

The Catalyst

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Transcripts Will Show Only Proficiencies

Only satisfactory work in seminars will be listed on New College graduates' transcripts under a policy approved by the faculty Thursday.

Unsatisfactory performances on required elements of the curriculum, such as independent study projects, languages and major exams will be listed on the transcript until satisfactory performance is achieved.

Provision was also made to include a student's areas of proficiency both inside and outside his major fields.

Areas of proficiency include any body of academic knowledge a faculty member knows a student has obtained. To gain proficiency in an area a student does not necessarily have to participate in seminars, but can gain proficiency by independent study outside the regular independent study periods and by other means.

According to Dr. Robert Knox, secretary of the faculty, "In essence we have decided that in the transcript only satisfactory work (in seminars) will be listed and no further grade." Seminars will be listed as satisfactory or they won't be listed," Knox added.

Knox said the transcript, as it is designed by the faculty, "can list tutorial relations. Any area in

which a student has done work can be listed."

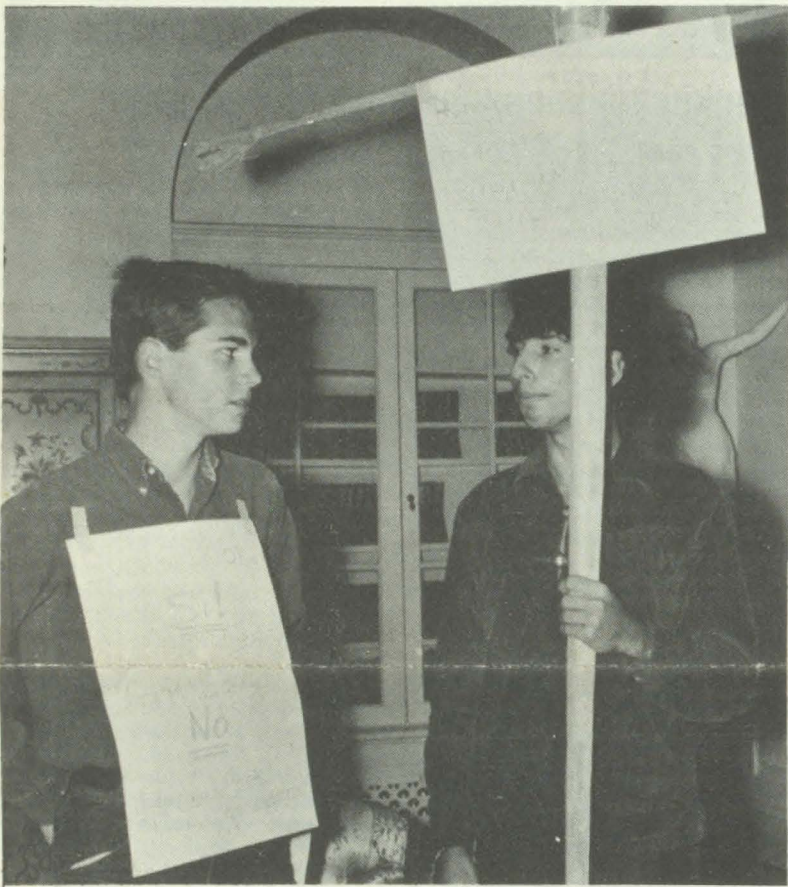
No degree of proficiency will be listed for course work, seminars or any other areas of proficiency.

According to Dr. Arthur Miller, "The faculty has yet to consider how the transcript should list independent study projects, senior projects and the baccalaureate exam.

Only tentative action has been taken on how to treat the qualifying exam and first year comprehensive, Miller said.

Thursday's decision, which Knox said was "heavily debated" but "passed by a sizable majority," culminates several months of discussion of the issue of evaluations and transcripts.

The controversy arose out of a faculty decision made near the end of last year to include some part of the term evaluations on students' records.



Student pickets Randy Marshall, L., and Lee Crawford protest the social sciences basic course first term exam in College Hall.

Students Picket Social Science Test

A small group of first-year students protested the social sciences basic course term examination yesterday by picketing and boycotting the test session in College Hall.

Carrying a placard reading, "Any attempt to require tests is contrary to the ideals for which I came to New College," Lee Crawford, leader of the protest, charged the course professors have done "everything to make (the term exam) required."

A second picket, Randy Marshall, carried a sign reading, "Evaluations, Si! Term exam, no! Help make the New College experiment work."

A number of other first-year students also refused to take the 50-minute exam, but most took it.

The protesting students charged professor of history Dr. George Mayer had said he would recommend students who failed to take the exam or who did poorly on it be barred from continuing with the course.

