

The Catalyst

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First-Year Core Programs Reduced To Two Terms Each Diversification Requirement Made Stricter

Beginning next year, divisional core programs for first-year students will be required two instead of three terms, according to a resolution adopted by the faculty at a meeting Wednesday.

In a related move, the faculty voted to formalize the diversification requirement for all students.

According to faculty secretary Dr. David Dykstra, the core program was revised to allow first-year students more freedom of choice in their academic work.

The humanities and natural science departments will prepare two-term basic courses, Dykstra said, although which terms of the year the courses will be given has not been decided. The social sciences will offer a basic course all three terms, and students will be free to choose any two.

Comprehensive examinations for first-year work, presently given by all divisions in a two-week period at the end of the year, will be administered in the future as a student completes his two-term sequence in a particular division.

Thus, not all students will have comprehensives at the same time, and it is possible some students might complete their comprehensives after two terms.

Under the new diversification requirement, students will be required to file a description and rationale of their plan for study in areas outside their majors signed by their faculty advisors and another faculty of their choice, by the beginning of their fifth term in residence.

As a requirement for graduation, students must gain satisfactory

evaluations in five "areas of proficiency" outside the major field.

Under the present diversification requirement, seniors are required to take the Senior Seminar, a second foreign language, or two courses outside the major division.

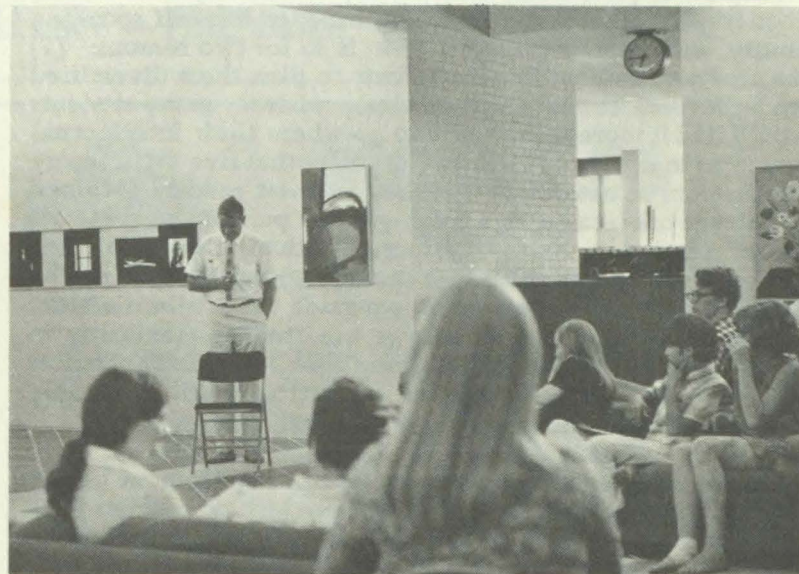
The more formal requirement was adopted, according to Dykstra, both to "define the diversification requirement more specifically" and to "encourage more coherent planning" of diversification on the part of students.

He indicated the faculty move was motivated in part by disappointment with results of the oral baccalaureates, which gave the general impression that diversification, at least among the Class of '67, has been "haphazard."

The faculty re-affirmed that orals will continue to deal in part with a student's proficiencies outside his major, despite the change in the diversification requirement.

Dykstra said the faculty intends to keep the requirement as flexible as possible, and noted "areas of proficiency" may include tutorials and organized independent study, as well as courses.

He said the faculty "left hanging" the problem of implementing the requirement for the Class of '68, which has completed six terms already.



Advice from the President

President John Elmendorf told first-year students what they could expect on Comprehensive exams at a meeting Wednesday evening. A representative from each division was also present.

French Back Home After Recovery

College Examiner Dr. John French is back in Sarasota resting at his home after recovering from a small plane crash in North Carolina more than six weeks ago.

French said last night it would be several months before he would be "feeling like a human," but that he is up and around and would probably begin catching up on some work in a few days.

He said it was "great" to be back in Sarasota, and he hoped to resume his duties as College Examiner soon.

French was injured seriously when a single engine Cessna he was piloting apparently lost power after take-off from Horace Williams Airport near Chapel Hill, North Carolina.

