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SPENCER WINS



Korchmar Takes Veep

Richard Spencer was elected President of the 1975-76 Rollins Student Association on Wednesday night, defeating Katie Curtin in the special run-off election. Michael Korchmar won out over Hinkley Bascom for the vice-presidential slot.

Elected to the Senate for 1975-76 are Ivan Fleishman, Hal George, Nancy Hubsmith, Lou Lerman, Nan McHenry, Mark Maier, Ed Regan, Steve Schott, Randy Taylor, and Eph Helton.

Elected to the College Activities Committee are Ricky Atwood, Pat Loret de Mola, Hal George, Tina Howard, Nancy Hubsmith, Judy Jucker, Lou Lerman, Nan McHenry, Ed Regan, Richard Reinhart, Randy Taylor, and Kirk Wiles.

Elected to the Professional Standards and Ethics Committee are Ivan Fleishman, Vill McLean, and Gerry Wolfson.

Elected to the Academic Objectives Committee are Richard Reinhart, and Brian Moore.

Elected to the Academic Standards Committee are Ivan Fleishman, Shelley Gould, Bill McClean, Andy Stephens, and Gerry Wolfson.

The run-off election followed the tight race on Friday, March 14th, in which the Senate, Professional Standards and Ethics, Academic Standards, and Academic Objectives decisions were made. However, because no candidate in the presidential or vice-presidential races won a majority and because the College Activities Committee race was contested, the run-off had to be held.

Spencer, elected on a platform of open communications and financial responsibility, is a newcomer to student government. A member of Kappa Alpha fraternity and a junior, he could not be reached for comment on election night.

Korchmar, another KA junior, was elected on a platform calling for realistic legislation and "a more imaginative and egalitarian social calendar." He could not be reached for a statement, either.

All of the newly-elected candidates will officially take office on April 1st.

BUTLEY OPENS



BILL McNULTY and LINDA MAGGIACOMO REHEARSE 'BUTLEY.'

Loving photo

See Story
on Page 8

Toulmin To Speak Monday

World-renowned philosopher Dr. Stephen Toulmin will hold three lectures at Rollins next week. "Reason, Science and Society" will be presented Monday, March 24 at 8:00 p.m. in Bush Auditorium. Dr. Toulmin will speak on "Fatalism" in Crummer Auditorium at 11:00 a.m. March 25. His last lecture addresses "Fetal Research" and will be held at 8:00 p.m. March 25 in the French House.

Dr. Toulmin is most famous for his philosophy of science, but as seen from his lecture topics his interest range is tremendously wide. A prolific author, he has published scores of philosophical books and articles, from *The Use of Reason in Ethics* to *Human Understanding*.

Dr. Toulmin has taught at Brandeis, Columbia, Michigan State, New York and Stanford Universities, was a University Lecturer in the Philosophy of Science at Oxford, and professor of philosophy at the University of Leeds and Australia's University of Melbourne. In addition to professorial positions, Dr. Toulmin has acted as provost for Crown College in California and a counselor for the Smithsonian Institution.

His Rollins lectures are free and open to all. Copies of Dr. Toulmin's works are available in Mills Memorial Library. "Dr. Toulmin is a very unusual guest of the college because he is both one of the most broadly educated people of our time who has made first rate contributions to three or four different fields, and a lively and witty lecturer as well," said Drs. DeNicola and Wavell. The Philosophy-Religion Club urges all to attend Dr. Toulmin's lectures.

Howland Named For Little All-American

Rollins College basketball standout Bruce Howland was named as an Honorable Mention Little All-American performer recently in an article released by the Associated Press. Howland's selection was based on votes from sports writers and broadcasters from around the country involved with College Division teams.

Hailing from Cincinnati, the 6'6" junior has, for the third consecutive year, led the Tars in nearly every statistical category including field goals made (183), field goals attempted (358), free throws made (104), free throws attempted (129), free throw percentage (80.6), rebounds (176), rebounding average (8.0), total points (493), and average points per game (21.5).

Leading the '75 team to a final season record of 16 wins and 7 losses, Howland had his best game of the season against

Presbyterian College when he scored 43 points and pulled in nine rebounds via a 118-97 Tar victory.

Howland ended fifteen games of the season as high scorer while going down in the record books as high rebounder in an additional twelve. He had games of twenty points or better ten times during the season amidst his twenty-three games played.

After netting 18 points per game during his sophomore year, Howland became the 1974 Jack McDowall Scholar, which is an award bestowed "upon those worthy young men who demonstrate academic and athletic abilities as well as all around leadership." Howland was also the recipient of the 1974 Most Valuable Player Award given by the Rollins Tar Booster Organization, and is also recognized nationally as an Outstanding College Athlete of America.

PITCH-IN LAUNCHED

Colleges and universities throughout the country are being invited to participate in the second annual National College "Pitch In" Week, April 7-11.

Instituted last year, the event will again be co-sponsored by Budweiser Beer and the ABC Contemporary Radio Network. It is based on the nationwide "Pitch In" anti-litter program. The basic idea is for college students to team up in ridding their campus and/or surrounding community of a litter problem. Grand prizes consisting of \$1000 educational scholarships will be awarded in each of five regions for the most creative and effective "Pitch In" efforts.

Over 300 colleges and organizations participated in the 1974 effort. The Grand Prize Winners were University of Hawaii, University of Houston, Pennsylvania State University, Kent State University and Florida A & M University.

To be eligible for this year's awards, colleges or organizations must submit evidence of their participation. Documentation of their efforts may be in the form of written summary, along with photos, newspaper clippings, audio tapes, motion picture film, official letters of appreciation from civic officials, etc. Reports on individual Pitch In projects must be reported no later than May 16, 1975.

Five Regional winners of \$1000 educational awards, along with five runner-up winners of \$500 awards, will be selected by a panel of judges in New York. All entries become the property of ABC Contemporary Radio Network.

To enter this year's competition, colleges or organizations should send a letter indicating their desire to participate to: 1975 College "Pitch In" Week, ABC Contemporary Radio Network, 1330 Avenue of the Americas, New York, New York, 10019.

McPherson New Trustee

Mr. John R. McPherson of Orlando was recently elected to the 24-member Rollins College Board of Trustees at the annual meeting held on campus. McPherson will serve a three-year term.

McPherson is the President and General Manager of Lake Butler Groves, Inc., and also serves as President of the Winter Garden Citrus Products Co-Op and Vice-Chairman of the Board of The Trust Company of Florida.

Past President and member of the Board of Trustees of Holiday Hospital, McPherson has been active in Central Florida civic affairs for twenty-five years. A 1944 graduate of West Point, he is married to the former Dorothy Keene. The McPherson's have two children: Mrs. Keene McPherson Powell of Maitland, and Rex V. McPherson II, a recent graduate of Vanderbilt University.

CALENDAR

FRIDAY 3:00 p.m.	MARCH 21 Student Music Recital Keene Hall
7:30 p.m.	Kappa Delta Pi Initiation Bush Aud.
8:00 p.m.	Alliance Francaise Crummer Aud.
8:30 p.m.	Dance-Black Student Union Field House
8:30 p.m.	The Rollins Players, Butley ART
SATURDAY 1:30 p.m.	MARCH 22 Baseball Rollins vs. Villanova U. Harper Shepherd Field
2 & 8 p.m.	Travelventure Film Bush Aud.
8:30 p.m.	Rollins Players, Butley ART
SUNDAY 9:45 a.m.	MARCH 23 Palm Sunday worship Knowles Chapel
4:00 p.m.	Chamber Music Recital Keene Hall
MONDAY 12 Noon & 3:30 p.m.	MARCH 24 Invitational Baseball Harper-Shep. Field
2:00 p.m.	Tennis Rollins vs Ind. U.
4:00 p.m.	Seante Meeting, Crum. Aud.
8:00 p.m.	Lecture, Bush Aud.
TUESDAY 2:00 p.m.	MARCH 25 Tennis, Rollins vs. U. of Maryland.
8:00 p.m.	Phil. & Rel Club, French Hs.
8:00 p.m.	Casa Iberia Club, Hauck Aud.
8:30 p.m.	Music in the Chapel, Knowles
WEDNESDAY 2:00 p.m.	MARCH 26 Tennis, Rollins/Kalamarcu
THURSDAY 2:00 p.m.	MARCH 27 Tennis, Rollins/Citadel
7:30 p.m.	Massey Thursday Ser., Know.
8:30 p.m.	Rollins Players, Butley ART
FRIDAY 11:00 a.m.	MARCH 28 CoSIP Lecture Bush, 108
2:00 p.m.	Tennis, Rollins/U. Of Cincinnati
8:30 p.m.	Rollins Players, Butley ART

LETTERS

TO THE EDITORS:

I shall preface this letter by saying that it is directed primarily towards members of the faculty, and not the students. However since I feel that it contains some points which the average student may agree with, he or she is invited to read this letter.

