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**STARS**

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Rollins College

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# THE SANDSPUR

ISSUE 11 VOL. 81

DEC. 6, 1974

## FORUM

### ALTERNATIVE HOUSING: NEW CHOICES?

#### INTEREST SPARKS MEETING

by: FRAN GOLDSTEIN

Ever since the undramatic announcement of the possibility of housing living/learning groups in Pinehurst, College Arms and a floor of Rex Beach, the wheels of college government have been grinding; and the idealism of faculty and students has given rise to waves of intellectual excitement.

Last Tuesday night, in anticipation of the wheels moving through, an alternative housing meeting was held. Coordinated by Mike Seely, the program content ranged from the last 18 months history of the alternative housing concept to proposals for actual use of the houses.

Dr. Hoyt Edge kicked off the evening on a "reactionary" note, contending that the need for alternative housing comes from the spirit of the sixties, a time when student activism was the norm and people really cared. Dr. Edge sees alternative housing as an attempt to bridge the gap between the social and intellectual elements, a gap which occurs far too often at Rollins. Intellectual pursuits seem to end in the classroom. The idea behind living-learning groups is "to create a social, community life around intellectual interests." Living/learning houses will provide the groups with "a sense of unity and community needed to fulfill their intellectual aspirations."

Dr. Edge returned the mike to Mike, who promptly gave it to Nan McHenry to explain the history of the alternative housing proposal. The original notion sprang from the study done on Greeks last year. It was found that Greek organizations have fewer members transfer, and more members actually graduate from Rollins. It was thought that some of the independents, frustrations might be lessened if they had an organization which catered to their interests. The seed was sown and an ad hoc committee of the CAC was created. It formulated four proposals which the CAC and the Student Assembly have now approved. Friday, the final test--the Senate vote--will be taken.

Nan relinquished the floor to Kathy Hart, who spoke on Holt House, Rollins' "alternate college" based on an independent study, contract learning system. Kathy proposed that those in the program be given the opportunity to live together.

Formal presentations ended at this point, and various members of the audience contributed proposals for living/learning groups. First, Mark Maier proposed a political-social action house. Members of this group would be aware of the current world situation through news broadcasts and a house library consisting of subscriptions of its members to periodicals as varied as *Time* to *Mind* to *Psychology Today* to *Epos*. The group would utilize both college and community personnel for lecturers, dinner guests, internships prospects, and in various other capacities.

The next proposal forwarded for an ecumenical house, which called for students from all disciplines. Those interested in pursuing a religious life, analyzing religious

thought, and approaching the religious experience in assorted ways are welcomed to this living learning group.

The last proposal was based on arete, Aristotle's notion of self-actualization, and involved a detailed philosophical exposition. (See the article on Arete in this issue of Forum.) Basically, Arete is excellent achievement, and the house would welcome those whose intellectual efforts resulted in some shareable commodity--a film, a poem, a paper, a play, project, or just experiences and ideas to be talked out and over.

Dr. Steve Phelen also made a bid for a creative arts house, conceding that while such a group could fall within the confines of arete, it might want to become more specialized and separate from the broader notion.

The nagging question of sex reared its ugly head--this time to be struck down by the fortuitous use of logic. Male and female students have intellectual aspirations, and co-educational housing for the limited number who opt for it will cause no forced changes in visitation or life styles for other students.

After several other minor questions of clarity, the audience drifted toward the table of its favored proposal. Ideas were flying fast and furious, but finite definitions and concrete plans were elusive. An open house will be held Saturday, December 7 at 6:00 p.m. in room 342 of New Women's Dorm. All those interested in the ideas listed above or with other ideas for alternative housing are urged to attend the open house, which will facilitate exchange of ideas.

If the reader has an idea for a living/learning group not listed above, such as a language house, an international studies house, or anything else connected to the wide range of human endeavor, the following are the criterion for establishing a living learning group with access to a house:

- 1) The group must have enough members to fill 80% of the house requested; College Arms, 14; Pinehurst, 23; and one floor of Rex Beach, 30.
- 2) Provides intellectual stimulation.
- 3) Promotes social well-being.
- 4) Involves Faculty.
- 5) Involve/be of service to the entire college community.
- 6) Goals of the group will be enhanced by living together; educational as well as social significance.
- 7) Be interdisciplinary.
- 8) Contribute to the growth of the college.

All those who are interested in working on alternative housings should contact Mike Seely, Box 2255, Ext. 2652.

#### POLITICAL & SOCIAL ACTION HOUSE

Among the alternative housing arrangements being talked about with the advent of the School's proposed "Living-Learning House" concept, is an arrangement tentatively labelled "The Political and Social Action House."

Essentially what the house is about, is to provide an environment where a select group of 23 students who are really concerned with the problems they see in their country and the world today. Students who see Rollins as more than just a fun place wherein to "party away" 4 years - can get together.

The project center would be Pinehurst, and interested parties should note that membership, depending on the demand, shall be dual in nature: A person being classified either as (1) a resident participant or (2) a non-resident participant, thereby not restricting involvement in the program to merely the 23 residents.

As far as the activities involved go, the plans are to watch T.V. news on a daily basis, and then getting together at least once a week to discuss any current issues which are of particular interest to any of the participants.

We anticipate that between the 23 of us, there will be a wide variety of subscriptions to different periodicals (*Newsweek*, *Time*, *Psychology Today*, . . .) and newspapers (*Wall-street Journal*, *New York Times*, *Washington Post*, . . .). With the dorm-wide circulation of these publications, the primary goal of heightening and maintaining the social awareness of the participants will be further realized.

Aside from keeping up with the daily news through TV or printed publications, and the weekly discussions mentioned above, there could be weekly or bimonthly seminars involving various campus personnel (teachers, administrators, employees, . . .) and/or off campus visitors (lawyers, Doctors, gynecologists, journalists, . . .). These lecture/discussion sessions would be open to

the entire college.

And finally, going under the assumption that knowledge and awareness of the issues should go further than constituting simply an intellectual exercise, we fore see the possibility of even writing our congressmen, should a given issue sufficiently provoke us, and maybe reviewing, critiquing and even proposing legislation. This, of course, would be done on an infrequent & irregular basis, and only where (a) an issue is really disturbing to a number of the residents and (b) their other time-commitments allow them to act in this fashion.

The secondary benefits are obvious. Guys learning how to cook and sew, girls maybe learning how to repair cars and appliances (depending on the abilities of the other participants).

