



Fire Destroys Barracks Building

Fire razed one of the old barracks buildings on the college's East Campus late Monday night. There was nothing in the barracks when it burned down, and according to Director of the Physical Plant W. A. McVickar,

the college was planning to tear down the particular building anyway. For another picture, see page 3. (Photos by Bruce Guild)

Briggs To Discuss

Viet Nam Service

Army Capt. Donald T. Briggs, on leave after a year's tour of duty in Viet Nam, will talk about his experiences in Southeast Asia and show slides of the area at tonight's Forum at 7:00 in Hamilton Center.

Captain Briggs, who serves with the U. S. Army Artillery, is a six year veteran of the services, having joined the army in 1962 after graduating from Sarasota High School and attending the University of Florida.

Commissioned after completing Officers Candidate School, Captain Briggs was stationed at Fort Sill for several years and then served as an advisor to the Vietnamese Army in the Kontum area, which is located in the central highlands of South Viet Nam.

Slides that he will show were photographed by Capt. Briggs during his service in South Viet Nam. He will discuss the military operation there and after the slide showing will conduct a question and answer period.

Welles's 'Macbeth'

To Be Sunday Movie

Sunday's movie will be Orson Welles's 1948 production of Shakespeare's "Macbeth."

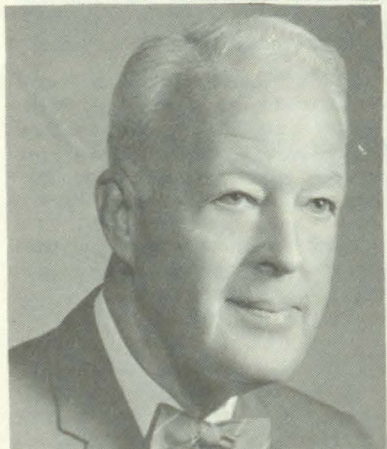
The 85-minute film was produced and directed by Welles, who cast himself in the lead role.

The program will begin at 8:30 pm in Hamilton Center.

Minister Appointed As Counselor

A retired Air Force chaplain has been appointed a special counselor to students in conjunction with the Dean of Students office.

The Rev. Horace N. Cooper, who since his retirement from the



Cooper service in 1959 has been associated with the First Congregational Church in Sarasota, will be on campus three days a week to meet with students. He is tentatively

GRE Exams

For Class of 1968

Graduate Record Examinations for second-year students majoring in chemistry, math, economics, history, political science, psychology, and sociology will be given tomorrow at 8:30 am in the teaching auditorium in Hamilton Center.

Results of the exam will be used to help students identify their academic strong and weak points.

scheduled to be in Hamilton Center Wednesday afternoons, Thursday evenings, and Friday afternoons.

Information Officer Furman Arthur indicated several others will be appointed on a similar basis to counsel with students.

Rev. Cooper joined the United States Army as a chaplain in 1936 after completing his education and after spending three years as a pastor in his native Colorado. He also was director of the National Youth Administration in the western part of Colorado.

Educated at the University of Denver and Nashotah Theological Seminary, Rev. Cooper was an Army chaplain for three years before switching to the Air Corps. In 1948, with the unification of the services, he served with the U. S. Air Force until his retirement.

During his long military career, Rev. Cooper served in many parts of the world, including Alaska, Canada, Japan, Okinawa, Korea, North Africa, Italy, Scotland and England. He was staff chaplain for seven years with Gen. Doolittle's 12th Air Force and with the Fifth Air Force during the Korean War. At one time, he was the administrative chief of a group of more than 200 chaplains.

In 1953, Rev. Cooper organized and commanded the first U. S. A. F. school for chaplains. He retired as a lieutenant colonel.

In addition to his interim duties with the Congregational Church in Sarasota, Rev. Cooper is one of the original trustees and was the secretary of Plymouth Harbor. He is also president of the Board of Directors of Community Services, Inc., a non-profit organization assisting migrant workers.

Salisbury Defense Counsel

To Ask SEC for New Hearing

Defense counsel for a student charged with violation of the intervisitation rule will move for a new hearing at Wednesday's Student Executive Committee meeting.

Third-year student Tom Todd, acting as counsel for second-year student Luke Salisbury, said he would make an appeal to the SEC after the Student Judicial Committee denied him a new hearing at its meeting last night.

The SJC had bound Salisbury over for trial at last Thursday's meeting. The trial has been set for Wednesday, 7:30 pm, in the teaching auditorium of Hamilton Center.

Salisbury is accused of violating intervisitation hours May 22. Three alleged co-violators--first-

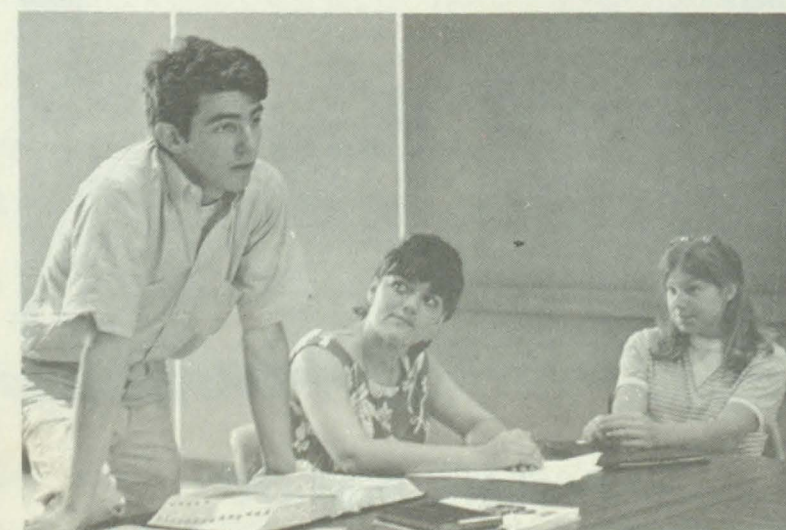
year students Helen Hickey, Pearl Lefkowitz, and Ellen Tisdale--pleaded nolo contendere at last week's hearing. They were given warnings.

At last night's hearing, Todd said he was representing these three students, as well, and moved for new hearings for all four clients.

Todd contended since no official record of the previous week's hearing had been kept, he did not know what evidence had been presented against his clients and was thus handicapped in preparing a defense. Tisdale told the SJC those who had pleaded nolo contendere did so under the impression it was different from a guilty plea, and the prosecution would still have to prove its case before the judges. She claimed no evidence was in fact presented.

Second-year student Dale Hickam presided at last night's meeting and denied Todd's motions to dismiss, to re-hear, and postpone the cases.

Hickam will preside at the trial. Second-year student Tom Manteuffel and third-year student Dave Hartley will also serve as judges. Second-year SJC members Rick Stauffer and George Finkle, who disqualified themselves from passing judgment, will join the other two sentence, if necessary.

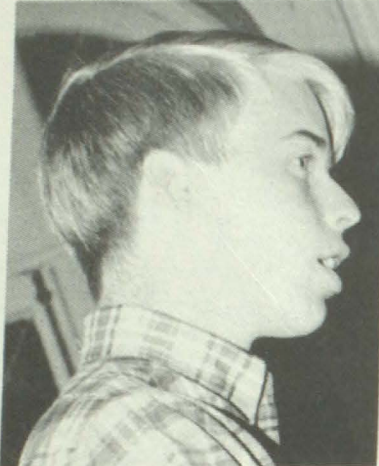


Todd, left, argues his case on behalf of Ellen Tisdale, center, and Pearl Lefkowitz, at yesterday's SJC meeting.

SEC Deliberates 4 Hours To Make Rulings for Trial

In four hours of deliberations in both regular and special sessions Wednesday, the Student Executive Committee made several decisions regarding the upcoming Student Judicial Committee trial, including a revision of the contempt of court rule and a decision that judges who have disqualified themselves from presiding over the trial may participate in sentencing.

The trial of second-year student Luke Salisbury for an alleged interview violation, scheduled



Hickam

for Wednesday, was first introduced by SJC member and judge Dale Hickam, who asked that judges be allowed to have outside legal advice.

Hickam said he had no one in mind as an advisor, and said he thought the SEC should obtain the advisor. He said he was not asking the SEC to hire legal help, stating he thought some help could be obtained on a voluntary basis.

Third-year student Tom Todd, Salisbury's legal counsel, said he did not object to the judges conferring with an outside advisor before the trial, but said continuing advice would influence the judges' charge to the jury according to the evidence presented.

Third-year representative Bill Thurston, Assistant Dean of Students Arthur Miller and first-year student Frank Cook, a spectator, all commented the trial should be kept within the college, and no "pipeline" to the outside should be opened.

Third-year representative Sarah Dean moved Hickam should obtain outside legal help himself if he desires such help. The motion passed without dissent.

Second-year student Ted Shoemaker then introduced a revised contempt of court rule, stating a student is in contempt when:

- as a defendant he is notified of a hearing but fails to appear, submit a plea in writing or be granted a continuance,
- as a witness he is subpoenaed but fails to appear,
- as a witness he commits perjury or fails to testify, though he need not testify if his testimony could be self-incriminating in future SJC action,
- he disrupts a hearing.

A spectator, first-year student Ellen Tisdale, said the provision against self-incrimination in the rule does not protect students against administration action against them. She also said under the rule, alleged co-violators given separate trials can testify against each other.

Second-year student Jerry Neugarten, who had resigned from the SEC earlier in the meeting to become prosecutor, said it was possible no witnesses for the prosecution would testify if they were not forced to do so. Neugarten said the choice in this case should be protection for society rather than for the individual.