Two Final Concerts Set for This Weekend

The final two concerts of the New College Summer Music Festival will be held tomorrow night and Sunday afternoon.

Tomorrow's concert, set for 8:30 pm in Hamilton Center, will feature Mozart's Quintet in E Flat Major, performed by John Barrows, French horn; Walter Trampler, viola; Paul Wolfe, violin; William

Magers, viola; and Bernard Greenhouse, cello.

Oboist Patricia Stenberg, violist Trampler and pianist Jacques Abram will next perform Loeffler's more contemporary work, Two Rhapsodies.

After an intermission, Schubert's Quintet in C Major, Opus 163, will be performed by violinists Wolfe and Anita Booker, violist Trampler and cellists Greenhouse and Gabor Rejto.

Sunday's concert, at 3 pm in Manatee Junior College's Neel Auditorium, will feature a full symphony orchestra for the first time in festival history.

The orchestra, containing members of the Florida West Coast Symphony, the Tampa and St. Petersburg philharmonics, the Boston, Philadelphia, Chicago, St. Louis, Indianapolis and Milwaukee symphony orchestras and the Casals Festival orchestra, will perform Bach's Air from Suite No. 3.

Cellist Greenhouse then performs as a soloist with the orchestra in Saint-Saens Concerto in A Minor, followed by violist Trampler with Bartok's Concerto for Viola and Orchestra.

Concluding the program and the festival will be pianist Abram, with the orchestra, in the performance of Beethoven's G Major Concerto No. 4.

Bus transportation for Manatee Junior College will leave at 2:45.

New Constitution with Student Court Up for Approval of Students Monday

A new constitution will be presented for student approval Monday.

In addition, students will elect a member of the Student Judicial Committee to fill the unexpired term of former second-year student Tom Manteuffel.

The proposed constitution, prepared by second-year students Jerry Neugarten and Harry Felder, was unanimously accepted to be placed on the ballot at the Student Executive Committee meeting Wednesday. The SEC considered the constitution at some length at a special meeting Saturday.

Students, who will be given the opportunity to discuss the constitution at a special SEC meeting tomorrow at 1 pm, will be asked to approve or reject the document in its entirety. They will receive copies of the proposed constitution in their mailboxes this weekend.

Among the significant changes in the proposed constitution are:

--The creation of an autonomous Student Court to replace the present SJC.

--The incorporation of the Bill of Rights in the constitution.

--Permitting the SEC Chairman to vote in both the making and breaking of a tie.

--The scheduling of SEC elections at the beginning of each term, to accord with the new calendar. Members will serve for one school term. The chairman, who will serve for a full year, may take his second school term away from campus and then return as chairman.

--Prohibiting balloting during Independent Study Period.

--Prohibiting proxies except during Independent Study Period.

--The requirement that six members are necessary to hold a special SEC meeting.

--The speeding up of election procedures.

--The declaring of a vacancy in an office immediately after recall action is initiated.

--Requiring 2/3 of students voting, of 1/2 of all students, whichever is smaller, to amend the constitution.

The Student Court proposal calls for five judges, none of whom may be members of the SEC. They will elect their own chairman. Provisions for selecting the bailiff and prosecutor are also contained in the new constitution.

Judges will be elected at the beginning of the first and second terms. Those elected at the be-

ginning of the second term will serve for two terms.

The new constitution permits the SC to determine the constitutionality of all SEC rules and resolutions except SEC judicial rulings on appeal cases.

Candidates for the SJC include first-year students Jerry Michaels and Ellen Tisdale and second-year student Dan Haggarty.

Balloting will take place from 1 to 6 pm in the reception center. A majority of all students is required to approve the new constitution.