Mayer explained to The Catalyst, "The handbook requires evaluations, and it also says if students do not show reasonable progress it may be necessary to counsel him and warn his parents of the situation."

"In the event that a student did not perform well on the test, out of responsibility I would feel obliged to recommend to the Academic Council that he could probably employ his time better passing the other two divisions and dropping out of this one."

Such recommendations would first have to be passed by the social sciences faculty, then the Academic Council, and then perhaps the faculty as a whole.

Dr. Peter Burl, chairman of the natural sciences and a member of the Academic Council, said the controversy as he understands it is "important as a question of college policy" and "the issue ought to be

brought before the faculty for decision."

Dr. Rollin Posey, chairman of the social sciences and also a member of the Council, said Dr. Mayer's actions were consistent with the present policies of the faculty.

"These evaluations are for internal use only," he said. "The results will not go on the transcript, and the only purpose of the tests is to let students know how well they're doing."

When asked if the social sciences faculty intends to forcibly bar some students from continuing with the

course, Posey replied, "Absolutely not!"

A quick survey of members of the Academic Council showed that at least four of the six would vote against any move to bar students from the course.

"There is no question that the Academic Council would hear Dr. Mayer's recommendations with interest," according to College Examiner Dr. John French, "but we would certainly not prohibit students from continuing with the course."

(Continued on page 3, column 3)

Poll Shows Students Want Unlimited Hours

Students answered 115-49 in a special opinion poll yesterday they would prefer not having intervisitation hours restrictions in the student code.

On the basis of the poll results, according to Student Executive Committee chairman Mike Cassell, there is a "distinct possibility" that the SEC will vote tonight to abolish hours.

"We now have four definite votes for abolishing the hours," Cassell told the Catalyst last night, "and there is a sufficient number of (SEC members) undecided to make abolishment a distinct possibility."

A simple majority of members present is necessary to pass a motion to change the intervisitation rule.

Lee Crawford, Jerry Neugarten, Kenji Oda, and Jon Shaughnessy have indicated they will vote to abolish hours if the question is brought up tonight, Cassell said.

This represents a change of one vote from last week, when a motion to remove hours from the student code was defeated 3-5.

Crawford voted against the motion last week.

Neugarten, who conducted the opinion poll, said consideration is

Laundry Today

Because of the Thanksgiving holiday tomorrow, students may receive linen today according to Planning Officer Ralph Styles.

The laundry will be exchanged at the laundry room as usual. Styles urged students to exchange their linen as early as possible.

being given to make any move to abolish hours effective next week to allow the president, who is out of town, a chance to "say whatever he might want to say."

Of the five members unaccounted for, two told The Catalyst last night they would vote against any such motion, one refused comment, and the other two could not be located.

Oda said no motion to abolish hours will be made unless "we are certain it will pass."

In the case of a tie vote on such a motion, Cassell said, he would vote to remove the restrictions.

Thanksgiving Dinner Will Be Family Style

Dinner tomorrow will be a traditional Thanksgiving meal served family style and will include a whole turkey at each table.

According to kitchen manager Thomas Estep, the meal will begin at 4 pm sharp. As soon after that as there are eight people at a table, he said, that table will be served its whole turkey. Carving will be up to the students at each table, although Estep said some aid from the kitchen crew will be available.

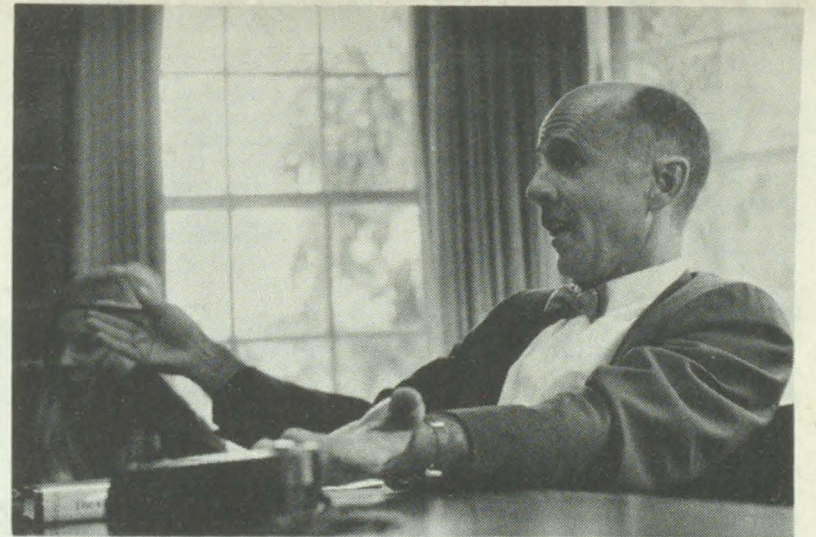
Estep urged students to be prompt in being seated for this special meal in order that everyone may be served as soon as possible. A total of 25 turkeys will be prepared for

those students who remain on campus.

