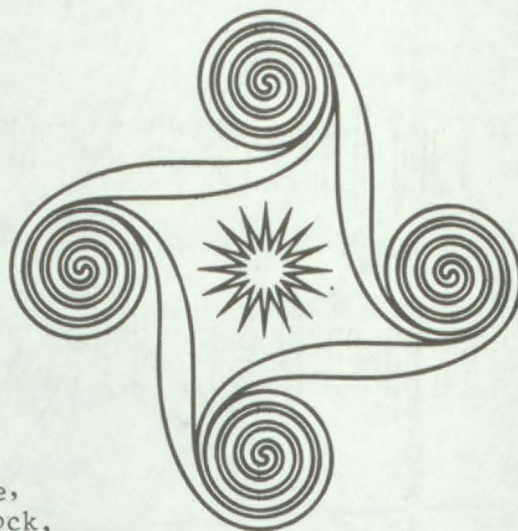




NEW COLLEGE STUDENT PUBLICATIONS

Editors	John Wilke Robert Schiffman
Layout	Vince Koloski Micheal Armstrong Debra Jenks
Graphic Art	Bernadette Witham
Photography	Dave Kramer
Contributors	Brian Albritton, Seth Goldwyn, Mark Mudge, Judy Mendelsohn, Rick Rever, Beth Mayberrry, Jodi Siegel, Pam Drake, David Smolin, John Karon, John Klopstock, Bruce Jones, Matthew Curtis.



Programs, activities and facilities of the University of South Florida are available to all on a non-discriminatory basis, without regard to race, color, creed, religion, sex, age, national origin, or handicap. The University is an affirmative action Equal Opportunity Employer.

We would like to thank the Trustees of the New College Foundation, without whose support publication would not have been possible. Thank you.

Editorial

Student votes were instrumental in defeating the EPC "Clarification of Graduation Requirements" proposal in the Faculty meeting of 4/12. Most of this "clarification" made sense: it is important for a thesis to be complete in time for review before the Baccalaureate. This was not really the issue. At issue was whether it is necessary to legislate requirements, which could serve to undermine the student sponsor relationship. Poor communication between a student and his sponsor will not be alleviated by simply making more rules.

The EPC has become increasingly inflexible in its interpretation of academic policy. This trend is a result of increased emphasis on New College as an "honors program" of the state system and seems to represent retreat from a commitment to alternative education.

New College and USF-Sarasota students alike are indebted to Messrs. Albritton, Mudge, et al. Their efforts to bring about a more equitable distribution of A & S funds is an important step towards recognition by the Tampa Campus. If they are successful, it will mean a significant increase in next year's student activities budget for the Sarasota Campus.

The nominations for student trustee have been decided after a second vote by the graduating class. Three of the nominees are past SEC chairpersons and the fourth has been involved in student politics throughout her education. Ideally, the student trustee must support New College's development while fighting to retain those innovative aspects which comprise this unique institution. He/She should be dynamic yet diplomatic and must remain an open and accessible channel between students and trustees. Of the four nominees, we feel Rick Rever would best exemplify those qualities required of a student trustee.

University Imperialism

Last year(1976-77), New College and USF-Sarasota students generated \$85,000 in A&S funds which went directly to Tampa whose Student Senate appropriated our Campus Council \$67,000, taking out 29.6% to use for their general funds and a small percentage for administrative costs. This year(1977-78), we generated \$95,000 and received \$69,000. Monies to be generated for 1979-80 are projected at 110,00. This time, we want \$107,000 back.

In the past, due to the inadequacy of both the student government and the administration we didn't get all the dough.

Tuesday night one moral victory was scored by the SEC, the NC student body and the Sarasota-USF campus. A couple of rambling guys and a rambling woman went to Tampa. Having spent the afternoon eating Frito's, drinking beer and discussing both policy and strategy among themselves and with the student body President, Steve Nichols, our old and trusted ally and almost New College cadre, they decided to approach the Tamps student senate.

It was decided that Brian "rambling SEC chair" Albritton would drive them into the wall with an eloquent speech on the dialectic of "who are you, and who are we." Drawing his hand back in true Steve Martin "bologna in the shoe" fashion, Brian decreed "I'll tell you who you are, you're a bunch of pretentious bastards . . . We're number one, we don't need you." Stunned into submission, they applauded. Their shock, however, was short-lived. They soon returned to "Redneck self-righteousness," thereby refusing Mark Mudge's request to speak.

While the Senate President, Larry Flanagan, aptly fumbled his way through the senate proceedings, Mudge sought to instantiate himself with a non-existent senate seat. Shouting "you'll be sorry" over the mumblings of 33 irate senators, Mudge demanded the dough. After a long winded process of negotiation(put to the vote four times), Mudge obtained the floor. Mudge praised Albritton as the South's answer to William "we want dough (silver)" Jennings Bryant. Following a



Stunned senators don protective lenses as supernova Albritton explodes.

succinct discussion of arbitrariness and capriciousness, Mudge proceeded to delineate the figures. He then denied their interpretation of "just and reasonable expenses" and their right to interpretation in general. Mudge stated that, "We would accept no less than 97% of generated A&S funds." If they failed we would sue them in court. After stepping down from the podium -- a small step for Mudge, and impossible step for Flanagan -- Mudge walked to the back of the room, amidst the charmed faces of the chastened student senators. Exhausted, but elated, they returned home to the Wall.

Provost Candidates

By Beth Mayberry and Jodi Siegel

This year at New College there is an extensive search for a new provost. The provost search committee has selected three candidates, and included in the schedule of interviews with faculty, trustees, and Tampa administrators an allotment of time for a question and answer session with the NC student body. The three candidates are Dr. Harvey Glickman, Dr. Leon Bramson, and Dr. Eugene Lewis.

Harvey Glickman, a graduate of Princeton University, earned his M.A. and Ph.D. at Harvard, and has been a member of the faculty at Princeton, Harvard, and Haverford. Presently, he is a professor of political science and chairman of general programs and freshmen seminars at Haverford. He was acting provost for one year at Haverford, and has administrative experience as director of Haverford's African Studies program.

Leon Bramson, currently professor of sociology at Swarthmore, is a graduate of the University of Chicago (B.A. and M.A.), and earned his Ph.D. at Harvard. After serving as dean of men at Harvard Summer School and director of studies of the Harvard-Nigeria Peace Corps project, he joined the faculty at Swarthmore and initiated the development of a Socio-Anthropology curriculum.

Eugene Lewis earned his B.A. from Temple University and his Ph.D. from Syracuse. He was on the faculty of Syracuse before joining the faculty of Hamilton College, where he is presently a professor of government. He was acting provost at Hamilton for one year, provost for two, and co-founder of Hamilton's Semester in Washington program.

At presstime, only Dr. Glickman and Dr. Bramson had visited the campus. Dr. Lewis is scheduled to visit Thursday, April 23.

Last Thursday morning, April 20, Dr. Glickman walked into the Fishbowl, seemingly self-assured and confident, although 25 minutes late (Doug Berggren was his guide). He sat right down and introduced himself, saying that he had some questions for us as well.

The first question asked by a student wondered about his thoughts on the type of program NC offers. He opened with the typical PR about the uniqueness of the program, then praised the institution, showing a positive outlook towards the problems we face here. This was greeted with mild boredom, which was soon alleviated by his next response. The next question posed concerned the planned expansion of the Sarasota campus (i.e., the Master Plan, a.k.a., The Third Ice Age). "The enlargement of the campus," he said, "seems to be what you bought when you bought the merger." Shocked silence filled the air. While Glickman's response is true, it seems blatantly disloyal for him to concede that NC as a distinct intellectual community is doomed. Furthermore, it is an unsympathetic attitude and a poor position to negotiate with. Glickman went on to say that the specialness of New College was the important thing to preserve. The point that this specialness would not survive in a large commuter college was not brought up.

