



The Catalyst



wind along the waste

by IVAN

ACT ONE

I entered the faculty meeting at about 3:30. On the agenda, I had heard, was the conference proposal and some other presentations that could be of some interest. Sat down, finished my Cold Milk looked around and noted that the room was more full than it normally seemed to be. A few students had been invited as guests. OK. Monte Knight, David Adams, Paz Cohen. Then there was Joh Shaugnessy, Sall lee Anderson. I wondered what was up; there was a vague suspicion in my mind that at least Shaugnessy might have been there in another attempt to physically open up the faculty meetings to the Mob. I suspected he might leave later, and nobody seemed to be paying much attention so I forgot about it for five minutes. Anywaw. I couldn't see much point in the symbolic influx, pro or con, considering the lack of immediate necessity, or desperation! But I was wrong.

I will reserve Monte's report until it is at issue.

Monte finished, the meeting lulled, and Dr Elmendorf proceeded around the table to the next most prominently positioned guest.

"Jon--did you have a proposal? You are an invited guest of a faculty member? (paraphrase)

JON. Well, no. we're here to see what the faculty's reaction is to uninvited guests sitting in and listening.

ME. (aside) Oh boy! Here it comes. Everybody is operation at 100 decibels of subjective forboding. The fire has just been turned on but pretty soon...

STROPHE 1.

Jon, there are two ways to do it, the right way and the wrong way. This is the wrong way.

ANTISTROPHE 1.

What's happening here? What's he doing here? How many people are uninvited guests? Is this an invasion?

JON. I just came to listen. I feel that I should be allowed to come in and listen when other people are making major decisions about my life. If I were making a decision about your life I would let you listen.

STROPHE 2. The faculty is conducting business. Please understand that there is no element of secrecy about it, since you have your student representative. Good God, Jon, it's only a procedural matter. A matter of decorum, of convenience.

ANTISTROPHE 2. What is he doing? What sinister purpose is there behind all this? Is he trying to frighten us? To enrage us? Is he carrying a bomb?

VOICE OF REASON. What do you hope to accomplish that you can't through normal channels Jon? All legalism aside, tell me what is it precisely you're doing?

JON. I'm just listening.

ME. What I wish would happen is that Jon would say that he's come to indicate a desire to open up to students the meeting for observation. I hope he doesn't get too Utopian for belief.

VOICE OF REASON. Jon, do you have a concrete proposal for dealing with student representation?

JON. About the faculty representation here being 1 to 1 and students 5 to 300. (Adds) that means we should have at least (subtracts) half of the vote here.

Subsequently the Goddess of Liberty rides a chariot pulled by rabid snails about the room and tosses handfuls of flowers and love beads on the table.

STROPHE 3. (Isn't this a faculty meeting? Yes, this is Wednesday afternoon.) Jon, we'd be happy to hear your proposal in this body if you'll have the courtesy to present it in the proper manner to a member of this body.

ANTOSTROPHE 3. We will? Oh, yes, we're reasonable. All of us are reasonable.

JON. Umm...

ME. More heat coming up. I can feel it in my bones.

JON. I'd rather sit here and listen.

FIRST STROPHE LEADER. Jon, I'd like to point out to you that we could expell you from school if you refuse to co-operate, whereas we are at least amenable to discussion of sanely presented material.

ANTISTROPHE. Hear! Hear!

The Goddess Justice takes a turn around the room distributing copies of the Faculty modes from her grey horse.

End of Act One.

ACT TWO.

FIRST PHILOSOPHER. There is a gadfly biting me.

SECOND PHILOSOPHER. Let's talk about the gadfly.

THIRD PHILOSOPHER. Let's talk about being and time.

FIRST. But I got this gadfly.

THIRD. So what?

GADFLY. Yea. I came to listen to you guys talking about being and time.

FIRST. But you're biting me.

SECOND. Swat him, if all he really wanted to do was listen he wouldn't be biting you.

THIRD. Ignore him. It's only a gadfly.

SECOND. I'd like to inform you that your're obstructing our discussion of being and time, Gadfly.

GADFLY. No I'm not. If you weren't talking about me you could be talking about being and time, or applesauce for all I care.

THIRD. For the love of Heidigger, lets forget the damned gadfly and talk.

FIRST. I've got to get out of here.

Exeunt philosophers. Enter second gadfly.

SECOND GADFLY. What happened?

FIRST GADFLY. I bit a philosopher. Boy, did he taste good.

No action was taken. The meeting was adjourned.

An observer from Washington commented to me afterwards that it "seemed a shame because he thought that the New College Faculty seemed to be basically real human beings. And Jon? Probably he is too. I lived for a few hot weeks of a Sarasota summer in Bradenton with Jon. He didn't drink quite as many beers as I did.

