Wednesday night, in regard to the expulsion of Bob Kennison.

That a member of the same committee that had tried Kennison (in absentia) the same afternoon also sat on the SEC, and voted for his expulsion twice, seems absurd enough. That Kennison was expelled for his "attitude" rather than any specific offense (at least, any offenses great enough in themselves to warrant expulsion), and that, except for one member of the audience remembering he was a few feet away in the kitchen, he was almost tried again in absentia, is surely absurd. And it was indeed ridiculous that the SEC had no idea of what it should consider in deliberating the expulsion, that it heard hearsay and gossip with equal weight as known facts, and that it termed the case "open and shut" with a glibness that was a travesty of due process.

However, the greatest absurdity of all, the crowning folly of the evening, was the resolution that was finally passed, that Kennison would not be expelled, as long as he left campus by a specified date and time. The SEC, in effect, ran Kennison off campus, an action appropriate for a band of vigilantes, but not for a responsible deliberative body. Either a person is expelled or he isn't. Either there is sufficient reason for him to be expelled or there isn't. A partial expulsion is a laughable concept. Furthermore, it is a contemptible

one. It is almost too serious to be absurd.

The SEC cannot continue to make a shambles of the idea of responsible representative government, of law and due process, and expect to maintain the confidence of the students of New College. As inured to absurdities as we are, there is a limit to tolerance which may well be approaching. Another Kennison incident, and it will have been reached.

(signed)

Lawrence Paulson

Intervisitation

Editor's note: The following letter from Gary Williams was received last week, but, due to space limitations, it was held over for publication this week.

To the Editor:

In reference to intervisitation, I am forced to agree that I am as tired of talking about the subject as you are of writing about it. However, it seems clear to me that this particular subject will keep recurring until something is, at long last, done about it. While we seem to have, as someone has already pointed out, a "crisis atmosphere" (either a particular problem is ignored altogether by the student body as a whole, or everyone talks on one particular subject until everyone is so sick of it that they will do anything to avoid the subject completely, until the next crisis), this subject seems important enough to warrant some action, if only to settle it once and for all.

Since we are inflicted with a government-by-committee (self-inflicted might be a better term), any problem seems to be the responsibility of no one in particular and everyone in general, with the result that everyone in general talks about the problem, and action is taken by no one in particular.

To return to the subject of intervisitation, it would seem that one of the basic problems here is not linked to intervisitation as a particular problem, but rather to the whole basis of student government. The problem I am referring to can be most concisely stated in this question, "Who's in charge here?" Do we control what we are doing, or does the administration, or does the faculty and administration, or does some kind of complex of the three groups of the "college community" control? I'm talking about direct control here, not some kind of abstract, "ultimate responsibility" type of control. It's obvious enough that Dr. Elmendorf and the trustees hold the "ultimate responsibility," but the simple (or rather, not so simple) concrete question of who is going to say "Jump!" and who is going to jump seems to be an issue here.

The solution that the majority of the SEC seems to have taken, whether consciously or not, is to avoid this question and preserve the status quo. Despite all the talk about a "complex problem," and the "internal" and "external" problems, the basic problem here seems to be that the majority of the SEC does not wish to put the question of control to the test.

Now, I have heard it said that the last thing we should do is turn control and enforcement of intervisitation rules over to the administration. Horrible thought! No, we should make the rules they want, and then enforce them as leniently as possible. This led to the situation here last year, and to this year's "Crisis of Integrity."

It seems clear to me that if 108 students were honest enough to admit that they break the present restrictions on intervisitation hours (108 out of 146 who answered the questionnaire!) and if 141 out of that 146 felt that that intervisitation does not interfere with their academic lives or cause undue social pressures, then there is a clear majority of the students who feel that these hours serve no useful purpose for them and that they should be abolished.

At any rate, this whole controversy should not be shelved, tabled, or swept under the carpet. Let's, just for once, get something settled before we proceed to the next question at hand.

Yours with love,
(signed)
Gary Williams

To the Editor:

I. Some reasons I've heard for the necessity of intervisitation hours:

1. Most of the kids here can't handle their social life. They are induced--or compelled--by the freedom they have to do things that interfere with their academic life, therefore, they should have rules for their own good as some sort of boundary or guide.
2. Many students find it hard to tell friends or roommates' friends to leave so that he or she can study or sleep. The hour rule is a convenient excuse for asking someone to leave (assuming that the obnoxious friends are always of the opposite sex).
3. The kids here aren't mature enough to realize that sleeping with a friend of the opposite sex is bad for both of them in the long run because it will ruin both of their lives.
4. Parents will undoubtedly not send their kids to a school with absolutely no restrictions about visiting hours between coed dorms.
5. The "outside world" will frown upon us and the people upon whom we depend for money will not want to give their support to a school with such a liberal system.

II. Some reasons why the above reasons don't make any sense.

The first three reasons deal with the student himself and whether or not he is mature enough to cope with such freedom; the second two deal with what the "outside world" upon whom we depend for support will think of such a liberal set of rules. I will, therefore, restrict this gripe to two main points.

