

The Catalyst

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Berggren Posts '65 Theses'; SEC 'Excommunicates' Him

As high noon struck on Wednesday, so also did a hammer held in the right hand of Dr. Douglas Berggren, Professor of Philosophy. Dressed in a flowing blue-and-gold robe, Dr. Berggren led a swarm of Novocollegians and French horns from Hamilton Center to a near-by tree, upon the trunk of which he nailed the following:

Tractatus Paideutico-Philosophicus

1. Any situation one learns from is educational.
- 1.01 Sex can be educational.
- 1.02 Poverty can be educational.
- 1.03 An impoverished sex life can also be educational.
- 1.1 Even a college education can be educational.
- 1.11 The style of a college education may be either conventional or unconventional, Apollonian or Dionysian.
- 1.12 Imitation and innovation are possible in either etyle.
- 1.13 Consequently, conventional education may be innovative, and unconventional education not.
- 1.14 The distinction between imitation and innovation is irrelevant to the question of either aesthetic or educational worth.

- 1.2 In order to determine educational excellence, some normative definition of learning must be introduced.
- 1.21 This normative definition should not be arbitrary, but theoretically justifiable in terms of its ultimate consequences.

2. To learn from any situation is to go from anywhere to somewhere.

- 2.01 To go from somewhere to anywhere is not educational.
- 2.02 To end up nowhere is not educational.

- 2.1 Unconventional, soft-minded education is often not educational, since it tends either to go anywhere, or to get nowhere.

- 2.2 Conventional, tough-minded education may appear to go anywhere, or to get nowhere, especially to soft-minded people.

- 2.21 But tough-minded education is far more likely to get some where, and so improve one's love life.

- 2.22 Admittedly, even tough minded education must start anywhere, if it wants to get somewhere. Romance is not educationally irrelevant.

- 2.23 If romance is not to be abortive, however, it must give birth to more definite understanding.

- 2.24 Having got somewhere, this should in turn lead to somewhere else. Fathers should also be citizens.

- 2.25 Ideally the educational process should move toward a somewhere which is not anywhere or nowhere, but everywhere.

3. If a college education is to go from anywhere to somewhere, data and the ability to reason must be acquired.

- 3.01 Data provide the content, while reason provides the form of education.

- 3.02 Form and content challenge one another, but are fundamentally inseparable.

- 3.1 Contemporary students tend to lack both form and content.

- 3.11 Contemporary students therefore tend to miss the challenge of education.

- 3.2 In missing the challenge of education, obviously contemporary students often fail to see the point of being in college.

- 3.21 The point of being in college is not to get a job.

- 3.22 The point of being in college is not to put off getting a job.

- 3.23 The point of being in college



BERGGREN SPEAKS

is not to be a leader of men.

3.24. The point of being in college is not to be a social drop out.

3.25. The point of being in college is to be educated.

4. To acquire facts and an ability to reason, academic demands must be inherent in the college situation.

4.01 For a perfect intellectual an academic demand is not an ought but an internal must.

4.02 For an aspiring intellectual an academic ought is not an internal must.

4.03 For an anti-intellectual an academic ought is not even an ought, but a problematic imperative for someone else.

4.1 No actual student or professor is a perfect intellectual.

4.11 Hence if the demands inherent in the college situation are to be satisfied, an external must which is more than an ought is required.

4.12 An infrequent external must is not sufficient.

4.13 Any college which only provides its professors with frequent musts, and not its students, is bound

to demoralize everyone.

4.2 Granted, it is better to act for the sake of duty than to act simply in accordance with it.

4.21 But it is also better to act in accordance with duty than in conflict with it.

4.22 Idealism without realism is self-destructive sentimentality.

5. The demands inherent in the college situation should be set by those aspiring intellectuals who most intimately know what the educational challenge of form and content is all about.

5.01 This means that the process of education should be directed by professionals rather than amateurs.

5.02 This does not mean that human values should be neglected.

5.03 Quite the contrary, human values are too crucial to be left to untutored prejudice, or amateurish dilettantism.

5.1 An amateur educator is a quack, however sincere.

5.11 A professional educator who ignores his students is negligent.

5.12 A professional educator who

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Davis Forum

Dr. John H. Davis, professor of botany at the University of Florida, will be the speaker at a Forum to be held Friday (Nov. 22) in the Private Dining Room of Hamilton Center.

