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sandspur

The Rollins College Weekly Magazine

Volume 79 Issue 8 Rollins College, Winter Park, Florida 32789 December 11, 1972



Our Gala Holiday Issue!

From the Basement

I will be the first to admit that Howard Cosell's speech last Tuesday night was not nearly as important as some of the things that are taking place on our campus from day to day. But just as we are seeking to get at the heart of some basic issues here at Rollins and around the world, Howard Cosell is seeking, in his own inimitable way, to get at some very basic problems which he sees in our society today. Howard is more than a verbose TV journalist. He has accomplished much in life already, but he seeks higher goals, truer meanings, greater justice. He possesses a highly developed life philosophy, and "lives" it every waking minute. And recently this philosophy has begun to emerge from his apparently uncomplicated job. In preparation for his visit to Rollins I read virtually everything that has been written about Howard Cosell—but I was wasting my time after a certain point. I spent from later afternoon, when his plane arrived, until late evening, when it departed, listening to, talking with, and just absorbing the man that is Howard Cosell. He is a vastly complicated individual and I am sure that I know him only slightly better now—yet somehow this direct contact allowed me to really see his quest, his message.

"Football, baseball, hockey,... that's the 'toy department' in life," he says. And he means that these "games" are just that—irrelevant, inconsequential, transitory. Howard's job dictates that he be an expert on the "toy department," but he has long since outgrown it. His method of operation

is veiled behind his occupation at present and his extremely strong personality often obscures even his commentaries upon the "games," not to mention his attitude toward the real game.

I re-learned a very basic lesson of life last week; the knowledge and insight one can gain through personal encounter dwarfs any impersonal attempt at character assessment. For what it's worth, I trust and admire this multi-faceted, often irreverent man—I know that wherever the future takes Howard Cosell, he will always "tell it like it is." And trite as this phrase may be, it says it all.

Dean Dan Riva has written quite a lengthy piece in this week's issue. He is a dedicated administrator and he has further proven this by virtue of this speedy reply to some questions raised by myself and other staff members in our fourth issue dated October 25. He has answered our queries and criticisms directly and has endeavored to rectify some of the problems which our intended "constructive" criticism brought to light. So, if you were in as much doubt as we were over this evening program, the answers and explanations are in Dean Riva's article on page six. This type of response is precisely what we have been after in many of our articles this year. With enthusiastic people like Dan Riva around, our function is happily met.

—Jim

Letters

Editor:

I find it hard to believe, but I just realize that there is nothing to write about! That's what I said, there is nothing happening at this "college" that would be considered "different".

I think this may be "news" in itself. Up to now, I have never seen a place where 1,200 people can get together and stagnate. Yet, there are plenty of things that could happen, and a great deal of things that merit change, but the people seem to be getting involved.

Perhaps they (students) are too busy writing 25 page term papers for Social Science or Humanities. Alright, if they have to write papers, we don't they write on the irrelevance of the course. If they have to work in Principles of Physics or Chemistry, why don't they work at their own pace? After all, there is no "pressure" on them to pass one unit a week. The course is supposed to be "self pacing". They don't like the prices at the Book Store, why don't the students get "pools" together and drive out to Seminole, Valencia, Stetson, or FTU and buy their books.

Yes, there is plenty to do, but the people at Rollins only complain, they don't use their imagination and "demonstrate" their dissatisfaction, they "cop out".

You tell me that you have tried to change things upperclassmen? I answer, yes you have, why do we still have the language requirement? You had it within your "power" to defeat the "veto".

The freshman class is the most "active" class in this "institution", I would blame you upperclassmen, if you allow them to become indoctrinated into your apathetic philosophy. After all, you are supposed to "set an example".

Now I'm not saying that there aren't activated upperclassmen, aside from transfer students, there are a few diligent "change-makers". I must also commend the Student Government on doing a fine job, considering the "little" support they have had to rely on.

But still, why does every other member of the "student body" feel that he can't join the "exclusive" body of law makers? The Student Association is hardly "elitist", there are plenty of places for people with an interest to get involved.

You say that there aren't any leaders? Well, that's a weak excuse. You can't convince me that there isn't one person out of 1,200 who can lead the rest of you "sheep" to a better past. I would say that you already have a fine group of leaders (give or take a few), all you have to do is use them.

I would suggest, if you do want to change a few things around here, that each of you go out and buy a copy of *The Little Red School Book* and read it. It isn't very large in size, and it may help you get a few ideas on how to go about changing the problems you want to change without having to "over-work" yourself. All it takes is a little organization, and a lot of communication and some cooperation.

—Scott Marlow

THE SANDSPUR

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The Time of Your Life

William Saroyan's *The Time of Your Life*, published now as a great American classic, opened last week at the Annie Russell Theater. Directed by Robert O. Juergens, the production, after an energetic first act, unfortunately loses its vigor and tension until the exciting ending which, however, never reaches its full potential impetus because of the intervening gap. The show is no failure but its sore inconsistencies, mixed somewhat unevenly with its prime virtues, results in a presentation marked with precarious high points, low points and, mainly because of a few faulty characterizations, some unnecessarily obscure moments. Though an enjoyable production, *The Time of Your Life* on the night I saw it—an early presentation—was not a fully accomplished show. Dale Amlund's set was attractive, almost perfect as possible, but incomplete without the proper action.

"In the time of your life, live," Saroyan writes before this play. "Encourage virtue in whatever heart it may have been driven into misery and sorrow by the shame and terror of the world." His optimistic exuberance towards life, his deep understanding and concern, mingled with the warmth of his own particular sense of life, sparkle affirmatively in *The Time of Your Life* despite the bleak drudgery and sadness each of his characters faces. Set in a waterfront bar in San Francisco in 1939, *The Time of Your Life* concerns mainly Joe, an immobile enigmatic figure who sits day and night drinking champagne, and who believes more in dreams than realities, and who sees the best in almost all the people he meets. Joe believes in life above all and, as he explains in Act II, he drinks so that he may live more and sleeps so that he can wake up and live again. He helps the people he meets, hoping to make their lives better—particularly Kitty the poetess, and his man Tom, a singing newspaper man, an old time Westerner and even Nick, the

irascible owner of the bar, becomes a warmer kinder man under Joe's influence. "Have no shame in being kindly and gentle," Saroyan writes, "but if the time comes in the time of your life to kill, kill and have no regrets." And Joe is forced into the predicament of killing too, which he must accept suddenly against a cold and brutal force.

Christopher Murray, as Joe, has a strong deep voice and a solid appearance that helps his role. But he never expands these means into a broad development of his character. Murray's Joe hardly progresses beyond the first act. He is convincing enough, but not pliable. When in Act II Saroyan writes that Joe "is deeply grieved" that a certain young woman is leaving the bar, Murray doesn't convey this. He relies too much on his voice. But even then at times he rushes, and he speaks several key lines—when Joe delivers a short lecture on time, and when he comments between the debate of a policeman and longshoreman—too quickly, without any definite force. Perhaps this is mainly a fault in direction, however, because it occurs more than once. As Kitty, Carol Shelly plays her opening moments with a limited conviction. The way she handles Kitty's dreams about childhood and wealth lacks both persuasion and the forlorn sense of fantasy necessary to give the part life. She too goes too quickly here. In the second act, though, she handles Kitty's transformation from whore to innocence with a delicate poignance, and she gives the hysterical dualism in the third act a particular excitement.

John Weiss, as Nick the saloon keeper, gives perhaps the best performance. His characterization has craft, consistency and depth. Neither his voice nor his actions take preference over each other; he fully integrates his means into a character of special quality, neither exaggerated

into caricature nor rushed into superficiality. Nick, by Weiss, is a hard man who softens occasionally into a tender father, as he wipes a tear from his eye with his apron as he confronts little daughter, and as he argues playfully with his mother. He is also a strong man who, finally enraged, forces a sly cop off the premises. C. David Watson again gives a good performance as a flustered young man waiting for his girlfriend. I couldn't hear a word Joannie Wooters, the girlfriend, said. Greg Cole, as Kit Carson, an old time westerner, slurred his opening lines inaudibly; and after years and years of old timers on television and in the movies—Gabby Hayes, Steinbeck's Candy, the Lone Ranger in disguise—Cole's was just another, though a good one. Timothy Brown as Tom, a gentle moron, was good too; and so was Dorothy Bain. Christopher Haskett, however exaggerated his role as an exuberant longshoreman too much, and the important points Saroyan intended this character to make all somehow got lost in Haskett's boisterous shouting, waving arms and big smiles.

Perhaps the text itself of *The Time of Your Life* is of greater importance in this case than the mechanisms on stage. In addition to our timely despair and hopeless vacuities, Saroyan offers an eternal faith and thrilling meaning to life, which he reflects simply, reverently, in the potential goodness and grace in every human being. He loves America—by that he is probably out of date. "Every performance of a play varies, if ever so little," he writes, leading to the statement that every individual in the audience, in the world, varies too. They—these individuals—compose that great pathetic human comedy he looks on so kindly—which one day "shall reach home, shall have grace, shall be immortal, and this wonderful evil world shall be a place of decency and goodness among men."

—Donald Wilson

Every Picture Tells A Story..... (Or Does It?)

