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## Sandspur, Vol 105 No 04, October 8, 1998

Rollins College

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*The Sandspur Celebrates  
Hispanic Heritage Month!*



# The Sandspur

The Oldest College Newspaper in Florida • Founded 1894

October 8, 1998

Rollins College • Winter Park, Florida

Vol. 105, No. 4

## Campaign Funds Providing Resources

David Rivero  
The Sandspur

Rollins College is in a transitional phase. Students and faculty alike are enjoying the benefits of new programs and buildings on campus. The College is experiencing a level of expansion not seen since the days Hamilton Holt was its president.

However, this expansion has its price. It is paid for by the Rollins College Campaign, an initiative to raise funds for long-range improvements. This is not to be confused with the Rollins Fund, which is an effort to raise approximately \$2 million annually to cover the College's operational expenses.

New and returning students alike have seen many benefits of the Rollins College Campaign, starting its third year under the leadership of President Bornstein. The Campaign is well on its way to its ambitious goal of \$100 million by October of 2001, having currently raised approximately \$85 million.

The Campaign has thus far financed a great range of improvements. Funds have gone to endow faculty chairs (professors whose salaries are derived from charitable donations rather than tuition), student scholarships, new academic programs, and new buildings, such as the addition to the library and the upcoming Cornell Campus Center.

Other new construction

projects to be funded by the Campaign are a two-level bookstore on Holt Ave. (with a café such as those seen in large bookstores), the Bush Executive Center addition to Crummer Graduate School, and the Enyart-Alumni Field House's renovation into the new Alford Sports Center. Also, the Cornell Fine Arts Museum will be expanded, and the Samuel B. Lawrence Center was added as a purchase of the building on New England Ave. and Interlachen Ave.

President Bornstein said that current freshman and sophomores will fully enjoy these new buildings, with the campus being "more than [they] had imagined."

Yet with all the new construction, many benefits from the Campaign are not so obvious. For instance, students have new academic programs such as the Peer Tutoring programs available at the Thomas Phillips Johnson Student Resource Center and the revived Classical Studies Major as well as some other new course offerings.

The renewed academic programs are complemented by the 24-hour study center in the Olin Library and the new Cornell Campus Center's around-the-clock food service for those hungry students burning the midnight oil. Also, the Social Sciences are receiving high technology classrooms to facilitate their studies, and students and faculty alike will enjoy the Thomas P. Johnson Distinguished Visiting Scholar speakers on campus.

See CAMPAIGN p. 4 ▶

## New Greek Advisor Hired

by Ashley Hay  
News Editor

On October 19, the Greeks will finally have what they have been without all semester. A new advisor. His name is Chris Zacharda, and currently he is the Assistant Dean of Students at Radford University in Virginia. Prior to that, he was a national traveling consultant for his fraternity, Sigma Alpha Epsilon. Zacharda has extensive Greek background, and last year was nominated for an award by the Association of Fraternity Advisors.

According to Ken Posner of Residential Life, who acted as interim advisor while a national search was conducted, Zacharda will have the title of Assistant Director of Residential Life/Coordinator of Greek affairs. His general responsibilities will include creating and maintaining a comprehensive student development program for the residential organizations at Rollins, of which the majority are Greek. Posner went on to say, "He will also be responsible for the direction of programs and missions for Greek letter organizations."

Zacharda, who did his undergraduate work at Bucknell University in Pennsylvania and his graduate work at the University of Connecticut will be living on campus at College Arms across from Strong Hall. Posner and others at Residential Life are looking forward to having Zacharda as a "permanent part of the Residential Life team."

## Flu Vaccine Available at Lakeside Health Center

by Ashley Hay  
News Editor

It's already October, and the fall season is at hand. That means several things: the temperature's dropping, midterms are approaching, and fall break is almost here. Unfortunately, so is the flu season, and the Lakeside Health Center has already begun to be bombarded by students feeling just a little under the weather.

Usually beginning in early November and lasting through April, the flu season has made its appearance early this year. Flu symptoms include fever, chills, cough, and soreness in the back, arms, and legs, usually lasting for a few days. The flu is hard to become immune to because its severity changes from year to year.

To help students battle this annoying illness that all too often



One of the many victims of the flu season.

gets in the way of classes and busy schedules, the Lakeside Health Center is offering a flu vaccination which significantly reduces the chances of becoming sick.

Students who often get the flu are encouraged to be vaccinated as soon as possible, because it takes one to two weeks to become effective after administration. Students at high risk include those with TB,

emphysema, asthma and other respiratory diseases, heart trouble, high blood pressure, diabetes, and other chronic illnesses.

Lakeside Health Center is open each weekday until 4:30 p.m. and on the weekends until 2:00 p.m. The cost of vaccinations is \$8. All students who are at high risk or simply want to take extra precautions are encouraged to stop by.

There will be no *Sandspur* next week due to fall break. Publication will resume on Thursday, October 22.

*The Sandspur* wishes everyone a safe and enjoyable break!



Dr. Rita Bornstein



## Senate Resolution Launches War Against Campus Binge Drinking

By Mary C. Cardinale  
Harvard Crimson (Harvard U.)

(U-WIRE) CAMBRIDGE, Mass. — Besides existing laws aimed at ensuring that colleges accurately report the extent of alcohol problems on campus, the Senate recently passed a resolution aimed at binge drinking itself.

The resolution was part of a bill to expand the Higher Education Act, which President Clinton is expected to sign into law soon.

The measure, sponsored by Senator Joseph R. Biden, Jr. (D-Del.), is named "The Collegiate Initiative To Reduce Binge Drinking Resolution" and calls for the formation of a task force of administrators, faculty, students and others to examine student life and to

make recommendations to reduce alcohol and drug-related problems.

The measure also calls for a zero-tolerance policy for underage drinkers and asks colleges to reduce the opportunities for students, faculty, staff and alumni to drink on campus.

According to the legislation, colleges are urged to "vigorously enforce their code of disciplinary sanctions" for those who violate the alcohol policy and to provide counseling for students with alcohol and drug problems.

The resolution also calls for colleges to forbid alcohol companies from sponsoring on-campus events and to limit the advertisement of alcoholic beverages on campus.

Finally, the measure encourag-

es schools to work with community officials to prevent the illegal sale of alcohol to minors.

In his legislation, Biden says that 44 percent of college students are binge drinkers and that nearly one in five are frequent binge drinkers.

"This is not what parents expect when they send their kids off to college," Biden wrote. "It is time for the culture on college campuses to change."

Students were doubtful about how much impact this resolution would have on campus.

Michael C. Occhuzzo '99 said, "This mandate may allow for Harvard to publicly step up its current policy, but I doubt it can do much more to curtail underage drinking, short of going to a dry campus."

Undergraduate Council President Beth A. Stewart '99 said, "I hope [this resolution] will protect students from binge drinking, while not infringing on students who drink safely and legally."

Lewis said Harvard is already ahead of the curve among college institutions in curbing binge drinking. "Harvard has done a lot over the past couple of years...and we continue to review and converse about our policies with a variety of people and offices," Lewis wrote in his e-mail. "I do think that Harvard took this issue on a bit earlier than some other colleges have done and that awareness may be higher here than elsewhere."

Lewis said, "We also are fortunate not to have some of the problems other colleges face: we have

no fraternities, and almost all of our students, including all our freshman, are residents in college housing." Alcoholic beverage companies do not sponsor campus events, nor do they advertise on campus, said a college administrator. According to Huppe, "The only place alcohol is available for purchase is at the Faculty Club."

Due to the tragic death of MIT first-year Scott Krueger at a MIT fraternity party last year, increased attention was paid to the issue of illegal alcohol use during first-year orientation week, said a first-year entryway proctor.

However, Occhuzzo said, "If underage students really want to drink (albeit illegally), it's of my opinion that very little can be done to prevent it."

## Y2K Bug May Affect Student Aid

by Joe Harten  
The Hoya (Georgetown U.)

(U-WIRE) WASHINGTON — With less than 500 days left until the turn of the century, the Education Department's failure to address the Year 2000 computer problem may threaten the delivery of financial aid to college students, according to witnesses at a recent Congressional hearing.

The Committee on Oversight and Investigations of the House of Representatives held a hearing on the issue on Sept. 17 in which it outlined progress, heard witness testimony and identified problems.

Chairman Pete Hoekstra (R-Mich.) and Rep. Steve Horn (R-Calif.), a Congressional leader concerning the Y2K problem, released a quarterly report last week on the status of federal agencies'

progress on the year 2000 issue. The Education Department, among the agencies detailed, received a grade of "F."

"The Education Department disburses student loans and grants to millions of college students each year; if students fail to receive financial assistance checks on time, most of them will be unable to register for classes," Hoekstra said.

Hoekstra noted that only four of the Education Department's 11 critical financial aid computer programs are Year-2000 compliant. Among these incomplete "mission critical computer programs" are the Pell Grant and Federal Family Education Loan Program systems.

"One key factor contributing to this delay was the instability of the department's Year 2000 project manager position, which suffered continual turnover," said Joel

Willemssen, director of the General Accounting Office's Office of Information Resources Management.

Willemssen discussed testing time and contingency plans as issues which may threaten the ability of financial aid students to receive help from the Education Department after 2000.

"[Horn's report] projects that the Education Department will not be compliant until at least 2030," Hoekstra said. "Since the millennium cannot be postponed, it appears [that] agencies will need to quicken the pace of their efforts."

According to Hoekstra, the Office of Management and Budget has set a deadline of March, 1999 for all government agencies to attain Year-2000 compliance.

## Supreme Court to Hear NCAA Sexual Harassment Case

by Matthew Traub  
The Bona Venture (St. Bonaventure U.)

(U-WIRE) ST. BONAVENTURE, N.Y. — A former St. Bonaventure volleyball player stands at the heart of a sexual bias suit against the NCAA to be heard by the U.S. Supreme Court, the justices announced Tuesday.

If upheld, it would force the NCAA to defend itself against the accusations of Renee Smith, who played volleyball for the Bonnies from 1991-1993.

If Smith wins her case, the NCAA could be sued under federal law banning sexual discrimination by any program or activity receiving federal financial aid.

Smith graduated from St. Bonaventure with two years of eligibility remaining. Later pursuing graduate degrees at Hofstra University and the University of Pittsburgh, the NCAA stopped her attempts to play volleyball with a rule Smith claims includes sexual discrimination.

The NCAA rule said graduate students were barred from competing in intercollegiate athletics at a school other than where they earned their undergraduate degree. Smith contends the NCAA discriminated against women by granting male student-athletes a disproportionate number of waivers from the rule.

Barbara Hick, associate athletic director, wrote a letter on Smith's

behalf during her original appeal to the NCAA, the extent of St. Bonaventure's involvement.

"The rule Smith continues to challenge has since been changed," Hick added. It now reads that after graduating from a member school with eligibility, a person can play for a different school as a graduate student except in football, basketball and ice hockey.

A federal judge dismissed Smith's original lawsuit, but the Third U.S. Circuit Court of Appeals reinstated her claim last March, ruling the NCAA could be covered by federal antitrust law because it indirectly receives federal financial aid through dues it collects from member schools.

In the appeal acted on Tuesday, lawyers for the NCAA argued the March ruling conflicts with a 1986 Supreme Court decision. That ruling said airlines cannot be penalized for discriminating against disabled air travelers because the anti-bias law at issue centered around airports receiving federal aid.

The appeal also contended other federal appeals courts have interpreted Title IX, which deals with gender equity in collegiate athletics, more narrowly. Smith urged the court to reject the appeal, saying the NCAA is "much more than an incidental beneficiary of federal funds. It is the sum of its member colleges and universities."

## The Sandspur

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The Sandspur, in its 105th year of publication, is published weekly on Thursdays and has a circulation of 1,000.

We, the editorial board of The Sandspur, extend an invitation to our readers to submit letters and articles to The Sandspur. In order for a letter to be considered for publication, it must include the name and phone number of the author. With just cause, names will be withheld by request of author.

All letters and articles which are submitted must bear the handwritten signature of the author. Submissions should be focused and must not exceed 275 words in length. In considering a submission for publication, The Sandspur reserves the right to edit all letters and articles for length, grammar, style, and libel.