When asked why he would like to become provost of NC, Glickman said he would like to get into college administration and continue teaching in areas of comparative human rights and Tanzania. He is a friend (is it obvious) of Peggy Bates. He is also in favor of having an affirmative action group to promote minorities applying to the school, but recognized that the funds necessary could not be obtained to promote such a program. Glickman sees an advantage to New College in that it is an independent learning experience and feels that the way to learn is experimentation, rather than rote regurgitation. He agrees that the burden of learning rests on the student's shoulders.

In response to another question, Glickman stated that a core curriculum would be beneficial to NC and felt that exposure to philosophy, history, and science is necessary to a liberal arts education. He feels that all endeavors for evaluation should be academic in nature to "preserve

their validity," since "college is in existence to expand intellectual existence, and this is accomplished through academic endeavors." He doesn't see the fine arts program as being central to a liberal arts college and feels that, given a choice of either hiring a fine arts teacher or a German professor, the faculty would have to be consulted. When questioned about the students having a part in this decision, he started to hedge, saw he was trapped, and then made it obvious that he thinks us kiddies would choose what would benefit ourselves, rather than taking the "good of the community" into consideration. Generally, Glickman seemed to feel that students should not have as much to say in the running of a college as a faculty member. He seemed to feel that concentration in one area was bad, and that the students did not have the ability to decide which course would be worthwhile to their academic endeavor. "You should have exposure to other things than what at 17,18,19 you decide you are interested in." This exposure for him seemed to be achieved in a core curriculum requirement.

Dr. Leon Bramson visited the campus on Monday, April 24. He sat down and expressed his desire to ask us a few questions, but declared that we should have the floor first.

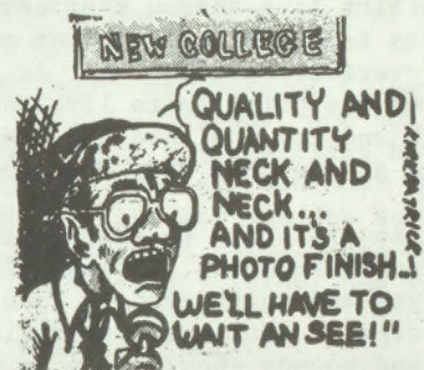
The first question was why he wanted to be Provost of New College. He replied by informing the assembly that he had applied in 1963 for the position of dean of social sciences at NC. Although he was not offered the job, his interest was maintained and he now wants to become involved in college administration. Although he feels teaching would not be a good idea for the first year (because he needs time to become acquainted with the college), he strongly wants to continue being a professor as well as an administrator. His courses would be in the areas of Sociology and Anthropology.

When asked about his experience with bureaucracies, Bramson quipped that he was a member of one of the largest bureaucracies for two years (the US Army), but besides that he had no bureaucratic dealings and is skeptical of any program that trained for a position such as a provost. As to the dubious relationship

NC has with USF, he seemed to see many gray areas which could be cleared by means of a strong advocate in favor of NC working with Tampa. He recognized NC as having numerous constituencies (faculty, students, USF, trustees, Sarasota), and that it would create the challenge he was seeking. He was impressed with the extent of Tampa's willingness to cooperate with Sarasota. He felt "jaw-boning" and "firming of NC lines of communication with respect to USF lines" is essential and implicit in the job of provost. He felt that fine arts was essential to a liberal arts program, and used the word "central" in describing its place in such an institution. He thought an optional core curriculum might be explored but that any attempt to force feed the student body would undoubtedly result in failure.

As to the job of admissions, Bramson stated that funding to attract out of state students was absolutely fundamental to the existence of New College and the maintenance of existing standards. After this, he started to ask some of his own questions concerning New College, including information on contracts, evaluations, and students opinions on senior theses.

Being a sociologist, Bramson knows how to handle an audience. Some of his responses were possibly directed at what the students wanted to hear, though his attitude of taking the job of provost to meet a challenge is admirable. Glickman, on the other hand, was honest and direct in answering the student's questions, yet failed to anticipate their concerns. The third and final candidate, Dr. Lewis, has yet to be heard from.



Notes From Jerusalem

By Judy Mendelsohn. "Udit" is a New College student on off-campus study in Israel.

It is Saturday morning. The sun is warming the stone walls and streets of Jerusalem, the gentle curves and dips of the vast Judean desert. A walk along the slopes of Mt. Scopus on a calm morning: right for contemplation. Arab houses jut out in geometric confusion on the hills that fall from the walls of the old city. In the distance, the mountains of Moab in Jordan are hazy, unreal. Even in bright sunlight the image of this city threatens to fade as though it is a phantom or mirage. The light does not clarify or define -- it is reflected by the silver dome of Al-Aqsa and the gold of Omar in dizzying brilliance.

But the place is real. The stones are hard and the land is solid, yielding only reluctantly to the tools of man but crumbling under the harsh winds and the relentless sun. People of every kind dwell in this city, studying, working, living their lives out. The excitement of the marketplace -- shuk -- with its rich shops, crooked alleyways, and exotic smells contrasts with the serenity of the many mosques, churches, and synagogues that crowd the city.

With each passing day, something unnoticed before strikes you with its great beauty. An olive tree, twisted and broken, testifies to the antiquity of the land. Untold stories hover over you, each wall, corner, street has a history of its own. The weight of history lies heavily on all of the people, and the urgency of their lives is confronted by slowing down to talk over a cup of turkish coffee and baklava, or smoking nargeel in a cafe.

The people here are old, even the children. The Conflict is a shadow that never lifts. Sometimes talk comes easily, at other times it is feverishly avoided. It is an accepted fact, and the point is to live day to day, to laugh and cry and love and die -- at a ripe old age in this city that people say is holy.

It is difficult to capture the essence of Jerusalem in words, because all of the adjectives and nouns tend to fade into mystic romanticism or crass generalizations. The smells and sounds should only be experienced, not written about. To know Jerusalem is to wonder and revel in it.

I live on Mount Scopus, at the Hebrew University. From 1918 scholars have studied here until war broke out in 1948. From 1948-1967 the university was an island in Jordanian territory, and studies were suspended. While the campus remained in Israeli hands during all of that time, access to the school was open only to policemen. After the 1967 war, the Mt. Scopus Campus was reopened, and that is where I now live and study. Across from my window there is a British War Cemetery, and I am surrounded by "occupied territory": old no man's land, once filled with land mines and barbed wire. You try not to dwell on things like that -- but they inevitably permeate your consciousness until your awareness of reality is never quite freed from the knowledge that you're living in a country under a state of siege.

The world of the university and the Old City are day and night. In the newer parts of Jerusalem the West reigns supreme -- disco plays on the city buses and everyone wears jeans and smokes Marlboro's. In the Old City the Arabs wear Kaffijehs and the orthodox Jews wear medieval frock coats, peyyahs, and fur hats. The two worlds interact, and the paradox of Jerusalem hits you full force when you least expect it. You look out the bus window and see a Bedouin and his camel jogging along the sidewalk. Or on a serene Sunday morning, with the great church bells solemnly tolling, a Greek Orthodox priest strides in an alleyway in his black robes and then pulls out his car keys and drives away in a Toyota. On another day a herd of sheep graze outside of your classroom or an Arab child astride his mule peddles trinkets and sesame rolls. A strange world, one that I hope I never grow accustomed to.

All of the places I've described here are within walking distance from my room. This is my world. Of all things, it is how my new environment has

opened my eyes and affected me that is most remarkable. I had no real expectations when I came to Israel -- I wanted to sense the political atmosphere, listen to people and gather impressions.

My experience in the university is probably the least important aspect of my stay here, with the possible exception of learning the Hebrew language. I have very little to do with most of the students here, and while my courses have been interesting, I have learned far more by living in this very different culture than I have from books or professors. The people I have met are fascinating, from many nations and cultures. From them I have learned not only about their homes, but about how Americans are perceived by the rest of the world.

