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Sandspur

VOL. 75 NO. 12

THE ROLLINS SANDSPUR

WINTER PARK, FLORIDA

Friday, January 17, 1969

Irish Play At Annie Russell

The first production of the Annie Russell Theater of 1969 presents a play that may be familiar to Rollins students: lack of communication, on one level, father-son, and also girl-boy. "Philadelphia, Here I Come" introduces an interesting convention of the play—Garth O'Donnell is portrayed by two actors who represent Garth's private and public sides. Public Gar (Warner Shook) is the man that people see, talk to, talk with. Private Gar (Roger Miller) is the unseen man, the man within, the conscience, the alter ego, the thoughts, the id. Private Gar, the spirit, is invisible to everyone. Nobody except Public Gar hears him talk. But even Public Gar, although he talks to Kate occasionally, never sees her and never looks at her. One must look at one's alter ego. The time of the play is the night before, and the morning of Gar's departure for America. He is leaving his birthplace, Ballybeg, Ireland, because he feels it is impossible for his father, S.B. O'Donnell (Rick Camp) to understand Gar's emotional needs. Gar's decision is further influenced by a misunderstanding with his girlfriend, Kate Hooper. Jan Magrane, in her first

appearance on a Rollins stage, plays Kate. Gar's destination will be the home of his Aunt Lizzie (Marcy Edwards) and Uncle Conal Sweeney (Ed George) who has arranged work for Gar in a hotel. Gar is going to "make something of himself."

"Philadelphia, Here I Come" is one of the most challenging plays the Rollins crew has attempted. To keep the Irish flavor as authentic as possible, the cast has been attending classes of Irish dialect given by Father Gerry Granahan, a young Catholic from Ireland. Intensive research has gone into the planning of the props and the cultural allusions in the play. Ceildhe music, the typical Irish jig, has been incorporated. Toni Carti has choreographed a song and dance number, "Philadelphia, Here I Come," to the tune of "California, Here I Come."

David A. Gawlikowski, associate director of Rollins College, is directing the production. This is Gawlikowski's first year at Rollins; he replaces Charles Nisbet. Among the minor characters in the play is Wilbur Dorsett, English professor at Rollins. Others are Chuck Kitchell, Charles Hooper, Steve Fox, Carl Johnson, Larry Mercier, and Rich Gimbel. The technical end of the production



YES, FATHER; (from left) Rick Camp, Roger Miller, Warner Shook.

has been model of organization. Having only two and a half weeks to paint, sew, light, and set up, stage manager Myrna Lispner has set up a crew that has been efficiency personified. Myrna's assistants are Charles Hooper, production coordinator, and Margot Trafford, assistant to the director.

Crew heads are Chip Mulburger, lighting; Didi Michelson, make-up; Karen Larsen, costume; Jane Fuller, props; Kirk McClelland, sound; Fred Crean, shop; Josie Caruso, paint; Fred Valentine, publicity. The designer for the play is Dale Amund. His assistant is Larry Mercier.

The play is reported to be exceptionally well written, achieving a fine balance between the touching material of a youth's problems, and the comic side of adolescence.

"Philadelphia, Here I Come" will run the weekend of January 24 and the following weekend. Student night is January 22.

Rollins Prof Published

The Catholic University of America Press will publish a book of essays written by Dr. Edward J. Cohen, entitled, "A Complete Bibliography of Gerald Manley Hopkins." This book is an example of the quality of work which Dr. Cohen consistently produces in his teaching, research and publication. Hopkins has been a topic of debate among poets and literary critics since 1918 when several critics began to publish their poems and what they thought was the first

huberantly welcomed as a fresh and worthy style; they became a major influence on contemporary poets and lifted the literary world from its former drudgery. Apparently, this Jesuit priest



COHEN

and poet had been rescued from obscurity at the same time that his writing served so worthy a cause.

Until Dr. Cohen's work it was thought that Gerard had, indeed, not been published until 1918, that he was a modern discovery. This myth was exploded when, while vacationing at U.C.L.A., the then Mr. Cohen did research to discover 70 items which had either been published by or about Hopkins before 1918. He published his findings in the "Bulletin of Bibliography." His professors were so impressed with his contribution to the professional field that they encouraged him to continue the sub-

ject in his doctoral thesis.

Dr. Cohen did his research for his thesis in the Library of Congress and Johns Hopkins University. When his thesis had been accepted as fulfillment of that part of his doctoral work, he immediately began to revise it and to do further work. Another article resulted from this restudying when Dr. Cohen observed that many of the critics who had published about Hopkins when he was writing were Italians who seemed to be very insightful in evaluating the quality and importance of his work. The "Revisita di Letteratura Moderna e Comparata" published the article and were quite pleased to have such a work from an English-speaking person. Still another article has been accepted in "Downside Review" a study of Hopkins' "The Wreck of the Deuschland."

The thesis of Dr. Cohen's book is that the criticism of Gerard Hopkins before 1918 mirrors the critical reception of modern poetry. When asked if he thought that a similar situation could be found in any recent poets or perhaps some contemporary poets, he replied that some correlation might be found but that the uniqueness of Hopkins is due to the time at which his writing first came

(Continued on page two)

Forty Counselors Attend Conference

Rollins College will host the Tenth Annual Admissions Guidance Conference beginning Thursday, January 23. Forty guidance counselors from public and independent secondary schools will attend the three day conference, during which they will have direct contact with the faculty, students, and administration in order to receive an accurate view of the college and current trends on this campus.

Richard Stabell, Director of Admissions, stated that in a recent study completed by the Admissions Office it was shown that during the four year period from 1964 to 1968, the number of applications doubled from schools whose counselors attended the Conference.

The Conference begins at 5 p. m. Thursday with student conducted tours. Highlights of the tour will be the recently opened buildings on the campus; the field house, Crummer School, and a preview of the Busch Science Center. The counselors will find out what the Bearyery is like Thursday night when they eat with the student tour guides. After dinner, an informal discussion with the students on the students' attitudes and opinions

on campus life will be based in New Hall. Department chairmen will meet with the Conference delegates at a small reception after the discussion group.

Friday events will begin with a breakfast at which Mr. Stabell will officially welcome the counselors. Class visits will give the counselors an opportunity to see the academic side of Rollins in actual operation. A coffee break at Morse Art Gallery will precede the luncheon with the students from the counselors' respective schools that are presently attending Rollins.

Friday afternoon the student deans and student leaders of the campus will present a panel discussion. Entertainment by the Dramabules will highlight the banquet Friday night. The closing event of the Conference will be an opportunity to see the Rollins Players in action in "Philadelphia, Here I Come."

Before the Conference closes at noon Saturday, Dean Hill will preside over a curriculum presentation. Dean Welsh, of Crummer School, will speak on the Business Administration program.

Editorial

What is the place of the student in the college? Those who have arrived at a final position concerning this subject are becoming less numerous with each new study done in the field of the psychology of learning and the sociology of the university and the college. Also under analysis, and of great immediate and future importance is the position and function of the college in the community, state and nation.