This brings me to a final word on this proposed living arrangement:

Membership in the project, while limited to only 23 resident participants, is open to everyone on campus who gives a damn about what is happening in this world right now. "Common Cause-ers," "Z.P.G.-ers," "Public-Citizens," Environmentalists, Anyone who is concerned with how our nation and the world appear to be coming apart at their seams is encouraged to apply. This includes absolutely anyone who has both the desire to know what is going on (i.e., escape the college = island syndrome) and the will to possibly do something about it - regardless of sex (in fact, we'd prefer a 50/50 split), major, G.P.A., Greek affiliation or any other discriminatory criteria. (The selection process a yet is uncertain). If you see yourself as someone who would like to participate in the kind of program this proposal offers, contact Mark Maier, at P.O. Box 1905, or talk to Ivan Fleishman or George Westwood.

by: MARK MAIER

#### Attention: Students and Faculty

#### BRAIN-STORMING MEETING

Rm. 342 NWD Sat. 6 p.m.

Susan Nappa & Jo Faulkner



# LETTERS TO THE EDITOR

Dear Editor,

We at the Student Aid office would like all your beautiful readers to get an eyeful of some of the dandy new programs we are offering for the Spring Term, which will be upon us. I am sure you are aware, quick as a flash. At that time, many students will be rendered nearly bankrupt by the rising costs of college education, and we here at the SA cubbyhole want to extend our help to all the needy students during this needy time of need.

Here are some of the new loans programs to be offered:

**THE SWORD OF DAMOCLES LOAN** - With this program, a student can borrow up to \$600,000 at one time. And with the reasonable 37% interest charge, compounded weekly, the student eventually will find his world crashing down around his ears. Then we lower the boom and close in on his home and property. All of this, you understand, happens so quickly that the kid will never know what hit him.

**THE STARDUST LOAN** - With this loan, the student has an easy repayment plan: he or she can show up each Saturday evening at Bill Loving's house with an accompanist and entertain Bill with a half-hour program of his favorite Hoagy Carmichael songs. Two years of this and the loan is repaid! And Bill Loving is pretty sick of the sound of your voice.

**THE HOMES & GARDENS LOAN** - This loan can easily be wiped out by selling Bill some of his favorite magazines at incredible discount prices.

**THE WALLACE BROWN LOAN** - Related to the HOMES & GARDENS loan, this program allows the student to make up the debt by selling Christmas cards door-to-door, as a career. This show of gratitude will forever endear the lucky loanee to Bill's over-sized and over-cordoned heart.

**THE JACK LALANE LOAN** - Anyone who can whip Bill Loving into shape in the course of a semester is entitled to this loan. They wouldn't have to pay it back, either.

**THE CLARABELLE CLOWN LOAN** - This little number goes free of charge to anyone who can find Bill some old "Howdy-Doody" tapes, for his personal use.

**THE AU PAIR LOAN** - This program is available to anyone who can take Bill home with them, to New York, Switzerland--anywhere outside of Florida. He will do minor housework, and some cooking. Loves to travel.

**THE BET YOUR LIFE LOAN** - For any talented theater major who can teach Bill a proper Groucho Marx imitation. This would be invaluable in his endless attempts to phase Grover Gardner. As it is now, he barely manages to wiggle his eyebrows.

**THE "I WISH YOU WERE IN ALASKA" LOAN** - The final program offered for spring term. For students who can abide bullshit. A reciprocal loan that allows the student, when sitting in Loving's office hearing about where he is going to go with a college education, can in turn tell Bill where to go with his toxic cigars and rotten one-liners.

We hope, through this advertising, that students and faculty at Rollins will take advantage of the opportunity to borrow money from Bill Loving. Thank you for your attention.

Gifto Gab  
Head of Loving Relations  
Ignoramus Department

## NOTICE TO THE SANDSPUR:

The traditional Christmas Vespers, with carols, anthems and lessons by candlelight will be offered for students, faculty and staff at the Chapel on Sunday evening at 8:30 p.m. Prior services will be for alumni at 6:15 that evening, and for the general public on Friday, Dec. 6.

The Chapel Choir, under Alexander Anderson's direction, and soloists will present selections from Handel's "Messiah", the Magnificat, by Schutz, and songs of the Christmas Season.

Tickets of admission may be obtained from the Chapel Office.

DEAR EDITOR:

I have noticed in some recent Sandspur articles that my name has been used by a so-called writer who uses the monicker of "Grover Gardner." In the interest of checking out this person who claims to be a student at Rollins I have been unable to find any record that can validate his existence.

The College has no record of any student whose last name is Gardner and whose first or second name is "Grover." This has led me to the conclusion that your paper is participating in an operation not unlike the White House Plumbers with their secret code names, seeking to shield the real identity of the person calling himself Grover Gardner.

Rumors are rampant about his true identity. Some have said he is in actuality Wilbur, the Wonder Wart. Others claim he is Ambrose, the Ambulatory Swizzle Stick, while there are also those who suspect he has learned the secret of Lamont Cranston and has clouded men's minds so they cannot see him at all. One person claiming to have seen him said that he turned sideways and totally disappeared. I believe none of the above. In fact, I have discovered the truth.

First, we know he is a person with a wry, albeit, distorted sense of humor. Otherwise, he would not have chosen such an absurd name as "Grover." I submit he borrowed the "G" from his assumed surname so that the clue word is actually "Rover." By this he lets us in on the fact that he is a rover, one who is not really on campus, a wanderer.

In addition, someone once connected with the Sandspur has previously used the title, "Gardening Editor." This person is a "rover," one of the academic exiles now in Ireland. I contend, therefore, that Grover Gardner is actually an ill-disguised pseudonym for Peter Turnbull.

So come on Ms. Editor! Why continue this cover-up? Excoriate this myth! Admit the truth, that Peter Turnbull has lost his writing talent from consuming too much Guinness Stout, Irish mist and fog and is using this other name to hide that fact. We are on to you now. The truth is out! THERE IS NO SUCH PERSON AS GROVER GARDNER!

Bill Loving

DEAR EDITOR:

Just wanted to tell you I'm enjoying your Spray Can column very much -- I'm usually too asleep in the morning to appreciate Art Buchwald or Erma Bombeck adequately and by the time I come home the children have out everything out for the baseball pictures -- and this is a delightful substitute. Also liked Mr. Bobadilla's sensitive review of the Cartos and the account of what to do on Hallowe'en night (what does he have against double chins might I ask?) which seems to be kind of delicate (?) satire our way of life could use more of.