Dr. Davis will speak on how natural vegetation and human management protect coastal and water resources in Florida.

Students may sign up at the Student Policy Office to attend the dinner and the Forum which will follow. Dinner will be served at 6 p. m.

Dr. Davis holds his bachelor's and master's degrees from Davidson College and he earned his doctorate at the University of Chicago.

He has held faculty positions at Davidson, at Southwestern and at Presbyterian colleges. He joined the University of Florida in 1946. He also has held visiting professorships at universities in Nationalist China, Burma, and New Zealand.

In addition to his teaching duties, Dr. Davis has worked with the Carnegie Institution of Washington, the Florida Geological Survey, and Virginia's Mountain Lake Biological Station in research projects. He also has done consulting for the U. S. Army Corps of Engineers, as well as other federal, state and private agencies.

Creative Work For Core

Dr. Arthur R. Borden, Chairman of the Division of Humanities, has announced that in place of the usual paper for second term Humanities core course, students will be asked to do creative work in a specific art medium.

As Borden told The Catalyst, "The New College catalogue has always stated that the experience in Basic Humanities was not a purely theoretical one. Through this innovation, we hope to bring the students to a better appreciation of the task of creation. All students will be asked to select a project in one of the arts, and work on that project during the term."

Dean Norwine To New Post

At the faculty meeting yesterday, Acting President of the College, Victor L. Butterfield, announced the appointment of Dean of Admissions Robert Norwine to a new post, Director and Coordinator of Fund-Raising and Public Relations.

Norwine's appointment was made after consultation among the executive members of the Board of Trustees, Butterfield, and Norwine.

Butterfield said that it was felt that when Dr. John Elmendorf returned as president, he could not be expected to take over full duties, and Norwine's new position was meant to be a help to him. Elmendorf would be primarily concerned with working as an "inside president," with the duties outside the school proper being handled by Norwine.

It was also stated that Norwine felt that the admissions department was well enough organized that it would not require his full-time attention, and he could devote time to the new post.

At the Student Executive Committee Meeting last night, Director of Student Policy Arthur M. Miller commented that Norwine was an exceptionally able man and should have no difficulty in "wearing both hats." Miller stated that Norwine was for three years both Dean of Students, and performed both jobs well.

The Student Executive Committee, quick to realize the seriousness of Dr. Berggren's action, performed an official excommunication of the philosopher at their meeting last night. The litany was sung, and the Executive Bull was read. Shortly thereafter, the philosopher was served with the Bull, Michael J. Smith, Crowned Head presiding, and C. Ferguson Schenck, acolyte. Here is the text of that Bull:

THE STUDENT EXECUTIVE COMMITTEE TO DOUGLAS BERGGREN, PHILOSOPHER, OF THE FACULTY OF NEW COLLEGE: KNOW, PHILOSOPHER, by these presents, that we the Student Executive Committee, convened in solemn council at Hamilton Center on the twentieth day of November of the Year of Our Lord, One Thousand Nine Hundred Sixty-eight, and of New College the Eighth, have considered and judged the opinions expressed in your Tractatus Paideutico-Philosophicus, posted publicly and notoriously by you on a tree belonging to New College; that having considered, we hereby pronounce those opinions most heterodox, scandalous, abominable, unnatural, heinous, obscene, odious, poisonous, perverse, wicked, false, detestable, antinovocollegian, and very probably true, especially your implied endorsement of the monstrous heresy of Requirementism, condemned explicitly by the Student Body at the Councils of the Snack Bar; that as the author of such heretical enormities we hereby most solemnly excommunicate, anathematize, renounce, curse, and abhor you. May you be cursed in thinking, in speaking, in writing, in teaching, and in the Tenure Committee. May you forget Wittgenstein. May the shade of Wittgenstein forget you. May Heidegger fail you, Husserl become opaque to you, and may Sartre hear of you in a Paris cafe and let fall a contemptuous witicism. May no Novocollegian speak to you, and may you be consigned in the world to come to an unending Faculty Meeting dis-

(Continued on p. 3, col. 2)

Butterfield also said that he had talked with the Social Sciences faculty regarding the Trustee decision to authorize only one new faculty member for that division.