Tempers flared and tensions mounted on the normally placid Rollins campus last week as racism, thinly veiled as a question of economics, reared its ugly head. No confrontations of any import ever evolved from the situation, although the possibilities were and still are (to a lesser extent) present. No violence of any kind was even considered, much less committed; however, if thoughts could kill, the campus would be literally inundated with corpses. The cause of this battle of nerves was the request by the Black Student Union of the Directorate on Tuesday, November 28th, for an additional allocation of \$2500 to supplement expenses incurred by Black Awareness Week (scheduled for Feb. 12-16). The request was granted with the stipulation that a student referendum on the matter be held.

Black Awareness Week, first mentioned in the October 4th issue of the SANDSPUR, was immediately misconstrued by a majority of students as a week-long obeisance to the blacks by guilty white liberals on the Directorate, to be held exclusively for the blacks. Bill Pitt, a junior who unsuccessfully ran for a seat on the Directorate earlier this fall, led the rather nebulous opposition to the allocation in question. In a mimeographed letter passed out to the student body on Thursday, he asked "How much is the Black Student Union costing you?" and proceeded to state several erroneous figures which served only to mislead many

people. Citing the sum of \$6000 as the total amount spent by the B.S.U. (if the referendum was passed and the \$2500 thus allocated), he mistakenly overshot the actual figure, which is only \$4500.

Pitt compounded his error by inferring that \$2500 was one-fourth of the total amount left in the Student Association General Account for the rest of the year, without stating that it was one-fourth of the total surplus amount. The total budget for the Student Association was actually over \$78,000, of which the \$2500 is only 3%. Of the total \$4500 to be spent by the B.S.U., \$4000 is going to be spent on Black Awareness Week and only \$500 on the actual operating expenses of the group.

An open meeting was held on Thursday night, after a flurry of mimeographing all afternoon, with the ostensible purpose of discussing the issue. The Union started filling up around seven o'clock, about 200-strong with students, faculty, and administrators. Krisita Jackson and Theda James presided over the informal meeting and began by going over the tentative schedule of events for Black Awareness Week, which will feature films ("Malcom X", "Shaft"), speakers (Alcee Hastings, Rev. Jesse Jackson), a Soul Luncheon in the Beanery, and a dance. When the open discussion started, the first question put to Kris concerned the need (as she saw it) for such a week, to which she replied, "We know that having this week is not going to

solve any problems. We think that the problem is with you, the whites, because we don't have any problems. We know who we are and we want you to know who we are." To which James added, "The biggest gap between the communication gap. You don't understand our culture because you don't know anything about it. The purpose of Black Awareness Week is to educate you so we can sit down together and know where we're each coming from. You get white culture every day, all the time. There are a lot of things wrong with this school, this is just a reflection of a larger society."

Directorate member Suzy Wolf then proposed that the B.S.U. reduce their request for money and instead ask for the co-operation of the History-Political Science Department, as Black Awareness Week was an educational program. This suggestion was put down with the reply that she was asking them "to take a run-around" and that the money would be taken from a surplus of funds.

Doris Jenkins gained the floor next and gave a rather blunt appraisal of the situation, calling it absolutely ridiculous for us to sit here and debate some of the points that we're debating now. The fact still remains that Black Awareness Week is not a black function but a function for the entire campus. If you get to the point where you're going to do something that is for your benefit, then you have got it really turned around. It's about





Bill Pitt expresses some doubts and tries to make a point before an apparently antagonistic crowd.

you got up off your ass and started looking at things realistically."

Speaking amidst frequent jeers and interruptions, Peter Viering commented, "If we're going to disburse the funds on a racial basis, then the blacks on this campus, who number thirtyeight, if they have a Black Student Union and a Black Awareness Week, then it stands to reason that there should be a White Student Union and a White Awareness Week."

The verbal free-for-all continued, with several students and teachers commenting and questioning the economics, the purpose, and the means of Black Awareness Week. Then Bill Pitt, strangely silent until this point, raised perhaps the only legitimate criticism of the week concerning the \$1200 allotment in the B.S.U.'s proposed budget for printing costs. However, his point was lost in the ensuing emotional dialogue (if it could be considered as such). The meeting threatened to evolve into a shouting match several times, but finally broke up after a few heated exchanges and denunciations.

This "open" meeting, characteristic of most meetings of this nature at Rollins, was basically non-productive in terms of the communication of information and constructive criticism. People who attended the meeting with an honest desire to find out the facts had trouble cutting through the rhetoric, and those who came with prejudiced minds made up left with the same attitude, if not a little more alienated toward others whose views conflicted with their own. The apathy of the thousand or so students who did not attend the meeting was either multi-causal or left stagnant, depending upon which of the two hundred or so students who did attend they got their distorted recounting of the

evening's activities. Friday's events were dull in comparison to the night before, as a hastily-scheduled debate between Theda James and Bill Pitt on WPRK failed to materialize because of Pitt's absence. No action of any sort by either side took place over the weekend, although the controversy remained the central topic of conversation.

However, a threatening ogre of another sort began to emerge from the shadows as students of politically conservative nature began to speak quietly of forming a sort of economic boycott of the school. The cause of this protest apparently does not center upon the current racial-economic controversy, but rather upon the notion that a loose-knit, liberal, McGovernite faction has taken control of student government and of the faculty. The reasoning then continues that well-to-do, conservative donors would not be overly anxious to further support such a self-propagating, left-of-center group, particularly so in light of the College's present fund drive. Where the reasoning breaks down, however, is in the comparison of Rollins' "left-wingers" to those of other schools. Despite this fact, whether or not the threat of economic boycott is more than idle talk remains to be seen.

Perhaps the situation has been blown far out of proportion by many, but the question of student financial support for a dynamic community event quickly turned into a test of "finding out where people's heads are at."

This notion gained credence on Monday as a surprising number of voters turned out for the referendum. With no quorum necessary, exactly 553 voters took part in the decision, of which 432 voted in favor of the allocation and 121

voted against. The unusually large turn-out (approximately 46% of the student body) was only a little less in number than that of the Student Association elections held earlier in the fall, from which one may infer that only about half of the students either know or care enough about what is going on within the school to vote on the respective matters at hand. Whether or not those who voted in favor of the allocation were actually registering their support for the incompletely-itemized additional funding of Black Awareness Week, or instead against racism is, of course, indeterminate. Nevertheless, Bill Pitt, in voicing his complaint over the "vagueness" of the referendum as written on the ballots, was decidedly rather gloomy as the votes were counted and he was told, "Your day has arrived, baby."

Where does the Rollins community go from here? Do we continue to limit ourselves to one week in February as the only opportunity "to better race relations through communication and understanding", broken only by the weekly exchange of denunciations in the "Letters" section of the SANDSPUR? Do we continue the self-conscious, sub-conscious segregation of the Beanery and most social events and groups? Or do we have the latent integrity to reason together, to pull ourselves out of this emotional morass? The answers to these questions, dear friends, remain to be seen.

-Peter Turnbull

NIGHT AND DAY

The first part of this article will be general in nature, the second part will be quite specific. It is being written for you, the student.

Remember that in this article, when we mention night program or night student we are referring primarily to the undergraduate evening program or a student in the School of Continuing Education, formerly the Central Florida School for Continuing Studies (CFSCS). When we mention day student we are referring to the student attending the regular Rollins undergraduate program during the day time, commuter as well as boarder.

The term continuing education derives its meaning and connotations from its host institution. At Rollins it means, "Study for people who wish to continue learning usually after a period of interruption. It recognizes that learning is a life-long process and is designed primarily for adults although certainly it does not exclude young people coming directly from the high schools or the Rollins day program."

Now for a little history. During the 1950's Rollins College began offering evening courses to accommodate personnel from the near-by military bases. Offerings were limited. In 1961, a formal Bachelor of General Studies program was approved within what was called the School of General Studies. In 1965, the name of the School was changed to the Central Florida School for Continuing Studies. In 1966, the CFSCS reached its peak enrollment for that decade with an enrollment of 1,155 students. The following year the CFSCS started its decline and by 1969 had dipped to a low of 828 students. In 1970, the evening program was rejuvenated with the infusion of new courses, new programs and new administrative procedures and in 1971 renewed student interest was created by the addition of the Bachelor of Science and the Bachelor of Arts Degree options. In 1972, the name of the School was changed to the Rollins College School of Continuing Education to clarify its association with Rollins College and to reflect more accurately what is actually taking place in the evening program. Finally in the Fall of 1972 enrollment reached a new high with over 1,100 students enrolled for credit courses and over 500 students enrolled for non-credit courses.

It is simple to explain the ups and downs of the Rollins College night program. The original program format fit beautifully into the classic liberal arts mold because it was patterned after the Rollins College Day Program of the late 1950's. The basic liberal arts program design has withstood the test and is still valid and sound today. It stands as a tribute to the McKean and Sautes who created it.

What caused the program to falter and almost fail in the latter 1960's? The answer is easy. A continuing education program must be tuned in to the needs of the local community from whence it draws its constituents. It must

not only be immediately responsive to perceived needs but it must search for better ways to serve the community by anticipating, initiating and formulating courses and programs before requirements become generally apparent. Course proliferation is not a No-No in continuing education, rather it is a must.

The CFSCS in the late 1960's failed to respond to the needs of the community. It failed to anticipate what was happening and about to happen in Central Florida. Rollins authorities seemed to think in terms of day program values rather than in continuing education principles, and in such context new courses and programs proposed seemed neither desirable nor warranted.