Since the turkeys all weigh over 10 pounds each, Estep said, each student at a table should have more than a pound of meat for his Thanksgiving meal. Because of the limited number of birds available, however, no table will be given turkey until there are eight seated. Estep suggested students form their dinner parties beforehand to facilitate seating and serving.

Brunch will also be served from 8:30 to 11. Meals may be purchased for guests for \$1.35.

Estep said several members of the faculty are also planning to eat dinner with students in the dining room tomorrow.



Mayer

Humanities Dept. Fills 2 Positions

Appointments to two positions in the Humanities Division were announced Monday by Dr. Arthur R. Borden Jr., chairman of the division.

Dr. N. Bryllion Fagin will be a Visiting Professor next term and he will conduct a seminar in Modern Drama, according to Borden.

John D. Macbeth has been appointed a tutor in French and he will also have supervision of the language laboratory and other audio-visual equipment.

Fagin is a professor emeritus of Johns Hopkins University where he was formerly an associate professor of English and Drama. He was director of the Johns Hopkins Playhouse from 1931 to 1958.

Macbeth taught the fall semester of this year at Brookside Junior High School. During the spring semester he was a lecturer in French at the University of Southern California, as well as a tutor for Ph. D. language reading exams.

After 1958 Fagin was associated with Johns Hopkins as a lecturer. He has written a number of books, including volumes on Poe and O'Neill.

Before teaching at the University

of Southern California, Macbeth taught for two years at Westlake School in Los Angeles. Prior to that time he held a French Government Teaching Assistantship in France.

Fagin will give some public lectures at the college, according to Borden. No admission will be charged for these lectures, but those attending will be asked to register prior to the lectures.

Tickets Available For FWCSO Concerts

Season tickets for the Florida West Coast Symphony Orchestra concerts are available in the Humanities office.

Tickets for the three-concert series are \$6 for adults and \$3 for students. Concert dates are: Dec. 16, 8:15 pm; and March 5, 3 pm. All three concerts will be performed in Sarasota's Symphony Hall.

The same concerts will be repeated in Bradenton Dec. 18, Feb. 4 and March 4.

Paul Wolfe, adjunct professor of music, will conduct the symphony.