Todd agreed with Tisdale, stating protection for the individual should be central. He also asked Neugarten about statements he had received some guarantees from the administration about administrative action following the trial.

Miller said the office of the Dean of Students would accept as "definitive" whatever decision is reached at the trial, whether it believes it is correct or not. Miller suggested trial records could be closed or testimony heard in private if self-incriminatory testimony is to be given.

Tisdale objected the administration would hear about the testimony anyway, and would not hesitate to act on "hearsay" reports.

Miller denied the administration had acted on hearsay in the past, and said it was "unreasonable" for students to expect to make rules for themselves that are binding on the administration.

Shoemaker then amended his motion to include provisions:

- that there should be sufficient evidence presented to justify a subpoena.
- that "other disciplinary proceedings" be substituted for "SJC proceedings" in the section giving witnesses protection against self-incrimination.
- that a witness may request closing the trial records of his testimony.

Tisdale said there was still no provision that alleged co-violators who are not co-defendants should not be called. Todd also objected to the rule.

Before the question on Shoemaker's motion was called, third-year representatives Bill Thurston and Rachel Findley left the meeting to attend another. The vote on the motion was 4-0, with two abstentions.

Immediately after the vote, first-year representative Lee Crawford, who had voted in favor of the motion, moved the motion be reconsidered and placed on the minutes. Crawford said this meant the rule could not be reconsidered until the next meeting. Crawford said the motion did not require a second.

Following Crawford's action, adjournment was hastily moved and passed.

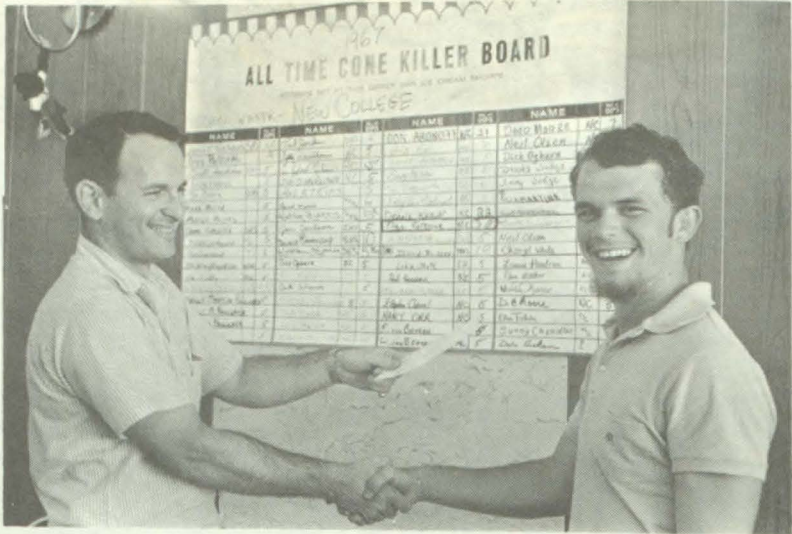
After adjournment, a consulting of Robert's Rules of Order by several members revealed the motion

did, in fact, require a second. It was decided since a second had not been clearly called for, and since the status of the original motion was now ambiguous, a special meeting would be required. It was set for 10 pm that evening when it was reported Crawford could not be reached at that time.

At the special meeting, Crawford was told no second on his motion would mean the motion could be reconsidered at that time. There was no second.

Second-year representative Rick Stauffer then moved the motion be reconsidered. His motion passed 7-1, with Crawford dissenting.

(Continued on page 3, column 2)



Ice Cream Prize

First-year student Mac Greene accepts a check for \$18.70 from the manager of Dipper Dan Ice Cream Shoppe for consuming 38 scoops of ice cream at a single sitting. His nearest competitor in the contest was Dennis Kezar, another New College student, who had 22.

New College also took the team title, 260 scoops to 58 for the nearest competitor, Sarasota High School. The team trophy is on display in the lobby of Hamilton Center.

Music Festival Program Includes Seven Concerts

A full program of seven public concerts has been completed for New College's 1967 Summer Music Festival, June 11-July 2, including one with a full symphony orchestra.

The seven concerts, all held on three weekends, are scheduled for Hamilton Center and Manatee Junior College's Neel Auditorium.

Faculty of the festival, all well-known artists, will perform in the concerts as soloists and in ensembles. They are pianists Jacques Abram, flutist Julius Baker, French horn player John Barrows, oboist Robert Bloom, cellist Bernard Greenhouse, woodwind player Miss Patricia Stenberg, violist Walter Trampler, and violinist Paul Wolfe.

Assisting artists will be violinist Anita Brooker, French horn player Michael Coyle, violist William Magers, cellist Gabor Rejto, and cellist Christopher von Baeyer.

Included in the programs will be five chamber concerts, a piano recital, and a symphony orchestra concert.

Tickets for all concerts go on sale this week and will be available until the day of the concert. Students, faculty, and staff of New College will be provided tickets free of charge.

Works to be performed in the programs will range from the Baroque to the contemporary.

All Friday and Saturday concerts are to be held in the evening while Sunday concerts are scheduled for the afternoon.

The concert schedule:

Saturday, June 17, 8:30 pm, Hamilton Center, chamber concert. Works by Mozart, Debussy, Ginastera, and Brahms. Featured artists: Abram, Baker, Bloom, Brooker, Greenhouse, Trampler, Wolfe.

Sunday, June 18, 3:00 pm, Hamilton Center, chamber concert. Works by Boccherini, Poulenc, Bach, and Barlow. Featured artists: Abram, Baker, Bloom, Brooker, Greenhouse, Trampler, von Baeyer, Wolfe.

Friday, June 23, 8:30 pm, Hamilton Center, chamber concert. Works by Quantz, Hindemith, Beethoven, Marcello, Haydn. Featured artists: Abram, Brooker, Barrows, Greenhouse, Stenberg, Trampler, Wolfe.

Saturday, June 24, 8:30 pm, Neel Auditorium, piano recital

with Jacques Abram. Works by Bach, Chopin, Beethoven, Bartok.

Sunday, June 25, 3:00 pm, Hamilton Center, chamber concert. Works by Telemann, Dohnanyi, Brahms, Vivaldi, Haydn. Featured artists: Abram, Barrows, Coyle, Greenhouse, Stenberg, Trampler, Wolfe.

Saturday, July 1, 8:30 pm, Hamilton Center, chamber concert. Works by Mozart, Schubert, Loefler. Featured artists: Abram, Barrows, Brooker, Greenhouse, Magers, Rejto, Stenberg, Trampler, Wolfe.

Sunday, June 2, 3:00 pm, Neel Auditorium, symphony orchestra concert. Works by Bach, Saint-Saens, Bartok, Beethoven. Featured with the orchestra, conducted by Paul Wolfe, will be Abram, Greenhouse, and Trampler.

French Improving After Bone Graft

The condition of College Examiner Dr. John French continues to improve at a Chapel Hill, North Carolina hospital after a bone graft operation Tuesday, according to Social Sciences Chairman Dr. Rollin Posey.

Posey, who talked to Mrs. French yesterday afternoon, said French

was operated on to graft a piece of bone from his hip to an area below his eye, where the bone structure was shattered. Posey said the operation was successful.

Posey said French had originally been scheduled to be operated on a week ago, but developed jaundice which has since cleared up.

Posey said Mrs. French reported her husband is no longer in oxygen, and sits up every day. She said his jaw is still wired, but he communicates in writing.

Only cosmetic operations will continue to be performed, Mrs. French told Posey. Posey said French's return to Sarasota was dependent upon the advice of the hospital doctors.

French was injured May 10 in the crash of a light plane he was piloting near Chapel Hill.

Second-Year Students Urged To Begin Steps to Grad School

The Class of '68 was urged to begin taking steps toward application to graduate school in a memorandum distributed this week by Assistant to the President Earl Helgeson.

In breaking down the application

process into a series of steps, Helgeson suggested the following timetable for those second-year students planning on post-graduate study:

"During...the first part of June you should decide your field, narrow the choices (of graduate schools) and write for bulletins, applications and financial information.

"In June and early July you should research available financial aid sources other than those offered by institutions.

"If you do this, in July, August and September I will check the progress of each student, and help you find additional sources.

"In October and November we will be ready to submit applications and seek financial aid."

Helgeson urged students to consult their academic advisors in making their decisions, especially in choosing schools to which to apply. He also suggested students use various special references in his office.

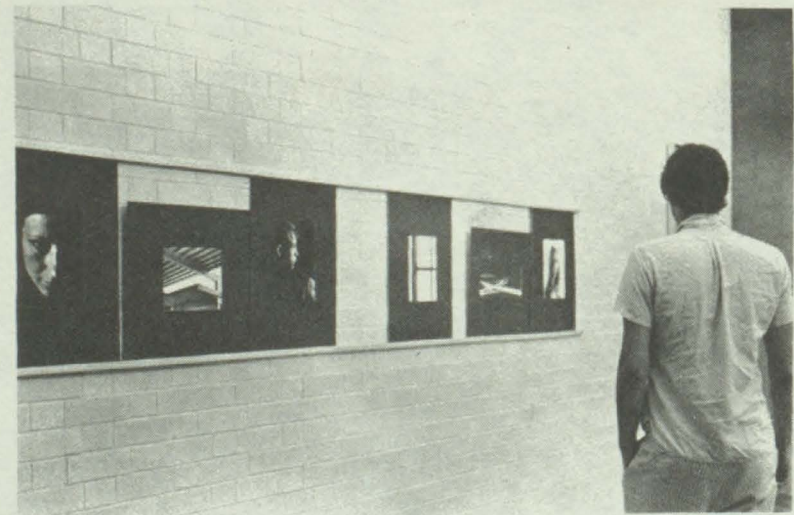


Photo Displays

The creative photography of third-year student Bud Holder and second-year student Frank Lary has been put on display in the student lounge of Hamilton Center. Above, first-year student Hal Piercy looks at Lary's works.