And the nights are getting colder and colder.

--Jon Moody

FIRST A LITTLE TALK of me&thee

COLLEGE COUNCIL MINUTES March 4, 1969

Present: Elmendorf, Miller, Helgeson, Culbertson. Knox, Feeney, Knight, Sweeney, Borrmann, Smith
Absent: Hedrington

1) Restructuring Conference

Dr. Elmendorf asked for discussion concerning the conference which has been proposed by some members of the community. It immediately became obvious that there was a considerable amount of confusion, ignorance, and misinformation surrounding the poll which had been taken to determine the opinions of community members about student power and the most desirable time to convene a restructuring conference.

The questionnaire which was distributed was compiled by a group of students on the Student Faculty Committee of the SEC and was counted by the Supervisory Committee of the SEC. Confusion arose however, because the questionnaire did not indicate authorization by a duly constituted body of the College. According to Monte Knight, the students involved intended to present the results to the SEC and then to the faculty at its meeting on Wednesday.

Questions which were posed by members were: Has an agenda for the conference been devised? Who will be responsible for the agenda? Will topics dealing with non-degree programs, comprehensives, and qualifying examinations be discussed? How will the conference take into account the fact that the faculty has stated that all requirements designated for completion by the end of the third term remain in effect?

A special meeting of the SEC has been called for Tuesday night to discuss the poll, the results, and the students' wishes concerning the scheduling of a possible conference.



poet

American poet Robert Creeley will be guest speaker of the New College Forum program, open to the public without charge, on Friday (March 14) at 7:30 p.m.

Creeley, who currently teaches at the University of New Mexico, won the 1960 Levinson Prize for his poetry. In addition, he is the author of a novel and a book of short stories.

Born in Arlington, Mass., he attended Harvard University and received his B.A. degree from Black Mountain College, North Carolina and a master's degree from the University of New Mexico. He has taught at Black Mountain College, where he edited the Black Mountain Review.

For two days preceeding his talk on Friday at the College's Hamilton Center, Creeley will meet with students interested in the study of poetry.

painter

An exhibition of paintings by Sarasota artist Gail Mead will open in the Hamilton Center Gallery at New College Sunday (March 9.)

The show is open to the public during most daylight hours of the week until April 4.

Miss Mead attended Corcoran Art School in Washington, D.D., studied art as applied to medicine at Johns Hopkins Medical School and was a free-lance medical artist in Washington and Baltimore.

She was a member of the charter class of the New College Fine Arts Institute and studied in New College Fine Arts Institute and studied in New York with Stephen Green and Adja Yunkers.

Miss Mead later taught privately in adult education programs as well as leading classes at the Jacksonville Art Museum. She has exhibited throughout the Southeast and received numerous awards and invitational exhibits.

While living in Jacksonville, she was coordinator of the first and chairman of the second Jacksonville Fine Arts Festival and was a former art columnist for one of the daily newspapers there.

The show was arranged for and hung by curator Herbert C. Stoddard.

parolees

MEETING

Date: Monday, March 10, 1969

Place: Fishbowl, Hamilton Center

Time: 7:00 P.M.

Subject: There will be a meeting open to the entire campus community (students, faculty, and administration) for anyone interested in the new "Total Community Involvement in Crime Prevention" program being set up by the Florida Probation and Parole Commission. The program involves volunteering some time to work with those on probation and parole, either in personal guidance, vocational counseling, or many other areas. I have been designated the liaison officer between the Florida Probation and Parole Commission and the campus community for the purpose of recruiting volunteers for this program, and anyone seeking further information should contact me in room 302.

memorial head

STUDY CARRELLS: The Library contains about 30 study carrells, which are made available to students for one term. If you would like one for third term (those who had one second term must renew them) please either speak to or leave a note for Lee Romero in the Library before March 18. The assignments are made on a first come, first served, basis, with Seniors having priority. A list of assignments will be posted in the Reception Center at the beginning of third term. Books must be checked out to carrells if you wish to leave them there, or they will be reshelfed.

thank you,
Lee Romero

PEACE OF MIND OFFER

This may prove to be a reasonable compromise between the necessary evils of an institution - a education (from the student point of view) and the desirable depth of academic accomplishment (from the faculty point of view) while not violating any of the administration sinequanon of New College as an advertising agency or a financial entity. I hope.

Education is not here, or many other places, a very contractual affair, in an outer worldly sense at any rate. It has been called an evaluative system, and so it must be. The species of evaluation at New College is not presently satisfactory to many of those who constitute the Community. Attempts to eliminate the bases for evaluation at the institution would result in Dr. French's "learning hotel." Unfortunately, a "learning hotel" is probably not the sort of institution that would grant scholarships, attract a national student body, or have any fantastic success as a financial success in this community, state, or nation. What's more, it may not even do the present level of education, let alone more. This idea is still evaluative in one sense, but the criteria are no longer educational but financial. It would be a contractual affair, though. I don't want that.