This all changed in 1970 and since then, with splendid support from the top as well as excellent assistance from faculty and students who realize there is a difference between Day and Night, the Rollins College Evening Program has flourished. I suppose it reached its pinnacle two months ago when it was cited in New York by the Association of University Evening Colleges, "in recognition of its program for the education of adults at the university level."

Night colleges were formerly thought of as being inferior and in most cases they were. Many still are. The Rollins Night Program is not. In my opinion, the Rollins Day Program has more permanent balance, has more cohesion, and has better academic stability. The faculty is outstanding. The Rollins Night Program on the other hand, seems to me to have more interesting and exciting courses and more courses which can be immediately applied to real life situations. The Rollins Night Program is very strong in business and criminal justice. It is quite good in the social sciences and education. It is not as good in upper level mathematics or upper level hard sciences because there is insufficient student interest in these areas. Student interest in the Night Program ultimately dictates the courses taught and the instructors who survive. Based on continuing education standards, the Rollins College School of Continuing Education is a genuine credit to the College. In two to three years it probably will receive national recognition.

Apparently unknown to many, modern continuing education has shown the way toward new educational horizons. For years, continuing education leaders have been involved with credit by examination, CLEP, contract learning, credit for work experience, home study, external degrees, store-front learning facilities, independent study, non-traditional education, variable curricula, interdisciplinary education, early entrance, early graduation, credit for military service schools, and community service.

Now others are becoming interested and there is no good reason for dashing cold water on brave educators who thrill as they re-discover this new territory. They should be welcomed to

the ranks for bright new allies and fresh ideas are certainly needed.

On the other hand, leaders in continuing education and night programs must not be too zealous in claiming credit for these "new" ideas. They have been less encumbered by campus politics, bureaucracy, restrictions, and tradition in their hot pursuit of experimentation and innovation. Dr. David Epley stated it in a letter to me dated June 1, 1972.

"In working with you and your staff I have always felt encouraged to try new courses and methods, to take risks as a teacher, so long as the aim was better education for the students, education that more closely meets their needs and meets high standards. Many of the ideas that I tried out and found useful in the night school I then carried to my day school classes, to the benefit of both programs. Perhaps the best thing for me as a professional has been the opportunity that you have given for me to grow and develop my interests as a scholar through innovative teaching. There are many programs in which this would not be possible. I am a stronger teacher now than when I started teaching in your program and I am grateful for the opportunity."

As Cosell would say, "I think that tells it all."

When the visitation team from the Southern Association of Colleges and Schools visits the Rollins campus next Spring, they will be interested in how we relate to the local community. Service of educational institutions to the local populace is now a growing responsibility. The School of Continuing Education assists Rollins in fulfilling this responsibility by striving toward its stated objectives which are to:

1. Provide high quality liberal arts oriented degree programs during late afternoon and evening hours which are especially suitable for adults;
2. Provide part-time and full-time study growth, and advancement opportunities for qualified individuals who must work during day-time hours;
3. Provide qualified individuals with the possibility of enriching their lives by continuing their education after a period of interruption and;
4. Provide non-credit courses designed to satisfy a specific immediate or long range community need.

Please note that you, the day student, are mentioned in the above objectives. Yet if you peruse the night program course schedule, you will find many courses which fit you and your needs very nicely. While this circumstance usually occurs coincidentally rather than by design, (there are exceptions), you still may wish to register for courses in the School of Continuing Education. Perhaps schedule con-

light and Day, cont.)

during the day, closed courses, and depending graduation requirements make it possible to do so. If such is the case, you and your advisor should be very selective. The following rules prevail:

Effective with the 1972 Fall Semester a course taken in the School of Continuing Education by a day student will have the same academic value as a course taken in the regular College Day Program, unless an exception is made in writing at the time of registration. (A course is a course.)

Normally, a day student may take only one course per semester in the SCE. Exceptions may be made for cogent reasons.

To take a course in the SCE, a day student must obtain approval from his advisor, the registrar, and a SCE counselor.

Day students may take courses in the SCE during the Summer Term.

A day student is not required to pay additional tuition or laboratory fees for courses taken in the SCE during the academic year. During the Summer Term, however, he is required to pay the normal SCE tuition and laboratory fees.

I feel guilty about having taken so much space in your fine magazine, but it has been fun trying to illuminate some poorly lighted places. Overall, the Director of a night program should be comfortable working in the dark.

- Dr. Dan Riva

On

Sesame Street

Mrs. Cooney is President of the Children's Television Workshop, and is the creator of the educational television series "Sesame Street." The program has won the George Foster Peabody Award, three Emmy awards, and a host of other awards and prizes. "Sesame Street" is presently shown by 250 commercial and non-commercial television stations, and is scheduled to be shown in fifty foreign countries through mid-1971. Mrs. Cooney is also a member of the President's Commission on Marijuana and Drug Abuse, the National Reading Council, the Academy of Television Arts and Sciences, the National Women in Radio and Television, and the National Organization of Women.)

When Sesame Street began almost two years ago, those of us at the Children's Television Workshop knew we were using a medium that had strange and unknown powers.

We knew that television had a compelling ability to reach and hold an audience. Also we knew that children were learning something from watching television, although much of the material was misleading.

Our hope was to take this technological power and turn it to deliberate educational uses . . . to take a medium that could reach and entertain millions and to turn out an equally entertaining effort that would also, in the process, help the children in positive ways.

Our aim was to effect a marriage between laughter and learning, to draw an audience to us, hopefully, to help that child who too often is left out . . . and left behind.

After we began, it quickly became obvious that "Sesame Street", designed generally for pre-school children and especially for the disadvantaged child, was to prove popular.

But it was just as important to us to learn whether the series also had valid educational effects . . . whether it was helping the child to learn.

After a year, we received the answer from an independent research study which we had commissioned. "Sesame Street" was proved to benefit the pre-school child in his preparation for school and proved to have special benefit for the disadvantaged child.

Although we spent millions of dollars, we also reached millions of children and "Sesame Street" reached out at a cost of less than one cent per day per child.

Obviously, then, television can be an efficient and effective method with which to help traditional educational institutions. The child is helped; the cost is low.

Our next project at the Television Workshop will be a new television series to join "Sesame Street" on the air but this time designed to grapple with a specific educational problem - the crisis in reading.

The figures behind this crisis are appalling - at least seven million public schools require special instruction in reading . . . perhaps as high as 40 percent of the students in some of our large public schools are "reading cripples". Further, one study estimates that as many as 50 million adults may be "functional" illiterates - unable to read or write well enough to advance in today's society.

Our new series will be designed for the child in the second, third, and fourth grades who has had difficulty with reading. Of course, the series won't be an answer to the problem. But maybe it can help.

The efforts of the Children's Television Workshop are mere beginnings, first steps of an awkward child period. We know the direction we want to take, but we are still unsure of the precise way to get there.

Other than the home itself, no institutions have the potential of affecting the quality and character of life in this nation like education and broadcasting.

The irony is that no one knows precisely how these institutions are acting and interacting in their impact.

No one knows, for instance, how to make education more responsive. No one can speak with authority about how television has shaped your generation, making it somehow different from those of us to whom television came at a latter stage in life.

Our instincts tell us it is time for a renewal

and a change, time to experiment and innovate.

How? At the Children's Television Workshop, we don't have those answers, although we're trying to find them. We know the system has to be changed.

We constantly are asking questions of ourselves and of our advisers.

So I'm going to ask you, too. Please write to us. We'd like to know, for example, what you think television has done, and is doing, to you . . . what education has done, and is doing, to you . . . and what both should be doing.

Within a few years, both television and education are in for incredible changes; nothing can stop that process. Change for what? Charlie Brown once said in a Peanuts strip that there is no heavier burden than a great potential. We'd appreciate you sharing that burden with us.

-Joan Cooney

Dean Darrah

Retires for a Year

At the last Senate meeting President Jack Critchfield announced the retirement of Reverend Ted Darrah as Dean of Knowles Memorial Chapel, effective at the end of the 1972-73 school year. Next year Dean Darrah will take a year's sabbatical at the University of Edinburgh, to be broken only by frequent jaunts onto the continent.

Upon the announcement of Dean Darrah's retirement, much of the Rollins community misconstrued the original statement to mean that the Dean was through with Rollins forever. Fortunately for the school, this distortion of fact is untrue. Instead, Reverend Darrah will return to Rollins the following year to resume his present classroom instruction and also to work with the Office of Development. Dr. Arnold Wettstein will take his position at the beginning of the next school year.

One of the major reasons for Dean Darrah's sabbatical is that he has had to curb his "incurable romanticism" for twenty-five years, limiting his intellectual curiosity to brief, unsatisfying jaunts to the far corners of the globe. He will not restrict his studies simply to the religious field, but rather to the things that whet his interest. Also appealing to the Dean is that the only responsibilities that he will have are, in his own words, "to stay reasonably sober and accountable."

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Wilson on the Writers' Conference

The Fourth Annual Rollins College Writers' Conference, held November 9-12 in the Crummer School, attracted more than one hundred attendees, from the immediate area and across the country. An erudite staff of professional writers, publishers, editors and agents lectured and discussed, in individual sessions and panel groups, nearly every aspect of letters current in America today. And, during the four day long conference, they supplied sound advice and helpful hints, on a sound practical as well as autistic level, to the amateur and professional writers, and the interested persons who composed the audience.

