

Mary Mashburn, Class of 1983
Editor Catalyst 1981
Editor Critique 1982
R-44

- I. What brought you to C. C. in the first place?
 - A. The Block Plan.
 - B. She grew up in Colorado Springs, had taken drama lessons at C . C. So she was familiar with the campus and liked the small college atmosphere.
 - C. She wanted to go to a liberal arts college.

- II. Recollections of Jean McMillan (children's drama instructor).
 - A. Physical appearance.
 1. Short, wiry.
 2. Always dressed in a dramatic way---"Appropriate to the theater."
 - a. She wore fascinating jewelry---especially necklaces.
 3. Short, wiry hair.
 4. She had expressive hands.
 - B. She was a warm person.

- III. First impressions of Colorado College.
 - A. The classroom situation.
 1. It was very much like high school, not intimidating at all.
 2. Freer discussion of ideas, relevant ideas.
 - B. Impressions of the quality of students.
 1. Students seemed young.
 2. People were willing to talk.
 - C. Impressions of students socially.
 1. People engaged in conversation which was less superficial.

- IV. Involvement in C. C. committees and organizations.
 - A. Mary founded an off-campus student group.
 1. It was a group for students who had never lived on campus.
 2. The aim of the group.
 - a. To help these students "feel like Colorado College was still our campus even though we didn't live on it."
 - b. In the first year it was largely social.
 3. Activities.
 - a. Functions during orientation week.
 - b. Show people around campus.
 4. This group was the first social contact for off campus students.
 5. They have worked closely with the dean's office.
 - a. Deans have a hard time identifying with the dilemma but they have been receptive and helpful.
 - B. Gamma Phi Beta sorority.
 1. Describe rush.
 - a. "It was a lot like a dressed-up herd of cattle."
 - b. The women were rounded up in a central room, every one got name tags.
 - c. Girls were more dressed up than they get all year.
 - d. They all visited each house, eating and chatting.
 - e. There were two parties to which everybody went. Then the rushees stated their choices and matched that with the sororities' choices and they went back to "preference desserts."

- f. It's not a terribly selective system. Most people get into the house they want to be in.
 2. What did you think a sorority would have to offer you?
 - a. "You get very caught up in rush." And you almost can't bear not to join.
 - b. Being a commuter student, Mary wanted a place on campus where she could go to study and relax, etc.
 - c. It was a way to meet more people.
 - d. It would be a group in which she would be comfortable and which would always be there.
 3. What is your assessment of the role of the Greek system on the C. C. campus?
 - a. Primarily social.
 - b. Fraternities provide parties for the campus.
 - c. Sororities' social function is more restricted.
 - d. Fraternities and sororities give people a sense of belonging.
 - e. Philanthropies---local and national.
 - i. Locally Gamma Phi Beta supports Easter Seals and nationally they support Gamma Phi Beta camps for underprivileged children.
 - ii. Fund-raising is the main philanthropic contribution of sororities.
 - iii. They also go to hospitals on holidays and cheer the children up.
 4. The fraternities have had problems with the administration.
 - a. Concern about alcohol and drug abuse.
 - b. The administration is not as concerned about the pranks.
 - c. The Beta Theta Pi fraternity was suspended for breaking many rules.
 5. Describe a sorority dance.
 - a. It is the opportunity for women to get up their courage and invite the men on a date.
 - b. Sorority members also invite other women who can invite their own dates.
 - c. The woman takes the man to dinner, either alone to a restaurant or to the catered dinner where the dance is held.
 - d. After dinner there is usually a rock band.
 - e. Over the years the dresses the women wear to these dances have gotten progressively shorter, but not necessarily less formal.
 - f. The men wear suits, not tuxedos.
 - g. The women pay for everything, except the date usually pays for the drinks.
- V. How would you rate the overall social atmosphere of the campus?
- A. It's a very social campus.
 - B. People don't date. They go out in groups.
 - C. "It's disappointing that so much of the social life has been geared around alcohol because there has been so much alcohol abuse."
 1. People are becoming more and more worried about it.
 2. It has become the ritual to get drunk every Friday and Saturday.
 3. There have been some successful parties without alcohol.
- VI. How would you rate the intellectual atmosphere of the campus?
- A. It varies.
 - B. Classes are the basis for intellectual activity, while most extracurri-

cular groups are very socially oriented.

- C. Political Theory with Professor Tim Fuller was a class which excited students.

VII. Description of Tim Fuller

- A. Tall, stern-looking, very attractive face, peircing eyes. "Kind of what you'd expect of the romantic villain---a curling smile."
B. He's an excellent teacher. He is tough and intimidating.
C. He is witty---" a cynical, sarcastic humor."
D. Extremely intelligent. "It was very inspiring to be in a class with a professor who didn't need copious notes to teach from; who could apply Socrates to current events very easily; and who could draw students into the discussion and not talk down to them."

VIII. Mary is a Political Economy major.

- A. Requirements
1. A mixture of Economics (Principles of Economics and Macro-Economic Theory) and political Science.
a. The greater emphasis is on Political Science.
2. History is also required.
B. It is a very Liberal artsy degree."

IX. Professor Michael Bird is Mary's advisor.

- A. What kind of professor is he?
1. "Very much an economist."
2. His lectures are very specific, structured, concise.
B. He is very likeable.
C. He was the Vice Mayor of Colorado Springs two years ago.
1. It required a lot of time and he said it was a relief to leave the job and have more time to devote to his students and his studies.

X. Professor Bob Leovy [Political Science department]

- A. He also has a "quiet, cynical, sarcastic humor."
B. Classes with him were "stimulating."