Butterfield stated that he stressed the "reconsideration" factor in his talk with the division, and that this reconsideration was to be a total review of the situation, not merely a financial review. He said that there is a possibility that the Executive Committee of the Board may meet earlier than was planned for this reconsideration.

Butterfield stated that he was "depressed and discouraged" after his meeting with the student body Tuesday night on this problem. He said that he felt there was a greater need for "reasonableness and calmness" on the part of the students on this issue. He said the student emphasis was two-fold: the student-faculty ratio, and the particular problem of the Social Sciences division. "We need more concern for and awareness of long-range plans," he said.

In other action, the faculty approved proposals on the definition of "special" and "guest students" by the 4-A Committee and the function and procedure of the Foreign Study Committee.

CALENDAR

Nov. 21 - Morrill Biology films, 7 p. m., Teaching Aud. FWCR meeting, 7:30 p. m., Private Dining Room

22 - END OF FIRST TERM Forum: Dr. John H. Davis, 6 p. m., Private Dining Room Manatee Junior College play, "The Heiress," MJC Neel Auditorium, 8:15 p. m.

23 - "The Heiress"

24 - Sunday band concert, Ringling Museum, 3 p. m., free "The Heiress," 2:30 see Nov. 22

25 - BEGINNING OF INDEPENDENT STUDY PERIOD

26 - "Community Action," WSPB Radio, 1450 AM Panel Moderated by Chet Williams; New College representatives Dr. Arthur M. Miller, Horace N. Cooper, Barbara van Sickle, and Don Aronoff, speaking on "The College Student and His Community," 8:15 pm

27 - Thanksgiving Holiday Special Early Edition of the CATALYST

28 - THANKSGIVING

GUEST EDITORIAL

By LUDWIG WITTGENSTEIN

Mr. Berggren, in his *Tractatus Palaeutico-Philosophicus*, has apparently made the same error I made in my own *Tractatus Logico-Philosophicus*. My mistake was in thinking that there was only one possible view of language, and that other views were somehow not valid. In like manner, Mr. Berggren has assumed that the view of education he experienced during his days as a student is the only view of education possible. A main cause of philosophical disease--a one-sided diet; one nourishes one's thinking with only one kind of example. He must realize that the proper study of education is a "living through" rather than a "looking at," and that there are an unlimited number of possible life forms. In philosophy we do not draw conclusions. "But it must be like this!" is not a philosophical proposition. Philosophy only states what everyone admits. I have the utmost respect for Mr. Berggren, and am certain that he will see the light in time to include a set of "Educational Investigations" in his forthcoming *The One*.

Letters

Response

To the Editor:

Mr. Barry's letter in last week's Catalyst raised some very interesting questions concerning the nature of the New College student-animal, most of which, it seems, have been posed before, but not publicly answered. I think that developments of the last few weeks, as reflected in Catalyst letters and editorials, indicate a growing concern--at least among newcomers, but quite possibly among the entire community--that something smells in the state of our euphoria. That concern evinces itself in the form of childish complaining (in its worst, and, shall we admit it, most common form), diffuse attacks upon a monolithic authority--or specific persons representing the monolith--or the fashionable cop-out, the blithe unconcern for an environment that does not fulfill its promises, and so on go its separate way to hell.

To varying degrees, we all probably practice these and/or many other forms of evincing concern for dear New College. We are all very aware that something is wrong; we all express our discontent. However, we rarely articulate it. I suggest that we have damn well come to a time when we should analyse it; moreover, we ought to be a bit honest with ourselves: the failing is not all in the stars or the Board of Trustees. Perhaps we have moved through the stage of pointless quibbling and stand in the wings of another (I would like to think so); however, if this is the case, we can make no progress until we assess our failings as students, and demonstrate a willingness to adapt, to assume a role as positive actors in this business of building a sensible way of life. This means that I minimize the importance of other factors, such as that untrustworthy Board, the instrumental effects of Pei's architecture in the nature of our social life, etc., true, but only to consider this neglected facet of New College life.

In response to Mr. Barry, then, I assert:

1) That New College students thus far have not played active roles in attempting "to mould New College to meet their needs."

2) That students really do not know what they want.