June 12 Deadline To File for Seat

Second-year students who wish to run for the Student Executive Committee seat left vacant by the resignation of Jerry Neugarten should file petitions signed by 15% of the class by midnight June 12, according to Supervisory Committee Chairman Eric Thurston.

Thurston said the election would be held June 14, and nominating petitions should be submitted either to him or first-year student Julie Huff.

Neugarten resigned from the SEC Wednesday night to serve as student prosecutor.

Course Schedule Due Out Monday

A preliminary course schedule for academic year 1967-1968 will probably be distributed Monday, according to the college examiner's office.

The schedule is now in preparation, and it will list courses for all three terms.

First- and second-year students who choose the four-year option will be expected to make their decisions as to which terms next year they will be in residence on the basis of the schedule.

Present second-year students must notify the college examiner's office of the option decision by June 15, and first-year students by July 1.

on campus

with Laurie Paulson

New College Literature

Having a good many better things to do the other afternoon, I sat in my room, idly dreaming. Suddenly, a strange notion occurred to me: suppose some of the great works of literature had actually been written about New College. What sort of plots would they have? Applying some noted titles to the New College situation, I got some interesting results:

PARADISE LOST--The Administration decides intervisitation hours are too damn late.

A FAREWELL TO ARMS--Students turn out by the dozens to say goodbye to a noted Russian teacher.

DEATH IN VENICE--A group of New College students decides to travel to a town south of Sarasota to meet with residents of the town and convince them to have a more friendly attitude toward the college.

FROM HERE TO ETERNITY--Students discuss what they will do after they graduate from New College.

THE SOUND AND THE FURY--A third-year student becomes angered at loud record-playing during Quiet Hours.

THE GRAPES OF WRATH--First-year student Joe Wrath gives a big party before leaving school.

THE INVISIBLE MAN--The Administration finds the individual best-qualified to become Proctor.

CATCH-22--The Proctor discovers a number of intervisitation violations one weekend.

THE AGONY AND THE ECSTASY--A student's feelings during and immediately after an SEC meeting.

CATCHER IN THE RYE--The only sober student at a party finds he must keep the others from passing out.

YOU CAN'T GO HOME AGAIN--A student's parents tell him what will happen if he doesn't shave off his beard.

BLEAK HOUSE--Some students comment on Hamilton Center.

A PASSAGE TO INDIA--A group of intrepid students discovers where the utility tunnels lead.

KIDNAPPED--A student attorney devises an ingenious alibi for a client accused of an intervisitation violation.

THE SCHOOL FOR SCANDAL--Townpeople give their opinion of New College.

LITTLE MEN--Certain students find it easy to hide from the Proctor under beds and chairs.

THE ENORMOUS ROOM--A discussion of the size of Hamilton Center classrooms.

GRAND HOTEL--A discussion of future plans for the East Campus.

CLOCK WITHOUT HANDS--A student explains why he didn't know it was after 1.

Paulson



THE DEATH OF A SALESMAN--A Development officer is hanged after urging townspeople to contribute to the College.

THE WASTE LAND--Story of the area between the dorms and the parking lot.

THE IDIOT--A student writes a column for The Catalyst every week.

SEC

(Continued from page 2)

During reconsideration of the rule, several members said special conditions at New College, such as relationships similar to marriage, created problems about requiring testimony. The discussion then turned to consideration of the intervisitation rule itself, with some members questioning the usefulness of any student rules.

Stauffer said the value of the SJC was as a "buffer" between students and administration, and moved the SEC dissolve into a committee of the whole to poll members about maintaining the SJC. The motion was passed.

During the poll, only Crawford opposed maintaining the SJC, although several members said the question of eliminating the intervisitation rule should be re-introduced as soon as possible.

The committee dissolved back into the SEC, and heard a motion by Bill Thurston that Shoemaker's motion be amended to state alleged co-violators can't be forced to testify against themselves. The motion was defeated.



Firemen fight barracks blaze. For story, see page 1.

Special Film Shows Christian Dilemma

A special showing of the film, "A Time for Burning," will be held in the large private dining room of Hamilton Center Sunday at 8 pm.

The film, which shows one of the modern dilemmas of Christianity, has been obtained by the Rev. Horace N. Cooper, a former Army chaplain who is now assisting the dean of students office in the area of religious affairs.

"A Time for Burning" tells the story of a Lutheran pastor who attempted to integrate his Omaha church only to run into problems both within and without his church. The film was made by the Lutheran Church and is one of a series of controversial films dealing with some of the realities of religious life.

Rev. Cooper will be at the showing to discuss the film with any interested students.

Shoemaker then amended his own motion that spouses can't be forced to testify against themselves, alleged co-violators can testify at their own discretion and both the defendant and witnesses must appear at a trial or hearing.

Shoemaker also accepted a rider to his motion proposed by Stauffer that alleged co-violators can request and receive simultaneous trials, and that co-defendants may not be required to testify at their trial.

Shoemaker's motion, with amendments and rider, passed 6-2, with Crawford and first-year representative Mary Lamprecht opposed.

Stauffer then asked that the two judges who had disqualified themselves for the trial proceedings be allowed to participate in sentencing.

Todd and a spectator, second-year student Laurie Paulson, argued a disqualification because of prejudice implied disqualification for the entire proceeding, since evidence presented is considered in determining a sentence.

In other business, Crawford reported the Student Activities Fund has allocated \$10 for a student phone, \$20 for a party, with a guest of honor to be announced, and \$25 for the East Campus Other.

Miller reported Kitchen Manager Thomas Estep did not feel there was enough equipment to make it financially feasible to open the snack bar, and would not be able to open it until September.

He reported Music Festival participants would not be allowed to practice in dorms, only in Hamilton Center classrooms when there are no classes. He also said bicycles should not be placed in courtyards.

In response to a comment by Paulson, SAFC chairman Kenny Misemer said a 75 ft. extension cord would be attached to the student phone to lead the phone into the snack bar and provide emergency telephone service after Hamilton Center closing hours.



Outdoor Sale

Apparently taking advantage of the bright sunny weather, some enterprising students held an outdoor sale of used books, clothing and other paraphernalia. The sale will reportedly continue today.

Students Form Bureau To Find Dance Dates

Two coeds have established a dating bureau to help New College students find dates for the year-end dance next weekend.

Third-year student Kathy Dively and second-year student Sandi Stewart are offering their aid free of charge as a "public service."

In addition to finding dates, the girls will give beauty advice, make-up and wardrobe analysis, and actually cut and style hair.

The girls assured The Catalyst their operations will be kept strictly confidential.

They said they have extensive files and pictures of potential dates, and they would go to "many places and much trouble" to find the right date for a client.

They noted there are many more men than women on campus, and that they would scour "teeny bop dances, the Publix, Dipper Pete's, Ballet School, the Art School, Manatee Junior College, and Highway 41" to alleviate the imbalance, if necessary.

Interested students can contact Dively in room 207.

Final Plans List Morning Graduation

Final plans for commencement include a Friday night reception and Saturday morning graduation

ceremony, according to Commencement Committee Chairman Diana Shiphorst.

At 8 pm on Friday evening, July 21, a reception for members of the "college community" as well as parents of graduating seniors will be held in Hamilton Center.

On Saturday morning at 9:30, the formal graduation ceremony will take place, probably inside Hamilton Center. A brass choir will perform, followed by a reading of original poetry by students. After a quiet period, President John Elmendorf will award diplomas and deliver a short address.

The graduation ceremony was originally scheduled for Saturday evening, but changed to the morning hour by a vote of the seniors this week.

A dinner for seniors with the President will also be scheduled before graduation weekend.

Just What You've Always Wanted...

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Volume II Now Available

only \$10 \$6 with your own Catalysts

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Editorials

A Dangerous Ruling

If a judge disqualifies himself from presiding over a case because of either a personal knowledge of the facts of the case or an opinion regarding the guilt or innocence of the defendant, it would seem that he has disqualified himself for the entirety of the case.

Not so, the Student Executive Committee voted Wednesday. By a 3-2 margin, the SEC honored a request by second-year representative Rick Stauffer that the two SJC members who have disqualified themselves from the upcoming Luke Salisbury trial, he and second-year student Geroge Finkle, be allowed to participate in sentencing.

Both Finkle and Stauffer disqualified themselves from presiding over the trial because they believe knowledge they have of the case may affect their rulings. Presumably, this knowledge would prevent them from ruling fairly, would prejudice them toward one side or the other in the proceedings.

Yet sentencing is not at all separate from the case presented during the trial. In determining sentence, a judge takes into consideration, among other things, any mitigating circumstances which may have been brought out during the trial. If a judge is too prejudiced to deal fairly with evidence introduced during the trial, surely he is too prejudiced to consider fairly the same evidence in determining sentence.

It is standard legal procedure that the presiding judge, and the presiding judge only, determine sentence. In deciding that New College justice should be otherwise, the SEC has begun badly a legal proceeding which, above all, should be kept free of any sort of prejudice. It has made a dangerous and unfair ruling.

