

The Catalyst

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Inspectors Check Mailboxes

Two postal inspectors were called to campus Tuesday morning by Director of Personnel and Purchasing, Walter Puette, to investigate the opening of all the student mailboxes by a group of students Sunday night.

The inspectors, who showed their credentials to Secretary of Student Policy Office, Lorraine Sponheim, reporter Paul Adomites, and Student Executive Committee Chairman, Michael Smith, were concerned that the student mail be handled securely.

Puette called the inspectors because his office is responsible for mail distribution on campus.

After talking with Puette, Sponheim, Adomites, and Smith, and viewing the new mailbox situation in the snack bar, the inspectors met with Mrs. Dilsey Brewer, Assistant to the Director of the Student Policy Office.

Mrs. Brewer assured the men that the opening of the mailboxes was not malicious in any way. As one of the participants in the mailbox opening put it, "It was an aesthetic act." Mrs. Brewer said that she felt certain the mail was being handled with as much concern and care as is possible, and that no students' rights of privacy with respect to the mails were being violated.

Mrs. Brewer stated that care would be taken that no other incidents comparable to the one Sunday night would occur.

Puette seemed very concerned that the post office be aware that New College is doing a good job of handling the mail in accordance with federal regulations.

When she was asked if she felt that the location of the mailboxes in the snack bar was less secure than the previous location in the dining hall, Mrs. Brewer told the inspectors that she felt the mailboxes were more secure in the snack bar, since there are more students near the mailboxes all the time. She said that she felt any students who tried to violate the rights of another student with respect to his or her mail would be kept from doing so by the other students present. She felt students would "look askance" upon serious attempts to violate mail privacy.

Mrs. Brewer told the inspectors that they shouldn't worry, because the acts Sunday night were not serious in intent, and that the Student Policy Office was not worried about the security in the handling of student mail.

Puette said that it is important students remember that tampering with the mailboxes in any way is a violation of federal statute.

SFEA Drafts Position Papers

Position statements reflecting areas of concern by Florida's future teachers have been drafted by the Student Florida Education Association (SFEA) executive committee and its State Council of Chapter Presidents.

The two groups, representing 23 colleges and universities in Florida with approximately 3,000 education majors, met in a joint leadership conference recently in Clearwater.

Tom Mones, a junior at Florida Atlantic University, Boca Raton, and president of SFEA, cited the following as objectives:

*A change in Florida statutes that permits service in the Peace Corps, VISTA, or other similar national service organization to be an acceptable reason for deferment of teacher scholarship loans. (At present, repayment must be made either through teaching service in Florida or in cash. Postponement of loans is granted only if the graduate is serving actively in the military or is totally disabled.)

*Seek another teaching contract to replace the present one in Florida which SFEA members consider unacceptable. "The school board's power to change 'conditions of employment' and limit 'activities of the teacher' is unrestrained," said Mones. "The contract subjects teachers to a possible psychiatric examination without any safeguards, and forces them to accept policies that aren't even adopted at the time a contract is signed."

*Oppose the U. S. Selective Service System's reclassification to I-A draft status of graduate students with families. Letters protesting this are being prepared now for distribution to the Selective Service System as well as national, state and local representatives.

*Development of a new type of questionnaire for use by prospective teachers seeking positions in unfamiliar school systems. The SFEA believes that many entering the teaching profession know little about the system where they are employed. This may account for the huge numbers who drop out after

one year of teaching, or seek employment in a different school system, or remain but become disillusioned with teaching.

The questionnaire, to be prepared and distributed by SFEA chapters, would provide a prospective new teacher with such information as actual class load, number of library and textbooks available per pupil, whether the system has teacher aides, school system budgeting for instructional program and supplies, accreditation or evaluation of schools, written personnel policies, whether professional negotiations agreement exists, salary schedules and indexes, etc.

Says Mones:

"The great majority of graduating seniors don't know what to ask, and consequently, they accept positions on the basis of beginning salaries alone. We feel school board members and personnel directors should give a teacher as much information about the school system as they ask for in a personnel interview."

Oglesby

BY ONE

I. TALLAHASSEE

Though the first night we arrived in the middle of Carl Oglesby's valuable speech on "The Plight of American Society" and then suffered through a decidedly banal party, we were able to filter various benefits out of the State SDS Conference, most of the lessons being learned from Oglesby.