Sirs: I feel since midterms are approaching, it is time to remind you of some cautions when preparing your tests for the students. A test can be considered unfair for students if everyone cannot have the same amount of time to complete it. Please remember, dear professors, that your class, no matter how important you judge it, is only one of four that your students will have that day. Any ideas of making ridiculously long tests, on the excuse that the room is open for the next hour anyway, is completely unfair to the student who must leave at the termination of the class hour, as he must leave as opposed to the student who may not have a class the next hour, and can stay and finish, check, and recheck his test at his leisure. Can you, the distinguished professor, really say this is fair?

Another idea to keep in mind when making up tests is their degree of difficulty. To pose a hypothetical situation, if you were to lecture to an outside group on a topic similar to which you teach, and then find out later that even the most intelligent person only understood half of what you said, would you consider the lecture a good one? I would hate to think that you, as my professor, only knew what you were talking about 50% of the time. But yet I think, and secretly I confess this is what I believe you think, that if I made up a test for you, and I found the unimportant details and asked you these instead of the important concepts, if I became a stickler for little and hardly mentioned facts, then I really could make up a test which you would score 50%.

I hope that the faculty members to whom this letter is directed are still reading at this time, because I would hate to be considered a person who merely attacks, and has no constructive thoughts. Also, do not read this and assume that I am speaking to all faculty members, for many are very fair in their test giving. And do not assume that I am a bitter Rollins student with low grades taking his frustrations out on the world. I currently have a B minus average, and I am signing my name to this letter, because I do not want to remain anonymous in the eyes of the faculty.

First, to the cry that the tests must be long to cover all the material gone over in class, I answer, more tests. For example, in one course I took in the fall, we had a test at the end of every chapter, and there were no complaints, as far as I know. But now in the

continuation of the course in the spring, our first test came six chapters into the course, and it was nine pages long. Can you believe it nine pages in complete in 50 minutes? Both sections of the class were up in arms. More tests, professors, please, covering less material.

Second, to the cry that an easy test in which everyone scores high is useless, I answer that a hard test in which everyone scores low is just as useless. Can you not see the fallacy of your own logic?

So please, in the near future when making up your tests, give the students a chance. I'm not asking for a break, just a chance.

Bob Sullivan

TO THE EDITORS:

Rollins College is in the unique position of offering its students during Winter Term, the opportunity to take on new and exciting types of learning experiences. This letter is an attempt to plant the seed for one such opportunity. This new program would definitely be for white students by design, and not a "defacto" All-white winter term excursion (as most of the winter term courses that travel usually are.) This would be a course in segregation. Not a course specifically designed to teach white students what segregation is, but a course of fundamental academic nature where only the location would be the difference.

The prerequisites for this course are that 1) the student must have an "A" or "B" grade point average, 2) the students must be from varied backgrounds, 3) and all must have an innate desire to maintain a "B" average. Only 36 will be chosen, and classes will be held at Bethune-Cookman College, in Daytona Beach, Florida.

Why Bethune - Cookman? Because Bethune-Cookman is in many ways much like Rollins. The size of the student body is approximately the same, the size of the campus is approximately the same, and both schools are privately owned. The only difference is that Bethune-Cookman is an all black college, seated in the heart of the black community of Daytona Beach.

The challenge I would pose to our students is to exist in a culture that is entirely different from yours, to attempt 5 weeks of trying to relate to other students who have similar external qualities but whose internal qualities are not quite the same. Try to find social outlets among your small group, and only among your group; for the majority of the school lives on an entirely different plane.

Roxwell Robinson

NOTE:

Our editor-in-chief, Katie Curtin, entered the hospital this week because of back trouble. Our sincerest get-well wishes to her, and our thanks for the preparatory work she did beforehand in publishing this issue.

THE SANDSPUR

ESTABLISHED IN 1894 WITH THE FOLLOWING EDITORIAL:

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

Editor-in-Chief Kate D. Curtin

Managing Editor Margaret Price

Assistant Editors for This Issue:

Peter Andrew Turnbull
Grover Cleveland Gardner

Contributors:

Bob Sullivan, Wickford Weldon, Jean MacKenzie, Allan Nordstrom, Wilbur Donett, Angela Lloyd, Stephen Howe, Tom Harblin, Tom Newton, David Pais.

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Editor's Note

We would like to clarify a few things concerning the election issue last week. We received copy from each candidate relating his or her platform and, except for glaring spelling errors or grammar, we did not edit the copy. We would like to apologize for any typographical errors — every issue seems to have a few, and though we try to check them, a number seem to slip through each week. We are sorry if any candidate's platform suffered because of typos.

Other than that, we have heard good comments about the issue. We went with a new layout and type style and it seemed to work out very well. We will continue experimenting in future issues to find the type and layout that makes the newspaper easy to read and at the same time, interesting to look at. We would appreciate any comments and/or suggestions. Just stop by at the Sandspur office in person, leave a note on the door, or write a letter care of Box 2742.

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.

The Rollins College Publications Union is now accepting applications for the editorships of the Sandspur, the Tomokan, Brushing, and the R-Book. Applicants must have worked for at least two terms on the staff of the publication desired (except the R-Book), must have at least a 6.0 average, an enormous amount of stamina, and a charming smile. All of these positions are salaried, but require a hell of a lot of work. Think it over and if you are interested, send a resume including your past experience with publications, your current involvement, and a prospectus of what you'd do with the publication. Just put em in Campus Mail, addressed to the Publications Union, % the Student Association.

Next year the Sandspur will be trying to win all sorts of popularity contests, and the new editors need a lot of writers, editorial staff, window washers and cheerleaders to help keep the place in shape. We gotta get a good crowd here if we're gonna win. That's why we want people to apply for the following positions on the staff:

Art Editor
Layout Editor (plus numerous assistants)
Advertising salespersons
Staff writers
Photographers
Other cheerful helpers

All of the above positions pay, and the work load is light. We don't expect people to give us their lives; we just want loyal folk to assist in turning out a handsome and highly readable paper each week. To apply is simple: just drop a note in Box 1603 as soon as you can.

The Sandspur would like to announce that, because of changes in staff and the imminent vacation, there will be no newspaper next week. We will resume publication shortly following the Spring Break.

We Happened to Notice. . .

We wonder how many campus-ites use the mini-bus service provided by the Winter Park transportation folk. The bus runs to downtown Orlando, to the Mall, all over Winter Park, in fact. We'll try to get a schedule to print sometime that you can keep for your very own. In the meantime, it seems, the service is making far from a profit. According to an article in the Sun Herald last week, transport superintendent Frank Kilgore blames this on 1) the limited service that only two buses provide (the city had to cut back last November from three vehicles); 2) the fact that the buses only run five days a week, not including Saturday; and 3) because of "Nickel Day", which was instituted in January and provides service on the second Wednesday of each month for only a nickel. Kilgore was disappointed that the service could not benefit more people. At the moment its appeal seems limited to the retired and elderly on short budgets, who, because of the cheap rides (30 cents) will put up with some of the inconveniences.

This last seems a little paradoxical; it would appear that the average healthy college student would be more able to walk the extra distance to catch a bus and save the nation's energy than the average elderly person.

We would really like to know (via word-of-mouth or letter) how many people use the Winter Park bus service. The buses are very clean and comfortable, and it would be a shame if the service folded through lack of support.

Another comment that Kilgore made in the article caught our attention. He said that the service would never be a profitable one unless they took the cars off the streets. This started our imagination going.

What would Winter Park, that is, Park Avenue, be like without cars? Would it be possible to ban all vehicles, except the city-buses, and make the downtown area entirely for pedestrians? The shabbier aspects of Park Avenue could be renovated to make the street more attractive than it already is; the Central Park would thus become a more useable area (as it is now, it is cut off from the rest of the town by Park Avenue, a very busy street during working hours). Downtown Winter Park would become a quiet, lovely, almost Utopian little shopper's paradise.

We would think that the Park Avenue merchants would be attracted to such a proposal. Sales would only increase when people are not bothered by auto noise and exhaust; browsing and buying would be a pleasure.

Now we are getting a little homey. But after all, with such a small area to deal with, is this such an improbable suggestion?

New Door

Yes, the new door on the Student Union building is very attractive, aside from the fact that it takes four healthy seniors to open it. But whoever was responsible for that stand-offish "PETS PROHIBITED" sign ought to be leashed to a fire hydrant on Canton for 24 hours. That would be just long enough for all the pets in the neighborhood to pay just tribute to such artistry.

Even the most hard-core food store chains have more graceful ways of asking that animals not be brought inside. Perhaps a sign could be put up here on the beautiful Rolly Colly campus that would say it nicer and be less of an eyesore. The one that's up now looks like something Harry Meisel would tack up at the pool.

Shower Head

Elizabeth Hall, home of the world's slowest elevator, is now also the home of the world's worst shower heads. For some reason, Physical Plant has seen fit to install, in the first floor showers, what are judged by resident freshmen to be the most crude and elementary fixtures seen outside of Botswana. Some of the manly members of our staff went over yesterday afternoon to verify this report.