Interminable War

In Memorial Day services in Bradenton Wednesday Brig. Gen. Elliot Thorpe warned against our trapping ourselves into "another hundred-year war" and urged Americans to unite in supporting the President's Vietnam policy. Although we all must share a certain reverence for those Americans who have made the ultimate sacrifice for their country and a consequent hope that those fighting and dying in Vietnam shall not have fought and died in vain, patriotic support of Johnson's policies may prove the best way to drag on an interminable war.

"The policy of the United States in Vietnam," according to Defense Secretary Robert S. McNamara, "is to assist the the Government of the Republic of Vietnam... in thwarting an armed aggression from North Vietnam." Our objectives are limited, and destruction of North Vietnam is outside those limits.

One citizen who lost a son in Vietnam wrote to the State Dept.: "If the North Vietnam Government and its stooges are not our real enemy in South Vietnam, pray tell me, who is? I gather," William Hunter continued, "that our leaders are seeking a 'victory' in Vietnam akin to the one that we had in Korea. If this is so, then the word 'victory' certainly has a hollow meaning. I cannot believe that this country will accept such an ignominious end to the war."

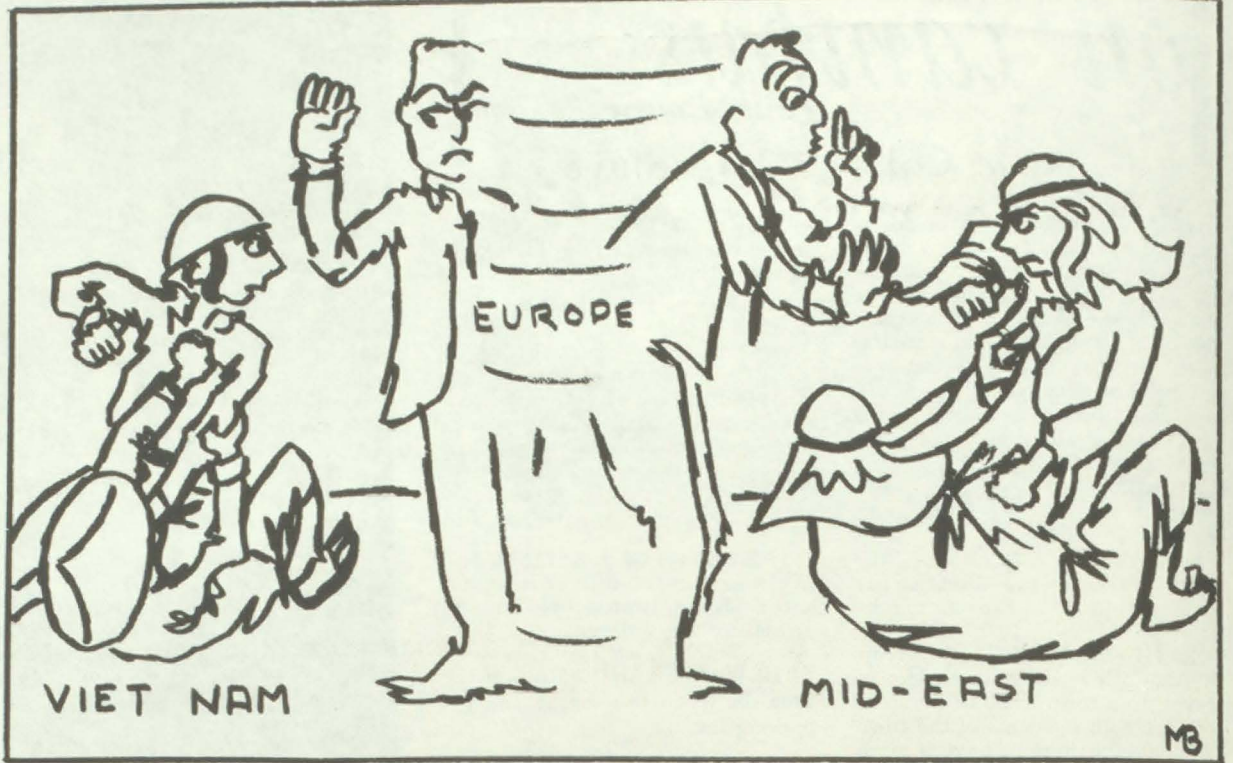
The more deeply involved we become, the harder it becomes to extricate ourselves without having achieved a tangible victory. Since the American political morality precludes such a victory taking the form of confiscating new territory, it will probably take shape as a fever to "spank the hell out of them Reds."

But Johnson and McNamara aren't stupid, and they will avoid wholesale escalation of the conflict if they can avoid it. "The 'victory'," according to Asst. Defense Secretary Phil Goulding, "must be won in South Vietnam; destruction of the North will in no way guarantee achievement of our objectives." It is not clear if this reflects caution about drawing China into war or if it is an indication that we will remain in Southeast Asia until all Communists, northern or southern, are eliminated as a political threat in "free" areas, but left to their devices otherwise.

The reasonable assumption is that both factors are behind Goulding's assertion. The first factor precludes our "going in and getting the war over with," while the second precludes withdrawal for years to come. It's going to be a long war, and we wonder how long the moderate forces can keep the traditional American chauvinism in check.

For Sale

The Catalyst is selling a used standard Royal typewriter. \$50.00. If interested, contact Kenji Oda.



Alabama's Atomic Bombs Key to Mideast Trouble

By WILLIAM PATTERSON

News has infiltrated that there is a conflict (of interests, no doubt) in the Jordan River area. We view this whole affair dimly--as we do most affairs of the Outside World--because of the course which it is likely to take.

Johnson will find that America has a military commitment to both sides. He will therefore send the Marines to Israel, the army to Syria. As advisors, of course. The Navy will be out in the Mediterranean, watching the Marines and the Israelis fight the army and the Syrians.

The Syrians and the Israelis will decide that the whole thing is not worth the effort. They will withdraw from battle and settle their conflicts some other way. The Commander-in-Chief, however, in order to preserve American interests, protect and encourage democracy, and generally help things go awry, will not withdraw the troops until "a free election is held." (No doubt the CIA reported that

David Ben-Gurion & Co. is about to be overthrown in a coup and replaced by a rabbinical junta.) The army and the Marines will continue to fight each other, the Navy continuing to watch.

Soon, the United Nations will enter a plea for peace. U Thant will draft messages to both belligerent forces, asking them to take out their natural aggressivity on the "playing-field and stock market" and to make peace. He will become at least slightly confused when he notes that both notes go to the same place.

Although a cease-fire agreement will be made for Bastille Day, it will be broken--each side blaming the other for the breach. McNamara, Gen. Westmoreland, and Adam Clayton Powell will separately tour the area.

After a few more months, the U. S. S. R. will offer aid to the Marines, and Red China will offer aid to the army. It will happen that

the Marines will accept aid from Red China; the army, from the U. S. S. R. The Navy will accept aid from Argentina.

Patterson



Then Gov. Wallace will announce that Alabama has developed effective nuclear weapons. Both warring factions will be forced to the conference table. After years of bargaining, the lands will be returned to Israel and Syria, exactly as they were before, except that the Gaza Strip will be turned over to a group of Negroes, bussed in especially for the purpose of occupying the Gaza Strip.

In time, this happening will happen itself to a close....

Ray B. Enslow

Is Responsible Criticism Necessarily Amoral?

Richard Nixon wrote an article in the Saturday Review (Aug. 27, 1966) on the subject of academic freedom. Painfully on his mind, no doubt, were the Vietnam protests, and he soon got around to discussing the right to criticize the government's policies during wartime. As I recall, he finally decided that it was all right to voice disapproval of the government's methods--in the interests of Truth and all--but to suggest that we might be the bad guys, and that therefore we ought not to win the war, would be treason, and treason is not only bad but also illegal. In other words, one may legitimately criticize the government's tactics, but not its intentions. One may say: "What the U. S. is doing in Vietnam is wrong," but one must never say: "What the U. S. is trying to do in Vietnam is wrong."

(Since then we have had the addition of the Westmoreland Corollary, whereby the test is not what you say, exactly, but what the enemy thinks you said. But let's keep it simple.)

Mr. Nixon's definition of treason seems like a calm and reasonable one--a bit too liberal if anything--and I have no doubt that most Americans would agree that the right to dissent ceases when the dissenters start pulling for the other side. Thus Messrs. Fulbright and Lippmann are considered "responsible" critics, although perhaps misguided, when they maintain that our efforts in Vietnam are ac-

tually damaging U. S. interests rather than advancing them; for at least they do not suggest that the Vietcong's interests are more noble than ours. Some of the protesters in the universities, however, are engaging in reckless and irresponsible actions when they wave the Vietcong flag and suppose that U. S. interests ought not to determine the fate of the Vietnamese, even if they could.

Noam Chomsky (New York Review of Books, Feb. 23, 1967) investigates this "distinction that is commonly drawn between 'responsible criticism,' on the one hand, and 'sentimental,' or 'emotional,' or 'hysterical' criticism, on the other." He concludes that the distinction is generally drawn as follows: "The hysterical" critics are to be identified, apparently, by their irrational refusal to accept one fundamental political axiom, namely, that the United States has the right to extend its power and control without limit, insofar as is feasible. Responsible criticism does not challenge this assumption, but argues, rather, that we probably can't 'get away with it' at this particular time and place." For further elaboration of this principle, I refer you to Steve Orlofsky's article in the March 10 issue of this newspaper, in which, with honesty and consistency rarely seen, Mr. Orlofsky explains how "if U. S. interests in Vietnam were threatened, morality could easily be cast aside." Thus it is, says Steve, that those

who suggest that "we take morality upon ourselves" are being naive and irresponsible. Apparently it is not irresponsible to assume with Steve that U. S. interests in Vietnam are incompatible with morality; but it is certainly irresponsible, as Steve assures us, to criticize U. S. interests in favor of morality.