Submit all letters and articles to The Sandspur, Campus Box 2742, or bring them to our offices on the third floor of the Mills Building. All submissions must include a printed copy along with a saved copy on disk (preferably with Microsoft Word97), and must be received in The Sandspur offices no later than 5 p.m. on the Friday prior to publication.

## Qualities of The Sandspur

It has been well said that all things have been created for the good of man. But how sand-spurs benefit us has been a subject of no little speculation and this inability to use them for our advantage has, at many times and in various places, been painfully felt.

We have at last profitably utilized the sand-spur in that we have made our cherished publication its namesake. We feel no hesitancy in making our discovery public, being assured that such an announcement will be hailed with joy as extensive as is the domain of the sand-spur.

Unassuming yet mighty, sharp and pointed well rounded yet many-sided, assiduously tenacious, just as gritty and energetic as its name implies, victorious in single combat and therefore without a peer, wonderfully attractive, and extensive in circulation, all these, will be found, upon investigation, to be among the extraordinary qualities of the SAND-SPUR."

Ruth Curlet Ford  
The Sand-Spur, Vol. 1, No. 1  
December 20, 1894



## Members, Money Factors in Greek Life Slump at Marietta College

by Jaime Cleland  
The Marietta (Marietta College)

(U-WIRE) MARIETTA, Ohio — MC greek system timeline

What remains of MC's Gamma Kappa chapter of Sigma Sigma Sigma? The house is now an admissions building.

The ritual paraphernalia has been returned to the national organization. The chapter's composite pictures are in campus storage.

"It was sad for all the sororities to lose the Tri-Sigs," says Alpha Xi Delta Nicole Focareto.

But the Tri-Sigmas are only the most recent in an extended line of fraternity and sorority closures at MC. Through much of the college's history, greek letter organizations have been born and have died, sometimes in rapid succession.

But since 1975, the college has seen six of these organizations close. No attempts to colonize new fraternities and sororities have been successful.

Is MC greek life in a decline? "The numbers are a lot lower," according to Gerry Geil, coordinator of greek life.

During the spring semester, 22 percent of the student body was affiliated with a greek organization at MC. The percentage was twice as high in the early part of the decade. Declining participation has played a role in the declining number of chapters on campus.

"At a school with a little over a thousand students, can we sustain four sororities and seven fraternities? It was a little bit of Darwinism at work."

When a chapter closes, it may do so for one of many reasons. MC's Alpha Sigma Phi was the nation's fourth (Delta) branch of that group. Paul K. Hood, '12, boasted in the 1913 Mariettana that "It is Delta that has kept constant vigil over the destiny of Alpha Sigma Phi for some 40 years of turmoil and fraternity strife, during which time two prominent National Fraternities have entered Marietta College in competition with Alpha Sigma Phi, only to languish and die out completely."

Though MC's Sigs played an important role in the development of the national fraternity, their reputation languished greatly. According to Geil, the local Sig chapter had about 30 members when it was closed by the college for repeated creed violations.

The members "Destroyed their chapter house (now the A&H house)," Geil said. "They ended up doing about \$40,000 damage to a concrete structure, which is pretty hard."

He added that the group had many alcohol policy violations and unregistered parties, and participated in a great deal of hazing.

"They had so much crap happen in that house," Geil said. "It was really bizarre."

Marietta's Tau Epsilon Phi closed voluntarily in the face of low membership. "They struggled with numbers," Geil said. "They only got one guy in two years."

Lambda Chi Alpha, he said, "Ran into some financial problems. I think they got back on their taxes." The "Choppers" also

closed voluntarily.

For the Tri-Sigmas, it was a combination of many factors.

"We had a few money problems, and we weren't having good rushes," says Jenny Randall, '98, a Tri-Sigma member.

"And we didn't have a lot of alumnae support, while all the other sororities did. (The local alumnae) wouldn't come out and help with things."

Alumni support plays a significant role in the operation of current chapters and reorganization of "new" ones. The alumni who stay active with Marietta College tend, overwhelmingly, to be greek.

"A present-day student would be stunned to know the percentage who return for homecoming who are Greek," said Mel Hayes-Todd, '70, an Alpha Xi Delta. Hayes-Todd notes that she attended her 25th class reunion largely to see her sorority friends.

"One of the big draws for me was that my sisters were coming back, and it got me interested in the college again," she said.

About a year ago, Hayes-Todd formed a committee to "get alumni more involved with the greeks and the school."

Although greek life is not the only focus of the committee, one of its major goals is to "Increase alumni involvement in the greeks and help students, when they graduate, become better alums," Hayes-Todd said. She emphasized that when students become alumni, their greek experiences may be helpful; greeks can learn about leadership, volunteerism and community.

"I think when we have an alum who's successful, we need to emphasize their greek affiliation," she said. Alumni who want to give back to their greek houses may give new life to Lambda Chi Alpha within the next few years. But the trend suggests the Choppers may be in for a struggle.

Sophomore Dek Ingraham was part of an effort to recolonize the Sigs at MC last year.

"There were only two dedicated people involved," Ingraham said. Kent Sowards remained active all year, and the new Sigs saw some other people come and go, but the numbers to be a real chapter were never there.

"We put up signs, but we couldn't run traditional rush events because there weren't enough people," Ingraham said. "But we tried to come as close as possible."

In addition to difficulty in scheduling events, the Sigs' reputation as troublemakers played a role in the failed attempt, Ingraham said.

"I think a lot of the problem was the reputation the sigs had. It had been hinted at, but I didn't know the whole truth until I went Delt. Then I was ashamed to have been a part of it."

Ingraham also points to "an anti-greek undercurrent on campus."

"Certain faculty are very anti-Greek. Also, there's always the Animal House idea in everybody's head; we haven't been successful in changing that impression completely."

Based on his experiences with

the Sigs, his advice to anyone interested in beginning a new greek organization is to "Come in early and work with the men who are here before formal rush." He said waiting till after formal rush to recruit hurt the Sigs' attempts to gain membership.

Overall, Ingraham says more organizations would be beneficial for the system as a whole.

"I think it would strengthen what we have," he said. "I'd be happy to see anybody come back to campus."

Both present students and alumni with greek affiliations think it's sad not to be able to return to the house you were part of in college and see it thriving.

"It sounds like such a silly little thing, but I want to be able to walk into the house and say, 'You're my little, little, little sister. It's wonderful, because you're mentoring that younger person,'" Hayes-Todd said.

Even for the "little littles" down the family tree, "I feel like I have a little input in them indirectly."

"It gives you something to come back to; there's always a piece of you here," Chi Omega Megan Darling said.

Darling says Chi-O alums come back to the house for homecoming to talk and reminisce.

"Someday I'll come back and say, 'Yep, you're in my family. Let me tell you about when I was here.'"

"I can't imagine coming back and seeing your house is an admissions building."

## NPHC Not Affected by Substance-Free Policy

by Carried Zwill  
Daily Collegian (Pennsylvania State U.)

(U-WIRE) STATE COLLEGE, Penn. — Some things never change, and the National Pan-Hellenic Council's substance-free policy is one of them.

Since NPHC's founding at Howard University in 1930, all functions sponsored by its fraternities and sororities have been substance-free.

Dameon Proctor, president of Alpha Phi Alpha Fraternity Inc., said NPHC's substance-free policy is a positive thing.

"In the (Interfraternity Council), fraternities are looked at as a place just to party and drink. Without alcohol they can focus on other things besides drinking," Proctor said.

Sabrina Kum, NPHC co-president, said the organization's dry policy never has affected membership. The organization has about 800,000 members nationwide. Kum said the announcement of several IFC fraternities becoming substance-free by 2000 will have positive effects on the entire Penn State greek system. But, she added, she understands the slight controversy behind some of the decisions to go substance-free.

"(IFC) is getting attention because they were not dry before. Anytime there is change, there will be questions and controversy," she said. "Because NPHC has always been dry, there has never been any questioning about our policy."

The increased interest in substance-free activities will bring the three major greek organizations — IFC, Panhellenic Council and NPHC — closer to unity, Kum said.

"As the year 2000 approaches, PHC will be participating (in substance-free events), and I'm happy to see IFC keep up with the changing times," Kum said.

NPHC substance-free events include Greek Week in Spring Semester, the step show competition and all social functions, Proctor said. Every year, the NPHC holds a substance-free party in Pollock Commons, he said. Kum said infractions on substance-free laws are punished by the NPHC standards board. A fraternity or sorority affiliated with the NPHC could be placed on social probation or suspended from NPHC.

"Since I've been in term," Kum said, "no fraternity or sorority has been brought up on alcohol charges."

## Rutgers Theta Chi Members Given Summons for Serving Minors at Party

Staff Reports  
Daily Targum (Rutgers U.)

(U-WIRE) NEW BRUNSWICK, N.J. — Four members of the Theta Chi fraternity were delivered summonses Tuesday for allegedly serving alcohol to two underage University students at a party the fraternity hosted September 12, authorities said.

"Two individuals did enter a party at the location who were un-

der the legal drinking age, who were served alcoholic beverages," Lt. Laura Kull of the Rutgers University Police Department said.

Kull said the fraternity, which has a house located on Mine Street, and its four officers will be held responsible. Its executive board consists of Rutgers College junior Gil Broyer, Rutgers College junior Joseph Coppola, Rutgers College senior Daniel Ehrlich and Chris Fronjian, an uniden-

tified University student.

Kull said the fraternity brothers must appear in Middlesex County Municipal Court next week to hear the charges against them. Kull said one of the two underage students called the Rutgers security shuttle, and after boarding it became ill. The individual, who has since recovered, was then taken to a local hospital.



a) Depression is a bunch of symptoms exhibited by weak people.

b) Depression is an unbearable suppression of brain activity that can strike anyone.

Straightening out all the misconceptions, the correct answer is 'b'. It's a concept we should all understand and remember, and here's why. Depression strikes millions of young adults, but only 1 out of 5 ever seeks treatment for it. Too many just drag themselves along or eventually seek relief through suicide. Why not treatment? Partly lack of awareness. Partly the unwarranted negative stigma. This is what needs fixing. This is where we need you to change your attitudes. It's an illness, not a weakness. And it's readily treatable. Spreading the word and making this common knowledge is everybody's assignment.

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## Campaign

■ IMAGE from p. 1

fostering intellectual discussion and growth.

In the Campaign's final three years, it seeks to maintain its pace and raise funds for the Alford Sports Center, more scholarships for students, and more endowed faculty chairs.

But most of all, the campaign will leave the College with a financially secure future and income from investments, allowing the College to better cover operational expenses and periodic improvements to the campus.

President Bornstein said, "everything we do is for the students," whether directly or indirectly. She says that her proudest achievement during her presidency has been "bringing the campus up to the

level of quality expected from the top college in Florida."

In the future the college will continue benefiting from the Campaign. President Bornstein wants "students knocking on our doors to come in," and insists that "everything the College does has to be of the highest quality." While Rollins will keep enrollment limited in order to maintain a personal level of education, the selectivity of the college will surely increase.

President Bornstein maintains that "great colleges have ample resources, and for most of its history, Rollins hasn't had sufficient resources to achieve its goal of being one of America's top colleges." However, with the help of the Campaign, the goal appears much closer at hand.