They concluded that it was indeed true: they are the rudest and most painful shower heads we have ever seen. What makes it worse is that, again for some unknown reason, PP removed a set of customary club shower heads to replace them with these fire hoses. One person commented that they were of riot squad force. This was followed by a statement from one of the residents that if he were surprised while walking down the street and shot with a similar aqualine blast, he would scream with pain, he was certain. And yet, here he has to take a shower with one of these things every day.

In keeping with the inexplicable phenomenon of removing first-class shower heads to replace them with giant water pistols, this mystery occurred only on the first floor. The upper two units shower in comfort, yet the first floor constituents have visible scars from bathing in the morning.

You tell us and we'll both know.

Special

FORUM

Special

ORGANIZED
REFLECTIONS

by: DR. THOMAS HARBLIN

Nine months ago I left Rollins for the summer with the notice from Prof. Nordstrom soliciting faculty contributions for a new vehicle of expression called the Forum. I had promised to mail him some organized thoughts for publication in the first issue last September. Needing to be said is the fact that I failed to keep my commitment. Since I continually harp on the need for responsibility in keeping commitments I feel the need to defend my integrity and add the following random, though hopefully connected, reflections to the growing volume of word pollution which numbs our senses to meaningful and necessary communication.

Without further introduction or obfuscation I leap to the hearts of the issue. A few years back when I was teaching at a large western state university, a student of mine and her boyfriend dropped by our place one evening to discuss some of the more weighty educational issues of the day. Her message was clear. She was decrying the basic university requirements in English and Math which side-tracked her from getting "heavy into" her true love--sociology courses. We were following her reasoning with interest as she summarized in a demanding voice that what the university desperately needed was "more relevance in the curriculum".

The cry for relevance may be more subdued these days, but one senses it nonetheless in the attitudes of students toward the conceptually abstract aspects of course content. If course material isn't concretely applicable, the moment it is offered, common student demeanor suggests that it may well not be worth the effort to try to retain it, or even try to understand it despite the likelihood of its probable appearance on an exam.

One of the real payoffs of a liberal arts education (which is commonly anything but liberal) is the acquisition of perspectives. A perspective is a tool for organizing experience in a meaningful way. Meaningfulness is something that is "pumped into" an activity by a participant. It is not, as is commonly believed, inherent in an activity or event itself. In addition to generating meaningfulness, a perspective requires experience. It is here that we could do more.

I suggest greater use of mini-internships or apprenticeships in arenas where perspectives are being applied by practitioners on a day-to-day basis. These can fairly readily (the degree of "readiness" depends on the discipline, I suppose) be arranged locally. The focus here is not the vocational element (though it clearly exists as a spin-off) but rather the opportunity to sharpen the student's grasp of the perspective at issue. In addition to mini-internships, course assignments in almost any field of study could include projects that are useful to some person, group, organization, etc. in the community. Hence, community service would be an

additional consequence of our educational process. Enough on "relevance" in the curriculum.

Genuine interdisciplinary instruction and team teaching could be more effectively promoted on this campus to the advantage of all. The possible combinations of disciplines are only limited by our weak imaginations (as well as some real practical obstacles I choose to ignore at the moment). One student of mine proposed a need for more thorough study of "tubal litigation", which I suspect would involve in an innovative way the combination of pre-med and pre-law.

Interdisciplinary study itself has become increasingly relevant as graduates try to cope with contemporary problems on the job, problems which necessitate a holistic approach involving multiple perspectives. For example, the physician-to-be who is insensitive to the raging debate about the reorganization of health care delivery in America will certainly have difficulty coping with the major changes in the organization of medicine that will emerge in coming decades. Likewise, the humanities graduate who has no understanding of organizational dynamics, planning techniques, and basic research skills will be handicapped whether working in a school system, the publishing industry, or for a newspaper, for example.

The point is that cross-disciplinary and interdisciplinary studies are becoming more and more relevant every year.

One of the major problems facing us all has been the relatively sudden realization that we are politically undersocialized and had better get our citizenship skills in high gear before we lose altogether the opportunity to direct our future democratically.

To this end, I counsel students to take more initiative in the organization and substance of their courses, whether the subject is math, literature, or behavioral science. The very process of assuming that responsibility and carrying it out would be educational.

Nader makes the point that it is foolish to talk of democracy at the macro-level and wave the flag as a symbol if there is no democratic participation in one's family, work place, college, or labor union, for example.

Students should be drafting "White Papers" on the future (and present) of education at Rollins. These might even be done in the context of course "assignments" though they need not be. Occasionally some individual students do this as a special project, senior research, or winter term study, but it ought to be a far more general activity. Now that the Commission on the Future of Rollins has been temporarily disbanded due to uncertainty about limiting parameters in the next few years as well as the long run, the needs seem even greater for student initiative in this area. How exciting it would be to have

(CONT. ON PAGE 4)

Out of the Mouths of...Babes

by: JEAN W. MacKENZIE

Teaching poetry to fifth and sixth graders has its unruly moments. Ready for a change in their schedule and eager to test a new presence, thirty ten year-olds can put a poor poet through her paces. But for those of us who count the success of a month - sometimes a year - according to the heft of a metaphor, a sixth graders image is often astounding. Definitely humbling.

"I wish I was a storybook so
I could hear the sounds of
children's minds"

One boy wrote in response to my question "What do you wish?" And

"I am as different as an
odd animal or a disformed
flower. Different from everything,
Different than a tuba in a
all flute band. I am Me." are

the convincing lines Marci wrote when I asked the group to try to tell me who they were.

Poetry in the Public Schools is a National program designed to introduce young people to poetry. Poet Kenneth Koch's work with youngsters in New York City schools met with overwhelming initial success and since that time the program has spread to most parts of the country. Relying on children to speak the truth in "fresh and surprising" ways, Koch's method attempted to encourage them to write with excitement about the "private world of their wishes."

"I wish I was the breezes
for no animal could eat me
or smell me and I would never die."

Allan Campbell

I have found the hours spent in class difficult to assess on the spot. The children all want to speak at once and usually do, and it is hard to keep them at the business of actually writing poems. However, I have often returned home discouraged, to find marvelous lines in the bunches of paper they handed me at the hours end.

One of my regular routines involves making a list of unusual words. Everyone helps, and I write the words on the board. Then we see how many of those words find their way into poems. This year, at Lake Weston School, some of the words were, dappled, glamorous, yellow-bellied-sapsucker and Socrates. You will see in the poems that follow how readily and uniquely the words were grasped.

Perhaps the most disarming quality of all, is the blatant honesty found in poems of the very young. For example, leafing through the papers one night, I found these two:

"When a person asks you
who you are
just say shut up" and
"Goodbye, I am so glad
your gone because you
nearly drive me crazy." Then, Barbara
added a second thought to this:
"So solong old pal
Old buddy, I hope
we meet again."

ME THE EAGLE

I am an eagle become instinked shall fight
many men to stay

alive. There are many pleasures
in being an eagle. Like flying
above the citys to fly above the
pollution that man made. I wish
there were more of me
to be able to fight pollution.
But I am just a dum bird.

Bob Harrison

IN A COMPUTER

If I were in a computer,
I would give faulse information,
and I would let all the other
countries catch up with us.
If I were in a computer,
I would do things to help everyone
in the whole wide universe.
While in the computer I would fix the
bad wires and tubes and make
it work as a brand new car.
That's what I would do
"in a computer."

Mitchell

THE WORLD

The world to me is
like being free as
a wave but at
times id like to
say goodbye crul world
becous you feel lonely
like no one likes
you and you feel
as lonely as a astronaut
that had to quit becous you
got your leggs cut off and
every one holers at you
becous you do something rong
so thats what the world is to me.

Billy

WHY I AM HERE

I am alive because I survived my
flickering around trying to
find god to let me out of my prision. I am here
because I helped disinergrate the divel.

Bob Harrison

I WISH

I wish there was a state that was
shaped liek a house.
I wish the state was purple.
I wish people were blue.
I wish they ate candy that was green
I wish the houses were made up of
vegetables. I wish the state sounded like
music.
Thats what I wish.

Shelley

POETRY

Poetry, poetry
is dappled as
an apple.

Bob

IN MY DREAM

All you chaps gather around the fire and I'll
tell you an exotic dream. I was a cat named
Socraties. I could talk, walk, and I was just
gamerly. Everyone around me wer number-
less trees. The cars I saw were fragile, the
truck smelled like flowers. But then I awoke
and all the aroundings were gone.

by Allen

I WISH

I wish, I could run all the way to Canada or to
Calif.
I wish, to where flashy clothes, lay on my
back and watch
the dappled clouds in the sky. I wish, I could
ride on a
train, I'd hear the sounds of the captain-all
aboard, or
the train - choo-choo.

by Lisa Moore

Recreational Silence

by: LINDA WILLIS

For those of us who are active participants in modern civilization, it is important to be proficient in the activity of being inactive and silent. We have been brought up in a world of noise--to the point of not noticing a radio playing for twenty-four hours or the traffic passing on the street. Consequently, it seems unnatural and uncomfortable to be completely quiet and forced to do nothing.

