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the sandspur

vol. 80 may 14, 1974 issue 13



looking back

Editor's Note:

There are several things I wish to communicate to all of you in this 1st Editor's Note of the SANDSPUR.

First of all, as you can tell, the SANDSPUR has undergone a radical new change of format. This issue is just a sample of the type of SANDSPUR that will be published next year on weekly basis. The reasons for this change are twofold. First of all, the cost of paper is so high these days that paying for the old SANDSPUR would be virtually impossible. Using newsprint in newspaper form is cheaper because not only is the paper itself less expensive, but there are no cutting or binding costs. The second reason we decided to move in this direction was due to the fact that using this format more timely news can appear in the paper. The SANDSPUR will be able to report news that has taken place over the weekend and print the scoop by Monday afternoon. There you have it, in essence, a fast efficient inexpensive newspaper, campus news, not national news oriented.

Second on my list is that I am going to open up the staff and pay for individual articles, fifty cents per column inch if the article is typed, forty-five cents if they are not typed. If you are sports-minded, Greek-conscious, actively involved in the fine arts, get in touch with me at Box 278 or Box 420 and send me a list of your interests, and we will start work in the Fall.

The final announcement I want to make is that the SANDSPUR is published to serve the students as a source of communication about the college and the community. If you do not like the ideas presented herein, don't throw the paper away immediately - write me and express your sentiments. I WANT to know!



KATIE

P.S. Please take note of the new staff members.



by GIL KLEIN Class of '72

Yitzhak Rabin has just become prime minister of Israel, a demanding position of great responsibility. Therefore, he probably does not remember his October 14, 1969 speech at Rollins. But I will never forget it.

Rabin was the Israeli ambassador to the United States at the time, and I was the Sandspur's associate editor. Somehow it befell upon me to host the ambassador's visit, and escort him through the preliminary ceremonies always planned by the Student Center to impress visiting dignitaries.

The plan was simple. I was to pick Rabin up at his Langford Hotel room, drive him to the Crummer lobby for a brief reception, lead him across campus to the President's dining room behind the Beanery for a specially catered meal, and then make sure he showed up at the auditorium in time for the speech.

The evening began on the wrong foot. I was running a little early, and the ambassador a little late. He greeted me at his hotel room door in his underwear. I discreetly watched the evening news while he finished dressing.

Though I am sure Rabin is a great diplomat, a brilliant politician and a powerful leader, he is not a gregarious conversationalist. In short, the reception fell flat with several prominent Rollins students, faculty members and administrators making inane comments. The room quickly fell into an embarrassing silence, and I decided it was time for dinner.

There must have been twenty of us hiking across the library lawn toward the Beanery. I don't remember exactly, but I'm sure a Clubber or Sig Ep shouted some obscenity.

The whole army marched around to the back of the Beanery up the stairs to the President's Dining room. The door was locked. Leaving the Ambassador on the steps

in the able hands of Dean of Women Sarah Howder, I ran around to the front entrance cussing, shouting for the Beanery manager.

Catered dinner? President's dining room? Surely you must be mistaken. The Ambassador's standing on the back steps? Well, I'll open the door. But nothing is prepared, you'll have to come through the line.

Of course the Beanery was serving one of its thinner gruels that evening, but Rabin stood stone-faced in the line with all the other hungry students. I think he took a helping of Shepard's pie or it might have been mystery meat.

We all trooped through the line and back into the President's dining room. The room fits 12 comfortably, but 20 was rather pushing a good thing. And of course the air conditioner was broken. After a few minutes these 19 excited bodies warmed the place considerably. Was that a small smile I saw cracking on the Ambassador's lips? Did the scene bring back memories of a field encampment on the desert? Or perhaps he was just longing for a sudden war alert forcing him to be rushed away.

The dinner passed rather amiably with the Ambassador striking up a conversation with a student who had recently returned from Israel. And no one was more relieved than I when Rabin finally began speaking in Bush Auditorium and my duties were completed. He talked of increased understanding between our two nations, and only those of us in the front thought we could hear his tummy rumbling.

SPRING TERM EXAM SCHEDULE

MONDAY, MAY 20

Examination Time	for	Hour Class Held
9:00 am - 11:00 am		11:00 am
2:00 pm - 4:00 p.m.		2:00 pm

TUESDAY, MAY 21

Examination Time	for	Hour Class Held
9:00 am - 11:00 am		9:00 am
2:00 pm - 4:00 pm		3:00 pm

WEDNESDAY, MAY 22

Examination Time	for	Hour Class Held
9:00 am - 11:00 am		10:00 am
2:00 pm - 4:00 pm		12:00 noon

THURSDAY, MAY 23

Examination Time	for	Hour Class Held
9:00 am - 11:00 am		8:00 am
2:00 pm - 4:00 pm		1:00 pm



The Sandspur Staff Vol. 80 May 14, 1974 Issue 13

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Letters

THE EDITOR, SANDSPUR

Hi,

This letter comes from an alum who used to band out editorials at about the time that your generation was an eager idea on our part, which should place me in terms of time. Mary and I returned for alumni weekend for the first time in years, and I called Mr. McKean from Rollins - in my day the old Sigma Nu house. Oldies like us always return with mixed feelings. It's nice to see and feel again the atmosphere that created some happy and productive years; it's equally depressing to view the decay in your contemporaries, and to realize that you are really looking in the mirror. Only Joe Justice and Fleet Peeples seem to be ageless.

Anyway, a student asked me, "Is it true that in those days this was a country club?" I answered "no, not really." We used to pass it off as a joke, without an attempt to clear the record. This time I thought about it, and felt irritated. We DID have tennis and golf and swimming, which do more for muscle tone than the horizontal sports to which youth seems perennially addicted. We also worked, we loved, and we communicated in an atmosphere where the separation of teacher and student was minimal. In other words, we gained and we grew as people, whether or not we flunked a particular exam.

This was the whole idea behind Hamilton Holt's theory of education, and the only one that ever made any sense to me. The faculty at Rollins during his time certainly enjoyed the highest measure of academic freedom in this country. There were abuses, of course. Some teachers are lazier than others, just as some students are lazier than others. But the concept behind the whole program was the creation of a real person capable of using all its capabilities. This concept of education is expensive, by its very nature - hence the rise of the country club idea.

Not everyone who matriculates becomes rich or famous - I'm the classic example of one who didn't. What you do in life depends upon your special standard of values. Yet, I cannot imagine a student who spent time at Rollins who did not grow as a person. In talking with Mr. McKean and Dr. Jack, I was glad to learn that the philosophy exists, even though at times it has been quiet and desperate struggle to keep it alive.

When you finally get to wear the board on your head and switch the tassel, I hope you can remember that that piece of parchment is just part of what it's all about.

MARSHALL WOODWARD

NOTICE TO SANDSPUR:

There will be no spring issue of BRUSHING. All submissions which have been received will be kept for consideration in the fall.

The Editors.

a.r.t.

Annie Russell ... Then and Now



Histories of things must have their roots in the histories of the people associated with those things. We propose that the histories of people are usually more interesting than those of the things with which they were associated, and so it is that a history of theater at Rollins College must start with its first real characters, Ms. Dorothea Thomas Lynch, Associate Professor of Dramatic Arts, 1925-1933. Before Ms. Lynch's term at Rollins, theatrical activities were - at best - hit and miss affairs. Education was very different in those days and the study of the dramatic arts was usually relegated to the theoretical discussions within the English Department. Occasionally, an enthusiastic individual would push enough bodies and pull enough strings to get a production of some classical piece on the boards, to be received by the locals as water by desert travelers. Performances of other items were given by the young ladies of the School of Expression, a sophisticated

euphemism for a girls' finishing school. But these were of that strange genre that emphasized elocution, poise, and grace, and were strangely lacking in males.

The first production of any kind seems to have been presented just before the turn of the century. We can only guess at its true quality, but it may be indicative that no further theatrical endeavors were attempted for the next four or five years. Until the beginning of World War I, the tradition seems to have been community efforts for Founders' Week and Commencement, and were usually held in the then-new Lyman Gymnasium (R.I.P.). One version of "She Stoops to Conquer" was given in a number of places about the town in 1913. After the War, as theater in America bloomed, the pressure was felt at Rollins to produce plays of a higher quality. But there was no Dramatic Arts Department and no sort of permanent facility in which solely dramatic work might be done. The ongoing tradition of professional-quality theater at Rollins truly started when the head of the Department of Expression, Mrs. Orpha Pope Gray, invited a professional actress, Ms. Dorothea Thomas, to be an Instructor in Dramatic Art.

The first program of one-act plays presented by what was then called the Little Theater Workshop was given on the evening of November 20 in the parish hall of All Saints' Episcopal Church. Mrs. Grey's name appears on this bill, but diminished in frequency as the season went on until the beginning of the '26-'27 season, when Ms. Thomas became "the" drama teacher.

With the \$50.00 profit from the first series, the Workshop went on to rent the stage of the Winter Park's Womens Club for the remainder of that first season. For the next development, accounts differ. Some say that the entire '26-'27 season was given in the Women's Club, while others contend that the newly-built gymnasium called Recreation Hall became the location for the Dramatic Arts Department. At any rate, by fall of 1927, the theater was firmly established in this barn-like structure located approximately where the Alford Pool is now. Not only did these erstwhile performers have to contend with demands for the building from athletes, musicians, and dancers, but there were also choking swarms of flies from the lake and the perfectly-timed runs of the Dinky Railroad Line, which was directly behind one wall of the building.