On January 25, 1968, President McKean presented a ten year projection of the college in which he made a statement now considered to be of crucial importance: "For the past year, a new projection of the school has been under study, and I am convinced that the students should work with us. They have information which is needed and they always have many ideas which are refreshing and useful." This amounts to a tremendous vote of confidence for the students on the part of the president.

In private conversations with the president, he has told us that he earnestly and eagerly wishes to work with the students in consideration of every aspect of the running of the college. Those who desire to help the school must now step forward and start the hard business of thinking, planning, and working for the college as an ongoing institution.

Honorless, vicious, and incapable of surrender
we slouch along. . . .

We don't trust people over thirty
Not because they're old,
Not because they're different,
But because we trust each other little,
And ourselves not at all.

We do not respect authority,
Not because it is illegitimate,
Not because it is tyrannical,
But because it asks us to obey.
And to obey is to surrender.

We do not respect the old heroes.
Not because they are now irrelevant,
Not because they weren't really heroes,
But because to respect is to honor
And if we honor old heroes,
We must honor the new.
And the new ask us to obey.

We do not love.
To love is to betray yourself silently
to yourself.
To love is to seek self-completion.
To love is to acknowledge hate.
And we refuse to tolerate hatred.

We demand racial equality
And in our struggle we have established
Intellectual segregation.

We demand peace.
But who among us could survive in peace
When the major conflicts today are religious.
There is no peace for the believer in religion.

There is no peace for a student of his world.

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Letters To the Editor

Dear Editor:

What exactly does Dean Howden do on the Rollins College Campus? The night of Jan. 15, 1969, Gil Klein, president of the freshman class, conducted a teach-in. Gil invited Deans Howden and Hicks to come so that disgruntled Rollins students could question them about prominent problems on campus. Apparently, from the manner in which Dean Howden spoke Monday night it seems as though her responsibilities here are nearly nonexistent. Consequently, in this time of concern about faculty salaries and just distribution of faculty members in different departments, may it be suggested that Dean Howden's salary be used to establish a permanent seat in her name on the Social Science Department. This would be a step in the direction of solving two major problems: administration position would be eliminated, 2) a more difficult and desperately needed step would be taken to increase the efficiency of an overworked department.

We are sincerely yours,

Michael C. Del Colliano
Kenneth D. Bleakly, Jr.
Barry J. Benjamin
Edwin Caldwell Schneider
Robert Rutland

"Be sure brain is engaged before
putting mouth in gear" - ed.

Dear Sir:

Mr. White's Black-Chauvinistic commentary on the Majority Coalition's demolition of Black Power hints at the rudiments of intelligence. His disputation of the former's inconsistencies is certainly justified. Granted, the sociological maturation of the Black Community has been retarded by the depraved conditions of its American inception. However, the "absurdity" of his own insipid contention that procreation "under such abhorrent conditions" is a "Triumph of creative spirit" reduces his argument to the unsophisticated level of a pre-natal brain. The mystical allusions to some spiritual umbilical communion with the "soul food" essence of his ethnic origins (a disorder characterized by "Negro spiritual dancing" and promiscuity, i.e. "chasing women") in actuality involves a simpler form of primal intercourse.

What is more, the "unifying force of Swahili," when distorted from its proper context (to establish a more general lingo by subordinating dialect importance) is nullified by Mr. White's definition of its purpose as inciting the "Black Nationalistic Movement." And this national movement is endorsed by a disunifying faction. If you

claim national equality by virtue of these glowing credentials without the race shield (for it works both ways), do not become disturbed if some of your 'whitey' contemporaries are disinclined to take you at your word and reject your criteria for enrollment in the human race. Or, if this entry is not desired, do not feign great insult to your racial integrity.

Also, the "white" urge to "assert themselves individually or part of a particular group" did not rise for the most part from "a heritage he can be proud of", for he left that willingly; an elementary lesson in second grade textbooks. Rather the urge was toward the stuff the American dream is (not was) made of; that great social equalizer; money. Sick? Maybe so. But at least it is a constructive economic influence with a rational and tangible goal.

Mr. White's "incumbent" digressions, an unnecessary guided tour of Black Power fortifications, are perfectly clear to the literate white majority. It may be an act of discrimination, but somehow I can't accept Mr. White's assumed spokespersonship for the heart-pulse of "Black Nationalist philosophy". And incidentally, Black demands for an independent state as fulfillment of their rightful Negro heritage would be really ludicrous. Your most publicized leftist leaders cannot even form a policy purity or party unity so essential to the Leninist-manifesto system of revolution, much less cope with the multilateral complexities of initiating this hypothetical tribal state.

Unlike the "hardware" world of communications in 1935 Deutschland, the instantaneous mass media, as McLuhan so aptly illustrates, leaves our modern global "Tribes" fully informed and acclimated to the dynamics of political lunacy in all shapes, colors, and magnitudes. At least the militant Negro should entertain the notion of subtlety until the means of his tribal threats are realized. Then he might debate from a position of power. This is not to

imply that the Black War would be denied the right of equality but that it should be less ferocious. The volume, at times, is annoying.

With all earned respect,
Patrick Cohen

COHEN

(Continued from page one)

to be considered of great importance. If he had been published in his lifetime, he would have been received poorly. If he had been published a few years after 1918, he would have merely been considered an orn, but not of such value or importance. It was because the timing of the early 20th century critics that Hopcraft received the recognition which deserved.

Dr. Cohen feels that Rollins is losing many of its graduates to the military or teaching professions rather than having them enter graduate school where they could show the quality of their Rollins education. The college should encourage publications by members of the Rollins Institutions build reputation through the quantity and quality of their graduates and the excellence of the publications of the faculty. Even some individuals hold that Rollins do not make good teachers and publishing complicates and hinders the effective functioning of a professor, Dr. Cohen emphasizes the academic and, eventually, economic welfare of a college depends on precisely those factors.

Dr. Cohen is continuing his research currently by attempting to locate a missing edition of "Sotweed Factor", which is a book done by Ebenezer Cook, a 17th century writer who was the laureate of Maryland. He has already uncovered some interesting clues and may be publishing an article on the subject in the future.

WINTER TERM FEATURE FILMS!!!

East of Eden	16 January 1968
A Thousand Clowns	31 January 1968
Blow-Up	7 February 1968
A Taste of Honey	20 February 1968
How I Won The War	27 February 1968

WINTER TERM FOREIGN

The Hunt	12 January 1968
Codine	26 January 1968
Jules and Jim	2 February 1968
La Strada	23 February 1968

Revised January 23

To Amend by Deletion and Addition: S. A. Bylaws Article VI Subsection F of Article 3 would be deleted and a section 4 would be added.