The Florida West Coast Resistance had shipped 14 freaks to Tallahassee, all but three being first-class minds from NC. Hugh Parker also turned up, happening to thumb a ride from Tennessee with Tom Gardner from Southern Student Organizing Committee headquarters in Nashville.

After downing some words from Dan Rosenthine of Young Socialists of America the next morning, we managed to corner Oglesby and Gardner in another room for an extended two hour rap which covered a multitude of subjects. The rap was disconnected and we divided

(Continued on p. 3, col. 4)

Atlanta

To Sponsor

Story Contest

ATLANTA -- Atlanta Magazine will sponsor a \$1,250 short story contest with prizes of \$750, \$300, and \$200.

Manuscripts must be previously unpublished works of short fiction, neatly typed, double-spaced, and not more than 25 pages long. They must be submitted by March 1, 1969 to Atlanta, 1104 Commerce Building, Atlanta, Ga. 30303. Entries should include a postage-paid, self-addressed return envelope.

Atlanta's editors will judge the entries. Winners will be announced in the May issue. Prize-winning entries will become the property of Atlanta Magazine. Other manuscripts will be returned if a return envelope is enclosed.

"We think it's time to try some fiction occasionally," says Editor Jack Lange. "It will help balance our more serious editorial matter, and we may uncover important young talent in the region. If so, fine, but mainly we want the magazine to be more entertaining. Our readers have indicated in recent surveys they want more fiction. We're going to give it to them. If we can't get the quality material we're looking for, of course, we'll reconsider."

"The region has a deep pool of writing talent. We want to explore it further with this contest."

Harra to Address SEC

Next Wednesday, December 5, Charles C. Harra, Business Manager of New College, will attend the Student Executive Committee meeting to answer questions put out him by students concerning financial matters.

Harra said that there is room for discussion and "possible change" in several areas of the school's fiscal policies regarding students.

It is expected that Harra will be asked primarily about problems such as billing for independent study periods, and rebates on room and board.

Harra said that he hoped this meeting with students "will do much to help them understand exactly how specific fiscal policies are arrived at and worked out."



Harra

News Briefs

A special supplement to the Sarasota Herald-Tribune this Sunday, December 1, will deal with New College and the \$10 Million Capital Campaign.

This supplement, the first of its kind since 1965, will consist of material previously written but not yet collected for the Campaign.

The eight pages will contain the speech delivered by W. Lyndon Clough, Professor of Classics, at the Capital Campaign kick-off luncheon, plus statements by trustees and others on the goals and objectives of the Capital Campaign, and a map of the projected campus.

Extra copies will be available in the Capital Campaign office.

An exhibition of the works of artist Evelyn Marx opened Friday, November 22, in the New College Gallery.

The exhibition will remain on view in the gallery, which is located in Hamilton Center on the college's East Campus, until Dec. 27.

Mrs. Marx has had 20 one-man shows and seven two-man shows throughout the United States. Her awards include those from the International Graphic Arts Society, the Ohio Printmakers, and the Sarasota Art Association.

Known particularly for her wood-

cuts, Mrs. Marx has some of her works represented in the permanent collections at the Virginia Museum of Art, Dumbarton Museum, Rochester Memorial Art Center, New York Public Library, Copenhagen's Royal Museum, and Hebrew Union College. She is a member of the American Graphic Artists, California Society of Etchers, Print Council of America, Art League of Manatee County, and Florida Artists Group.

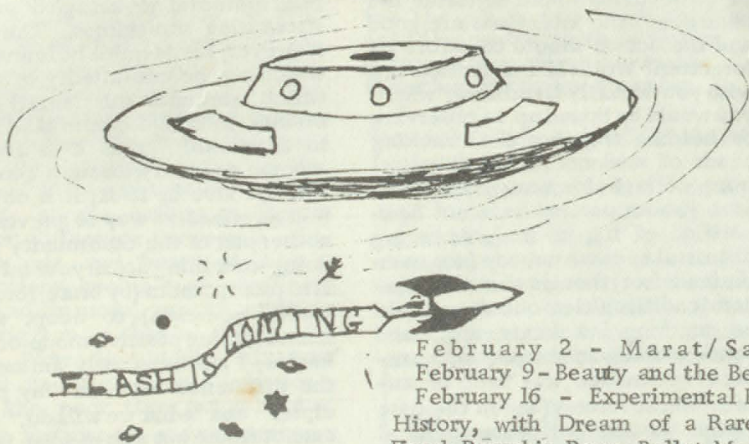
The New College gallery is open daily to visitors. All shows are arranged by curator Herbert C. Stoddard.