Unlike generations past, modern man must make the conscious effort to be at rest. To do this, a person must form the habit of being alone regularly once a day in one specific place where he is comfortable. With mind and body in a relaxed attitude, a person must slowly and deliberately concentrate and be ultra-sensitively aware of one thought or interest or dilemma to be solved. The importance of dwelling on one thought and laying aside all others cannot be over emphasized. It is impossible for the mind to be a blank, but the chaos of many thoughts can and must be avoided. If the thought is pleasant, the relaxed mind should be allowed

to float with it and play with it as a kitten plays with a ball of string. If the thought is part of a problem to be solved, the mind should not struggle for a solution but should allow itself to float over all aspects of the problem without preconceptions. Now that the mind has rested itself by dwelling on only one thought, it must return to the day's activities by coming to a concise conclusion about those quiet thoughts or making a resolution about that problem.

One might ask, "Well, what good is it to be quiet and alone? It can be only a temporary escape from the hustle and noise of everyday living." Such regular quietude is not an escape. It is such a positive and simple healing process, in that the mind is given the opportunity to be as complex as it desires and yet not fight against itself with the many conflicting, high-powered thoughts of our day. If all Americans would learn to take such time and analyze one simple problem a day (not even necessarily solve it), just think how well people would learn to analyze problems together the same way!

SOURCE III

ORGANIZING FOR
HEALTH CARE

... a manual for challenging the
profit-oriented health industry
... describes hundreds of groups
working on mental patient's
rights, occupational health, wo-
men's health, community con-
trolled clinics, and much more
... reviews books, films, etc.,
useful for education and orga-
nizing. 256 pp. \$5.95

also available:

Source I: Communications, 116pp. \$1.75

Source II: Housing, 264pp. \$2.95

Source, P.O. Box 21066, Wash., D.C. 20009

Who Am I?

It's springtime. . . . when the student teacher's fancies turn to fear. It's when self-doubt is not just a psychological concept but a way of life. The questions of Who Am I and How Did I Get Here are blossoming. I can help answer these flowering questions. The student teacher got here by completing all of his or her prescribed course work in the Department of Education. If you want to blame someone, then blame your advisor and yourself. He helped you plan an excellent liberal arts background with a speciality in education. It's not his fault that you have an overall GPA of 6.0 or better. How was he to know that you would pass everything? Besides that, he told you when all your forms for student teaching were due: you were the one who completed them by a predetermined date and had them accepted by one of the local school boards who did the actual placement. By doing all of this you have committed yourself to nine full weeks of student teaching during your last term as a senior.

You might ask: "But why me?" Because, you have the needed skills to become a teacher. Your files have been reviewed by the Department of Education which has decided you are a person with integrity and of good moral character. Here again, it's your fault that you have hidden all your psychological hangups.

Gradually, during the first few weeks of student teaching your apprehensions turn into confidence, your self-doubt into self-worth. With the completion of your student teaching experience, the question of "Who am I" can be answered. You are a teacher.

Dr. Michael Kahn
Director of Student Teaching

HARBLIN (cont.)

a cumulative file of student initiative in this area. How exciting it would be to have a cumulative file of student drafted position papers on library reserve or made available through the Sandspur for public perusal. Student initiative in this and other aspects of the educational experience undoubtedly would have a stimulating effect upon the faculty whose imaginations collectively tend to get stifled by the routine repetition of the academic calendar. The issue of student initiative reminds me of a story told by a kindergarten teacher. As she called the role on her first day at school, one five year-old named Timmy occasionally volunteered information on his presumably absent colleagues, "Mary is not here today? . . . Suzie missed the bus. . . Billy is sick today." When the teacher completed her tally she realized that there were more warm bodies present than accounted for. On repeating the names of the absent, Mary said meekly, "I'm here teacher." When the teacher asked why she hadn't said so earlier, Mary replied tearfully, "Timmy said that I wasn't here today." Each of us might ask himself, "Will Rollins ever know that I was here?" If you want an improved environment, the answer must be an emphatic yes!

In summary, "relevance," (sic) meaningful and useful course projects and mini-internships, increased interdisciplinary and cross-disciplinary study, participatory initiative and democratic involvement, might well increasingly characterize the Rollins educational environment in coming years. That is, if there are any students willing to leave enough of a trail for others to say, "That person sure was here."

One final suggestion while I am at it- the Forum should initiate a point/counter-point format for at least some of the contributions. I think such controversy would stimulate interest and enhance "sales."

With this effort my conscience is relieved. I hope my integrity is restored dear Forum people.

The Sandspur would like to thank all candidates for turning in their election platforms and for coming to the office to have their pictures taken. The Sandspur did not support any one candidate, nor did we try to influence the voting by way of layout or typography. We did not grant extra space to any one candidate, but rather printed all copy in its entirety, except for errors in grammar and spelling. We once again apologize to any candidate who was a victim to typographical errors or printer's mistakes. We sincerely hope that mistakes of this sort did not influence the voting in any way.

WANDERINGS

by: WICKFORD WELDON

A creator is first and foremost an individual. But that does not mean that all individuals are necessarily creators, for that is hardly the case. A creator is an individual because it is impossible for him to be otherwise. It is that simple. But before we discuss the role of the creator as an individual, it will be necessary to clearly define what is meant by the term "individuality."

It is the strength to be able to say "no" when everyone else says "yes," and also the strength to be able to say it vice versa. When everyone else is tottering or falling by the wayside, the individual does not founder, for he possesses one keen ability; that of believing in himself before anything else, for the man that does not first and foremost believe in himself is often liable to be led to believe in false causes which are headed by even more dubious leaders.

An individual is not afraid to voice his own opinions loudly and coherently on important problems, even if what he says is in direct conflict with the opinion of the majority. Never will he say that "I can't" before he has at least tried, and when he has done so but failed, he will keep on trying to succeed until he is quite convinced that it is not within his powers to succeed. He is not stubborn, for he is simply relentless when it comes to doing something that he feels he has an obligation to do, whether it be to himself or others.

A person who is an individual is proud to be one, even though he may recognize that he has faults and weaknesses over which he has little or no control. Haughtiness is not a characteristic of the individual, as are neither indecisiveness or obsequiousness. He is what he is, and nothing else. Even though he may not say it, he secretly detests to have to listen to criticism of himself. It is not that it "wounds" his pride, but rather, he simply finds it offensive and irritating, for the majority of criticism that is directed at himself comes from persons who lack the ability to understand, let alone appreciate, his mode of thought, and the manner in which he expresses it, whether it be by writing, composing, painting, etc.

Although it is necessary for a creator to be an individual, there is another fundamental prerequisite, which is that he be, at heart, a true romantic. Ah, of all the things that the world lacks the most, romantics are definitely in the shortest supply. Where would we be without our romantics? A creator is more likely to be a secret romantic rather than a self-proclaimed one. But what exactly is meant by the term "romantic"? At best it is a very ambiguous word, whose meaning can change radically from generation to generation.

But are there really any romantics left? Do

they contribute anything that is necessary for the continued happiness of the people in society today? Yes, of course they do! There would be no art without the romantics, for the only ones who would be left would be the pessimists, the spreaders of gloom and unhappiness; the ones who would be left would be the pessimists, the spreaders of gloom and unhappiness, the ones who are only the darker side of life, and do their utmost to conceal the beautiful side. Away with them!

A romantic loves life as no other can, and may also be said that he lives life as no other. Emotions rule the romantic, thoughts dominate the rationalist. There are days when the romantic will embrace life and wonder at the marvel of it, but there are also times when he will curse his existence on earth and cry, "Is the meaning of life to be found in itself or in myself? And if neither, then where?"

In most cases, the romantic is a person of many moods, has many ideas, and is a reservoir of intense passions and emotions, that are always on the brink of overflowing. Culture plays an important role in the life of a romantic, although he basically prefers a life of passion to one of intellectual pursuits. That is not to say that a romantic is averse to intellectual undertakings, for quite the contrary, he believes that a life of the Summum Bonum should be a mixture of the two, but that passion should come before reason, but not necessarily all of the time, for if it did, it might have catastrophic consequences.

To the romantic, the world is a place full of endless wonders and where something new and challenging may be discovered everyday. No person can be considered a "bore," but some people are simply more interesting than others. Although the romantic enjoys being in the company of others, he often prefers to be by himself, for solitude nurtures reflection, which in turn can make way for the emergence of profound thoughts. The potential for weighty thinking is always present, but one has to work at it to bring it forth. The romantic enjoys a mixture of intense emotions and deep thoughts, for he would feel deprived in a world in which there was only the latter and just a smattering of the former.