Sincerely,  
E. Miller

## CALENDAR OF EVENTS

<b>SUNDAY</b> 4:00 p.m. 6:15 p.m. 8:30 p.m.	<b>DECEMBER 8</b> Alliance Francaise Christmas Party, Casa Iberia Christmas Service for Patrons and Trustees, Chapel. Christmas Service for the College Community, Chapel.
<b>TUESDAY</b> 4:00 p.m. 8:00 p.m.	<b>DECEMBER 10</b> College Activities Committee, Bush 108 Casa Iberia Club Christmas Party, Hauck Aud.
<b>WEDNESDAY</b> 3:00 p.m.	<b>DECEMBER 11</b> Faculty Coffee, Knowles Chapel Lounge
<b>THURSDAY</b> 7:30 p.m. 8:30 p.m.	<b>DECEMBER 12</b> RWA Coffee and Cookie Exchange, Alumni House The Rollins Players, "Bacchae," Annie Russell Theatre.
<b>FRIDAY</b> 8:30 p.m.	<b>DECEMBER 13</b> The Rollins Players, "Bacchae," Annie Russell Theatre.
<b>SATURDAY</b> 8:00 p.m. 8:30 p.m.	<b>DECEMBER 14</b> Basketball vs Mt. Union College, Field House The Rollins Players, "Bacchae," Annie Russell Theatre

## FALL TERM 1974 - EXAMINATION SCHEDULE

### MONDAY, DECEMBER 9

Examination Time	Hour Class Held
9:00 a.m. - 11:00 a.m.	8:00 a.m.
2:00 p.m. - 4:00 p.m.	1:00 p.m.
	1:00 - 3:00 p.m. M W

### TUESDAY, DECEMBER 10

Examination Time	Hour Class Held
9:00 a.m. - 11:00 a.m.	11:00 a.m.
2:00 p.m. - 4:00 p.m.	2:00 p.m.
	1:00 - 3:00 p.m. T Th
	2:00 - 4:00 p.m. M W

### WEDNESDAY, DECEMBER 11

Examination Time	Hour Class Held
9:00 a.m. - 11:00 a.m.	9:00 a.m.
2:00 p.m. - 4:00 p.m.	3:00 p.m.
	2:00 - 4:00 p.m. T Th

### THURSDAY, DECEMBER 12

Examination Time	Hour Class Held
9:00 a.m. - 11:00 a.m.	10:00 a.m.
2:00 p.m. - 4:00 p.m.	12:00 Noon

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# MORE OPINIONS ON THE FAST

## response to bob bradley

Dear People:

On the designated day, November 21, America was asked to fast. I did. I had no breakfast, lunch or dinner.

I have never apologized for success. Nor did I then. I did not do so out of guilt or as to punish myself for someone else's plight. Nor, allegouically, did I flunk a test to "identify" with the intellectually bankrupt.

What I *did* do, and what the rest of us did on that day, was an acknowledgement of our own good fortune to be born in this Country (which can scarcely be construed as an accomplishment on our part). I felt the need to remind myself of this, as I too, was beginning to take for granted the relative luxury which our economy affords. Allegouically, I flunked a harmless, insignificant quiz to better place myself in a position to better understand a person who, because he had to spend his nights working since his parents didn't spring from middle suburbia, was forced to withdraw from school. What some call guilt I call a grim recognition of reality and the facts of life.

The United States today along with the rest of the "have" nations is the product of a long succession of historical events. You cannot divorce its current status from this developmental context. When the U.S. and other "haves" embarked on their abundant, productive careers this world was a very different place. There were no technological titans who had, in effect, economically, socially, and politically diffused into every part of the globe. Who, in addition to this cultural quasi-imperialism, began to anxiously seek out new sources of energy as their own God-given resources became depleted through quantum growth. Who, simultaneously, possessed the weaponry to snuff it out 100 times. Who, importantly, already had 10,000 well-financed, efficient, patronized, and experienced companies for every one its own free enterprise system tried to start on nothing but stifled ambition.

In other words there is sad room for the continual comparisson I keep hearing of the U.S. and other "haves" who have been around (i.e. achieved nationhood) a lot longer to the "have-nots" who are almost invariably emergent or nascent states. Again, the fact is the world of 1776 and the following industrial revolution is not the mechanized marvel of 1974.

Therefore, does it not seem shaky logic to hypothesize that the same system that emerged as the most efficient (and *this most efficient* for as is by no means agreed upon) then must be the best one now? The world had

virtually "infinite" resources then. Communications had not evolved to the point where each nation instantaneously knew each action of the other. The whole economy was based on growth and expansion. We could afford the costly enterprise of Capitalism then.

Today Capitalism is at minimum a very extra-vagant mode of running an economy. It is, almost by definition, sensitive to every ebb and flow, whim and whisper, of the diverse constituent participants and populace. Its function serves to reward the individual, theoretically the one with the greatest ambition and energies. The fact is while this is supposed to promote the most effective means of maintaining a healthy economy by encouraging quality, a great deal of material and energies (both raw and finished) are dissipated. This done as a result of the fluctuating dictates of competitive game rules. Witness how long it will take for the auto industry to adjust to the recession -- depression (I mean *fully* i.e. produce in a manner compatible with its *true* needs and capacities).

If you want to consider governmental direction and long-range policy planning based on the state of current affairs as "arbitrary" then you are misled. It is my belief that individuals, especially ones in competition, are notoriously more arbitrary than socialistic governments who, being constituted by the masses, as part of their function respond according to the peoples' needs. Now that the situation is changing note the trend toward socialist economics in France, England, and even the U.S. This cannot be denied.

The question remains one of objective analysis. Nevertheless, the fact remains that while we banter polemics 60% of the world's population remains malnourished (1967 Presidents Science Advisory Committee). Its not getting better nor is the situation going to solve itself. It may seem stop-gap treatment but until these people achieve a status of basic self-sufficiency, above that transitory limbo where colonialism "dropped" them, we have two choices facing us: either we can alleviate their misery while their development is taking place or we sit by and offer them advice of the proverbial silver platter (and maybe even an honest-to-God Peace Corpman as a hor d'oeuvre). Until that time I scarcely believe they would be very interested whether capitalists, socialists, commies, or Nayis fed them.

Mike McKinney

Thursday, Nov. 21, fast for a World Harvest was hopeful. Many of us went hungry and didn't enjoy it. The forum on the library lawn was encouraging. Professors and students voiced high ideals and proposals for solutions, some more workable than others, but useful nonetheless. It was the catalyst for much concern and emotionally defended ideals. Yet, as in Greek Tragedy, of which Dan DeNicola spoke, its strengths were its weaknesses. The success in its idealistic surge, its failure.

I can imagine different types of idealism, but that expressed Thursday was, as I perceived it, of an emotional nature. Numerous things were said, appeals frequently made that students "go down to the grocery store on Morse and talk to the people there," or something similar. I remembered much of the tone, much of the fervor from an earlier time, on a lesser problem, Viet Nam. Fire fed fire then, as the energy of concern diverted to shouts and screams of social consciousness, a masquerading self-righteousness. Founded in very truth, necessity, the shouts, screams and concerns made an impression, but was it efficient? Did those who marched and bombed and condemned love their neighbors?

There is a Biblical passage that reads, "... and by their fruits you will know them." Talk is cheap. Speeches are nice but they do nothing. Fasting for one day because everyone else is doing it is only a beginning. All mean nothing unless we follow them through. All are, in fact, very difficult to sustain, especially in a college community.