The college's administration and staff offices will be operating on a "half-time" basis this Friday, according to Business Manager Charles C. Harra.

This curtailment of activity will be due to the fact that many of the staff will be taking their extra holiday on this day. The school gives each employee a "floating" holiday in addition to the usual, official ones. The individual employee may take that when he chooses to do so, usually on a special religious holiday.

The mail service will be in full operation on that day, Harra said.

Sunday Night Films Scheduled



The Sunday night films for Independent Study Period and second term have been announced. They are:

- December 1 - Gold Diggers of 1933.
- December 8 - The Wild One
- January 12 and 19 - Ivan the Terrible, Parts I and II.
- January 26 - Carnival (A University of Southern California film) and Clay.

Quotable Quotes

These remarks came from discussions to arrive at "The Case for New College" for the \$10 Million Capital Campaign.

Michael J. Smith: Why are we deserving support? Well, I don't think it's the ideal method of education for everybody. As a matter of fact it's probably the ideal method of education for a very small minority, but I think it's a trend that ought to be supported if for no other reason than to encourage diversity.

"The point is not who is at New College but what is being done at New College; and it's evidently what's being done with fair success -- which is to try to maintain an academic community of reasonable interested, able, but serious people, people interested in being educated."

Steve Hendricks, '68: "I think if New College has a contribution to make to American education, it's the fact then, that an academically excellent education can also be a free education."

David Allen, '68: "I think we are really forced to come to terms with ourselves and are not given easy

outs as far as given values either educationally, socially, or otherwise."

Dr. B. Gresham Riley, Associate Professor of Philosophy: "The thing that has struck me (about New College) is that in a real sense the strength of the program that has emerged here, in part, is not that it is innovative so much in devising new concepts as such about education, or devising new techniques with respect to realizing certain ends in education, but there is a kind of return to some sort of old-fashioned ideas, back to what the nature of education is all about and also the way in which it it's achieved."

Dr. E. David Dykstra, Associate Professor of Literature: "Creativity, I don't think, can be taught -- it can be allowed and encouraged, made possible, but I don't think, you should go around saying that we teach people to be creative because nobody can do that."

Dr. George Mayer, former Professor of History: "We are trying basically to do graduate work at the undergraduate level."

Editorial

ISP

Forty-two first-year students will be leaving campus to do their first independent study projects.

We cannot feel that this is wise. New College's emphasis on independent study, particularly in the area of the senior thesis, makes it necessary that students be able to work on their own on a specific project. Yet the faculty is letting one-fourth of the first-year class leave, without having seen whether these individuals can handle work on their own.

With the second ISP during the year gone, this means the faculty will not be able to tell until one year from now whether some students can work on their own initiative, with the aid of faculty and resources. A student who is not used to intensive independent study could lose himself easily during this first ISP period, and if he has no faculty to help him (i. e., if he goes off campus) he might well complete his ISP sometime during second term.

We still feel that some students should be able to leave for their first ISP. It is occasionally important that people "get away" from the New College atmosphere. Also, the availability of resources for some ISP's makes it almost imperative that they be done elsewhere.

But the first ISP is an important time for a New College student. The rigor of the first term is broken in a significant way, for a significant purpose. We would hate to feel that some students lose out on the chance to prove themselves at New College because the faculty made it too easy to leave campus for a first ISP.



Letters

Grapes

TO THE COMMUNITY:

Some of the students at New College want to help the farm workers of California in their strike against the big growers there. They have called for an international boycott of table grapes. The boycott has been so successful in cities like New York, where the workers are better organized, that surplus grapes have been shipped South, hoping to get around the unions. We hope you, the academic and non-academic workers at this college, will help support the boycott.

Cesar Chavez and the United Farm Workers Organizing Committee, which called the strike and the boycott, and fighting the same rotten working and living conditions farm workers here in Florida face. You and your wives can support that fight by boycotting the grapes, talking to your friends and neighbors about it, displaying "BOYCOTT GRAPES" bumper stickers on your car, and/or actively organizing the boycott. In this Thanksgiving season the least we who have it made financially can do is help the working men and women of California in their fight for a livable wage and job security. Students who are willing to support this effort need your help since your families are the consumers who can demand the scab grapes be taken off the grocery shelves.