4. Student Representation on Faculty Committees

A. There shall be voting Student Representation on the following committees of the Faculty:
Faculty Administration
Admissions
Academic Standing
Financial Aid and Scholarships
Library
Inter-Collegiate Athletics
Curriculum

B. These representatives shall be selected in the following manner: The Chairman of the Student Representation Committee shall open applications for all positions to all members of the Student Association during the third week of the Winter Term. The Lower

Court nominating committee shall then interview the applicants, with the Student Representation Committee chairman serving as non-voting Chairman of this nominating committee. The committee shall nominate for each committee of the Faculty all qualified applicants. A campus wide election, conducted by the Standards Committee, shall then be held with the students receiving the highest number of votes, up to the number to be elected for each committee, elected to the Faculty Committee.

C. These representatives shall have the following duties:

1. Attend all meetings of the Faculty Committee to which they have been elected and participate in the discussions, deliberations, and voting of the Committee.

2. Communicate information, suggestions, and questions from the Student Association to the Faculty Committees on matters of

interest and concern.

3. Be a member of the Student Representation Committee and participate in the Public Hearing held by that Committee.

4. Be responsible for additional duties assigned by the Faculty or Student Association.

D. The Chairman of the Student Representation Committee shall engage in negotiations with the Faculty as to the number of Student Representatives on each Faculty Committee as well as on problems or difficulties which result from the implementation of this proposal. He shall act on behalf of and in cooperation with the Student Representation Committee and the Student Association in all matters.

Drafted by Robert L. [Name]
College Reevaluation Committee
Submitted to the House, [Name]

Noted Scholar Joins Student Power Debate

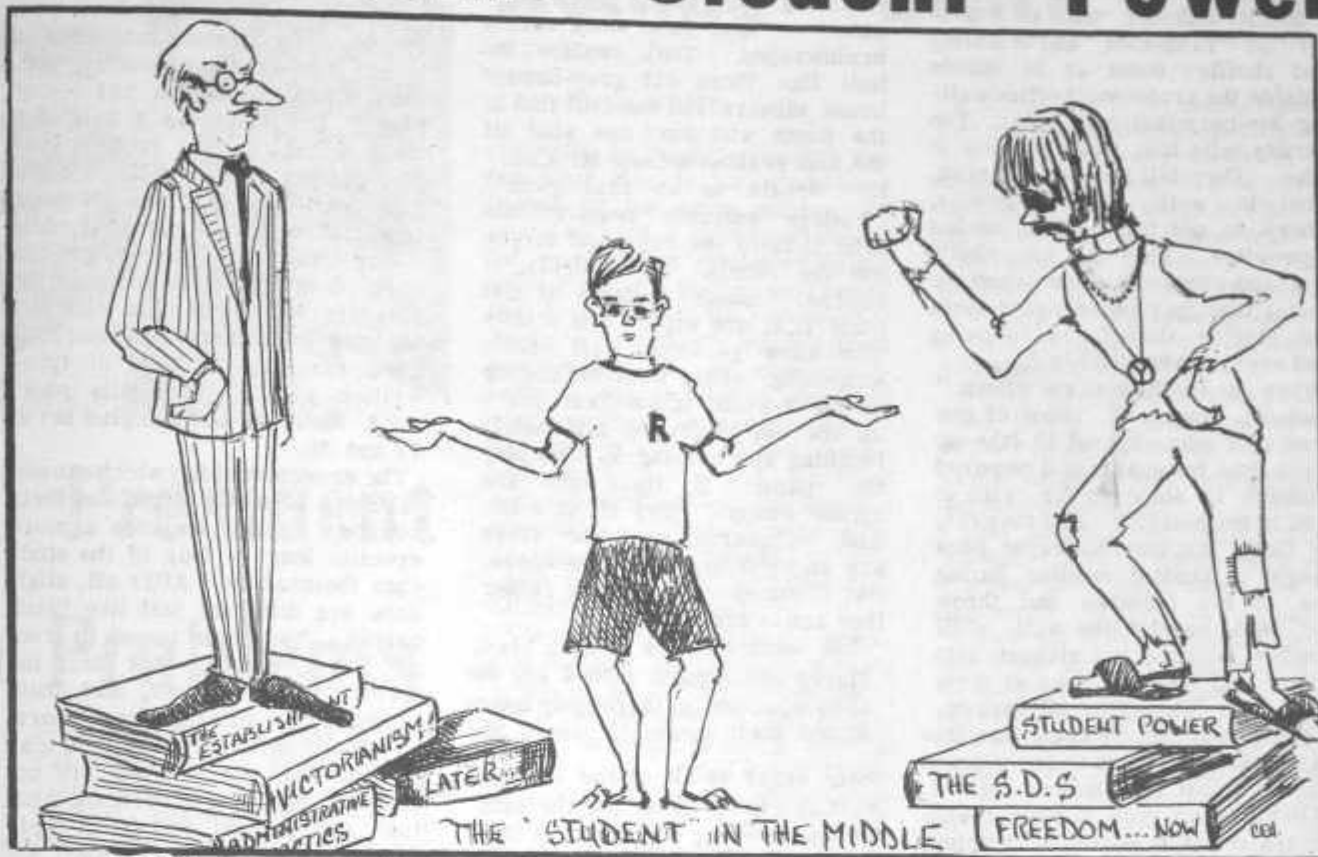
By Ben D. Wood, Ph.D.

Director of Collegiate Education Research, Columbia College, Columbia University; founder of the Educational Records Bureau, and member in the Graduate Record Examination. The Educational Testing Service, Princeton, named the newest building to honor Dr. Wood.

The impact of student power may be measured from the teacher-curriculum coercion of The Establishment, whose per capita costs have closely paralleled the crime rates as charted by J. Edgar Hoover and other criminologists. We may be on the threshold of experiencing changes in our educational system which have been advocated by knowledgeable people for decades and centuries.

When I think of 40 years of "reading research" devoted to various "methods" using millions of Foundation subsidies, I still find that 20 per cent to 25 per cent of all drafters are required for functional or total literacy. I realize how slow the change from theory to practice can be without some movement to accelerate the implementation. The American educational process has been hamstrung by a want of effective strategy of implementation of research and a grossly inadequate operational tactic undergirded by a long-obsolete teaching ideology which has been too often akin, in effect if not in intent, to the sadistic practices and routines which even the most compassionate penologists have only begun to recognize.

In the 47 years which elapsed from the time I became assistant to Edward L. Thorndike to the dedication of the new building to me at the Educational Testing Service in Princeton, I have been appalled by what my late associate William S. Learned, of the Carnegie Foundation, called the "self-sufficient indifference of the teaching mechanism," and the substitution of a numerical symbol (grade) for assessing intellectual value. It is like Christmas wrappings for the gift inside the package. When education is embedded in a mechanical goal measured by an adding machine computation in the registrar's office, the student as an administrative statistic becomes a convenient homogeneous administrative package. In an IBM-dominated curriculum where we register by quarters and semesters we live in an academic police environment. In addition to the haunting fear of the impending test that is geared to a multitude of items which as a whole have little perspective or significance to the student and over which he worries lest one escape. We add a course with a test which is a credit like a pickle jar. It is constructed like the educational program for a student if he is wholly indifferent architect, contractors, and designers of the first six, and second six, and last four floors. The work-



men at the 13th story scarcely inquire whether the substructure has been of steel, bricks, or wooden posts, provided it has reached the regulation height; and as for continuity, as my old associate Dr. Learned used to say, any one of their standard patterns - a hall, a museum, a library - is cheerfully undertaken regardless of whether the lines rising from below imply a residence, an office building, or a cathedral.