Lisa Drew, an editor from Doubleday and Company, noted that the ratio of potential writers in America at this time vastly outnumbers the reading public. Max Steele, the celebrated short story writer, said that over four hundred life magazines will publish almost any reputable material, and that personal expression should guide the writer first in his selections and materials.

Though the various speakers differed somewhat in their concrete opinions about writing, they all agreed on the old basic rules of work and discipline. George Garrett, author of the recent *Death of the Fox*, optimistically predicted that letters are approaching the freest most exciting period since early Elizabethan times, and that the current trends will accept almost anything as good literature. The famous Jewish humorist, Harry Golden, however, lamented the loss of humor in current writing, and pointed out that only the dullest society cannot laugh at itself.

Jean West MacKenzie spoke about the growth and subtlety of metaphor in the consciousness of the poet, and how such metaphor "sharpens and refines itself," as the poet grows as a person and an artist.

But despite trends and facile advice on personal expression, the basic essentials in good writing always demand prime recognition. And that is perhaps why Dr. Edwin Granberry's early speech on creative technique was by far the most honest and informative presentation. Dr. Granberry, Professor Emeritus of Creative Writing here at Rollins, said that, "Powerful writing is a matter of rhetoric and composition—words." He cited the importance of language as the writer's prime tool, and he pointed out that the writer, above all else, must learn the basic fundamentals of his trade in preparation for the best abilities in cogent expression. Comparing the writer's early apprenticeship in language and craft to the internship of a doctor in medicine, he said, "To write powerfully you must pack the page full of image-making words." He stressed the importance of "pictorial nouns and active verbs" and the exclusion of "excess verbiage."

But he stated that the writer must learn to rely on what he called "dead-head words" which serve best to link together the pictorial composition. The writer, he said too, must learn to grasp "the absolutely invaluable surprises from the subconscious." As for subject matter, he said, "The only thing one has to sell to the world is oneself."

To exist and eventually write again the writer must sell his material. "Money is the world's way of telling you it likes your work," Dr. Granberry mentioned. Harry Savage, the Conference director, ended the last session with a lecture on practical "outlets to your writing"—to magazines, periodicals and newspapers. The most brilliant manuscript, hidden away in a dusty desk drawer, ends always as useless paper, despite the best intentions. "Sometimes I think these conferences are all just a waste of time," a man told me in conversation. Perhaps that's true—if no one profits. The potential writers, the teachers and the editors who attended the writer's conference—out of interest, curiosity or, I am sure, vanity—profit only as they apply any advice, or intuition, into diligent labor. Effort can only follow advice, or the alternative in inertia. Eventually a man must move himself.

—Donald Wilson

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STUDENT COURT DOCKET

Throughout this term the Student Court has taken what may be called a "low profile." Behind this apparent minimum of activity there have been several interesting and important developments. Perhaps the most significant of these was the conference held at the University of Georgia on "Substantial Justice on Campus," which was attended by Student Court Chairman Sam Crosby and Rick Blundell. The November 19-21 conference focused on two areas of concern for the students and administrators who attended. First, a group of speakers presented a detailed review of the case law involving colleges and universities over the last 50 years. This study was very helpful to the Rollins representatives who were seeking a clear statement of the responsibilities of the College to provide for due process in disciplinary cases. Unlike public schools, Rollins is not subject to many of the rulings reviewed at the University of Georgia, but the trend for the future seems to be moving toward applying the fifth amendment guarantees to private schools. The second area of concern which was dealt with was the variety of possible systems which could serve

a campus as its judicial process. Presentations were made on an all-administration system, a student-faculty system, and an all-student system. Discussions with the 200 other representatives at the conference filled in the possibilities between the extremes of all-administration and all-student systems. The information gained at this conference will benefit Rollins in the development of a student rights bill and in the review of the present court structure.

The development which the court itself is most excited about is the elimination of fines as the primary punishment for student offenders. Dean Wanda Russell and Sam Crosby have arranged with the Welbourne Day Nursery and the Eatonville Day Nursery for students who have been convicted of a campus violation to spend time as assistants at these two facilities. This system means that the court will no longer be levying punishments which are discriminatory, because there are students here who would have to get part-time employment to pay a \$25 fine and those who would never notice paying a \$50 fine. Most important of all the points about this pro-

gram is that it is a meaningful activity independent of its relationship to the court. The presence of young men and women in these federally supported day-care centers provides invaluable assistance to the staffs and gives a new and different positive influence on the children, who range in age from infants to five year olds.

Beginning in Winter Term the Student Court will publish in the SANDSPUR the results of cases it has reviewed by simply stating the charges (no name will be published) the decision, and punishment if it is applicable. There will be a sufficient delay so that the confidentiality of the Court will be upheld. This program is being undertaken in order to give the students an idea of the type of decisions the Court is making. In the past, meaningful feedback from the student body was nearly impossible since rumors provided the information about the Court, now, however, isolation of and misinformation about the Court will be drastically reduced.

Both Student Court Chairman, Sam Crosby, and Visitation Court Chairman, Rich Whitley, are in need of investigators, so any student with an interest in the courts with the possibility of a future seat on one of these bodies, please contact Rich or Sam.

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Who Took Excitement From the Classrooms?

...in the education of our children, from the beginning we fail to permit them to cultivate their imaginations and to keep their imaginations alive...

George Garrett in an interview with John Carr *Writer's Digest*, November 1972

How can a person's imagination be used in education? Throughout the nation today colleges are rapidly changing their curriculums to instill more excitement and imagination into higher education. Programs are tacked on or subtracted from the curriculum, graduation requirements are shifted to and fro—but, for the most part, boredom and apathy continue. In his *The Revolution of Hope*, Eric Fromm explained the malady of education succinctly, "No wonder that the best minds of our college students are literally 'fed up' because they are fed, not stimulated."

Simply changing the curriculum is not the way to make a college unique. Nothing short of a new approach to teaching and learning will suffice. A comprehensive program involving the entire campus in a discussion of teaching and learning will be needed. To accomplish this I recommend the institution of educational experiments throughout the college. Experimental sections would be instituted in multi-sectioned courses and in advanced courses. For example, for each course the instructor would write a short paragraph describing the course objectives, method of instruction and evaluation. As in our Junior Term bulletin this explanation would appear for every course in the schedule of classes; therefore, the students would have access to this information before registration. Too often interesting experiments are being conducted on campus without any publicity. It is time to bring good teaching out into the open. If the entire campus can review these new ideas, hopefully this would result in a general concern for new and better methods of teaching and learning. It might also help to eliminate duplicate material in the curriculum and perhaps result in some interdisciplinary courses. These experiments would be conducted within the courses now regularly given. In addition, I propose a procedure for introducing new experiments into the curriculum. Too often a college is so preoccupied with the everyday routine that little time or effort goes into experimentation. To get a new course into the curriculum is difficult and time-consuming. Sometimes the process is so slow that it is too late for an experiment to take advantage of an immediate situation that makes the experiments desirable or indeed even possible.

In addition to the above changes an experimental division to encourage new ideas in higher education should be instituted through the office of the Provost using the following guidelines:

1. Syllabi, outlines and reading lists plus an explanation of the experimental procedure would be presented to the provost by a faculty member, or several faculty members, or a student or groups of students through their faculty sponsor.
2. The Provost would invite three members of the faculty to comment on the proposal, making suggestions for changes if they so desired.
3. After their evaluation the committee suggestions would be passed on to those sponsoring the experiment.
4. No experimental course would be given more than twice before it was either dropped or introduced into the regular curriculum.
5. Experimental courses would count on the student's load and on the total number of courses needed for graduation.

Within the existing curriculum and in new courses introduced through the experimental division many experimental situations are possible, such as:

1. The "discovery sections" in science
2. Contracts between teachers and students
3. Experimental learning in the "real world"
4. Interesting combinations of the lecture, discussion method
5. Student planned and led discussions
6. History from source materials
7. History approached by everyone being their own historian
8. Visiting lecturers and/or panel discussions
9. Simulated computer models
10. Role playing, mock conventions, problem-solving
11. From the contemporary to the past as a viable historical chronology
12. Many varieties of interdisciplinary studies
13. Experimenting with written evaluations instead of grades
14. All kinds of devices to make teachers and students co-learners
15. Possibility of students fulfilling requirements either pass-fail or for "no-credit."

By the use of experiments in the regular curriculum and the opportunity to introduce courses into the experimental division, the whole campus will be closely associated with new methods of teaching and learning. There is nothing in these plans that would jeopardize traditional teaching methods such as the lecture, if it is proving very successful in certain courses.

Only a very comprehensive approach, as outlined above, can transform a campus into nearly a total effort upon the part of teacher and students to discuss and become excited about their academic environment. The college with the courage to use this broad approach can be distinctive and help provide the direction for education in the 1970's. There is little risk in this endeavor and an enormous possibility of injecting imagination into the educational process.

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ABOUT TOWN

talks with Howard Cosell

He is without a doubt one of the funniest looking people you'll ever meet. He is tall, but his shoulders are rounded, his sinister long nose accompanied by pointed ears looms down at you. At a quick glance you could mistake him for Bela Lagosi, but as soon as he speaks you know that he's Howard Cosell.