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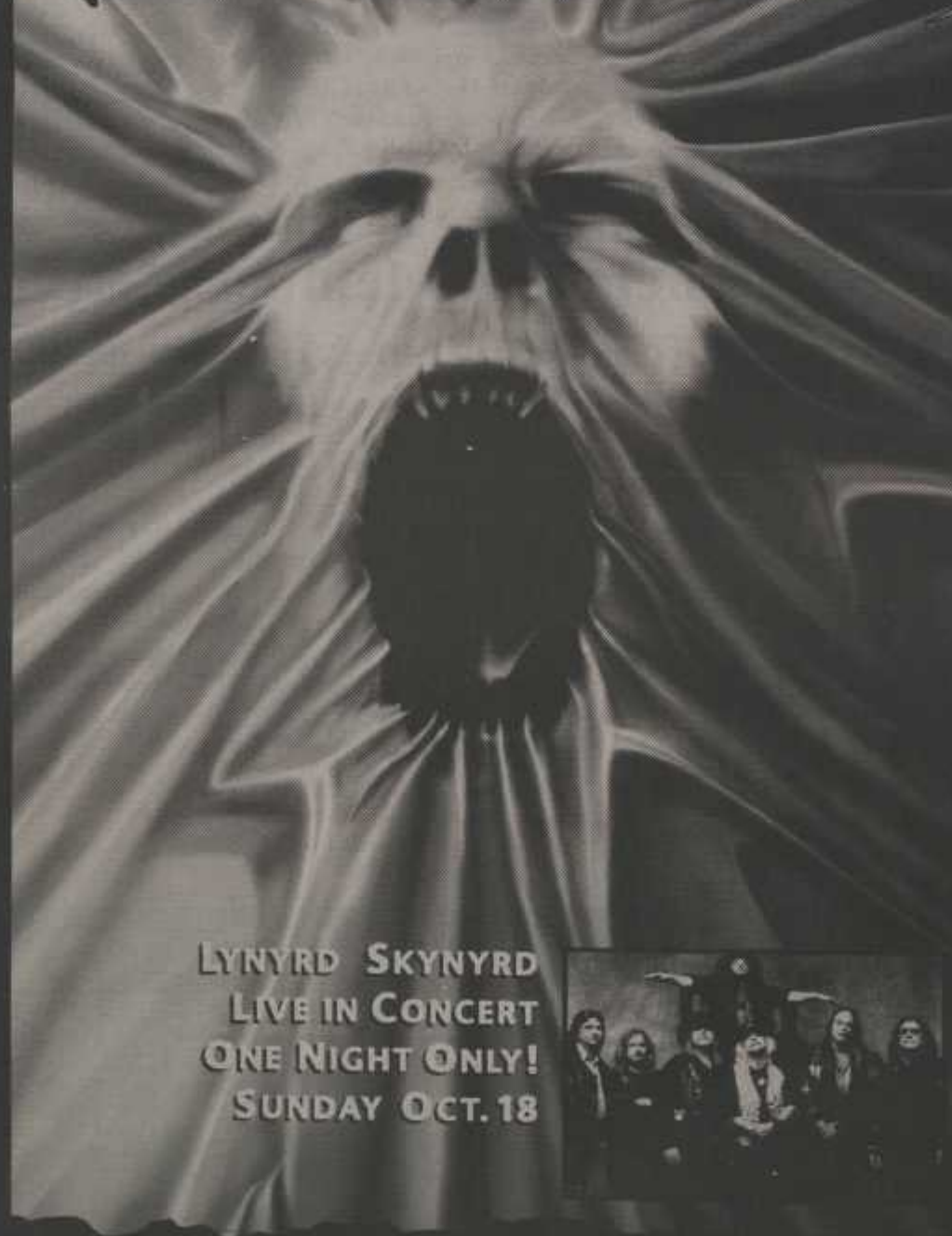
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## Community Building Day: Summit '98 Revisited

By John M. Houston, Ph.D.  
Chair, Student Life Committee

Now that the dust is starting to settle, this is a good time to reflect on the whirlwind of events and experiences that made up Community Building Day: Summit '98. Over the past two weeks, several people have asked me, "Did Community Building Day work?" Since this question is deceptively complex, I've developed a short and long version of my answer. For people who are rushing off to class, late for a meeting, or are power walking to the rest room, I usually say "Yes! The turnout was great. Students really liked the speaker. The small groups did a wonderful job constructing models of the perfect community. And we generated an excellent set of goals during the afternoon summit."

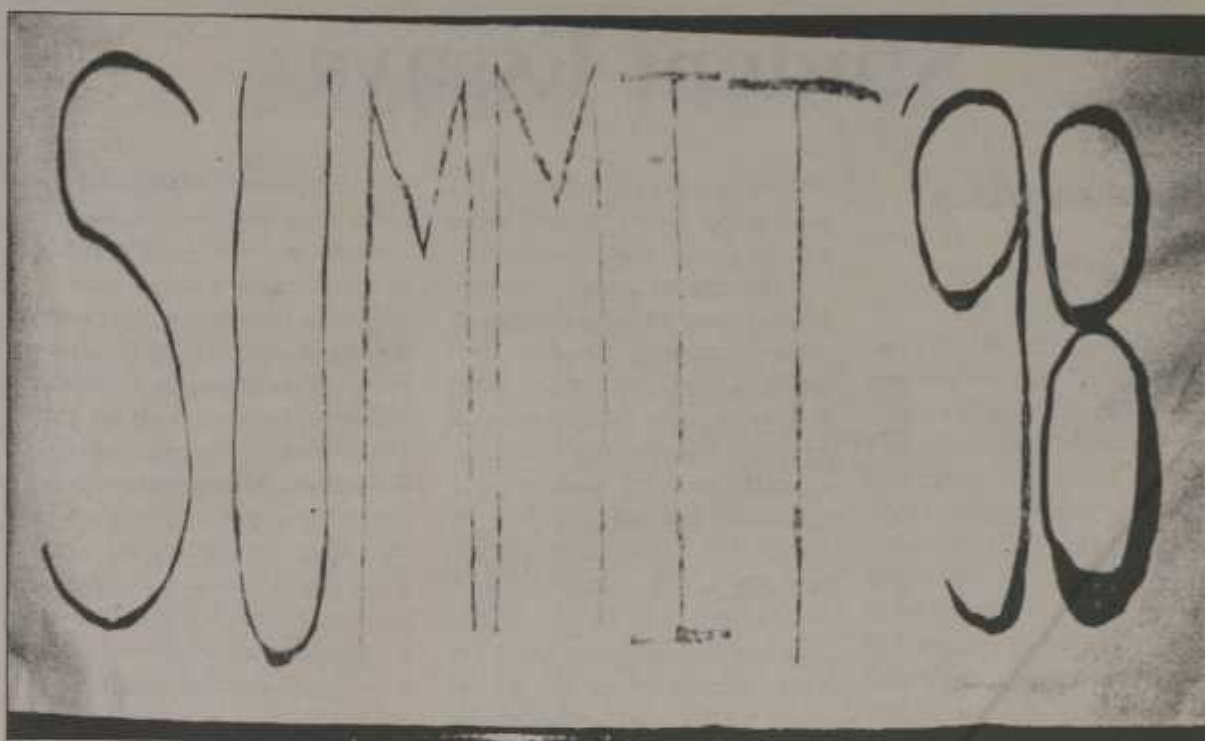
For those with more time, I first point out that Community Building Day should not be viewed as a one-shot event but as part of a broader process that includes a variety of programs scheduled throughout the year. In moments of giddy idealism, I can even image Fox Day becoming a time to work on community instead of a tan. For those who like hard facts, I like to note that over 1000 people participated in the event, hundreds of personal goals were publicly posted on the Community Building Day banner, and dozens of group goals were presented and recorded at the summit reporting session. In the spirit of full disclosure, I briefly acknowledge that there was a bit of confusion at the start and some small groups had more positive experiences than others. Finally, I like to remind people that Community Building Day developed out of a student initiative to address concerns about diversity. As the Student Life Committee began to develop an action-oriented response to these concerns, it became apparent that the diversity concerns were imbedded in broader quality of community life concerns. If the person I'm talking to hasn't started looking at his/her watch by now, I am fond of quoting (if I have his book handy) Social Psychologist David Johnson who summarizes 50 years of empirical research on group dynamics in organizations by stating: "Interpersonal relationships are at the heart of communities of practice. Work or learning communities are based as much on relationships as they are

on intellectual discourse. The more individuals care about each other and the more committed they are to each other's success, the harder each will work and the more productive each will be." I have yet to encounter a member of the Rollins community or any serious scholar outside Rollins who rejects these conclusions or the voluminous data supporting them.

To begin to gauge the effectiveness of Community Building Day, we need to examine the goals of the event and the immediate outcomes. The Community Building Day was constructed around the four goals shown in the box to the right.

Although we made some progress on all these goals, success in the follow-up activities will be the most challenging and important part of community building process. The following is a summary of the types of personal goals students, staff, and faculty publicly committed themselves to and an overview of the major goals generated during the large group sessions during the afternoon summit. Throughout the year the Student Life Committee will monitor progress toward the group goals and report on where we are at the end of the year.

To provide a more personal perspective on Community Building Day, a number of participants have offered to share their experiences in writing. Taken together, these reflections and observations offer a rich description of the process of community building at Rollins.



### Goals from the Large Group Sessions of Summit '98

#### Building Community through Diversity

- The RCC has been a forum for students to learn more about themselves and others around them, and it provides a safe structure to challenge and test ideas. This concept needs to be expanded to continue this educational process into the upper classes, keeping in mind to include those student populations that may be forgotten about (i.e. transfer students)
- Make a conscious effort to greet another. This may seem like very little; however, in the larger scheme of things, it is a lays the foundation for building trust.
- Take time for some introspection... what am I doing to make this community that I want?
- Break the Rollins stereotype of the "blond, rich, thin" student ... that is not who we are. Recognize and celebrate our diversity.
- Coordinate efforts to educate

about diversity. Promote the co-sponsorship of activities and programs, especially across lines: Greeks and non-Greeks; student groups and academic departments; staff and faculty, etc.

• Celebrate the whole person and all the things that make him/her up. Offer both academic and social programs that will support this goal.

• Celebrate our similarities as well as our differences.

#### Revive and Invent

##### Rituals and Traditions

- Combine the Tars & Fox into the Rollins Mascot
- Have a "homecoming" (a week of events: floats, balls, parade) and Revive Fiesta
- Create a Senior Week and have a Time Capsule
- Community Day in the Fall and Fox Day in the Spring
- Create a Spirit 7 Club - Write a

#### Fight Song

- Revive Halloween Howl
- Student Involvement in "Activities Weeks"
- Form an organization that works to preserve the rituals/traditions of Rollins

#### The Campus Center:

##### Meeting High Expectations

- Have non-program oriented space available for conversation
- Promote community "ownership" of the Campus Center
- Provide an open forum for discussions about the Campus Center and the Community
- Offer magazines and newspapers of interest to faculty, staff, and students
- Display artwork by Rollins faculty, staff, and student as well as culturally inclusive artwork

See GROUP GOALS, p. 12 ►

### Four Major Goals of Community Building Day: C.A.R.E.

1. Celebrate unity and diversity by linking fragmented campus communities.
2. Actively engage in constructive dialogue by maintaining open lines of communication.
3. Reinforce a shared vision of Rollins in which we cultivate responsibility and develop mutual trust so we can take pride in our community.
4. Evaluate progress towards these goals through follow-up activities.

### Personal Goals by Category Community Building Day: Summit '98

1. Greet Community Members (n = 33)	18%	8. Revive or Create a Tradition (n = 11)	6%
Say "hello" to everyone I see		Be on the team to create Home Coming	
Meet and greet more people, say "hi"		Revive a club to maintain a tradition	
2. Interact More with Community Members (n = 29)	16%	9. Promote Better Communication (n = 8)	4%
Eat lunch several times a week in Campus Center		Spend more time hanging out in Beans talking with people	
I'm going to invite one of my classes to my house for dinner I'm going to talk to my teachers outside of class		Promote the Sandspur as a way of building community	
3. Promote/Attend more Rollins Events (n = 27)	14%	10. Think Positively (n = 7)	4%
Invite a staff member to attend an athletic event		I will be committed to being a positive on campus	
Get involved and attend activities		I'm going to be positive	
Go to Volleyball games		11. End Rumours and Harmful Comments (n = 3)	2%
4. Be More Inclusive/Accepting of Others (n = 17)	9%	I will not tolerate the social bashing	
Make more people feel at home		12. Pray for Rollins (n = 3)	2%
Have more tolerance towards others		Pray for Rollins every day	
Be relentlessly inclusive		13. Other (n = 14)	7%
5. Show Kindness and helpfulness (n = 15)	7%	I'm going to invite students to record the history they are creating by the small good things they do-- and share my history as well	
Be nicer to people		I am going to trust that the administration and faculty will recognize the valuable and positive contributions of the secretarial, administrative and executive assistants on this campus and will rectify the pay inequities that they imposed on the group this fall.	
Be willing to be of help when ever possible			
"Practice random acts of kindness."			
6. Have More School Spirit and Pride (n = 13)	7%		
Promote the Campus Center and school pride			
Involve as chairman of Pride/Spirit Committee			
Raise school spirit and promote loyalty and pride			
7. Smile at Others/ Be more Friendly (n = 13)	7%		
Smile			
Promote friendliness to anyone you meet!			