By learning Hebrew, we have a common language. I am now able to talk to people who speak Spanish, Russian, Greek, Arabic, French, German, and Swedish. It is the greatest integrating factor, both here at the university and in Israel, which is really a society made up of many diverse cultures and groups.

It is not always easy. Frustration with inability to communicate adequately is a frequent feeling. The attitude of men toward women is not only annoying but infuriating at times. When a Top 40 song comes onto the radio, a rush of longing for familiarity can take hold, but passes quickly. Every chore is an experience because of the language. Everyday brings something new.

I've travelled extensively through Israel, and have stayed at Kibbutzim, Moshavim, and urban centers. The many lifestyles and attitudes are stimulating and engaging. The geology and geography of Israel is a harsh dissimilitude.

Israeli society is remarkably cerebral. Every action, thought, attitude, belief, and hope is related in some way to an ideology. It is also a highly politicized community, one that is very factionalized and diverse. Only the necessity of survival seems to hold the segments of society together.

I have come to know a number of Arab students, and their feelings and dreams are quite different than those of even the majority of Arab Israelis. They are angry, frustrated, and impotent. Through their

education they have come to see the roots of inequality, but they lack a means to deal with the problems of the Arab community. And while their complaints against the policy of the Israeli government are legitimate, they realize that it is unlikely that their grievances can be addressed until the conflict is resolved. Most of them concede to Israel the sovereignty over pre-1967 Israel, but support the establishment of a Palestinian state on the West Bank as an intermediary step in resolving the conflict. Yet most would remain in Israel, where they feel their homes are. There is a great deal of revolutionary fire in these people, but they seem to have doubts about violence and its feasibility as a social force at this time.

At any rate, everyone here is convinced that he is right. They no longer want peace at any price. They want their children to grow up unthreatened and free. And they will fight until they are reasonably certain that they are accepted by all parties in the conflict. All parties feel that first their grievances must be resolved, and then the problems of others can be resolved.

Individual freedoms are not as important as is social welfare of the society at large. In this way the U.S. is very different from Israel. Israeli society has been heavily influenced by Russian socialism, partially because of the background of the leaders that founded the political institutions and processes of the state. The voice of minority groups is much stronger in the functioning of political machinery in Israel than in the U.S. This has both advantages and drawbacks. Israel is a working democracy, and despite the military situation, freedom of expression is relatively protected, unless a call for the destruction of the state is the aim of a group. This is not to deny that important cases of injustice do not take place. They do. And not only to the Arabs. There are conflicts between the religious and secular, the east and the west, the capitalists and the socialists, the urban and the rural. All have their own interests, and Israel has yet to iron out all of the important difficulties existing in their society.

Continued from preceding page

The vitality of life in Israel is contagious. There is much promise held in this land. Romanticizing its history is not the path that Israelis have chosen to build their homes and lives. They work hard to attain their goals and to live their dreams. Many fail, but many succeed, by working together and learning the art of cooperation.

I will not draw any conclusions regarding the nature of Israeli society or its future, nor was that my intent. I have simply gathered my impressions and tried to gain some insight into the mysteries that prevail here. I relate these words to you only to whet your curiosity and perhaps increase your sensitivity to a place that is so talked about now. And while the entire country doesn't physically suffer from a terrorist attack on a northern city or the bombing of a crowded bus, the entire population trembles, each for his own reason.



THE ROCKY HORROR PICTURE SHOW

**a different
set of jaws.**

R



Check Local Papers
For Times & Dates

924-1383

SARASOTA SQ. 6

US 41 & BENEVA RD.

Special Midnight Shows

New College Film Series

Remainder of Term III

- 4/30 -- Marcel Ophul's "The Memory of Justice," (1976) *One show only at 8:00 p.m., with intermission.
 - 5/7 -- Claude Chabrol's "La Rupture," (1970), with Stephanie Audran and Jean-Pierre Cassel
 - 5/14 -- Louis Malle's "Elevator to the Gallows," (1958), with Jeanne Moreau, music by Miles Davis
 - 5/21 -- Luis Bunuel's "Tristana," (1970), with Catherine Deneuve and Fernando Rey.
 - 5/28 -- Fernando Arrabal's "Guernica," (1973), with Mariangela Melato
 - 5/29-6/1 -- Shorts 'n' Toons Festival
 - 6/4 -- Chaplin's "The Gold Rush," (1925), and Rene Clair's "The Crazy Ray," (1923)
- Saturday at midnite
Sunday at 9:00 p.m.
*unless otherwise noted

Asolo

May 15
LET'S TALK ABOUT MEN
Italian, 1976, 93 min., Color
 A quartet of bittersweet comedies, this film is both written and directed by Lina Wertmuller, one of the "new voices" in film. Each of these four vignettes examines a male idiosyncrasy from the view of a woman having to deal with it.

May 22
SACCO & VANZETTI
U.S., 1972, 118 min., Color
 A powerful story of political repression, this film recreates one of the bleakest chapters in American history, but one whose subject is rich with contemporary parallels. Music written and performed by Joan Baez.

May 1
**THE GARDEN OF THE
FINZI-CONTINIS**
Italian, 1971, 96 min., Color
 Directed by Vittorio De Sica, this story of the Jews in Italy in the late 1930's won an Academy Award for Best Foreign Film in 1971 and marks DeSica's return to the quality of filmmaking that distinguished his early works, as *THE BICYCLE THIEF* and *UMBERTO D.* Subtitles

May 8
CITIZEN KANE
U.S., 1941, 119 min. B/W
 Orson Welles' first film, and perhaps one of the finest ever made in the U.S. A landmark of modern movie-making technical virtuosity, swallowing the viewer into Kane's life. "Most sensational product of the U.S. movie industry." — *TIME*