What really matters about Howard Cohen, alias Howard Cosell, is not his size but rather the vastness of his ego. The impact of his presence in broadcasting has put him on top of celebrityville stardom. Cosell, son of a Jewish immigrant from Poland, grew up in Brooklyn. Howard, even at an early age, aspired to be a newspaper reporter. But his parents, Isadore and Nellie Cohen, urged him to study law. He attended NYU and went to the head of his class by making Phi Beta Kappa and becoming editor of the NYU law review. After graduation Howard landed a job with a law firm, but his career was interrupted by World War II. He enlisted in the army as a private but never saw any action. In fact, he spent the war commuting by subway to his station at the New York Port of Embarkation on the Brooklyn docks. "A situation", as Howard tells it, "that the neighbors viewed with bitterness."

Today "humble Howard" works for ABC sports. For ABC, whose Monday night rating in the pre-football years bordered on the invisible, Cosell and Company have brought about a remarkable 50% audience increase. Howard is a great sportscaster who has made a tremendous effect on the American public. But if you think that all the American people love him, you are only partially right. Buddy Hackett summed up the situation when he said, "there have always been mixed emotions about Howard Cosell. Some people hate him like poison, and some people hate him regular." Or as Bob Hope put it, "he is great for football because he has a voice that leaves cleat marks on your ears." But Bill Cosby captured Howard's "tell it like it is" style with his mimic of Cosell doing the news. Acting as Cosell, he said that "flash floods in Iowa killed 300 people yesterday. They all deserved it."

With all due respect, Cosell's claims of being the greatest sportscaster of all time are not without substance. Athletes as dissimilar as Joe Namath and Bart Starr have lavishly praised his talents and courage. Black athletes such as Muhammed Ali see him as an honorary soul brother. Finally, Spiro Agnew praised Cosell when he said that Cosell, in his opinion, "handled the PLAYBOY interview with great flair." At any rate, Howard Cosell is a powerhouse who has revolutionized the art of sports broadcasting.

Last Tuesday evening the About Town staff had the opportunity to interview Cosell just before he spoke to the assemblage in the Field House. Mr. Cosell impressed us as being a sensitive, intelligent individual who is worthy all sides of his reputation. Here is what we talked about with Howard Cosell:

AT: What sport do you most like to commentate upon and why?

Cosell: It doesn't really matter to me. The same values exist in all sports really.

AT: Would you like to be a sports broadcaster for any other sport—say baseball, hockey, or basketball?

Cosell: No, absolutely not. Matter of fact, I couldn't tolerate being a baseball announcer and would not broadcast baseball. The game is much too boring.

AT: In your opinion, which sportscaster, either on radio or television, holds your highest respect?

Cosell: Well, that is a matter that has to be broken down. In the sports broadcasting profession that exists today, generally speaking, there are so-called expert analysts, there are color announcers, and hopefully there are growing commentators. So you have to break it down. For play-by-play announcers I think probably the two best in terms of technical proficiency are Keith Jackson and Curt Gowdy. The expert analysts especially in football all do the same thing. They are just ex-football players, and they are not journalists, and they give you the same lines every week. As I see it personally, they don't have as much to contribute. A person like Don Meredith has fun with being an expert analyst. He is a personality and brings entertainment to the American people. We have yet to develop on the national level a group of commentators who can tell the necessary truths about sports as part of the American society. In the age of television, the play-by-play announcers will have less and less importance, because the picture really tells the story.

AT: As a sportscaster, do you ever find yourself relying on your legal background and if you do, in what way?

Cosell: You don't actively rely on your legal background. Your legal background is a part of you, it's ingrained in you and of course, I think it is the finest kind of education a person can get. Automatically it comes into play when you are conversing with somebody or interviewing somebody. It is even important in the organization of your thinking and the dissection of that which is important, and that which is not important, and getting into the who what when, where, why, and how of a story.

AT: In 1967 in an article by Myron Cope in Sports Illustrated, you said that you would probably retire to Florida in five years. Well, it's now 1972—what are your thoughts on that subject?

Cosell: Well, my thoughts are that I will retire to Florida. I don't want to live in Florida, I think it is fine for a vacation, but not for a home. I have signed a new contract with the American Broadcasting Company, and it still has five years to run. The real answer to that question is that times change and so do people.

AT: In a published article after the Olympic three reforms were suggested by the editor of Life magazine in order to save the future of the Olympics. Briefly, the three reforms are: first, open the Olympics to every athlete; second, cut back the number of events and third, overhaul and modernize the system of officiating. First, do you agree with these reforms? Second, what are your own proposals to prevent another tragedy such as that which occurred at this past Olympics?

Cosell: First, I agree with those proposals. I have given testimony to this effect in Congress. Second, by tragedy you mean the tragedy of September 5, 1972—the day when the assassination of the Israelis took place. Obviously you need much better security. You do have in light of contemporary politics an international strife an Israeli building close to an Arab building without much better security than they had over there. In the full sweep of life not every tragedy can be foreseen and not every tragedy can be prevented. There is a limit to security. So, I think you can take better precautionary measures and still have this kind of horrible event occur. I'm not sure if you say much more than that.

AT: Do you think Lord Killanin can convince the 74 members International Olympic Committee of the need for reform?

Cosell: Well, I don't think Lord Killanin is the man to do that; I think Lord Killanin is another case of Avery Brundage, but I think Killanin well intentioned in some matters where Brundage would be ill-intentioned. I'm not sure Killanin has gone much past the age of Willy of Ornage. I don't think he is the man to do anything constructively.

AT: What was your reaction to Colorado's decision to vote down the state funds which were to help the staging of the Winter Olympics in 1976?

Cosell: My reaction was that someone goes and the public has the perfect right to vote as they want to vote. The great mistake that was made by the politicians, beginning with Governor Love and the Mayor of Denver, who went overseas and pretended they had the support of the people of Colorado.

AT: Do you think the Winter Games of 1980 might have to be shifted to Sion, Switzerland or else discontinued?

Cosell: I don't think they will be discontinued besides the advocacy of that discontinuance by Avery Brundage. I think they will take place and whether they go to France, Sweden, or Switzerland remains to be seen. It will be based on the guarantees of those places to produce the facilities to conduct the Games.

(continued on page thirteen, column three)

THE Directorate TO DATE:

The Directorate is alive and functioning! In fact, the whole system is in gear. The issue the students were concerned with concerning the allocation of funds towards Black Awareness Week has given students a chance to see how the new system works. In spite of the emotion involved and the uncertainty that would have been inherent if the referendum had reversed the Directorate's decision, students were involved in lobbying for both sides of the issue. They must realize the effort it takes to disseminate the facts and arouse enough interest to get 553 voters to the polls.

After some time for observation, an interesting question came up: If the final say is through the referendum, why have a Directorate at all? The question can be answered in several ways.

First, there will be some allocations that are not going to be an issue to most students. Although the referendum power will always be available to the student body after each Directorate decision, 100 students may not want to petition for a referendum, either because they are satisfied or are disinterested. If the Directorate or the President of the student body decides that the will of the student body has been taken into account, a decision becomes final in a week's time.

Yet, the students can rest assured that the 14 voting members and additional advisory members of the Directorate are going to take each matter seriously; take the time to hear the facts and debate an issue until a decision is reached. This is where a smaller group has the advantage over a larger group, yet, when an issue does arouse emotion, the students have a chance to react fruitfully through the referendum. By making the final decision, charges of elitism toward the Directorate cannot be well founded, even if a small number of students vote in a referendum, most likely those who care are taking part, and perhaps this is better than forcing people to vote and make a careless decision.

The question as to what the Directorate is for can be answered in another way that is just as important as the first point that was made. Here are 14 students - plus who are desirous of taking some sort of action on the needs of the campus; whether it be a policy change that goes through other channels or some new idea to be carried out, or some service that the students have never had before.

The Directorate held its own workshop to go over some hypothetical matters that might be brought to one of its meetings. Among the

topics covered were a student's complaint that the bookstore is overcharging, a concern about what the money would go for from Rollins' program, an idea about a Festival Weekend in March, should the Student Association appropriate money toward college athletics?, and what can be done about parking for day students and the parking policy as a whole?

Several conclusions were arrived at as to the extent of the functions of the Directorate. It can be a lobbying group, although it would have to be presented with facts before taking a stand on an issue. It must be able to release the appropriate information as to where the best effort can be made on an issue, whether it be at the college committee level or college administrative level. The Directorate may turn to an ad hoc method, in which one member becomes a temporary organizer for a group of students at-large to accomplish some goal. The Directorate may be used as a sounding board, representing the student body in reacting to a program that is presented by the Student Center. Each Directorate member was sent a Statement of Purpose of the College that was worked out by a committee of the Rollins Self-Study. He or she was asked to comment on it and send it back to the Director of the Self-Study. A referendum could be used on any action of the Directorate, aside from the allocation of funds.

So far the Directorate has had four meetings, giving the members time enough to gain a good understanding of what its purpose is and all that it can do, if the potential is used. To be working effectively and efficiently on all the aforementioned matters will take some time, but the motivation is there and ready to be tapped and challenged by the student body.

The Directorate is composed of an amazingly diverse group of individuals. No one can say they are all liberals, all conservatives, all freaks, all straights, all one race, religion, sex, or class. Maybe things were just lucky this time. With the range of diversity, the Directorate will probably need to keep one thing in mind: Serious consideration must be given to matters in light of what not only represents the student body (if they were all to speak with one voice), but what would bring out the most for the students, including the recognition that there are diverse groups at Rollins in spite of its small size.