Total Responses = 185



## Student Essays

### Community Day

by Amanda Schulman

I must admit that at first I was not looking forward to the prospect of being crammed together with a group of Rollins students, who I only knew by the brief moments when we would pass by each other, consciously looking in the other direction, so that we could avoid making eye contact forcing us to say "hello." However I was trying to keep an open mind to the possibilities of meeting new people and finding that there were more to the Rollins population than fancy clothing and expensive cars. What initially started to provoke my interest in community day was the speech given by Professor Thomas. It would have been impossible to have walked out of the field house after hearing his speech and not have your mind racing with thoughts on diversity. After hearing his speech I was able to go into my small discussion group with more of an open mind about community day. By the end of the day my initial opposition transformed into excitement and anticipation for what community day would bring to the Rollins community in the future.

The speech on diversity given by Professor Thomas provoked the interests of the students. His speech was intriguing, intelligent, and thought provoking and served as the tool needed to alleviate the initial hesitation about community day. He was able to bring diversity to a level that would be understood by young adults just starting to recognize the existence of diversity. By using personal examples, he allowed me and possibly other members of the Rollins community, to empathize with his struggles. I was able to place myself in many of the scenarios that he described. He was a dynamic speaker who was able to capture the attention of the group and keep us in anticipation of what his next remark will be about. The thoughts

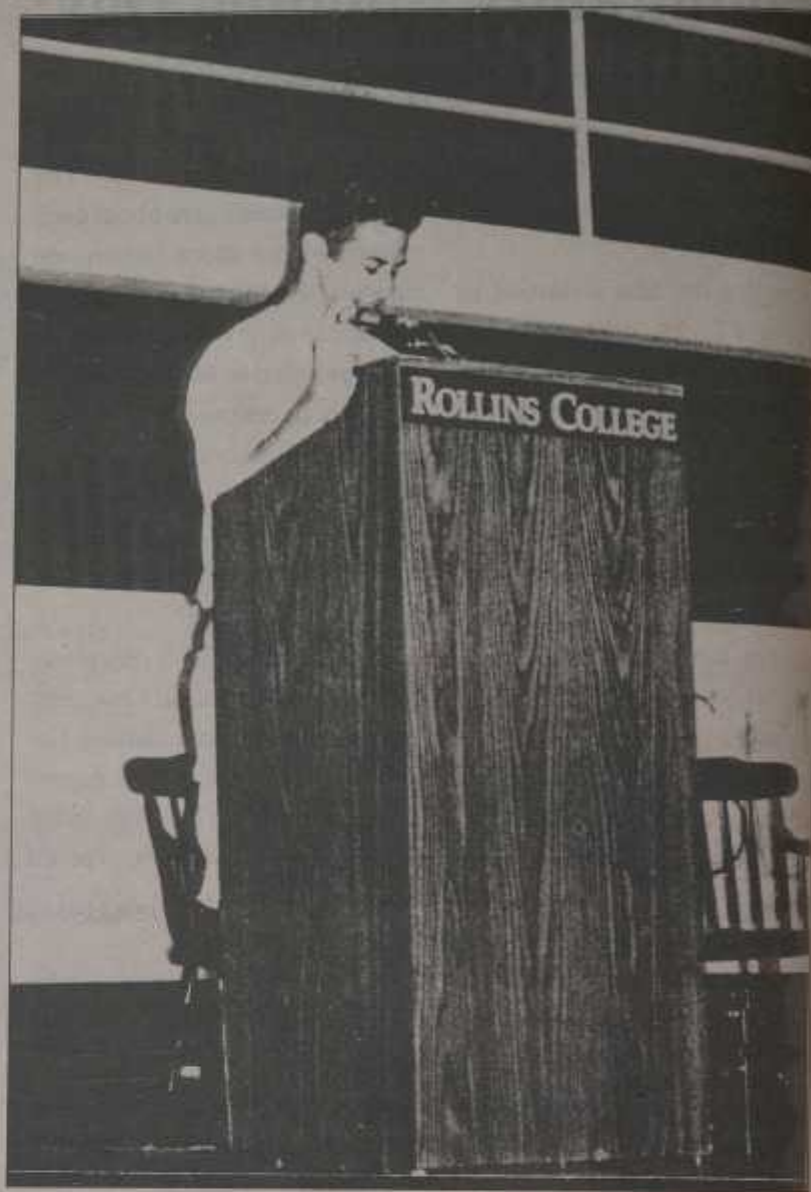
that he provoked served as an important tool for the success in our smaller groups and workshops.

The smaller groups that were formed in the morning enabled individuals to break free from their social cliques and explore other Rollins students who in the past had been a person that you occasionally saw on your way to classes or the dorm. When the groups first formed there was that initially awkwardness, which comes from being placed outside of a familiar situation. Once we were assigned to our groups the social barriers that had been existent amongst professors and students or high status and low status students, were broken down. We viewed each other as equals, alleviating the initial intimidation of group members. It took several icebreaker activities for everybody to relax and open themselves up to an unfamiliar group of people. The activities assigned by the facilitator were crucial for forming group cohesiveness. During the partner interviews we were given the chance to get to know one another and find out things that went beyond the traditional questions such as, where do you live? When we shared our interviews with the rest of the group it was exciting to see the way people were so accepting of each other's individuality. The task that was the most beneficial was when we were asked to build a model of the perfect Rollins community. This task revealed how in only a short period of time the group had formed a supportive and caring unit.

The workshops held in the afternoon reinforced the group togetherness we had formed in the morning. From our experience in the morning group we were able to freely express our thoughts without being fearful of disapproval. The ideas expressed by one person would initiate another person's thoughts. We soon found ourselves in a deep and detailed conversation about diversity on campus. The workshops allowed people to see that Rollins students

were filled with ideals that had never been explored because we were never given the opportunity to sit down as a group with the objective focused on expressing ourselves and getting feedback. More than anything the workshops allowed people to vent all their concerns and hostility towards Rollins and at the same time break ground for improvement. From an individual standpoint the workshop that I attended made me aware that the lack of diversity was a concern to the Rollins community. It generated thoughts that I might not have explored if I had not been part of community day. When we formed back into a large group at the end of the day you could see that much had been accomplished on the workshops. Students and faculty members were anxious to voice the ideas that had been generated in each of the workshops. It was evident that Community Day had been a success when you walked out of the Field house and heard students excitedly discussing the thoughts that they had contributed and the connections that they had made.

It is difficult for people to leave what is familiar and comfortable and take a chance at exploring new ideas and relationships. Therefore, Community day served as a safe environment for people to leave their intimate circles and explore different paths. We gained a sense of cohesiveness while at the same time opening ourselves up to new ideas. Students and Faculty appreciated the concepts that were introduced by one another and did not allow their positions of hierarchy to prevent them from being open to new ideas. Many of the ideas brought up in our small groups during our workshops may not be blatantly obvious when we go to look for more diversity, or school spirit on campus. However, we laid down the groundwork for change by making people aware of their existence. Hopefully, in the future the ideas that were formed at Community Day '98' become a reality.



### Summit '98

by Samantha Gogarty

Community Day was a very unusual day for most people that participated in it. While some people expected it to be better, others were surprised by how well it went. I am one of those who was surprised at the process and outcome of this event.

Every event after the long forty-five minute wait for the president and the student body president went rather smoothly. The speaker, Dr. Laurence Thomas, was very insightful, his argument on how trust was the basic structure of a healthy community captured my attention, as well as everybody else's. His argument was very different from any I had heard before, it became the ice-breaker for the beginning of community day.

The activities for the individual groups were planned very efficiently. They enabled every one to introduce themselves to the group and also to learn a bit about each person's personality and morals. I was put in a group in which I did not know anyone. This was the idea of the separations into groups;

interacting with people whose faces you recognize but whom you had never really met before. The most successful activity was that of building a pretend community with our group. Each person was in charge of a particular object or supply that would have to be used for the building of the community. No one was allowed to share their supply and this was the aspect of the activity that determined whether the group was effective or not. This forced everyone to work together, to try to compromise, and prevented anyone from trying to take charge of the whole situation. Not only did people have fun performing the task but also learned from it.

In my opinion Summit '98 was very beneficial in uniting our community. Even though one can't tell whether it will make a lasting difference or not until a couple of years from now, I think that even just one day in which everyone tries to work together, meet others and learn from them as well is worth the effort. But then again I am one of those who did have a good experience, and I guess I can't speak for all of the Rollins College student body.

### Community Building Day

by Anne Callard

About three weeks after I came to Rollins, my teacher began talking about a major activity that would be held the following week and would be campus wide. He called this activity "Community Building Day." I wondered what on earth community building day meant. I thought to myself that it must be some sort of group gathering where we clean up the campus. I listened to my teacher explain that it meant just what it was called. He explained that we would be split up into random groups and these groups would come together to form their ideal community. I felt that this idea was quite crazy and I wondered who would actu-

ally get up at 9:00 to go build a community. I must admit the idea did not thrill me considering I don't have one class before 10:00.

When it was finally community day, I forced myself to get up and I headed over to the gym. I kept thinking to myself, this is so stupid and why am I even wasting my time when no one is going. Well, let me tell you, I was sure wrong. I walked into the gym and it was absolutely packed. There was not an inch of room to spare. I was shocked by the amount of people who showed up.

We all got acquainted and then the guest speaker began to talk. He was a very influential man. He was interesting to listen to and he used catchy phrases to keep our attention. He acted like a kid at times and we all seemed to get a kick out of his speech. I was be-

ginning to realize that this was not so bad and I think most of the other students were beginning to feel the same way.

After the speaker was finished, we were split up randomly into groups of about 20. We then met as a group and got to know one another. We then built our community. We were each given a different material, whether it was yarn, tape, or construction paper. We used these different materials to build our community. This was very interesting because we had to decide on what our community would look like as a group and we all shared different opinions. We took quite a while to brainstorm and then went right to work. After we finished, we looked at it and wondered what it was exactly we had built. Even though it didn't look like anything in particular, we

were proud of what we did.

When our group was dismissed we all decided that we had done a pretty good job on working together and we felt that we worked very effectively. I think we all shared the same feeling on the day and we were happy that we had come. Not only had we made some new friends, but we also came together and worked very hard to produce something we were very proud of. We decided that after all the negative anticipation, community building day was not so bad after all, in fact it was well worth it.