On the other hand, we could have a more evaluatively strict system. We could "contract" to go to every class, do every paper, pass every test, etc. This might not be much better as a come on. It's not much as an educationally stimulating system, either. It's less of a contractual affair and NO-ONE with any sincerity wants that.

Preface done. See if this works.

Purposes and Requirements/Limitations on Attendance

1. Certification for Degree: Academic Requirements leading towards a degree, probably 80 % or more of SB
2. Academic Involvement (not necessarily for a degree): Academic Justification, 20%
 - a. Institutionally certified non-degree program; partially financed program, needing Administrative Certification
- Resident Non-Degree Program: room and board cost, part tuition
- c. Non Resident Non-Degree program: part tuition

All first-year students are considered to be degree candidates, or non-degree candidates, however you wish to look at it. A first-year student might justify his presence by the Comprehensive (which would take a different form than at present). Second-year students either choose a major (thus indicating himself a degree candidate) and must justify his ability to fulfill requirements for that major field by a year-end Preliminary. Satisfactory performance on that Preliminary would allow the student to spend his third or fourth year in his major field in preparation for the Thesis and Baccalaureates.

Second-year students may opt to be non-degree students and choose whether to live on or off campus. Those opting to live on campus must expect to take scholarship reductions, specifically to pay room&board costs, and tuition by credit course, which should be reasonable costs. They may opt to take Preliminary examinations or not. If so, they must enroll as degree candidates for their third year.

Non-Degree, non-Prelim-opters would be restricted to one year of residency probably.

There would be no restrictions of time of Non-Resident enrollment for Non-Degree or of when the student may opt to take a Preliminary exam.

Institutionally certified Non-Degree program means a program the institution is willing to foot part of the bill for, on grounds of value to the institution. This must be decided by the administration.

First Year Requirements

1. Comprehensives should be departmentally approved tests but not TESTS in the usual sense. There should be standardized tests for students not fulfilling these obligations in other ways but ANY demonstration of proficiency SHOULD count as part or whole credit. Three Department Certifications would be required from AT LEAST TWO divisions. Representative faculty members and departmental approval would constitute Departmental Certification. With this set-up, most first-year students should have fulfilled the Comprehensive Requirement before the end of the first year. The faculty could then be justifiably more strict with those students who failed to pass three Standardized tests at the end of their first year since these would be LAST-RESORT tests. An optional requirement might be that a student have fulfilled at least one Comprehensive by the two-thirds point, or that Four Comprehensives of less intensity be required, no more than two in a division.
2. Academic involvement (not grounds for mid-year dismissal.) This would possibly count one part towards Comprehensive credit in the department of Certification. Certification for Academic Involvement would then consist of a satisfactory written, oral (taped), or physical production certified by a faculty member. Three such productions should certainly count for more than one ISP, and certainly for half or three-quarters of a Comp, the other quarter based on testing or etc. Certification of Involvement in a course-system outside of the three Departments of Comp credit should be counted as Diversification.
3. ISP. Optional. Four Comprehensive requirements would obviate this as a first-year requirement.

More will be said about methods of achieving certification below

The point of these requirements is to loosen the WAY in which a student is evaluated, not to make it easier in any sense. It first allows a student to opt not to take Comprehensives in all three divisions, this probably being unnecessary in many fields, i.e. Natural Science fields. It does require him to get certification in two divisions, and more importantly, in three or four departments, presumably of some depth. (Language Department, not to say Norwegian) There is a great deal of possible variation on this; students could get interdepartmental certificates, etc.

There is no reason that certification of academic involvement NOT constitute credit, and there may be some reason for it NOT constituting grounds for dismissal. Having it ease final test loads is no lessening of requirements, and certainly no drag on motivation to work during the pre-Comp year.

Second-Year Requirements

1. Statement of intention to take the Preliminary, approved by one or more of the faculty involved in the administration or evaluation thereof.
2. ISPs, two. These should count toward Preliminary credit. Failure to produce one (1) ISP by mid-year might constitute grounds for removing students from a degree program until production. The second ISP should be due before enrolling as a third-year student (degree) is that year is to be final. If not, by mid-year third year.
3. Preliminary. For a three-year program this should be satisfied by the end of the second year. For a four-year program, by mid-year third year. It should be made to consist of, say, four or five parts: two ISPs in the major, a satisfactory test record consisting of a basic departmental test and one or two student-chosen, faculty-approved demonstrations of proficiency. Explanation below.
4. Academic involvement. (lack of not grounds for dismissal) same as first-year. Counts toward student-chosen demonstration of proficiency. If six modules, then each counts one-sixth of total, if three terms, then one-third.