Now why is it that administrative practice fails to deal faithfully with each pupil? Why is it that as teachers we fail to deal with the individual as precisely as a physician does when he utilizes a medical history, a hospital chart, and diagnostic services? The answer cannot be that we lack the technology. Right now we have machines which can produce cumulative records for each student from kindergarten to the last semester or quarter at a rate of 72,000 an hour! We have jet-age helping hands lumbering along in mediaeval academic ox-carts.

Intellectual morale is really found in the grip that a sequence of important, educative ideas have on the mind. Under the ritual of the mark, however, the sole question is whether by hook or by crook a student can pass an arbitrary deadline with a collection of tokens that are likewise arbitrary. College education, as we experience it today, utilizes the mark in an officially deceptive role. The mark satisfies the administrative desire to have student affairs in order. It discharges the teacher from further responsibility for the student. It provides the student with a treadmill calendar for time-serving purposes, like a convict in a prison.

Education, let me emphasize, is a continuous intellectual voyage to be given direction by the enkindling of the mind to pursue

intellectual goals-always judged by present worth.

The present student revolt against grades is not new. Neither is curriculum revision. Ever since Aristotle bolted Plato's Academy to found the Lyceum, educators have been concerned with curriculum reform as a vehicle of academic salvation. Rarely have they placed the student, always a unique and variable, in the focus of attention.

Looking back over the educational highway I have traveled, I think our slow process in educational implementation has resulted from the sociological architecture of the campus. Students who are the direct consumers of the educational product have leads to say about its content or design. Input into faculty meetings is so infrequent, so superficial, and so boring that the man-hours which go into faculty meetings becomes an expensive luxury. Feedback becomes mechanical.

From the work which William Learned and I did in pioneering the Graduate Record Examination and the Educational Testing Service, we had come to some conclusions. I will state them, because I believe they are more valid in 1969 than at any previous time.

1. The freshman deserves better consideration than he gets. He enters college with the highest expectations and finds that he is really only continuing high school. The college freshmen should be launched in a continuous intellectual voyage which reaches from his secondary halls to college dip-

loma and beyond. The hokus-pokus of admission should be discarded so that a student can elect his college any time during his high school course and then come into intellectual contact with mature professors as soon as possible in an enormous expectation. Let me ask you: How many professors have been in intellectual contact with a student before that student appears as a passing phenomenon in a linear oriented classroom?

The first quarter of the freshman year is of decisive importance. It is therefore important that the young mind be brought as quickly as possible into association with the best minds of the most mature senior professors. Let me ask you: How often is this done?

2. The student at every level deserves to have education discussed as ideas, not hurled at him in a document with numbered courses - necessary though they may be. The student should have his imagination opened to an understanding of what a field of knowledge really involves. Let me ask you: Have you seen on your campus any department produce for students a description of its field with reading lists devised in such a way that the student could be at home in that field?

3. The student as he matures deserves to have his present work periodically measured by adequate examination. And this does not mean that tests should be eliminated as teaching aids.

What I like about student power is the impetus which it is giving to the implementation of genuine educational practices. What I dislike about the student power is the magnitude of its violence which negates the tradition of the mind.

I congratulate the "Sandspur" for its concern for genuine education. No educational process can rise above the level of student involvement and interest.

Student Power

By Phil Marion

It cannot be denied that the issue of student power and responsibility on this campus represents a reversal of roles. Contrary to every student movement in the United States today the student body of this College would seem dedicated to highly conservative views which negate the question of student power altogether. One is reminded to the truism expressed in the Fantastiks when a father exclaims that the sure way to get your kid to want something is to tell him he cannot have it. The play goes on to show that the reverse is also true. If you calmly give something to a child which he did not particularly want, and you give it freely, chances are, as with the red truck at Christmas, he will end up bored with it and will eventually break it into some millions of pieces.

All of this is not to say that the Student Court at Rollins should be made exactly analogous to the red truck. It is to say that when student interest in the workings of the Court is sparked only by the knowledge of being a defendant, something is missing. There is also something very wrong when complaints and questions about the Court are directed at every possible person on the campus except the Chairman of the Court himself. It is important to note that when positions are open on the Investigation Committee of the Court itself the number of interested applicants does not exceed fifteen. Yet in the face of such

(continued on page four)



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The Whimsy Shop
105 EAST CANTON AVENUE

(continued from page three)

lack of student participation, representation on nearly every faculty committee is sought.

Certainly there are indeed facts which do not make the development of student acceptance of responsibility seem non-existent. The vast preponderance of Court cases involve freshmen and those who appear the least in Court are the seniors. The Court members themselves have maintained the confidentiality of all of the proceedings more faithfully than any previous Court since I have been at Rollins, and the members of the Investigation Committee have carried out more detailed investigations with more care to protect the rights of all concerned than ever before. These facts do not change the more important fact that if only the very small minority of students who are now totally committed to the acceptance of the responsibility of student power continues to be so small, the future is anything but high.

Viewing the Student as Nigger

This article was first published at the University of California at Los Angeles in The Daily Bruin Spectra, April 4, 1967. It was also distributed at the National Student Association convention last summer.

By Gerald Farber

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers.

If we follow that question seriously enough, it will lead us past the zone of academic crap, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups.

And from there, we can go to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L. A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable,

as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a nigger-lover.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tells him what courses to take. They tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into stupor and then screams at them in a rage when they fall asleep.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But can they follow orders!

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age, we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others -- including most of the "good students" -- have been more deeply brainwashed. They swallow the bull like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us as real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression.

The saddest cases of both black slaves and student slaves are the ones who have so thoroughly internalized their masters' values that

their anger is all turned inward. At Cal State, these are the kids for whom every low grade is torture, who stammer and shake when

they speak to a professor, who go through an emotional crisis every time they're called upon during class.

You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgement, the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve on their pitiful economic status.

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment: "You could lose your job!"

I'm not sure why teachers are so chicken. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

And, as Judy Eisenstein has eloquently pointed out the classroom offers an artificial and protected environment in which teachers can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate; your wife may dominate you; the State Legislature may crap on you; but in the classroom by, God, students do what you say -- or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim -- any time you choose -- you can keep 35 up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear -- fear of the students themselves. After all, students are different just like black people. You stand posed in front of them, knowing that their interests, their values, and their language are different from yours.

To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority.

You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in the meantime, what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier word, you can only program them.

What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. Students could discover community. They could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and flood the streets. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons -- their own res-

sons.

They could. Theoretically. They have the power. But only a few places, like Berkeley, they ever begun to think about using it.