## Community Day

by Luke Piasecki

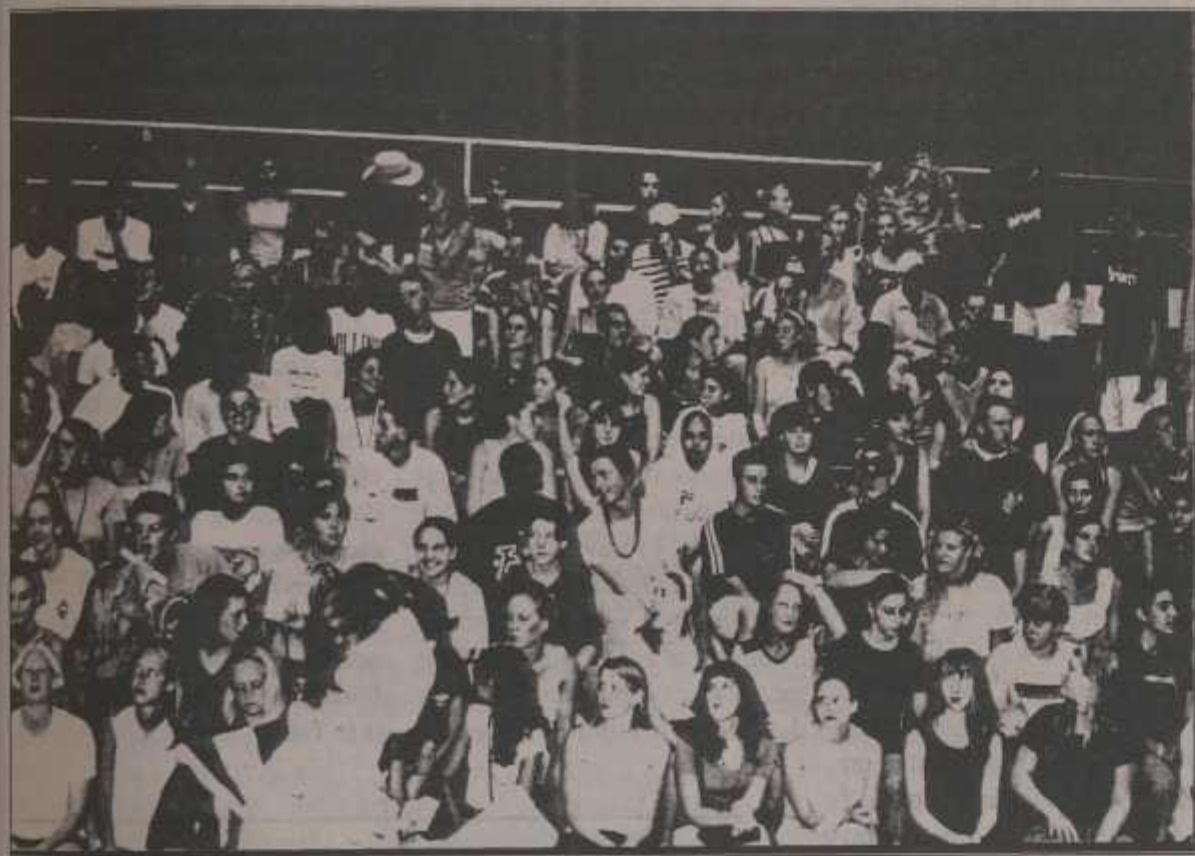
Community day for me was enjoyable for the simple reason that I got involved with the interworkings of our group and became an integral part of the afternoon conference on school spirit. While some group dynamics were present, the main part of the day was just trying to improve on the community of Rollins College. When we were all assembled in the room of the second floor in Bush, we realized that everyone in our class seemed to know at least one person. I palled with Jeff, the guy across the hall from me in McKean. Our first communal ex-

ercise was to introduce ourselves with just the bare essentials of social cordiality. Next, we paired up into groups of two to be oriented to the group by our partners. I thought that Jeff would be easy because I knew him rather well. I believe the thoughts were vice versa. However, we both found out that it was harder to talk about someone else to a large group than ourselves. Finally, our group gelled and we became a community each with a different task to perform. I was a scissors guy and the originator of our representative artistic endeavor. At first, no one spoke for I think we were all a little embarrassed. Finally, I said that we should represent our community by a series of waves and in the waves we could have some representation of our ideal community characteristics. Nobody moved or said a single word of approval or disapproval. Suddenly, Dr. Richard spoke up and said that he understood where I was coming from and for me to explain the reason I chose the wave manifestation. I said that I was thinking of the beach because I would have rather been there than here and that's where the image came from. Everyone laughed and that sort of set things in motion. The emergent leaders were me, Dr. Richard and Kylee a girl from St. Croix. We started to allocate jobs to everyone else and sooner than later we had accomplished our task. The project did turn out great; much better than any of us expected. Afterwards we went to lunch not before which we decided (as a group) to attend the seminar on spirit.

After a very unfulfilling lunch, we sporadically headed over to the room with the spirit seminar. It was

quite obvious that everyone who was in attendance was someone with pride and love for the school because much was accomplished. We came up with a list of the ways spirit could be increased on campus. The facilitator of the session however, seemed like he had heard all of the suggestions before. I was confused because sometimes he would almost resist our input and defer to Kirk Nalley, the assistant athletic director. It became apparent that our aggressiveness and perseverance would pay off and eventually the session began to move. Matt Mitchell and myself took over and began to find out what every one's true feelings were. All present had come from large high schools and had been accustomed to showing school spirit and pride. The participants were very vocal and genuine in their ideas and we had a productive session.

In closing, I'd like to say that Summit was a hit but I cannot. At the end of the day only few were left out of the massive genesis of the day. The ideas that came from the afternoon sessions were aesthetically more important to the community than were the morning sessions. This is partly because the afternoon sessions were not as structured and rigid as were the morning ones. This enabled the student body to become more involved with the progress of the day. I had a very pleasant time at community day however, I cannot speak for those who slept through Dr. Thomas's speech, put forth no effort during the morning sessions and did not participate in the afternoon seminars. In conclusion, it was worth spending the day doing if one was interested.



## Community Day

by Christiana Laventure

Since Community Day I have been overhearing both positive and negative responses from the student body, faculty, and staff of Rollins. Having attended Community Day myself I have been reflecting upon my own experience. There are several things I took part in that were both positive and negative.

When I arrived at the Field House I had some idea of what the days events were but still was confused about what we were trying to accomplish. My confusion lasted some time with the disorganization of the morning arrival. I guess the bothersome part was that in majority the students were very negative about the day which caused me and those around me to become negative as well. It didn't help that all of us sat "thinking" about how we all wanted to return to our beds while we sat in the gym for a good 45 minutes.

However, after the original confusion I found the day to be very enjoyable and worth attending. Our break up into small groups was a great way to become acquainted with people we probably never would have met any other way. Being a freshman it was a way to get acquainted with more

Professors and upper classmen. But more than that it brought us together and broke down some of the walls that sometimes can hinder us from getting to know each other. When building our community projects I started to find myself looking around and realizing that we all as members of the Rollins Community have something that we can give. It is important for us to realize that although others may be different from you they have something they can add to the big picture. In this respect I feel Community Day accomplished one of its goals, for us to realize that we can work together to build a community regardless of who we are and where we come from. We all have something in common ... Rollins College!

But I feel the biggest asset that I came away with was new friends, both students and faculty. I walked away feeling like I was more than just a member of the Class of 2002 but rather a member of the Rollins College Community. I think the day was an overall success. Perhaps it wasn't the most organized event this year but I think it brought us one step closer to being a stronger community. Maybe we didn't accomplish any outrageous task but Community Day can be looked upon as a stepping stone.

## Community Day

by Aboud Shebib

Community Day was interesting. I woke up at 8:00 AM on Wednesday since I was told that it started at 9:00. I got up and I was not too happy. I was thinking why do I have to go to community day? I was tired and had a lot of homework to do, but I went because my teachers expected me to go.

I got there and had a seat then sat and waited for a while till everybody had shuffled in. I guess everyone had been expected to go by their teachers because there were at least 1000 people in the field house. Things started getting hot but finally, Community Day started. I listened as the President spoke and then as the guest speaker spoke but to tell the truth, I was hot, tired, and bored. Eventually, the speakers finished and then I sat and waited as the different groups that we each had been assigned to were called down.

When my group was called down, we found out that we didn't have a group leader or teacher so we had to combine with another group and we headed off for the library. Once there, we participated in some

icebreakers, interviewed each other, and worked on building something out of the pipe cleaners, paper, tape, and construction paper among other things that we had been given. After this was done, we all split up and went to Beans to eat lunch.

In my opinion, the first group that we had joined was not very productive. I was ok to meet some new people but I think that it would have been even better if we had had some ideas to foster the notion that we were a group. A good idea would have been to have some sporting events that pitted group against group with the prizes at the end being trophies for the first, second, and third place teams.

The second group, however, was a different story. We decided as a group in the first group which of the larger discussion groups we were going to go to and our group picked "Diversity on Campus," I think. Coincidentally, not everyone in our group managed to show up and I suspect that this happened with every group. This made the second group, which was supposed to be much larger than the first group, really only a

little bit larger and it had people that wanted to be their too. In my group we split up into groups of three or four which I like because I like small size groups and each group thought of ways to improve the diversity on campus. I think that this session was so much more productive that it was the only thing that really made Community Day a semi-success because students gave input on what they thought Rollins College needed and gave solutions to the problems that they perceived instead of just grumbling about them.

Finally, each of the second groups went to the field house to present the ideas that each had come up with. This session was interesting too because I was able to hear what all the other groups had come up with in terms of solving different problems on campus such as spirit and tradition.

In conclusion, I think that Community Day did have its moments and part of it was worthwhile and with a little more work and modification, it can be better in the future.





## Group Goals, continued from p. 9

- Create a comfortable physical environment in the Campus Center
- Encourage faculty, staff, and students to dine together more frequently
- Hold RCC 4th hour activities in the Campus Center
- Provide a central bulletin board for posting campus events
- Have regularly scheduled activities in the new Down Under
- Have a greater variety of food in the new Down Under
- Recreate an atmosphere similar to off-campus social environments

### Promoting Rollins Pride

- Central Kiosk(s) for Listing Activities
- Home Coming to Involve All Students and Rollins People
- Create a Spirit Club to Promote Team Spirit and Make Noise "Tarpits"
- Pep Rallies and Bonfires Promoting Activities and Big Games
- Rework Mascot

- Use R-TV Ch. 78 to Promote and Show Activities
- Keep e-mail current
- Have Professors Announce Activities
- Organize Themed Weekends ("Polyester Paradise" etc.)

### Communication Across the Campus

- We need the Institution to commit to creating a highly functional and professional weekly newspaper, *The Sandspur*. This can be done by hiring one person to run the paper, and having students in the the Writing minor staff the paper as well as volunteers.
- Create a Centralized Single Source of Information in a Multi Media Format
- The adults and leaders in our community need to serve as role models; they should not gossip or speak negatively of others behind their backs. They need to be civil to one another, ethical, supportive, and stop rumors.

- Faculty should announce events in the classroom
- A timely master list of events should be distributed to all members of the community in the mail.

### Student, Faculty, and Staff Relations

- Improve the status of staff through pay, recognition and respect.
- Have student and staff representation at faculty meetings.
- Create a central source of information for the entire campus via a webpage.
- Develop workshops for faculty and staff to increase teamwork and trust building.
- Recognize the value and contributions of staff to the school.

*(Goals from the session on "Intellectual and Social Life" is still being deciphered from the flip chart records and will be posted on the Student Life Committee's webpage as soon as possible.)*

## Community Day Reaction

by Marni Bekkedal, Ph.D.  
Professor of Psychology

Recently I was fortunate to participate in the campus-wide Community Day. I found the day, overall, to be a very positive experience and would like to share some of my feelings and experiences during Summit '98. To begin, I was not here for the summit 10 years ago, the meeting that inspired the Campus Center and set a precedent for this year's summit. However, it made me very proud to be part of a campus where such a large undertaking as Community Day was considered to be a serious matter. A large number of people showed support through their participation. It is good to be a part of an institution where the issue of community is taken so seriously and the administration is willing to support an entire day of activities designed to move us progressively closer to identifying group goals, and brainstorming solutions for current campus issues.

The day began in the field house with an entertaining speaker who captured and maintained my full attention at 9:00 in the morning. As a rule, I try to leave such presentations with at least one major "take-home" message. For me, Laurence Thomas' "take-home" message was clear, "I will not take delight in someone else's harm." This is a very short sentence, with very large implications if we each tried just a bit harder to act accordingly. While such a message may appear idealistic in a world-wide sense, it cer-

tainly seems feasible in a small classroom setting such as found at Rollins. Indeed, while listening to the presentation, I envisioned a psychopharmacology class where students discussed the pros and cons of using psychiatric medications. If we could follow the principle suggested to us from Dr. Thomas, each student could feel safe to share very personal experiences surrounding this sensitive topic. Think of how rich the learning experience would become in comparison to the more realistic situation where folks will be more inhibited and the discussion somewhat less enlightening and interesting.