The departmental test should be on the major, and evaluation thereof should be made with relation to the material thus far covered by the student PERSONALLY, that being easily determined by 2, 4. For more on evaluation, see below.

The rationale for the student-chosen demonstration of proficiency is that a student's relation to a major may be specialized and getting certification for this type of demonstration would allow him to justify his own course within the major.

Diversification

Certification by any faculty members outside one's major field, at least one outside one's division for two to four demonstrations of ANYTHING. The only requirement is that they be satisfactory to such faculty members. They may be completed any time before graduation.

Graduation Requirements

To be determined later on whatever type of success a program may have, or by someone other than I.

Requirements for ND Program

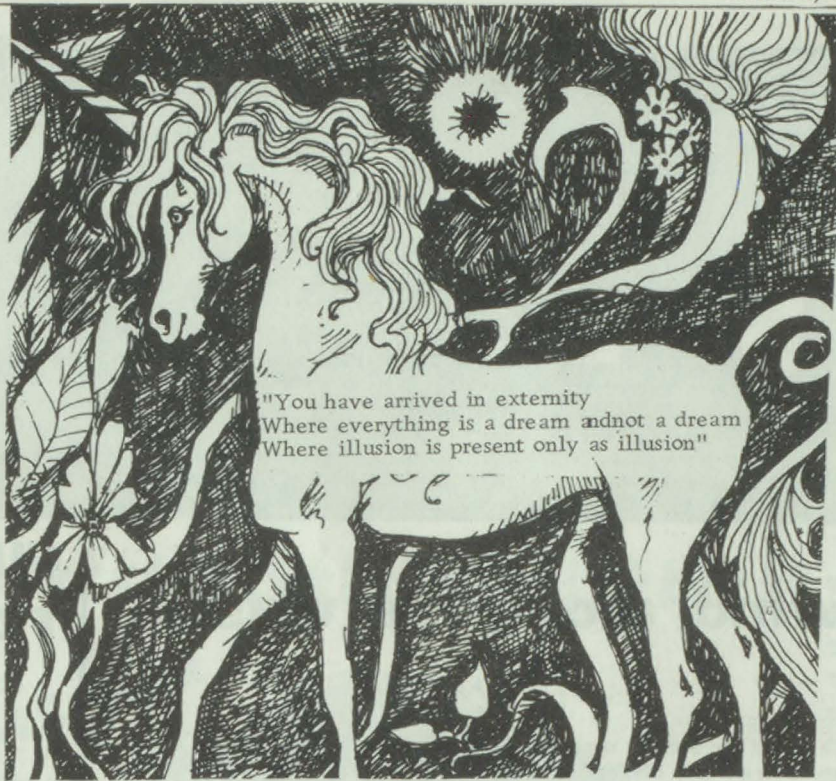
Academic Involvement Certification by faculty member. Say three a year (three term system) or five (six module system). These might be the sole determinants for tuition fees. At least one by mid-year (6M--two).

Any or all requirements for a degree may be incidentally completed by non-degree students.

When mind soars in pursuit of
the things conceived in space,
it pursues emptiness,
But when man dives deep within himself,
he experiences the fullness
of existence.

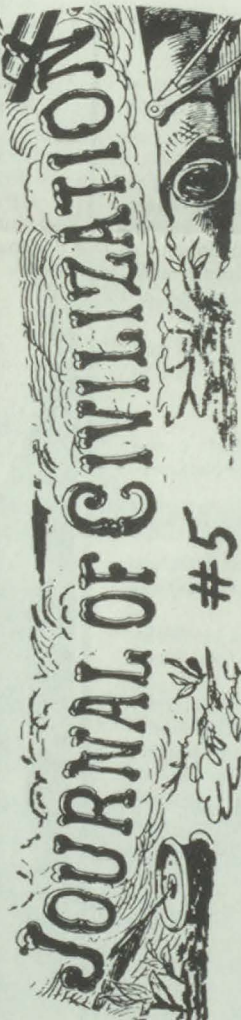
Meber Baba 1964

SPECIAL



"You have arrived in externity
Where everything is a dream and not a dream
Where illusion is present only as illusion"

Apologia: Dr. Knox was
misquoted in my article
last week; he was merely
giving the traditional
rational for a liberal
education; not stating
his own position.
Sorry: Jon