What have I said so far? It all looks so vague and nebulous. Let me make it simple, if I can. We're faced with a world food problem. But this is only the visible portion of the iceberg. The main problem is enormous and

harder to see. It is a failure to see our enemies (and they us) as they (we) see themselves (ourselves), either on national or individual scales. We so often speak of "them". This is absurd. Granted, defense on either a national or individual scale is necessary to keep the hostile from wreaking havoc, but let's not allow this to obscure an important point. If they are "us" to themselves, and we are "us" to ourselves, why can't we all be "us"? Answer-because they're hostile to us. They couldn't possibly want us, except to use us. How do we know that? "Oh, but that HAS to be the way it is. He/she doesn't talk to me, he/she always has a scowl on his/her face. ..." My reply is, have you asked them what they really think and feel so that you can have absolute proof that they're such S.O.B.'s? Why doesn't anybody ever do this?

Fear. It's so much easier to assume someone an asshole because they react to you a certain way, than it is to try to understand what they really mean by it. It's so hard to give people another chance, or the benefit of the doubt because our protective armour of pride is so hard to take down. It protects us, but it also insulates us from the beauty of the world. It keeps us from seeing what a glorious place even Rollins can be.

We see people as we choose to see them. I'm sure we've all said that we've hated such and such a person once, but when we got to know them, we saw they were really great, and they even became dearer to us because we had once disliked them. The other person is seldom the one who changes in such situations. It is only our perception of them that changes. If it CAN change, we can MAKE it change anytime we want to badly enough.

We can never change by sitting back and viewing people from a distance. From far away their details are obscure. The fewer we

PART I

Dear Mr. Robert Bradley,

Please sir, fly to the third world with Daddy's credit card. Disembark in your pistachio ice cream suit; squat before a wiseman holding an emaciated, sore ridden child and give him our good word. Tell him that the child has not died from lack of food, but lack of capital accumulation. Further rub his face in the mud (the last two growing seasons have seen millions of acres ruined by flood) by informing him that the simple solution to starvation is a laissez-faire economy.

Like all simplistic solutions your's consists of rhetoric that applies erroneously to reality. Your word, laissez-faire capitalism, has never represented any stage of this countries economic development.

The Greeks knew Democracy ended with an excess of seven thousand people. Civilized people realize laissez-faire capitalism ended before it was defined with the barter system of trade. The good old days you refer to consisted of slave trading, governmental restrictions on settling new land, tariffs protecting American industry from cheaper imports and the ever popular tax.

PART II

Perhaps you miss the point of the 11/21 fast. It was not and should not be considered mass melodrama of vicarious suffering. Instead it was something much more constructive. It was a small beginning at redistributing some of the heinous excess, from fat bellies to hunger bloated bellies.

Do I need to remind you, Mr. Bradley, that the earth is a closed system and that in any closed system one factor does not grow without usurping sustenance from other factors.

Do I need to remind you, Mr. Bradley, that in the very least, if every misconstrued fact you presented is true; even if there is only one reason why they are starving and we are fat; that the efficiency factor bookworm capitalists espouse would want to disseminate excess calories before many of us become too bloated to work.

Come now, where is your good christian charity.

see, the less distinct a picture we receive, the more room there is for our own projections (what an ugly nose, she must be a bitch; what a fat slob, he must be worthless). A dinner may look ugly or nice from a distance, but the closer you get, the more real a picture you get of its goodness. To truly know, you have to taste.

The Rollins College syndrome of irritability, hate and anger is a hunger. It hurts and is a manifestation of extreme inner emptiness. If the hungry man had food in his stomach it wouldn't hurt; if the pissed off student felt cared for and needed he wouldn't either. Too often we get so hungry that we don't even want to look at food-we've been so empty for so long that eating seems like a task of monumental proportions. So it is with caring. To ease the pain of hunger we must seek out the food, and after seeking it out, eat it. To ease the pain of alienation we must search out and talk, giving each other a chance. After the fast, I felt as though eating a meal did me no good, because I was still so hungry. I had to keep eating and eating before I started feeling good. Caring is the same way. You have to "eat" more than just a little before you give up on it.

As we fast with Karl Peters every Thursday at 12 in the French House, or recycle, or be less greedy. Let us remember that we are one kind-mankind, and that we are feeling people, so that our concern will be for emotional as well as physical survival. Without the emotional factor concern can never last in its pure form, without concern we are doomed. As we try to feed the world's "poverty-stricken hungry", let us never lose sight of an equally heavy responsibility we have as well-that of feeding each other's emotional poverty.

by: AMADO BOBADILLA

PART III

Mr. Bradley there are solutions but they are not simple. They will be solutions that transverse for more than economics and economists. There will be negative population growth and biological solutions that feed people more efficiently. All solutions will be philosophical in their capability to circumvent prejudiced political, religious and other degma such as your's Mr. Bradley.

Yes, there will be all these good solutions or there will be yours. And Mr. Bradley, your solution will leave two thirds of the world with a decayed odor. And need I remind you of the diffusion principle of a gas within a closed system.

LARRY BROWN

TO THE EDITOR:

I would like to reply to the general thesis of, and to several specific statements made in, Robert Bradley's editorial in the *Sandspur* of November 22 on the Fast for a World Harvest.

Rob was clearly disturbed both by the request for a campus-wide fast to "identify" with the starving peoples of the world and by the idea of giving direct aid to those nations whose peoples are suffering. Though certainly Rob has every right to oppose the Fast, it seems to me that one might fairly criticize the tone of his editorial. To those responsible for organizing the Fast, and by implication to those who participated, Rob suggests that lying on a bed of nails would help them identify with their "own vicious doctrine of self-sacrifice-altruism." I would reply that self-sacrifice and altruism, while perhaps at times misapplied, are rarely, if ever, "vicious." In this case, specifically, I am not convinced that Gibney, Wettstein, Lauten, Peters, Curtin, Harblin, and DeNicola, among others, have espoused a "vicious" doctrine. Similarly, when Rob suggests that those responsible for the Fast are "zero brains," a mild protest is in order. Indeed, though I have found Rob to be neither a vicious person nor a zero brain, the tenor of his editorial is hardly enlightened. I would hope that the members of the Rollins community, including the many who agree with Rob that the Fast was a bad idea, will repudiate this tenor as particularly inappropriate to a community where the open exchange of ideas is welcomed.