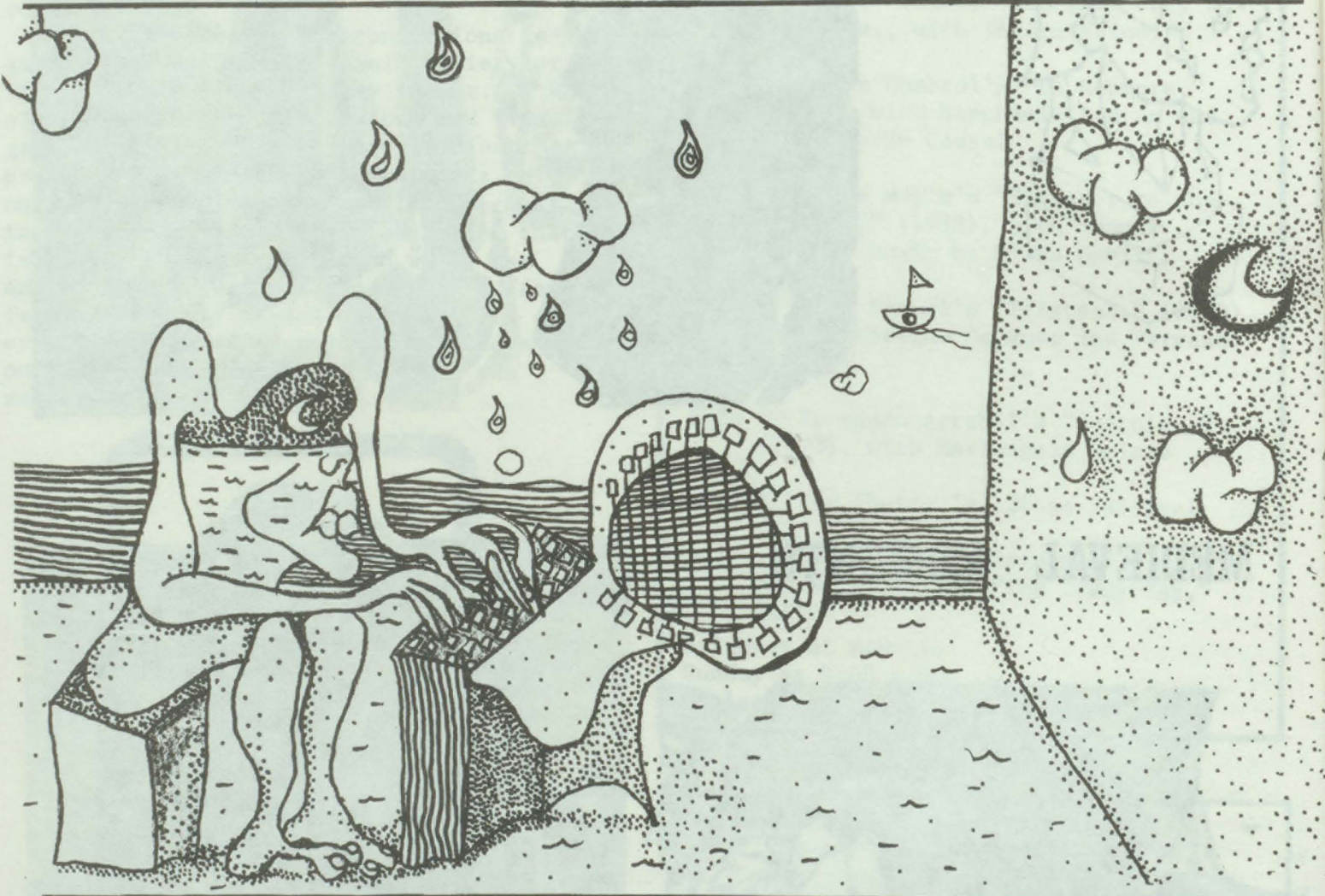


MEDIEVAL MOMENTS



It Is Still Cool, Even Though It Is Warm To Us

Seth Goldwin



In a maelstrom of events and experiences, there is little chance of defining the substrata: the underlying, interconnecting, unspoken ground of absolute truth. I said that and it does not make me feel any better. I try to stay away from the term nauseous as much as possible, ever since Sartre ruined that perfectly good descriptive word by assigning it a cryptic, and perhaps false, philosophical implication. But, nonetheless, one would be lying not to say that is the way I feel: cryptic, and perhaps false. If I

was carrying this story (that is what this is, fiction) like it was a story, I might tell you that I was lying on an innocuous Florida beach, in a spot cleared of shells, reeking of lotion, waiting expectantly for my body to turn brown under a very hot, and quite predictable sun. That, however, would seem, and to me as I write it, does seem, ludicrous. I am sitting in my room typing on an electric typewriter, because as of yet, the Sarasota Chamber of Commerce has not seen fit to strategically place electric outlets up and down the beach.

The Catalyst

Not yet. Perhaps writers are not a lucrative enough demographic unit. But I am sure that is not the reason.

Well, anyway, I am on an innocuous Florida beach, but now I am wearing no lotion, the sun is down, or, more precisely, the earth has revolved so as to make a view of the more or less stationary sun impossible to me. It all depends on your philosophy, or, as it is currently popular to say, your method of analysis. One's very own methodology. How democratic that is. But it is only really popular in France where the philosophers are seen on the daily talk shows. In France they do have electrical outlets on the beach, but they are not for typewriters, they are for televisions so that no one need miss a new philosophical debate or revelation. Philosophy is very important to Frenchmen and Jews. WASPS couldn't care less, unless philosophy is their undergraduate major. I am on the beach, it was very hot, but now it is getting cool. I make that as an inter-subjective claim because I am with someone, though, in fact, I am not; I am still in my room typing, and I am all alone. Which of these claims is more true? Which is more believable? Neither are true, and belief is just religion.

Anyway, I am on the beach with someone, and we both agree that it is now, in fact, cool. But is it really cool, or is it merely colder than it was, fooling us into thinking it is absolutely cool when it might only be relatively colder? It is a trivial question and we put on sweaters anyway, since, subjectively, we are cold. When we put the sweaters on we are warmer, but we agree that it is still cool, even though it is warmer to us. How do we do that? We do that by ignoring the question and walking down the beach, which is very white under the sun, but is now much darker, as if the night brings on small black particles which hide in the molecular crevices of the white sand, causing a perception not of gray, as in a TV set viewed from the proper distance, but of a TV viewed up close so that you see, very distinctly, all the black and white dots so cleverly contrived as to fool that simple instrument, the human eye. The sentence above, to spite its metaphors and anthropomorphizing, is trying to say that the sand now looks black and white, and that there are shadows. Precisely, the black and white dot effect is caused by the

shadows of the grains of sand being cast by the bright moon. It is in one sense romantic, and in another sense, a beach at night being shone upon by a bright moon, the brightness being a function of the earth's placement in relation to the moon's placement, both within the frameworks of a very predictable matrix of orbits and revolutions.

Revolution (this is using a very common, and by now rather seedy literary device) is not one of the topics of our discussion as the other person and I stroll down the beach. What we are talking about, though we are not talking, I am merely sitting in my room typing, still all alone, is what it is to stroll down a beach. We do not get far. In the discussion, that is. Nor, though, in our actual, though undefined, strolling. We, instead, choose a spot on the beach out of the way of other undefined strollers and is far from noticeable habitation, and lay a blanket which we have brought with us and upon which we intend to fuck. We do so, although the person I am with is bleeding heavily from the vagina. It is not her period and we are both puzzled, but there is a certain primal urgency in looking down at our interacting genitals and seeing them coated with blood, and still pumping in and out. No, that is not true, I am still alone and in my room. I made that up. But it might just as well have happened, except it is not night, thus there is no moon.

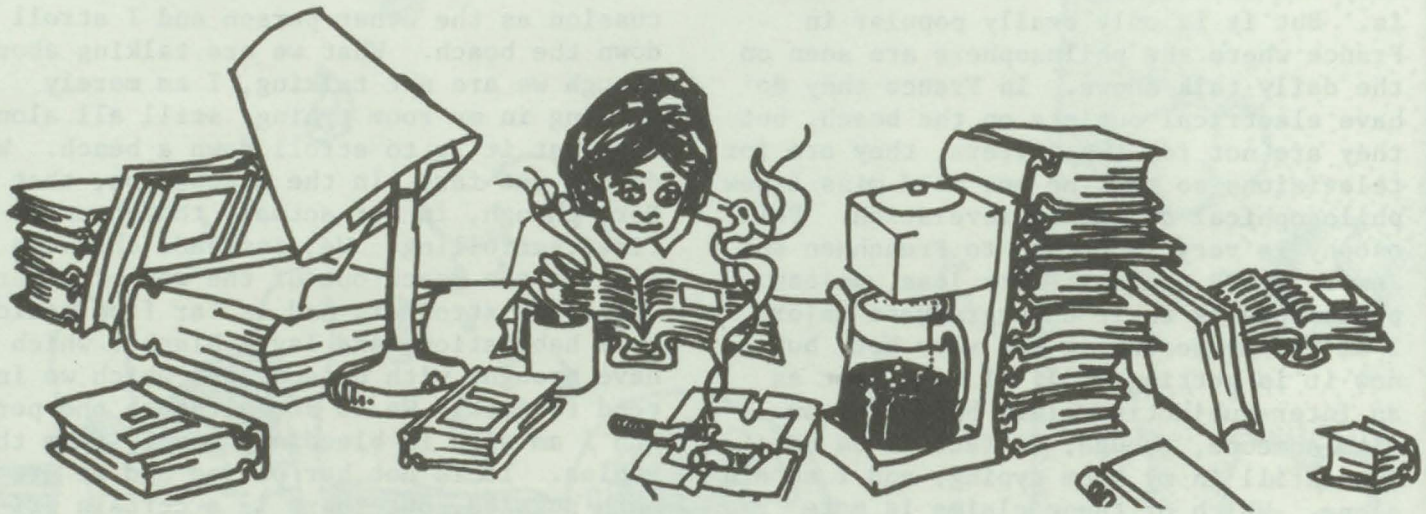
We are alone on the beach and we are fully dressed; I am smoking a cigarette, the other person is running long, yet somewhat chubby fingers through the sand, making little mounds of sand and correlative pits immediately next to them. We are not angry or unsatisfied yet we do not say anything to each other, nor do we feel very close to each other. There are large Australian Pines behind us and they cast slight shadows on us, slight because the moon is very nearly directly overhead.