1. When I got literature advertising New College, I was impressed with how thoroughly they grilled me with respect to character as well as academic standing. I was told that

(Continued on page 8, column 1)

Student Discovers Old Manuscript With Relevance For New College

To the reader:

In the course of my researches into the history and philosophy of education, I have recently run across an amazing old manuscript, which I think may be of considerable interest to everyone here at New College. Since the original document is quite decayed and brittle, I have made the transcription presented below for public distribution. It is entirely faithful to the original, except that I have modernized some of the more outrageous spelling, followed more closely the contemporary practice with regard to capitalization, and

translated into modern equivalents a few archaic usages which are now completely obsolete. Otherwise the essay is exactly as it was written perhaps 200 years ago.

I say 200 years, although the document is both undated and unsigned and is rather ambiguous with regard to its temporal references. Thus I have had to do some extrapolation to arrive at the above figure. But I think it is only too obvious that it is of 18th or early 19th century origin, since the convoluted and verbose manner of expression clearly indicates that period. Furthermore, an analysis of the original manuscript, taking into ac-

count the spelling and such details, in addition, of course, to the reference to Johnson, definitely places the document in the later 1700's. Beyond that, I can supply little information. I have no idea what college the author was talking about and the author's relationship to that college is quite unclear. It is my guess, however, that the author was probably a mathematician, both because the system he proposes is obviously quantitatively oriented and because of his miserable prose style.

I must mention that there have been rumors abroad that the document is spurious, and was actually

written by either Dr. Mayer or Dr. Deme for some reason wholly unspecified. Though I realize the history department is a cantankerous lot, no one who has read it can possibly credit such irresponsible allegations. We are all quite familiar with Dr. Mayer's distinctive style of speech, and it is certain that he could never have expounded at such length about the state of the college without using even once his quaint and picturesque expressions such as "the troops" and "dancing in the streets" (in reference to almost anything). Furthermore, since the author speaks often of the students, he could not possibly be Dr.

Deme; for Dr. Deme, it is well known, steadfastly refuses to acknowledge the existence of students.

As a final comment, I would suggest that we consider this document not only in the light of its historical interest, but also with regard to its possible relevance to New College. For the author's ideas, however ill-expressed, are nothing short of brilliant, and his arguments are utterly persuasive. Indeed, I can only wonder that his system has never been tried.

R. B. Enslow

A Modest Proposal

It is a melancholy object to those who scrutinize the efficiency and the productivity of our educational programme, when they see the class-rooms and lecture halls so sparsely peopled, with so few in attendance to record and appreciate the doles of wisdom granted so magnanimously by the Professors; and when they descry at year's end that multitude of idlers who have dawdled away their twelve-month opportunity of improvement to the neglect of the common weal as well as their own. The guardians of our College also find it no particular comfort to perceive the redundant and exacting effort expended to no account in the laborious composing of entire paragraphs evaluating each individual student; which paragraphs, furthermore, being designed to the specifications of the individual circumstances render comparative ranking amongst the students virtually impossible, and are of minimal usefulness in reducing the three years of even a single student's educational progress into a one page diagram; and when they can find little nice, unambiguous evidence, even at the end of three years, which can both convince the proprietors of graduate institutions, and assuage completely their own doubts, that the students have accomplished something of specifiable quantity and merit.

I think it is agreed by all parties that the prodigious waste of time, labour, and monies, occasioned by this slack and irregular system, lacking in uniformity and definitive standards, is in the present delicate state of the College a very great additional grievance; and, therefore, whoever could find out a fair, cheap, and easy method of distinguishing at the earliest moment the undisciplined romantic from the sordidly studious, in order that we might be sooner rid of the former, and of determining precisely and simply the relative achievement of the various students would deserve so well of the College as to have some future edifice inscribed with his name.

I am not so proud that I would here lay claim to such an exalted honour; nor do I presume to suggest nation. I would only humbly recommend to your consideration certain proposals which, if adopted as our policy, might prove somewhat fruitful in the amelioration of these difficulties; and I am hopeful that such will be the verdict of wiser men, whose vast experience at other, longer established institutions eminently qualifies them to form such judgements. Further, I am encouraged in that hope by the recognition that these proposals are in fact only the elaboration of certain policies which have been already implemented in some degree by many of those very gentlemen, a circumstance for which I can claim no credit.

I shall now therefore present my opinions, which I think will not be found liable, even in this community's present state of weary cynicism, to the least objection of naïveté.

I propose, briefly, that we adopt a certain method of academic evaluation which, in lack of a more elegant nomenclature, I have

called a Grading System. The suggestions to follow will perhaps seem less preposterous if I point out, before proceeding further, already widely followed, of discriminating the quality of academic performance in accordance with the simple and efficient categories: Excellent, Good, Fair, Poor, and Fail. The Grading System would in part find its justification in that it still further simplifies this admirable procedure, by assigning to each of the above distinctions a numerical value, which might be called a Grade; thus, instead of tediously spelling out Excellent, the Professor would need only to write the single digit 4, and in the same wise for the other categories, so that, finally, to the word Fail would correspond the numeral 0.

Were this the only advantage to accrue from the implementation of the Grading System, however, I fear my proposal would meet only with ridicule, and deservedly so; for it is commonly known that a great part of our honoured Faculty have already adopted a similar form of abbreviation, utilizing, however, an alphabetical notation rather than the numerical. But the Grading System enables a further accomplishment, to which alphabetical designations are, by nature, entirely ill-suited; and it is this excellent feature of my System which I recommend most earnestly to your attention, as it affords an easy and convenient solution to some of our most pernicious dilemmas; to wit, it provides at once a most satisfactory means for ranking students in comparison one with another, and in virtue of this result it also enables a sharp and indisputable demarcation by which to distinguish the worthy scholars from those rascals--presently far too numerous in this College, I apprehend--who choose to dabble idly in whatever nonsense their undisciplined whimsey elects.