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Course

To the Editor:

Claims and counterclaims have been made as to the costs and projected cost of operating New College, especially to the proportion spent in administrative and non-administrative areas. The argument has taken place largely without specific information and data on the actual expenditures at the college and without an evaluation of normal expenditures at other institutions. In order to take advantage of the acting President's offer to both faculty and students to view the accounts of the college, I propose to offer a seminar on the economics of higher education and the New College experience, if there is sufficient interest. It is hoped that such a study would generate more light than heat on the subject. If interested, contact me at Social Sciences.

(signed)
D. Marshall Barry

Diagonal Education



A letter from Marian

Hassle

Dear New College,

This place has limited possibilities for personal growth. My past two years here have made me happy. I have become reasonably satisfied with myself as a person. I've worked out a lot of ideas. I think that I've begun to understand other people. In one sense I've become more tolerant. But in another way, I've become less so. I find myself defining things as "stupid" when they're not stupid at all--only different from everything that I've lived with here. The way I live, and my judgements about the way other people live, are too closely bound to this institution. Since I've been here, I haven't thought of myself as a college student, but as a New College student. I feel like now this is beginning to narrow my views on things rather than expand them.

It's good not to have to hassle with the real world for a year or so. It's good to be in a place that doesn't demand that you fit anywhere. But after a certain point, the kind of super-tolerance of life styles that goes on here serves no purpose. Being here for more than a couple of years is like never getting

ting out of bed in the mornings. For a while it's nice just to lie there and listen to your mind. But when you start thinking about how it would feel to be up and doing something, you realize what a cop-out it is for you to be where you are.

Until a few hours ago, I intended to petition the faculty to let me leave next term, write my thesis, return third term and graduate in eight terms instead of the usual nine. The above two paragraphs were to be read at the faculty meeting by my advisor as my reasons for leaving. We decided at the last minute, however, that the chances of the faculty refusing were too great, and that I should make more complicated and less certain arrangements for leaving and still graduating in June. It seems that the faculty may be unresponsive to my petition because of their recent concern about the poor quality of much of the work that is done off-campus. This is understandable to a great extent. What angers me is that I should have to go to the faculty in the first place, when the individual faculty members that know me best agree that I should be al-

lowed to leave. Whether or not my personal hassles get straightened out, I want the faculty to know how I feel. As individuals I trust and respect most of the faculty members here very much. As a group, I find them threatening. A plea for better communications would be trite. I just want people to know how I feel. I think other people feel the same way.

(signed) Janis Kay Wolak

A NOTE FROM THE EDITOR

Due to the fact that we are getting a bit tired of finishing the news paper at breakfasttime on Thursday morning, we ask that all letters be in by Monday afternoon to the Catalyst mailbox, or one of the following: Paul Adomites, Jon Moody, Country Dick Webb, or me.

Amiss?

To the Editor:

We all have, as of late, been wondering what is amiss with the New College student. Why are we not producing fantastic things like we all were expecting? Why are we all so up tight about our situation here? Why, as the Black Knight pondered, is everyone so damnably lonely and unhappy? Well, gang, I'm gonna lay it on you all really straightly and not fall into the "article-in-the-Catalyst" syndrome of verborrhea, nebulosity, and philosophical farcical fairyland phrases.

The fact of the matter is that we are scared shitless. Of what, you inquire? Well, for a starter we are scared of each other. Many have come to believe that we as individuals are dumber than Grama's prize hog in comparison with some of the first-class-minds we got ourselves down here. Hell, people, we're all in the same gondola. Everybody is just as ignorant as the rest. Bright? Yes. Wise and knowledgeable? No. We have been afraid to open ourselves up for fear of being put down. We are wary of true closeness with one another because this entails a dropping of defenses. I'm not afraid of you anymore. Please don't be afraid of me. I don't bite, and neither does anybody else. And if they do, fine. It's all part of the learning experience that is supposed to transpire here through direct confrontation with other members of the species.

We're also scared of failure, and this is basic to all the difficulties. How many times have you stopped yourself from trying something new because of a fear that what you wish to try might be looked on as a chance either be peers or faculty? Huh? The only way to learn is through trying something first and evaluating it afterward. That is what the faculty is around for. They want to help but can't if we do not approach them and take advantage of their greater experience. To be scared of failure in the eyes of fellow students is so self-defeating that I don't wish to discuss it further.