Following the presentation, small communities were developed providing an opportunity for us to meet a number of students, staff, and faculty. In my community, there was only one person whom I had previously met. I found our name-tag ice breaker to be a lot of fun, since everyone seemed very open to sharing things that make them special and unique contributors to the Rollins Community. However, it was unfortunate our limited time made us unable to share more and ask more questions about each other. Afterwards we constructed an imaginary community. While our "Perfect Community" was a bit more creative than perfect, I did enjoy the pseudo-science of hanging a sun from the ceiling and placing the moon under the table. Where would any com-

munity be without a sun and moon? Through these various activities, I met several people I might not have otherwise met. Since Community Day I have seen 2 of these community members at various places on campus, and have felt good about being able to say "Hello" and know there was mutual recognition. In fact, I stopped to have a brief conversation with one woman who commented on how she enjoyed being a part of the large afternoon discussion for school spirit and traditions.

Speaking of the spirit and traditions group, I really thought they demonstrated the true meaning of community, and provided a nice capstone for the day when we all convened at the field house. The R•O•L•L•I•N•S cheer really seemed to get the crowd fired up again as we ended our day with an opportunity to synthesize our goals for the future of Rollins. What really struck me was that every group, regardless of their original discussion topics, introduced a goal that required a central source where the campus community can go or look to get information regarding all types of campus events (invited speakers, athletic events, student government meetings, activities at the theater, art and music departments, and so on). Apparently I was not the only one to take notice of such consensus as the most recent editions of the *Sandspur* have included a calendar where numerous events are listed. I suggest we encourage this improvement in several ways, including providing the *Sandspur* staff with timely announcements of our activities, using the

calendar as a resource for informing ourselves of campus events, and attending and participating in the numerous opportunities available to our academic/social community.

Overall, I found Community Day to be a pleasant experience, and did feel some important things were accomplished. The most salient achievements of the day were meeting new people

and setting reachable community goals, one of which the *Sandspur* has already begun to achieve. I would like to see us continue with the other goals developed by the different discussions to ensure we have set a precedent for Summit 2008, and continuously improve our community. I think my take-home message is "Don't leave it to fate, prepare for 2008!"

## Reflections on Community Building Day 1998

By Steve Neilson  
Dean of Student Affairs

So how many students, faculty and staff did show up? 800? 1000? Was this day about numbers? Yes—I think it was. But it was not a day about big numbers; it was a day about one person. It was a day where one person's vision of Rollins College inspired others to make a difference.

A year and a half ago four students: Karl, Stephanie, Brandy and Kiome were concerned about some aspects of the Rollins community. They talked about their experiences to other students, to staff and to faculty. Their message was quite simple. Listen to our experiences here and feel what we feel. And because I believe Rollins is fundamentally a caring community, others did listen to Karl, Stephanie, Brandy and Kiome.

Then another person wanted

to make a difference. Then another. Individual faculty members and committees. Individual students and student organizations. If any of those four students thought in the Spring of 1997 that they couldn't make a difference, there would not have been a Community Building Day in the Fall of 1998.

Community Building Day was ultimately not about 1000 people, it was about four. Or one. Not all of us will be famous, but each of us can touch scores of lives—in our college community and in our homes, at our jobs, and with our friends and neighbors. It is our birthright to make a difference. No one can take that away. We just need the courage to step forward like Karl, Stephanie, Brandy and Kiome did. Thank you.



## Why College?



by Alan Nordstrom  
Professor of English

of your language and society and economics and politics and ideology. You've been boxed and labeled. That's why if you go abroad you'll be quickly recognized for the culture you came from, even before you open your mouth.

"Well," you say, "you do have to be somebody, don't you? You have to wear the mark of one culture, one language or another, right?"

Yes, I agree. That's how we start out. We're enculturated. Which is both captivating and liberating, but in your early years mostly captivating, enthralling (both captives and thralls, remember, are slaves).

But now you're in college, a college of liberal arts and science. Why "liberal?" You've chosen to come here presumably to "obtain a liberal education." Again, why "liberal?" Chances are (demographically speaking) you're a Republican, or your family is, so that makes even more prickly the question "Why liberal?"

What do you mean by "a liberal education?"

"I dunno," you say. "A well-rounded education, I guess. A little of everything? You tell me."

OK. I'm telling you now that the point of the liberal arts and sciences, the point of your liberal ed-

ucation is to liberate you.

You're a slave, remember? You've been captured and enthralled by the culture that has enculturated you, and now at last, at long last, it's time to set you free.

It's time to undo much of what's been done to you in the benign name of "educating" you.

What is "education?" Ask any half-assed Latinist and he'll feed you the cliché: "Education comes from the Latin 'e + ducere,' which means to 'lead out'." Then they'll expound speciously about teachers needing to draw something out of their students. (The Regurgitation Theory of education, I suppose.)

Wrong. The root is 'educare,' not 'educere,' and the translation is 'to nourish, to feed'.

My point is that up to now in your so-called education you've been fed a lot of crap, as well as plenty that has indeed nourished you.

A lot of the crap has been the educational system, the indoctrinal system, itself. And that is what you're in college to get over, though we won't make it easy for you. You'll still have to fight for your liberation here.

Here are some ideas you'll need to undo, with or without our help.

The idea that education is a

matter of serving time in order to get your release papers so that Real Life can begin. "Institutions" of education, lower or higher, resemble prisons uncannily, and many students act like they're doing time, dodging authorities, and submitting to the program only when coercion compels them.

The idea that educating you is the school's or college's responsibility, and that it's their job, not yours. It's your job. Do you not want that job? Do you really want your "education" laid on you, squeezed into you, drawn out from you, what? You're a horse at the water trough. Only you can do your drinking. As they used to say, "You can lead a girl to Vassar, but you can't make her think." (That's funnier if you know German.)

The idea that college is for knowledge. Wrong. College is for thinking. College is for probing, questioning, finding out, figuring out, taking apart, putting together, making sense, recognizing nonsense, wondering and discovering what is true and false (and half-true), what is right and wrong, good and bad, beautiful and ugly, grand and trivial, and what is necessary for living well.

College is where you start re-writing your programming, reconditioning your conditioning. It's

where you stop taking everything for granted and start asking why and why not, and you don't expect to be spoon-fed or force-fed the answers but expect to hunt them down for yourself with the able assistance of masters and mentors, many of whom are your fellow students, including the faculty.

But don't expect that college finishes the job. It only begins what goes on all your life. That is why college ends with a commencement, not a finale. Your journey of liberation has just started. There is still much to undo and redo and do better in your brain and in your behavior. You're just beginning your life's quest to live well on your own well-considered and well-defined terms, not on the terms installed in you by your early programmers, who may have meant you well but who are not you. Only you are you. And you have to learn what you need to do to live well. That is your job—when you're liberated enough to take it on.

It's about freedom. It's about power. Same thing. It's about gaining powers and employing them well to do good things for yourself and others. It's about a liberating education that sets you free to do what you ought to do.

Is that what you want?

## So What's The Rush?

by Kathleen Hughes  
The Sandspur

The last week of January is always a bit hectic here on campus because formal rush begins. The nights are filled with meeting many new people, and as the students are whirled from one organization to the next, they must figure out who they want and who wants them. When all is said and done, several may join and several may not. Some because they choose not to and others because the organization chooses not to let them in.

Formal rush for the men begins on January twenty-fourth and continues until the twenty-ninth. Men's rush is very casual compared to women's rush. Men's rush begins with several open-invitation rush events held at each fraternity. All prospective brothers are allowed to attend and are encouraged to attend to increase their chances of receiving a bid at the end of the week. The prospective students are broken up into two groups and to rotate between two fraternities during the first three nights. The open-invitation events are held for three nights with the hope that all interested students will attend and get to know the brothers. The basic idea of the open rush events is for students to find the place where they feel comfortable and to get their foot in the door by meeting all the brothers.

After the third night, the fraternities send out invitations to the students that they want to join the fraternity (basically the students that they like and know). The events continue, but the invite list gets smaller and smaller, cutting more and more students until they have narrowed it down to a good-sized group of guys.

However, if the student receives an invitation to a fraternity that he does not like, he is not forced to attend the event. But he should remember that by not attending he is greatly affecting his chances of becoming a brother there.

The final invitation is given out on a Friday. Every student, who attends the gathering at the fraternity that extended them an invitation, will most likely receive a bid the next morning. That Saturday is known as bid Saturday. It is a day filled with crazy, drunken students running around and celebrating their newfound friends and brothers. It is a day not to be missed. All should attend, for it is definitely a Kodak moment. However, this year there may not be a bid Saturday.

Now women's rush—that's a whole other story! The students who are interested in rush begin their activities on the thirty-first of January and receive their bids on the fifth of February. The events that take place during rush require girls to be very positive and outgoing; shyness does not receive any points here. The events begin when the women report to their designated groups dressed appropriately (skirt and a nice shirt; then the dress code becomes dressier as the time goes by). They are then escorted to each sorority where they are whirled from girl to girl in a short time span as they try to meet all the sisters at once. The experience is very scary and pride swallowing to some while to others it is an adrenaline rush. Perhaps that is why it is called rush—because all the girls do is rush.

Anyway, after two nights of that, the process takes a different turn. This time, the girls are escorted to another location where they fill out

cards saying where they would like to be invited back and where they would not. The third night they receive their results. Some may be happy; others may be in tears. The results may have all their choices, or it may have none. After they receive their selections, they attend the events based on the times they are given. The events are more personalized now, and the girls get to meet more of the sisters as they see a skit or get a house tour. Again, they fill out the card, a procedure that continues until the last night.

On the last night, if they have not already been cut or received a phone call saying that no one wanted them to join, they report to the field house and wait for their names to be called. Again, this is another nerve-wrenching procedure that many girls must endure. Those that are not as fortunate may spend the night crying, or realizing that Greek life is not for them.

All in all, I do believe that rush needs to become more casual. The selection process is not as mutual as President Bornstein makes it sound; in the case of the women, several on campus can tell you that they wanted to join, but they were not extended a bid. And for those women and some men, there is always open rush, which is much more personalized and accessible if, for some reason, the student was quiet or nervous during formal rush.

Key things to remember during rush: be yourself, don't be shy, get your foot in the door, try to meet all the members, and, most of all, relax and have fun. That is what Greek life is all about: having a good time with people you like and value very much. Members become close and create a family bond. Greek organi-

zations are designed to make people feel that they have a place to belong, a place to call their home away from home.

To belong is great. To be independent takes self-sufficiency. And either one is accepted here at Rollins.



## A Rising Star

by Heather Brousell  
The Sandspur

Sean Johnson, a senior at Rollins, has just returned from Wilmington, North Carolina where he filmed an episode of "Dawson's Creek." His agent helped him to land the part. He first heard of tryouts when a group casting call for "Dawson's Creek" came to Orlando. He tried out and got a call back.

Sean Johnson participated in theater before coming to Rollins. He is enrolled in an Area Studies major, one of his studies being theater. Sean is also involved in All Campus Events and had been part of the Student Government Association for three years. It is difficult for him to balance his life. He is a full time student and acts in between his schedule. Sean's fa-

vorite class on campus is anything taught by Dr. Marvin Newman, usually communications or something law based, or something out of the philosophy department.

In the episode of "Dawson's Creek," Sean plays a high school quarterback. In the episode one of the cast members, Monica, has a romantic interest in him. He says that he isn't a jock in any way, but he feels that in every character he plays he can see a part of himself. He had never seen the show since the morning he left to tape the episode. It isn't usually the kind of show he watches. His favorite TV shows are "Seinfeld" and "Dennis Miller Live."

Sean's astrological sign is Capricorn. When asked if he preferred Coke or Pepsi, he answered that he likes margaritas better than either one.



## Breaking Greek Stereotypes

by Rachel Gramer  
Features Editor

Snobs. Rich bitches. Idiots. Assholes. Party animals. All Greek organizations have their stereotypes. Some are more intellectual; some are...less intellectual. And just as there are individuals in each fraternity and sorority that break that stereotype, so too are there many individuals who break the stereotype of Greeks in general: reckless, alcoholic reprobates under the influence of much more than a liberal arts education. But for anyone who really knows the Rollins campus, we know that stereotypes are incredibly inaccurate in that they fail to express the wide range of personalities and dispositions that exist within each group. More importantly, they create the impression that only Greeks fulfill the stereotype when, in fact, inde-

pendents often satisfy it better than anyone.