Editorial

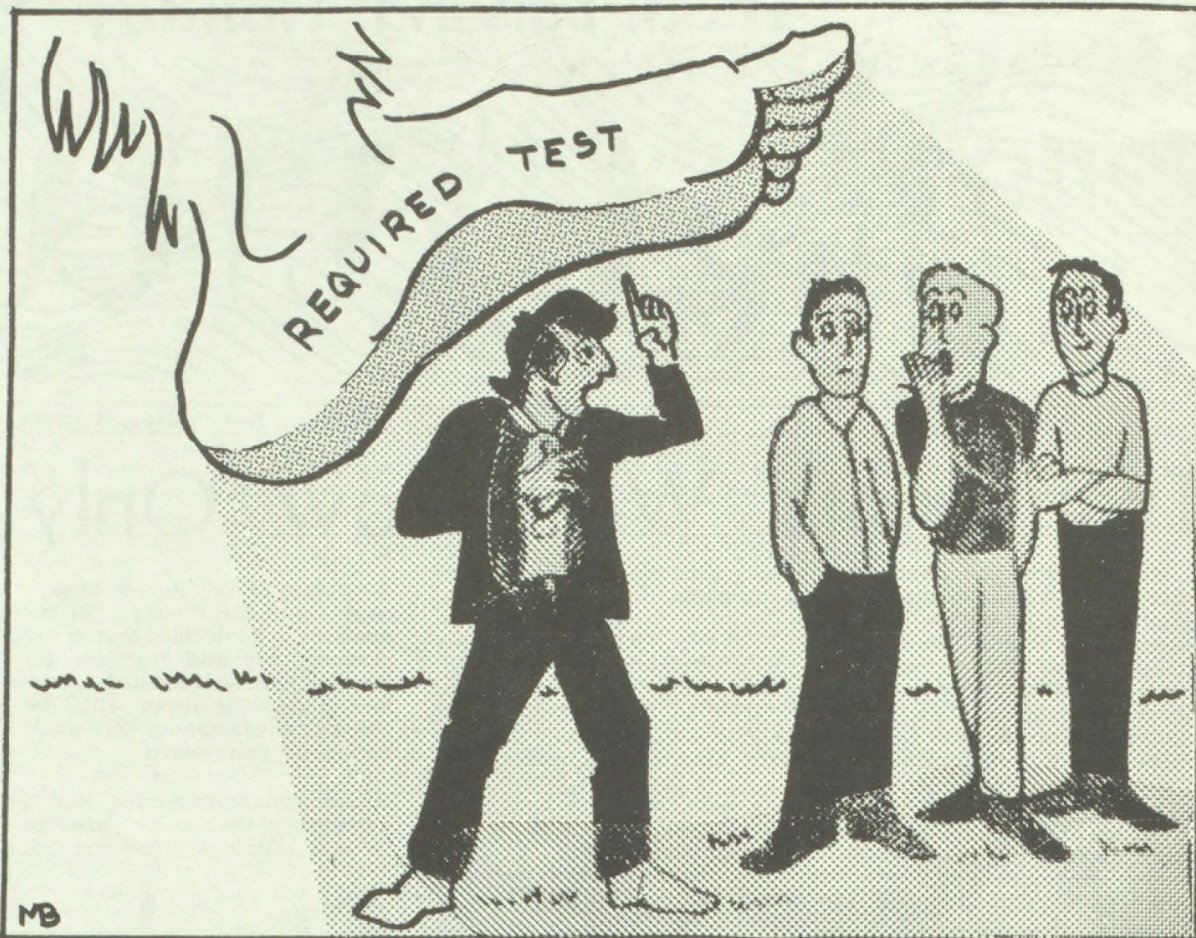
No Justification

The results of yesterday's poll of student opinion on the question "DO YOU WANT THE STUDENT CODE TO CONTAIN HOURLY RESTRICTIONS?" do not justify removal of intervisitation rules from student rules. There is a vast difference in not wanting rules and in wanting enforcement of those rules removed from the hands of students.

When the consequences of a decision by the Student Executive Committee to remove intervisitation hours are considered, we believe the majority of students will maintain the opinion held by nearly all students last year: to retain intervisitation hours as part of the student-enforced rules.

There are further questions of justification for removal of intervisitation rules. How widespread is student opinion for REMOVAL? This factor has not yet been measured. Secondly, how genuine is this student opinion? Does it really exist or has it been created by a minority of the SEC members? We believe agitation from the students at large for removal of intervisitation hours does not exist. We certainly have not seen any signs of it. So far, the only students expressing concern over the responsibility for intervisitation rules have all been on the SEC.

We maintain it is the duty of our elected representatives to act in accord with student opinion--with the opinion of their constituents. They should REPRESENT the opinion of the electorate in deliberations of the governing body. If the SEC votes tonight to remove intervisitation from the student code, then its members will not be acting in a manner consistent with the wishes of those who elected them.



Letters

Who Has Left Behind Whom?

To the Editor:

I would hope that where my colleague, Laszlo Deme, and I are not in accord would be more a question of semantics than one of educational philosophy.

As a member of the Admissions Staff I would like to assure the faculty that one of New College's most attractive assets for the world of secondary education is that we profess to have an "outstanding teaching faculty." (Taken from the inside cover of the 1967-1968 New College Bulletin.) As a tutor-member of the faculty I am particularly proud to identify myself with a group of scholars who regardless of professorial rank enjoy the opportunity to teach at all levels--i.e. that one can roll up his sleeves and grovel with first year students in the beautifully tedious quagmire of the liberal arts and with equal zest smooth the rough edges of third year student-scholars in their major fields.

I would heartily agree with Prof. Deme that the aspiring scholar at the undergraduate level is probably not qualified to evaluate meritorious nature of a faculty member's

peers in his profession. However, the scholar can accumulate all the pos-appellido alphabetical combinations in the world and not one of them qualifies him as a teacher.

Therefore, I would submit that the statement cited by Prof. Deme regarding student evaluations of faculty, given the parenthetical qualification of the same statement, is completely justifiable. The scholar cannot "scholar" anyone, but rather to transmit his wealth of knowledge and experience--which qualify him as a scholar--he must teach. Who, then, is better qualified to evaluate whom than the "taught" evaluating the "scholared" who teaches?

The opportunity for the scholar to teach in higher education today is truly unique--and thus so is New College. I hope one of the factors which attracts such an outstanding faculty here is this opportunity. I know it is one of the factors which attracts to New College the high calibre of student currently enrolled here.

Respectfully concerned,
Peter W. Odell

To the Editor:

All slogans are simplistic. Yet the best ones make complexities clear by overstating a simple point. The placard carried by Lee Crawford carried a good slogan. Let me carry on from there, by way of some history and speculation.