Deans and Students Meet

By Peter Epstein

A new line of communication between Deans Hicks and the students was started Wednesday night, January 9, in the Crummer Auditorium. The purpose of the meeting was to give students an opportunity to ask questions of the deans and to voice their criticisms and ideas for improvement of the administrative policy. It was felt that a meeting of this sort would help to clarify and explain college policies and their purpose. All too often a student has a legitimate question to make, but is hesitant to ask one of the deans and to make his suggestion. The discussion afforded every opportunity.

The meeting started off with Klein's question on women. Dean Howden stated that the policy called for a gradual progression, through the years, of more freedom. She said, though, that any action in hours would have to be taken by the student government. Dean Howden has confidence in the matter, the student government handles all such matters.

Another interesting questioner on campus security. Hicks stated that police currently patrol the campus. If necessary, he maintained, college security force is small to efficiently carry out its job.

Seth Feigenbaum asked the college owned yachts. Hicks replied that the college owned the yachts. Apparently, several people have begun to sail yachts to the school within a period of time, and the college for a period of time. Many other queries were offered but the most important point stressed through the meeting was that if a problem comes, it will have to be solved through the channels of the student government. Matters like women's college visitation privileges, for example, this body, not the Dean's office, students believe. The reform is by no means a school at Rollins. It will be a matter like this but matters like this are important. If any one wants a problem and is willing to work on it, chances are good that the problem will be accomplished. All attending seemed to agree with the meeting. The next meetings of a similar nature will take place, but it depends on the students, and their desire and motivation. As Dean Hicks stated, it is the student government's responsibility to considerable."

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Student President Advises On Problems

Key concepts evolved from comments and advice to the Student Association of Rollins during an interview with Student Association President Joel Dick; first, the students must be willing to work in that area of the college with which they are concerned so that both the school and the students will benefit more from their endeavors. Part of the reason why this is often a more difficult task than it would appear is because of the brevity of the student's career in higher education. Either the student is inclined to inaction because he is not concerned with an institution he will soon leave, or he becomes too narrow in his areas of concentration, notably in campus politics. Both of these types of behavior are unfortunate while in progress, but it is the student who comes after who must combat the consequences of his predecessor's sloth or narrow scope of activities. A certain amount of harm is done when too much time is spent talking about goals, and nothing constructively organized done to attain a definite improvement which are reasonably within the grasp of the college.

Joel mentioned two ideas he thought could help improve current problem areas of the college. One consists of the formation of a more effective placement office so the college could better fulfill its role of preparing the student to live in society. Most students did not even know about the LSAT's (law school exams), for instance, simply because it was not announced. Adequately informing students of test opportunities should be an elementary part of this service provided by the school. It was also felt by Joel that more representatives of employers, graduate schools, and other possible activities open to the students should be presented. As something constructive which the students could do for the school, Dick suggested that some funds be cut from the Student Center budget and reallocated to faculty salaries and the library. Another trend in this trend could be an increase of the Student Association fee by five dollars. The extra money which was received in this way would then be matched by the

administration and used in critical areas of the Rollins budget.

Joel pressed the point that the student representatives for the House and on the faculty committees will need to be carefully chosen for ability, interest, and willingness to work. He was optimistic about the increased student participation which Rollins will soon taste and said that it would help the students to realize how to function effectively in society. No matter what phase of the college a person is involved in it is important that the student observe what type of constructive action is possible and then to proceed with energy and sincerity to achieve that improvement.

Youth for A New America

Youth for a New America is an organization founded by Kennedy and McCarthy youth workers to maintain the political involvement of youth in politics after the fiasco in Chicago.

Y.N.A. chapters are independent of the central office in Chicago and make their own rules and philosophy. The difference between Y.N.A. and S.D.S. is in implementation of belief. Y.N.A. is more peaceably orientated than S.D.S. Y.N.A. also has more faith in the political system (which may have made it eligible for the most ironic Creation of the Year Award in 1968). Still, S.D.S. is a strong influence in the realm of campus participatory democracy where everyone who attends a Y.N.A. meeting gets a vote. S.D.S.'s social action in Chicago (the C.R.A.P. project) has been closely studied because of the use of students in fighting for reforms in ghettos.

Next Monday, the House will hear an application for recognition of Y.N.A. The Y.N.A. constitution was read and after certain changes adopted speedy recognition is hoped for.

"Thanks a hell of a lot"

Rollins' Black Stays In Place

E. G. WHITE

"Try to be friendly, accept 'em for what they is an' study hard 'cause at the white college, its gonna be hard." With those cheerful words being ruminated in my mind I left for Rollins well aware that I was one of the "pioneers." To be a "pioneer", coming from my intellectually and, concomitantly, experientially deprived background, raised gnawing apprehensions within me. I was plagued with ambivalence and my mind was constantly filled with unasked questions: "Should I be friendly or stay away?"; "Should I be militant or moderate?"; "What kind of social life will I have?"

These questions were all resolved for me. For, instead of being accepted as a "fellow student", I was looked upon as The Negro, which isn't bad in itself, but this status was accorded a role of difference in a reprehensible sense (i.e., inferiority). I tried to resolve this by being "the friend," showing by example that Black people weren't inferior. In short, it was a real Jeff scene.

The feeling of alienation was intensified when my fellow male freshman, upon learning that I wasn't going through rush said, "Why not, if they'll take me you know they'll let you in." The implication, though unintended, was that they would do me a grand favor by granting me the privilege of drinking beer in their company. Thanks a hell of a lot.

In assessing the difference between what I could have gotten from college to what I actually got (or didn't get) at college, I must admit I was pretty short-changed. In my freshman year (though not now) when I saw people partaking of college life without feeling self-conscious, I would wonder what my life would have been had I gone to Fisk, Howard, or Moorehouse. On top of that, the noticeable lack of "soul" in the atmosphere was almost agonizing.

With respect to my racial identity and its attendant cultural differences I was not only alienated, but found myself having to give alibies for Brother Stokely, Brother H. Rap and Brother Muhammad. It was then that I came to a realization: "Wait a minute, nigger, it's they who are putting the s---t on you. What are you doing making explanations to them?"

It was then that I decided to fight back from and move out of the little corner into which this "congenial small college" situation had so neatly placed me.

This situation at Rollins didn't change - I did. Some would say for the best, some would say for the worst. My attitudes on issues of salience to the college are strong but stem from a position outside of the conflicting situation. I therefore find myself in a variation of the role of Black Man in Jack Lane's Black Man-White liberal analogy. In short, it is hard for me as a Black student to relate to such things as visitation, women's

hours, and student representation on faculty committees.