The Directorate's decision to allocate funds for the Black Awareness Week was a demonstration of the emphasis placed on the recognition and acceptance of diversity among our students. It was a brave decision when one realized how confused the issue could and did become. It is truly amazing how people could be so concerned with the fact that the BSU is a close-knit group of people, instead of being concerned that this close-knit group of people has the whole school in mind in wanting to present such a comprehensive and well planned educational program to the campus. The Awareness Week will have little value in the interest of education for the "white folk" without an audience. Can anyone really believe that the Week is just for the benefit of the BSU?

If we can go to the extreme, which we didn't, to shut ourselves off from information at the cost of only 3% of our total budget, then some how our total education must be failing us by working in reverse.

Hopefully, and with present proof, the Directorate will be working to get the gears moving in the right direction. The Directorate is alive and functioning.

-Jennifer Kaplan

(from page twelve)

AT: Do you think the future of an amateur's athletic role in sports is dying?

Cosell: In the full context of sports as it exists in this country, it is hard for me to say that there is such a thing as an amateur. But I don't think in respect to your definition of amateur that its role is dying in sports. There are amateurs at Rollins College and there are amateurs at Amherst College.

AT: When do you think the Frazier-Ali fight will be staged and whom, in your opinion will win?

Cosell: I don't know if it will ever be staged and I am inclined to doubt that it ever will. If it were to take place then I think Muhammad Ali would win decisively.

AT: Are there any more personal ambitions in life which you would like to fulfill?

Cosell: I would like to do something more meaningful in my life before I die. It is true that if I could be nominated by one of the major parties in my state for the U.S. Senate, then I would probably fulfill my deepest ambition.

AT: What has been your greatest moment in journalism and broadcasting?

Cosell: There have been a couple. Coming back from the 19th Olympiad in Mexico City was one. Being invited by Yale University to reside there as a Hoyt Fellow was another big moment. The greatest feeling of accomplishment I've had was in being the first person outside of the players ranks to receive an award from the NFL Players Association for what I have done for professional football. Things like that are my greatest accomplishments. Addressing the Pulitzer Graduate School of Journalism a couple times a year also gives me great pleasure. Fights and games are not important. Nothing in life is so transitory as victory on the basketball court, or on the playing field. People matter.

AT: What did you think of the trade between the New York Yankees and the Cleveland Indians?

Cosell: Well, son, I'll answer your question because I know you are interested in that kind of information. The Yankees made a good trade and I can't think of a single matter in the U.S. of less importance.

AT: Thank you for your cooperation, Mr. Cosell.

NEWS ABOUT NIGHT SCHOOL



Ms. Peterson

Ms. Marviedo Keeter Peterson, a 32 year old blonde Sergeant for the Orlando Police Department who is enrolled in the Rollins School of Continuing Education, has been selected for inclusion in the 1972-1973 edition of Who's Who Among Students in American Universities and Colleges. "We are very proud of Keeter," Dean Riva added. "She is the first student in the history of the Rollins evening program to win this high honor. She may be the first evening student in the country to make it."

Sergeant Peterson has been with the Orlando Police Department for six years and is the only woman sergeant on the force. She is assigned to the youth division and her duties include working with child abuse and neglect cases.

She transferred to Rollins from Baldwin College in Tifton, Georgia where she was on the Dean's List, secretary of the freshman class, and treasurer of the sophomore class. In the Rollins School of Continuing Studies she is maintaining an A- average. Ms. Peterson is married to Sergeant Dennis A. Peterson of the Orlando Police Department. Mr. Peterson is also an evening student at Rollins.

On October 18, 1972, the students of the School of Continuing Education elected Anita P. Jordan their representative on the Rollins College Senate. Mrs. Jordan is the first elected representative from the evening program to serve on the College Senate. Previously, evening students were appointed by the Director.

A native Floridian, Anita Jordan is truly involved with Rollins College. Her husband, Tom, a retired Navy Commander, graduated from Rollins in 1967. In 1969 he was awarded a Masters Degree at Rollins and presently is studying in the Specialist Program in Education at the College.

Her son, Tom, Jr. is a pre-med senior at Rollins College and there is an excellent possibility that Mrs. Jordan's 17 year old daughter will come to Rollins as a freshman next year.

Mrs. Jordan has her Associate of Arts Degree from Seminole Junior College, is a permanent substitute teacher in the Orange County school system and is maintaining a B+ average in the School of Continuing Education. Wonder what she does in her spare time?

ANNOUNCEMENTS

Don't tell me about your love life, your upset stomach, or your golf game! Don't tell me of the lousy food in the beanery or which fraternity or sorority to join! I don't want to hear about your Christmas Vacation, because I really don't care. I just won't listen to you. Today is the day when apathy, despair, and futility can be overcome on the Rollins Campus. Today is the day when everybody, and that means students, faculty and administrators can participate actively and constructively in bringing the Rollins community closer together. Only your decision can cure these ills.

On December 11 there will be a referendum through which the Rollins student will be able to decide the future of the Rollins Information Committee. A decision of such great importance that it could determine the future direction of the college community.

On this referendum the students will decide if they want the Information Committee to be recognized as a "standing committee" in the college. In other words, the Information Committee would be part of the Student Association, and funds would be allocated for its purposes and goals.

The Information Committee has three objectives:

1. to bring the students, faculty, administration and community closer together through the use of communication media.
2. To bring the student body together as one efficient functioning community.
3. to provide a source of information that

will benefit the college and community.

The Information Committee with the assistance of its own bulletin, a COLOR video system, radio, and open discussion and debate will bring the school closer together through a high level of mass media communication. The ideas from the Information Committee reflect the feeling and expressions of the students.

There are 7 subcommittees in the Information Committee structured in such a way that the committee will never be tied down to bureaucratic operation. There are so many different areas in which it could operate, that there is a job available for anyone who wants one. Everyone at Rollins is eligible to participate, and he doesn't have to give a lot of time. The committee is structured in such a way that no one gets overworked, and each person gets to work in an area of his own interest. Therefore the committee will work in complete harmony.

If there are any questions about the committee, contact Scott Marlowe, Ted MacBeth, Chip Parmele, Ward Pendelton, or Steve Schott.

-Steve Schott

"Being Interviewed," "Looking for a Job," "Minority Employment Problems."

An outstanding group of local businessmen have agreed to share their time with us for the seminar. While they come to us from a number of companies, they will be talking about job placement problems in general and will not be conducting job interviews at this meeting. The participants are as follows: Jim Adams, Marketing Manager from IBM, Bob Billingslea, Equal Employment Opportunity Director at Disney World, Jim Gracey, Director of Placement at FTU, Jim King, Vice President, Personnel, Barnett Banks, Mike Johnson, Equal Employment Opportunity Coordinator at Martin-Marietta Aerospace Division, and Dave Workman, Professional Staffing, Disney World. In addition to the seminar, copies of the 1973 College Placement Annual will be distributed to students attending.

The Students International Meditation Society announces a free introductory lecture on the technique of transcendental meditation taught by Maharishi Mahesh Yogi at 7:00 PM on December 11th in the Orlando Public Library auditorium located at Central and Rosalind.

Transcendental meditation is a simple natural technique of gaining deep rest and relaxation which is easily learned by everyone. Physical and mental stress is dissolved and the nervous system is easily and gracefully developed to its full potential.

Rollins first job placement seminar will be held today from 7 to 8:30 PM in room 108 of the Bush Science Center. The purpose of this meeting is to inform seniors and graduate students about the basic facts of job placement. Five basic areas will be covered by a panel of personnel and placement experts from the Central Florida area. The seminar topics are as follows: "Preparing a Resume," "Preparing for the Interview,"

TARS FALL TO CITADEL, BUT REEL IN SAILFISH

The 1972-73 Rollins College basketball team, under the new leadership of head coach Ed Jucker, evened their early season record last Friday as they outlasted the Sailfish of West Palm Beach Atlantic 84-55.

The opening game of the season was not as bright for the Tars as they fell to the Citadel in South Carolina. Al Burnette was the Tars' first star to hit in the double figure bracket against the Citadel as he poured in 11 points while pulling down 7 rebounds. The Tars took a lead in the first half of the game but then fell to a 34-28 deficit at halftime. They fought desperately to catch up by taking advantage of Bulldog turnovers early in the second half but their vain attempt saw the Tars cut the margin to 4 points - and from that point on the Citadel took over. In the final six minutes of play the Bulldogs picked up 9 free throws on their way to victory.

In the home opener the Tars ironed out some of their problems as they penetrated the tight Sailfish zone and went on to score 84 points. Coachman Bruce Howland, one of the "Cincinnati Trio", led the Tars by netting 14 points. He

was followed by Bob McNally with 13 and Marcus Wilson with 12.

The Tars played a tight defense in the game as they played a man to man press starting at half court. The press had the Sailfish stopped throughout most of the second half as the Tars allowed only 18 points to be recorded by the Palm Beach squad.

The victory not only marked the first season win for the Tars but it also gave new coach Ed Jucker his first victory as a Tar helmsman. Jucker and his squad will have two more contests before the Christmas recess coming up Dec. 14. On Friday Dec. 8, the Tars will travel to Lakeland to meet with the Florida Southern College Moccasins. They will then travel to Deland on Dec. 13 to meet with rival Stetson University.