Tests are not against the New College ideal. Not categorically, that is, and not always. The charter faculty, after all, included an unusual academic position called "College Examiner," and Dr. French is still charged with the large coordination of a testing program designed to discover the degree of success of the non-graded experiment. These tests, however, were understood to be comprehensive tests. A comprehensive test covers the work of a year or more. It should allow a student to show his control of the kind of capabilities and ideas which constitute basic literacy in the three divisions of study.

A comprehensive exam, we then said, should not be a delayed test of specific facts crammed into a term. That sort of short-range tes-

ting is more effectively done at semester's end in conventional colleges. Effectiveness, however, is not the point. Those who have studied or taught in term-test colleges should know that the test can often begin to "ride" the course. Classes are not guided by the direct interests of teachers and students, but directed toward assessable material. The teacher begins to think less about his study group, more about how he can test it. Learning becomes driven not internally, but externally. Although some evils of the term-test remain in the comprehensive exam, the "comps" seem preferable. At best, they tend to echo in an external way the year's internal drift (hopefully) toward coherence.

By a kind of creative word-magic, the term "evaluation" appeared. Evaluations, stripped of glamor, are simply a New College analogue of the old term-tests. Evaluations, however, were set up to escape the coercive nature of tests. That is, they were in no absolute sense required of students, and they were in no sense at all a matter for permanent external record (transcript). The best evaluations are detailed paragraphs judging a student's strengths and weaknesses, and all are internal. At this college, accordingly, the potential physicist may take a seminar in art and never fear for his grade-point average. To me, this seems a most valuable freedom. This freedom comes from the fact that evaluations are checkpoints; they are not terminal points.

Now that a comparatively grade-free form of the New College transcript is nearing completion, students can expect to feel some members of the faculty groping for forms of internal pressure. Some student slackers, of course, need some pressure. Yet may I submit that, in a college of individuals, individual pressure is best. In my seminars, for example, students who don't write requested papers are requested not to reappear. This is coercion, yes, but it is me and not a system.

The Division of Social Sciences recently felt its way toward a systematic pressure; some members stated they are recommending that incompleteness or failure on the term evaluation should exclude a student from the next two terms of work. This, of course, would likely mean failure on the later comprehensive exam. That, in turn, could mean failing out of college. It is a very slick system.

If my observations of the history, general philosophy, and present status of evaluations are at all correct, Social Sciences has proposed a radical change. A change of this degree, I believe, should be debated thoroughly within the college before being announced as a fait accompli.

The debate, obviously, has begun.

(signed) Arthur M. Miller
Humanities Division

Mixed Reaction to Soc Sci Test

To the Editor:

Tests should not be held as an axe over the heads of students. The Basic Social Science Test was introduced to the class as such an axe!!

I came to New College to avoid asinine games with such axes over my head. Any effort to decide whether students should continue a course on the basis of a one hour study of 3 questions is ludicrous.

Evaluations Yes; Games NO!!

(signed) Donald M. Aronoff

To the Editor:

Many ill informed people have regarded it as absurd to think of 1st term Social Science as necessary background for 2nd and 3rd term Social Science. We should not be too quick to condemn these people; it is not their fault that they are ill informed. The real fault lies with the typist who made the mimeograph master for the 1st term test. The entire third part of the test was omitted. It clearly demonstrated the vital nature of the first term's work for any further work in social science.

Part III. Answer any two (2) questions.

1. Explain in detail the influence of Wald's position on free will and determinism on the following:

- Sensory preconditioning.
- Analysis of variance.
- Kinship systems in matriarchal groups.
- The balance of payments problem.

2. Discuss the contributions of some major theologians (esp. Otto and Niebuhr) to experimental design in psychology and sociology.

3. Comment on the implications of the following quotation from Kierkegaard: "By positing as a task the scientific process instead of the existential simultaneity, life is confused" for 2nd term work in the social sciences.

(signed) Paul Hansma

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The Problem of Freedom

To the New College Community:

For us (the students, faculty, and administrators of New College) to argue in a way that is meaningful, we must realize the actual nature of "the problem of freedom"; it is one of degree and not of principle. New College is foremost an educational institution--academically challenging (necessitating motivation and discipline) and socially very free.

The reason for (each of us) going to a college, hopefully, is to learn, to further our education beyond the high school graduate level. There are reasons for our coming to this particular college; I think what attracted almost every one of us to New College was the "freedom," however vague, of the students here.

There is a starting point for what will be said, which should be emphasized: a basic assumption that New College, like all colleges, has a purpose, and that the primary aspect of this purpose is to work with students (who are trying to gain an education). Education, if it is "formal" (that is, one attends an institution as a student) is always, to some degree, a collaboration between student and teacher. New College (and long before it had students) has held very strongly the value of this "working relation," and so a high degree of collaboration is aimed for.