XI. The pros and cons of the Block Plan

- A. Students can concentrate on one subject at a time and really enjoy it.
B. It allows students to get to know the other students in the class and the professor better.
1. On the other hand, you are not with a group for a whole semester.
C. Languages and sciences are hard because they require so much time out of the day.
1. For languages, you have to take an adjunct course to keep up your skill.
a. Adjunct courses are afternoon or evening courses in P. E. or laaguages. They are worth 1/4 credit.

XII. Student-professor relations

- A. They vary, depending on the professor's personality.
B. Overall, the professors are very concerned with the student and sith the college.
C. They are very helpful when students approach them with problems.
D. Overall, the professors are much more interested in their students and their classes than in their own research.

- E. How do students use their block breaks?
1. "Mine have been pretty tame."---skiing, shopping,
 2. Many students travel home or to Mexico.
 3. They are probably good for professors.
 4. Students need a few days to relax between blocks.

XIII. How do you define Liberal Arts?

- A. It means not having to study only one area.
- B. "It is a chance to take courses in every discipline, learn a variety of things and synthesize those things together."
- C. Does the liberal arts have a future in this society?
 1. Employers are looking more and more for people who can perform a variety of functions.
- D. How do you inter-relate journalism and liberal arts?
 1. Studying liberal arts is better than going to a journalism school because the most important functions of journalism is understanding and interpreting the information you report.

XIV. Mary's involvement at the Colorado Springs Sun.

- A. She founded a page for teenagers, the Tempo Page.
 1. She learned all the technical aspects of doing the job.
- B. Last summer she was a reporting intern.
- C. Two summers ago she was a copy desk intern.
 1. The paper hires summer interns to replace people who are on vacation.
- D. Mary's work with the Sun is fairly time-consuming and she has to set priorities between study and work.
 1. It takes about ten hours per week plus a lot of phone calling.

XV. Mary's involvement with the C. C. Catalyst.

- A. She started freshman year as a reporter and the Arts editor.
- B. She became Editor of the Catalyst in the second semester of her sophomore year.
- C. This year (jr.) she hasn't been involved with the Catalyst because she is the editor of a different journal.
- D. Duties as editor.
 1. Picking a staff, i.e. editors and photographers.
 2. Figuring out what kind of paper they want it to be.
 3. Responsible for getting the paper out each week.
- E. What style did you choose for the Catalyst.
 1. "As professional as possible."
 2. A college paper---catering to students and professors.
 3. Objective, well-written.
 4. Mary was on her own in instilling these values in her staff. The editor has little instruction.
- F. There are no faculty advisors.
- G. The staff works closely together.
- H. What sorts of issues did you seek to emphasize?
 1. The news section covered upcoming and past events as well as investigative reporting---all concerning the campus directly.
 2. The Features Section dealt with campus life.
 3. They emphasized sports the least.
 4. The editorial page was strong---national, international and college affairs.
 - a. Wade Buchanan, editorials editor, tried to get guest commentaries with all different points of view---almost a pro-con debate format.

XVI. Cutler Borad

- A. It was started in about 1969. There was a symposium on violence and there were some liberal and inflammatory speakers who caused some "hooplah" in the community. They used some 4-letter words which the Tiger (newspaper which preceded the Catalyst) reprinted.
 - 1. Instead of eliminating the paper, President Lloyd E. Worner and Professor Ruth Barton established Cutler Board to oversee the paper.
- B. It is completely autonomous from the college.
- C. It is a non-profit organization.
- D. Its function is to oversee the Nugget (yearbook), the Critique, the Leviathan and the Catalyst.
- E. Professor Ruth Barton [English department] is the faculty advisor.
- F. A student is the chairman
- G. Personnel
 - 1. There are always two members-at-large elected by the student body.
 - 2. A chairman is elected by Borad members.
 - 3. The editors of each publication are members.
 - 4. Faculty advisors
 - 5. A Comptroller
- H. Funding for publications.
 - 1. To maintain an autonomous status, the publications get their funding from the Colorado College Campus Association rather than from the budget of the college directly.
 - a. CCCA contracts with the editors to produce publications for the campus.
 - 2. Since they don't get funds directly from the administration they are officially more autonomous.
- I. Cutler Board does no editing. It selects editors then leaves it up to them.
- H. The Board is responsible for getting rid of editors who don't fulfill their responsibilities.

XVII. The Critique

- A. Mary and Bob Bach ('82) are co-editors.
- B. Critique is a collection of student papers "written in class on any academic subject from a science paper on Zuarks to an English paper on Chaucer."
- C. Critique is meant to show students what others are writing about, what classes on campus have to offer, etc.
- D. How do you choose which papers to put in an edition of Critique?
 - 1. It varies from editor to editor.
 - 2. Style of writing in combination with content.
 - 3. This year Mary and Bob are trying to include a broader range of topics, e.g. more science papers.
- E. Mary and Bob are the only people who work in the Critique.
- F. Students can submit their own papers or professors can recommend papers.
- G. Mary feels that between the two of them they have many contacts with professors in all the departments and they receive a good variety of papers.

XVIII. Compare the experience of editing the Catalyst with that of editing Critique.

- A. Catalyst required much more editing.
 - 1. The writing style of the articles had to mesh with the style of the newspaper.
- B. In the Critique they only change improper punctuation or grammar.
- C. Editing the Catalyst required much more subjectivity.

XIX. Plans after graduation

A. To work as a reporter for a paper in Colorado

1. She would like to develop confidence in her reporting.
2. She will send her resume to papers all over the state.
3. There are many good small papers in Colorado which she would enjoy working for.