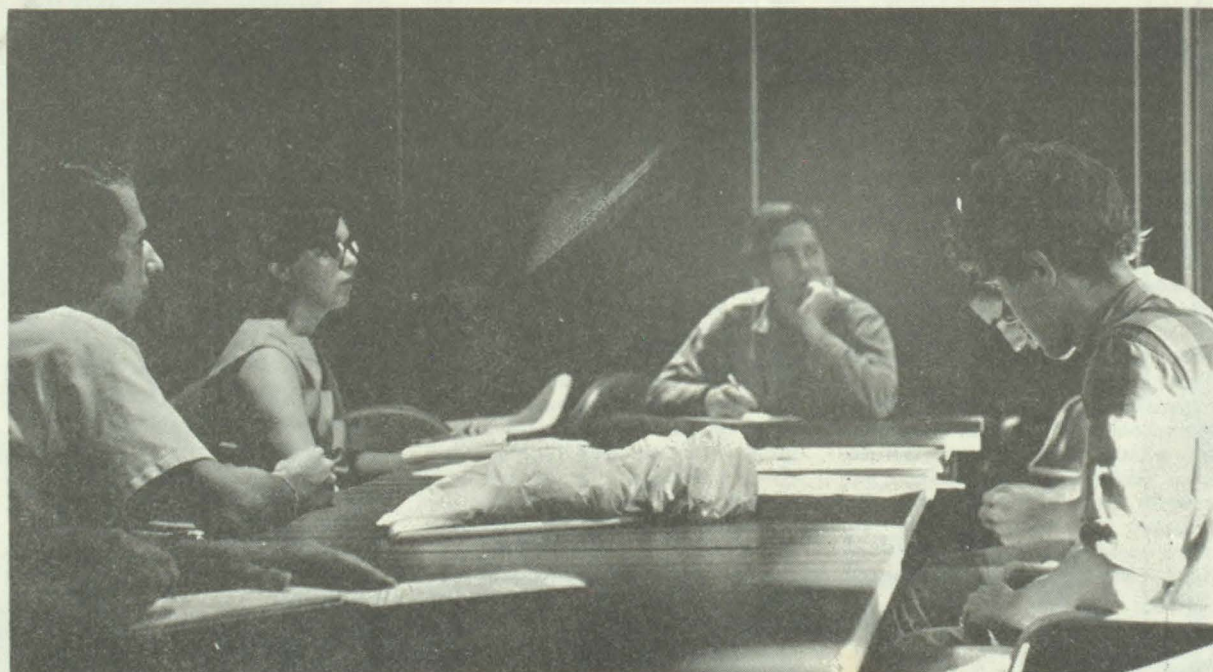
In other SEC business, Felder was appointed Student Academic Com-

mittee chairman to replace third-year student John Cranor.

Approved without dissent as SAC members were second-year students Scott Baker, Joan Schnabel and Irving Benoist and first-year students David Tekler and Barbara Hanna.

A third first-year member is needed, and two incoming students will be named to the SAC next year.

A proposal submitted by first-year student Don Aronoff that retiring Professor of Economics Dr. Carl Hasek be commended by the SEC "for his devoted service to (Continued on Page 2, Column 5)



SEC members, left to right: Lee Crawford, Mary Lamprech, Tom Jarrell, Eric Thurston, and Ted Shoemaker.

No Beach Bus Sunday

There will be no beach bus Sunday, but transportation will be available Tuesday nights to the Bridgeatorium, according to Recreation Director Frank Meyer.

Original Poetry For Graduation

Original poetry and other materials to be read at commencement are needed by the Commencement Committee, according to Diana Shiphorst, Committee chairman.

Shiphorst said students should give original pieces or suggestions for readings from published materials to her or Rachel Findley.

Students will read their own work at the commencement ceremony if they so desire, Shiphorst said.

Editorials

Danger Ahead

We are somewhat skeptical of the wisdom of the faculty's move to formalize the diversification requirement. We have some sympathy with their aim of strengthening the requirement, but in this week's action the faculty may have exposed New College to some fundamental dangers.

The new requirement, first of all, is a straitjacket on the good student who would normally broaden himself spontaneously and unpredictably. This is so for two reasons: (1) the new requirement forces students to plan their diversified study several terms ahead of time, whereas many students would find it more meaningful to go where their intellectual concerns lead them; (2) the requirement that five satisfactory evaluations be obtained--and they are most readily obtained in coursework--takes up a much greater part of the student's "free" time to wander intellectually than does the old requirement that seniors take a second foreign language, the Senior Seminar, or two courses outside the major division. Whereas the new system allows the student flexibility in choosing his diversification plan, then, it greatly restricts his flexibility in tailoring his education to his inevitably unpredictable and changing intellectual wants.