On Dec. 27-28 the Annual Tangerine Bowl Basketball Tournament will be held in the Enyart-Alumni fieldhouse. Teams participating in this year's classic will be East Tennessee, Stetson, Colgate and Rollins.

-Randy Xenakis

Clubbers No.1 in Football Stats

On November 13 the Lambdas faced an inspired Sig Ep team but managed to overcome them by 26-12. The game was close all the way and in the end it was an ex-Sig Ep, Bill Bernstein who made the difference. He scored two touchdowns on the day, one on a twenty yard return of an interception and one on a TD pass from Frank Joseph. Joseph also turned in a sparkling performance with three touchdown passes for the day. Besides the one to Bernstein, Joseph connected with Tony Dale for a 60 yard score and 40 yarder to Randy Xenakis, and the score to Bernstein.

The Sig Eps were not without outstanding players in this losing effort. Steve Lesn was a star in the Lambda's side all day on defense and running back kick-offs. He also scored on a 15 yard pass from quarterback Tim Boyle. The Sig Eps showed that they are capable of playing well - which even they were probably beginning to doubt themselves.

In the final game of the regular season's schedule the Phi Delt's had to come from behind to top the fired-up WHO squad. It was one of the closest games of the season and a crucial one in the standings for both teams.

Bob Riccio of the frosh had a fine day running through the Phi defense and scored his team's first TD on a five yard run. The Delt's came back quickly as quarterback Bruce Ely engineered a long drive that culminated with a short run for a score. Ely sparked the club again in the second half with a fine 30 yard scamper around end for the go-ahead score. The conversion pass was good

and the Phi's were looking good. But the frosh stormed back with a long drive of their own and scored on a three yard pass from Riccio to Bob Zucker. The conversion was good and the game was knotted at 14. The Phi's got the last word in, though, as they drove right through the frosh on the ensuing kickoff. Ely worked the ball to mid-field with passes and runs and then hit Jim Vastyan with a bullet over the middle. Vastyan raced by the frosh secondary and went in for the winning score. The frosh put up a final threat, but the Phi defense rose to the occasion once more to insure the win.

In a makeup of an earlier game the Indies ended the Club's seven game winning streak and forced them into a playoff with the Lambdas for the league title. Everyone showed up to play for the Indies, most notably Rob Husband and George Fonts, and the Club suddenly was facing an offense as potent as theirs. The game started as if each team would score 50 points each. Husband tossed a 70 yard TD pass to Ed Wojcik on the opening kick and the boys were off. On the next kick John Lowman got the Club on the board with a long pass to Neil Christie. The teams traded TD's again before the game began to turn. Fonts caught a pass from Husband for the Indies and Bob Morrison hauled in a Lowman pass to get the Club their second score. But from this point on it was all Indies. Husband threw two more scoring passes, both to Reggie Brock and tossed conversion passes to Wojcik and Fonts. Rich Magner also got into the act and threw another TD strike for the Indies, this time to Rick Crossman. Husband

showed that he can do it all as he also ran for a touchdown. In the waning moments of the game Lowman hit Christie with a 20 yard pass to pull the Club up to a 56-22 deficit at the end of the game. The Indie defense obviously played well all around, Pete Holnback and Pete Simmons each intercepted two passes for the Indie D.

However, the Club redeemed themselves with a hard-fought 22-18 win over the Lambda squad in the title game. Lambda got the lead on a five yard scoring pass from Frank Joseph to Randy Xenakis. The Club retaliated with a Lowman pass to Randy Carlee and the offensive pattern seemed well-established. The Lambdas surged ahead on a pass from Joseph to Bill Haisey, but the Club got a score on a dazzling 60 yard return of an interception by Carlee. Lambda showed their stuff and got close again on a long TD pass from Joseph to Xenakis, but the Club was not to be denied as they got the last word in on a great diving catch in the end zone by Neil Christie.

Both teams displayed fine defense throughout the tilt. Andy Williams and Carlee shone for the Club while Bill Bernstein, Ted Northrup, and Xenakis stood out for the Lambdas. The win sewed up the crown for the Club, but the Lambdas hung in for about as long as it should take to win a game.

VOLLEYBALL

The Rollins Women's Volleyball Team took second place in the State Junior and Senior Volleyball Championship held in Lakeland November 17-18.

Among the other teams invited to the Florida Southern College campus to compete for the state title were Florida International University, Barry College, Jacksonville University, Florida State University, and Flagler College. In the senior college division, 140 girls represented the 14 colleges participating while approximately 80 girls played for the 8 junior college teams.

Rollins advanced to the finals after defeating Florida International University, Barry College, FSC, Jacksonville University, and FSU. Though the Flagler College team defeated Rollins in the final game for the championship, the Lady Tars did force Flagler to play three games in order to determine the victory. The scores were 15-7, 7-15 and 15-13 respectively.

When asked her reaction to the outcome of the tournament, Miss Peggy Jarnigan, the team coach, answered, "They played very well. Their hitting was consistent and very hard."

As evidence of this, at one point during the Rollins series against Flagler, the teams managed to keep up a series of 20 volleys before Mary Carr of the Rollins team, finally gained the point on a strong spike.

Miss Jarnigan stated that she credited the teams success to the defensive saves by Kammy Morrissey and Sherry Harper and the strong offensive playing of Pam Hobbs, Christy Leschen, Linda Kinzler, Mary Carr, Cissie Collins, and Ann Flint.

Rollins has also received a bid to play in the regional championships which will be held at Auburn University January 19.

-Kim Flagstad

BASKETBALL:

MEET



ALAN BURNETTE...counted on to provide punch up front...All Region, All County, All Conference and honorable mention All State at Choctawhatchee High in Fort Walton Beach...averaged 13 points for junior varsity as freshman...three year letterman...good outside shooter...strength is his big thing...economics major...



DAVE ERICKSON...hits boards well...good outside shooter...played in eight varsity games as a freshman last season...plagued by thigh injury early in year...showing vast improvements and is expected to see action under the boards...planned major: economics...



MIKE FORD...sharp shooter from outside All City, All County at Roosevelt High in Yorkers, N.Y....scholastic athlete of year in Yorkers...son of professional golfer Doug Ford...All America golfer on Rollins' golf team...expected to be team leader with three years' experience...provides team defense with quick speed...history major...



LON BUTLER...All Conference, All District and All State and honorable mention All America at Pompano Beach High...led junior varsity with 109 rebounds his freshman year...averaged 15.2 points a game as a sophomore...employs quick, deceptive moves under basket...moves with ease...has lots of grace...could be most complete player on team...history and political science major...

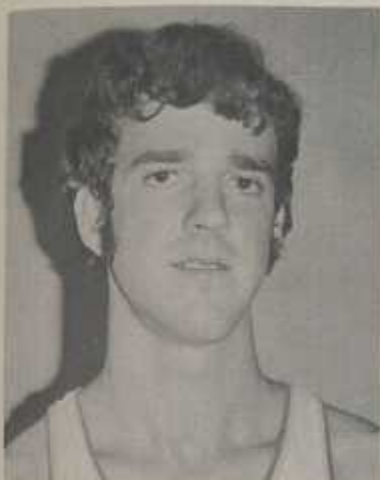


LEE OTIS CAMERON...pleasant surprise to Coach Jucker...fine outside shooter in this his first year at Rollins...has shown unbelievable improvement in preseason drills...planned major: English...



FRANK BUCCI...All State at Jonathan Dayton Regional High in Springfield, N.J., where he averaged 25 points...averaged 18.7 points a game for the junior varsity his freshman year...expected to be team's leading playmaker on both offense and defense...possibly one of the best shooters on the team...excellent ballhandler...

THE TARS



BOB MCNALLY...All Queens Borough in high school...averaged 14.8 points per game for junior varsity as freshman...very aggressive and effective on defense...possesses fine fundamentals experience...is a coach on the floor..."pure" shooter...outstanding student...economics major...



JOHN HEGARTY...real scrapper...averaged 8.3 points for junior varsity his freshman year...two year letterman who is exceptionally quick and deceptive...played in 22 games last season...kissed with speed...has great desire...most under-rated player on team...history major...



BRUCE HOWLAND...teammate of Tom Klusman's in Cincinnati...exceptional outside shooter with versatile hands...an ankle injury slowed up preseason workouts...is progressing rapidly...good moves...takes ball to the basket...major is undecided...



STEVE HEIS...ex-quarterback in high school...will be rugged under boards...could be leading rebounder...shooting has improved tremendously since opening workouts...could be sleeper on team...can shoot with either hand...planned major: pre-med...



TOM KLUSMAN...expected to be playmaker with Bucci...possibly best passer on team...former Cincinnati East-West All Star...is a natural...has exceptional hands...planned major: business...



MARCUS WILSON...three-year letterman in high school where he was All Conference and honorable mention All Metro his senior year...described as mercury man on team...great speed and agility...one of the most colorful players in Tar history...most exciting player on team...planned major: education...

GREEK

On the weekend before Thanksgiving the Rollins community once again underwent three days of expectation, hope, drunkenness, discord, chaos, blood, sweat, and more than a few tears. Greek Weekend re-established itself as a venerable institution of the College, culminating in what has been called the most enthusiastic fall rush in several years. Despite the excitement generated in the autumnal series of parties, dinners, and "closed door" meetings, the percentage of eligible students (freshmen, transfers, and independent upperclassmen) joining the Greek system continued its yearly plummet.