If you want to work with us, there will be a meeting at 4:30 to 5:30 in the Snack Bar to explain what the boycott is all about and what you can do to help.

(signed)
Jon Shaugnessy

Fallacy

Editor:

Dr. Berggren commits the erotic fallacy.

Philosophically Yours,
Jack Cousineau

Silence

Dear Dr. Berggren,

The function of the creative and absolutely free individual is to go beyond everywhere and fill the silence . . . beyond everywhere is tomorrow.

(signed)
vanisson

Words

dear newspaper:

What is innovation?

IF:

Duration is the transformation of a succession into a reversion.

THEN:

Innovation is the progression from a profession to an excursion.

(signed)

Munger

With marginal assistance from the keeper of the Strum Pot, Associate Professor of Potaphysics, when under the watchful and benevolent omniscience of the SHADOW.

Terse

Munger:

Rustle.

(signed)

Tree

Silver Surfer

Lives

(signed)

THE MARCH HARE

Letter

Broadside

EDITOR'S NOTE: This letter was received three weeks ago by the Catalyst. We are terribly sorry that it could not be published until now. But we feel its points are well-taken and are as timely now as they were when written.

The contents of each article are the sole responsibility of the person writing that article. The paper is financed by the contributors.

A few words to the acting prez: "Here it is possible to have a background of mutual understanding and respect that would obviate the need for all this technical provision." Dr. Butterfield, in his comments on student "legalism".

Having managed to hang on for my sixth or seventh term (sometimes I am as puzzled as is the Examiner's office by my status), I find myself wondering to which "here" you refer, my optimistic sir. PR has a school which is an architectural novelty surrounded by public-oriented propaganda, to which students are incidental except when shod and shirted; incoming students a precious combination of personal and academic ideals unfailingly challenged (and occasionally destroyed) by the inhumane reality that is this community; the faculty - or the noisiest parts of it - an increasingly obvious desire for students who wish to be (passive) well-trained instead of to become (active) well-educated. I guess you are speaking with the view of the college that prompts your being a trustee, and I assume you are actually concerned with where your concept of the college is going; I refuse to believe, for the sake of my peace of mind, that you or any trustee has reached a level of perversion which you would be willing to formulate policy for the institution without realization/acceptance of the fact that the experience of this place is often a life-defining one.

I am very surprised, considering your experience in "innovative" education, that you are unaware of the phenomenon of student rules. In a situation in which students are actually free to structure their living situation, they come up with more definitions than their more closely administered brethren (1). In a semi-structured position, where they are nominally free but deal with something like "Honor Conscience" (2), where the administration retains control with some phrase like "If, in the opinion of the College, the action of a student seriously compromises the college, he will be required to sever his relationship forthwith" (3)--and New College is the only one I know of which has no such clause, and in which student-faculty pressure has on occasion fore-stalled disciplinary action in this spirit--over-definition does not occur because what it seeks to prevent has already happened. That, then, is a part of it, it happens because it

is allowed to happen, and a certain small amount of pride may be taken in the fact.

However, this is a minor part of the "legalism." The principle reason is indeed a lack of faith, or trust, in the justice and consistency of the personnel of the college. It is also a growing pessimism about whether the ideals preached are shared by all participating (with the attendant question, "If not, why not?"). Do you find that paranoiac? Do you react by replying that, even in those cases where injustice has been done, the intentions are good and the action should therefore be forgotten? Words like that make me wish you actually lived here, where you would be bound up in observing or holding together the cracking heads of students facing dismissal from college for non-payment of fees (whose parents have not been notified of it); of students facing dismissal because nobody (not even their advisor) thought that the academic difficulties occurring could be anything but intentional, and hence nothing in the way of warning or counseling was said; of students whose futures (and in the case of the present policy on medical leaves and the draft) are affected by major faculty or administration policy decisions of which they are not told. These are all major things, but the atmosphere is kept continuously charged by treatment of the students in a manner that is not exactly rude, but must at least be termed non-considerate.