These remarkable advantages are quite easily obtained, by the simple expedient of reckoning the arithmetic average of all the Grades acquired by a student in the course of his education, and the single figure thus derived would serve as an wholly adequate index of that student's academic achievement, nicely amenable to precise comparison and evaluation; and should even this procedure seem too troublesome, I doubt not that our distinguished arithmeticians might be prevailed upon to invent for this purpose some simple Machine, not unlike those long in use by the Orientals, which would save the tire some computations involved in deducting the desired figure for each student.

I say with import that this procedure would furnish an indisputable demarcation betwixt the scholars and the idlers; for henceforth, were the Grading System to be adopted, whenever one of the rogues comes whining to know on what excuse he has been dismissed from the College, it would be necessary only to reply, "Now see here, impudent Snot-nose, you know full well that your Grade-Point Average" (for such I have chosen to call the abovementioned figure) "that your Grade-Point Average is a paltry 1.9973, whereas

it is quite specifically required that it be at least 2.0000 in order for you to be worthy of this Faculty's professing," and none could argue with such logic.

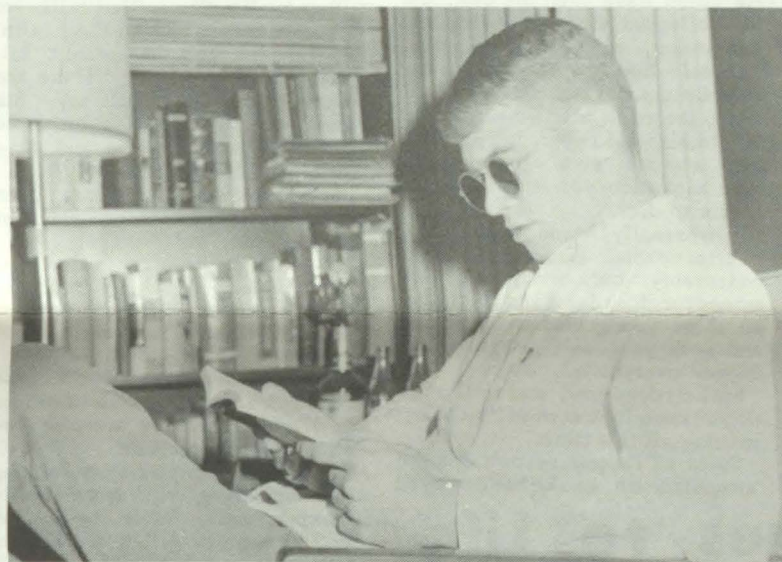
There is yet a further benefit that I perceive might well obtain from this System, and it may perchance be of even greater moment than those thus far enumerated. It is a lamentable but undeniable fact that too often the student loses sight of the true value and

of increasing the frequency and profundity of their intercourse with those Professors who act as their advisers; for, it is averred, in this wise the professors could keep closer account of the progress of the students, and could better counsel and chastise those who wander from their purpose, whether from want of diligence or from ignorance. To this proposal I reply, that even granting this much benefit to be possible

through such a method (which is doubtful), it yet goes no way toward allowing comparison and ranking amongst the students as would the Grade-Point Average, nor toward the compiling of precise and brief records of the achievement of the students as the transcript forms demand; but in any case the proposal is unconscionable, for it supposes our Professors to have little better to do than bother themselves with the educating of the students, whereas our Faculty would never tolerate the indignity of being thus treated as lowly teachers; surely it can be the occupation of a Professor only to be wise, and his attainment therein can be judged only by other scholars at least of equal stature, but it is not his occupation to make others wise.

For just the same reasons must we repudiate the accusation, circulated by certain scurrilous persons on several occasions in the past, that the students' disinterest in their studies has some connexion with the quality of the lectures and courses. As if it were any of the Faculty's business to make learning attractive to the unschooled, or relevant to the interests, far from academic, which seem to occupy the students. If the students choose to be corrupted by these uncouth and revolutionary tempers which more and

(Continued on page 6, column 1)



Enslow

purpose of his labours in the service of Knowledge, and the diligence of even the best scholars is apt therefore to flag; and when the goal is ever so remote, and so vaguely seen, who can blame the mere ignorant student for occasionally succumbing to the temptation of despair? Here, I submit, these Grades may be of paramount usefulness; for, by them, the student would be enabled to set himself a more immediate, and entirely definite goal, and if his foresight is too limited to apprehend clearly Wisdom, he may aspire instead to a high Grade-Point Average, and through this medium be sustained in his industry.

Amongst the many splendid advantages to be realized by the acceptance of my proposals, there must be mentioned the not inconsequential fact that the implementation of the Grading System would involve the least turmoil, and disruption of the present operations of the College, of any of the alternative solutions yet offered; and it is an established adage, admitted by all men of sapience and sobriety, that radical change is inevitably confusing and most uncomfortable, and ought to be avoided at all costs. That only minor and gradual extensions of those policies now so widely in practice, and daily becoming more common, would be required in order to put my proposals to effect, has already been demonstrated in the major particulars; what further alterations would be necessary will be briefly set forth below; but I will pause now for a moment, for the purpose of delineating the inadequacies of those very few alternative proposals which have been set forth.