"Show me any collaboration!" complains the bitter student, forgetting that for a collaboration to exist there must be more than one functioning side. A few teachers have cut us short by assuming the worst and thus treating students like naughty children.

I don't like the word, "machine," either,--but that's what this (collaboration) is like: a "mechanism" which totally stops when either of its two working parts breaks down. The machine can function on a number of levels. At "worst," it's merely a productive machine (when the working parts act out of discipline alone). On the other hand, at "best" (and this is what New College could and should be), it's a creative, productive machine (when the parts act out of desire and discipline). This latter instance would mean, specifically, two things: 1) that New College faculty members would have the desire to teach and stimulate others (and learn), and also submit themselves to the discipline of "knowing" and "presenting," in the most effective way possible, a certain body of ideas, theories, and facts, and 2) that New College students would "be receptive," would want to learn (and express ideas of their own) while submitting themselves to the discipline of studying the material presented, and of attempting to express what they are learning through papers requested by teachers. Few of us remember that one of the most important of "the founders'" ideas was that it is definitely valuable for one to have a command of self-expression in the English language. They consequently foresaw frequent, compulsory writing assignments.

If New College were not meant to be an educational institution of high calibre, then a lot of our (students') complaints would be justified. Since New College is, however, committed primarily to learning (first--academically, second--socially) then many of our

complaints cannot be realistically justified since they are irrelevant. I've often wished that New College was one place in the world where a person (notice: not "a student") could go and read whatever interested him, write poems, stories, novels, paint, sculpt, learn to speak a foreign language, work in a science laboratory, or play music whenever, however, and with whomever he or she wanted. The college was not set up with this kind of freedom in mind. If one thinks that "total freedom" is better than whatever he is getting here (college means some structure), or that full freedom is "the best thing" for him now, then (unless he's afraid of the draft and/or does not care about being at New College for the wrong reason) he should leave school and "go do it." The ultimate aim of New College education is to get the best out of creative, intelligent young people: if this really is an individual student's personal aim too, then he probably has good chances of approaching that goal at this college...but if he finally decides that he could be and do more with his intelligence and creativity elsewhere, then he should go elsewhere. To such a person, one might suggest living near a good library or taking some correspondence courses. He would probably interrupt at this point and say that he did like the opportunities available here, such as some interesting courses, many seminars, good teachers, and people his own age with whom any kind of ideas can be expressed. It would seem then that he does partially accept the responsibility of educating himself, he has some "ideals" (ends). That being the (Continued on page 3, column 1)

Goodman Criticizes American Culture

Speaking to a capacity audience of more than 125 students and faculty members Friday, author and critic Paul Goodman criticized many aspects of modern United States culture.

Goodman began the forum by reading many of his short poems to the group. He told them he had read the same poems to a similar audience at the University of South Florida in Tampa the day before.

Both in his poems and in his lengthy answers to questions put to him by the audience, Goodman indicated he opposes the war in Vietnam, automation, urbanization, modern U. S. educational practices and a host of other popular areas of criticism.

At the same time he touted the virtues of trees, grass, rosy-cheeked children and other "positive" elements of nature in a manner reminiscent of Thoreau and Whitman.

Calling the United States a giant "war machine," dependent for its economic growth on an aggressive war-making policy, Goodman told

the group "the way to end the war machine is for 10,000 of you to burn your draft cards."

Although obviously against the U. S. war effort in Southeast Asia, Goodman told the group the way to "end hostility is by confrontation." In reply to a question from the floor, he said he does not see the present war as such a confrontation.

In a low, rapid voice with qualities similar to those found in Arnold Stang, Woody Allen and Phil Foster, Goodman sped through the poems, interspersing them with brief prayers, also of his own composition. He said, "When I want to say how it really is with me, I write a prayer." Frequently during the record-making three-hour talkathon, Goodman mentioned his desire to "say how it really is."

After more than two hours of often hot questioning concerning his political position, Goodman abruptly altered both the tone and pace of the discussion by asking why no one had commented on his poems as expressions of a "suffering" poet.

This remark elicited immediate response ranging from opinions on the quality of the poems to the in-

appropriateness of the setting for such comment. Goodman said the students at USF also had not commented on his poems except in the political sense. He said the only difference between his audience at USF and his audience at New College was the higher level of articulateness here.

The bushy-haired writer, who appeared in a rumpled blue shirt and without a tie, left the audience unconvinced of his status as a poet but succeeded in causing comment (which circulated around campus for several days) on the purpose of his remarks and their implications.