During the 1930-31 season, the Rollins Players (formed in 1927) presented "Candide" by George Bernard Shaw. Miss Annie Russell, veteran actress of the pre-World War I era and now retired in Winter Park, saw the production one night. Also in the audience and probably watching Miss Russell's reactions more than the play, was the Reverend B. J. Thomas, father of Dorothea Rhomas and rector of All Saints' Episcopal Church. Miss Russell's ecstatic reaction led Rev. Thomas to violate President Hamilton Holt's directive that personal appeals for funds not be made, and he approached Mrs. Sarah Louise Box (later Mrs. Efrem Zimbalist). Mrs. Bok, beside being a life-long friend of Miss Russell, was one of the richest women in Florida. After much undercover intrigue, the presentation of \$100,000. to Rollins College to be used to build a theater in honor of Annie Russell was announced by President Holt on February 23, 1931.

After the usual construction delays, the gala day was at hand. On the morning of March 29, 1932, the Knowles Memorial Chapel was dedicated. In the afternoon the Rollins baseball team played a professional team in a benefit game, the proceeds of which went to a fund for the new Rollins baseball field. And in the evening, the Annie Russell Theater was dedicated and Miss Russell made her return to the stage in the role of the Queen in Robert Browning's poetic chamber-piece "In a Balcony," supported by two professional actors. The first student production was "Romeo and Juliet," with Mrs. Lynch (nee Thomas) as Juliet, presented on April 29.

During the summer of 1932, President Holt asked all faculty members to take a cut in salary, some as much as a third. He asked them to "go through the fire" with him. Mrs. Lynch agreed, and the letters of that summer between Mrs. Lynch and President Holt were profuse with mutual admiration. And so it was with great confusion and anger that Mrs. Lynch stormed out of Carnegie Hall on the afternoon of February 24, 1933, after being informed that her contract had not been renewed. Mrs. Lynch finished out the year, got her Master's Degree in 1934, and went on to become the State Director of the Federal Theater Project, W.P.A., of Florida. After serving the government for many years, her husband and she retired to Winter Park, where they both now live.

The Theater Arts Department was merged with the Speech Department in the fall of 1933 and many more courses were offered. Professor Earl Fleishman was head of the department and he stayed as such for three years. Annie Russell was also working with the theater at this time. She died in 1936.

In 1933, Mr. Donald S. Allen also came to Rollins theater, where he stayed for the next thirty years. The Annie Russell Theater had become a leading theater of the South and remained so as long as President Holt kept Rollins in the news. It is interesting to note that a sentiment existed in 1938 that is echoed about the Annie Russell Theater today. We quote from the 1938 Tomokan: "This is supposed to be an experimental theater, yet the department is forced to cater to the whims of an audience composed mostly of elderly people." C'est la vie.

In 1939 the well-known Broadway actor, Fred Stone, came to Rollins and used Rollins theater students in his production of "Lightnin'." He toured the state for two weeks and it was the proceeds from this tour and Mr. Stone's personal generosity that gave the Fred Stone Theater to Rollins in 1940.

Came the next war and Rollins theater was in trouble; bluntly, no men. Season bills could not be announced in advance and soldiers from the local training bases were recruited for actors. There were plenty of shows, however, and morale was high.

In 1946 Fred Stone returned to play the lead in "You Can't Take it With You." And in 1947 he played Mark Twain in a play of the same name. 1947 also saw the directorial debut of young Wilbur Dorsett, who stayed with the Theater Department until the Sixties and who is now with the English Department. Leo G. Carroll graced the boards of the Annie Russell Theater in 1950. 1951 saw the freshman debut of Anthony Perkins, who stayed until 1953 when the lure of Broadway beckoned.

The Fifties were the time of technical expansion in the theater, with the number of faculty members increasing significantly. The Fred Stone Theater was expanded again in the Sixties and was the core of much theatrical activity until its demise in the spring of 1973. The Sixties also saw the coming of two Yale men, Robert Juergens and Dale Amlund, who are with us yet. David Gawlikowski joined the throng in 1968.

And so it goes with the Rollins Theater Department on the forty-second anniversary of the Annie Russell Theater. There is currently no shop facility, but the theater perservers. Throughout the years the administration of the College has seemed reluctant to help the theater, but it has survived. And though beset by problems internal and external, high quality performances continue to be offered year-round and will continue to be offered for many years to come.



David Watson
Theater Major
Class of '74

Campus Notes and Announcements

A SANDSPUR EDUCATIONAL SUPPLEMENT

Next fall, when the new SANDSPUR goes weekly, every sixth issue will be given over to a new project - the SANDSPUR FORUM, a special educational supplement featuring articles and reports by Rollins faculty and students.

Assistant Professor Alan Nordstrom of the English Department will serve as special editor for the FORUM issues. Nordstrom envisions the FORUM as a significant showcase and soundingboard for the variety of exciting academic enterprises occurring locally but little known to the general college community.

The FORUM will give prominent space to articles and essays from faculty members describing their own current projects and enthusiasms in either their courses or research.

Reports by students on winter-term experiences, interdisciplinary projects, or special educational programs and activities will also be featured. Students in Holt House, Rollins' newly founded independent-study major, will share their endeavors in these pages.

The FORUM intends also to promote interest in forthcoming winter-term trips and projects. It will advertise new experimental course offerings and seek to encourage innovative and vital efforts throughout the curriculum.

Prof. Nordstrom is presently soliciting manuscripts from potential contributors for the mid-fall first issue. Send items and inquiries to Box 92, Campus Mail.

ATTENTION: STUDENTS WHO PLAN TO STUDENT TEACH IN SPRING, 1975.

All students who plan to student teach during the Spring semester 1975, at either the elementary or secondary level, are to complete the required Approval for Admission to Student Teaching form and the Background Information sheets by MAY 15, 1974. These forms and instructions for their completion may be obtained in Room #7, of the Park Avenue Building.

The National Organization For Women (and men) meets every first and third Wednesday at the Winter Park Library. The FIRST Wednesday is open to the public and all are welcomed to listen to speaker and get to know members. Information is disbursed and literature on committees is handed to interested people. The THIRD Wednesday is a business meeting for PAID members, although if a person is interested in joining they can come around 7:00 p.m. and speak to membership chairperson and receive information before regular meeting begins at 7:45 p.m.

Whatever Happened to the Threatening Anti-Greek Resolution?

A Report from the College Activities Committee

After several months of extensive research on the Greek system Dr. Steve Phelan, Dr. Gary Williams, and student Lou Lerman presented their findings to the College Activities Committee for discussion and possible legislative action. Due to the late hour, the Committee decided to adjourn and reconvene at a later date. This decision proved to be fatal due to the fact that only eleven members of the C.A.C. reappeared at the second meeting. Discussion centered, not on the report, but on whether or not there was a quorum and whether or not any action could be taken on the issue at hand. The committee decided to go ahead and conduct the meeting.

Dr. Phelan proposed a list of suggested resolutions for discussion and each was voted on individually as a topic open to discussion. Five of the seven resolutions proposed were deemed as unacceptable for discussion. The discussion on the other two was lengthy, yet no decision to take action was reached.

Dean Pease arrived, and not long thereafter realized the questionable approach of the Committee. He proposed the resolution cited below and it received a positive go-ahead.

RESOLUTION PRESENTED TO THE COLLEGE ACTIVITIES COMMITTEE

May 2, 1974

Action: Passed

Resolved: As a result of the deep concern shared by the majority of the members of the College Activities Committee in regard to the availability of and assignment to residence halls for Rollins students; it is hereby requested that the Dean of Student Affairs, his staff and all interested members of this committee complete necessary research, study and recommendations directed toward the presentation of alternatives to the current assignment process. It is requested that this study be presented to the College Activities Committee no later than November 1, 1974.

The report, delivered below in its entirety, is important in that it gives several new insights into the positive and negative aspects of the Greek system. All reading this report, Greeks especially, note that this does not close the question of Greeks at Rollins, and although no direct legislative action has yet been proposed, the new doors of thinking for alternatives in the present policies, is still open.

A Report of the Student Life and Government Subcommittee on the Questions of Social Organization and Housing

This report is merely a summary of our findings and conclusions. All the questions considered here are obviously much more complex than a small document of this kind can adequately consider. Because of the resolution of three faculty members that the Greek societies be abolished and the resolution of the student-body president that housing assignments be made irrespective of Greek affiliation, we have spent many hours in an attempt to evaluate the social organization of the college: its effects on students and faculty, its relation to the goals of the college, and especially what alternatives or improvements might be initiated.

In general, we have found no cause for alarm. It was apparent very early in our investigation that the abolition of Greek organizations was very unlikely. Other action, such as revoking the privilege of special housing presently enjoyed by Greeks, would clearly be within the College's rights. It seems clear, however, that certain advantages of the Greek system may have been overlooked by those who favor any drastic measure.

BENEFITS OF THE GREEK SYSTEM:

Greeks maintain contact after graduation

ALUMNI SUPPORT: Greek alumni donors outnumber and outgive non-Greek alumni by a substantial margin; a letter from the Board of Directors of the Alumni Association indicates that the "removal" of the Greeks "would undoubtedly be reflected in Alumni contributions."

RECRUITMENT: the Greek system is attractive to many of our applicants, and Greeks often engage directly in bringing friends to Rollins.

PROPERTY: Although property damages have been caused by Greeks, they are more readily repaired; in addition, Greeks make substantial contributions to the furnishing of their houses.

ORIENTATION: Greeks take a strong part in orientation week and through their rush programs help freshmen adjust to all aspects of college life through friendship, social activities, and a strong participation in the intramural program; the Greek system is one of the strongest factors in the integration of freshmen with upperclassmen.

WITHDRAWALS: Greeks seem to be generally more satisfied with Rollins; only half as many withdrew last year. To the question, "Are you generally happy at Rollins," Greeks replied 125 yes, 8 no; non-Greeks replied 108 yes, 47 no.