Beyond the tenor and style of the editorial, there is content, the major thesis of which is that capitalism is A Good Thing, that governmental interference in economic matters is A Bad Thing, and that the exportation of these truths would be far more charitable and effective than food shipments. To the extent that Rob's point is that we must think of long-range solutions rather than short-range ones, he is in agreement with all of the speakers at the campus forum. When, however, he argues that the appropriate long-range plan is to export the capitalist ethos to the have-not nations, an objection is again in order. Rob states that "America once started from scratch" and rose to the top, a development which "did not happen by luck or chance." But there was some luck and chance in this rise to the top by the United States. Without denying the importance of entrepreneurial initiative, natural resources meant *something*. More importantly, starting from scratch in the 1970s simply is not comparable to starting from scratch in the 17th century. Like many other advocates of strict laissez faire, Rob ignores the importance of time, of change, of conditions altogether different from those of the 17th (or 18th, or 19th) century.

Finally, to return to the original point and to what is most disturbing, Rob's editorial is reminiscent of a cartoon I have taped to a wall in my office. In it, a man who, like Rob, has "never apologized for success and never will," opines that "starvation is God's way of punishing those who have little or no faith in capitalism."

Sincerely  
Gary Williams



# GREEK WEEKEND 1974





## Announcement of Student - Physical Plant Liason Committee

Tom Wells is the most hated man on campus. He slapped an outrageous parking situation on everyone in September, he turns off air conditioning at will, he and Bob Sutley restrict people from playing ball on the library lawn, he doesn't pave parking lots.

The list grows long, tempers grow short, accusations abound. An image emerges in the student's mind of a power-hungry SOB sitting in his citadel, holding the strings in his hand that control the school, playing with the lives of students as though they were insignificant.

I must admit that this was a view I held for quite some time. I recently started thinking, however, that there had to be some sense to the things that were happening, so I went to

talk to the "monster" and I found out a number of interesting things (not the least of which is that he isn't such a monster!): by turning off the air conditioning on those few days this semester he saved the college close to \$45,000; last year he sent appeals to the College Activities Committee for input for a new parking arrangement-none came.

These are just two instances in which the facts could have eased tension existing between physical plant and students. The fact is the ONLY problem that exists is that of a lack of communication. Students have little time to find out many of the facts. If they have the time, they often don't care; if they care, they don't have the time; and if they both care and have the time they often don't know

where to go or who to ask, so that few students really know the true situation. They, therefore, feel that their rights aren't respected or considered whether they are or not. What then happens is that they march down to Physical plant with a well founded (at least for their limited knowledge of the situation) belligerence and complain to a man whom they have prejudged. Both sides become agitated and nothing constructive happens.

There is, therefore, the need for a liaison committee, comprised of students, faculty or staff, to whom the community will voice such concerns and/or complaints. It will meet with the Physical Plant officials weekly or bi-monthly to discuss any questions or problems

students may have concerning school policy. It will act as the voice of student feedback for upcoming decisions concerning the Rollins community. Any and all discussions are decisions will appear in the Sandspur, so that the whole student body may be informed, and therefore more fully understand the situation. The students will be informed of any and all changes before they go into effect, as well as a detailed description of same.

Students here have felt impotent as far as physical plant policy is concerned. The irony is that they are not. Their suggestions are strongly solicited. The committee, through which the suggestions will pass, is in the formative stages and desperately needs members. All those interested, please contact me as soon as possible.

Amado Bobadilla  
Box 1262

# the FLAMINGO

## WTPPG League Proposal

DEAR EDITOR

In order to promote greater student participation in the Rollins athletic program, we would like to propose the formation of World Team Putt-Putt Golf (WTPPG) as an intramural sport. We believe that such a sport could be organized along the following lines:

1) The establishment of regional franchises across the United States would better facilitate student participation. Rather than having to join a fraternity/sorority, or even finding the unorganized Independents on campus, everyone could try out for their regional (home) team.

2) Regional franchises, in order to avoid competition from the NHL, NFL, NBA, WFL, ABA, WHA, WTT, PBA, PGA, and major league baseball, would be located in towns not yet possessing an existing major sports franchise. These franchises could easily be located in such towns as Tin Cup, Indiana; Crazy Woman Creek, S. D.; Horse Pasture, West Virginia; Sly, N.C.; Ninety-six, S. C.; Knob-Noster, Missouri; Walla Walla, Washington, and other metropolitan areas.

3) In keeping with the continual expansion of sports in modern society, we ultimately envision 1024 teams in 16 divisions (64 teams per division). Playoffs would be held, involving the 56 division winners, and 240 "wild card" teams.

4) The league season would begin September 15, and would run until the following September 1. The playoffs would be held during Freshman Orientation. A one week off-season would be in effect following the playoffs, and then a new season would begin.

5) Teams would consist of six players each (co-ed, of course, despite the Board of Trustees), and would have equal sexual representation (to please Dean Wanda Russell). (Special Note to Trustees: Queen Victoria is DEAD).

6) The Sandspur Bowl would be turned into a Championship Putt-Putt course. This might upset Coach Howell, but we believe that we could lessen his hears by promising his team an expanded schedule of soccer against top-flight foreign competition. We envision sending his squad on an extended road trip, facing such opponents as the Bombay "Indians" (that's the Indian "Indians," not American Indians), the "Munchies" of Hungary (a regional franchise located in Budapest), and the Saskatchewan "Eskimos."

7) An MVP (Most Valuable Putter) Award would be given to the most deserving player.

8) A farm system would be organized in the local high schools to promote promising putting prospects.

9) Athletic scholarships would be awarded in accordance with NCAA regulations, despite Fred Lauten.

10) A TV contract is envisioned with WSWB, Channel 35 in Orlando. High ratings are anticipated, as we expect to be more popular than "Quarter Midget Racing."

11) The Sandspur would have exclusive coverage of WTPPG results, as the *sentinal Slanderer* recognizes only high school football as a sport.

We believe that the above program is truly needed to more fully integrate the average student into the wonderful world of athletics at Rollins. We trust our proposal will be given serious consideration by the appropriate College Committees.

We invite any suggestions that might serve to make WTPPG a reality in the near future, and would be willing to meet with interested people in this regard. Thank you.

Sincerely,  
Ralph B. Zerk  
President  
Ridiculus Productions Inc.

## CLASSIFIED

ROOMMATE WANTED: Male roommate wanted. Share rent, utilities, risks. Contact Sally, Box 2974.

SERVICE: Mail boxes opened. Contact Fingers McGurk. San Quentin references furnished upon request. "No safe is safe."

PERSONAL: Jim-I thought you said it was safe. Baby and I looking forward to seeing you. Ann.

FOUND: 1 blade of grass not paved by Physical Plant. On display at Morse Art Gallery.

LOST: 1 English class. If found, contact English Dept.

FOUND: 1 English class. Claim at Physical Plant garbage dump.

SERVICE: Illiterate? Write Box 1325 for details.

HELP WANTED: Javelin catcher. Contact Rollins Athletic Dept.

FOR SALE: New gnus

LOST: VW, last seen heading for large pothole on Holt Avenue near Chapel.