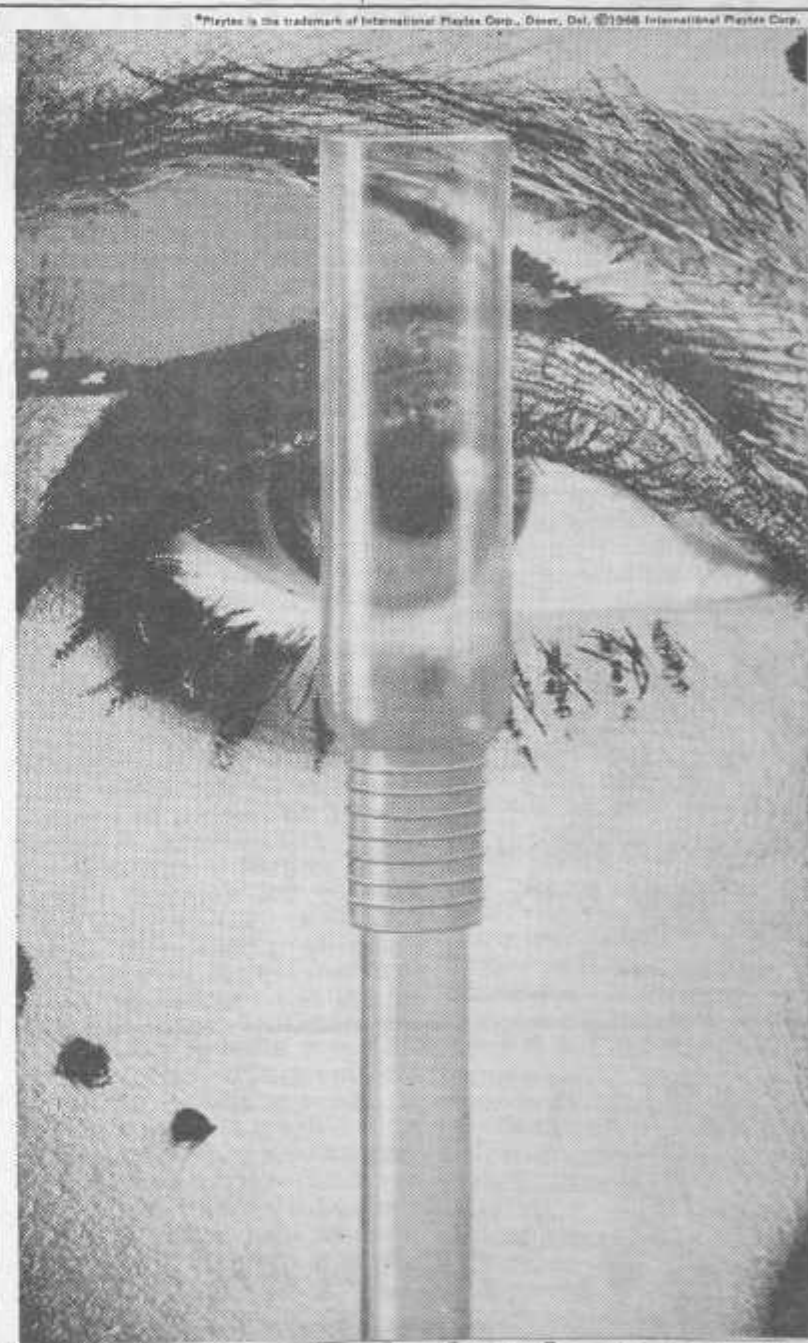
The black student at Rollins finds himself in a state of cultural shock initially and this is subsequently followed by a state of cultural deprivation. Therefore, I think that as a black student, my relation to the college is not one of extreme attraction.

She was right; it was "hahd."

★★★★★★★★

Today at 2:00, Mrs. Koontz will show slides of her Christmas jaunt in Africa. While there, she talked with Alan Paton, author of "Cry, the Beloved Country", and Philip Blaiberg, the oldest living heart transplant recipient. Special priority will be given to her English 365 classes of last Spring and this Fall. The slides will be shown on the second floor of Orlando Hall opposite Knowles Science Building. Be prompt.

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Roy Caffery's Interview with Bill Millard

Greeks Grab Rollins Alum

Did you ever hear of Jasmin Fur Leben Im Zweit? Well it is a German magazine which circulates in northern Europe and it is the house organ for couples who live together without having paused for the protocol of marriage. It is a pretty racy mag, says Bill Millard, who has just recently returned from a five month jaunt through Europe, but it is well written.

Bill hitchhiked his way through London, Paris, Greece, Vienna, Yugoslavia, Holland, and the Belgian airport, but reported that his most interesting experiences came to him while he was in Greece. Namely, he observed the "vote" on the constitution by the people of Greece and was later arrested and invited to leave at an early date, not necessarily for correlative reasons.

Perhaps the reason for the notability of both situations can be laid to the phenomenon of "cultural shock" which every travel-

er experiences sooner or later when taking a personal, close-up look at a foreign country. Certainly the constitutional vote was a shock. As it was told by Bill, each polling booth was a sort of closed off space with a curtain to conceal the voters when they placed their ballots into envelopes and sealed them. The real action, however, took place outside of the booth. On a table were three stacks of stationary, one for yes votes, one for no votes, and one for envelopes. Soldiers, secret police, and plain-clothesmen were stationed at each polling station to see that all went off "properly," and this had a strong tendency to encourage the voting populace to courteously pick up a yes sheet before entering the "secret" booth. A few people finally got smart and took both a yes and no sheet with them, but this was an act of heroism to which few individuals cared to ascribe. A landslide return of 98% yes votes was counted.

This is fairly good considering that everyone who is eligible is required by law to vote or face a prison penalty or stiff fine. So, faithfully the citizens trooped to their birthplaces, where they are requested, by statute, to appear to cast their ballot. So much for "cultural shock".

Greeks are emotional, spontaneous, frantic and highly amicable according to Millard. While he was on Paros, which is 600 kl. south of Athens, he was broke, "not a drachma," but an old Greek who played a goatskin bagpipe formed a musical team with Bill (on the flute) and he managed to play for his supper and avoid the ever present threat of starvation. This was all very nice and, since many of the communities in Greece make their own particular type of wine, traveling the countryside held certain simple allurements even if one was on the island of Paros, where travel is mainly by donkey-back.

Trouble developed when Bill

tried to get off of Paros and go to the island of Mykonos. Since he had no money, he asked a fisherman if he would be so kind as to give him a sail over. When the fisherman agreed, they sailed off only to be stopped before getting into open sea. The harbor police had been tipped off by one of the many spies which seem to cover Greece in the manner of ants now, and Bill was arrested and taken to Athens where he eventually wanted to return in the first place. He was happy, he got free meals for two days and a fairly good place to sleep. It was at this time that the government once again came between him and a continued odyssey by sending him a reverse invitation.

Despite his travels through Europe, Bill says that he still feels very limited in his contact with the people of some of the countries on that continent. He wants to return as soon as possible to see Spain, Portugal, Italy, the British Isles, and the Scandinavian countries.

If you think that going to Europe would be fun, you're not alone. Millard said that there are thousands of Americans in Europe now, some of them Peace Corps workers taking the long way home, some are there for the first time and some of them have been wandering around for years.

For you freshmen, Bill graduated last year after having cited and delighted audiences at the Annie Russell theatre for 13 major productions from "Fair Lady" to "A Funny Thing Happened on the Way to Forum."