Some have suggested, that the energie of the students, and their attendance to their studies, could be best stimulated by the means

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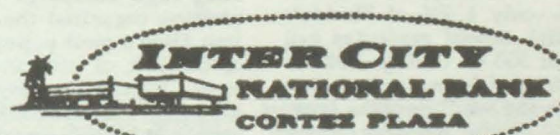


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A Modest Proposal

(Continued from page 5)

more infect our age, it is surely not for the Colleges to toady to such degenerate fiddle-faddle, but to preserve the noble standard, so well proven through long years of trial; as a rebuke to these modern barbarians. In support of this position. I can quote so eminent an authority as the excellent Dr. Johnson, who, perceiving a similar corruption in the very language we speak, admonishes us: "that we retard what we cannot repel, that we palliate what we cannot cure. Life may be lengthened by care, though death cannot be ultimately defeated: tongues, like governments, have a natural tendency to degeneration; we have long preserved our constitution, let us make some struggles for our language." And let us also make some struggles for our education.

Finally, some have taxed our patience and credulity so far, as to seriously maintain that there is no problem demanding of solution; that we should not be concerned if some students hang on at the College like leeches, leaming nothing

and contributing nothing. for (we are told) this is a minor inconvenience and inefficiency, necessary if we are to allow other students to find the value of Knowledge for themselves (or some such drivel); that, since our goal is supposedly the discovery of this personal, selfish value, it is of no account that we cannot easily rank the students in competition with one another; and that we should not merely go thus far to countenance this present revolution against all that is civilized, but should actually abet it by ignoring and abandoning the strict requirements of the transcript forms. To state this preposterous and ill-mannered position is to expose its ludicrousness, and I shall not bother myself, nor insult the reader's sensibilities, by condescending to answer it.

Having by now clearly established the worth of my proposal, and the failings of those few alternatives which have been invented, I shall forthwith proceed to describe briefly the simple and minor alterations in our present procedures

which would be sufficient to implement fully the Grading System and to derive therefrom the many advantages already mentioned.

First, it is apparent that we cannot hope to discover very much from the Grade-Point Average unless it be computed from a rather large number of individual Grades; only in this wise can the fluctuations of a student's achievement from day to day, be taken into account and properly averaged. Hence we shall require to increase the frequency with which we administer to the students tests of their ability; and this agrees fully with the present tendency of our practice, and necessitates but little extension of that tendency. Further, from this it directly follows that we shall be able much sooner, and without wasting the period of an entire year, to determine which of the students deserve to be retained, and which dismissed for their laziness. Perchance this could be determined as early as the end of the first term, although that may be expecting too much of any system.

Second, in recognition of the fact that certain of the courses are of greater comprehension and more importance than others, and require greater or lesser effort for their successful completion, we shall need some method of allowing these differences to be reflected in the Grade-Point Average. Happily the arithmeticians have invented a technique which can accomplish this purpose admirably: it is called Weighting and consists in nothing more than reckoning into the average certain figures which correspond proportionally to the differences in importance of the individual quantities. To adapt this procedure to the present problem, we should need only to assign to each course some numeral which measures the credit deserved by the student for completing the course satisfactorily; and for this reason I would call such figures the Course Credits or some such appellation, which values to be established by the Faculty.

In sum, the advantages to result from the adoption of the Grading System are many and most excel-

lent, and will save our honored College from the predicament of its present laxity; we will be rid very much sooner of the idle and the undisciplined, and the Professors need waste no more time upon them; the class-rooms and lecture halls will overflow with students eager to remember every word, for they will be constantly stimulated in their love of Knowledge by the threat of frequent examinations; the Professors will expend no effort upon lengthy evaluations of the students' achievement, for it will henceforth be possible to state all that is important in a single digit; and the students will become more assiduous in their studies, for they will be ever in competition for the highest Grades, that they might not be dismissed from the College. Many more advantages could be enumerated, such as the kinder opinion that will be held of us by the institutions of graduate study, who will appreciate the conveniences of this simple System as much as we, but this and many others I omit, being studious of brevity.

The Hard Life of the Creative; Or, Why Is Starvation So Sad?

It's funny how posthumous recognition always times itself just right so that it is posthumous.

Take Eric Dolphy. In retrospect, this man was a genius, pure and simple. While he lived, however, he was always Mr. Nice Guy but not much else to the majority of the music world.



Oda

I felt that way. No, I even once thought he was a fake, perhaps the worst of the no-talents that infest the outskirts of the avant garde. When he was elected to the Down Beat Readers' Hall of Fame, just after he died, I laughed.

But now I've heard. His beautiful ideas with Andrew Hill. His



honest intensity with Booker Little. He could have been the best, but he collapsed from overwork and exhaustion, on stage, in Europe. Or take Bud Powell. One of the most influential jazz pianists of all time, the world he knew made him say to his wife one day, "Buttercup, why are you always trying to save me when you know how bad I want to die?"

I never really listened to him until after he died. He was great, oh, undeniably, but, well, he's been around for oh so long and there are all these young cats to listen to, and gosh you can't get around to diggin' everybody....

But he's dead now, and well what do you know look at what I've been missing all this time.

Sales of Dolphy records spurted after his death, and he has achieved

modest respectability among critics and fans. Bud is still too close, but I predict Down Beat readers will send him belated regards in the form of election to the Hall of Fame. Maybe a couple years from now Bud could make Playboy's as well.

But dwelling on spilled milk--or blood--is often bad for the health.