Pickets

(Continued from page 1)

However, French explained, the present college policy is that a student who receives "very few" positive evaluations would be called before the Academic Council, and "if it seems appropriate, a warning would be sent to his parents. . . . For people who don't show up for the social sciences exam, that's one potential positive evaluation missing."

Students complained, however, that the exam was given in a "traditional way" with closed books, limited time and other procedures.

Buri, who did not say the testing methods used are inconsistent with New College's ideals, did admit they are "certainly in variance with practices of the past."

Posey assured *The Catalyst* the nature of the exam was such that "it would have made no difference whether it was take-home or not, open or closed book."

Mayer argued that while he favored take-home tests for most classes here, first-year students should be exposed as early as possible to the kind of test the comprehensive exams at the end of the year will be.



Plan Little Angels Appearance

SEC chairman Mike Cassell, second from left, met yesterday with community leaders to discuss the ticket sales campaign for the Jan. 15 performance of the Little Angels, a troupe of folk dancers from Korea.

Meeting with Cassell are, l. to r.: Joe Reno, executive director of the United Fund of Manatee County; D. William Overton, chairman of the Sarasota United Appeal; and L. W. Horning, president of the Friends of New College.

Proceeds from the performance will go to the two charities.

Steps Outlined For Leaving

Students who are about to leave campus for the independent study period and Christmas vacation should take a number of steps to avoid possible confusion and difficulty.

Bicycles and motorcycles can be stored in a barracks building fixed up specifically for that purpose. Cycle owners should make arrangements with Al Minter, head of the grounds crew.

Students should leave their rooms "reasonably clean," according to Minter, and have as few things as possible on the floor.

Planning Officer Ralph Styles said yesterday all rooms would be cleaned over the holidays, but that student belongings will not be disturbed.

Storage space for suitcases, trunks, and valuables is available from the college.

Students who wish their mail forwarded must fill out special cards at the college mailroom.

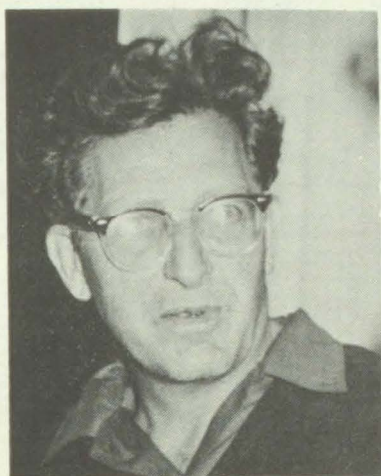
Letters

(Continued from page 2)

case, why not accept the means to (academic necessities) to these ends. For those who are unsure about their ideals or goals it is even wiser to accept the present (and relatively pleasant) situation. People who really want freedom will accept "any amount available" and do all they can with it. If a student cannot experience his own freedom while in an environment with few restrictions, then he will most likely not experience "being free" in an environment which lacks all restrictions.

P.S. A note to those of you who know that I have not been studying for awhile and am considering leaving New College, and so might be wondering about the honesty behind what's been said above: I've let my discipline slide and also finally figured out what commitments from me are necessary here to make things meaningful. If I find that I will not be able to accept those commitments, I'll leave. Sadly, too.

(signed) Robert Dixon



Goodman

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The Warning

"Where are you headed?" the man in the gas station asked, filling my miniscule gas tank under the seat with an exaggerated delicacy he apparently reserved for motorbikes that purred their inadequacy down the highway before him.

"Boca Grande," I answered, looking down the road, trying to see the miles of this late November afternoon, the day after Thanksgiving. He looked at me as if, considering the vehicle, and myself, there was little else he could have expected. And, in fact, it was a strange place to be going, a tiny, quiet resort on the end of a sandbar, an almost forgotten town that must be sleeping now, to wake for a January of life in a year. But my roommate had spoken almost raptuously about the miles of deserted beach, the fine white sand, the quietness, and I had to go somewhere.

I had to go somewhere because Thanksgiving and time had come over us like a sudden rain, and we ran for shelter. Ran to home, or New York, or Miami, or Chicago, ran without thinking, ran because there was nothing else to be done--it was a time for leaving. The night before, people who had had no idea fifteen minutes before that they had to go, that the campus and trees and people were more than they could stand, this cluttered evening climbed into cars and drove with others, 1500 miles on a whim.

I saw a plane off myself that afternoon, then drifted a little, as you always do when you realize you're suddenly in a new context, that the plane carried away part of you, and you were left to deal with the rest alone. On Thanksgiving I had dinner with my father, who had come on business. We almost talked, then I saw him off, too, and once again met myself, standing at an airport seeing a whiteness, all there was left of the plane, wondering how it came to be swallowed in the sky.