(The validity of all our statistical evidence and especially that of our student questionnaire, hereafter noted as SQ, can rightfully be questioned by experts. But until we hire experts to do our committee-work, we have to work with what we can get.)

It is clear from this list of benefits that to "remove" the Greek organizations would entail significant losses for the college which could not be repaired without great effort. Of course, if the Greek system is concomitantly responsible for great detriment to the college, students, or their mutual goals, then some action might still be in order. The subcommittee, therefore, has studied five important questions which the faculty resolution has raised.

1. Does a small college need social

organization? One student put it this way, "Why can't we be a fraternity of 1200 people?" Does the creation of such a strong solidarity within a number of relatively small groups detract from the sense of community in the group at large?

The subcommittee concludes that a sense of belonging is very important for a large percentage of our students. Each student is free to select his own orientation to the college. The Greek system presently provides one alternative (and sub-alternatives, as it were, within the system). Other alternatives should be encouraged. The more alternatives open to the student the better.

2. Is the Greek system anti-demoncratic? Does the Greek system discriminate on the basis of color or cost?

Although the Greek organizations are selective and do not automatically accept all applications for bids, the independent SQ indicates that few if any students are disturbed by any kind of exclusiveness. Only 3 independents out of 195 respondents said they were independent because they were refused a bid. Only 2 Greeks of 141 respondents said they wished they had gotten a bid from some other organization. Only one student complained, "You feel left out if you're not a Greek." Ten students did say they could not afford to be Greek. The cost of membership ranges from \$75 to \$200 a year. Many of the groups make allowances for students who cannot afford the dues; but obviously this is neither widely advertised nor widely practiced. At any rate, independents probably spend a comparable amount of money for entertainment and get less out of it.

The question of racial discrimination is more difficult to answer. Blacks are seldom invited to join Greek organizations. However, blacks almost never care to join the Greek organizations. Some blacks seem to feel that whites who join Greek organizations segregate themselves from blacks in the same way that society as a whole effectively does. We recommend that the IFC and Panhellenic leaders consider the procedures for invitations and adopt measures to provide that no freshman be excluded from consideration for Greek membership. It should be added that the subcommittee has received no specific complaints nor found any evidence of a concrete nature to indicate that hazing or discrimination have been practiced contrary to the rules of the college.

3. Are the Greeks anti-intellectual? Does the Greek system run counter to the academic objectives of the college? Is there an overemphasis on social life?

ACADEMIC PERFORMANCE: the cumulative GPA and single-term GPA for fall, 1973, indicate no difference in performance between sorority and independent women; the difference between fraternity and independent men [7.38 vs 7.82 cumulative, and 7.42 vs 7.79 for fall, 1973, indicates an advantage to the independent men. The subcommittee disagreed on whether this is a significant difference.

ACADEMIC ATTITUDES: in a faculty questionnaire we asked professors to list the names of students whose attitude toward learning was a strong, positive force in the classroom; of the names returned, 86 were independent, 56 Greek.

PERCEPTION OF ACADEMIC STANDARDS: three years ago a study of Rollins' students' perceptions of the college's academic standards indicated that those perceptions were alarmingly low; our SQ indicates that Greeks now rate the college as between average and high, whereas independents rate it slightly above average.

INTEREST IN ACADEMIC HOUSE: although a substantial number of independents in the SQ showed an interest in some kind of academic

or scholarship house, there was virtually no interest on the part of Greeks; on the other hand, more than a third of the Greek SQ respondents indicated that being a Greek "makes it easier to pursue their academic objectives."

EMPHASIS ON SOCIAL LIFE: according to the SQ, the average Greek spends 5-10 hours a week in Greek-related activities; the Greek societies sponsor 5-10 parties per term; although all the organizations profess academic and community service objectives, the SQ indicates that most Greeks are active primarily in the social life of the campus; most of their community service involves fund-raising; in this respect the women seem to be more involved than the men; there is practically no reference to extra-curricular academic activity.

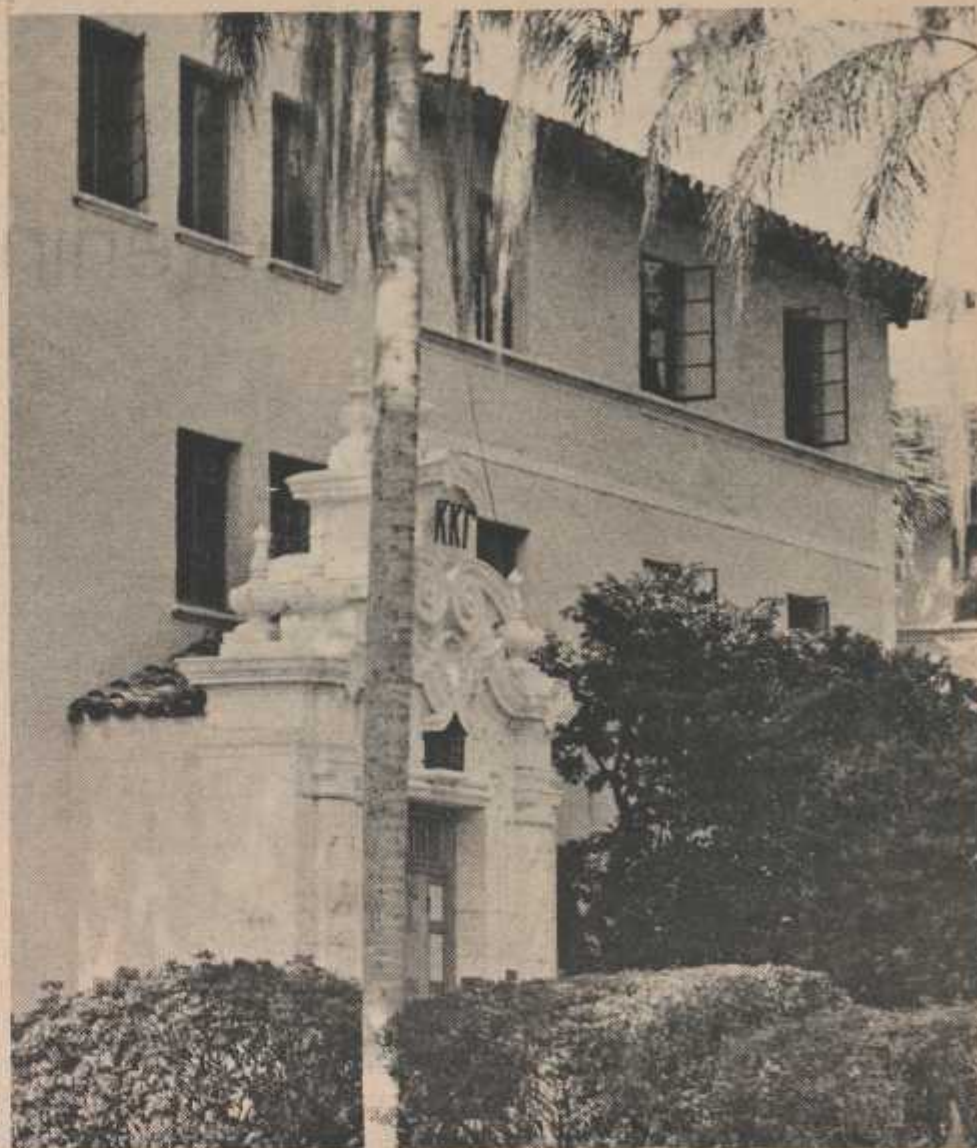
It is difficult to form conclusions from all this disparate and not perfectly valid information. It seems apparent that if we prick the Greeks they do bleed. In other words, we found no evidence which shows conclusively that Greeks are anything more than Rollins students. Although they provide for themselves a good social life outside the classroom, they do not thereby distinguish themselves from the rest of the student body nor undermine the standards of the college.



4. Is student conduct improved, not changed, or debilitated by Greek membership?

Our subcommittee did not study the conduct of Greek students during the infamous rush week which seems to have prompted the faculty resolution. The question obviously concerns the fraternities primarily and can easily be matched by episodes in the freshmen men's hall of two years ago. We have a court system for handling misconduct. The pressure of the faculty resolution and this investigation ought to be enough of a warning to individual Greek organizations and to the whole rush program that continued disorder could result in the revocation of existing privileges. There is clear indication that the Greeks have taken reform in their own hands and are presently restructuring the IFC and Panhellenic to that end. The committee commends the Greeks for moving from their original defensiveness (after the faculty resolution) to the present state of peaceful self-renewal.





5. Is the Greek system static? self-perpetuating? one-dimensional? (See 1972 Self-Study Report, pp. 247-248)

We were asked to evaluate all the Greek organizations and to establish objective criteria to determine which were the strongest and weakest groups. We have some evidence whereby to make such judgments, but it seems futile to do so unless one or more of them are to be eliminated, a measure which we do not recommend. It does seem clear, however, that all the organizations are the same to this extent: their chief value and overwhelming concern is socialization. We recommend that the fraternities and sororities expand their activities, establish their own individual characters, and make a serious effort to foster a broadening of relationships with people of diverse interests (which is in keeping with the statement of purpose of the College as formulated in the Self-Study Report of 1972). Freshmen seeking affiliation will then be presented with a variety of choices and can determine from a booklet or some public presentation that each organization presents a unique opportunity.

We return now to the general question about the Greeks: are they beneficial or detrimental to the college? Many members of the Rollins community believe that there is an overemphasis on social activities which works to the detriment of the academic atmosphere. Given the fact that college social activities do revolve around the Greek system, there does seem to be a correlation (though unproved and perhaps unprovable given the data available) between an overemphasis on social as opposed to intellectual concerns and the presence of Greek organizations on the campus.