After Bud left us, pianist Bill Evans told Down Beat, "There are a million things I could say. But one thing, a hell of a lot more should have been said and done for him while he was alive."

So now let's raise our eyes, open them wide, and look at today--at Andrew Hill, for instance.

My humble opinion is that Hill is one of the most significant musicians in the jazz avant garde. Listen to Black Fire, or Point of Departure, or Judgment.

But he is living in a building he calls a "Haitian ghetto" somewhere in New York City, scraping together a bare existence.

But he's fighting. A rarity among jazz musicians, Hill is creatively seeking funds. When the It Club in Los Angeles failed to pay him for a week's work this summer, Hill pulled out of the remainder of his engagement, made some placards, recruited some help, picketed the club, and called the news media. He was paid.

Also, in a Down Beat interview last spring, Hill insisted the magazine print his address and the following advice for concerned fans: "Instead of writing answers to my article, just send a dollar... so I can survive."

In all seriousness, Hill has hit on a good point. Due to its hazy status as a semi-legitimate art form, jazz has never received the subsidy of government or private foundations that concert music has.

But to tie up any art form with a bureaucracy would be disastrous. The answer is to organize the individuals who are interested in jazz as an art form. This way, jazz fans and not stodgy officials would determine who got what money.

Of course, private money is harder to find and organize. But there is perhaps no other answer. Co-operative "workshops" and the like seem far more practical a solution than trying to elevate the tastes of the masses, for example.

"Do creative people have to be so unhappy?" trumpeter Maynard Ferguson once asked. Must there be a dichotomy between creative ideals and economic realities?

I asked the question; maybe I'm the only one who can answer.

NAACP Comes to Life Under Carroll's Lead

By JON SHAUGHNESSY

It is a rare privilege to see a group that was previously discounted as totally inept and lethargic take the actual steps that are going to lead to the creation of social justice. Such was the immediate impression of the NAACP meeting last night.

The rosy picture of Sarasota's acceptance of the colored people as equals was slowly torn apart as the meeting progressed and actions were planned.

First, the secretary was protected from losing her job as maid to a white family by an offer to find her a new job should her affiliation to the NAACP cost her her present one.

Then the fact that Negroes aren't hired as sales personnel or for city or county jobs was discussed.

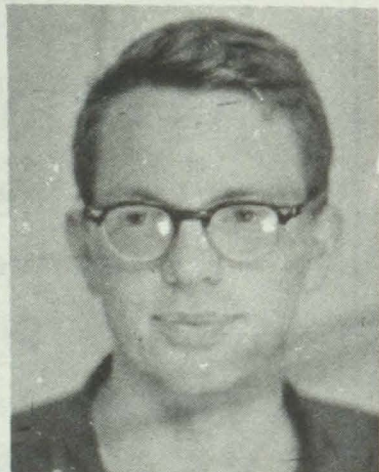
Several of the parents complained about the principal at Amarillos Park School, claiming that he had been discriminatory and that a delegation from their P.T.A. had been rebuffed by the school board in attempting to challenge his position. It was decided by the NAACP to mediate in the dispute as a first step, reserving harsher action for later.

The segregation of Sarasota schools then came up and it was finally decided to petition the local courts so as to either get real integration or get a hearing at the Fifth Federal District Court of Appeals in order to get the '64 guidelines put into use in Sarasota. Tied in with this is the fact that the Negro schools are vastly inferior to white and are usually not even accredited--only 1.7% of Florida's Negro high school graduates can score over 300 on College Boards.

At the base of this was yet another problem--the handling of the local War on Poverty. No job-training program yet exists. The only project carried out by Sarasota United

Need, Inc. is a Headstart program whose director is opposed to the poverty program and insists on keeping the Headstart classrooms in a white neighborhood.

Faced with these problems, not to mention those of housing discrimination, lily-white school boards and boards of supervisors at city and county levels, it can be understood why Bob Carroll, the new president of the NAACP called for strong support through committee work and increased membership.



Shaughnessy

Carroll, who will be addressing students at the next Friday Night Forum, was the main power behind the new affirmativeness of the branch.

He was recently part of the Robert King High campaign and in that position organized the Negro vote into High's most powerful weapon as the rest of his campaign went awry. Carroll, a youngish college graduate with a knack for organization and development will probably be able to revitalize the local NAACP as seen in this meeting.

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Law Enforcement Faces Problem Of People's Lack of Concern

By KIT ARBUCKLE

Faculty and staff, as well as students, contribute to the variety of experience and impressions of life on campus. Lester C. Wilhelm, a member of the development staff whose door is "always open to students," demonstrated this wealth of variety in an interview this week.

Q. We understand that you have served as an FBI special agent before coming to work here.

A. Yes, I first became an agent back in 1940. After training, I served in FBI offices in Mont., Ill., Wash. D.C., New York, and Miami. I retired from the FBI just a few months ago in order to come here and head the development office. I came over here to New College before I retired, met a lot of the students, talked with several of them, and listened to some present their independent study work, after they had been to South America. After meeting with them and talking with them I wanted to be part of this place and its development if I could. I had the opportunity to live in the dorms the first two months I was here, giving me a chance to get to know the students. I feel very strongly about youth and the problems of youth; and I have had experience with what unfortunate, tragic things have happened to many of them due to being neglected or not being given proper direction, because of the indifference of parents and so forth.