Inquisitiveness is another strong force in the romantic, for he never accepts anything simply because everyone else does, even if it is the current fashion to hold such and such particular opinions on certain issues. Do not accept without questioning first! For it is only the fools that do otherwise. Meaningless rules and useless social conventions bother the romantic immensely, so he often prefers to install his own in place of the ones that he finds unsatisfactory.

(CONT. ON PAGE 5)



KARMIC FORCE-140 W. FAIRBANKS-WINTER PARK	
NAME	PRIZES:
ADDRESS	1. SILVER & TURQUOISE BRACELET \$60 VALUE
PHONE	2. MACREME
140 PARK	3. CERAMIC POT
644-2223	
SUBMIT FOR DRAWING BY APRIL 15	

Members of the opposite sex intrigue the romantic, yet he is sometimes sadly lacking when it comes to the courage that is necessary to begin a relationship with one of them. This is because he may be an introvert, and "coming out of the shell" is usually a slow and uncomfortable procedure.

Sharing ideas and learning about new things delights the romantic, and he is also fond of conversing with anyone who is willing to listen to him. If the occasion should arise, he enjoys telling another person, preferably a close and trustworthy friend, all of his secret thoughts, his innermost desires, and particularly those things which he finds to be a secret source of torment. But if the other individual does not sympathize, or merely laughs at him, the romantic will become extremely angry and then withdraw into himself, and will not "come out" again until he feels reasonably sure of himself.

How the romantic loves to wander about, inhale the fresh country air, listen to the birds chirp, and watch little children at play! He prefers the outdoors to the indoors, the natural to the manmade, and passion to reason. In a natural surrounding he feels most at home. The wooded mountains, green pastureland, cold mountain streams, and quiet, secluded areas are among the type of places where he likes to go.

But above all the romantic loves the beach, where he may listen to the thundering crash of the waves, watch the seagulls in flight, listen to their cries, and smell the salty sea air. Also, he secretly enjoys building sandcastles, burying his feet in the sand, and playing silly games, such as running in and out of the waves as they come crashing down.

Another favorite pastime of a romantic is to wander about aimlessly at night, find a comfortable place to sit, and contemplate the stars. He likes to listen to the sounds of the night, especially the crickets, and think of his own pathetic insignificance in relationship to the Totality of the Universe. How trivial and temporal one is to the whole Universe and Time!

While the romantic is listening to the night sounds, looking at the stars, and pondering the meaning of his existence, he may busy himself by pulling small blades of grass out of the ground.

And music! A day without it, to the romantic, is as bad as a day when no one smiles or has a friendly, reassuring word to say. The true romantic prefers classical music over "popular," for nowhere else is there such a visual image of the surging of the passions. Beethoven, Schubert, Mendelssohn, Dvorak, Bartok, Borodin, Grieg, Rachmaninoff, R. Strauss, Prokofiev, Rimsky-Korsakov, Mussorgsky, Berlioz, Tchaikovsky, and Chopin are among his favorite composers. But of all of these the romantic is apt to like Schubert the most. Sentimentality is not a trait of the romantic; but, instead, he is endowed with a great amount of sensitivity, although he may try to hide it behind a mask of cold apathy.

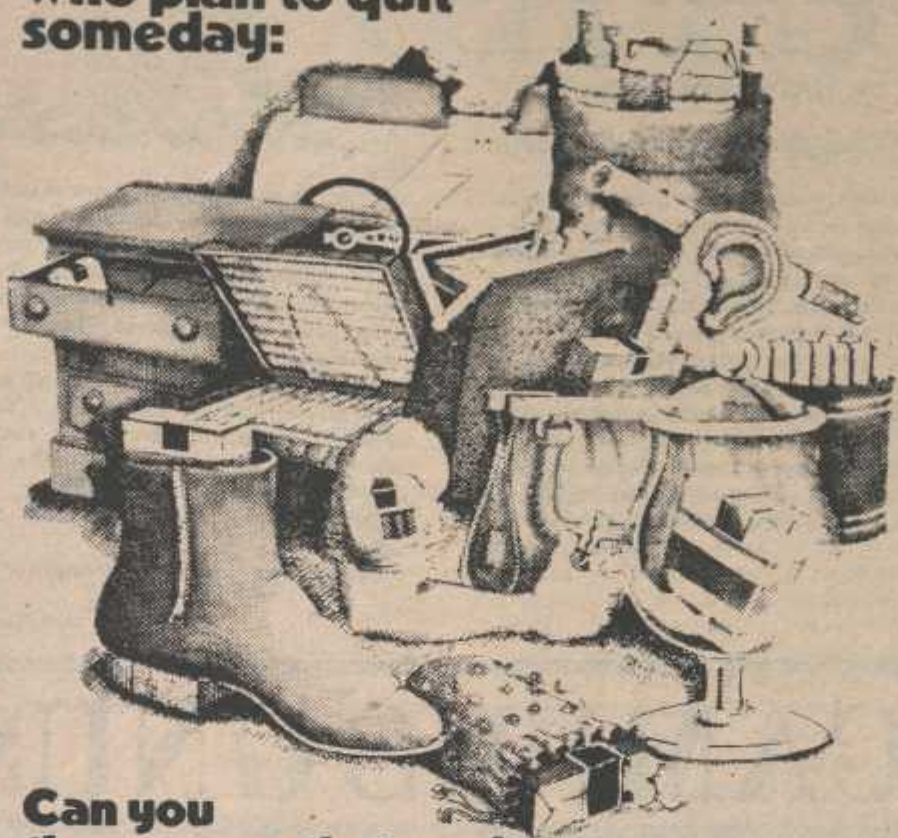
More often than not the romantic feels alienated from society, that he is only an observer, and not an actual member. As the spectre of madness occasionally comes uncomfortably close, the phantom of loneliness is never too far away either. Even though the romantic may be in a room full of the most jovial and merry-making people, he will feel the phantom of loneliness hovering over himself. Being in the same place as other people does not mean that you are with them, for on the contrary, one is "with others" when one fully understands them and is capable of satisfactorily communicating with them. But one can not know others without first understanding oneself.

The romantic is not unfamiliar with the concept of Boredom, for he knows it well, too well. There are many hours, sometimes whole days, when he is unable to escape from it's clutches. Things in which he formerly took pleasure in doing will suddenly become stale and meaningless, and people with whom he has enjoyed being in the company of, will seem utterly repulsive. The romantic has often looked down the yawning chasm of Boredom, and he does not like what he sees.

But one must spend one's live living it and not complaining about it! Although much is wrong and senseless in life, and it is impossible to always evade its unpleasant side, the romantic prefers to dwell in the happier side of life, but he is aware, keenly aware, perhaps more so than other people, of the darker aspects of it.

Death terrifies the romantic, for in it he sees a hideous finality, a "Coming-Apart," or a "Loosening-of-the-Ends." But the romantic does not spend his time worrying about the "Ultimate End," for he is too busy trying to live his own life. All that is alive and beautiful is held in high esteem by the romantic, for the meaning of life is to be found in that which is alive, and not dead.

All you smokers who plan to quit someday:



Can you throw away that pack right now?

It's not easy, is it?

In 20 years, after 146,000 more cigarettes, you think it's going to be easier?

Don't kid yourself.

Quit now. You'll never get a chance like this again.

U.S. Department of Health, Education, and Welfare

This space contributed as a public service.

THE AMERICAN CANCER SOCIETY needs your help for volunteer work of all kinds. Call Cindy Cotton at 843-8680.

Are you a female student without immediate plans? Do you love dogs? Come help us with our kennel of large loving dogs. Some secretarial skills handy. Live and work on a cattle ranch in beautiful central Florida. Lovely separate living quarters. Write: Griffith Ranch Kennels, Rt. 3 Box 3000, Okeechobee, Fla. 33472 or call 305-776-1899.

For the romantic, solitude is a means of stimulating thought, which in turn may develop into Profound Thought. While others are afraid of, or are incapable of, dwelling in Profound Thought, the romantic has no difficulty, for it and Intense Passion are an integral part of his personality. But the only way to enter Profound Thought is by way of solitude, but the romantic only enters it when he feels capable of achieving Profound Thought, for Solitude, more often than not, breeds Boredom.

Without Beauty the world is empty, and without passion and reason the earth becomes barren and a mere abstraction. So holds the romantic. In all living things there should be Beauty, yet there is not. Why is this so? For without the dark and ugly there can be no light and true Beauty.

Romantics know the meaning of the word "Love," while others know only the word, but not it's meaning. Love is both pain and sorrow, pleasure and ecstasy. But the romantic, though he may think of it often, does not partake in it with just anyone, in any place, or any time. He finds lust crude and base, and will only give himself to another when he feels deeply for that other person. The creator, the individual, and the romantic are all separate entities, yet they are all a fundamental part of each other. None can exist without having the characteristics of both of the others, at least in some degree, no matter how small it may be. A creator creates because he likes to, while the individual is what he is because he could not possibly be any other type of person, and the romantic is a romantic because emotion is the dominating force in his life.