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Controversy over Honors: three views

NC Should Offer Two Types of Program

Ed.'s Note: Third-year philosophy student Dennis Kezar examines the common arguments for introducing "honors" into our "grading" system.

The introduction of a gradation system with three levels, fail-pass-honors, in place of the "traditional" pass-fail distinction marks, in my mind, a step both unnecessary and undesirable. First let me consider the reasons which have been and might be proposed for the introduction of such a system.

"We need," argue some professors, "some way of distinguishing

carefully preserved for all time, but in whatever personal changes in one's thought and life result from having done the work. What should be of interest to students and what I believe all of my fellow students would want, is a careful critical appraisal of the thesis or examination paper. "Honors" means very little in itself. Why not enclose in a student's permanent file a de-

tailed evaluation of his thesis, which, after all, should be of more interest and use to anyone desiring to find out about him than such a bald thing as "Honors project."

I wrote earlier that I wouldn't oppose the introduction of a grading system categorically. In this respect, I feel the students have chiefly themselves to blame for their present problems. We simply

haven't taken advantage of the truly outstanding opportunities available to us at New College to anywhere near the extent which we might reasonably have been expected to. That is a fact.

Honors is one avenue to which professors, in near desperation, have turned in an attempt to provide motivation for us. It is our fault for making the wrong move.

There is always going to be an appreciable number of students here who believe that they can acquire the necessary and worthwhile amount of knowledge independently of any contact with professors or fellow students. Why they don't go to a place like the Sorbonne is beyond me--after all our library does

(Continued on page 7, column 4)

Honors Necessary To Maintain Standards

Ed.'s Note: Professor of Philosophy Dr. Douglas Berggren examines what he feels is a basic problem behind the more superficial one of honors or not honors.

I have been asked to explain (i. e. justify?) why the distinction between Honors and Satisfactory was introduced at New College. Let me say at the outset, however, that I will simply present my own views, and that my comments are not specifically directed to the recent student-faculty discussion concerning Senior Thesis (I couldn't attend), but to the much more general question of why Honors should appear on the transcript at all. I suppose it's fair to say that the three reasons most

commonly given are these: graduate schools want transcripts to discriminate between better and worse students, the College wants to acknowledge excellence, and the faculty wants to encourage student motivation.

But there is, I believe, a much more basic reason than any of the above, though it is in a sense related to all of the usual arguments. I initially supported the introduction of Honors because I wanted New College to maintain truly high academic standards without eliminating the kind of student who could only do C-level work at a place like Swarthmore. Or conversely, I felt that if a distinction between Honors and Satisfactory were not officially in-

troduced, we would have to transform what we mean by "Satisfactory" into such a high and difficult level of accomplishment that a great number of students who are currently here would not be able to remain.

Why would anyone find this rather obscure line of reasoning persuasive? The answer to this question, I'm afraid, is rather disheartening. The bald fact is that no matter how unconventional our academic system is, far too many of the students here at New College still retain a fundamentally conventional attitude toward the educational process. Granted, some of our students would probably continue to work to their capacity even if there were no of-

ficial examinations in the first place. But regrettably, even many of our very best students do only what is externally required. Like water they tend to seek the lowest level they can get away with. And if this is low enough, they can find it without even getting out of bed. So it was hoped that by introducing an Honors level of accomplishment which would challenge even our brightest students, we might succeed in dispelling the intellectual funk which seems to permeate the campus.

The trouble is, though, that I did not really understand, or want to admit, just how crassly conventional many of our students are. Since Honors, after all, is not a requirement for graduation, why bother about it? In other words, those students who weren't working very hard still aren't. And those who were already academically committed understandably find the motivational aspect of Honors not only irrelevant, but somewhat insulting. So it does seem to follow that the distinction between Honors and Satisfactory should possibly be abolished. Yet at the same time, if the College is to be un hypocritical in its concern for excellence, then it also seems to follow that by "Satisfactory" one will henceforth have to mean what is currently meant by "Honors." Otherwise the faculty might just as well stay in bed too. Clearly, however, no college can survive if it continually graduates only a handful of students. So we are apparently faced with an irresolvable dilemma. Either New College must inevitably give way to medi-

(Continued on page 7, column 1)

Honors Would Discourage Hidden Independent Study

Ed.'s Note: Third-year psychology student Rachel Findley illustrates her view that an honors system would discourage rather than encourage independent study.

I believe that the granting of honors on student work is objectionable because it encourages reworking of old problems at the expense of independent thought which is hard to communicate so that it may be evaluated. Since the existence and value of the latter phenomenon appears to be under some suspicion, I will present an example, so that what I mean may be clear.

Student X (for reasons we will not discuss at present) becomes bothered that translations of the third chapter of Ecclesiastes differ widely. He spends the afternoon in the library reading commentaries and discovering that what the author probably meant flows very nicely into his own thought, even though Ecclesiastes started from very different problems, and that even Ecclesiastes did not succeed in making a logically consequent explanation of the solution.

X, expecting neither to better the record nor to be understood if he doesn't, never writes it up. Yet the afternoon's work is taken into the substance of his thought, and works in it until it effects the form and expression as well. Perhaps thirty years later X is finally able to state his problem in such a way that the answer is communicable; perhaps he personally becomes better able to deal with the world.

I think most of us would agree that the afternoon has some educational value. It is my conviction that it is this kind of groundlaying for innovation, rather than the innovation itself (which will come, if at all, much later) or the pseudo-innovation involved in dissection and recombination of old problems, which is the primary task of the college student.

It is impossible to officially reward such work, since by the time it comes to the attention of any faculty member it must be systematized, well past the groundlaying stage. Rewards necessarily encourage projects with widespread predictable outcomes, and if widespread will cut the time available for more radical projects. At the same time, reward is generally unnecessary, since the labor involved is itself very rewarding once it is begun.

The problem facing New College at the moment is how to get people to begin. I can think of two approaches to the problem, one involving changes in social expectations and the other, a kind of personal pump-priming. I think both of these goals are better served by getting people involved in thinking and talking about problems in which they may already consent to be interested, than by an Honors system which can only escape sending people down the wrong paths if it is

ignored, in which case it is of course ineffective.

The all-college Orientation planned for next fall by the Student Academic Committee, and the short courses for seniors which will probably appear at the end of this year, are examples of activities which, through their willingness to cater to the concerns of the people they are aimed at, may foster a growing excitement about the life of the mind.

Letters

Four-Year Option Unfair

To the Editor and the New College Faculty and Trustees:

Whatever happened to New College? Most students have already seen College publicity as a hoax to a great extent: in our self-created age-old wisdom we marvel at the innocence of a PS (prospective student). "Truth in packaging," like other topics, however, is relatively a thing of the past.

Present gripe: New College used to be a three-year college. It decided to offer a four-year option (my value judgment: good.) The

calendar for 1967-68 belongs to a four-year college with a three-year option. The student who enrolled at NC in order to complete college in three years is, if you will, discriminated against and penalized. Realistically, the institution asks too much when it usurps the luxury (it certainly appears that the faculty considers a vacation--for the students, that is, not for themselves--a frivolity) of a summer vacation.

Students are at least as important as faculty in the composition of the

college. (No students, no college.) I do not recall whether or not student opinion was taken about the calendar arrangement--there may or may not have been a questionnaire for that amongst all the other questionnaires. We live here too, and we should have the ability to direct our environment (see the out-dated idealistic literature.) (signed)

My ire is aroused,
William D. Patterson

Education Seminars Proposed

To the Editor:

Many seniors, at least, will have a lightened load of commitments soon, when theses are finished and baccalaureates are over. I think it would be a good idea to spend some time thinking about education, especially how education has worked at New College, and ways that it might be improved (or left alone). If there is enough interest among faculty and students I would like to organize a group that would meet fairly regularly for the rest of the term (beginning shortly after June 5) to discuss, investigate, and present ideas about problems and methods--and purposes--of education. People with enough interest and free energy to make interviews and analyze records would be especially useful to such a group, but it

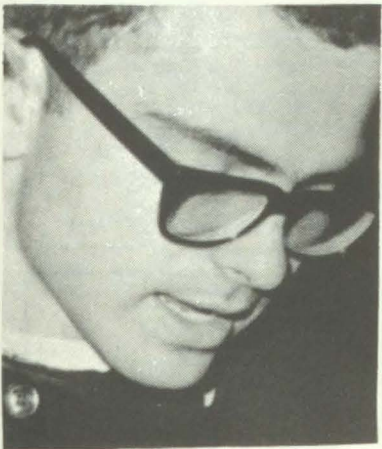
is also important to get involvement and representation from the entire academic community. Such discussion and investigation could be helpful both to the development of the college, and to that of individuals who want to understand how people operate.