MISSING PERSON: Last seen driving VW on Holt Avenue.

CANCELLED: The school-wide orgy has been cancelled till further notice due to a shortage of rubber sheets.

PERSONAL: Lonely? Call Madam Angela's House of Whoopie. Group rates for fraternities. We give Green Stamps.

WANTED: Girls wanted for exciting late night work. Must have experience in leather, whips, and chains. Contact Bruce, 517 Holt.

RECORDED MESSAGE: From Womens Christian Temperance Union. Call Rollins Pub for this inspirational message that will change your life.

## Rollins Merry-Go-Round

Unsuspected, unresisted, a man (or group of men) is in the process of turning Rollins into a totalitarian state. The scheme began unresisted with a series of false alarms. These were long denounced as a pretense for illegal searches for drugs, yet most of us took these warnings from students lightly as just being paranoia. The next step was more repressive, involving the "elimination" of teachers who offended the school's sense of morality. Ostensibly, this was proclaimed to be due to lack of funds; yet it was accompanied by a building program unmatched in scope or tastelessness since the Third Reich. There is a feeling of fear among faculty, and general acquiescence to the new order. With the elimination of the faculty's resistance, the way was cleared for the boldest stroke yet; the investment of the guards with the power of arrest. The reason offered for the investment of the power of arrest was a series of attempted muggings on campus. The guards observing these events were apparently helpless, reduced to comments such as: "I'd like to help you, but I don't have the power of arrest" and "hold on while I get the police." People's suspicions were raised when a guard joined in beating up a student who was resisting a "mugger" too successfully but no suspicions were confirmed until a student succeeded in dragging his attacker to the Winter Park Police station. The "mugger" was actually Dean Cartswell, Dean of Student

Recreation for Rollins College. He was found with \$1000 in \$10 bills, with the fingerprints of several prominent administrators on them. Initially he claimed that he did it on a dare, but eventually he cracked and gave the first indications of what the authorities would have in store for us.

"We call the head guy Dean X. . . no, we don't know what he looks like, he always has a fencing mask on. . . Of course he plans on making laws. Law is power, isn't it? . . . He keeps on saying things like "Today Rollins. Tomorrow the World!" Then he laughs. Hey, listen, you know what he wants to do? Start another country! Yeah! you know, with a code of Law, a militia. . . everything! And get this! He's going to start a policy of genocide against economically inferior students!"

Armed with this knowledge, a group of peasant - students went to see Czar Crotchfeel, convinced that the Czar could never knowingly sell his children into slavery. They reasoned that evil advisors had misled him, and so they warned him against his staff. The Czar laughed and made light of their fears.

"These are men I grew up with!" his holiness said. "I know them. They have my love, as you have mine. Go back to your province-dorms and have faith that I will always look after my children's good."

They kissed his ring and retreated out of the royal chambers, backwards.

## campus notes

Campus Safety has announced that they will no longer make regular patrols of the campus. Students are advised to hire their own security guards to insure the safety of their possessions. However, they are reminded that the possession of firearms on the Rollins Campus is prohibited.

The Winter Park Fire Department announced this week that it will no longer respond to fire alarms on the Rollins Campus. When asked to comment, Jim Humphreys, Fire Marshal, said, "I don't care if the damn thing burns down."

A Winter Term course in Fire Prevention and Safety will be offered by the Winter Park Fire Department. Contact Jim Humphreys, Winter Park Fire Marshal, for details.

The Alford Pool will be closed on Wednesday, December 11, 1974, for ice hockey practice.

To all students: The Physical Education final has been changed to Tuesday, December 10, 1974, at 2 PM. See Mrs. Kahn in the Athletic Department regarding schedule conflicts or exam make-up requirements.



# A PSYCHOLOGICAL STUDY OF THE ROLLINS ATHELETE

by NAN McHENRY

Through a Holt House project last spring, I made a study of the self-concept and interpersonal relationships of athletes, to better understand ways sports participation may shape personal development. I was particularly interested in the possible beneficial effects of athletics on an individual's character development and psychological maturation, as well as the promotion of general physical and mental well-being. I also looked at the reasons an athlete selects a sport and participates in it to a certain degree of proficiency, by taking into account the influences of early experiences and motivation from reinforcements of family, coaches, peers, and through competition. And finally, I was concerned with the degree to which an athlete's background, training, and mental outlook may provide insights into his success not only in athletics but in relation to future life.

Ten athletic college students selected for the study had a life long interest in sports, and have participated in competition at the collegiate level in one or more sports. Their goals represented a variety of past experiences and future achievement levels. Differences in types of sports revealed a wide range of disciplines and training. Included in the study were both team and individual sport participants.

They were each given the Jourard's Self-Disclosure Inventory, which measured the kinds and amount of information persons will disclose to certain key people in their lives. Then, they were asked to describe the most important people in their lives, as well as tell a little about their relationships with them. Finally, the athletes were asked to talk about themselves in terms of ideas, feelings, attitudes about sports, and life in general.

Results of the self-disclosure survey revealed that the athletes had the highest disclosure to a friend of the opposite sex, followed fairly closely by a friend of the same sex, and less disclosure to parents (the least disclosed to fathers). The amount of self-disclosure varied with respect to the category of information to which an item about the self belonged. For example, higher disclosure scores were obtained on aspects concerning attitudes and opinions, tastes and interests, and work/studies than on categories of money, personality, and body aspects.

Of the types of people and relationships mentioned by the athletes, eight out of the ten interviewed considered both their parents to have been highly influential in their lives, and either one or both parents (s) to have influenced their participation in sports. Many athletes expressed an appreciation for financial support, moral support, and the lack of pressure from their parents to become involved in sports. In the descriptions, athletes mentioned gratitude for the opportunities and encouragement given by their parents, and often, the understanding relationships the athletes had with them.

With equal frequency, coaches and friends of the same sex were mentioned after parents. For the most part, coaches were admired and respected. Two athletes related disappointing or alienating experiences with past coaches; however, both had a high respect for another coach in the same sport. Athletes were impressed with their coaches' leadership and knowledge of the sport, as well as respecting them for their dedication and personal qualities.

Friends, of the same and opposite sexes, were described in the most detail of any key people. Concerning their relationships, the athletes frequently emphasized mutual understanding and the sharing of overall experiences with friends. The athletes seemed closer to their friends than to adults, due to the similarity of their lifestyles, goals, and ambitions. Also, there was a definite correlation between the degree to which they knew their friends, and the amount of disclosure to them. About half the athletes mentioned brothers and sisters, who were seen as understanding, helpful, and interested in the athlete's welfare and success. They often shared common interests, and the athletes looked to them for advice or companionship in the enjoyment of activities or the solutions to problems. Two athletes mentioned former teachers and one, a chaplain, as sources of influential inspirational or thought provoking opinions.