Jon Moody

I wanted to demand an explanation but he turned and fired two arrows into trees about five yards apart. The trees between those were slashed and seemed to point towards the old dormitories. "It is obvious," I said, "that you are giving me a sign." "Yes but then again we may be putting you on." The tribe vanished among the other buildings and I proceeded to the dormitories. It had become unnaturally dark. I crept around the halls and tried the doors looking for signs of life. In a second floor room I heard music and saw soft light. I knocked and was told to enter. The family took me in and clothed me and fed me. Sometime later I found a small child of the tribe. "Do they come here often?" I asked him. "At times," he said. "But they are mostly afraid of me, all of us for that matter. As long as you stay here they will not harm you." I looked outside the window and thought of how unreal the outside seemed. I left after six months and returned to the foothills. The sun broke into the cold room and I lay on the floor letting it warm my body. "I understand," Fred said to me, "that you spent six months with Bertold Brecht. What was it like?" "I don't know. I can never remember anything that happened during that part of my life. I try to reconstruct it but there seems to be nothing there." "That's too bad." "Yes, but I've other things to do now." So I've remained in the foothills for many years but I always feel slightly uneasy; as if I've forgotten something.

I had been away from school for a long time. During the period of my absence our civilization had undergone terrible changes so I did not expect to find the school as I had left it. Sometime during the wars the roads into the southern regions had been destroyed so I set out upon the dirt tracks guided only by map and memory. The journey itself was not considered to be dangerous: mainly because there was no one left to bother one and those who remained would generally leave one alone if one kept one's distance. The journey was expectedly uneventful and took some three weeks. Why had I returned? It was, I felt, to remove myself from the present and slip unnoticed into the past. We all tended to this and my escape was just more physical than most others. Besides I was curious to see what had happened to that place where I'd left so much of myself. I made what was to prove my last camp three miles from the college. I slept fitfully. An old dream recurred in my mind. The school was being destroyed by fire and flood. Two of my fellows and I escaped into the mountains and killed an old couple who refused to shelter us and I awoke. It was noon when I saw the first buildings. The trees were much thicker than I'd remembered and I was sardonically amused to see that I was standing on the ruins of the old highway which used to run through the campus. The dream came to my mind and I recalled how I'd first dreamed it in the dormitories of this very place; but it was still standing. The arrow which struck the tree next to me brought me back to reality. I watched with interest as the tribe appeared from the buildings. The leader walked up to me and handed me a bow and a quiver of arrows. I started to speak but he motioned me silent. "You will have six months," he said. "After that is you have not killed him we will either drive you out or kill you; but you can never be part of this place." "Who is it I am to hunt?" He smiled. You will know if you are to succeed."

COMMUNITY

By Dr. John Elmendorf

Max weber once wrote: "Democracy is not suborned by bad leadership, but by the very existence of leadership. Democracy cannot exist within the Party, because the Party itself is not a democratic organization; i.e., it is based on authority and not on representation." (Read New College for "Party".)

Herein lies the central problem with which we, students, faculty, administration, have been grappling since the College began, and, for the most part, we cannot find solutions because the college has begun. In the course of its growth to date, it has acquired debts, built buildings, made public representation of itself as a faculty, staff and student body. No one has deliberately lied to anyone else, nor has everyone been completely candid with everyone else. Result? An impasse in the form of a set of structures, assumptions, and legal/moral obligations which restrict the possibility of change to certain limits.

Now we have a "Conference", a loosely organized series of efforts to explore those limits of change within which movement is possible. Exploration produces the predictable. The limits are narrower than the changers can "accept". What then are the choices?

(The parentheses are to explicate parts of the di-, -tri-, -tetra-, or poli-lemma. One is "leadership". As President, I am perhaps overly conscious of leadership, and if I weren't, I would be--as I have been--enjoined to provide more of it, or better it, or different it. Yet leadership itself demands accommodation with the limits we have found--the limits of the possible--in this case, not necessarily those of the ultimately desirable or even necessary. Time-bound humans must function, if they function at all, in a frame of both "here and now" and, alas, "there and then" or even "yonder and if". It is not true--or even helpful--to proclaim "what is done is done", whether we mean it to imply that the past must be forgotten or, conversely, that the present is the reality which the past made.)

Now, the choices. (1) If you don't like it, find something you like better! (In other words, leave!) A bad choice, probably, because there aren't that many alternatives.

(2) Change it to suit. Suit whom? Quite a lot of people like it as is. They want zero change.

(3) Open it up so that it can be changed, if a "majority" wants to change it. In fact, that's where we are now, but the tyranny of the (past) majorities is oppressive (for some) and the tyrannies of the future majorities offer no more promise of being less tyrannical.

(4) Abandon all authority, create the classless academic commune and "fais ce que voudras", a position no less appealing today than in Voltaire's day, yet singularly vulnerable to the blandishments of nihilism and to the ultimate decision to deny one's own humanity.