Of those eligible, only 37% eventually decided to pledge fraternities or sororities, as opposed to ten years ago when almost 85% joined annually. However, IFC Vice-President Hunt Marckwald said, "the Greek system has undergone a renaissance at Rollins this year." What does he mean by this seemingly contradictory statement? In explanation, gone are the days of the mysterious mumbo-jumbo, the sadistic hazing, the all-American imagery. The majority of people these days, especially students, will simply no longer put up with that type of activity. Therefore, the Greek system at Rollins has attempted to shift its emphasis from that of pompous chicness to that of

people with mutual interests living and working together. Perhaps in the future the Greek system will also develop a form of group social consciousness. However, because the fraternities and sororities simply meet the demands of the students who express interest in them, the development of this social consciousness depends entirely on the students—both collectively and individually.

As shown in the accompanying pictures, Friday night was the scene of the final outbreak of pent-up emotions, amazing hangovers, and perhaps a mutual feeling of thankfulness that the whole thing was over and the Greek system would carry it through another year.

WEEKEND



H-CLUB

Hink, Bob
Hendrick, Mike
Hickie, Mike
Hickie, Garry
Hickson, Scott
Hinkle, Chip
Him, Lee
Hogan, Ed
Honey, John
Hufnagel, Elliot

HAWBDA

Hernard, Steve
Hanco, Steve
Hensan, Jay
Hess, Tom
Hart, Larry
Hough, Rick
Hikos, Jim
Hiller, Bill
Hiser, Jim
Hitchell, Jim
Hocio, Bob
Holt, Scott
Holtzworth, Pete
Hots, Tony
Hudson, Craig
Hugner, Bill
Hutwood, George

HQM

Hild, Gale
Hall, Diane
Hickey, Annie
Hixie, Sonia
Hutlin, Sue

KAPPA KAPPA GAMMA

Harris, Jaci Ann
Hartley, Mary Marshall
Hawell, Jennifer
H'Alessandro, Cyndy
Hawd, Lee
Heger, Terrie
Hix, Jane
Hartney, Kathy
Hulker, Tracy
Humenacher, Randy
Hutari, Lulie
Hosenthal, Brooke
Husack, Happy
Hazy, Hollis
Hewart, Kathleen
Henson, Jill
Helman, Susan
Hicks, Janet
Hite, Pamela
Huttt, Claudia

the men...

TAU KAPPA EPSILON

Calais, Jim
David, Steve
Eacret, Brant
Fox, Doug
Francis, Roger
Gwin, Jim
Gleason, Paul
Holden, Dave
Hoover, Mark
Hunter, Bob
O'Brien, Jim
Schrafel, Bob
Taylor, Randy
Wernicke, Paul

PHI DELTA THETA

Barker, Billy
Carson, Steve
Crockett, Mark
Fleming, Dave
Gordon, Sandy
Marsh, Duke
Ressler, David
Santiago, Orlando
Schmitt, Chris
Segui, Didi
Visser, Doc
Welsh, Dave
Whitten, Sam

SIGMA PHI EPSILON

Blalock, Jim
Booth, Pete
Bralich, John
Byrnes, John
Coleman, James
Daiger, Pete
Finch, Jack
Goldberg, Mark
Keir, Bruce
McPartland, Pete
Watson, Pat
Zelman, Gary

GUILD

Hainline, Eric
Newell, Wells
Norris, Bill

KAPPA ALPHA ORDER

Butler, Michael B.
Elwood, C. Jay
George, Hal
Hadley, Jeff
Hawkinson, Doug
Heilman, Geoffrey
Jahnes, Bob
Korchmar, Michael
McNamara, James
Sloan, Claude C.
Spencer, Richard
Wiles, Kirk

and the ladies

KAPPA ALPHA THETA

Baritot, Rebecca
Bunn, Rebecca
Caruso, Suzanne
Chapman, Mary
Crawford, Dawn
Downing, Janie
Hale, Carol
Hart, Kathryn
Herring, Martha
Hutcheson, Jane
Hughes, Margaret
Kennedy, Kay
Marshall, Susie
Morris, Amy
Moses, Malinda
Nidds, Dale
Oberlander, Regina
Paine, Laurie
Rance, Lisa
Ronnick, Donna
Savage, Jill
Stephens, Katherine
Weiss, Barbara

CHI OMEGA

Buttner, Cynthia
Cameron, Kathryn
Desisto, Patti
Garfield, Nancy
Gaw, Kim
Gawthrop, Allis
Gersten, Elizabeth
Jewell, Robin
Launer, Kathryn
Noyes, Katherine
Ulman, Barbara
Whitney, Anne
Wiebmer, Ann
Yoder, Kathy

PHI MU

Albrecht, Sally
Allen, Mary
Berson, Ellice
Cooper, Lois
Curtin, Katie
Ganovsky, Debbie
Hergert, Maureen
Mann, Nancy
Schumacher, Susan

ALPHA PHI

Clark, Pamela Joy
Cramer, Elizabeth
Curran, Susan
Donovan, Jo Ann
Duquette, Denise
Golub, Cheri
Gould, Shelley
Holsberg, Kris
Lorig, Shirley
Marx, Patti
Owen, Grace
Persinski, Lydia
Sierks, Chriss

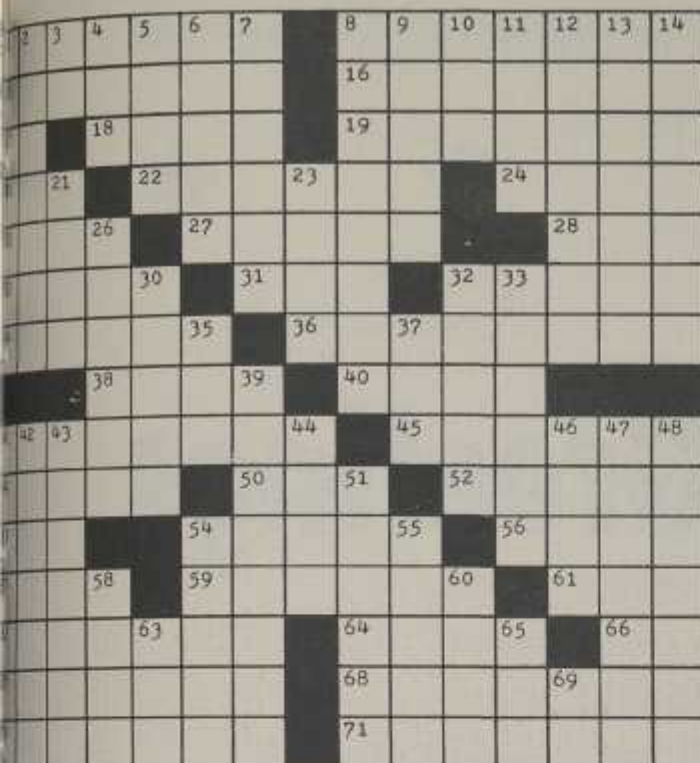






The Sigma Nu's return for a brief visit





ACROSS

1. Fastened Together
8. Periods of Luck
15. End of Saying
16. Snood
17. "Lady ____ Good"
18. Mop
19. Judge
20. Adjectival Suffix
22. Rigorous
24. Palm Drink
25. Spring
27. Sets Dog Upon
28. Victory
29. Sex Expert Havelock ____
31. French Condiment
32. Metallic Sound
34. Influence
36. Replenish Battery
38. Lion's Noise
40. Litigation
41. Careful
45. West Point Freshmen
49. Foreigner
50. Extinct Bird
52. Foolish
53. Sick
54. Murders
56. Slant
57. Ridge of Sand
59. Make Beloved
61. Illuminated
62. Paid No Attention to
64. Scottish Kiss
66. Six
67. Every (2 wds.)
68. Surfing Feat (2 wds.)
70. Thin
71. Driving Away

DOWN

1. Celebration
2. By ____ Alone
3. Brightness
4. Greek Letter (pl.)
5. Pulls
6. Political Regions (Pr.)
7. Scattered Remains
8. Metal Restraints
9. Fruit Pies
10. Tease
11. Island Country (Poet.)
12. Peace-loving
13. Retaining
14. Peculiar
21. ____ Nelson
23. Cold Drink
26. Perforate
30. Hold in Contempt
32. Mexican Food
33. Hidden
35. Scottish Digit
37. Drinking Container
39. Aid to Recollection
41. Creameries
42. Unlawful
43. Quiet
44. Related
46. Empty Boat of Water
47. Make Interesting
48. Background
51. Hebrew Letter (pl.)
54. N.H. Resort City
55. Wife of Abraham
58. Dry Wind: Var.
60. Gambling Resort
63. Stick
65. Self
69. Note of Scale



Gort

Guess what,
Gort? I got
married!!

Poor
chap.



You underestimate me! My husband's income reaches six figures! He keeps short hours & sets his own schedule! He takes a 6-month annual vacation! He wields great power over others!



And he just bought me a spacious split-level cave / loaded with all the modern appliances and housewares...and they all work perfectly!! Th'only drawback is that he's kinda... well...dumb!



You must've
married a
politician.

No... an
appliance
repairman.



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Season's Greetings

from

the SANDSPUR Staff.