The results of the self-descriptions revealed a wide variety of topics from sports to other

phases of living. Many points were brought out by a majority of the athletes interviewed; some aspects were prevalent in all of their accounts:

**PHYSICAL FITNESS.** Each athlete stressed the importance of good health and physical fitness. They referred to it as a condition of "being on one's toes," and said that being fit helped one to work, sleep, eat and even think better. The athletes all said that there is definitely a good feeling which results from being in shape, and that they noticed a change in disposition and effectiveness when conditioning was lacking.

**DETERMINATION.** "You must set your goals and work progressively towards their fulfillment." "You can go far and accomplish anything you want through hard work and dedication." There is also a great satisfaction in knowing that something has been done well. The athletes felt that accomplishment comes only through consistent, applied effort. They saw this quality extending into other aspects of life. In any case, "One should work hard and stay determined to do the best he can." Obstacles can be overcome, and success overrides failure. The athletes considered determination to be a key factor in success not only in sports, but in life.

**SELF-AWARENESS.** The athletes considered self-awareness a necessary quality for anyone to do well at anything. "You have to know yourself and where you stand." It is only then that priorities may be set, along with goals in keeping with one's unique capabilities. "Everyone should know what he can do, and he should do the best he can in light of that self-awareness." Sports are for the individual, and his personal satisfaction, through his own individual efforts, is the factor of greatest importance. Working within one's own limits leads to greater efficiency; therefore promoting added self-confidence.

**SELF-CONFIDENCE.** Sports involve relating to people and reacting to different situations, either social or competitive. The athletes said the more a person knows himself, the better he will be able to interact with others. An athletic identity was evaluated as positive, in that it led to recognition, praise, tangible rewards (scholarships, etc.), and respect from adults, but more importantly, from peer groups. Accomplishment through practice or natural ability can be a source of confidence, increasing with new mastered challenges. Athletes learned from each new "test of ability" not to fear interaction with others or tight competition. They said that their self-knowledge helped them in relating to others, and led to clarification of goals and a clear perspective of their abilities and

potentials. All athletes interviewed were very self-confident and had a good self-image.

Finally, the athletes discussed the importance of winning, and with it the benefits and harmful effects of competition. They referred to the need for emotional control, but also acknowledged sports as an outlet for tension and aggression. Other qualities such as decision making, sportsmanship, durability and proving oneself in times of crisis were reflected upon as positive developmental effects which can be potentially derived from participation in sports.

In this study, athletic involvement has significantly influenced the lives of the participants in shaping their attitudes concerning fulfillment of goals, personal morals and standards. All feel they have learned self-discipline and dedication which sometimes involved sacrificing immediate alternatives. But they did not regret it, because they saw it as a valuable type of learning which could be applied later on in life. In summary, they are proud of their accomplishments, place high importance on their physical well-being, and most importantly, they derive much enjoyment and personal satisfaction from their participation in athletics.

The results of the study correlated with the literature used, in supporting the conclusion that sports can provide a means for achieving personal excellence and success. However, one must keep in mind that sport is only one opportunity for self-development and character building, and that athletic participation, in itself, can not take total credit for producing a successful, emotionally confident individual.

## NORMAL BEHAVIOR

She stood before the mirror, putting lip stick on her lips  
Plucking out her eye brows  
And smacking powder on her face  
Polishing her nails  
And topping the scales  
The back door bell rang. She screamed  
"There's Jim, my darling Jim,  
My hero. I hope it's him  
He may be way over seventy four  
But I keep on loving him more and more."  
She danced across the floor  
And sang as she opened the door.  
A surprise! "Who are you?"  
"Who he? I'm case number seventy four,  
I've swam down here from Mars,  
I live up in the stars.  
Of you I've often read  
When I go walking with the dead.  
I can hear your voice all day long  
Telling me to keep from doing wrong.  
I keep on hearing voices whenever I'm alone  
I've always made the tree-tops my first and only home  
I scared one cop clear out of his pants  
Said I was born in Maine while ma was touring France  
I don't know why I'm always seeing more  
When three spoons are on the table  
I am always able  
To keep on seeing four.  
I love to sleep in the street at night  
Why does that give people such a fright?  
People think I'm sort of queer  
When I say, "I wish that I were here?"  
I sleep with opened eyes at night  
Staring into a glaring light.  
I drink ten gallons of water a day  
It helps to pass the time away.  
I love your nose. It's so red and thick  
May I have a bite? I won't get sick  
Well time is flying. Twill soon be morning  
You better eat hay. That's a warning.  
I'll give you a mule train one week from today  
But now I must be on my way.  
My cows are waiting to be milked on Times Square  
So long Farmer Brown, cook yourself rare  
I'll meet you tonight at the cattle affair  
Roast your venison with a bike and a bear  
He rose and embraced her with his full force and might  
Overtaken with surprise, she was overcome with delight  
She closed the room door with a regret and a sigh  
Glanced at his chair and gave a cat's cry.  
Uncle Sam's card with the letters, "1A"  
She broke out and fainted and then passed away.

Cache Coors  
Toss Tabs  
Stash Sprites

RECYCLING!

BOXES NOW IN HOLT,  
McKEAN and N.W.D.

Celebration

AUDITIONS

sunday, dec.8.

bingham theatre

12:30-5:30



# Who to Write for Answers

## HOUSE OF REPRESENTATIVES

Rep. Lou Frey, (R-Fla.), 214 Cannon Office Bldg., Washington, D.C. 20515.

Committee on Agriculture, Rep. W. R. Poage (D-Texas), Chairman, House of Representatives, Washington, D.C. 20515.

Livestock and Grains Subcommittee, Rep. Thomas S. Foley (D-Wash.), Chairman, House of Representatives, Washington, D.C. 20515.

Domestic Marketing and Consumer Relations Subcommittee, Rep. Joseph P. Vigorito (D-Penna.), Chairman, House of Representatives, Washington, D.C. 20515

NOTE: This is a lame duck period in Congress. Some of the above assignments will likely be rotated when the new Congress starts in January. Nevertheless, WRITE NOW, as these men will likely still be importantly involved with agricultural issues. THERE IS NO SUCH THING AS A DUMB QUESTION TO YOUR POLITICAL REPRESENTATIVES. If you have a concern express it, ask for information, copies of bills, committee studies, give an opinion, ask for the representatives opinion on issues, etc.

If possible, send copies to your own representatives.

To question or comment on the national and global food situations, write:

## U. S. Senate

Senator Lawton Chiles (D-Fla.), 421 Old Senate Office Bldg., Washington, D. C. 20510. Senator Richard Stone (D-Fla.), Senate Office Bldg., Washington, D.C. 20510, (as of January, 1975).

Committee on Agriculture and Forestry, Senator Herman Talmadge (D-Georgia), Chairman, Senate Office Building, Washington, D.C. 20510.