Many actions are symptomatic of this attitude. They range from major, like continuous blame of student appearance for a money situation which originated in opening with insufficient capitol and has been aggravated by bad planning and waste (or pointed ignoring of major requests for academic restructuring and evaluation by students which come out of each all-college conference) to the small-but-constant loss/delay of mail. They include the conflict between the New College ideal of an all-College community of scholars and the fact that faculty-student contact outside the straight classroom situation is so rare that a second year student remarked "I expected that, at New College, being a professor would be more than a 9 to 5 job. Hah." Although everyone is now quick to define (and bemoan the non-existence of) the continuing responsibility of the student--and I suppose that is some improvement because, for a long time, you played the "I'm not going to tell you exactly what I want from you as a student, but if you don't do it you're in trouble"-game--no individual or group in the administration/faculty/trustee complex has ever come up with a cogent statement: this is what we feel is our responsibility a) to ourselves b) to our students in the context of

this educational environment. Instead, there has been inconsistency, irresponsibility, and disappointment on all sides, and most of the action which is being taken more defensive or definitive than than on-going. It seems to be coming down to, if you want this (like, to stay) you have to do this and this and this.

Sort of an educational "You scratch my back, I'll scratch yours."

I'm not saying that students don't take shameful advantage of the unstructuring sometimes. They do. However, it is quickly learned by watching the community of adults which surrounds this "small community that had committed itself to adulthood," that it is easy to espouse an ideal without a constant effort to live up to it; it is obvious that an effective way to prevent another part of the community from doing something not in your interest is to prompt them (by brute force or gentle coercion) to adopt some contradicting positive mode of behavior; I am constantly amazed at the difference between "my principles" and "what we will do," and cannot figure out who or what is the force which demands that individual convictions be subsumed by an amorphous lesser principle.

"A background of mutual respect and understanding" is usually mentioned by the side of a discussion which feels that it has made the greatest effort in that area to date. That background does not exist here because it has been abused out of existence, and will not until all parts of the community demonstrate it as the rule, rather than the exception, in daily contact. It is not a lack of tradition which prompts the legalism so much as a lack of humanity; that deficiency, at least, is hardly a student monopoly.

To close with a remark on the Bill of Rights: a comment which may be made on the earlier-mentioned lack of self-definition of administration/faculty/trustee responsibility to students is that if you will not do so we must attempt to do it for you. Until you have defined that responsibility, you are free to treat us in a most arbitrary way, and no dialogue is possible because we do not know your premises, definitions, or system of logic. By considering the paper, by reacting to specific points in which you feel we over-simplified or demanded too much, you give us some idea of your concept of our role (my feeling right now is that to everyone but students and a few faculty members the continuance of the institution is far more important than the education of its students, that the students are, in a significant way, incidentally rather than causally related to the

(continued page 4 column 5)



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Catalyst

By JON MOODY



OHWOW, they did it, an new album to negate all that has come before, grab your dollars freeks and hear the systematic annihilation of pop music after this there is nothing, only silence...

A spiritual odyssey through the pop modality...

To prove beyond all reason that they are the greatest going beyond the Cream, Hendrix, Donovan, Dylan, Simon, all others, even themselves ... the fragments of pop music... cast into the air by the masters... my god man even Elvis "Helter Skelter" Presley... joined in an orgasm of music...

PARABLE TO A TEENY BOPPER

Did you dig it mom back in the USSR with the beach boys, oh Wow the USSR is alright... and did you see all the hippiness in Glass Onion why its a new place to go... the Walrus is Paul, mom and dig the drug reference "a dove tail joint" Cool baby calypso music, pretty sexy "life goes on bra" Wow! Wow! dig the realism... dig the mystic difference between a wild honey pie and honey pie higher elevations, cool metaphysical high ... And dig mom, mocking Buffalo bill dig it mom they're rapping the USA, Wow! Hemingway will bust a gut its all peace and love don't kill the poor tiger (what kind of meat for dinner) and the anti war song... anti those southern country singer hicks, "happiness is a warm gun," and dig it mom their talking about heroin "a fix" wow! and knocking the Church just like Rosemary's Baby and all the Freudian symbols... "mother superior jump the gun" the ending and Sweet dreams to all peace love lets go blow our minds...

WELCOME TO SIDE 2

Stop where you are; enter against side 2. The journey must go into "the dark black night" the black-bird on an odyssey of renewal. The moment has come "Take your broken wings"... "learn how to fly." photoflash: the mutual explosion of four immeasurable minds... Satanic satire; the pigs are eating each other and the blood flows over the earth but it doesn't give a damn the earth; are you a pig?