Q. What kinds of cases did you handle with the FBI?

A. Most of my jobs were in what you might call the general criminal area, things like bank robbery, kidnaping, theft of gov't property, theft from interstate shipments (which you might call highjacking), impersonation of federal officers, white slave traffic, interstate transportation of obscene matter, and certain fraud cases—generally these were my assignments. I also served in supervisory capacity at various field offices and headquarters in Washington for a time.

Q. How extensively trained are FBI agents?

A. Well, I might point out that at the present time an applicant for the position of Special Agent must be a college graduate, plus having a working knowledge of one or more foreign languages, or have a major in one of the basic sciences, or he must have at least three years experience, administrative or executive or investigative, in order to apply. Up until recently, a Special Agent applicant had to be either a lawyer or an accountant; in my own case I am law trained; I am permitted to practice law in the state of Maryland before the U. S. Supreme Court. A thorough investigation is made of every applicant to ensure honesty, integrity, and general good character. Then, after he is appointed, a new agent is given extensive training in Washington and Quantico, Va., the home of the United States Marine Corps. This training is primarily with regard to the elements of the violations that he will be investigating—in other words, what it takes to prove whether a violation existed or not. Training is also given at Quantico in han-

dling firearms, in defensive tactics (some people call judo). I want to point out that the bureau has very strict rules about firearms; agents fire guns only in self-defense. This of course precludes such things as warning shots. Of course if is very important and essential that agents are trained to handle and use firearms, but they are not used as much as many of the public might think. In all of my twenty-five years, I never did fire a gun at anybody and I am happy that it stayed that way. Yet it can happen. I lost two close personal friends, one in New York and one in Baltimore, who were shot and killed.

Q. Is FBI training kept up to date?

A. FBI training is kept up to date by what we call "in service periods back in Washington and Quantico at stated intervals, and we also have frequent training sessions in the field offices.

Q. Do you think that the general training of law enforcement officers is adequate?

A. Well, it is difficult to say whether law enforcement training in general is good or not. What it comes down to is each individual



Wilhelm

department or agency. FBI training is usually regarded as the finest in the world—you may detect a little prejudice here. There are a lot of state and local departments that have very fine training programs. I guess that there are probably some that are less than desirable. In my opinion, lack of money usually is the main factor when the training is inadequate. I want to point out that the FBI offers training schools or police schools free of charge. I have participated in several of these as a lecturer on sex crimes. I have about 40 hours of lecture material on this subject. It might be interesting to note that in the year of 1966 agents participated in over 5000 such police training schools.

Q. What are some of the main problems of law enforcement officers today?

A. That is another tough one. A law enforcement officer has many problems. Inadequate pay is always cited in this regard, and I would agree with that. Larger salaries and higher qualifications would attract better applicants for any institution, law-enforcement or otherwise. But in my opinion, law-enforcement officers' biggest problem arises out of public apathy. Many people just don't want

to get involved, or lack respect of law enforcement officers because of real or imaginary deficiencies on their part. But this is just as unfair as condemning any group for the flaws of one or a few in the group.

Q. Have recent judicial decisions about protecting suspects hampered police efforts to enforce the law?

A. Judicial decisions and interpretation of law can have an effect on law enforcement. The most discussed of the recent rulings concerned advising interviewees of their rights under the Constitution. This Supreme Court ruling is in line with what has always been FBI policy as long as I can remember, advising the person that he didn't have to speak to you at all if he didn't want to, that if he did speak to you and said anything pertinent it could be used against him in court, and that he was entitled to speak to an attorney of his own choice or anybody else before telling us anything.

Q. Do you ever have to enforce a law you don't believe in?

A. I don't remember any federal laws in the FBI jurisdiction that I didn't believe in. I might have felt that some of them should have been written differently, or interpreted differently by the courts. I would like to say that every citizen, as far as I'm concerned, has the right to disagree with any law that he chooses to disagree with. But he does not have the right to violate it. If people were to observe only those laws that they chose to observe, we'd have nothing more than chaos in short order.

Q. Do you feel that law enforcement is generally adequate in America today?

A. I don't think that law enforcement can be adequate anywhere until the people want it and insist on it and cooperate in having it. Problems are different in America than they are in many other countries, due to many factors—the size of the country, transportation and communication, freedom of movement, population, and many things like that. When he spoke to the House Appropriations Committee in February of this year, the FBI director, Mr. Hoover, was asked about crime in other countries, and he said that it was hard to compare, but he pointed out that Great Britain had had an upswing in crime, that Russia had a serious crime problem, and that practically all countries had had crime rate increases. When Hoover was asked for a remedy for crime increases, particularly for youth, he pointed out that the first step was with the family. This is where discipline should start, but unfortunately it doesn't always. This leaves the problem to institutions like the schools and the churches; and while they do what they can, they can't take the place of parents.

Q. What are the most prevalent kinds of crime today?

A. Well, in numbers, probably the most prevalent are the property crimes, burglary, larceny, auto theft, things like that. But the crime rates rose in 1965 in all of the more violent crimes, like murder, forcible rape, aggravated assault, and such—all were up over

the previous year. Now, people are sometimes interested in what you might call the financial crimes. The FBI investigates anti-trust matters, frauds against the government, embezzlement, violations against the Federal Reserve Act. There have been a lot of convictions in all of these.