Diffidently,
Thomas Yori

Finality

LETTER TO THE EDITOR:

"Finality is death. Perfection is finality. Nothing is perfect. There are lumps in it."

(signed)
jam

Reply

Dear Ross:

Re: Wazzoo - What is Motivation?
"Only rarely is motivation said to be a fact of human experience, that is, a mental event, which determines the course of action. The idea of motivation does not originate from what men say either about their own experience or about their own behavior. It is not one of the 'indigenous problems' of psychology."

"Nor is motivation a fact of behavior. There is not one feature or aspect or characteristic of behavior to which we invariably have reference when we say that some behavior is motivated..."

"What one proposes as a definition of motivated behavior seems to depend more on his theoretical commitments than upon anything in the behavior itself."

Theory of Motivation
Robert C. Bolles

(signed)
D. Pini

Statement

Dear Sir,

Mayhap I have not yet lost that greatly cherished first-year-freshman-just-out-of-high-school-new-student naivete which so many of my peers seem to be lamenting. However, with perceptually keen insight and razor sharp logic I herewith intend to totally demolish all arguments against Servamatron, expansion of the student body and depletion of the faculty.

To first deal with our fine feed facilities: I find it personally satisfying that we have been gradually accustomed to the present condition of the food here. After all, there are on record cases of people even becoming accustomed gradually to the ingestion of highly potent poisons (i.e. consider the snake-charmers in India). Through access to Servamatron food we have all, in a small way, become snake-charmers. And that nickle-plated-nihilistic nausea which we daily overcome make other stomach strains second-nature. And please recall the food concession where those unfortunate individuals who missed a dining-room meal may purchase a hamburger floating gently in its own gravy.

For those who are not yet satisfied with Servamatron's excellency, there are numerous restaurants and hot-dog-hamburger-sandwich stands in close proximity to the college. If one does not have wheels, the walk helps build up an appetite and work off that extra dessert. The intelligent reader cannot help but now see that all his arguments, qualms and gripes have been efficiently rebuffed and countered.

Now that your food fears have been quietly dispelled I can turn to

my shoulders and made my presence at New College more clear and happily meaningful.

W.S. Herman

a more interesting topic; that of the proposed expansion of the college student body and the depletion of the faculty. This proposed action appears to have generated a great deal of paranoia on the part of the students now here. However: Consider the plight of a college so small
It only turned out the intellectually tall--
No lower-class brains to measure height by
With nowhere to go but on to the sky.
And how can you learn all sorts of goop
When you're stuck in a small discussion group?

With faculty-students of say six to one
Now where the hell has gone all the fun
Of sleeping thru lectures and being unknown
To professors who show you just how much you've grown?
And how can the college keep up its face
Without students running all over the place?
And why the fear of crowds do we find
If all they want is to tune up each mind?
It can all be done ten at a time
If you just don't think about your personal clime.
For a school in this world to ever survive
You want a machine, not a being alive.
There have got to be leaders and we're all the sheep
So shut your mouth and pot your mind to sleep.

Optimistically yours,
RJ Herrod

Berggren

(continued from page 1, column 3)
simply prescribes in latin what his students want to hear is either a fool or a hypocrite.

5.13 A professional educator must listen to his students. But then he should try to be of help.

5.2 To help students is inevitably to change them.

5.21 To change students for the better is not necessarily to mould them in one's own image.

5.22 But to change students for the better is to help them acquire the form and content for making their own intelligent decisions.

5.23 Educational pluralism should never be confused with educational relativism.

6. To meet the professional demands inherent in a college education is finally to see the mystical relevance of academic excellence.

6.01 If such demands have not yet been met, some degree of faith is indispensable.

6.02 If a person cannot make this leap of faith, the relevance of academic excellence will never be understood.

6.1 If a person never understands the relevance of academic excellence, he will never become a free individual.

6.11 A free individual is one who can critically escape from the blind conditioning of his childhood.

6.12 A free individual is also one who can creatively integrate his various critical commitments.

6.13 But a free individual is ultimately one who can discover the joy of life in the tragedy of death.

6.2 Any individual who understands this deep relevance of academic excellence sees that all of my propositions are unnecessary, even uneducational.