Right now would be a good time to check with Bill; he will be on campus for another two or so. While you are doing of it, it would probably also be a good time to check with Margaronis, the National Association Co-ordinator on campus, to see about some of the special rates on flights and excursions and other services which NSA has to offer.

Is The Queen Dead ?

YES, YOU ARE VICTORIAN

At the open hearing on the proposal of student representation on faculty committees, the major argument rested on whether the student representatives on such committees as Admissions or scholarship should be present when individual cases were being discussed. The conservative faction didn't think that students should know that much about their peers. They were wary of the trust that they could put into these representatives to keep all information within the confines of the committee. The liberal faction in defense of their proposal pointed out that such personal information was

already in the hands of certain trusted students in the form of lower court. The tested success of the lower court proved the responsibility of student representation.

One of the members of the conservative side began her testimony with "I may be Victorian, but I wouldn't want any student to know my personal record." You're right, my dear, you are Victorian, and it's my sad duty to inform you that her Majesty passed away January 22, 1909, of old age. Since that time a tremendous amount of social change has released mankind from overt moral restriction which in the opinion of the majority of at least the college age has been a positive improvement. Rollins, as yet, has not become fully aware of the change of its contemporaries in the other parts of the nation. Unfortunately, at this college, the case is not clear between administration and students. In fact, at the last student House meeting the proposal for complete student representation as opposed to the original limited form was made by that wild-eyed radical, Dean Hicks, and then was challenged by a number of student until the open hearing was pushed through as a compromise. When

the administration gives the students more responsibility than they ask for, an intelligent student body should not reject the offer. Such a condition could make Rollins the laughing stock of the academic world. It's time the students here wake up to the fact that the administration has already invested them with enough power to change the archaic rules if they were only to take an interest. The British Empire has fallen. The queen is dead. Long live the responsible, intelligent student.

Gleason Performs Again

With the opening of the Knowles Memorial Chapel in 1932 came the tradition of Organ Vespers which has lasted up to the present day. This cultural opportunity is open to the public, free of charge, every Wednesday up to Feb. 19th at 4:30 p. m. Although the music lasts only an hour, it encompasses many of the masterpieces representative of the Bach family.

Catherine Crozier Gleason, well known and respected artist, will play during these performances; one of the highlights of the Jan. 22nd program will be a suite written for organ clocks.

On Jan. 29th, Alfonse Carlo and the Women's Chorus from the Chapel Choir will be assisting with Ward Woodbury conducting. Piet Kee, guest organist from Holland, will be introduced on Feb. 5th, and the last performance will include a string ensemble conducted by Ward Woodbury.

This year's program is one of the most ambitious attempted, and is an opportunity that shouldn't be passed by.

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Dear Sir,

I jotted down those corrections you wanted as soon as I hung up the phone. I hope I have incorporated all your suggestions you thought should go into the catalogue since you talked with that group of juniors yesterday. Sir, I realize that my job is to be on call, but phoning at three-fifteen in the morning and giving me eight hours to make such serious corrections that must be presented so correctly for the catalogue is awfully demanding, I think.

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The meeting'



The waiting



The joining



Bids handed out

Controversy Stirs House

Bob Glass' Student Representation Faculty Committees bill seems to be finally on the legislative professional route. The text of the bill includes the establishment of a Student Representation Committee (S.R.F.C.) which will be comprised of all the student members of faculty committees as an advisory committee of the House. The bill (see the full text elsewhere in this issue) calls for the selection of the candidates by a committee consisting of the Student Association President, Chairman of Lower Court, Speaker of the House, and the S.R.F.C. committee head as the non-voting chairman. The qualified applicants will be selected by this committee and the student body will then choose the members of the committee by plurality vote amongst those chosen by the screening committee. The other news items from recent House meeting was the proposal by this article's author of a resolution condemning the status of faculty salaries as a disgrace and expressing support for the faculty's attempts at securing higher salaries. Several members, including the student president wanted to defer action on the resolution, claiming that there was not sufficient evidence to warrant the resolution. President Dick added to his objections by claiming that a faculty member should have been present to support the resolution. The author felt that it was time that the Rollins student government began to act like one. Urging immediate passage, he claimed

that the student House did not need further evidence after the Sandspur's expose of faculty salaries last term. The resolution was tabled for a week.

Other news included a revelation by the Pelican Committee that the Pelican house had a reported buyer (you knew it was going to be sold, of course) for \$100,000. Susan Bozzo and Gil Klein, speaking for the committee stated that the Administration intended to use the money for a heated swimming pool to be located by the Beanery. Phil Marion and Roy Caffery protested that the money would be better invested in the library. After spirited debate, a resolution to that effect was passed as a suggestion to the President of the college. Much hostility was vented by several members over the mere consideration of investing money in a swimming pool in place of a library.

Under N.S.A. (National Student Association) business, the author asked for applicants for the following posts in a newly enlarged N.S.A. committee: two publicity workers and one person in charge of special N.S.A. discount items and to research into possible price inflations in the Winter Park com-

munity. Other openings include the manning of the N.S.A. job-finding service which is meant for graduating seniors, a social action chair-

man who will attempt to organize social group charity drives to more concerted specialized efforts, and, lastly, a researcher to investigate material concerning university government and curriculum development. All applications must be sent to Box 742 specifying preference; it is likely that more than one person will be working in each N.S.A. division.

The House decided to ask all dorms to request open-houses on Tuesday, Wednesday, and Thursday from noon to six to give the student body some idea of what visitation will be like. This is to be followed by an N.S.A. poll which will give students a chance to vote on their preferences. The poll is under the supervision of the Standards Committee and will be run by class officers. This is the first in a series of monthly polls, the first one being important in that it will decide the composition of the Visitation Privileges Bill. A questionnaire on certain academic and social attitudes of Rollins students will be administered at the same time.

Gaul Club Greets Duca

Mr. George I. Duca, executive director and Secretary General for the Federation of the Alliances Francaises of the United States, will be honored at a dinner given by the members of the Alliance Francaise of Rollins College on Wednesday evening, at 7:00 p. m., January 22nd., at the Restaurant "Cordon Bleu", 537 Fairbanks, Winter Park.

Mr. George I. Duca, was born in Bucarest, Roumania, the son of Jean Duca, leader of the Liberal Party and of Princess Alexandrine Morusi. His father was secretary of education, agriculture and the interior, also secretary of state for a number of years, and was assassinated by the Iron Guard while prime minister in 1933, because he tried to defend democratic institutions against the rise of fascism in Roumania.

After taking his M.A. and L.L.D. at the University of Bucarest, Duca entered the diplomatic service in 1928 and was twice attached to the Roumanian embassy in Washington, between posts in Tokyo and Rio de Janeiro. He travelled extensively in Europe, Africa, Latin America, the Far East and North America. Recalled to Foreign Service in 1939, he spent three years in Bucharest as assistant chief of the political division. While acting

as charge d'Affaires in Finland in 1942, he was entrusted by King Michael and the Democratic Opposition with secret negotiations in Sweden; these led to Roumania's military Alliance with the Western powers against Germany. He spent four years in Stockholm, until the Communists made it impossible for him to remain in diplomatic service, and he emigrated to the United-States.