The conclusions of the 1972 Self-Study Report [pp. 247-248] need to be re-emphasized and should serve as a stimulus for social groups to have a positive effect on the academic goals and programs of the college. As the Self-Study suggests, there is very clearly still a "tremendous amount of potential within the Greek structure to foster positive interaction among all campus groups." At present the Greek organizations fall short of that potential for positive contributions, and they continue to be viewed as a negative force on campus by some faculty and independent students.

In a faculty poll conducted by the subcommittee, 13 faculty members thought the Greek system beneficial, 10 thought it detrimental, and 10 thought it either neutral or mixed. In the independent SQ 57 said beneficial, 49 detrimental, and 39 neutral or mixed. The stated purposes of the Greek organizations are entirely consistent with the

objectives of the college; the actual activities of the organizations are primarily and almost exclusively in line with the college objectives in terms of socialization.

Aside from the rushing activities, Greek social events are primarily for Greeks. Some independents who are dating Greeks attend Greek parties regularly, but otherwise about half the independents never attend Greek functions and the rest only occasionally. For the sake of community spirit we recommend that the Greek organizations take turns in sponsoring all-college events throughout the year. In the SQ an overwhelming number of independents indicated that there should be more social functions open to them. By the same token, it is their responsibility to create their own opportunities, either through alternative patterns of social organization or by seeking an increase in monies for the Board of Directors to hold all-college functions, open a campus pub, etc.

The subcommittee feels there is no sense in abolishing Greek organizations which serve some tangible ends for the sake of creating a vacuum which may not be filled by independent initiative. If independent organizations with goals other than social arise, receive a college charter, and wish to obtain a house, the Office of Student Affairs should then make determinations about available space and give such independent chartered organizations an equal opportunity for the privilege of a house. At that point it might be necessary to consider which Greek organization is the weakest. The subcommittee recommends that students be advised that new forms of organization with academic or community service orientations are encouraged to establish themselves and will ultimately be given equal consideration for unit housing.

WHAT ALTERNATIVES ARE OPEN TO INDEPENDENTS?

The committee is not seeking to organize the entire student community. In the independent SQ, 117 students clearly indicated that they prefer to belong to no organization; 67 students, however, said they just have not found the kind of organization they would like to join. We asked 195 independents if they would be interested in certain houses organized on different principles. Fifty-five expressed an interest in living for a year in an academic house, 20 in a house for students on scholarship, 15 in a house for students with strong but diverse religious interests, 31 in a house for students doing independent study as in the Holt House program, and 32 in a house of students interested in community service, such as the Real World program or ecology work. It seems advisable for students who are ultimately interested in such alternatives to begin their programs in the fall before decisions are made for the following year about housing.

The subcommittee has further studied the possibility of initiating coeducational housing on campus. In principle we strongly favor such a step, but it requires a great deal of study which has already begun in the Office of Student Affairs. In the SQ, 142 independents approved such a measure and 28 disapproved; only 32 Greeks, on the other hand, said they would prefer such an arrangement to living in their Greek house. The subcommittee recommends that the student government and the subcommittee work together with the Director of Housing in preparing a document setting forth the advantages and disadvantages of coeducational housing.

Another alternative to be considered is the possibility for groups of students who are friends to seek common housing space without the added dimension of social organization. In practice now some of the Greek organizations are doing this to handle the overflow in their own houses. Of the 195 independents polled, 147 indicated that they would like to be assigned common living quarters in this way. The subcommittee recommends that the housing assignment procedures be designed to encourage this possibility by offering a reasonable number of group spaces each year before the housing for independents at large is assigned.

THE QUESTION OF EQUALITY IN HOUSING ASSIGNMENTS

In response to the resolution of the outgoing student president, the subcommittee, after considering alternatives which are more equitable, admits that the system of assignment of housing definitely favors the Greeks and thereafter the independent men. The Greeks have the smaller and more comfortably furnished houses and substantially more single rooms. In our SQ, more than half the independents indicated that they felt Greeks had clear advantages over independents. Sixty-seven of 195 said they felt strongly that housing assignments should be made irrespective of Greek affiliation. In a more comprehensive study conducted by a senior, Mike Ebner (to whom we are all grateful for both his work and his cooperation with the subcommittee), it seems clear that it is primarily the upperclass women who are deprived of a chance for single rooms. The subcommittee trusts that the Office of Student Affairs, which has worked closely with Mike and with us, will make whatever changes it can to continue to provide equality in housing assignments as much as is possible.

A SUMMARY OF THE SUMMARY

This report was prepared for the CAC, the Council, the President, the Provost, the

SANDSPUR, the student government, the IFC and Panhell, and the presidents of the various Greek organizations. The subcommittee recommends no legislation on its own, but leaves to the CAC the question of enactment of any resolutions stemming from this study. We believe that if there is student interest in more diversified social organization, it should receive the full support of the college whether it takes place within or without the present Greek system. A substantial minority of independent students are unhappy and polarized by the situation as it is. Students with strong academic motivation often feel out of place, and informal peer pressure sometimes makes such students feel isolated. Our study shows that there are hundreds of such students who need to be brought together through extra-curricular academic, artistic, and humanitarian programs which allow for a certain amount of socialization. We recommend that departments sponsor more night-time activities which combine lectures, readings, exhibits, and discussions with better opportunities for socialization than that afforded by coffee and crumpets.

The Greeks

The girls and the guys finally got it together! In an effort to contribute more to the Rollins community, the Interfraternity and Panhellenic councils merged this past spring. This and the new constitution that goes along with the merger will give the Greek System a different look next year.

The area most affected by the change will be "rush." In an attempt to let all students get settled before they are swept off their feet with rush activities, there will be no rushing for the first three weeks of school. In October, informal rush will end and at that time, both men and women will have the option to sign up for formal rush.

On November 15th, 16th and 17th the activities will climax with Greek weekend. This by no means signals the exit of the Greeks from this campus until the following fall. Plans are already being finalized for all-campus activities throughout the year.

These changes are designed to promote more of a community feeling at Rollins. To those who won't be returning in the fall, we wish you the best of luck. To the rest, we'll see you in the fall.



ROLLINS ATHLETICS 1973-74.
A YEAR TO REMEMBER

From the opening 4-1 soccer victory over the Citadel on September 17, 1973 to the most recent 1-0 baseball victory over Florida Southern on April 20, 1974, Rollins athletic teams, both men's and women's, have managed to secure 104 victories while suffering only 44 defeats.

During the 1967-68 campaign Rollins teams secured victories in a record high 86 contests while dropping 45 - this year the 86 win barrier was severely shattered. Yes, it can be argued that the number of athletic games, matches, races, etc. has never been as high, but, no, it cannot be argued that the Rollins teams, players and coaches have ever been so loyal, dedicated and skilled.

Now, a capsule look at the 1973-74 season, from soccer to baseball.

In soccer the '73 Tar booters marked their eighth consecutive winning season as they closed out the campaign with a record of 11 wins and 3 losses. Gordie Howell coach of the booter squad, has compiled a six year record of 60 wins, 17 losses and 4 ties without a losing season. For the third time in Howell's six years as mentor the booters were represented in the NCAA South Atlantic Regional Tournament held this year in Baltimore, Md. The Tars were ousted by Loyola College in the first round by the score of 3-0.

Billy Barker, a forward from Atlanta, Ga., paced all scorers with 14 goals. Bob Birdsong, Enrico Sessarego and Skip Yakopec contributed seven apiece.

A final season record of 18 wins and 9 losses concluded the finest basketball season in the history of Rollins College. Coach Ed Jucker, winding up his second Rollins campaign, led the cagers to a berth in the NCAA South Atlantic Regionals played in Norfolk, Virginia. In a game played against Old Dominion University the Tars were edged 80-77 to wipe out NCAA College Division Championship hopes.

Leading the way for the Tars was Bruce Howland who netted 17.8 points per game while pulling in 7.3 rebounds per contest. Howland was named the 1973 Jack McDowall Scholar recipient while also being selected as an Outstanding College Athlete of America. Marcus Wilson, Tom Klusman and Steve Heis all hit better than 11 points per game to spark the highly successful season. Lonny Butler, tri-captain from Pompano Beach, Fla., was named by the Alumni Association as the 1973 Rollins Scholar-Athlete.

With one game remaining on the Tar tennis schedule coach Norm Copeland has led his netters to an 18 win - 7 loss mark which puts them in contention for the National Collegiate Tennis Championships scheduled for June 11-15 at the University of California. Sophomore Ted MacBeth and senior Bob Crawford highlight the squad accounting for 32 single victories between them and only 5 losses. MacBeth's most recent victory was a 6-1, 6-3 upset defeat over Canadian Davis Cupper Reggie Genois of Florida State.

The Tar squad, piloted by Copeland now for 19 years, has failed to lose a match to college division foes since College Division Tennis was initiated some 12 years ago. The Tars are 5-0 for College Division play this year.

Supporting a 25-10 record with 11 games still left on the diamond schedule, Tar baseball coach Boyd Coffie is assured of his second consecutive winning season and another possible berth in the NCAA South Atlantic Regionals. This season marked the second time Coffie and his diamondmen have won their own Invitational Tournament via a 5 win-1 loss record to oust opponents Army, Air Force and Long Island. The week long event featured guest speaker Stan Musial at a luncheon held in honor of the players and coaches.

One of the key baseball victories thus far for the Tars was an 8-4 clincher over Miami to snap Miami's 26 game win-streak. The Miami baseballers are ranked #2 in the nation.

On the golf course the Tar greensmen have made themselves known in several tournaments. Behind the coaching antics of Joe Justice, the Tar golfers placed third in the Pt. Malabar Invitational which hosted a total of 30 colleges and universities, and eighth in the Poinciana Intercollegiate.

"FROM SNEAKERS TO STREAKERS"

A Summary of Sports

A good showing in the Chris Schenkel Invitational (April 26-28) will assure the Tars of an invitation to this year's NCAA College Division Tournament scheduled for June 11-14 at the University of South Florida in Tampa.