It would be nice to a) get a list of books for people to read, and brief commentaries on them--or criticism of the ideas. b) collect papers to be passed around or presented. Written debates can be an effective way of analyzing arguments and generating ideas; maybe they can also improve the tone of discussions, for once people know that the obvious arguments are understood on all sides, discussions might tend to be more disciplined and intellectual. c) compile relevant records. For

one type of information, the College Examiner's Office, with files, and the 18 bulletins put out so far, should be very helpful. But other kinds of information which seem to be important to the education at New College--for instance, morale, adjustment, individual experiences--interviews are probably necessary for a representative sample. It might also be useful to try to contact drop-outs through letters.

I would be pleased to receive any indications of interest in this idea. It need not involve much expenditure of time, for those with end-of-the-year commitments, but I hope there will be a few people willing to do a lot of work.

(signed)
Bill Thurston



Kezar

truly fine work from barely passable on the transcript." This is presumably to aid graduate schools in selecting the highest achievers to fill their ranks. Since we wish to place our students in the best graduate schools, it would follow that we should be as accommodating as necessary.

Obviously, however, senior theses and baccalaureate exams occur much too late in the year to be considered by the graduate schools, and this rationale for giving honors on this work doesn't hold up.

As for the need to place such distinction marks on work done earlier, e.g. qualifying examination and independent study projects, a glance at the success this year's graduates met with, both in graduate school admissions and competition for national fellowships, shows that the lack of these on our records did not harm us.

If it is said that perhaps graduate schools were more "understanding" this year than they will be in the future and that we should anticipate their future desire for a more detailed transcript by reforming what has been a successful policy, I reply that the same type of reasoning could lead one to conclude that since our relatively bare transcript met such a favorable reception this year we ought to go even further in the same direction.

Clearly, we do not need to introduce an "honors" gradation to placate graduate schools; we have a perfectly adequate means of distinguishing "how satisfactory" a student's work was in the form of objective Graduate Record Examinations and professors' letters of recommendation.

That such a revision in the evaluation procedure is undesirable is an assertion that I wouldn't hold without qualification, however. Granted that such evaluations do not serve a function outside of our school, what could it accomplish within it?

The original "New College pioneers" were committed to, among others, the ideal that the reason for doing specific work was to be found within the work itself, and not in an objective "reward" given for the work. We did not, that is to say, desire to develop the attitude of grade-grubbing and hypocritical protestations of interest for a field, with the purpose of garnering favor in the eye of Him Who Wields the Grading Pen. As the old adage goes, "If you don't play to win, why keep score?"

The point is, if score is being kept, many are going to play to win. This attitude is opposed to what we really want, best exemplified by another adage "When the great scorer comes to write against your name, he'll write not whether you won or lost, but how you played the game." That is, we should be most concerned about how we play the game in Academia, and let winning follow naturally, as it will.

The only true reward is not the mark of ink on one's transcript,

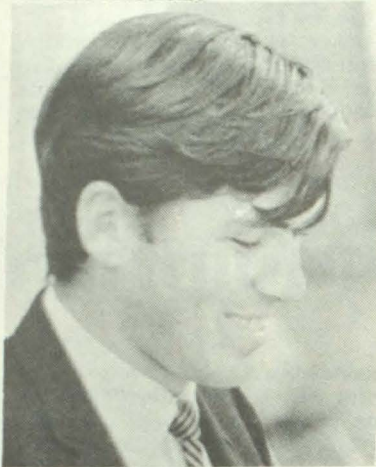
Non-Recognition: Irrational Foreign Policy

By STEVE ORLOFSKY

One of the most fascinating aspects of American foreign policy is the non-recognition of Communist China. The United States chooses to recognize the island of Formosa only, thereby excluding the other 750 million Chinese on the mainland. Then to remain consistent, the United States opposes the admission of the Red Chinese to the United Nations. If such an orientation is fascinating it is also absurd and irrational.

In 1913 Wilson refused to extend diplomatic recognition to the Huerta regime in Mexico, which had just taken power. He deemed the Mexicans too undemocratic and hoped that his action or lack of action would bring their fall. Nineteen years later a curious communique issued by Secretary of State Henry Stimson denied recognition to Mancuoko, the newly established Japanese puppet regime in Man-

churia. Ostensibly his reasons were the same as Wilson's had been in 1913. Notably, in both cases non-recognition as a diplomatic tool was a failure and caused unforeseen adverse reactions.



Orlofsky

If there is any major difference between American policy toward Red China and the actions of Wilson and Stimson, it is well hidden. Perhaps if the Red Chinese menace is ignored it will go away.

But the spectre of the Communist monolith is no longer operative except among such groups as the Veterans of Foreign Wars. The National Chinese have no hope of recapturing the mainland, and if they did what is to say that the democratic methods they employ will be any better than those used by the Reds?

Should the United States decide to extend diplomatic recognition to Communist China, it would then be faced with the dilemma of whether or not to allow Red China admission to the UN. The US is aware that the Reds will not accept membership as long as the Nationalist Chinese are members. The Reds consider Taiwan a part of China and hence will not accept

a Two Chinas Policy. Nor would the United States ever consent to abandoning Formosa. Yet, in so supporting Formosa, America will have sought the right end for the wrong reason.

One thing that the US has never been willing to admit is that the UN and its ideals are predicated on the status quo. America continues to invoke such lofty concepts as world peace, and to condemn those nations which are expansionist. Because all nations in the UN are not status quo oriented, the body has not been very successful.

Certainly one of the most obvious aspects of the world scene is the expansionist nature of Communist China. To admit the Red Chinese to the United Nations and accord them a place on the Security Council with a veto, which the United States would have to do, would paralyze the United Nations. There can be little doubt that a Red Chinese veto would wreak total havoc and destroy what effectiveness the world body does possess.

Ultimately the question will become one of whether or not the

United States will acquiesce to the Red Chinese demand that we break off relations with Chiang Kai-shek. There America meets what may be the tragic insoluble dilemma. Unfortunately the United States cannot abandon Chiang and can only hope that the Reds will ultimately accept the co-existence of both Chinas.

Meanwhile the United States should recognize the reality of two Chinas and hope that Red China will come to its senses and do the same. But, in acting, the United States should be fully aware that admission of Red China to the UN would mean the world body's destruction.



Patronize Our Advertisers

Enslow

(Continued from page 4)

It is a rare pleasure indeed to find one point upon which such diverse commentators as Nixon, Chomsky, and Orlofsky are all agreed: that it is irresponsible to question the innermost intentions and interests



Enslow

of U.S. foreign policy. It is permissible to debate the means, but never the ends, of that policy. After all, that's what consensus is all about.

If one bears this principle in mind, many perplexing issues become crystal-clear. For example: you may have been wondering why it is that the murder of government officials by the Vietcong is "terrorism" whereas the dropping of anti-personnel bombs on hospitals in North Vietnam is a regrettable -- though inevitable -- "accident." The answer is simple: our motives are above questioning, but those of the Vietcong are not. Why do the

actions of Vietnamese in Vietnam constitute "foreign aggression" but the actions of Americans in Vietnam do not? Same answer. Why is it "totalitarian" for the Communists to subsidize youth groups and authors, while similar activities by the CIA are in the service of democracy? Same answer. Why has no one suggested that proposals for "Universal National Service" as an expansion of military conscription might not be compatible with American traditions of individual freedom? But there is no need to expand the list. As long as the myth of our holy war against Communism can be perpetuated, it will remain irresponsible to question American policies on the basis of morality, because the Cold War justifies everything in the name of U.S. interests. As Henry Steele Commager has written (*Freedom and Order*, p.

283) "Much of our current foreign policy takes once again the form of indulgence in a double standard of morality." Perhaps that is what President Johnson had in mind when he complained about the practice of "moral double bookkeeping."

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Berggren on NC's Dilemma

(Continued from page 5)

iocrity, or destroy itself completely. We can either be hypocritical, or not at all.

Still why should New College of all places be facing such a crucial dilemma? Why is it that perhaps fewer students are vitally involved in the educational process here than in some of the better conventional colleges? I don't really know. Possibly it's because one cannot be deeply excited by thought, or see its relevance, until one has learned to think. Yet one cannot learn to think without going through a period of apprenticeship which cannot always be immediately enjoyable, or personally meaningful. Hence it may well be the case that unless initially confronted by the array of external requirements which characterizes conventional institutions, many students will never come to see what a college is all about. They will leave as they came, never knowing what they came for.