Alcohol. Drugs. Sex. Violence. These are not Greek problems; they are Rollins problems. Regardless of what any faculty member, staff member or student wishes to say, think or promote, reckless and inappropriate behavior is not limited to Greeks. When Chi Psi throws a party, who is there? Non-Greeks. How about TKE parties? Non-Greeks. Who drinks the alcohol willingly? Who gets loud and stupid and falls down the stairs? Who creates mess, noise, and major disturbances all over campus? You guessed it — non-Greeks. Okay, so the Greeks throw the parties (though not all of them, mind you) because they have the resources, the finances, and the organization. They have the people, the support, and the houses. So what? Who else is

there constantly seeking pleasures of all kinds? Who else is there craving entertainment, enjoyment, and distraction?

Greeks are not the problem at Rollins. The problem here is those people who blame everything on one particular group. The most obvious solution is also the easy one. Blame alcohol problems on the Greeks, and while you are at it, pile on drugs and sex and violence. Hell, why not add lack of intellectualism and academic success? Anything else? We might as well blame Greeks for the lack of diversity and community, for the construction, for the food. Blaming them entirely for such undesirable aspects of campus life is just as ridiculous as blaming them for all of the academic and social problems here. So many people complain that the Greeks do not foster or promote the academic at-

mosphere of the college. For those of you who blindly and vainly believe such an outrageous statement, I am sorry that you have been so horribly misinformed. Go to any other meeting on campus, any other dorm, any other room, any cafeteria table where independents dwell. Unfortunately, you will not find any more academic enthusiasm or any more intellectual fervor there than in a fraternity or sorority house. Independents do not sit around all day debating vital social issues, ethical principles, or literary interpretations. They do not care any more or any less about learning, about each other, about what happens on this campus or in the world. Essentially, there is no difference. Becoming Greek does not inaugurate an academic, social, moral, intellectual decline. And remaining independent does not institute any

sort of amazing academic enlightenment and motivation to go out and change the

Whether Greek or independent, life is much the same. It is a choice that can determine you live, who you know, who you spend some of your time with, to mention how much you receive from faculty, fellow students. Greeks often tend to be more obvious targets (i.e. easier targets) than independents, and contribute to the alcohol problem of which so many complain as do independents. And contribute to the academic decline of the college as a whole more than independents, but while it is very convenient to place blame on one party, anywhere near accurate

## On The Lighter Side

Just a Taste of Something Greek

S J M S R T N C S P E W U F P A G E M O I H C D  
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Alpha Epsilon Pi  
Alpha Tau Omega  
Beta Alpha  
Chi Omega  
Chi Psi

Independent  
Kappa Alpha Theta  
Kappa Delta  
Kappa Kappa Gamma  
Non Compentis Mentis

Phi Delta  
Sigma Gamma Rho  
Sigma Phi Epsilon  
Tau Kappa Epsilon  
X-Club

**WHEN DRINKING, CALL A FRIEND.  
OR GET A RIDE WITH A STRANGER.**



Drinking and riding can lead to a loss of license, a conviction, or even worse. That's if you're lucky. The fact is, 50% of motorcycle fatalities involve riders who have been drinking. So if you have been drinking, get a ride with a friend. It's the best call you can make. **MOTORCYCLE SAFETY FOUNDATION**





## Freshman Named Sunshine State Conference Runner Of The Week

By Jason Kuch  
The Sandspur

After finishing the Florida Southern Invitational with a time of 21:45, freshman Allison Nichols was named Sunshine State Conference Female Runner for the week of September 20. Jumping over the hedges and sloshing through the mud, Nichols pulled into ninth

place overall for the race, finishing behind Florida Southern's top eight runners. Her time helped bring the women's team into second place overall, despite a minor rib injury from the previous week's race.

Five additions to the men's team has helped ease the pressure of losing three dedicated seniors. Freshman Ron Iammortino, senior

Mike Gebro, and juniors Troy Lupinacci, Lee Reese and Brian Kilpatrick have proved to be strong additions to the team.

The men and women race again at The Walt Disney World Resort this weekend at 7:30 a.m. The men will race an 8K, and the women a 5K. Both teams are aiming to compete at Regionals to be held in Atlanta, Georgia on November 7.

## Women's Soccer

By Jason Teaman  
The Sandspur

The women's soccer played their most impressive game of the season in dominating Northwood 3-1. Four players had at least four points and a total of 14 managed at least one point in the lopsided blowout. The Tars peppered the Northwood defense with 23 shots on goal in evening their season mark at 3-3.

The squad put up seven goals in the first half alone while holding Northwood to only one shot. Jody Horton began the onslaught early in the first half, netting two goals in the game overall. Shay Wilber, Laura Carlin, and Katie Robinson each registered five-point games, pacing the Tars' offensive barrage.

The defense held Northwood in check for virtually the entire game, allowing only one meaningless goal in the second half.

The team next takes to the field at the Sandspur Bowl on Saturday, October 10 at 2:00 p.m. against Milligan.



## Men's Soccer

by Jason Teaman  
Sports Editor

With their 3-1 victory over state rival Northwood, the men's soccer team improved their record to 7-1, winning their past four in a row, and all five road games this season.

The Tars again began the game strong, jumping out to a 1 nil lead on Tony Amato's early goal. Ewen Welsh soon followed with a goal from Amato and Peter Hinchey. Amato ended the scoring in the

first half with his second goal of the game and eighth on the season.

In the second half, the defense took over, giving up only one goal despite a desperate push by Northwood. Goaltender Peter Blomquist came up with seven saves to lower his goals against average to a microscopic 0.467 on the year.

The Tars next put their winning streak on the line at home against Morehouse on Friday, October 9 at 4:00 p.m. and on Saturday the 10<sup>th</sup> at 7:00 p.m.

### Rollins College Tars 1998 Men's Soccer Statistics

Current Record:	7-1	SSC Record:	0-0		
Name	GP/GS	Goals	Assists	Shots	Points
Tony Amato	8/8	8	3	26	19
Sean Reed	7/6	3	6	19	12
Jason Tisdell	8/8	2	4	14	8
Robert Ninic	8/0	2	1	14	5
Jamie Miller	6/2	2	1	10	5
Daniel Schuck	8/8	1	2	7	4
Mike Lohin	3/0	2	0	6	4
Peter Thornqvist	8/8	1	2	7	4
Peter Hitchen	8/8	0	4	22	4
Michael Edolo	7/7	0	3	10	3
Ewan Welsh	6/6	1	1	3	3
Evan Schube	8/3	1	0	3	2
Darren Skinner	3/0	1	0	7	2
Sean O'Leary	2/1	0	2	0	2
Chris Forrest	5/5	0	1	0	1
Brad Levine	4/0	0	1	5	1
Austin Pumneo	8/2	0	1	0	1
Tyler Leban	7/7	0	0	1	0
Michael Vinci	5/0	0	0	1	0
Mike Simpson	3/1	0	0	0	0

Rollins Totals	8	24	31	155	79
Opponent Totals	8	7	4	12	18

Goalkeepers	GP/GS	Minutes	Saves	Goals Against	SOG
Ian Eule	4/4	360	16	5	47
Peter Blomquist	4/4	385	21	2	45

Score by Halves	1	2	OT	OT	Corner Kicks	Fouls
Rollins College	14	9	0	1	47	102
Opponents	2	5	0	0	33	109

### Rollins College Tars 1998 Women's Soccer Statistics

Current Record:	3-3		SSC Record:	0-1	
Name	GP/GS	Goals	Assists	Shots	Points
Laura Carlin	6/6	3	7	11	13
Alicia Milyak	6/6	3	1	25	7
Lollie Labarge	6/6	2	3	12	7
Katie Robinson	6/6	2	3	14	7
Shay Wilber	6/6	3	1	13	7
Jody Horton	6/4	2	2	4	6
Susie Lohr	3/0	1	3	4	5
Calla Degennaro	3/0	2	0	6	4
Laura McClelland	4/0	0	2	2	2
Jen Newberry	6/2	0	2	1	2
Anna Ruthberg	6/6	1	0	2	2
Petra Hagenah	5/5	0	1	0	1
Laveta Stewart	6/5	0	1	4	1
Amy Chrans	6/4	0	1	2	1
Bianca Alaimo	6/6	0	1	2	1
Catherine Taylor	5/4	0	0	9	0
Michelle Gamber	2/0	0	0	0	0
Marla Mullen	2/0	0	0	0	0
Sarah Barrett	2/0	0	0	1	0
Trisha Beharie	1/0	0	0	1	0

Rollins Totals	6	19	28	115	66
Opponent Totals	6	14	11	69	39

Goalkeepers	GP/GS	Minutes	Saves	Goals Against	SOG
Anna Ruthberg	6/6	521:17	33	13	60
Jen Newberry	1/0	45:00	0	1	0
Emily Norton	1/0	3:43	0	0	0

Score by Halves	1	2	OT	OT	Corner Kicks
Rollins College	8	12	1	0	27
Opponents	6	6	0	0	20

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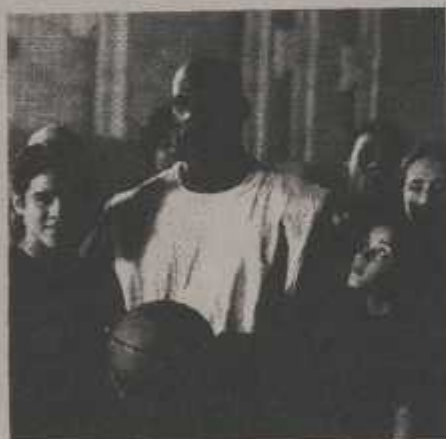
## Volleyball

by Jason Teaman  
Sports Editor

The Tars ran into a brick wall when they went up against Sunshine State Conference leader Florida Southern on October 3. The Moccasins showed why they have been one of the perennial favorites for the conference crown, dominating the Tars in straight match fashion, 15-5, 15-13, and 15-3. The Tars had the edge in the second match, leading 13-10 before Florida Southern reeled off five consecutive points to take the contest. The loss drops the Tars to 7-7 over-

all and 1-2 in conference play.

After the Florida Southern Tournament on October 9 and 10, and a game against Florida Tech on the 14, the Tars will have the advantage of playing their next six games on home court. The squad opens with the annual Rollins Fall Bash with games all day Friday and Saturday, October 16 and 17. Then they host Barry on Friday, October 23, Lynn on Saturday the 24, Eckerd on Wednesday the 28, and they end the home stand against Tampa on Friday, October 30. All the games start at 7:30 p.m. in the Enyart-Alumni Fieldhouse.



**Michael Jordan just signed with another team.**

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## Ohio State Bucks Penn State

by Don Stewart  
Daily Collegian (Pennsylvania State U.)

(U-WIRE) COLUMBUS, Ohio --Once again, the Horseshoe proved unlucky for Penn State. No. 1 Ohio State overcame a stingy Penn State defense and frigid rainstorm to roll to a 28-9 victory against the No. 13 Nittany Lions Saturday in Columbus. Penn State is now 0-3 at Ohio Stadium since joining the Big Ten in 1993.

We never felt like we were out of it," Lion running back Cordell Mitchell said. "We basically gave them two touchdowns, but we still thought we had a chance."

With the Buckeyes (4-0, 1-0

Big Ten) trailing 3-0, linebacker Jerry Rudzinski turned the tide of the game late in the second quarter. Rudzinski forced Penn State quarterback Kevin Thompson to drop the ball as he attempted to throw from the 1-yardline, then recovered the fumble in the end zone for the go-ahead score.

Ohio State never looked back. With the crowd suddenly back in the game, the Buckeyes added a key touchdown in the final seconds of the first half, a 20-yard Joe Germaine touchdown pass to Michael Wiley, to jump ahead 14-3.

The Lions (3-1, 0-1) continued to be their own worst enemy in the

second half. When the Buckeyes forced Penn State to attempt a punt from its own 8-yard line, safety Percy King blocked Pat Pidgeon's kick. Joe Cooper pounced on the ball in the end zone, extending Ohio State's lead.