6.21 Having climbed the ladder, he should throw it away, and get on with the job of education in and for itself.

7. Beyond everywhere there is only silence.

SEC

(Continued from p. 1, col. 5)

cussing aesthetics badly. May you commit the Janus Fallacy, the Intentional Fallacy, the Naturalistic Fallacy, and the argumentum ad stercorum caballi simultaneously, and may your family promptly commit you. May you get fat, and may the Ontological Argument appear irrefutable to you.

We the Student Executive Committee do solemnly pronounce these curses upon you for the reasons aforementioned, and pursuant to our duty to represent the feelings of students at this institution, and our desire to save our skins if we may, and to that end we humbly invoke the President, all the holy Trustees, the Donors in bliss, and the whole host of academia, in saeculo saeculorum, Amen.

Servus Servorum Novi Collegii

Letter

reWazz

Dear Wazzoo,

Motivation is a synthetic a priori concept which is possessed by first class minds.

(signed)
vanisson

SARASOTA

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FWCR 'En-Soi'

by JON SHAUGHNESSY

Impotence? Compliance? Consider the alternative, resistance. All resistance is based on the premise of power within yourself. The life-style of resistance is the enactment of your own potent life, the acceptance of your own very powerful life-force.

There is too much, just too much, in this life as it is presented to us by some authorities which smells of impotence, of helpless acceptance. "Now of course you will have to learn to accept this, and now you will just have to live with these, and you had better get used to..." Accept nothing! Nada! Me, I resist all that. Perhaps I will not be able to live my own life, my whole life, perhaps there are jails for people like me, but I will begin now, in the present, every present, to resist this something else, this life I never wanted, will never be.

We have our own lives to fill out, we will not lay our lives aside just to play-act some other forms, more dead than alive. To resist the channeling of our lives is to begin to live our own, to render our own births.

"The process of channeling manpower by deferment is entitled to much credit for the large number of graduate students in the technical fields and for the fact that there is not a greater shortage of teachers, engineers, and other scientists working in activities which are essential to the national defense." "Channeling", National

Headquarters Selective Service System, 1960. "The psychology of granting wide choice under pressure to take action is the American or indirect way of achieving what is done by direction in foreign countries where choice is not permitted." Selective Service Orientation Kit.

For the young men on this campus the draft is only the most obvious attempt to channel our lives - it is neither the first nor the last attempt we resist, but for many it is the first resistance, the first experience of rearing back and looking into your own lifelessness, your own dull eyes, your own limp arm, and to refuse it. Nothing doing, no-thing! NO!

For me it was probably working with CORE back home, seeing Blacks resisting their own powerlessness, resisting my own cops and priests as they tried to channel me back into something dead and calm. But I wasn't calm and I will be alive. I will put a life together, jabbing and poking and rude. Rude and hopefully embarrassing, embarrassing to these strangely impotent wielders of white power then, military power now. And even more embarrassing to those who have complied with those power structures. Embarrassment for the sake of evoking some resistance within them, because I love them as much as their victims, because I want maybe to dance with them some day when they are making their own

lives.

Members of the resistance have gone to jail twice already. This is a reality we must face. Resistance does not go unpunished in this or any society nervously seeking consensus. But is it not a fuller life which rejects the legitimacy of channeling of women by men, of blacks by whites, of workers by bosses, of every human person by his oppression. Resistance is new, real life through women's liberation, Black liberation, people's liberation.

Resist and you're free, living and unravelling your own very personal life. No more bounds, no more edge to the stage. No more pretend you're free inside some cell. Resist and you're free all over the place. No more neurotically telling each other why we can't be free, just resist and watch the rest happen. See it all, feel it all, be it all. Resist and the masks go away; now you can see the faces which you knew were always within people. Realities emerge and the light is clean. Resist and you stand as you really are, creative and proud and potent yourself, really yourself.

Obviously, the red brick wall around the universe is in the form of a Klein bottle.

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Inevitably, Big Brother assigns you to a job, a location, even to housing. And if you don't like it, there's no place to go.

Government regulation of industry is one thing. Government operation of industry is another. Another step closer to Big Brother. Already 20% of U.S. electric power is produced by Federalized systems. Some want to replace or duplicate the facilities of investor-owned utility companies with Federalized systems. The reasons are obscure. The reason for opposing any enlargement of Federalized electric power is clear to anyone who wants more than one place to go for a job.

Florida's Electric Companies — Taxpaying, Investor-owned

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