After having the initial race of the season against Marietta College cancelled, Jim Lyden and his Tar crew team have posted a 2-0 record with wins against The Citadel and Jacksonville. The rowers are now preparing for Dad Vail Regatta which will be held in Philadelphia, Pa. on May 10-11.

Basketball Championships in which the top nine teams from Alabama, Georgia, Mississippi and Florida competed.

The women, while finishing last in the AIAW tournament, posted a 7-4 season record.

In tennis action Miss Mack and her netters have swept all five of their matches thus far this season.

In the 13th Annual Southern Collegiate Tennis Tournament Miss Rayni Fox, Rollins freshman, upset Joanne Russell of Trinity University (Texas) 4-6, 6-1, 6-0 to take



The women have been equally successful this season behind the coaching skills of Miss Virginia Mack and Miss Peggy Jarnigan. Miss Jarnigan's golf team recently posted a third place finish in the Florida Commission of Intercollegiate Athletics for Women Golf Tournament held at Errol Estates in Apopka, Florida. Other tournaments found the Rollins women place second in the Falconette Invitational, second in the Rollins Invitational and fourth in the University of Miami Invitational.

The girls are now looking forward to the Nationals scheduled for June 17-22 in San Diego, California.

individual honors and help Rollins secure a first place finish.

The women netters are now preparing for the National Collegiate scheduled for June 9-15 in Kalamazoo, Michigan.

To list all of the athletes who have contributed to such a successful season would not be in the interest of time or space for this column, but the achievements and the hard work of all Tar athletes is not going unrecognized - we know who each of you are and we thank you for what is and always will be a Year to Remember.

In volleyball action Miss Jarnigan's Tarettes posted a respectable 17-11 season which came during a time when the squad was undergoing rebuilding pains.

Miss Mack piloted the Tarette basketball club to a berth in the Association of Intercollegiate Athletics for Women Region III



DEAR FACULTY, ALUMNI, ATHLETES, STUDENTS, AND MEMBERS OF THE ROLLINS COMMUNITY:

Circa 1984 I am writing this letter in the SANDSPUR in response to recent accusations of favoritism to athletes on this campus. It is my duty as President of the College to present to you an honest, impartial examination of the facts.

It has been said that athletes receive privileged treatment concerning financial aid. It is true that the college has an incentive plan in order to assist high school athletes in making the important decision of which institution of higher education to attend. The amount of award, I am happy to say, does not exceed \$10,000 per year for any one recipient of athletic aid. It has been stated that the athletic awards policy is unfair, since it is not based strictly on need as are the other forms of financial aid. May I drive home this point. There are many advantages in having strong representation in basketball, baseball, tennis, crew, and golf. If it is necessary to show the green in order to score a high rating in sports, then let it be so. Although the aid funds at this institution are limited, and some potential physicians and social workers may be turned away due to the consequent lack of resources, I feel wholeheartedly that the present financial favoritism served to athletes is not unreasonable and therefore totally justified. No matter how you slice it, as long as team spirit and competition and the will to win exist as motivating forces on this campus, the athletes will continue to be rewarded.

Some students have complained about the work-study program from the athletes. These critics claim the policy is unfair and absurd, pointing out that the athletes neither work nor study. The non-athletic work-study people bewail their fate of doing time in the library, passing out receipts in the bookstore,

in the work-study program, but to take offense against the athletes is unreasonably foul and should not go without penalty.

Regular students on aid must maintain an 8.0 cumulative average in order to renew their aid, but the athletes need only keep a 6.0 average to renew their assistance. Some critics say this discriminates against the non-athletes. Let me strike this point. The athletes are under much more pressure than the average Rollins student. The long and grueling practices, the many field trips, the intense planning, the strenuous coaching, anxiety from conflicts with classes - all of these things wear and tear on the athlete. As a result, he does not have the time or energy left to knuckle down to serious study. Since our boys in blue have a harder time getting to first base, they should be given more leeway with their batting averages.

Not only do students complain about our own athletes, but also about the priority shown to visiting teams. Visiting athletes are given special accommodations in Holt Hall. They are served steak and expensive proteins. An upset student approached me the other day about some alleged inconveniences caused by the visiting athletes. "What kind of racket are you running here," she cried, "Those barbaric orangutangs come into the beanery like a herd of elephants. They slow down the lines, sling sweat everywhere, and devour the food like giant vacuum cleaners. I'd love to see them in cages where they belong, but you don't have the guts to do it." There are some dissatisfactions engendered by the visiting athletes, but let me say beforehand that it is not my fault. In fact, no one is to be blamed for this policy. When the visiting teams return home, they can say, "No school can match the service, food, and treatment at Rollins College, no matter what their students say!"

Other favors are supposedly shown to the sports players. The crew team, for example, went on that trip to Europe. They also were



foregoing portion of this letter to the editor of the SANDSPUR for preliminary approval. He enjoyed my writing and said that I had fielded the questions about the athletes very well. However, he suggested that since the athletes get work-study exemptions, special meal privileges, paid vacations, excessive praise, a large part of this college's time and resources, and tens of thousands of dollars in arbitrary financial aid, the school ought not to hand them off so easily. That is, upon graduation, the athletes should belong to the College, having been legally purchased, nurtured, trained, and claimed as dependents for so long a time. After commencement, there should be a festive auction held in the Sandspur Bowl, to which professional sports representatives from all over the nation would be invited, and at which our best athletes would be sold to the highest bidders. The

"Freedom of speech is a safeguard for the mass of men everywhere, an assurance that neither government nor dominant interests of any sort shall further their selfish or sinister ends by deciding what the people shall be allowed to say or to hear said."

-William S. Paley

Out of Archives

money obtained therefrom would be offered as scholarships to aspiring psychologists, artists, chemists, businessmen, teachers, mathematicians, engineers, sociologists, actors, and other forgotten liberal arts majors. Those athletes that could not be sold, due to unpopularity or inability to sign contracts, could remain as part of the college's physical plant, to be appropriately employed as groundsman, janitors, repairmen, and road blocks.

Mr Fredericks' proposal is modest, ingenious, comprehensive, and not without good points. However, since it is unfair, discriminatory, and without demonstrated need, I must reject the plan as wholly inconsistent with the objectives of a liberal arts institution.

If you, the student body, have any questions about the straight-forward information I have presented herein, please feel free to contact me or the Chairman of the Athletic Supporters Committee, Jacques S. Trapp.

"In academics, always looking up."

Yours,
The President



traveling around campus to deliver mail, being cooped up in some office, or having to do some menial, disgusting, and intellectually stultifying drudgery. On the other hand, say the protesters, the athletes get to do something they enjoy while at the same time getting paid for it. These objections are to be considered, but I think students should not howl injustice and let their objectivity degenerate into fallacious drivel. We must remain, as I am in this letter, in a neutral referee frame of mind. If we pick sides, we are shooting for trouble. Actually, the athletes must work just as hard as any work-study student on this campus, and they even sweat much more. Our athletes may put in less than half the time of the student assistants in the library, for example, but they work more than twice as hard. As compared to the daily "toil" of other work-study positions, do you not think it is unpleasant for a cager to go to the court with a sore toe or to miss a basket in a practice game? There may be some inequities

treated to dinner at the McKean mansion. It was no stroke of genius that got them these concessions; it is said. Furthermore, the anti-athletes argue, the athletes get to go on trips and play games out of town. For this, they are excused from classes and given extensions on their work. Admittedly, the sports people do get a sort of academic license. We cannot ignore this favoritism or sweep it under the rug. However, our athletes cannot possibly play all their games at home. Now and then they must go to Maitland or Europe. Of course, they cannot shell out the cash necessary to finance these excursions, so they must be subsidized. And what are a few honorary dinners? They mean nothing. As for the academic leniency, we must keep their RIGOROUS SCHEDULES IN MIND. Athletes must travel light. Therefore, concerned students, I ask you to remain objective and not rock the boat on this matter.

To show you just how far out of hand this athletic controversy can get, let me tell you what transpired the other day. I sent the



"The veil of mystery is being lifted and the elitist label is being removed from the organization. . . ." and unusual presidential statement in an era of cover-up. The new Board of Directors of the Student Center is taking a fresh approach and dedicating themselves to their main purpose of serving "as an official center of student life."

During the past three years the Center has made great strides in organizational growth and development. It is time now, however, to change the emphasis, and the new B.O.D. is determined to better serve the needs of all students.

The task that faces the Student Center is "to sponsor a broad co-curricular program of education, recreation, and entertainment for the Rollins community." It has always been the Center's intent to expand the scope of programs while improving the quality. Charged with this responsibility and entrusted with student (your) funds, the ultimate success rests in the hands of the students. A greater depth and range of student input will yield a broader scope of Center programming output. Our goal is to best serve you of the Rollins community - the students, faculty, and administration.

The Video Programming Experiment that the Student Center was sponsoring last week, May 6 through 13, was an integral part of our attempt to appeal to the greatest number of students through an effective and stimulating medium. Under the direction of Jim Teicher, this experimental week featured three programs of the Video Tape Network (VTN). "Future Shock," narrated by Orson Wells, was a film version of Alvin Toffler's important thesis that man finds himself to be a victim of his own technological strength. "Jim Croce," a 30 minute musical program featured Jim Croce and his lead guitarist, Maury Miehelsen. The program was produced only months before their tragic accident. In the spirit of programming for a diverse population, the third program was "Reefer Madness," a 1936 film which dealt in marijuana - "The Weed From the Devil's Garden."