The world is never complete in the eyes of a creator, for something more can always be created, whether by his own hands or someone else's. To the individual, the belief and feelings of a single person are more important than those of the rest of society, and the romantic views the world as a place where passion has priority over reason.

But woe to the man who is none of these! For the world has more than its share of vicissitudes and unhappiness.

Attention Writers

THE CONSTABLE SHAKESPEARE AWARDS

The English Department of Rollins College announces the provisions of the Constable Awards:

THE WINNERS:

The students who write the best essays on any subject concerning Shakespeare or the drama of his time. All undergraduate students at Rollins are eligible.

THE PRIZES:

A total of \$200 is available for this year's winners. Depending on the number and the quality of the essays submitted, there may be four prizes of \$50 each, two of \$100 each, or some other combination. The minimum award will be \$50. If no qualified papers are submitted, there will be no award.

THE LENGTH OF THE ESSAY:

Eight to fifteen typed pages.

THE DEADLINE:

May 1, 1975.

SUBMIT TO:

English Department Office, 210 Orlando Hall.

The fund for these awards was established by William Abbott Constable, former teacher of courses in Shakespeare at Rollins College.

For further information, consult the members of the Constable Award Committee, Prof. Wilbur Dorsett, Prof. Alan Nordstrom, Prof. Cary Ser.

Creative Arts Center

The present School of Creative Arts, now housed in the beautiful new R.D. Keene Hall Music Center on Holt and Chase, evolved from the first organized adult education program presented by Rollins College in 1936. That program included creative writing, Spanish, art, music and lectures on topics of the day. In 1951 the program was enlarged to include after school activities for children and became known as "Courses for the Community."

The first brochure was issued in 1958 under the title of "Creative Arts Courses for Young People and Adults." By now the apparent strength was in the music field which included instruction in piano, voice, organ, violin, cello, flute and other wind instruments as well as percussion. Art, dance, and theatre were also offered. Some friends fondly remember the "Turret House" on Chase and Ollie in those pre-Sutton Place South days. Subsequent brochures list languages in 1959-60, new name "Rollins College Creative Art Department" in 1960-61 and finally the current "School of Creative Arts" in 1963-64.

In 1963 a revolution took place in the area of private piano instruction. It was in this year that the Rollins College School of Creative Arts adopted the Robert Pace approach to group piano instruction. To this day Pace Group Piano Education is the strongest instructional segment in the School of Creative Arts program.

The old buildings were nostalgically, although happily, given up one wonderful October morning in 1974 as movers arrived with huge vans and began to dismantle two grand pianos and gingerly move about 36 spinets, consoles, uprights, etc. Business is now conducted, as usual, in the new quarters where the School of Creative Arts (Holt Ave.) and the regular Music Department share the teaching facility.

The School of Creative Arts program includes two very successful Summer Day Camp sessions and 4 8-week quarters during the academic year. The Summer Day Camp began in 1967 and features a unique combination of courses in music, art, theatre and languages and sports such as swimming, tennis, waterskiing and sailing. The Summer camp includes two 4-week sessions from mid-June to early August. Campers, age 7-17, attend classes Monday thru Thursday from 9 a.m. to 3 p.m. Last year, creative dramatics, art and music were integrated into a special morning program for pre-school children, ages 4-6 (going into 1st grade). Classes may be scheduled for adults in several subjects depending upon registration.

Brochures for the 1975 Summer Day Camp sessions will be available by mid-April and may be obtained by calling 646-2211.

Eight weeks comprise each quarter during the academic year. The heaviest enrollment is in music, particularly in Pace group piano instruction and organ. These groups meet two times a week after school and or during the early evening. The Robert Pace approach departs from the traditional method by stressing a two-fold objective, namely, musical creativity and musical literacy. Consequently, instruction is geared to the type of activities that will stimulate and foster a student who can read music intelligently and create it as well. Dr. Robert Pace remains as consultant to the program and visits to observe classes and make evaluations at least once a year.

Voice classes are offered to senior high students and adults. Voice instruction is structured for both basic musicianship and vocal performances.

Other music courses include private instruction in violin and viola as well as class or private lessons in guitar, banjo and baritone ukelele.

Art, sculpture and ceramics classes are well attended. Again, the emphasis is in guiding the students through creative self-expression rather than pouring people into a "mold". Recently loom and non-loom weaving, macrame and creative fibers instruction has been added. The art and weaving classes still meet in the old buildings on Ollie by Dinky Dock.

French, Spanish and theatre are always popular.

This academic year the School of Creative Arts program has been extended by the inclusion of tennis for young people on Saturday and for adults on some weekday mornings.

The original purpose for this type department was to provide a community service. Repeatedly in descriptive literature the following phrase appears, "to further fulfill the cultural needs of the rapidly growing central Florida area". Today, community service is still a primary objective.

The name *School of Creative Arts* clearly implies that, as a dynamic, living creative entity, it must continue to expand, evaluate, discard, and upgrade so as to keep in step with the very reason for its existence. This is a community department. Come see it live and breathe from the flutter step of a 4 year old to the slower pace of a senior citizen.

For further information or to be included on brochure mailing list, call the office on Holt Avenue at 646-2211.

A QUARTO OF SONNETS

TO JOHN FALSTAFF

Sir John, you lazy slob of sloth and shame
That gamey groundlings still insist to see:
I cannot justify your living fame
Through all the years of drama's history.
Your love of sack and ale and petty crime
And lack of honor are despicable.
Your rank among the characters of time
Is really rather inexplicable.
And I, who live within the rectitude
Of my respectable society,
Cannot allow your careless attitude,
Cannot admit you to my company.*
But how I envy you your luxury
Of utter irresponsibility!

Wilbur Dorsett

THE STRATFORD GARDENER

Behold young Shakespeare of old Stratford town,
Who worked his blessed earth with eager will
As up one richly flowered row and down
The next he practiced well his gardening skill.
He plotted, planted, cut, and re-aligned
To so effect the pattern that he wrought.
He watered, weeded, grafted, and refined
To bring about the order that he sought.
And as his hands were busy with the earth,
His thoughts were busy with the sonnets there
That flowered full with ever-growing girth
And needed shaping with a pruner's care.
In time he wrote the verse that was begot
From growing things within his garden plot.

Wilbur Dorsett

ROBBING TIME

Worst thief of all, great Shakespeare said, is Time:
He robs us of our youth, our bud deflowers,
He steals our earthly goods, an evil crime,
He pillers love and, last, our life devours.
What recompense for loss did our Bard find
Within the compass of the turning globe;
What balm for wounds of Time: the face
deep-lined,
The palsied limb, blind eye, and tattered robe?
None but to turn the Globe into a stage
Whereon to spell the world's ills into plays,
Transforming all the chaos and the rage
Of life into an art of endless days.
Our poet thus stole fame from thieving
Time,
Conscribing him within the round of rhyme.

Alan Nordstrom

LINES COMPOSED IN ARDEN FOREST
AFTER A LECTURE ON SHAKESPEARE'S
PRODUCTIVITY, ON MY BIRTHDAY

"Now, let us calculate," the Scholar said.
"A million and a quarter words, six days
A week, for twenty years until he's dead.
It means two sonnet's-worth a day in plays.
And now, at thirty-four, I'll calculate:
Two sonnets every day till fifty-four;
Allow a fortnight off—six hundred straight
Each year, twelve thousand sonnets to my
score,
Some sequence that! Enough to ring the world
With sonnets nailed on every blameless tree,
Rude trees bewailing, "Ecce poem—unfurl'd
Upon my biteless bark and made of me!"
O no, I'll spare the trees, withhold my pen,
And leave the Bard his glory and his pen.
Alan Nordstrom

CAMPUS GNUS

Roger DelMonte, Dean of Housing announced today that student preferential housing forms will be thrown down a shorter staircase this year, thus insuring more students of getting their first choice room.

Because of repeated warnings from the American Cancer Society that the danger of skin cancer is greater when sun tan oil is not used, Harry Meisel announced that starting Feb. 1, sun bathing at the Alford Pool will no longer be permitted.

Campus Safety has announced plans to honor Glory Rodgers, Rollins' All-Time parking Ticket Writing Champion. Tentative plans call for giving her a new pen to write tickets with, plus a banquet at Beefy King.

Roger Bake, director of the Benery, announced that because of spending cut-backs, the Benery is operating below budget so far this year. To bring the spending in line with the budget, the Benery will begin Food night on Thursdays to go along with the popular Steak night on Fridays. Details are sketchy at the present time, but it is rumored that real food will be served.

It was announced today that the Student Court upheld the sentence under appeal in the recent case involving Grover Gardner. Gardner's appeal in the recent case involving the confiscation of his 12 meal plan ticket and the issuance of a 19 meal plan in its place constituted "cruel and unusual punishment" was denied.