It is bright sunlight, we are in the same position, but there are no shadows on us because the sun is at the apex of an approximate 45 degree angle in front of us and the shadows fall behind the stand of Australian Pines in a place where we cannot see. We are not talking, but we feel very close, and the other person's hand rest on my thigh, about four inches

CAMPUS BOOK STORE

FOR ALL YOUR BOOK NEEDS

5350 N. TAMiami TRAIL



Continued from preceding page

above the knee, although my knees are bent vertically and I am sitting on the sand such that gravity would pull the hand down till it lay on the meeting place of my legs and torso if the hand was truly resting, that is, a body at rest. I am unconcerned and lean over to kiss the other person's neck, just to the left and below her nape.

I am alone in my room.



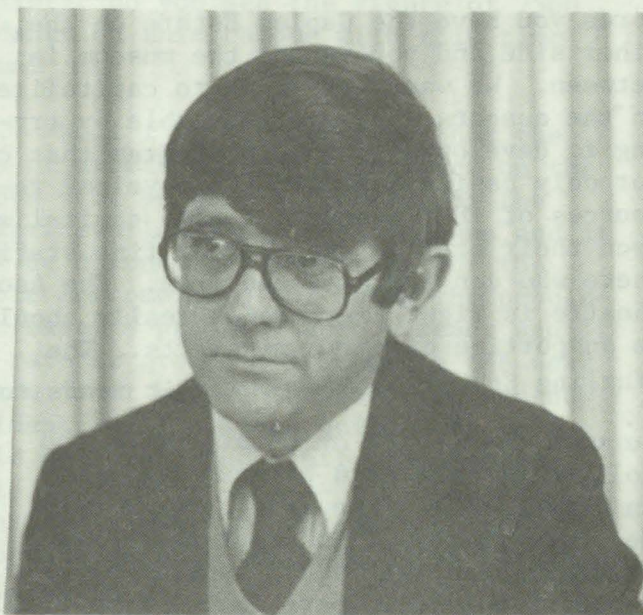
If the world were a global village of 100 people, 70 of them would be unable to read, and only one would have a college education. Over 50 would be suffering from malnutrition, and over 80 would live in what we call substandard housing.

If the world were a global village of 100 residents, 6 of them would be Americans. These six would have half the village's entire income; and the other 94 would exist on the other half.

How would the wealthy 6 live "in peace" with their neighbors? Surely they would be driven to arm themselves against the others, perhaps even to spend, as we do, more per person on military defense than the total per person income of the other 94.

Reprinted from Fellowship Magazine

Rhetoric and Prevarication



Dr. Lester Tuttle is not an educator. He is the top bureaucrat of U.S.F. regional campuses -- a politician and a business man. Tuttle's rhetorical style sounded hauntingly reminiscent of Ron Ziegler, Nixon's press secretary. His replies to most questions were either indirect or obfuscatory. While discussing the Master Plan, however, his replies became painfully blunt.

This interview was conducted by John Wilke and Rick Rever earlier this year.

R.R. : What place does the New College Space Committee play in the formulation of the Master Plan?

L.T.: There is no New College Space Committee per se. There is a campus wide space committee and on that space committee Dr. Mayer represents the New College academic interests. Mr. Harra is on there to talk about the administrative side, Mr. Arthur is on the committee. Dale Hartman is on the committee to talk about the Student Affairs interests and their needs on the committee. And it's chaired by my assistant, Mr. Brames. . .

R.R.: What was your reasoning for excluding members of the New College faculty, New College students, and continuing students from the space committee?

L.T.: O.K., I feel that if that committee begins to number much more than four or five people, that it really won't be a deliberative body. But there is no member of the University community, whether they be students of New College, upper level, faculty, or what have you, if they have any kind of request and they would like to appear before them . . .

R.R.: I think the major concern, the major fear here, is that they'll be ignored and as long as they're aware of the fact that they'll be taken into consideration . . .

L.T.: They're going to get in there. In fact, it's probably overkill in getting in. And it's very important that people get in. But when people do become involved in the process it begins to protract the period of time. So if we have those bucks, in say a year and a half from now, then we would have to go through the business of a building plan. You get a building plan, you have to bid for the architects. The architects then have to all be reviewed by the Department of General Services. But let's suppose they're awarded a bid. Then they come down and they then in turn have to try and translate it into an actual plan for a building. And as they do that, you know, you go from a conception of a building to a pretty concrete manifestation of that conception . . .

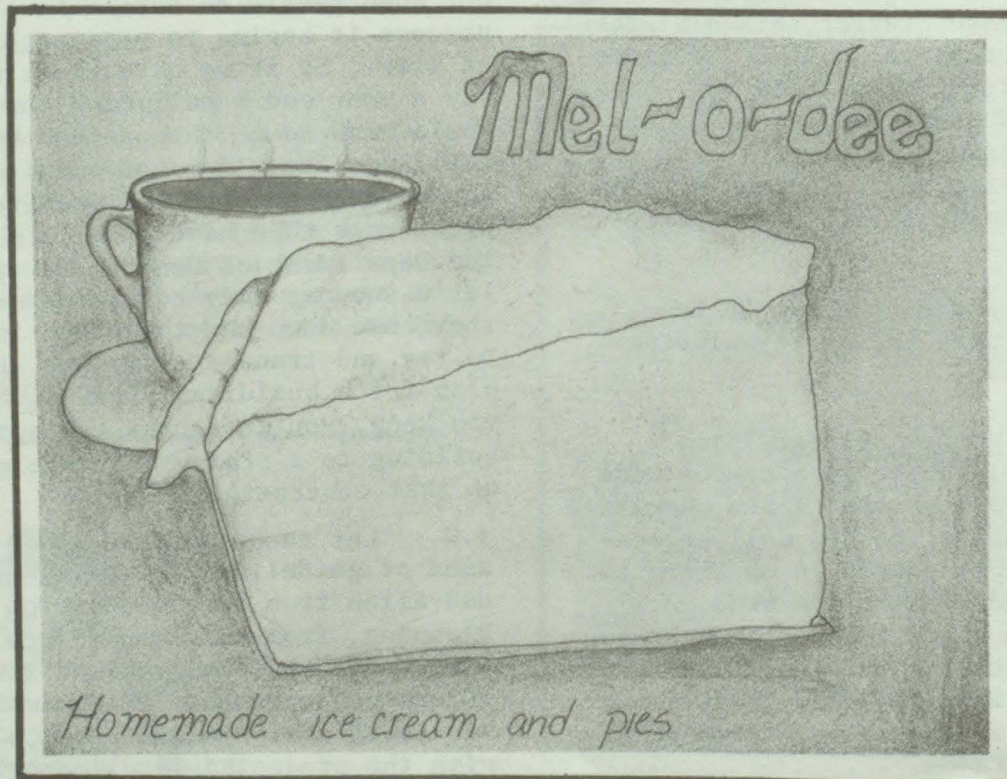
J.W.: Let us be more specific here. What kind of guidelines are being given Twitchell and Allen from the Division of Facilities Planning, from the Tampa Space Utilization Committee, and from your office as to their future conception of this campus, especially the coordination of the New College Program with the projected enrollment figures.