Q. Could you clarify the position of the FBI with regard to which cases it prosecutes?

A. Let me say that the FBI is an investigative organization. It doesn't make any decisions about prosecutions of any cases. The FBI conducts the investigation certain federal offenses, those within its jurisdiction, and then presents the facts developed to the U. S. attorney. He has the responsibility of deciding whether this thing constitutes a violation of federal law, and if it warrants prosecution. If he authorizes prosecution, a federal complaint and warrant are obtained. The FBI presents to him only the results of the investigation, without opinion or recommendation.

Q. Are narcotics a serious type of crime at present?

A. I can't really comment on that, since it's not under FBI jurisdiction; it's handled by the Bureau of Narcotics. But one only has to read the papers to know the great amount of damage that's being done by narcotics all over America and all over the world.

Q. Is crime getting younger fast, as we hear?

A. Well, the Uniform Crime Reports, which is published every year by the FBI, showed that there were over 2,700,000 serious crimes reported in fiscal 1965, and this is an increase of over six per cent over the previous year. During that year the arrests of persons under eighteen years of age increased forty-seven per cent over what they were in 1960. This shows you that there is a lot more crime in that category. Some people say that it's because there are more youth now than before, but I would like to point out that the increase in that age-group over that same period was seventeen per cent according to these same records.

Q. Do you think that our penal system, certainly a failure at reforming criminals, is performing its function in society?

A. Well, I don't feel really qualified to talk about the penal system, except to say that criminal laws are made with the original idea of punishing criminals, and penal institutions are primarily for containing, incarcerating, criminals. I believe, like almost everyone else, that much more needs to be done toward rehabilitation of offenders.

Q. What is lacking today that is causing the rise in crime, and what can be done about it?

A. Crime, according to the Uniform Crime Reports, is rising at a rate that is more than three times as great as the rate of population growth. What can be done about it? Well, stricter law enforcement and less leniency to offenders might be curbs to law violations. But you can't have stricter enforcement until the people want it. I believe the problem is the overall letdown in moral standards, breakdown of the American home, disregard of our religious heritage. I might point out that, as I said before, over 2,700,000 serious crimes were committed in 1965—on an average, there was a major crime, a murder, a rape, a robbery, an aggravated assault, a burglary, a serious larceny, or an auto theft, every twelve seconds that year. An examination was made of the records of about 93,000 people who were arrested in 1963-64, and it showed that three out of four of them had been arrested on at least one occasion beforehand. Over half of them had received lenient treatment, such as parole, suspended sentence, or parole at some point in their career. After receiving this lenient treatment, these criminals averaged three additional arrests.

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Creativity Not Useful In Judging Applicants

Medford, Mass. (IP)—Measured creativity is not a useful "third factor" in judging college applicants, according to a research project completed at Tufts University by Dr. John Newell of Tufts' Education Department.

Newell, who has been working on a U.S. grant in education, was looking for something to use in addition to high school averages and SAT scores in the formula for selecting students.

It had been found so-called "high risk" students (those who did not perform that well in high school or on college board exams, but had some other qualities that appealed to the committee on admissions) actually perform about as well as students called "low risk."

During last fall's first week of school, the sophomore class was given a test in creativity, a compound of sample questions from three standardized creativity tests. Newell discovered the results of the exams contributed no additional information. Students who had done well on SAT tests also scored high on creativity.

Every candidate for Tufts is as-

signed a predicted grade-point average by the Admissions Department. "Low risk" students have a median average lower than 2.0. Actual figures after the first year showed the averages of "low risk" students are very slightly higher than those of "high risks."

Newell says this is not surprising because the Committee on Admissions spends a great deal of time studying the "high risk" students. It examines their extracurricular activities and recommendations more carefully than it would for a student who had performed very well in high school and had high scores on college board exams. These "high risk" students are actually calculated successes.

Newell's study also showed that "high risk" students tend to overestimate themselves, and "low risk" students tend to be more realistic.

"Even after they have done poorly their first year, 'high risk' students tend to be overly optimistic," said Newell. "Terrific recovery rates are very rare, and the patterns students set in the beginning, carry through all their college years."



Hamilton Court construction is proceeding very slowly, as the general contractor continues to have difficulties with area labor organizations. The outer construction is virtually completed, however, as this aerial photo taken at dusk shows. The three dormitory courts are toward the upper left, and Hamilton Court lies on the lower right.



The independent study period means different things to different students. For some it's study on independent study projects; for others it's making up last term's work or catching up on general reading. For these six boys, however, it provides a good opportunity to sharpen their poker game. From left to right are first-year students Gibbs Kniffen, Ken Meruskin, Bob Mallet, third-year student Tom Lawson, Second-year student Gary Williams, and first-year student Don Aronoff.

Debaters Competing At USF Tournament

Members of the New College debate team are in Tampa today to participate in a debate tournament at the University of South Florida.

Attending the two-day meet are first-year students Mary Lou Phillips, Don Aronoff and Roland King, and second-year student Dan Haggarty.

This is the second tourney in which New College students have competed. The team is accompanied by their coach, Dr. Patricia Drabik, assistant professor of Speech and Drama.

The topic debated is "Resolved: The United States Should Substantially Reduce Its Foreign Policy Commitments."

one who would support such a daring, new academic program would be bothered with such a small matter as an intervisitation rule, especially if he knew that the students were screened carefully to begin with in order to get only those of high character as well as high intelligence.

As for the 3rd conclusion, it is true that certain rules regarding student behavior are necessary, but these should be of the nature to allow the student as much freedom as he would have as any citizen, thus making ridiculous any restriction on what hours we can visit each other's "private dwellings."