Physical Plant announced today that it has found the rare purebred Siamese cat that has been lost for the past week. The cat was peeled off of the right rear tire of the Physical Plant paint van.

Today marks the tenth anniversary of the only day in Rollins College history that the Physical Plant had all of the air conditioning units in the college working. Today also marks the tenth anniversary of the first recorded snowfall in Winter Park history.

Tonites Movies for Feature Film Freaks Danny Kaye, Fay Wray, Aldo Ray, Doris Day, Alice Fay and Honk the Wonder Goose in Shirley Temple Infects the Marine Corps. A story of how to meet friends and influence people. Channel 2, 9 P.M.

Richard Nixon, Bebe Rebozo, John Mitchell, and Ed Gurney in I Am Not a Crook. The story of those who were properly rewarded for public service. A documentary, narrated by Dan Rather. Channel 8, 11:30 p.m.

AWARDS

The "I Didn't Know Old Sneakers Could Taste So Bad" Award to Roger Fry of the Benery, for disguising Steve Heis' old basketball sneakers as last Thursday's meat loaf.

The "Ring Around the Bathtub" Award to Harry Meisel, for keeping everything that could get the water dirty (including people) out of the pool.



ROLLINS' FASHION PLATE

The professors know best what we need
And pile on books we must read
We blowout our minds
So we won't fall behind
And "pile on more" is their creed!

On Friday we help celebrate
The laws of staying up late
We drown sorrows and then
Swear "never, never again"
And chalk up our aches on the slate.

Those headaches can really be killers
After all those late party thrillers
For we love our beer
And that is quite clear
For pizza and beer are great fillers.

We all love to get really ripped
And with our drinks down the stairs had we tripped
The music had stunk
But we were so drunk
As cares down the drain quickly slipped

When studies are too much for the head
To the bank do we run for our bread
For we do not fear
To down "that last beer"
It's truly the next morning we dread

As the hour of drinking grows late
More exciting stories we relate
Also the jokes that we tell
Are frightful as hell
And it's those horrible puns we most hate.

We race to where secret beer's stashed
And drink 'till we're thoroughly smashed
We all feel loose
As we cook our own goose.
And feel shitty days after we've crashed.

HYSTERICAL MOMENTS: 200 YEARS AGO TODAY

Brought to you by the Sludge Oil Company.
Our motto: "Excess profits through higher prices."

Two hundred years ago today, George Washington's outhouse overflowed with the Father of our Nation inside, slid down a cliff, and floated from Mt. Vernon across the Potomac to the Maryland shore. Washington climbed out of his improvised boat, and stood on the roof. The future President was later to deny that this incident proved to be the inspiration for his idea to cross the Delaware River. And that's the way it was, 200 years ago.

THOUGHTS FOR THE DAY:

Sunday - Never skip rope on wet cement.
Monday - Will Rogers never met Howard Cosell.
Tuesday - Anyone can be normal, it takes a truly great individual to be really sick.
Wednesday - It takes two dwarfs to mail a letter.
Thursday - Never play jacks on a hot sidewalk.
Friday - Double your pleasure, double your fun, Xerox your pay check.
Saturday - Is it possible the president goes to Russia just to visit our wheat?

CAMPUS CUISINE

The following item cam across our desk last week, and we thought that it was harmless and humorous enough to print in this week's issue. We don't know who the author is, but we assume, or would like to think, that it is some Betty Crocker of the Science department. Just between us, though, we don't recommend really cooking up the recipe. Not that it would taste so bad, but high-quality brainies are hard to find these days.

BUSH BUILDING BROWNIES

- 1 cup Rat Brainies
- 2 cups Calculator Chips
- % cup Distilled Warrior Formaldehyde
- tsps. Smooth Cells (xyphoid processed)
- 3 parts Phenolphthalein
- 16 Kidney Beans

Mix carefully with scalding scalpels in a clean eralanmyer flask. Titrate evenly for 4 hours. Heat for seven meticulous minutes on a bunsen burner. Then just serve and eat. Ummmm ummmmm good!

A BROADCAST (oyez—soyuz!)

Cronkite - And so the Apollo-Soyuz flight is presently "go", amid speculation as to the safety of the entire mission. With us we have Bob Comberly, assistant to the Vice-chairman of NASA, to perhaps shed a little light on the difficulties of this mission. Bob?

Bob - I would like to say that the matters that did turn up were purely engineering matters, and have been resolved. I would not sent up men on a suicide flight - for that matter, I doubt that any astronaut would willingly go on one.

C - Would you say that the first two crews' having broken their legs just before launch date was to get out of this flight?

B - These accidents happen. As for having all four break their right leg, it's nothing but coincidences.

C - What about the armed guards who led crew #3 to the launch site? Didn't you know that that would raise public suspicion?

B - Yes, but it couldn't be avoided. We got a telephone call threatening to hijack the spaceship, and we needed that protection.

C - I see. Well, what were the actual engineering matters that had to be resolved in this mission?

B - Well, through much hard negotiation we persuaded the Russians to lower the cabin pressure by 6 p.s.i. to keep the spaceship still in orbit and let us do the docking, and, as the post revealed, we convinced the Russians not to use grappling hooks on our spaceship.

C - I understand that the Russians are quite impressed with our space technology.

B - Actually, the commanding cosmonaut seemed alot more impressed with our diesel powered launch platforms. He said that it reminded him of a huge tank.

C - Which contributes, inadvertently and

unfairly to the reputation the Russians have of being aggressive, belligerent, war obsessed. Anyway, what's particularly interesting about the Russian craft?

B - Uh, this is embarrassing after your last statement, but they installed a death ray on it.

C - A what?

B - It's a grazer. For scientific study, they say; and they call it a gamma ray irradiation treatment machine. Their experiments, which we have approved, will deal essentially with incinerating a few rabbits for the people at home to watch.

C - Presumably they won't use it heh-heh, on our astronauts?

B - They assure us that as long as we put no tricks that our boys won't be hurt.

C - Like, sudden maneuvers?

B - And no deceit, such as taking experiments out of order or failing to complete one. But the two groups of astronauts both like each other, and I think they'll be no problems in that area.

C - Will there be problems with the space worthiness of the Russian craft?

B - If there's anything to worry about, that's it. But I wouldn't. I'm very confident in the Russian technology.

C - Of course, it's easy to say that down here on the ground. Could you say it up there in space?

B - I'm sure I could.

C - Excuse me, Bob, but we are about to have a linkup between the two ships, the United States Titanic and the Russian Bichelissat, meaning quite literally, "bucket of bolts."

(CONT. ON PAGE 7)

SPORTS

Blake Lorenz, Boy Wonder

by: BOB SULLIVAN

Lorenz, Blake Height: 6 feet; Weight: 185
Bats: R Throws: R

YEAR	G	IP	H	R	ER	W-L	ERA
1974	14	121	93	29	20	9-5	1.49
1975	6	41	31	10	3	4-1	0.65

Take a look, and then look again. These are the career statistics, so far, of number 16, Blake Lorenz, nicknamed the Boxer by his team mates. They just about border on the unbelievable. For those of you who don't understand the letters at the top let me analyze them for you. If you divide the Innings Pitched by the Games he pitched in you come up with slightly over 8. That means that every game the announcer says "Pitching today for Rollins, number 16, Blake Lorenz," you can bet that he will finish the game, too. Because

that number 8 means that Blake pitches 8 innings of a nine inning game, on the average. Not on his good days, not some of the time, but as an average. I'll give you something to compare that with; not one pitcher in the Major Leagues last year averaged eight Innings a start. Not one. Not Catfish Hunter, not Mickey Lolich, not Andy Messersmith, not anyone averaged that. Ane what credit does he get for it? Now, when Blake pitches, some people don't even go the game, because they figure it's as good as over when number 16 throws.

TAR TRIVIA: Larry Hart and Jim Liakos, after off seasons at the plate last year, are hitting 383 and 322, respectively, at press time. Don't forget John Castino who's hitting 375 to go along with his 5 home runs in 17 games. Actually every eleventh time John hits a fair ball it goes over the fence. Bill Miller has a streak of 25.3 scoreless innings going, and I hope I don't jinx him by writing this.

NET NOTES

This week has been a busy one for the Rollins Men's Varsity Tennis Team. On Monday they defeated Southern Illinois University 7-2, and on Tuesday defeated Tennessee Tech by the same score. Wednesday's match proved to be more of a challenge as they edged by Miami of Ohio 5-4.

Playing number one, junior Ted MacBeth continued his successful season by going undefeated during this week's matches. Rob Bradley at the number two position has also gone undefeated this week, and with his partner Ed Lake has gone undefeated in doubles action as well. Brad Smith, John Manderson and Mike Sahlman complete the lineup of Coach Norm Copeland's winning team.

Be sure and come out next week for there will be matches every day beginning at 2:00.

The Women's team plays their toughest competitors - the University of Miami - tomorrow at 2:00. Thus far they have gone undefeated in match play, as well as capturing the Florida State Collegiate title.