A more fundamental indictment of the requirement comes from a faculty member, Dr. Arthur Miller. When work subject to a pass-fail system is made a quantified requirement for graduation, he says, there is a real danger New College will eventually find itself adopting a credit-hour system of grades. We agree with the essence of his argument, which appears at length elsewhere in these pages.

We do not contest the faculty's thinking that many students--as evidenced by third-year orals--are not studying enough outside their major. We applaud the faculty's decision to lighten the required load the first year as a significant step toward sparking the intellectual curiosity of New College students. But the formalization of the diversification requirement is a premature step, one that might prove totally unnecessary in a few years as a "tradition" of study grips the campus.

It is possible the faculty will avoid the pitfalls and actually provide as flexible a system in practice as it could be in theory. But the new requirement leaves the door open to abuse of the system, and faculty members, like everyone else, have a way of forgetting the original intent of a rule and twisting its interpretation to fit a new prejudice. In this case, we would hate to see that happen.

Vote FOR Revision

We strongly urge students to vote FOR the new student government constitution Monday. Although the proposed revised constitution is not perfect, it would be an improvement over the present one. Indeed, a number of basic changes are necessary merely to adapt the government to conditions arising from adoption of the four-year option program (e.g., elections each term instead of twice each year for Student Executive Committee members).

The SEC will ask us to vote on the new constitution in its entirety, to make voting simple. If you have doubts or questions about particular provisions, voice them at tomorrow's special hearing. We believe the faults of the proposed constitution will be minor enough to ignore for the time being, and they can be taken up next year at our leisure. The imperative now is to pass a viable charter that will give us a base upon which to operate student government efficiently next year.

Letter

Boycott Levis

To the Editor:

I am writing this letter because otherwise the people here would never know what is going on in Blue Ridge, Georgia, or what they should be doing about it. 450 workers there, mostly women, have struck the Levi Strauss firm there in order to get their rights and are asking the nation to boycott Levis until they get those rights. The workers there are striking not only for better working conditions (not even higher wages) but just for the right to form a union in the first place. A union shop steward's home was burned down and still the strike gets almost no national coverage. To quote one of the strikers: "The reason I'm still fighting is, I hope that our kids will never have to work there. . . I'd like to think that some-

thing I do now would better that place for other people that have to work there, in years to come."

The people in this area should support the workers in their struggle with the anti-union management of the mill so that they and other workers will be able to bargain with their employers in the future on an equal footing. Shoppers shouldn't buy Levis, store owners shouldn't carry them, and papers and magazines shouldn't advertise them. Instead, concerned citizens who feel sympathy for those workers should help boycott Levis and support the jobless strikers.

(Signed)
Jon Shaughnessy

Diversification Decision Seen as Dangerous Step

By ASST. PROF. ARTHUR MILLER

Most of the recent faculty decisions involving core programs and college-wide diversification requirements should be educationally sound. At any American state university, moreover, they would be most liberal. At New College, however, I suggest that the new diversification requirement is re-



Miller

actionary, a conventional retrenchment in retreat from the pressures of enforcing our present graduation requirements. I personally am interested in seeing this college maintain a system which would limit the stock responses of a future changing faculty, necessarily recruited largely from conventional colleges. I would like to see a college-wide system which would make it difficult for New College suddenly to retreat into the run-of-the-mill system of making students "take" courses, grading the students on their involuntary actions, and then counting up the grades to total some number necessary for graduation. Until quite recently, we had not graded seminars. We gave evaluations. These ideally were written paragraphs of real evaluation--saying what the student could do and stating generally what he had done. The class of '68 will remember when the faculty did not even say whether seminar work was "satisfactory." Instead, we simply praised or blamed and described the student's work. The College Examiner's Office, for purposes of counseling and review only, put a "private" judgment of pass or fail on the faculty member's evaluation. Only later was the faculty asked to use a form for evaluations, a good idea. It's hard to file king-