(5) Etc. (We return to definitions. Goals, objectives, values, the "educational philosophy of New College". Ergo, leadership, in the sense that anytime-bound answers to these questions are threatening. The president is supposed to have some ideas here, as are the trustees, the faculty, the students, the exterior community with which we interact. One can say, as I have said, that the function of New College is... the tactics of New College are... or the goals of New College are...)

Pronouncements, meanings, philosophies, all must yield to actions, to the scrutiny accorded to extensional definitions based on what we do. At New College we do most of the following:

(1) Attempt to make available--in varying ways--the talents, concerns, erudition and dedication of relatively large numbers of humans known as "faculty", paid for their presence, obligated (to some degree) to share themselves with the rest of the community.

(2) Attempt to provide the "tools"--books, journals, machines, buildings, laboratories, etc., which some find helpful to learning.

(3) Attempt to guide (watch out here!) less experienced people by indicating ways of learning, areas of knowledge, barriers to learning and the joys of having learned.

(4) Attempt to introduce at least a minimal level of order in all the above, without the false pride to proclaim "final" solutions or the false humility to forego provisional ones.

(5) And finally, attempt to make possible a level of freedom for all to the point where the anxieties born of that freedom will be fewer than the alienations which could be engendered by greater use of authority and less opportunity for the exercise of free choice.

Sophocles, I think, is credited with the observation that no one loves the bearer of bad news. To a considerable degree, a college president is always just that, if, by "bad news" we mean the delineation of the limits of possible change. He can--and many do--regret the nature or extent of those limits, but he would be compounding hypocrisy not to make them known. He can, for example, share with enthusiasm expressions of various kinds of Utopias--social, intellectual, economic or spiritual (or any combination)--but he is either a liar or a fool if he tries to pretend they are in fact reality.

It is very easy to proclaim the end of tyranny or the end of anything, for that matter. It is harder to end it. As President of New College I fear I am subject to far more tyrannies than are most of its students or faculty, for I have accepted certain fiscal, social and intellectual realities along with the job itself. It is these realities, so easy to deny yet so patently real, which create the illusion of an adversary system at the heart of New College, a system as odious to the free man as utopianism is to the pragmatist.

(A student wrote me: "It (New College) is getting to be neither academically excellent (look at some of the really dumb people who are presently at work on some really dumb theses), nor relevant to the pressing concerns of the moment, either philosophically or in the content of the courses or the approaches taken to them, nor engaged in finding solutions to the problem of the academic community in the new Arcadia." The contemplation of any one, two or all of these as unique "objectives" results in the almost certain recognition of the limitations they would put on New College as an environment for learning!)

I would conclude by a somewhat different contemplation of alternatives. Most of us--perhaps all of us--are in fact here because we are persons, individuals, each with his own sets of assumptions, abilities, limits and feelings. We are here, presumably, either because or in spite of the publicly stated nature of the college and we stay (or do not stay) here because we either accommodate ourselves to the several aspects with which we disagree, trying, in the process, to change those we can identify as being susceptible to change; or, as each of the latter yields to change, we cross it off our list and begin to work on the next and we may end up with no list, happy, or with no change, unhappy. When the balance of anxieties or frustrations about failure to change reaches a given point, we have still more alternatives, including the substitution of non-reason for reason, the introduction of a "new" phenomenology for its moribund predecessor and a renewed effort to contrive a reality into which it may fit. If, however, we do not remain within the realm of reality, we lose our standing as rational humans and join the ranks of those for whom there are in fact other institutions.

I am, by accident of history--to some extent--the President of New College. As such, I can do a few things, a very few, really, to help change the realities. I can state, as I once did, that I do not believe experience alone is a substitute for (or the equal of) knowledge, that a college is a community designed for learning and constructed on a set of assumptions which make necessary at least minimal efforts to evaluate the degree to which learning has in fact taken place. And that a college--particularly this college--can go a very long way toward blurring the lines between the "academic" and the "non-academic" but will probably expend more effort in trying than the results will be worth, if the movement toward accommodation is--as is usually the case--all in one direction, rather than in both. I can and have said that New College is the most open college community I know, open to change, to variety, to experimentation and innovation, but I can add, as I have often added, that change, variety, experimentation and innovation are hard to effect, demanding energy and creativity and, again, are ultimately possible not because the institution is innovative but because the people in it are willing and able to see ways to change, within the limits imposed by whatever may be the realities of the structure of the institution.