Holy modal rounders, freeks, don't pass me by, I'm alright, its alright, we're only mocking you Eric Burdon in the middle of the road ... doing his thing... afraid someone might see him... must keep these things private...

Enter Dylan disguised as a Bible leading the search for the lost spiritualism. To seek out an answer to the blood ridden 20th century.

"I said I yes I will Yes."

PARABLE OF A REVOLUTION

"can you take me back" Revolution I count me "in". Revolution 9, the ninth wave, the circle of hell, f--- dante, we are all talking then the fire burns "take this brother it will serve you well" fire the gun... rum... you become naked before the football freeks... take your face off my bayonette... Haunting haunting haunting...

PARABLE TO A WASTE LAND

The fragments of 20th century pop. The major music styles of the mad generation. Examined, exhumed, improved: found wanting... the Gone world... the dances too, spiritual rites of hippiedom, taken into the collage, and Gone

"Goonight Bill, Goonight Lou, Goonight May. Ta ta, Goonight, Goonight. Good night, ladies, good night."

"dream sweet dreams for you Good night Good night Everybody Everybody Everywhere Good night."

"Nothing is revealed"

"Just like Dylan's Mr. Jones"

what wanders beyond these fragments

"But when you talk about destruction don't you know that you can count me out (IN)"

go fill the silence...

Shantih shantih shantih

The holy book of the church of the red brick wall around the universe is known as the hbcrtwau.

Seniors and Graduate Students

Career hunt with 90 of the finest companies having operations located in the New Jersey/New York metropolitan area. On December 26-27 at the Marriott Motor Hotel, intersection of Garden State Parkway and Route 80, Saddle Brook, New Jersey.

For more details, including a listing of sponsoring companies, see your college placement director or write to the non-profit sponsor of the second annual "Career-In": Industrial Relations Association of Bergen County, P. O. Box 533, Saddle Brook, New Jersey 07662.

Program

(Continued from p. 1, col. 3)

for workshops on University Organizing, Students and Labor, and, amazingly, Women's Liberation. We left.

Reading over two of Oglesby's articles last week (one in the current motive), there seemed substance enough for even a Catalyst article. Oglesby is an interesting combination of theoria and praxis, and I shall let this be the structure of the more important things he put into my head.

II. THEORIA

Oglesby's theoretical stance toward revolution may be distinguished clearly by examining his criticisms of Albert Camus. Oglesby objects to Camus' metaphysical and individualistic orientation toward rebellion as opposed to a political or historical orientation.

In stating his own position, Oglesby says:

There was always, and there remains, quite another way of visualizing our experience, another way of drawing up the cast of characters: the historical way. In place of the exquisite and subtle struggle of Man against the Absurd... the historical imagination gives us instead something a good bit uglier and more lethal, a struggle of men against men pursuing their different historical purposes. Camus had always wanted the cosmos to offer him a meaning, or at least an explanation, perhaps an apology. He never seems to have recognized that the cosmic silence which he condemns with an epithet, "The Absurd," is in fact the very ground of freedom, the indispensable precondition of the morality which he so passionately desired.

Society for Oglesby is a dynamic continuing process. There is no such thing as a society that won't destabilize itself. To do so, history would have to end, and we as historical men can't deal with such a question. Thus, the movement gives no detailed reply to the seemingly incessant questions about what it has to offer in place of the Present System. That very question, Oglesby pointed out, stems from the "blueprint for a new society" idea of the old radicalism originating with Marx. What we oppose is pretty clear, although the oppos-

ites of what we object to don't constitute a society. We don't claim they do. We can only imagine particular concrete relation of men to one another and to society.

Yet this does not appear so very different from Camus. 'Oglesby seems to misinterpret Camus' Absurd. It is not the cosmos which is absurd; it is the man-cosmos relation which is the Absurd. The necessary historical struggles of men are an inherent part of the relation which constitutes the Absurd. The end of rebellion is the end of history for both Camus and Oglesby.

Though Camus' general orientation as a person is more individualistic than political, Oglesby can fault him only if his individualistic attitude carries over into his concrete actions, leading to an unrealistic approach to politics. Oglesby can't criticize the reasons for which he becomes involved in the revolution. Dylan's words apply equally to Oglesby and Camus:

There are many here among us who feel that life is but a joke, But you and I, we've been through that, and this is not our fate. So let us not talk falsely now; the hour is getting late.