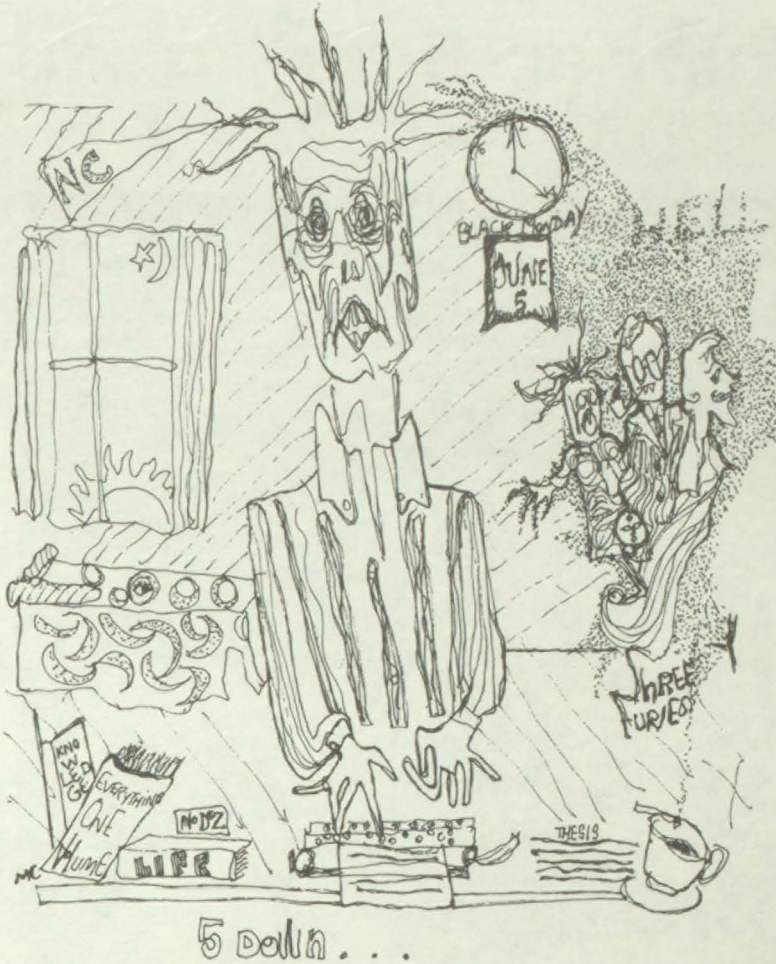
Or perhaps the difficulty is that while some of our students do know what they came for, what they

came for was not really to be educated. Witness, for example, the constant dichotomy between the merely academic and the existentially important. Why many students came to, or stay at New College seems to have far more to do with how they interpersonally relate than with whether they acquire any profound, disciplined knowledge. So for their purposes we might just as well dispense with the academic program altogether, and become a Camp for spontaneous, free association. Nor am I implying that such a Camp might not be a worthy venture for someone to undertake. But what I am suggesting is that if a college is to have any integrity whatsoever, it must place its primary emphasis on the value of academic excellence. Or to put this point in only a slightly different way, any college worthy of accreditation must not only try but succeed in showing that the existential, when profoundly understood, is by no means opposed to the academic, but can and must grow organically out of it. Indeed, if a college does not

succeed in conveying this decisive point, it cannot help but harm the students it enrolls. For in coming to a college, rather than to a camp, even the most cavalier student at least vaguely knows that he ought to be studying. Thus his lack of academic involvement tends to produce a kind of bad conscience which increasingly corrupts even his non-academic pleasures. And as a result, he ends up doing nothing, becoming nothing but an unhappy wall-watcher.

What can New College do to correct this threatening situation? I for one cannot morally accept the extremist's claim that freedom is worth any price. I think it is wrong to condone a system, whether economic or educational, which is willing simply to sacrifice those who can't make it. Yet I would also personally hate to return to a purely conventional system. So what can be done? We obviously have not been able to find, and probably never will find a sufficient number of students who are both intelligent and properly motivated. Nor can we financially afford to introduce an individual tutorial system throughout the College. But then neither can we justifiably continue as we have up to now: with or without the apparently unsuccessful category of Honors.

I must admit that in my own mind the basic dilemma of New College is as yet unresolved, though I still continue to hope that it is not unresolvable. Does the solution lie in some kind of graduated development from external constraints toward the productive freedom of personal academic involvement? Or is the answer to be found in a more searching, college-wide investigation into what the fundamental point of education not only is, but has always been? Or is there some other honest solution which people over thirty tend unfortunately to overlook?



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(Continued from page 5)

not compare with very many for research capacity. New College provides the finest opportunities for contact with truly excellent professors who are most helpful and willing to devote their time to teaching undergraduates to be found anywhere. To pass up such an invitation is, I believe, a mistake.

The independent soul should not occupy a space which another could utilize to greater advantage. I do not propose, however, that independent studies be cast out or off. We should initiate two separate ways for satisfying requirements for graduation.

The first is pretty much the way we have had it in the past; for the independent minds, it should be permitted them to take a small number of large exams at "crisis points" in their career, with no requirements for class attendance. the second alternative, however, should encourage classroom and seminar participation by requiring a reasonable participation and requiring the requested papers or work for the course to be completed prior to the award of a satisfactory evaluation. Students would be offered a choice between these alternatives at the outset of the year, avoiding the indecision so prevalent at present.

In closing let me say that a "satisfactory" evaluation should signify that a student has attained a reasonable competency within an academic discipline. That no further distinction need be made is the feeling of the vast majority of students and the only fair interpretation of the much maligned "New College Ideals."

By introducing two alternatives for satisfying requirements for graduation, professors would be spared the agony of facing ill-prepared, uninterested students or vacant chairs. More students could be admitted, as the number of students desiring to attend classes would be calculable, and professors' academic integrity could still be preserved by demanding some level of competency, determined by them, prior to the conferral of a degree upon unfamiliar or unknown students. This is one possible way of improving the academic state of this college.

The non-graded curriculum was one of the most attractive features of New College. It has been a welcome change from high school, where I seemed to always be in competition with my fellows for the limited number of honors. I would hate to see it go.

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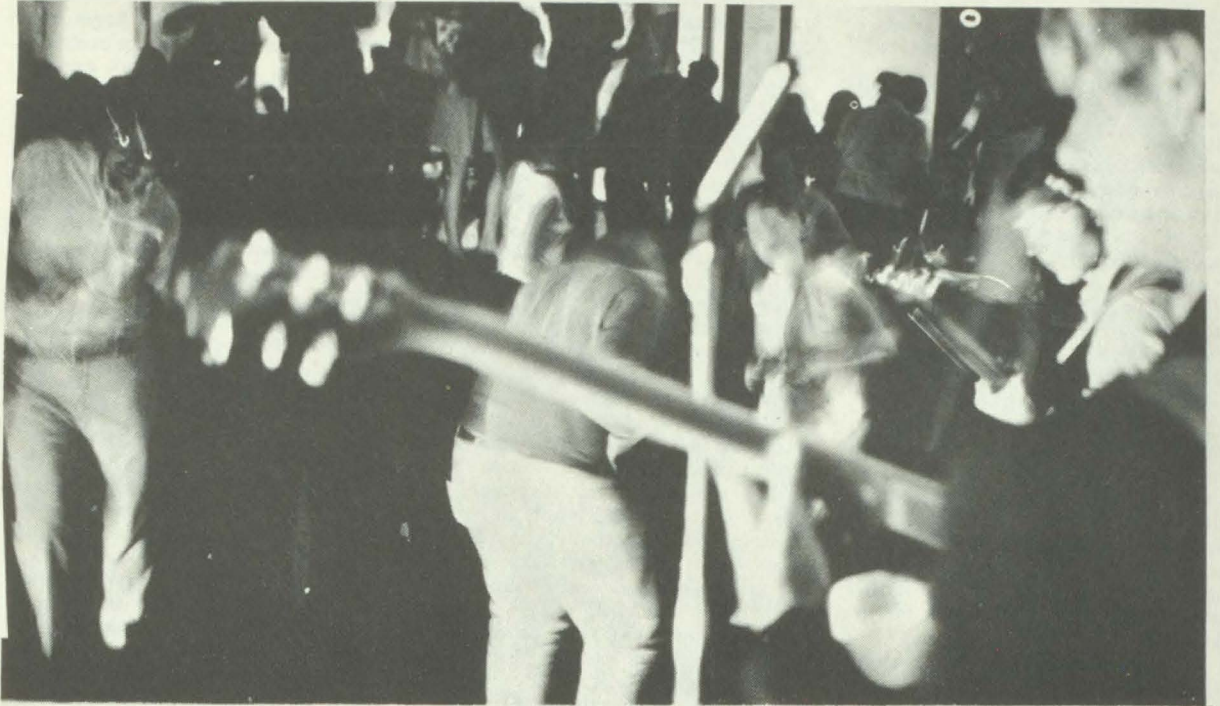
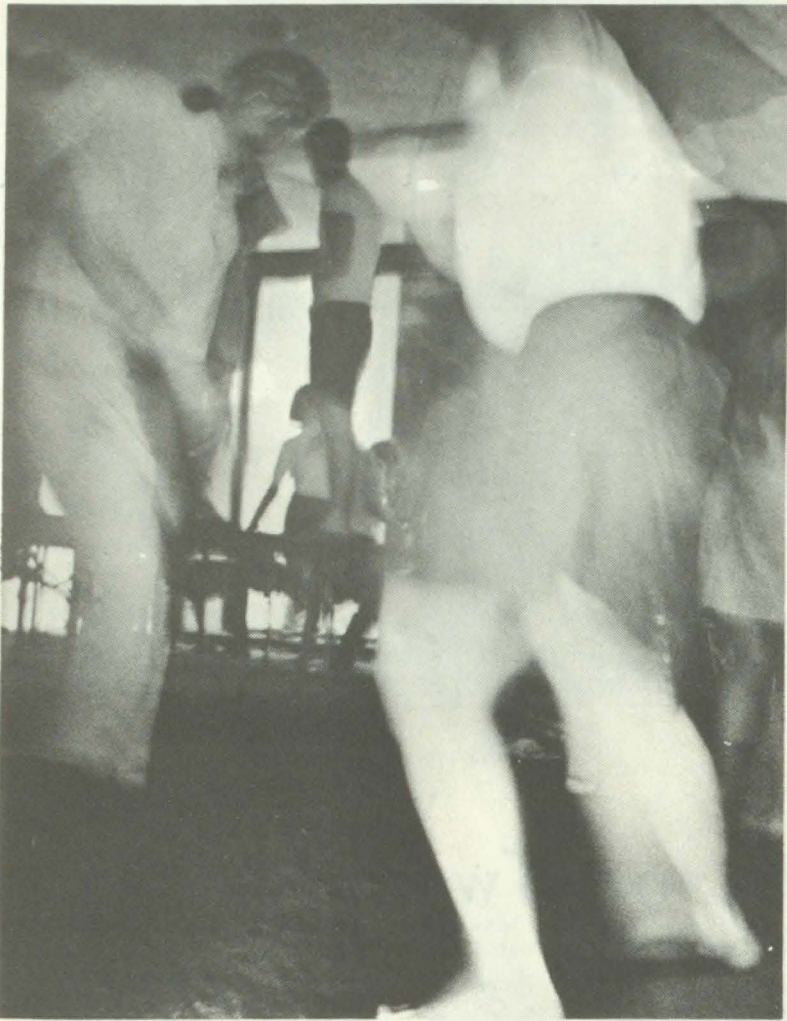
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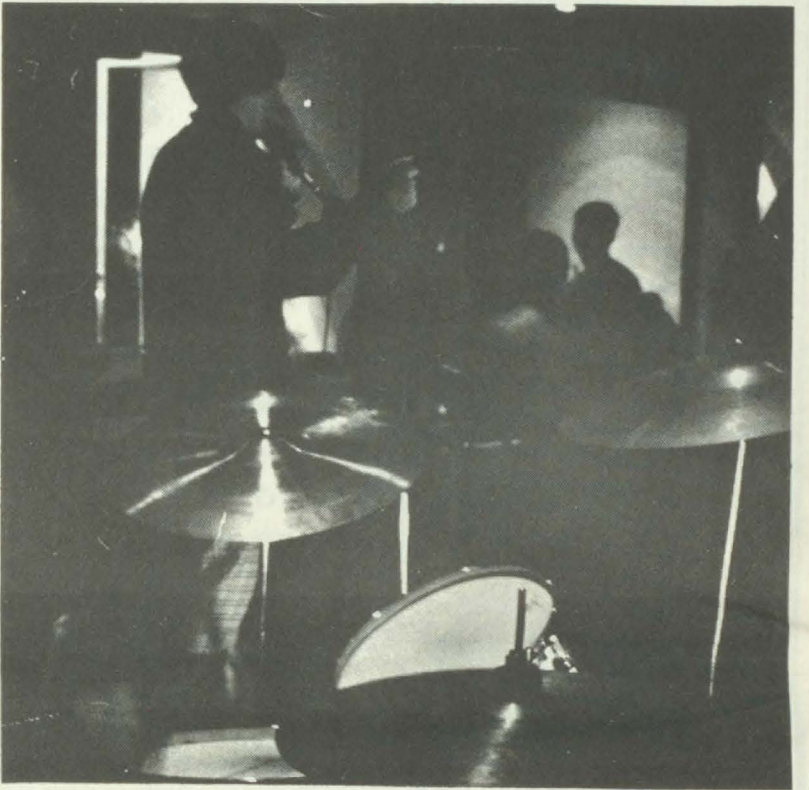
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Cortez Plaza