The ultimate absurdity is self-destruction, not self-denial. The total realization of self includes the consideration of one's limits. We can use ∞ as a useful symbol but we can neither achieve nor comprehend it. Those are part of our limits as humans. It is uncomfortable to catalog all of them--especially our own--but a short list is usually helpful, if only because the list of human potentials is so much longer. That is, in a way, how I see New College. Our limitations do exist, but our potential for a good, a human, a loving community of learning is still far greater than our potential for evil, degradation or hate. If this were not so, most of us would not be here. If it ever becomes otherwise, most of us will and should leave.

gas

CARN

"Come see/hear Eric von Schmidt and the Gompkin Carnival in the first act of self-immolation in the world of music. That's Friday, March 7 at 7:30 p.m. in the vicinity of the dining room.

With any luck at all, they'll play 21 songs written by the two resident members of the troupe. "It's not folk music," says von Schmidt, "Call it contemporary."

Both Eric von Schmidt and Foible Gompkin were lured from their native New England by offers of Jai Alai scholarships and free orange juice. These blandishments failing to materialize, they fled north in a crippled Lancer. This time honored method of following "de drinkin' goad" proved nearly fatal as their attempt was made during daylight hours.

Accepting fate, they have remained more or less in Tampa and Sarasota, where with the aid of "Sweet Grapefruit" Knost they are attempting to gaff the rubes.

Their many admirers have responded with great gushing torrents of accolades while their detractors have been equally vocal in their vituperation.

In between it all, they fling themselves at a variety of instruments in a program beginning with "Fat the Water Rat" and ending with the incomparable "Wet Birds" and its 188 verses.

Appearing as transients in the Carnival are such as Richard Leps, artist of fiddle and bowed tub. Madman of McGill Island, who, disguised as a mild-mannered straight-A student at a great metropolitan university, continues to uphold honors;

Kay von Schmidt, electric bass. The only member of any contemporary group known to have published articles in both Copeia and The Auk; and

Christoph von Baeyer, cello. Sometime longhair bowman, who operates a local early-morning talkathon and is making his first appearance as a serious musician.

In case you miss the three-hour Friday binge, the Carnival will do the same program in 30 minutes Sunday night at the Ringling Museum for the Establishment."

IEVAL

the further Adventures of Paul Adomites.

Hello--
Equation:
APPLE = SENSORY OVERLOAD
I'm splitting for home (Pittsburg)
Love,
(signed)
Adomites

LEFTWING BARBARIAN SHEPHERDERS
of the Catalyst

crookswinging ediotrial staff..... #1. Ivan
#2. Moody
#3. K ?
this weeks resource people..... Frank
typist phalanx..... Marian
Tatiana
Tom
Bruce
adput..... Colleen
exput..... Lee
our inimitable rosgographer..... ross
next week's resource people..... Greg
milk & honey..... Judy Lefevre
Jane Isgur
Jean Feingold
old man river..... SMarsden



GOLDEN HOST

80 Beautiful Rooms — '50-Foot Pool
Putting Green—Bahi Hut Cocktail Lounge
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40 ODD MINDS

The meeting was called to order at 6:35 by chairman Smith who noted that the OSP was not represented. He proceeded to read the college council report:

There was some discussion concerning Jon S... But no action was taken (see Ivan on faculty meeting). Someone described the faculty as consisting of 40 odd minds.

About this point mark baraz left muttering something about how the sec wasn't a good show at all. Smith complained about there being a bunch of damn critics trying to make him paranoid and restored decorum. Prussian frank borman attempted to increase the power of the student court through a constitutional amendment but the idea was put off due to lack of details.

Dr. miller put off the osp report after putting on his shoe and complaining of metabolic disorder (a brief discussion of miller's metabolism ensued but no conclusion was reached.)

The bread board requested that Jack rains be given 100 dollars to rent films for an informal tutorial in gestalt psychology but Hedington was directed to explore other sources for the money. Andy Roman was given \$40 for the #9

publication.

K reported that Mr estep would consider setting up a special fruit and vegetable diet for anyone interested. Those interested should contact K or bill kopiecki.

The food service committee was directed to investigate student takeover of operation of the snack bar after this year.

Larry reed raised the question of west campus security stating that he had tried to act suspicious late one night but was ignored by the proctor. No action was taken.

Graduation was discussed. Nothing changed; smith declares that his diploma will have to be in Latin or he will refuse to graduate. Osp finally reports that dorms will be open easterweek but only the snack bar will serve food.

Larry reed decided to file complaint with the student court against Jon S... for violating the trespassing rule of the student Code.

Roger Peters was also reported to be considering similar action against certain students invading his property on Long boat key.