So the day after, the campus was virtually deserted, and it became my whim, and the only way I could travel was on my silly motorbike, and so I stood by the side of the highway at a gas station watching the attendant delight himself by letting the gasoline overflow just enough to cover the top of the tank, and trickle down the sides, and look at me as if the carelessness was mine.

There were still twenty miles to go. In a town that seemed vaguely apologetic for its inconsequence, I stopped for a cup of coffee in a bright, clean restaurant by the road. I sat at the shiny counter and ate my pie and coffee with an almost

cheerful preoccupation, knowing I'd given in to my dissatisfaction, so I hardly noticed when a man, somewhat past middle age, got up from a table to pay his bill. took a few steps, and groaning and clutching his chest, fell to the floor.

The restaurant stayed paralyzed for no more than a second. Waitresses rushed to his side, customers dashed to the phone to call hospitals and ambulances, and there was nothing left for me to do, if there had ever been. I could only stand frozen at the edges of the scene, seeing small details--brands of cigarettes, and orange juice dispenser, candy bars lined on the counter, trying not to hear the man's labored breathing, see his face. But there was no one to give me my check, to take my money, so I could only stay and my uselessness and cowardice terrified me.

The ambulance came, after agonized minutes, and I thought that, after years of wondering, I knew at last a cause for the horrid wail of its siren. It was a warning, a sign, just as the man's heart attack had been, and if I was shaken and empty as I walked to my bike, there was good reason. I had been told something, and should at least be happy with the knowledge.

Starting up, and once again entering the road's battle, I knew something about all trips like mine, like the travelers' to Chicago and other places, that they were an escape, a running away from that place where you know you should be, where you have to be. And that running may be fine, and harmless enough, and even necessary and good, but in some lonely town, in a bright, clean, sterile, death-like place, entirely alone, the thing you are running toward may suddenly find you, and you'll be too far away from home for anyone to know your name, or care. And there will be only the sudden, unimaginable terror of the trip's end.

A little later, I stood on the hard, diamond sand, and heard the ocean.

Negro Indifference Hurts Jazz

Jazz music, it has been said time and time again, is America's major contribution to the music world. And jazz, it has been said often enough, springs from the heritage of the American Negro.

And yet, when one studies the scene, the jazz mainstream depends on a white, middle-class audience for its support, moral as well as financial.

The few jazz musicians who have "made it"--Dave Brubeck, Stan Getz, Herbie Mann, Miles Davis--include a disproportionate number of whites in their ranks, and, with a few exceptions, play "safe" jazz, progressive but not too.

Of course, the money is where the money is, but the problem here is deeper than one of the haves versus the have-nots.

Negro trumpeter Freddie Hubbard noted in a Down Beat interview: "Colored people can't dig Charlie Parker; they're so busy listening to cornball crap."

This point was made embarrassingly clear at a special concert at Booker High School auditorium Tuesday.

The Hakeem Bilal Quintet from Miami played an hour's program of swinging 1950's jazz before a sparse crowd. It was obvious from the way the audience ignored the musicians and talked among themselves a few choruses into "On a Clear Day" that someone had made a mistake.

The bulk of the crowd was made up of kids, from high school on down. Several adults were present, but few of them seemed even mildly interested in what was going on on stage.

The only time the crowd showed any signs of life was when Calico Clint, either the most ridiculous or the humblest showman I've seen in quite a while, took the stage to pound on the bongos, make pseudo-African cries, and make funny faces for the kids.

Otherwise, the audience's applause was sincere only once--after an extended and very interesting drum solo.



The m. c., who out of mercy remains anonymous here, made futile efforts to stir the crowd. "This is our music," he said in introducing the group. "We should be proud of it."

And, indeed, the music was good. The quartet (trumpet, piano, bass, drums, minus Mr. Clint) understandably took often to high camp, teasing each other with musical jokes to keep from falling asleep.

All performed well, and leader Bilal on piano had some especially interesting ideas.

The audience, however, would have preferred James Brown or Paul Butterfield.

Attempts are being made by LeRoi Jones and co. to identify avant garde jazz with Black supremacy, but with little grass-roots success. At the same time, Miles and Trane and the established but undoubtedly great Negro jazz musicians pour out

their story, but not to those who could know best what they're talking about.

Perhaps jazz has become too sophisticated. It's more than a beat to dance to, or a pretty melody to hum.

A few more Ramsey Lewis's would not hurt--some people to bridge the gap between pop and jazz.

"They'd better wake up," Freddie Hubbard said of Negroes, "because we created this thing..."

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