Though Oglesby may err in his criticism of Camus, he voices some criticisms which are applicable. He is appalled by the "machine esthetic" of the new art, by camp art, by Haight-Ashbury and the East Village, the preoccupation with sensibility and black humor. "All of them pretending to be avant-garde and rebellious, all of them at the same time increasingly addicted to what is," Oglesby lays a moral imperative on the artist, who necessarily discovers the:

immense, cultural problem of ours, an embodiment of a dilemma which the informed artist is virtually compelled to pose, and which, once posed, forces the artist to confront a responsibility to art itself.

He claimed you can never drop out or work "outside" the system. A third party has effect on a two-party system. We must operate not with cosmic ambitions but with little changes we think will lead on the more changes. The inner and outer trip must go together. We

(Continued on p. 4, col. 2)

DR. MILLER WASHES HIS LITTLE GREEN LUNCH BASKET at Surf Coin Laundry

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Show and Tell

BY M. STANTON REIF

I was always scared to do show & tell in kindergarten, what with it being up in front of the whole class and all, so I used to just sit and watch. Turtle after turtle. But there was this one thing that kept bugging me, and that was that I could see air. All the time, man, but I never told anybody about it cause it just wasn't something you talk about. But it really got to bother me keepin it inside, so one day I stayed after class - it was afternoon kindergarten - and hung around while the teacher rapped with some other kids, and then lost my nerve and zipped up my parka and put on the gloves and started to leave and got outside and froze - there it was, all over. air. Not just nothing but little dots. So I turned around, went back inside, took off the parka and the gloves, and hung around some more.

Teacher finished rapping and noticed me there alone, and I said teacher, there's somethin really funny. I can see air. And she said My name is Miss Obergæmmer. And I said Miss Obergæmmer, I really can see air. And she said tomorrow show & tell I was supposed to show and tell air.

So, I went home, and it got to be tomorrow, and first thing at show & tell time Miss Obergæmmer said Now class, today we're going to do a little experiment. Maxwell here thinks he can see air. Come on up and show the class, Maxwell. So I went up in front of the class and I said, Yeah, there it is, I can see air; and Miss Obergæmmer said that's not air you see, it's the dust in the air. Now Ellen has a turtle to show us . . .

And I became an introvert. Class participation became strictly feh. Fourteen years I was silent and all that time I could see air, I really could, but still couldn't understand it.

So I get to New College, and inside the same thing's still bugging

me, but I never really dreamed of mentioning it until last week in a discussion group where some guy's talking about how everything has a rational explanation and deviant behavior indicates some personal deficiency, blah, blah, blah, and I said wait a minute. There's lots of things that go beyond science, and he said, Oh yeah? What? And before I knew it, I've blurted out, well, for example, I can see air. And then Dr. Berggren saw the argument was getting out of hand and he interrupted and said, Maxwell, here thinks he can see air. Show us, Maxwell. And I said, there it is, and indicated with both hands, and he said that's not air. You've committed the genetic fallacy. What you see is the dust in the air.

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PHOTO BY DAVE ROSS

Convention

(Continued from p. 3, col. 5)

must show drug-freaks and navel-watchers they can't ever be really watchers they can't ever be really a-political. If they won't listen, he told us, then they're as much an enemy as any pigs or ponies; we should try to get them busted.

Is this extreme directive because Oglesby is 33 (pre-TV) or may it really be necessary? At any rate, even if not taken literally (although he meant it literally), it seems an important corrective on one side.

Oh how they yearn to see a bomber burn! Color falshing, thunder crashing dynamite machine! Oglesby is telling us that the fire won't turn green--at least not for a very long time. What he is after is a kind of authenticity. He rejects the prevalent inauthenticity of the middle class rebel. He dislikes the extremes of the pacifist and the terrorist, of heroes and villains. We don't romanticize about

being in the jungles with Che; we can't be Che in the city. Che wasn't inauthentic; his life was on the line, the "urban guerillas" can escape anytime; Mao, Fidel, and Che couldn't.