sized sheets together with note-size cards. At the top of this form were blanks to check, indicating whether the evaluation was satisfactory, incomplete, or unsatisfactory. This was to be simply a courtesy for the Examiner's Office, to save him the time of making his own subjective judgment of pass or fail for statistical purposes. Believe it or not, I saw this as an open door for a future grading system. And (guess what?) at the end of last academic year, in the pressure of comprehensives and make-ups, the faculty passed a motion requiring the class of '67 to be graded "satisfactory" in at least two diversification areas of proficiency. With a class near graduation, the problem of transcripts arose. What should be recorded on transcripts? Why, of course, the courses (or other areas) which were graded "satisfactory!" The grading system took one long step forward. Now we have taken a giant step. You must have some five grades of "satisfactory" in diverse areas--outside your major--in order to graduate. In effect, the recent faculty actions have granted students one year of increased freedom (two not three terms in each first-year division) and at the same time limited the student's choice significantly for three or four years in areas of diversification. I find this a somewhat sordid boon. The central idea of New College, as I evidently misunderstood it, was to substitute internal incentive for external grades. The goal, indeed, was to make traditional grading difficult to sneak into the system. "Credit Hours" were not to be thought of. And yet, after less than three years, the New College faculty has only just rejected a proposed system of Term Units, that is, credit hours under a fancy name. I submit that forcing the professor to choose between "satisfactory," "incomplete" and "unsatisfactory" is only a grading system under a fancy name. A grade is an evaluation only when it is used for wholly internal purposes of counseling. When a course grade becomes a matter of permanent record, and a prerequisite for graduation, I submit that it is a traditional (but imprecise) grade. Requiring diversification, however, I find necessary. It is the method, not the goal, which shatters my grasp of a central New College ideal. The faculty could have invented a Diversification Exam (even as a substitute for the

Oral Baccalaureate Exam) with perfect consistency. A comprehensive exam, testing general knowledge, feel, enthusiasm, and achievement would have fitted well with the present system. The faculty, however, rejected a proposal for a general exam. It preferred to require satisfactory grades in a certain number of areas. We now have grades which are a matter of undergraduate record, and graded areas which are a matter of permanent record on the transcript. Right now, the system is still friendly. It leaves freedom of teaching and study in the student's major area(s). The drift of the New College system, nonetheless, is manifestly toward the old college structure. If diversified areas are graded, why not grade achievement in the student's major? If we can count up satisfactory grades for three or four years, why not count up grades in the first year too? Why not kill off the attempt to develop a year-long experience of learning? Why not hit the student only with specific fragments of memorization, call him satisfactory, and total his satisfactory work until it adds up to a degree? Too many here would say, "Sure, why not?" After all, it's the accepted thing to do. After all, I am only an alarmist. There is only muted alarm in the present faculty--probably more muffled in the student body. Perhaps when the terminal stress of the year is over, we can all think more clearly. When we think again, let's think of why (maybe) New College is new.

SEC

(Continued from Page 1)

New College since its inception" was approved without dissent. First-year representative Lee Crawford asked SEC approval of a coffee house to be held in the barn next year under the sponsorship of first-year students Jon Lundell, Sunny Chandler and David Schwartz. Members said Crawford should attempt to ascertain student opinion on the coffee house and then deal directly with college authorities for approval. A request for \$96.40 from the Student Activities Fund for a Senior Party July 16 at Linger Lodge was approved.

Letters

No Separation

To the Editor:

President Elmendorf and Dr. Mayer seem to believe that there is a definite separation between the sexual (social) and the academic. This type of reasoning applied to education leads to the building of minds as metallic as vacuum cleaners and as inspiring as garbage cans. What is the use of learning if it has no bearing on the heartbeat of the person who experiences it? To play games with facts and theories is all very amusing. But learning that is taught devoid of the social and personal experiences of love, anger, sadness, happiness, etc., leads to people who are dishonest to the world as with themselves; they use logic and facts to protect themselves from that which is truly human. There have been all kinds of proponents for and against intervisitation. What we need to do is forget about the diziest constructions of defending things rationally which primarily concern emotions. What is wrong with emotions? I would tend to believe that most of the great achievements have resulted from emotions. To be human is to have emotions and to think humanly is to think from emotional experiences. Much could be gained if the academic could be considered the total experience of a person.