The mistakes by the offense and special teams overshadowed a strong Lion defensive performance. Penn State registered five sacks, forced five fumbles and became the first team to pick off a Germaine pass in holding the Buckeye offense to 14 points.

Ohio State moved the ball in the early going but failed to convert two early Dan Stultz field goal attempts, the latter of which was

blocked by Lion cornerback David Macklin.

Cornerback Anthony King returned the blocked kick to the Penn State 47-yard line, setting up a 42-yard field goal by Travis Forney.

We played as well as we could against them, but we had a lot of mistakes that hurt us," Lion coach Joe Paterno said.

Overall, the Buckeyes were held to 326 yards of offense, 213 of which came via the passing game. Penn State frequently blitzed and kept extra men in the box, forcing Germaine to throw. "I think we could have played a little better offensively than we played, but we did what we had to

do to win," Ohio State coach Jerry Cooper said.

Not to be outdone, the Buckeye defense also performed well. In addition to Rudzinski's pick, Cooper's interception and a touchdown, it surrendered just 10 yards of total offense and allowed the Lions to see the end zone once.

Anytime you hold Penn State to nine points and hold them under 200 yards," Cooper said, "the defense played a great game."

## FALL ATHLETIC EVENTS

Week of Oct. 8-14: <b>Sat., Oct. 10</b>	Women's Soccer vs. Milligan Men's Soccer vs. Milligan Cross Country @ Disney	2:00 p.m. 7:00 p.m. 7:30 a.m.
Week of Oct. 15-21: <b>Thurs., Oct. 15</b>	Women's Soccer vs. Lenoir Rhyne * Special guest Michelle Akers	7:00 p.m.
<b>Fri., Oct. 16</b>	Volleyball Bash Rollins vs. Clarion Rollins vs. Drury	3:00 p.m. 7:30 p.m.
<b>Sat., Oct. 17</b>	Volleyball Bash Rollins vs. Wayne State	4:00 p.m.
<b>Mon., Oct. 19</b>	Women's Soccer vs. Mars Hill	3:00 p.m.
Week of Oct. 22-28: <b>Thurs., Oct. 22</b> <b>Fri., Oct. 23</b> <b>Sat., Oct. 24</b> <b>Wed., Oct. 28</b>	~Women's Soccer vs. Eckerd~ ~Volleyball vs. Barry~ ~Volleyball vs. Lynn~ ~Women's Soccer vs. FL. Southern~ ~Volleyball vs. Eckerd~	7:00 p.m. 7:30 p.m. 7:30 p.m. 7:00 p.m. 7:30 p.m.
Week of Oct. 29-Nov. 4: <b>Fri., Oct. 30</b> Fri.-Sun., Oct. 30-Nov. 1 Sat.-Sun., Oct. 31-Nov. 1 <b>Mon., Nov. 2</b> <b>Wed., Nov. 4</b>	~Volleyball vs. U. of Tampa~ Men's Tennis Florida Intercollegiate Water-Ski Rollins Invitational ~Men's Soccer vs. St. Leo~ ~Men's Soccer vs. FL. Southern~	7:30 p.m. all day all day 7:00 p.m. 7:00 p.m.
Week of Nov. 5-11: <b>Tues., Nov. 10</b>	~Volleyball vs. FL. Tech~	7:30 p.m.
Week of Nov. 12-18: <b>Fri., Nov. 13</b> <b>Sat., Nov. 14</b>	Men's Basketball @ UCF Swim Meet	7:30 p.m. all day
Week of Nov. 19-25: <b>Fri., Nov. 20</b>	Women's Basketball vs. P. R. Bayoman Men's Basketball vs. P. R. Bayoman Men's Basketball vs. Warner Southern Women's Basketball vs. Plm. Bch. Atlantic	5:30 p.m. 7:30 p.m. 7:30 p.m. 7:30 p.m.
<b>Mon., Nov. 23</b> <b>Tues., Nov. 24</b>		
Week of Nov. 26-Dec. 2: <b>Sat., Nov. 28</b> <b>Tues., Dec. 1</b>	Women's Basketball vs. Madonna Men's Basketball vs. Embry Riddle	7:30 p.m. 7:30 p.m.
Week of Dec. 3-9: <b>Thurs., Dec. 3</b> <b>Fri., Dec. 4</b> <b>Sat., Dec. 5</b>	Women's Basketball vs. St. Edwards Men's Basketball vs. St. Thomas Women's Basketball vs. Augustana Men's Basketball vs. North Central Men's Basketball vs. Webber	7:30 p.m. 7:30 p.m. 5:30 p.m. 7:30 p.m. 7:30 p.m.
<b>Tues., Dec. 8</b>		
Week of Dec. 10-16: <b>Sat., Dec. 12</b>	Men's Basketball vs. Grand Valley St.	7:30 p.m.
Week of Dec. 24-30: <b>Mon., Dec. 28</b> <b>Tues., Dec. 29</b>	Women's Basketball vs. Allentown Women's Basketball vs. Washburn Men's Basketball - Tangerine Tournament Rollins vs. Shippensburg Tangerine Tournament Consolation Game Championship Game	7:30 p.m. 2:00 p.m. 8:00 p.m. 6:00 p.m. 8:00 p.m.
<b>Wed., Dec. 30</b>		

All games listed at Rollins unless otherwise noted.

All games that are in bold are important Rival Games.

- Denotes Sunshine State Conference game.



# τό 'αμμοκέντρον ημερολόγιο

(The Sandspur Calendar, in Greek)

## Thursday, October 8

### Campus:

•QLP Tutoring 1-11:00p.m.  
•QLP Computer Lab – 8:30a.m.-11:00p.m.  
•Campus Crusade for Christ, 7p.m. in the French House  
•Lecture: Richard E. Lapchick in Bush Auditorium @ 7:30p.m.  
•Pippin @ The Annie Russell Theatre, 8:00p.m.

### Community:

•Jazzercise Step, 6p.m. @ The Maitland Civic Center\*

### Nightlife:

•Gov't Mule @ Sapphire Supper Club  
•Bouncing Souls, Gadjits, Day in the Life @ Barbarella (18+, 6:30p.m.)  
•Angels, 8p.m. @ The Civic Theatre  
•Picasso, 8p.m. @ The Civic Theatre

### Dining Facilities:

Up Over – 7a.m.-2p.m., 5p.m.-8p.m. Down Under – 11a.m.-11p.m. Cart – 11a.m.-2:30p.m., 3-5:30p.m. C-Store – 8a.m.-10p.m. Cornell Café – 7:45a.m.-8:30p.m.

## Friday, October 9

Happy Birthday Pedro Rodriguez!

### Campus:

•QLP Computer Lab – 8:30a.m.-5:00p.m.  
•Pippin, 8:00p.m. @ The Annie Russell Theatre

### Community:

•"City Limits" Teen Dance, 7p.m. @ The Maitland Civic Center\*  
Nightlife:  
•Rusted Root @ Enyart-Alumni Field House, Rollins College  
•Zoom & Solid State @ Go Lounge 21+  
•Blink 182, Unwritten Law, Assorted Jellybeans @ House of Blue  
•Pinocchio @ The Civic Theatre, 7p.m.  
•Halloween Horror Nights III: Primal Scream @ Universal Studios

### Dining Facilities:

Up Over – 9a.m.-7p.m. Down Under – 7-11p.m. Cart – Closed  
C-Store – 10a.m.-7p.m. Cornell Café – Closed

## Sunday, October 11

### Campus:

•QLP Tutoring 7 – 11:00p.m.  
•QLP Computer Lab – 1:00p.m.-11:00p.m.  
•Miami Carnival in Miami. For more information contact Lara Littlepage @ ext.1899.

### Sports:

•Women's Tennis at Adult Autumn Challenge in Orlando, FL.

### Community:

•5th Annual Kissimmee/St. Cloud Senior Games at Kissimmee

### Nightlife:

•Best of "Orlando Unsigned" showcase @ Sapphire Supper Club 18+  
•Umoja @ Go Lounge 21+  
•Pinocchio @ The Civic Theatre, 1p.m. and 3p.m.  
•Angels @ The Civic Theatre, 2:30p.m.  
•Picasso @ The Civic Theatre, 2p.m.

### Dining Facilities:

Up Over – 9a.m.-7p.m. Down Under – 7-11p.m. Cart – Closed  
C-Store – 12p.m.-10p.m. Cornell Café – Closed

## Monday, October 12

Happy Birthday Sarah Balke!

### Campus:

•QLP Tutoring 1-11:00p.m.  
•QLP Computer Lab – 8:30a.m.-11:00p.m.  
•Star Trek: Rollins College meeting in the Woolson House @ 8:00p.m., Topic: Medical Ethics, for more information contact Roland ext.2870 or e-mail: rwellington@rollins.edu.

### Community:

•5th Annual Kissimmee/St. Cloud Senior Game  
•Jazzercise, 6p.m. @ The

### Maitland Civic Center \*

•Yoga, 7:30p.m. @ The Maitland Civic Center\*  
•Suzuki Violin Lessons, 4:15p.m. @ The Maitland Civic Center\*

### Sports:

•Women's Tennis at Adult Autumn Challenge in Orlando, FL.

### Nightlife:

•Groova Garage @ Go Lounge 21+

### Dining Facilities:

Up Over – 7a.m.-2p.m., 5p.m.-8p.m. Down Under – 11a.m.-11p.m. Cart – 11a.m.-2:30p.m., 3-5:30p.m. C-Store – 8a.m.-10p.m. Cornell Café – 7:45a.m.-8:30p.m.

## Tuesday, October 13

### Campus:

•QLP Tutoring 1-11:00p.m.  
•QLP Computer Lab – 8:30a.m.-11:00p.m.  
•Chi-Rho Dinner and Devotions, Knowles Chapel Lounge, 5:30p.m. – for further info contact Mandy Squires @ 249-0691

### Sports:

•Women's Tennis at Adult Autumn Challenge in Orlando, FL.

### Community:

•5th Annual Kissimmee/St. Cloud Senior Games  
•Jazzercise Step, 6p.m. @ The Maitland Civic Center\*

### Dining Facilities:

Up Over – 7a.m.-2p.m., 5p.m.-8p.m. Down Under – 11a.m.-11p.m. Cart – 11a.m.-2:30p.m., 3-5:30p.m. C-Store – 8a.m.-10p.m. Cornell Café – 7:45a.m.-8:30p.m.

## Wednesday, October 14

Happy Birthday Michael Occhionero!

### Campus:

•QLP Tutoring 1 – 11 p.m.

•QLP Computer Lab – 8:30a.m.-11:00p.m.

### Community:

•5th Annual Kissimmee/St. Cloud Senior Games  
•Jazzercise, 6p.m. @ The Maitland Civic Center\*

### Nightlife:

•Acoustic Showcase featuring David Schweitzer @ Sapphire Supper Club 18+  
•"Orlando Unsigned" with Grumpy & Hot Lunch @ Go Lounge 18+

### Dining Facilities:

Up Over – 7a.m.-2p.m. 5p.m.-8p.m. Down Under – 11a.m.-11p.m. Cart – 11a.m.-2:30p.m., 3-5:30p.m. C-Store – 8a.m.-10p.m. Cornell Café – 7:45a.m.-8:30p.m.

Don't forget to check out *Real Illusions: John O'Connor's Blackboards & Their Origins* @ The Cornell Fine Arts Museum!!

## Attention Student Organizations!

**Publish Your Events FREE In  
The Sandspur Calendar!**

**Just Drop Off Your Event Information To the PBU Workroom  
A Week Before The Event Is  
Scheduled To Take Place!**

# CLASSIFIEDS

### PC Training Needed

Absolute neophyte has recently acquired Windows98, would like tutor 2-4 hours each week. Close to Rollins. Patience will be necessary, name your hours. 645-0643

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### Depression

is an illness – not a weakness.

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### Layout Assistant Needed

The Sandspur is currently seeking a qualified Layout Assistant to begin on October 19, 1998. Experience with PageMaker doing page layout a must. Samples and/or portfolio required. Send résumés to box 2742, Attn: Jeff. No phone calls, please.

### 1991 Toyota Camry LE

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#### Melbourne

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