A VOICE FROM THE BASEMENT

After a successful experimental week, the B.O.D. is considering the incorporation of video programming into regular student center programming for the constant and continuous potential it offers. According to Jim, television programming would insure "good, interesting, educational and entertaining programs on campus all week, every week." In addition to the VTN programs, other television possibilities include promotional tapes, campus informational shows, interviews with guest lecturers, sports events, and student produced entertainment, as well as reception of Channels 24 and 35. The Center is anxious for student feedback to better determine the various programming areas to investigate and perhaps incorporate into Student Center areas of presentation.

The on-campus Pub proposal, researched and presented by graduate student Tom Shields to Mr. Zellers, is another issue that the B.O.D. of the Student Center is considering. At a meeting April 25, the B.O.D. made recommendations to the proposal that reflected various concerns to best serve the interests of the student body. As of that date, a Pub on campus by next fall seems to be a most likely possibility. The proposal will be considered at the May meeting of the Board of Trustees of the College.

Somewhere in Never-Never Land, sits a beautiful new Student Center building. For at least the next five years, however, it will remain but a dream, or an artistic sketch tacked to some office wall. Until then, the Student Union Building as a setting for comfortable and enjoyable interaction among the members of the Rollins community, is extremely deficient. This is indeed an understatement, and recognizing the urgency of the situation, the Student Center is presently compiling a list of physical improvements that must be made. Should the new Pub occupy the Union, our proposed improvements will be coordinated with the design of the Pub.

The Films programs, perhaps the most recognizable area of the Student Center activities was the focus for the remainder of the term. "Lady Sings the Blues" with Diana Ross as Billie Holiday was the May 3 highlight. Terror fans should delight in the May 10 presentation, "Tales From the Crypt." Finally, ". . . cast from an insulated academic environment into the fantastic vagaries of an amoral upper class society," most incredible situation, is Dustin Hoffman as "The Graduate" scheduled for May 17. This film concludes the Student Center presentations for this academic year.

Ralph Nader, consumer advocate and author was the headliner for last month's programming, when he addressed a crowd of 1,200 in the Field House on April 16. Impeachment of the President, the focus of his talk, was his prediction for the fall. Nader termed the Watergate affair as "institutionalized, authorized crime operated directly out of the White House."

In the area of entertainment, the Coffee House presented Matthew and Peter on April 19. The rare opportunity for social interaction, in the combination of students, beer, and plenty of conversation in effect "stole the show." The need for a constant forum for wide scale social interaction was indicated by the reaction of the 300 students present. This seemed to reinforce the need and value of a campus Pub.

The Union is your Union, and the Student Center would like to best serve your needs. The Board of Directors welcomes your ideas and suggestions, and your participation in a variety of ways. B.O.D. meetings are open to anyone interested, and the Committee Chairmen are open for members. The nine student members of the new B.O.D., who assumed office in March are:

Joanne Rambone
Student Center President

President
Secretary
Comptroller

Joanne Rambone
Brenda Martin
Jim Gewin

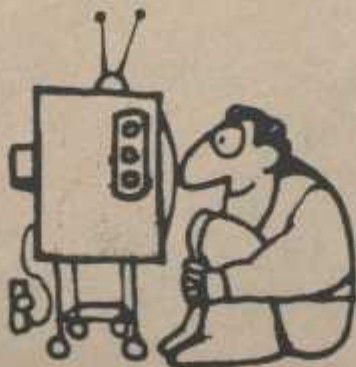
Committee Chairman

Social Entertainment
Coffee House
Educational Entertainment
Films

Frank Joseph
Mark Maier
Don Shuck
Roxwell Robinson
Victor Crumity
Susan Curran
Jim Teicher

Publicity
Special Projects

B.O.D. meetings are held every Wednesday at 5:00 p.m.



"EXECUTIVE PRIVILEGE"



Tom Newton:

Two years ago, the Student Association embarked on a path that it hoped would lead to smoother, more efficient government. The Student Assembly, with its representatives elected from a small constituency was replaced with the Directorate, a body of thirteen elected at large. The second most significant change of the new system was the elimination of Faculty and Administration representation. The first move was for efficiency and the second for increased autonomy of student government. Both attempts have failed miserably. The Student Association had become too streamlined to be effective. Students lost touch with the association which was supposed to be representing them, and the President had no sounding board of representative student thought. There was a lack of student coordination in the committees of the all-college structure. Consequently, the President, under the aegis of the Student Association, did not speak for the majority of the students, but for his own conscience. But this is not the fault of the man. It was the fault of the system under which he was operating.

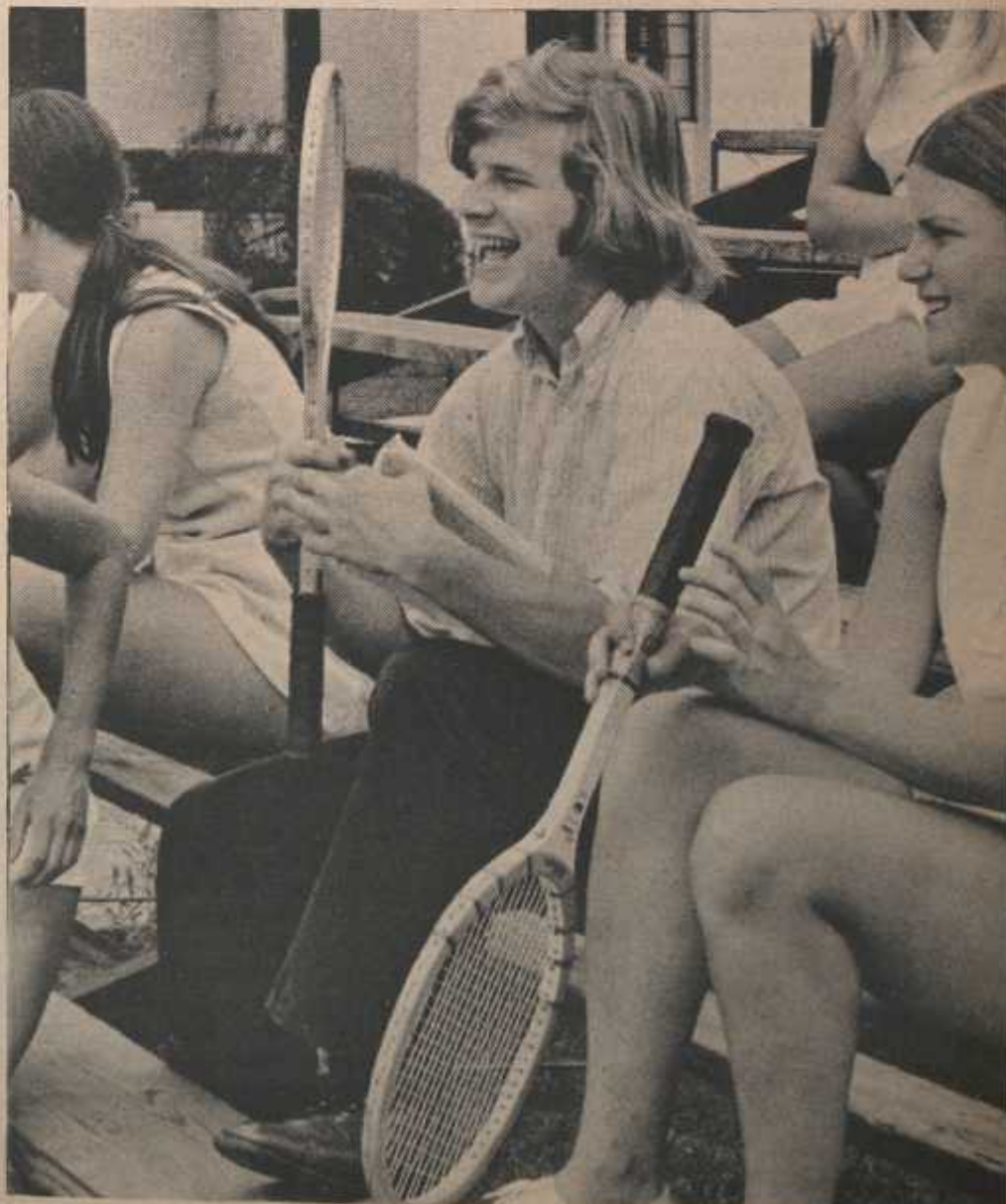
The solution to this problem is twofold. Even if there is such a thing as an ideal governing structure it would not be effective without active student participation. This year there are twenty-two unfilled student committee positions of the all-college structure simply because there were no candidates. If these positions could be filled by responsible students coordinating their philosophies with the Student Association, the students could form a strong political force.

To accomplish this we have to make two major revisions; the reestablishment of an old idea and the addition of a new idea. First, we must return to a more representative legislative system. We must elect our representatives from a small and definite constituency; electing one representative from each of the smaller living units and one from each floor of the larger dormitories. Second, we need to incorporate our legislative body into the all-college structure in a new way that will avoid haphazard coordination of student input. Valuable contributions of student

opinion could be made in the College Senate and in the College Committees. Meaningful student input in terms of representation can only come from the student legislative body. Therefore, let us combine the two; the student Assembly members and the students on College Committees. Instead of electing student Senators and Committee members at large, let's elect the majority of the positions from the seats of the Student Assembly where student opinion can be evaluated and consolidated into student policy. The representatives serving on the all-college committees would serve in the same capacity as committees of the Student Assembly.

The other existing flaw in the college structure deals with the inequitable percentage of student representatives on the standing committees. Presently, Student Life and Government is a subcommittee of the College Activities Committee. This subcommittee deals with policies of visitation and student oriented aspects of college life. First, this is not an area of subcommittee status; secondly, students should hold the majority position on questions that may abridge their rights as adults. Likewise, only token student representation is needed on the Standing Committee on Professional Standards and Ethics which deals with such matters as tenure for the faculty.