(Signed)
George Monoson

Rabbit Hutch

To the Editor:

Your editorial in the current issue of the Catalyst makes this reader wonder whether New College is an educational institution or a rabbit hutch populated by little bunnies not yet dry behind the ears who seem to think that they invented sex. Of course, indulgence in your favorite indoorsport has public relations overtones, your president to the contrary. Subscribers to New College are not about to subsidize scholarships for this kind of laboratory experimentation.

(Signed)
Haven B. Page
Siesta Key

Open Letter

Open letter to George Mayer:

Dear Dr. Mayer,

We also go shopping, wash clothes, and experience emotional traumas.

Respectfully yours,
(signed)
Virgins still

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* * *

Lost Kittens

LOST: Three little kittens. The Secretarial staff of the Development office has been caring for them and would like them returned.

P. S. Mother Cat has been looking for them too.

(Signed)
Virginia Kundzicz
Barbara Bromund
Deanna Clark
(Secretaries, Development Office)

on campus

with Laurie Paulson

The Student Who Stopped

Recently, I had the rare opportunity to test the belief currently held by a number of members of the faculty and administration that intervisitation is detrimental to an academic atmosphere and should be curtailed, if not done away with altogether. Specifically, I interviewed a student who has given up intervisitation entirely for the remainder of his academic career. As I stepped over several piles of trash to enter his room, he was busily examining his feet, which were caked with dirt, and picking bugs out of his hair.

"Why exactly did you give up intervisiting?" I asked him.

"Well," he replied, "I felt intervisiting was interfering with my academic pursuits, taking too much of my time and limiting my experiences to those of a certain type, not conducive to my development as a fully-rounded individual. That's one reason."

"What's another?" I inquired.

"All the girls hate me."

"Well, have you noticed any immediate changes or improvements in your life now that you've renounced intervisitation?"

"Oh yes. I'm no longer forced to engage in such routine household activities such as shopping at supermarkets and struggling with dirty laundry."

"How come?"

"Since I don't intervisit any more, I wear the same dirty clothes all

the time, and I'm too depressed to eat. I've also given up washing. You'd be amazed at how much more time there is for study if you stop taking baths."

"No doubt. Have you noticed any other beneficial changes?"

"Oh yes. There are no more long hairs in my books to interfere with

Paulson



my reading, and I can use the money I spent to have the lipstick stains cleaned off to buy books with. I've also given up fishing and growing rice. This place was looking entirely too much like a Samoan village."

"Do you believe that, in your case, as has been suggested is the case for students as a whole, a limited and erroneous knowledge of--uh--sex is one of the greatest problems?"

"Yes I do. And intervisitation interfered with my job, as well."

"What's that?"

"Writing pornographic novels."

"Just what do you do with your time now that the distractions of intervisitation no longer are a problem?"

"Oh, I watch television, listen to records, play cards, sleep, play croquet, things like that."

"Well, do you ever study?"

"Once in a while, if I feel in the mood."

"How often did you study while you were still intervisiting?"

"About the same."

"Then how can you say no intervisiting is beneficial to your academic pursuits?"

"Well, if I ever decide to study, look how much time I'll have."

"Would you, then, recommend everyone stop intervisiting?" I asked.

"Oh yes, he replied, "chiefly because of emotional insecurity."

"You mean, on the part of the students?" I asked.

"Of course not," he said indignantly, "on the part of the administration."

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Entering Class Numbers 117 Now

At least 117 new students will enter New College in the fall, according to Dean of Admissions Robert Norwine, and this number may go as high as 125 or more.

At this point 109 high school graduates and eight transfer students are "firm" in their plans to come to New College, but there are several applications still in process.

The 117 committed students represent approximately 40 states, and the high school graduates average 694 and 668, respectively, on their verbal and math skills as measured on the College Board exams.