This all may seem like a lot of argument for a "trivial" thing like intervisitation hours, and I know most people are sick of the subject, but this is more a matter of basic principles. This "trivial" restriction of hours signifies that somewhere, someone has failed. So let's look around us and try to find out why this educational experiment, at least in its social aspect, has not lived up to the ideal that we were deluded into believing.

(signed) Eric Thurston
Class of '69

P.S. As for being "mature" enough, almost all of us male type students are eligible to be drafted, which, to my way of thinking, is social and legal acceptance of maturity. Then again, having a government issued license to kill might be a pretty lousy measure of any kind of maturity.

Letters

(Continued from page 4)

only students who had demonstrated considerable maturity and self-direction were to be admitted; I was very doubtful as to whether or not I would be accepted, even though I was fairly sure of my maturity and academic ability. I was told that the student would be responsible for his own actions and generally treated like an adult.

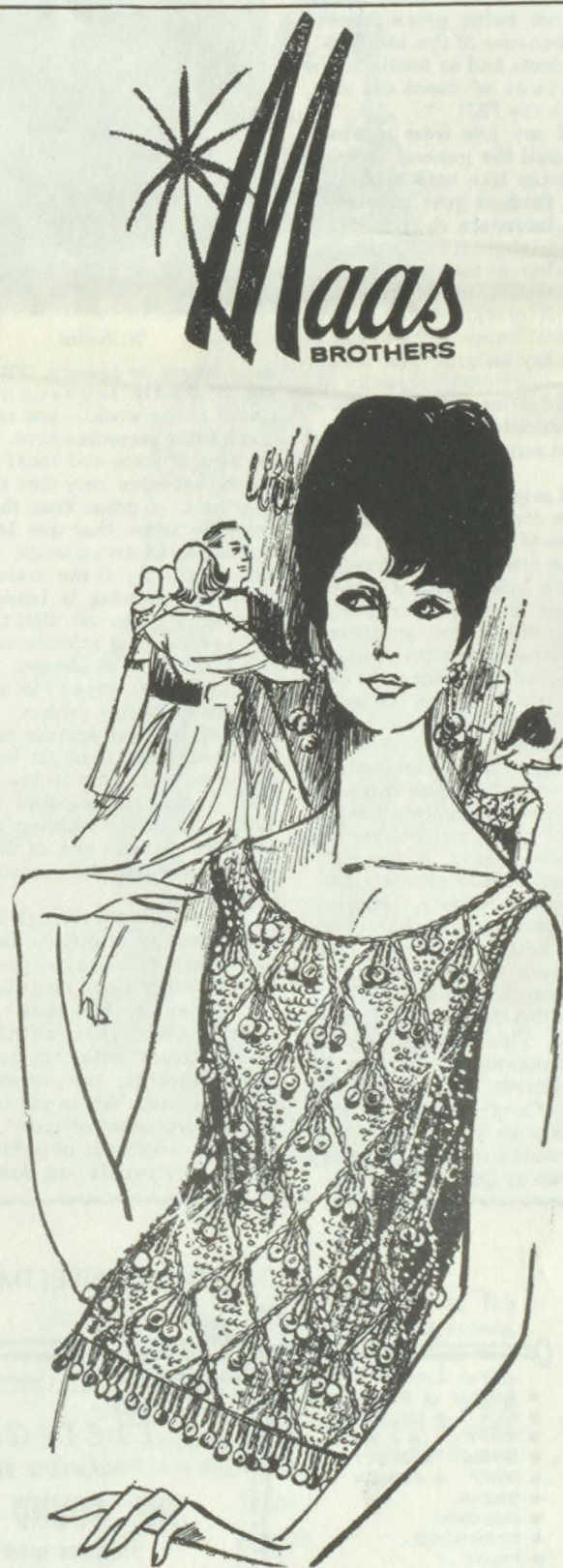
The dormitory rooms, the propaganda said, were regarded as private dwellings. Each student and his roommate were to be responsible for keeping their room neat, orderly, or in any condition they deemed satisfactory for living in.

Now that I'm here a completely different story is being fed to me. Interisitation hours are necessary because of the above mentioned reasons, among others. This story leaves me with only these possible conclusions to draw: 1) the admissions office has done a lousy job of screening students and has ended up with a bunch of social and/or psychological misfits, wild hoods, and just plain immature kids, 2) the rules are only for the benefit of the outsiders who are so concerned about our morals, spiritual welfare, etc., and who is the hand that feeds us that we shouldn't bite, 3) the rules are for some reason like "A college has got to have some restrictions on students."

If conclusion #1 is true, then I'd like to plead with higher powers (i.e. administration) to set standards of admission that live up to what the propaganda claims.

One hears the claim, "There'll always be a few bad ones to get in." Granted, a few, but enough to cause the whole student body to suffer needlessly on account of one rule? If only a few were bad they could easily be spotted after a few weeks of riotous living and sent home. But the reasons for the rule imply that the majority of the students are immature, irresponsible, etc. Personally, I don't think this is true. There were perhaps a few rather wild parties and some pretty irresponsible behavior during the first part of the term on the part of the first year students, but after the novelty of such heretofore unexperienced freedom wore off things settled down somewhat. If I'm wrong in my opinion of the maturity of the students, the fault lies with admissions office for letting them in here in the first place.

With respect to financial support, it seems unlikely to me that any-



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