Foreign Agricultural Policy Subcommittee, Senator Hubert H. Humphrey (D-Minn.), Chairman, Senate Office Building, Washington, D.C. 20510.

Agricultural Research and General Legislation Subcommittee, Senator James B. Allen (D-Alabama), Chairman, Senate Office Building, Washington, D.C. 20510.

Agricultural Production, Marketing, and Stabilization of Prices Subcommittee, Senator W. Huddleston (D-Kentucky), Chairman, Senate Office Building, Washington, D.C. 20510.

## a liberal education sampler

by: ALAN NORDSTROM

An open letter to my faculty colleagues:

I have a project in mind that I think may be beneficial to the academic purposes of this college. I wish to put together an anthology intended to indicate to any reader the extent to which he may be "liberally educated."

This anthology would contain short writings or excerpts from articles, essays, or books treating all the major subjects in a collegiate liberal education program. These subjects would represent each of the disciplines in the natural sciences, social sciences, expressive arts, and the humanities, as well as interdisciplinary topics.

I would like each member of the faculty to offer several selections of writings in his field (by professionals or amateurs) about which he could say: "I should be happy if every graduate of this college could read these pieces with interest and understanding, and I would judge that if he could, he would be entitled to be called 'liberally-educated' with respect to my field." Perhaps a series of questions should follow each selection to challenge the reader on his comprehension of the piece.

The use I foresee for such an anthology, is to give a student a very tangible measuring device to indicate exactly the sorts of knowledge, conceptions, and concerns expected by this college of a "liberally educated" person. I imagine giving the anthology to every entering freshman as a kind of goals-book, saying, in effect: "If you don't dig this passage on archeology, or don't groove on this description of the Bach sonata, or vibe with this theory of planetary oscillation, then this is what you should be looking ahead to learning in the next four years.

This anthology offers a somewhat less abstract way of representing our various subjects to unexposed students than giving

them course descriptions replete with terms they cannot understand until they have taken the course. They may not understand the anthology selections either, but they ought to be less baffled by them concerning the subject matters we deal with.

Also, I should hope that such an anthology would work as an appetite-whetter. Many students do not know what they do not know, or even that they do not know. This book ought to point out the voids and possibly create a sense of intellectual vacuum that an aroused consciousness may move to fill.

I recognize a resemblance between this anthology (or, better: sampler) and the general reading comprehension sections I once encountered on Law School Admissions and Graduate Record Examinations, which suggests still another use for the book: forewarning pre-professional students of the expectations post-graduate schools have of their academic competencies and familiarities.

I believe that our collective Authority may go far in establishing a convincing comprehensive (though hardly exhaustive) definition-by-illustration of what we expect of a Rollins graduate with a liberal education.

Therefore, I appeal to you to begin looking for short selections, no more than a few paragraphs, perhaps, but enough to indicate to a reader if he is capable of tuning in smartly on significant topics in your field, appropriate, in your judgment, for a "liberally educated" person to comprehend.

But before you consider putting much effort into the hunt (is *much* effort really needed?), you might drop me a note with your critical opinion of this project. Can you improve on the idea? Is there a simpler way to do it? Has it already been done?

Naturally, I would appreciate comments and suggestions from students, too.

# Holt House - A Better Way?

by: NAN McHENRY and ED REGAN

Do you ever get frustrated with conventional classroom learning? Have you ever wanted a closer working relationship with an instructor you couldn't get in a traditional lecture-discussion approach? Do you think that an independent study is the only alternative to learning available to you at Rollins? Have you ever thought about designing your own courses or specifying your own graduation requirements? If you think you want out, or more importantly, if you want to realize your own academic and personal potential, then you just might want into the Holt House Program.

Holt House provides the means for finding "the better way" for an individual to meet his or her own particular educational needs and desires. It is based on the idea that when learning is self-motivated, the impact on personality is much greater. Through a contract type process, a fellow (student) and his facilitators (instructors) work out a personalized program of study to serve the best interests of a fellow's educational and vocational objectives. Once admitted into Holt House, students may contract any course they wish (except those which are being used to satisfy general education requirements). A course may be already established or be completely original. We cannot emphasize enough the creative aspect of the program. Holt House gives you a chance to tackle problems and to use your imagination in ways that can be limited by tightly structured classes. The course selection is virtually unlimited, and the methods of presentation are open to the imagination. Some previous Holt House courses include: Evaluation of the Best Seller List, Art and Perception, Existentialism, Advertising, Multi-media Photography, Selected topics in Inorganic Chemistry, etc. It is possible to combine several interests or departments into a course, or to use many methods for expressing a subject; the possibilities are limited only by your imagination.

The question now becomes: what is it about the Holt House Program that gives it so much appeal as an educational alternative that I should become involved with it? The answer has to do with what you want out of your education. For example, what do you

consider to be a "real learning experience?" A person's creative potential is not realized to its fullest merely by sitting in a classroom for required amounts of time. There can be more to it than that.

The best kind of learning occurs when there's something you really *want* to learn, when you consider the knowledge to be useful, relevant, and interesting. And when you learn something by discovery, it can have a sense of adventure, exploration, and even fun. It stands to reason that knowledge discovered by students in their own way becomes more a part of them, and more valuable to them, than repetition of canned information and ideas. The best kind of learning also occurs in a context of freedom—where no one is afraid of making mistakes, and where mistakes themselves can be taken as further opportunities for learning. It is often hard for students to be themselves when they feel they have to compete or to somehow please the instructor to get a good grade in the course. Consequently they may feel limited in their expression or in the exploration of views or material outside what has been presented in the classroom.

Learning is also more meaningful when a student has a real stake in the way his learning is taking place; that is, a participatory voice in planning the course, in the criticism of the experience, and in the establishment of the evaluative criteria. It then follows that a student must take responsibility—for his decisions and actions, and also their consequences. But you would be surprised at how much having to set up your own goals and strategies for learning helps you come to know yourself, to refine your values, and develop your judgement. That's the kind of learning that leads to further knowledge—both in and out of school. Is an education something one "gets" from being in school, or is it an ongoing process that one experiences? We think that Holt House considers education to be a developmental process through which a person's creative potential can be realized to its fullest. We hope you will find that it has much to offer you too. Take a little time to find out more about the Holt House Program—you might be doing yourself a favor.

## PUB CLUB

Stop by the Pub and sign up now-before Christmas Break. See Mark, Tom or Rich.

1. You don't need to turn in your I.D. to get a mug.
2. Revolving happy hour for Pub Club members only- beer is 20 cents per Pub Mug.
3. Random Pub Mugs selected for a free beer on the Pub - 20 a night.
4. Your very own souvenir mug from Rollins.

You must be a Rollins Student, Alumni, or an employee.

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