The Catalyst

L.T.: Let me see if I can help you there. Number 1 parameter, the campus is to grow by Board of Regents policy to a maximum of 7,500 students . . . They have also been told that the New College program will never exceed 600 FTE students . . . that it's not going to be a large program as far as the New College component is concerned in relation to numbers. . . Another guideline that they've been given is that we're talking about an undergraduate upper level program which will emphasize things like the social and behavioral sciences, businesses and teacher education . . . more than it will emphasize the natural sciences. There will be some natural sciences, but really the investment in the natural sciences will not be as heavy as it will be in the other areas. The major factors contributing to this is that the capital cost in the natural sciences are just very very high in terms of the number of students you can serve. Now, we're going to do graduate work in business, teacher education, things like criminal justice, nursing. On the other hand, because of the nature of the Sarasota-Bradenton community, the composition of which is very very supportive of the fine arts and the performing arts, we

want to try to capitalize upon that kind of social fabric. We think that our College of Fine Arts has a real future here in Sarasota. That's not only true because of the social fabric of the area, but the New College property which was acquired by the state straddles the museum. In other words you have the Caples Estate on the other side and you've got the museum in between. We want very much to capitalize on the assests that are available by trying to develop a fine arts program that can not only capitalize upon the physical resources of that museum but also capitalize upon their staff. They have a fine staff there who can teach in the area. The Asolo Theatre is right there which really should be supportive of performing arts. The Ringling School of Art, while it tends to

be more commercial orientated than the college of fine arts program let's say in Tampa or the fine arts program here We nevertheless think that there are students here that would benefit by becoming involved in part in the fine arts program with the University and likewise they may have staff resources that are available here. So another thing that we've told that planning group is that



The Catalyst

as you try to develop plans, try to take into account resources both physical and human in the local area which would make sense in terms of this program . . .

J.W.: I understand that the architectural planning firm is operating within a time frame of the next 15 to 20 years. How realistic do you see the figure of 7500 students on this campus with this time frame?

L.T.: Well I personally feel that the rate of growth that we experience on the campus will be more a function of the dollars available for the programs and it will be a function of waiting for the people to come here. I think the population base is probably here already and if the rate of growth continues in the next decade as it has in the past, enough new residents will come as quickly as we can build buildings and staff programs we could reach seven-and-a-half thousand. I think the problem is going to be the competing demands that are being placed on state dollars . . .

Dr. Mayer has been the acting provost and he wants to return to teaching and research -- which I certainly can appreciate -- so we're in the business of getting ready to search for a new provost for the New College program. Also, we haven't hired a director or dean for this campus since it was acquired by the state, and I've worn that hat as well as being administrator of all regional campuses. We're going to search for the director of this campus and that will be a person who will be here full time and be able to devote his energies to that. That search will begin this fall . . .

J.W.: Returning to the dorm situation. If assuming that B Dorm on this campus is reopened, there will be dormitory capacity for 310 students. That seems to me to be tacit admission that the New College program is very definitely restricted. A goal of 600 students on a residential campus just can't be met with only space for 310. Can you comment on that?

L.T.: Yeah, okay-dokey . . . Well, number one you've got two buildings on the so-called Palmer side [the Other Side] of the

campus which have been lying rather dormant, in other words you have Building A in which there are now about four offices, you have B Dorm which is closed up. At this time--uh, if you were to go back prior to the merger at least when I got into the act and the state acquired this piece of property, the B Dorms were open and the Pei Dorms were open and neither side had enough occupancy to fill a whole dorm. Those dorms were what we called in the state budget system an auxiliary, and full occupancy is a must. Next year that will probably be achieved . . .

J.W.: Assuming that the admissions office matches this year's zealotry, we'll have a real serious crunch . . .

Returning briefly to the Master Plan. I wanted to express my sentiment and the sentiment of the Student Executive Committee and the faculty that it is vitally important that there be some locus of identification for the New College program written into the Master Plan . . .

L.T.: I can appreciate that -- that's a very tough deal to do and one that I can appreciate. I can understand having a physical locus is important to the maintenance of identity and I think you ought to continue to strive for the maintenance of that identity. With the maintenance of that identity comes an implied divisiveness that is good and bad. I think that as we build new buildings and new facilities, that everybody on the campus ought to be able to enjoy the fruits of those new buildings. I don't want to see a building here that if you're in the upper level program you can use that building but if you're in New College you don't use that building and I know you're not implying that at all. What you need to do is you need to find a way of creating a physical situation which will conduce maintenance of the kind of special identity your social group has. But in the process of achieving. . .

We're talking about a major operation, a campus of 7500 and a capital outlay of 50 million dollars now with a very ambitious academic program. On campus housing will be peculiar to the New College program. We've had input from New College and USF

The Catalyst

students, the New College Foundation, faculty members and staff . . . but I don't want anybody to walk away with the notion that if they have input that, you know, that input will in fact be manifest in the outcome --

J.W.: -- What's the point of having any input if it won't be taken seriously . . . ?

L.T. : -- well, how many different points of view can you accomodate simultaneously? There are going to be points of view which are going to be sufficiently antagonistic, that accomodating some will mean that you can't accomodate others . . .

R.R. : Who has the final say in the Plan?

L.T.: Oh, architects, space considerations, etc. . . .no master plan is written in heaven, in the sense that it can never be reversed. Most of the people that will be affected by the plan are not here, and the people here now will be gone.

J.W.: In a campus as large as the one projected we're all concerned about dissolving the uniqueness of the New College program within the University.

L.T. : That's a real challenge -- how do you take a group of 500 people among 7500 and maintain internal identity . . . I don't know. . . how do you continue to maintain the interest of a group of private people, to the tune of \$750,000, who want to see identity continued. . .

J.W.: The New College program might be more concretely maintained with an administrative reorganization as a constituent college with representation on the college of deans, like the college of

engineering, etc. This would strengthen our posture within the administrative hierarchy. Now, the provost and faculty committees are extended only consultative courtesy in campus operation, even those vital to continued NC identity such as admissions and public affairs.

R.R.: Our serious concern has been faculty erosion over the past years since the SUS came in.

J.W.: . . . especially with the increasing enrollment in the NC program and the pressure put on admission to take in a large freshman class each year, larger classes . . . this is a serious threat to the viability of the tutorial system. . .

L.T.: I think we could go to 550 students without a faculty increase. We're searching for additional sources of funds through legislative channels to strengthen the program, for instance, the "programs of distinction" bill. NC is at the top of the list for USF.

J.W.: It has been suggested that a re-analysis of the funding formula under which NC is presently subjected to four-quarter funding, when we're only in operation three quarters . . . This re-analysis could help alleviate some pressure. . .

L.T.: A change in the merger agreement is not propitious at this time, NC is unabashedly elitist in its structure. I don't think there's anything wrong with that, but the legislative leaders have said they cannot fund the program on a higher per student level than the rest of the university . . . NC is not out of the woods yet. Private money is absolutely necessary.

J.W.: Without the continuance of that kind of support -- even though NC becomes ensconced within the state system -- NC itself would not continue?

L.T.: It would go. It costs too much, the state system is badly underfunded.

J.W.: Who hires the new provost?

L.T: The president has the final say.

J.W.: And he will follow the faculty recommendation?

L.T.: The faculty recommends, period. It's the prerogative of the president to go with it or not.

J.W.: It seems to me as if Provost would be a very frustrating job, because the position doesn't hold control over

The Catalyst

many areas which directly affect the NC program. For example, admissions, public affairs, housing, Student Affairs, physical plant . . .

L.T.: Academic administration is rough deal, the provost job could be said kin to rearranging lifeboats on the Titanic. But how has it changed? It hasn't gone all that badly. You've been here several years, since before the merger . . .

R.R.: I was initially very disturbed. . . lot's of little things, social changes, when it was private I felt it was my home. I could "co-habitate" if I wanted to, a much more open, insular environment.

J.W.: There weren't state police walking around looking for their first arrest.

R.R.: There wasn't that whole feeling of they are here to protect the buildings and not me.. Academically there has been some slippage and loss of about 20% of our faculty. Now I see the biggest challenge is maintaining our identity in the face of these increases of USF students.

J.W.: USF classes are spilling over into the daytime, too. I think the pressure on admissions to increase the incoming class has caused slippage. . .