Oglesby is both an idealist and a realist. He is willing to accept certain kinds of compromises. He can only reject those who:

want to toy with the notion that after reality there might still be something left. There will not be. There will only be men who can catch an eternally difficult reality and those who cannot. . . Those who will have the courage to see what there is in the world and to see moreover what that world needs to become--these people. . . will concentrate all

their power on that moment when the good man in hell, acting in acute foreknowledge of probable defeat, nevertheless acts--the true existentialist who chooses his history, and who chooses his situation, and who chooses at the same time to change it; who declines exile and desertation, and who declines to be defeated by a despair which he nevertheless refuses to reject. Such people. . . will decide and again decide to live as fully as they can in that eternal hour before the eternal revolution which is eternally the moment of a man's communion with his brothers.

It could have been written by Camus.

(continued from page 2 column 5)

existence of the school). By chastizing us gently for our lack of trust, by going into the discussion disappointed that we even felt it necessary to bring it up, you denigrate us once again.

We aren't playing games. Kindly consider us seriously, which we have done for New College by believing enough to come.

Love,
Ellen

Footnotes:

1. Psychology Today
2. Prescott College 1968 Catalogue
3. Ibid.



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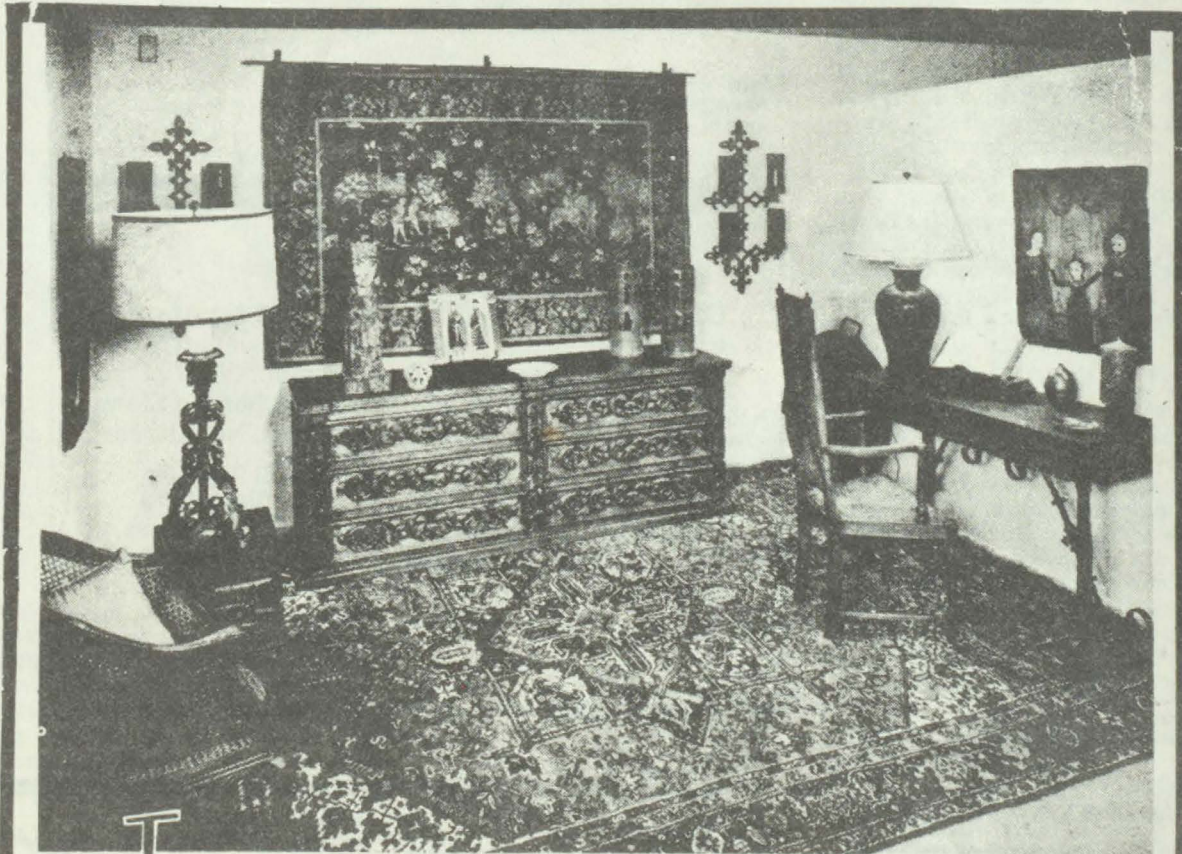
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