In the three years that I have participated in the Rollins Student Association there has been some progress, but more consternation. It seems that college policy has been waving a red flag in the face of an ineffective Student Association. The heat is on us as students. The Administration and Faculty know that the initiative is upon a Student Association that is organized and efficient. A favorite administration cliché reads that "the students dropped the ball." The typical student response is: since there was no real significance in the Student Association, there was no ball to carry. The irony of the situation lies in a fact that I think the Administration is aware of. The students really could tip the scales of any issue if they were organized effectively. This is the object of my proposal.



NEW COURSE OFFERINGS

The History of North and West Africa course, offered by Dr. Miller and Dr. Ling this spring term was designed to teach the student many aspects of African history and culture from ancient to present times. It did, and much more! Not only did we have the opportunity to study the early origins of various tribes, but also the opportunity to study the different African characteristics involved in language, art, music, dance, religion, magic, traditions, and even foods. We listened to different dialects on records, compared the African beat with present day music, saw slides and carvings of particular art works, watched dance ceremonies, observed different religions, witnessed supernatural happenings, and tasted traditional cooked and uncooked meals. It is true that the aforementioned are all helpful contributions in learning a history of a continent, but even more important is how all these different aspects of African civilization were influential to the development of other cultures such as our own. We delved into Black Africa and studied true blackness. "The blackness that gives strength, rhythm, and spiritual meaning to many things in the rest of the world. This Black Power which is the basis of jazz and modern music is the same Black strength which creates the spirit of all modern art, figurative and non-figurative." We unraveled the true Africa as Africans had seen their own continent before the destruction of the European colonizers who were determined to show Africans a better way of life. However, "the minds of Africa and Europe did not combine."

Negrotude, a term used to describe blacks' pride and self-appreciation of the African past was explicated throughout selected novels and poetry forced us "to feel" the Africans' point of view towards all mankind.

Oral and written projects were presented by the students to acquire further information on anything and everything to help release the many secrets and mysteries of the continent.

Due to a lack of time, a lack of sufficient materials, and a lack of teachers, such a course has never previously developed. It now has. Where other courses have failed, this particular course has not. Never before has just one course successfully been able to fully take advantage of the history of Africa to this extent.

WINTER TERM IN MARTINIQUE, FRENCH WEST INDIES, JANUARY 1975.

If you are interested in spending the winter term of 1975 in Martinique, please so inform Dr. Miller (2477 or Box 8) right away, as we are endeavoring to determine if the interest is sufficient to warrant the program.

This is a five-week academic study program, corresponding to the "Jan-Plan" of 4-1-4 college calendar. 1975 will be the sixth year of this program, under the sponsorship of the Rollins Modern Language Department.

LOCATION Fort-de-France, a modern city of 80,000, capital of the island of Martinique, an overseas department of France in the southern Caribbean, north of Trinidad.

LODGING Private homes, usually one student to a family, demipension (breakfast and one meal). All families native francophone: primarily Martiniquais, some continental French, one Haitian. Classes held at faculty villa.

COURSES OF STUDY

French

(1) French 201, first semester of Intermediate or Second Year French, accelerated and concentrated in five weeks. Material on French civilization focuses on Antilles and on Martinique. Taught by Rollins professor.

(2) French 321, Conversation and Composition, Third Year Level. Special course for Rollins group members taught by a French professor. Requires regular attendance in upper-level French language and literature courses at the Lycee Schoelcher or the Institut Martiniquais d'Etudes.

(3) French 413A, Litterature noire d'expression francaise, advanced special topic course. African as well as Antilles literature. Seminar form, requiring oral presentation and term paper. Taught by Rollins director. (This offering depends on demand.)

OR

French 399, Independent Study. By consultation with the director, the student selects an appropriate subject for an original paper, to be written in French. (Examples: Martinique folk or contemporary art, history, music, or literature, or other areas within the Humanities.) Directed by the Rollins staff.

English

(4) French 413B, Black French literature in translation. Corresponds to French 413A, but limited to translated works, including Fanon, Césaire, Senghor, and others. (Note: non-French speaking students will be lodged, in so far as possible, with Martiniquais professors of English. Regular brief classes in basic "survival" French available for these students.) Taught by Rollins professor.

COST: Approximately \$600, exact figure to be announced in October. Covers lodging for 32 nights, round-trip jet transportation Miami-Martinique, breakfast and one meal per day, classroom facilities and instruction, airport transportation in Fort-de-France, and excursions. Student will need an additional \$50, to \$75, for third daily meal, airport exit tax, books and spending money. Program is self-sustaining but operates entirely at cost. **SCHEDULE OF DEADLINES** Applications should be received by May 15th. \$50. deposit due by October 15th, refundable for any reason until November 1st. Balance of fee due not later than November 15th (refundable before departure only in case of an unforeseen emergency and partially refundable after arrival in Martinique at the discretion of Rollins College.)

EXCURSIONS: Past excursions have included the ruins, hot springs, and vulcanological museum of St.-Pierre, the Empress Josephine birthplace and museum of Trois Ilets, the rain forest and interior villages, and the Salines, one of the most beautiful swimming beaches in the world. Interested and energetic students have climbed (with a guide) the volcano, visited the orphan boys' home the potteries, the basketweavers, the cockfights, the folkloric dancers, and the archaeological digs in progress.

AIMS: To enrich the curriculum, to encourage the study of French in its own milieu, to provide an overseas experience for advanced students in French during the academic year, and to provoke, in students as yet unfamiliar with them, and enthusiasm for French language and culture.

FRENCH 113/413: SELECTED FRENCH NOVELS IN TRANSLATION*

R. Dawson instructor.

This course is open to all students, no prerequisites. Those taking it for major credit will read the novels in French. Works will be chosen which tend to illuminate the times, beginning with the twelfth century (*Lancelot*, *Yvain* or *Eric* and *Enide* by Chretien de Troyes, courtly love, the battle of the sexes in the Middle Ages, etc.) and leading through the eighteenth and nineteenth centuries (*Dangerous Acquaintances* by Laclos and the art of corruption; *Justine* by the marquis de Sade and the aesthetics of perversion; *Madame Bovary* by Flaubert examined as an attack against romanticism; and others). The course will be taught by lecture and discussion incorporating music, slides and other audio-visual tools, supplemented by student reports. It satisfies a foreign culture/distributional requirement.

EX005 THE MIDDLE AGES: MYTHS AND REALITIES

Do you know how to make gold from a stone?

Can you recognize a dragon when you see one?

How well do you exorcise devils?

Have you wondered what the mystics saw in their visions of eternal places?

Do you know what turned Abelard on and cut him off?

Have you asked yourself why Bad King John was bad?

What do you know about the origins of our political institutions?

How are you at reading a stained glass window?

Would you like to try to enter the medieval mind?

These and other fascinating mysteries of the Middle Ages will be revealed to you in this experimental course, team-taught by Levis, Miller and Wettstein. (Fall 1974, Tuesday and Thursday 2-4.)

This course is planned to consider the conjunction of faith and reason in the search for wisdom and salvation during the Middle Ages. The materials will be set in an historical framework, and will include the examination of medieval life and experience as seen in music, art and literature. Topics treated will be witchcraft, demonology and alchemy; feudalism, heresies, St. Augustine and the medieval culture; the veneration of the Blessed Virgin; monasticism; the Papacy, Church versus State, the Schoolmen and the Thomists; and the position of the Jew in the Middle Ages. Readings will include *Medieval Philosophy from Augustine to Nicolas of Cusa*, *Scholasticism*, *C'd German Epic*, Norton Critical Studies in Art History: *Chartres*, Pirenne's *Medieval Cities*, Huyzinga, *The Waning of the Middle Ages*, Wadell, *The Desert Fathers*, *Medieval Myths*, and others. During the unit on monasticism, a special activity is planned, a direct experience with the monastic life at an off-campus site known to Dean Wettstein alone.



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Reason for Being.....

Formation of a Philosophy and Religion Club

How often have you heard the complaint that there are never any extra-curricular activities on campus that are intellectually stimulating? Perhaps you've even heard your alma mater referred to as a country club or more recently, as "Camp Rollins." There has been a lot of talk, healthy talk, about getting rid of the playboy image. But how can this be done?

No doubt we have a lot of work to do before our school's principal icon is something a little more academic than a tennis racket. I know of at least one thing that is being done which seems very valuable.

Last fall something exciting happened in the Philosophy-Religion Department. Dr. B. B. Wavell had the idea of starting a Philosophy-Religion Club. The word was circulated, and Thursday evening, October 2nd a group of philosophy and religion majors and professors got together in Woolson House to discuss how such a club could be organized. A five member executive committee was elected and the work began.

A constitution was written, submitted to the club, and approved by the membership. The statement of purpose in the constitution reads, "The purpose of the Philosophy-Religion Club is to provide an opportunity for persons interested in philosophy and religion to participate in extra-curricular investigation of issues in these subjects." Later this year, the Directorate recognized the club as an official organization on campus and granted it a budget.

At first the club met every other Thursday evening, but recently the interest has been so keen that they have been meeting weekly. In these meetings there have been some very interesting presentations and discussions, on such topics as; Evolution, God, and Man (from Dr. Karl Peter's paper "The Image of God as a Model for Humanization," which will soon appear in ZYGON, a journal of Religion and Science. Right to Life Issues, such as euthanasia and suicide, and a panel discussion of the EXORCIST.

Throughout the year the club heard presentations from students, faculty, and guest speakers. Then, on May 1-2, the club was pleased to sponsor its first annual guest lecturer, Dr. Harold Stahmer, author and professor of Philosophy and Religion at the University of Florida. Dr. Stahmer presented a series of three lectures on the Jewish religious thinkers Martin Buber and Franz Rosenzweig.