L.T.: Not much, only ten points on the SAT. . .

J.W.: This SAT average doesn't include special students and many of the Florida students. Over 50% of the students are Florida residents . . . It's important for the college to maintain its national draw.

L.T.: NC has been given complete academic and curricular freedom. The program is insulated from the state system . . . you really have an opportunity to be creative in terms of the academic diet. . . that to me is the bottom line, and you really have got that freedom.

This is the outstanding undergraduate program in USF and we at USF are proud of NC. We're talking about a program that will remain small and remain

an honors program within the larger university. But I don't have any problems in saying that we can recruit 150 Florida students who've got the genetic material and social maturity so that they can cut the mustard, I really don't.

MAIN STREET MUSIC



Jules Lancer, Owner
Complete Musical & Professional Equipment
1527 MAIN STREET/SARASOTA, FLA. 33577. (813) 366-9811

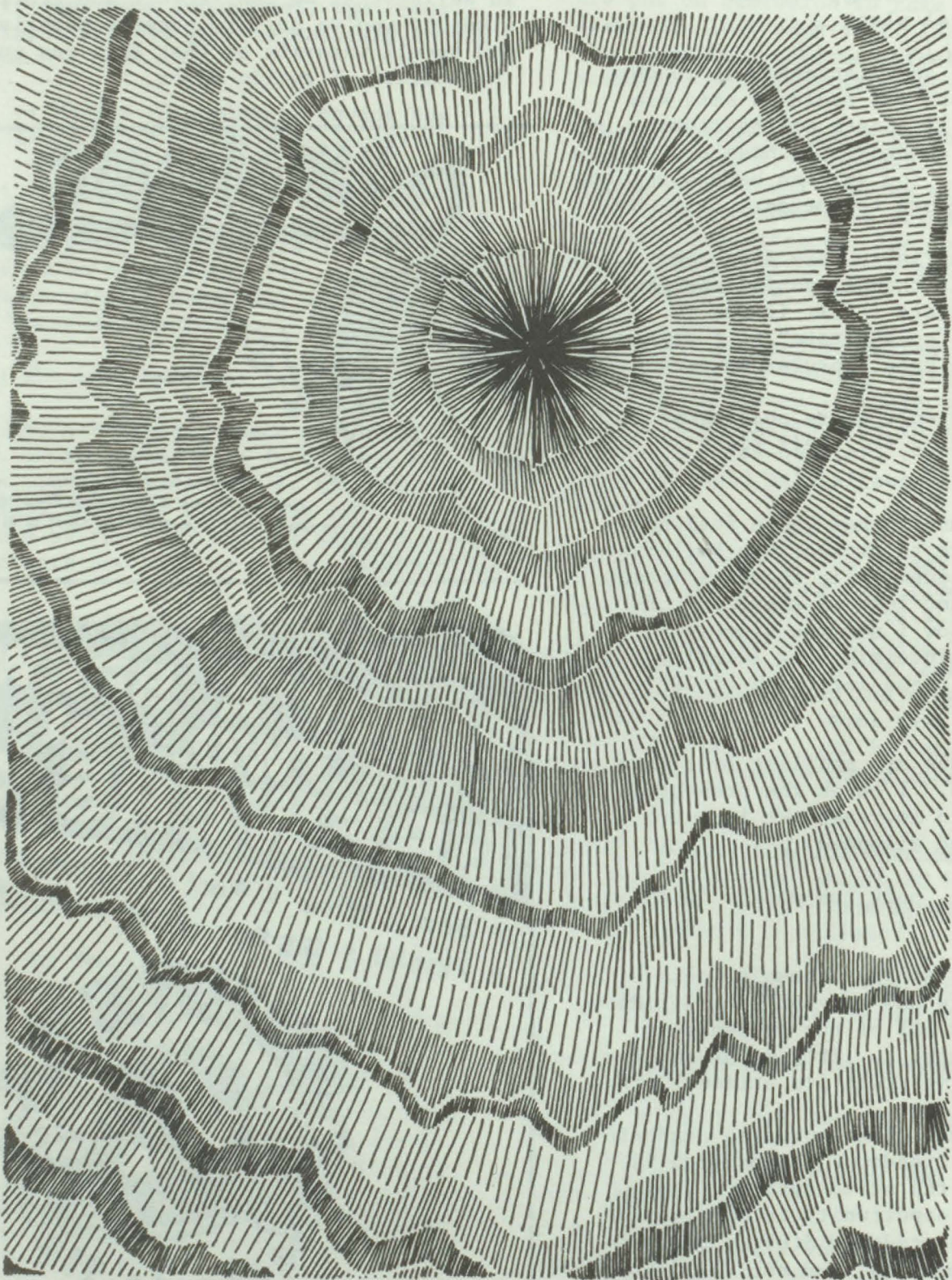
ENJOY A BREW OR TWO... at BREWERS 2

- Beer & Wine • Pool • Sandwiches
- Pinball • Big Screen TV • Foosball



2831 North Trail • Sarasota

(Across from Burger King)



Untitled Anonymous

IN THE CALDRON

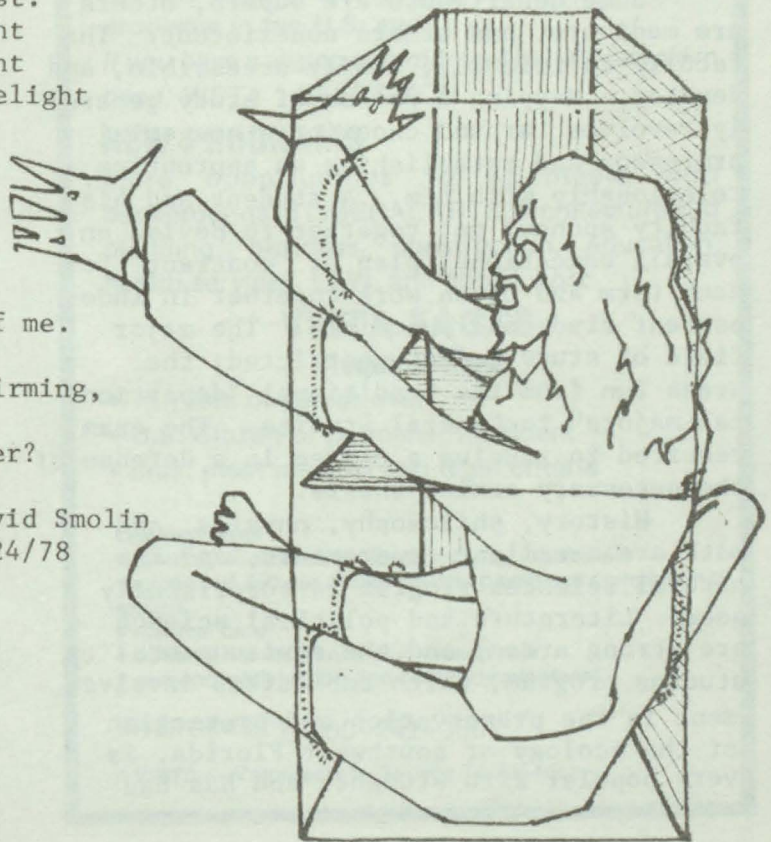
The abyss is there, day by night.
Sometimes it fools me, comes from around
a corner,
peeks at me from above
or taps me on the back.
I had thought, you see, that I was happy.

The rolling sea always jumping over itself.
and landing back
the yellow-orange moon
I cannot see why the trees move so desperately
but hear my discontents shrieking at me
they stare back at me from the ones I love
they engulf me at bedtime as I lay,
my papers all about, friendly letters and songs,
talisman for the night.

The mornings, evenings, afternoons speak lovingly to me
chase me in circles till I collide
send me dancing in and out of a lover's embrace
stumbling into black, unlit holes of grief and ecstasy
I emerge to be murdered by the sun
Shadows invite me to crawl into self-pity
And the hours will not let me rest.
Morning, afternoon, evening, night
Morning, afternoon, evening, night
Unceasing, unchanging, my only delight
I cannot stand to die
they will not let me be.