The meeting was adjourned at 7:40.

conf

Notice: It appears that there will be a Conference (on educational restructuring) this weekend. Tuesday night at a special SEC meeting a recommendation passed affirming, when one had cleared his way through all amendments on amendments on amendments, support for a Conference to be held this Saturday noon--Sunday night and to be continued, if necessary, sometime during the last half of "Exam Week." In accordance with the results of the Student-Faculty Com-

mittee poll, the Conference will first consider the question of the nature of the decision-making structure at NC before hearing and discussing the actual proposals of alternate educational structures for third term and next year. The proposal for the Conference was to be presented at the Faculty Meeting Wednesday afternoon, but, due to an Unforeseen Contingency, the faculty chose not to consider it (or the rest of its agenda).

& Ambassador

America's awakening to the plight of the black man will be traced in a public address at New College Sunday at 7:30 p.m. by a former U.S. ambassador who now holds a key university position in New York.

After completing his undergraduate work at Lincoln University and receiving his law degree from Fordham University School of Law, Williams joined the legal staff of the national office of the National Association for the Advancement of Colored People (NAACP). He went on to become west coast secretary counsel and from there was named assistant attorney general of the State of California.

In 1961, Williams was named director, Office of International Private and University Relations for the Peace Corps and in 1963 became director of the Corps' African Regional Office. He served in that post until nominated to be ambassador to the new African republic, Ghana, a post in which he served at the time that the National Liberation Council took over power in that country by deposing self-proclaimed dictator Kwame Nkrumah.

A life member of the NAACP, Williams is a trustee of Lincoln University and the College of the Virgin Islands. He is a member of the Board of Trustees of New York's Dalton School, the Experiment in International Living, the Greater New York Urban League, the International Rescue Committee, Operation Crossroads Africa, Arizona's Verde Valle School, the American Arbitration Association and the American Freedom from Hunger Foundation.

Monday morning Williams will meet in a series of seminars with interested students.

APOLOGIA

DR. HUMPHREYS is faculty left.

FEEDBACK

"Gee, Ivan, will I ever get to be as good as you?"

--Jon Moody

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The Oracle of Death, holding audience at the Red Brick Wall, informs the waiting press that the law permits the people to select one condemned criminal for pardon every year on the feast day of the Messenger from the King. Rumour has it that the favorite son of the captives in Babylonia is either blind or walks with a limp.

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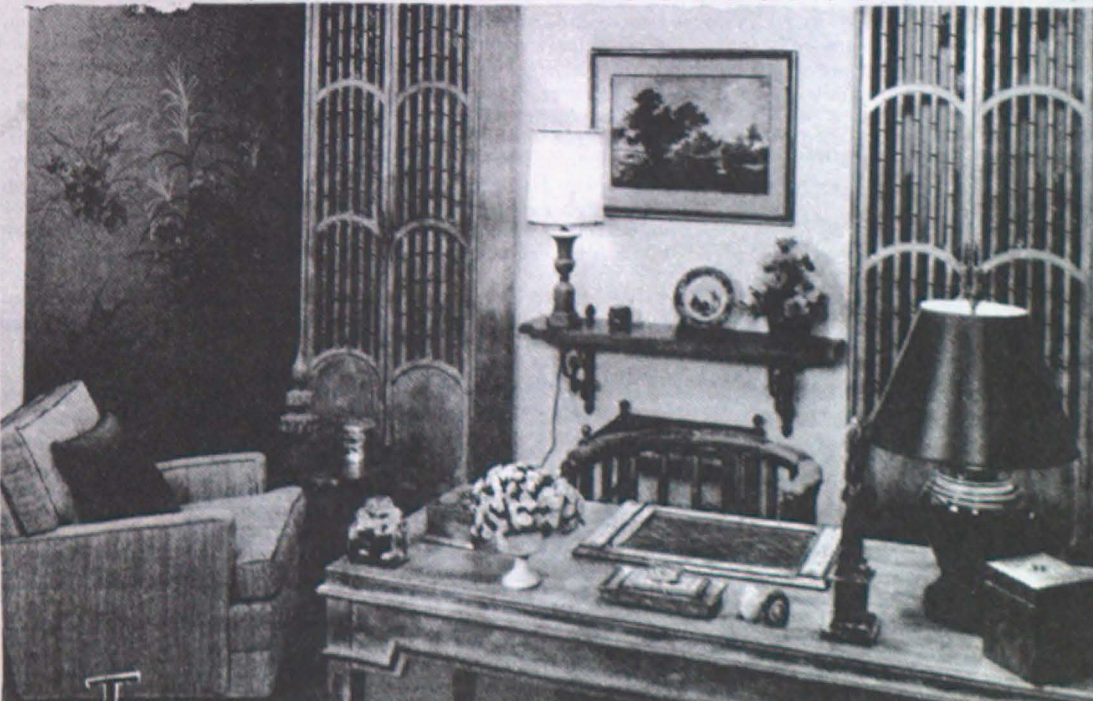
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