The first year for the Philosophy-Religion Club has been extremely successful. I trust that this organization will continue to be one that will improve the academic value of extra-curricular activities at Rollins.

by ROD PINDER JR.

Pollution: it's a crying shame



But does it have to be? Not if you do something about it. So the next time you see pollution point it out to someone who can do something about it.

**People start pollution.
People can stop it.**

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No Jorgensian simpering nor Buckleyian condescension marked Ralph Nader's entrance to Enyart Alumni Field House on April 16. Though bedazzled by local and campus photographers, he acknowledged the applause, introduction, and jumped right into his speech.

Though Nader said he would speak of the impeachment process, the main import of his speech was the analysis of why impeachment has become an urgent issue.

Relating specific incidents, Nader traced how the presidency gained an over-balance of power. He claimed the four main reasons for the abuse of power were 1) the intricacy of the decision process, tending to eliminate large groups (like Congress); 2) the "need for speed" also difficult to achieve when dealing with large bodies; 3) the advance of technology, citing the number of computers to which the White House has access, enabling it to "provide masses of data which may be quite biased and incomplete." And last, the "resurgence of Toryism," that the American governmental system had nearly become a "secular monarchy." Nader quoted polling statistics: Nixon popularity is down to 25%. The other 75% are wondering why the die-hard supporters won't realize that Nixon "has done what he's done." He accused these 25% to be Tories needing a king who can do no wrong.

Yes, according to Nader, the president is wrong, and has committed crimes, and the White House has shown "intransigence and defiance" while breaking the law. Nader accuses the American people of permitting the President to usurp power, and Congress of abdicating. Using the impoundment of funds, the obstruction of justice, and the destruction of evidence as examples of abuse of executive privilege, Nader warns that if these actions go unpunished, "we'll have developed into a nation where the president is above the law."

After a short digression into sufficient causes for impeachment, Mr. Nader proposed several of his own solutions. First, to provide for "accountability of the president between elections," when the work takes place. The threat of impeachment is apparently not sufficient. Second, that executive privilege be curtailed. Third, that public financing of campaigns is a necessity, to prevent such occurrences as the ITT and milk fund scandals. Fourth, Congress has to reassume the power it has abdicated, especially in relation to impoundment. If this power continues, the President has in effect a veto which can't be overridden. Fifth, that the President's case should have been tried in the judicial system and not left to Congress to deal with.

"If the president is brought to justice, an age of reform will follow. No longer will people be able to say, 'you can't fight city hall'." He foresees five immediate results if the impeachment is successful: The White House budget will be reviewed; impoundment will be declared illegal; executive privilege will be narrowly defined (not extending to crime); a limiting of the number of special assistants, all of whom must be confirmed by the Senate; and a clean-up of campaign financing. In one of his finer sarcastic moments, Nader indicates that Congress' refusal to enact such legislation has had the effect of renaming Capitol Hill "Withering Heights."

Mr. Nader fielded a few questions from the audience, and departed shortly, apparently eager to begin his next crusade.

MAKE ROLLINS A WALKING CAMPUS

There has been a new idea recently considered and I want you to consider it. The idea is to close off traffic on central campus. Now wait, before you walk away or rip this down why don't you consider some of the possibilities. In the first place in this day and age we should all do our part in helping improve the environment. By having no cars allowed we would cut down pollution AND improve the scenery by putting in some landscaping. Or for you athletes out there, we could put in some recreational facilities (handball courts, basketball).

Really it isn't that much of a hassle to walk an extra five minutes across campus, in fact it is good exercise for all the lovely girls to keep their figures. Colleges all across the nation are closing off traffic on their campuses, University of California, Gainesville, Kent State, to name a few, and out campus which is comparatively small has done nothing.

We all know that the traffic that goes through Holt tends to be a nuisance, particularly on basketball night and theater nights. With it closed off we wouldn't have to worry about getting hit on our way to Bush, Crummer, or the theater.

Consider it seriously, let's do our part in saving the environment and in improving the scenery. Make Rollins a WALKING CAMPUS, make it even more beautiful - CLOSE OFF TRAFFIC IN THE CENTRAL CAMPUS AREA!



THE BLACK STUDENT UNION

No Longer Bull ★ ★ ★ ★

Like a child who confidently rises to take its first step, then from the lack of experience, falls flat on its face, the Black Student Union of Rollins College is now recovering from its facial wounds.

After severe and detrimental changes in the administration of the BSU, this organization has seen its most difficult year in its short three year history. After a severe budget cut for the 73-74 school year, the BSU proceeded to plan for its only function of the school year, which is the annual Black Awareness Week in February. That was the only function that the Black Student Union performed for that year mainly because of a un-operational budget and the lack of numbers in the membership of the Black Student Union.

This may seem to be a function that can be related to nothing in the eyes of our constituents, but Black Awareness Week is a function to educate and familiarize the majority of the people of the campus and community to the educational as well as cultural aspects that Blacks have contributed to the American mode of life. But as a conclusion to be drawn from the comments made of any of the Black Awareness Weeks presented on this campus, all the majority of the people of this campus like to do is to dance and eat Soul Food.

Taking those few observations into consideration, I, as the newly elected president of the Black Student Union, will once again strive to produce a successful Black Awareness Week, keyed to educate the majority. I shall also strive to create a Lecture Series, which will have for topics relevant social, political, and economic problems of the time, with noted Black and White scholars as lecturers. These lectures will hopefully be monthly events. The BSU will also take on a full-pledged attempt with the help of the Admissions Staff, to increase the enrollment of Black students at Rollins, and as a sideline of that venture, see what can be done to increase the number of Black faculty members and try to create a program of Black studies. As a final program, the BSU will try to make this educational community more open to the Black Community of Winter Park and Orlando.

These are my hopes and aspirations for the Black Student Union for the coming year. It is an enormous project to undertake with the odds that are against us. But I do believe that the 74-75 school year will be the best year the BSU has had, and the child will rise to fall no more.

ROXWELL J. ROBINSON
Pres., Black Student Union



desert arts

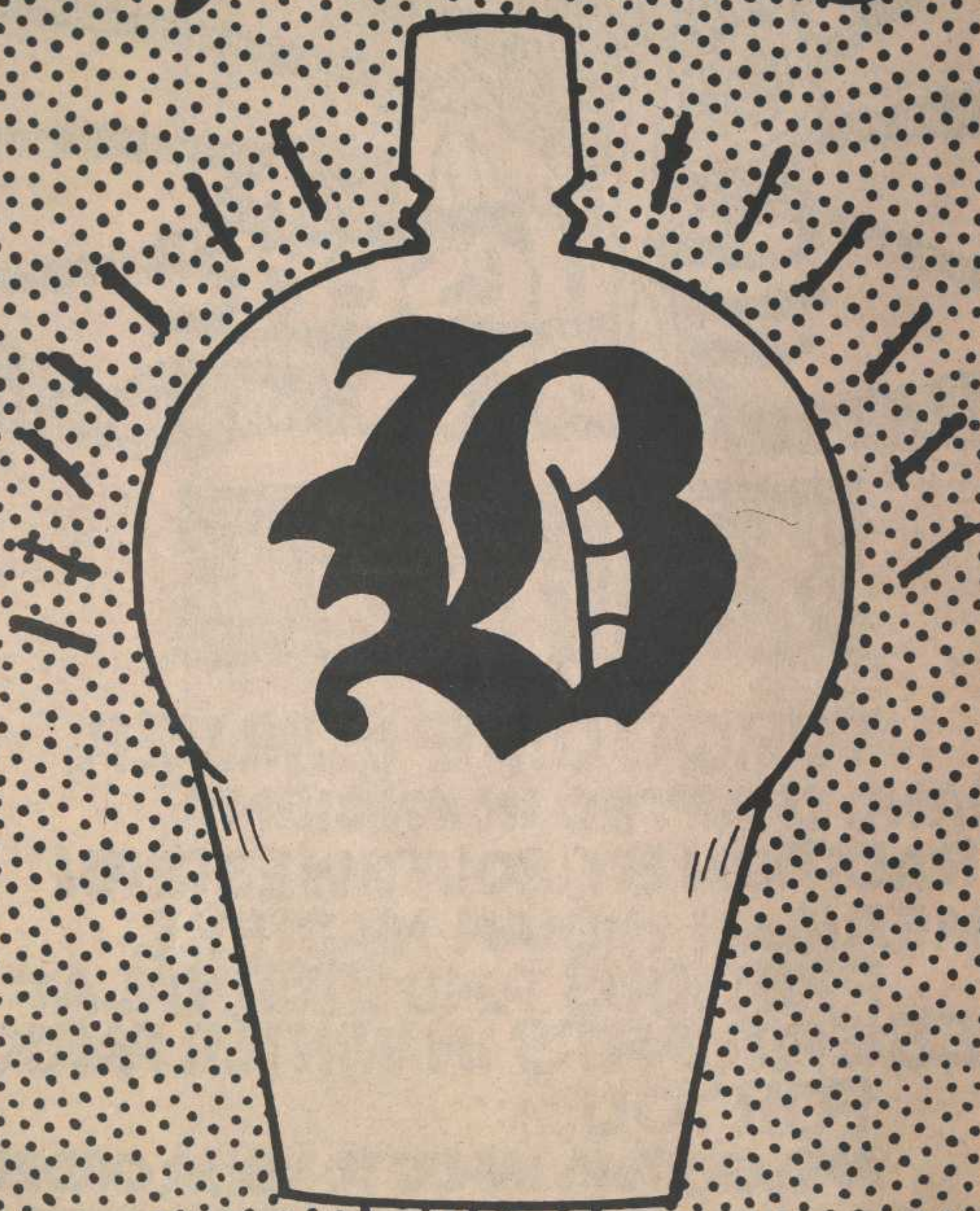
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