In 1956 he was elected a member of the International Pen Club, the American Branch, Center of Writers in Exile, and organized monthly lectures in New York covering the literary activities of refugee writers in the Free World.

He became an American citizen in 1954 and has for the past eleven years been secretary of the Roumanian welfare in New York.

In 1958 Free Europe Inc., sent him to lecture in Japan and Formosa; he was assigned by the same organization to work among the students in Japan for two years.

In 1961 he was appointed Executive Director of the Federation of the French Alliances.

Mr. G. I. Duca will be also visiting the Alliances Francaises of Brevard County and Jacksonville, Florida.

For reservations for the dinner, call: 644-3309, 644-1855 or 831-0885.

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Intramural Basketball Off To A Good Start

The intramural basketball season began this week on Tuesday night with the KA's beating Sigma Phi Epsilon 47 to 30 and the TKE's trouncing the Delts 96 to 29. The KA's relied on a consistent attack and the fine scoring of Mike Corbett and George Lamb. Corbett was high for the winners with 17 points, including eight field goals. Lamb contributed 12. High scorer for the Sig Ep's was Bob Taylor with 15 on 6 field goals and 3 free throws. Tellers had 7.

Last year's champs, the TKE's displayed a potent, evenly balanced attack in completely overwhelming their shorter opponents, the Delta Chi's. Nine players record Delta Chi's. Nine players scored for the TKE's with five of them in double figures. Craig Lilja was leading scorer with 19 points. Bob Maynard came through with 17, Bob Ricchi had 14, Jeff Brooks 15, and freshman Terry Leech contributed 15. In a losing cause, Bernie Meyers had 5 for Delta Chi with three players scoring 4 points. The Delts were guilty of 16 fouls with Dryden Jones fouling out.

The following night, Wednesday, there were two more games. The Faculty-Grads defeated the Phi Delts 54 to 28 with three players

in double figures for the Faculty-Grads. Scott Green had 13 points including 6 field goals. Tony Lavocchio scored 12 points and Chris Clanton has 10. The Phi Delts were led by Freshman Mark McGuire who had 7.

In the other game, the Lambda Chi's beat the Sigma Nu's 48 to 32. The Snakes jumped off to an 11 to 10 first quarter lead out, until late in the fourth quarter, the Lambda Chi zone forced Sigma Nu to shoot from the outside where they were unable to mount a scoring attack. Sparkling play by Angus McKinnon and Gary Mercer led the Lambda's. McKinnon completely dominated both boards, his rebounding being a deciding factor in the outcome. Sigma Nu was able to score only 6 points in the second and third quarter, but found scoring easier in the fourth quarter.

McKinnon was leading scorer in the game with 19 points scored well from the outside and inside. Mercer scored 18 points in a game that saw only five Lambda Chi's score. High scorers for Sigma Nu were Mark Buxbaum, Jay Wood and Willie Flohr with 8 apiece.



Another rebound for "Dinger"



The TARS get hungrier

Tars Up Record 8 - 3

After squeaking by a persistent Adelphi five by a 74-71 count last week, the Tars put it all together Saturday night for a rousing 96-75 victory over Kentucky Southern. It appears that the tars are now well on the way to their best season in many years.

Against Adelphi the Tars looked ragged, particularly in their offensive maneuvers, making several turnovers and bad shots. Although seemingly in command the whole way, the victory was not assured until the final 40 seconds on free throws by Rich Westfal and Tim Shea.

It was a very rewarding night for Shea in his first home starting role. He bucketed 22 points and accounted for 19 rebounds, showing the

aggressive play Coach Boyd Coffie has been looking for all year.

Frank Valenti and Lawrence Martinez turned in strong performances. Valenti scored 14 points with 5 assists, while Martinez dropped in 17 markers despite a jammed finger. Post man Jim Murphy, the mild mannered junior from St. Petersburg, contributed 10 points and several blocked shots along with his 8 rebounds.

All in all, the Tars appeared to be suffering from the 10 day Christmas lay-off. Several times they

were on the verge of running away from the New York State team, but never could put it all together. Until Saturday night, this inability to pull away seemed to be a major weakness.

Against Kentucky Southern two days later, the Tars broke out of their slump, charging to a 96 point offensive output against the Falcons. Trailing 54-48 with 15 minutes left, the Tars jelled for 42 points, mostly on fast breaks, leaving the visitors from Kentucky hopelessly behind.

Lawrence Martinez provided the scoring punch with 25 points on 11 of 21 from the field and 3 of 5 from the free-throw line. Cliff Livingston, the big 6'6" product of Lincoln, Nebraska, played his finest game of the year, scoring 19 points while hauling down 16 big rebounds.

The key to it all was Frank Valenti. The "quarterback" of fast-break offensive had 8 assists to go with his 7 key baskets. Tim Shea accounted for 15 points and 12 rebounds.

Defensively, the Tars forced the Southern to shoot over Coach Coffie's patented 1-2-2 defense. Hitting on only 37% of their shots compared to the Tars 49%, the Falcons were outclassed and bewildered throughout the 2nd half.

The final two minutes of the test saw the Tars shooting for a coveted 100 mark behind enthusiastic pleas of the student body. Two turnovers and

control play by Southern left the Tars 4 points short of the mark.

Tuesday evening the Tars triumphed over a mediocre Biscayne team by a 68-61 margin. The victory was especially sweet as it came on the road when the Tars come a little harder to at home under familiar surroundings.

Lawrence Martinez, the scoring sophomore, again led the Tars with 24 points, hitting 10 of his 22 shots. Frank Valenti added 19 points and 7 rebounds.

The Tars played a good, outstanding game, taking control in the final minutes of the half and never relinquishing it. They outshot their opponents to 35%, and played superior defense along the way. Dwight High Tim Shea controlled the game with 10 rebounds apiece and Jim Murphy's 8 boards.

The win over Biscayne put the Tar win-streak to 4 and their season's record to 8-3. Saturday night we shoot for a 9 against Agusta College in a contest beginning at 8 p.m. This will be a freshman game starting at 5:45.



Terry Leech out jumps Dryden Jones



Meyers up for the ball

Intramural Bowling

The intramural bowling league got off on a big note, Monday evening as last year's champs, Lambda Chi, took on runner-up X-Club. The end result showed Lambda Chi winning 4 games and X-Club winning one. In other games TKE took 4 of 5 from KA. Faculty-Grads took 4 from the Phi Delts. Sigma Nu won all five from the Independents and in the closest match of the night it was Delta Chi winning over Sigma Phi Epsilon by a 3-2 margin.

The high individual game of the night was 189 by McGuire of the Phi Delts, and the high individual series was a 520 total posted by Eric Schwoebel of TKE. The high team total went to Sigma Nu at 1390, while Lambda Chi was a mere 1 pin short at 1389.

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