Time to rest, to let it rest.
Day by night I mourn what
has never been
Transformation takes a lot out of me.
Everything defeats me in the end
no matter what struggling or squirming,
pressure points I scream
where do I touch to make it better?

David Smolin
2/24/78



New College Insider's Guide

New College has two images of itself: one, of a purified, intensely intellectual liberal arts school that has pared away anything standing between the student and the life of the mind; the other, of an experimental school where students try out alternative life-styles. In either case, the atmosphere is open and the emphasis is on going your own way.

Students progress at their own rates through independently chosen programs of study, and New College (so named for want of a chief benefactor) has no credit hours or grades. Professors write descriptive evaluations of students enrolled in their courses. Not that the independence - which goes to the point of giving students the option of graduating in either three or four years - means that standards are not high. The academic environment is rigorous and can pay attractive dividends to the motivated student; it can also get you into a good graduate school. A high level of motivation is prevalent, both on the campus and among those who are successful in being admitted.

Some departments are superb, others are mediocre, and others nonexistent. The faculty is friendly, easily accessible, and devoted. Mapping a course of study generally revolves around choosing a congenial professor and establishing an apprentice relationship with him. A student and his faculty sponsor get together to devise an overall educational plan or "contract" for each term and often work together in independent study and tutorials. The major field of study is not restricted; the areas run from the traditional "departmental majors" to General Studies. The exam required to receive a degree is a defense of the necessary senior thesis.

History, philosophy, physics, and math are excellent departments, and the natural sciences program is surprisingly good. Literature and political science are strong areas, and the environmental studies program, which emphasizes involvement in the preservation and protection of the ecology of southwest Florida, is very popular with students and has had

an appreciable impact on recent local developments. Psychology and sociology are weak departments.

The library is rather small, but students can check out books without fear of due dates and overdue fines: there are none. If you need a book that the library doesn't have, you can usually get it through the interlibrary loan system.

Fraternities and sororities are nonexistent, and clubs are almost unheard of, perhaps partly because of the superb natural environment provided by Sarasota. The fine beaches and weather leave many freshmen gawking. New College is not jock haven, either. There are few organized athletic activities, and the ones that exist are largely intramural.

The Sarasota area is a cultural center of Florida. The Ringling museums are here, there is a locally based symphony orchestra, the Asolo Theatre presents contemporary drama, and the Van Wezel Auditorium (designed by Frank Lloyd Wright Associates) presents many leading musical performers each year. In addition, students enjoy camping and canoeing in nearby state parks. The Sarasota town population consists mainly of aging millionaires and tourists.

Social life has few rules or restrictions. Booze and drugs of every description are not hard to come by, although use of the latter has dropped off some from the high of the late sixties and early seventies. The parties on campus are as loose and unstructured as the academic program. There are frequent outdoor dances and "be-ins" on Saturday nights, and most students find some time to party in the dorms during the week. The student body is largely made up of people who consider themselves radicals or freaks, although in recent years (following a national trend) there has been an increasing number of serious, career-oriented types. New College students come from all over the country, but the majority are from the Northeast and, increasingly, from Florida. Minority representation is scant.

The Catalyst

Student activism consists largely of fighting any encroachment by the University of South Florida into the special sphere of the New College program. New College, once a private liberal arts school, was forced by heavy debts to become an "honors college" within the monolithic, state-owned University of South Florida in 1974.

USF pledged not to interfere with the college's unique program of individualized education, and it hasn't yet - at least technically. While the academic program remains intact, the barrage of state rules and regulations restricting social life has made many students paranoid. Some claim that the presence of armed police and the bureaucratic USF administrative structure are severely damaging the anarchic, innovative spirit that prevailed when New College was a private institution. This is the hottest issue on campus.

Students also keep an eye on community development issues in the Sarasota area. Political activism on national issues is dormant, although many of the female students are into the women's movement. There is a small coterie of gays but no organized group. In general, individualism is the byword at New College - often to the point of not getting involved with issues and activities.

Half of the college's residence dorms have been converted into offices and classrooms by USF, forcing many students off campus and reducing the variety of campus social life. The I.M. Pei dorms that remain are luxurious, if maddeningly private: they even have private baths and balconies. Students who migrate off campus (and most do after the first year) find living costs reduced.

From The Insider's Guide to College, Yale Daily News, 1978-79.

Location: Sarasota, FL 33580

Campus: suburban

Undergrad enrollment: 250 M, 250 W

Expenses: \$3075 (in-state), \$4363 (out-of-state)

Financial aid: 60%

Library: 100,000 volumes

Student-faculty ratio: 10-1

Transfer students: NA

Median SAT: 624 V, 609 M

Fraternities: 0%

Sororities: 0%

Application deadline: April 1

Going to New College involves risks. Some students go, sit in their rooms for ten weeks, and blow away like spiders before anyone else notices their existence. The freedom is genuine but encourages many students to indulge in their neuroses; students with strong personalities who enjoy close personal relationships and have some sort of goal are the ones who thrive.



VISTA

VISTA

If you are the kind of person who can adapt and has the willingness to help solve some of the problems in the U.S. and

*If you have a strong commitment to help people in need; VISTA * NEEDS YOU*

NEW PROGRAMS

More opportunities to volunteers with backgrounds in LIBERAL ARTS, architecture and planning, business, construction, education, health services, LAW, and social work.

VISTA FACTS

Requirements:

- 18 years of age or over
- U.S. Citizen or permanent resident
- must meet medical and legal criteria

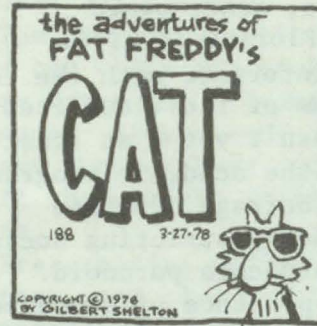
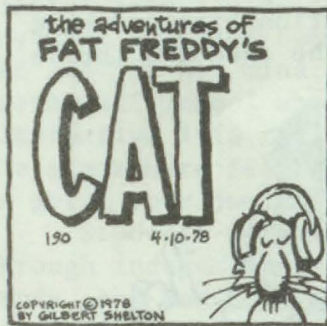
Compensation

- monthly allowance for food, lodging, incidentals
- stipend of \$50 per month usually payable at completion of service
- medical care
- optional life insurance at minimum rate
- personal satisfaction and career development

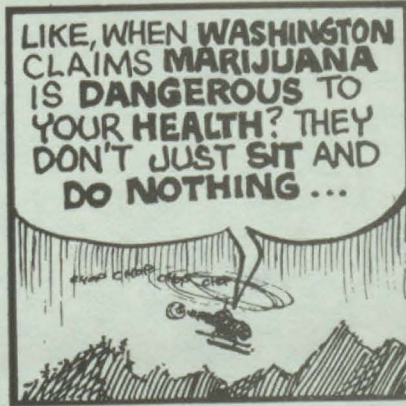
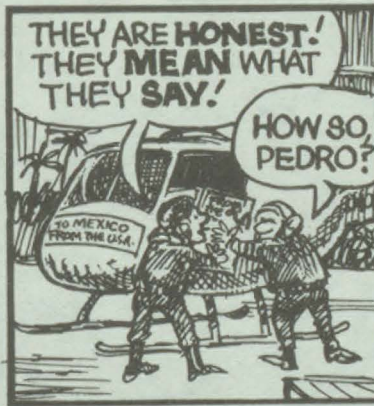
INTERVIEWS: 1-800-241-3862

* VISTA — Volunteers In Service To America—

COMIX



The Catalyst



BUNK ON DOWN at the BUNKHOUSE

Grenell Arms Apts.

Special Offer \$17.00 a day.

Locker Room Special \$3.95 or two for \$7.00

COME ON DOWN TO THE ACTION!