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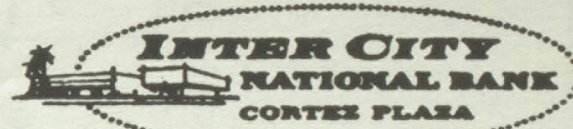
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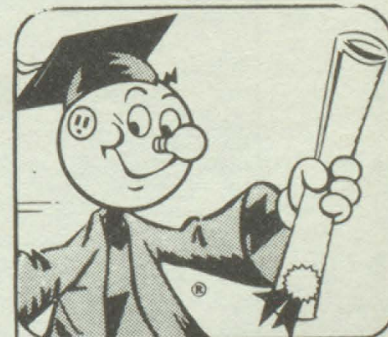
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Next week's The Catalyst, the last of this academic year, will appear Thursday.

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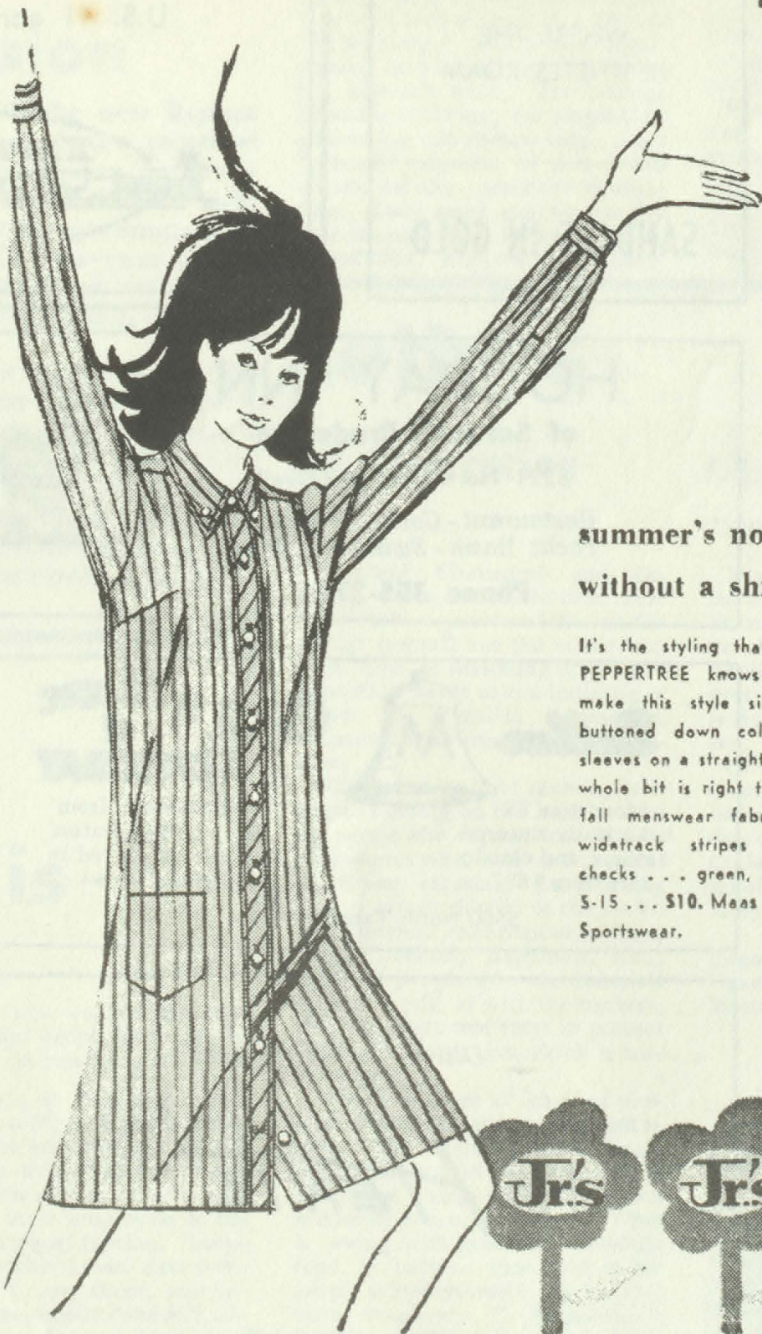
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