'Rubber Band' a Hit at Surprise Dance



The "Rubber Band" proved a hit with the students when they provided four hours of discotheque music at a surprise dance in Hamilton Center Saturday night. The dance and the band were apparently sponsored by Recreation Coordinator Frank Meyer. Starting from above, clockwise: the dance floor from the Rubber Band's vantage point; The Rubber Band from behind stage; New College first-year student Craig Schenck jamming on his harp during intermission; some vigorous dancing.

(PHOTOS BY JET LOWE)



Tickets for June 10 Dance Available at Reception Center

Tickets for New College's year end dance are now available at the Reception Center from recreation director Frank Meyer, according to social committee chairman Karle Prendergast.

Tickets for the June 10 affair, to be held in the ballroom of the John Ringling Towers Hotel, will be \$1.00 per person, \$2.00 for non-

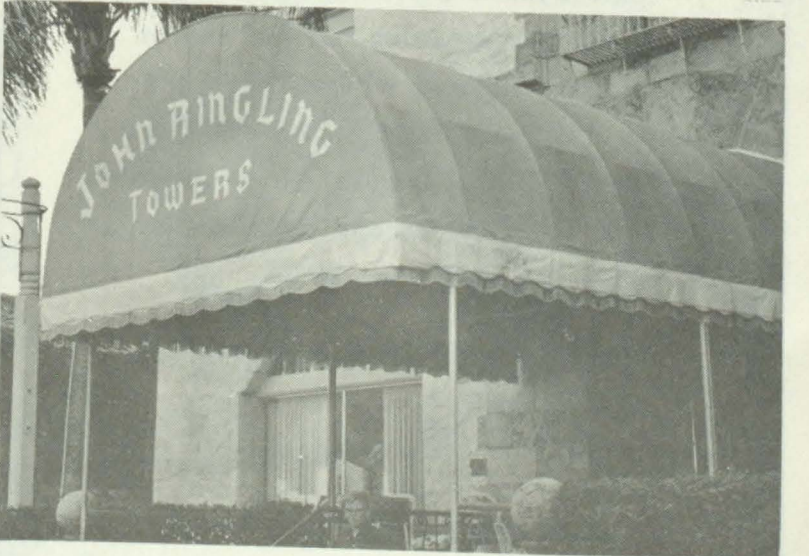
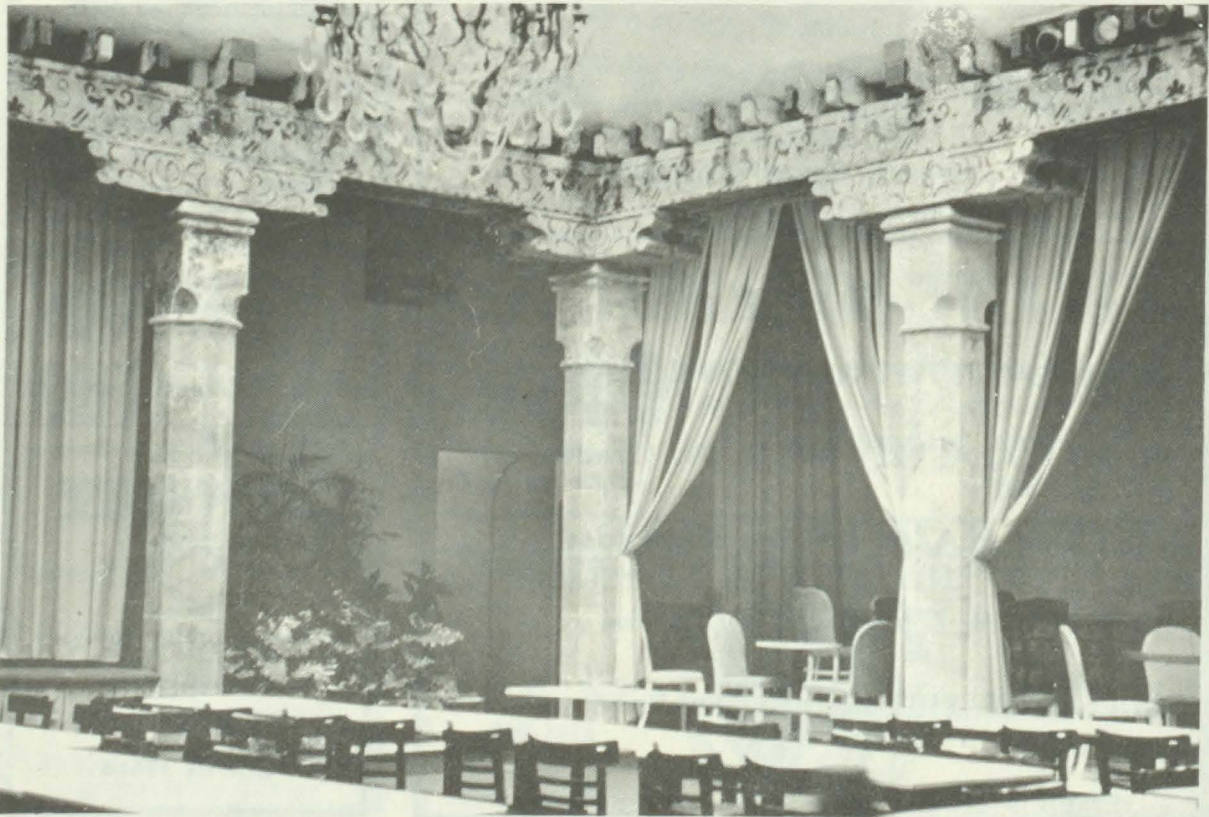
student dates. They will also be available at the door.

Prendergast said with 85% of the student body expected at the dance, and 2/3 of the faculty and administration, about \$100 could be expected to be returned to the Student Activities Fund. She said Meyer contributed \$85 from the recreation budget for the dance.

The dance will begin at 8:30, and will continue as a formal affair until midnight. The dance will be informal from midnight until 2:30 am. The Galaxies of Tampa will provide the music.

A buffet will be served by the John Ringling Towers from 11 pm to 12:30 am. Prendergast said the menu would include: steamboat roast (roast beef), seafood Newburg, two vegetables, two potatoes, appetizers, hot rolls, beverages, a salad with 10-15 items and a desert bar featuring varieties of cakes, pies and ice cream.

Prendergast said only students 21 years of age or over would be permitted to use the hotel's bar, and said students are requested to use the front entrance of the hotel in entering the dance.



The John Ringling Towers on U. S. 41 will be the site of this year's year-end dance. Above, the main entrance to the building. Left, the main dining hall.