BASEBALL

Sat., March 22	Villanova
Mon. March 24	Tenn./Ohio State
Tues., March 25	Rollins/Princeton
Wed., March 26	Rollins/Ohio State
Thurs., March 27	Ohio State/Princeton
Fri., March 28	Rollins/Tenn.
Sat., March 29	Tenn./Ohio State
	Rollins/Princeton
	Rollins/Tenn.

(All the above are home games at Harper-Shepard Field.)

WOMEN'S TENNIS

SAT., March 22	U. of Miami (home)
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MEN'S TENNIS

Fri., March 21	Presbyterian
Mon., March 24	Indiana U.
Tues., March 25	U. of Maryland
Wed., March 26	Kalamazoo
Thurs., March 27	Citadel
Fri., March 28	U. of Cincinnati

(All of the above games are at home.)

MEN'S GOLF

Wed./Fri., March 26/28	G.A.C. Invitational Tournament, played at Cape Coral
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WATER SKIING

Sat./Sun. March 22/23	Brevard Community College Spaceland Ski Site Merritt Island, Fla.
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INTRAMURAL SOFTBALL

Tues., March 25	Indies/X-Club
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Horsing Around

by: SHARON RUVANE

On Friday afternoons, while most Rollins students are poolside improving their tans, a small group of Rollins students are participating in an activity which is virtually unknown to the campus. This activity, which provides exercise, animal contact, and fulfills a P.E. requirement, is horseriding. Riding lessons for Rollins students are conducted every Friday afternoon at Briarwood Stable in Goldenrod, Florida (near F.T.U.).

On Fridays, the Rollins riders' car pool leaves The Enyart Alumni Field House at two o'clock and arrives at Briarwood in less than twenty minutes. Riders, garbed in jeans or riding breeches with boots and hard hats, gather around a bulletin board which lists the various horse assignments for the week. Horses are assigned according to each rider's ability. There are well-schooled, slower paced animals for beginners as well as several more highly spirited thoroughbreds for the advanced riders. Beginners in the semester long course learn the fundamentals of horsemanship the walk, trot, and canter, and also learn basic care of the horse including grooming and the cleaning of tack (the saddle and bridle). Advanced riders are able to polish their equitation (style) in both the ring and on the outside course (which is a large open field containing jumps).

For riders of all abilities wishing to compete

and test their progress, Briarwood Stable holds riding shows on the first Saturday of each month. The entry fee is three dollars per class, and in each class the student is able to compete against some of central Florida's best riders. Refreshments are sold from nine thirty to four on show day to accommodate both participants and spectators. Winners of the day's events return home with ribbons or a trophy and a ribbon for a first place win. The horse and rider accumulating the most wins throughout the show is awarded a championship trophy.

Members of the Rollins P.E. class are enjoying themselves on Friday afternoons and are learning more about the world of horses. A semester of riding costs the student sixty dollars (12 lessons). Besides fulfilling a P.E. requirement, the Rollins rider gets plenty of sun and alot of exercise. For the student interested in riding but not inclined to take twelve lessons, it is possible to take one lesson for five dollars or to lease a horse for an hour. A rider wishing to ride more than twelve times can lease a horse on a monthly basis. A rider with her own horse can board the horse at Briarwood for a reasonable monthly fee.

Anyone wishing to become involved in this activity can call Colonel or Mrs. Christopher at

Anyone wishing to become involved in this activity can call Colonel or Mrs. Christopher at Briarwood Stable, Tel. 273-0822.



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realist school depicting a giant worker in overalls with a wrench in his right hand contemplating some massive gearing filling the right hand lower quarter of the painting; with side lighting caused apparently by the sun's going down, causing the worker to become black shade relieved by strips of orangey light. It is ungodly awful.)

Bzt! I'm glad you liked it, comrade. Bzt! And here's America's present. A case of deoderant and mouthwash, and ten copies of Perry Como's Christmas Album and JESUS CHRIST, SUPERSTAR. Bzt! Denk you. Bzt! This is Mission Control. Stow the chit chat, and get to doing that experiment, that vital experiment that necessitated having four people in orbit, whatever the trouble or expense. Bzt! Alright, I'm setting up the bridge table now.

And so you have it. A historical first, the first space docking between two nations. Well, Bob, seeing as how there won't be another manned mission in space for six years, it must be a combination of exultation and let down that you presently feel.

B. - Not at all, Walt, I look forward to a challenge during those six years - readying the space shuttle. And anyway, we are presently pushing for another moon walk in three years. I figure that we have enough spare parts lying around to make a Saturn V and we can use the LEM that we gave to the Smithsonian.

C. - But what would be the reason for it? And, I mean America would need a good reason.

B. - We're gonna grind Richard M. Nixon's name off of all those moon plaques.

B. - And here I was, thinking that it meant "iceburg".

C. - Here are the voices of the astronauts. (Crackle) Oh my God, oh my God. . . Honey, remember, I'll always love you. . . Bzt! Come on boys, quit being melodramatic and dock up! Bzt! Let me talk to my son! Bzt! I'm here daddy, I'm here! Where are you, daddy? Bzt! I'm going on a long trip. I may not be back. . . for a long time. You just look after your mother. . . Bzt! Roger docking sequence on manual override. . . Bzt! Kablam.

C. - And so, with a sound distinctly like a garbage can dropped on cement, the two spaceships have connected. Now they should be working on opening the airlock.

Bzt! Titanic, how are things up there? Bzt! We're just opening the hatch.

C. - Incidentally, the cosmonauts speak fluent English. . . and now, history.

Bzt! Welcome to our craft, Russian brothers! Bzt! We are honored, American comrades! Bzt! Won't you sit down, brothers? Bzt! Do not mind if we do. Hey, this is nice living unit you have here comrade, much better than ours. Bzt! Do you have a pouch of tea? Bzt! Da, dark with two lumps. I mean, dis is nice here, with the shag rug and all, that picture window and that Von Brann touch evident everywhere in the decor. Our spaceship is so tacky. Bzt! Yeah, but the rent here is incredible. Bzt! You don't tink orbiting cast iron is cheap, do you? But enough chit chat. The Soviet peoples present you with this present. I remove the drape and reveal. . . a painting! Bzt! That's very nice.

C. - We have a photograph of that painting for you home viewers.

(What you see is a painting in the Social

CAMPUS NOTES

Applications are now being accepted for Student Court Chairman, Student Court Judges, and Student Court Investigators. If interested, please send a letter to Janey Marks, Box 1967, including your name, box number, phone extension, class and a list of position or positions you are interested in applying for.

QUALIFICATIONS: C Average, a desire to be involved in the judicial process. Applicants with past Honor Court, student council or other experience are welcomed. Students especially interested in law-of-business administration-related careers will find this an opportunity to test their interests!

Application deadline is March 21, 1975. Interviews will be held the week of March 24 through March 28, 1975. Interviews will be held the week of March 24 through March 28, 1975, at the Student Court Office in Carnegie Hall. Applicants will receive appointment times through the campus mail.

SUMMER JOBS IN EUROPE 1975

"The best way to find out about a country is to work there," says Mynena Leith, consultant to Summer Jobs in Europe and editor of Summer Employment Directory of the U.S.

"College students and other young people looking for an exciting and low cost way to explore Europe have an unrivaled opportunity to do this by joining the Summer Jobs in Europe program. The combination of work, pleasure and the chance to exchange ideas is hard to beat."

The program has a unique range of jobs from archaeological digs to hotels and holiday centres. In all, there are seven job categories available for periods of 3 to 9 weeks from June to September. Summer Jobs in Europe offers a job, a four-day orientation in London, documentation and full back-up service for \$149. Placement can be made through May but the early applicants will be the most likely to get their first choice of jobs.

Many of the jobs are in English-speaking Britain—England, Scotland and Wales. There are jobs with families in France. Young men and women who speak German can join a group of British students in Switzerland during August and work on small alpine farms while living with the farm family.

Vacation Work Ltd., who arrange the program, have 8 years of experience in finding summer jobs for Americans. Although based in Oxford, England, Vacation-Work has an Office in Cincinnati where Mynena Leith, with over 20 years' experience in the field of summer employment, is consultant to the project.

Students can receive a free "Summer Jobs in Europe" brochure with details of available jobs by sending a long, stamped return envelope to Vacation Work Ltd., 252 Ludlow Ave., Cincinnati, Ohio 45220.

PUBLIC SERVICE ADVERTISING

The Second Annual Public Service Advertising and Public Relations Competition for junior colleges, colleges and universities will be held this year on April 7, 1975 at the University of South Florida campus, according to Carl Harold, Public Relations Chairman, Florida Heart Association.

The competition last year was won by a team from the University of Florida College of Journalism and Communications, which received \$150 plus a revolving trophy. The trophy this year will go to the school having the most winning categories.

Second and third place prizes were won by Florida Southern College and the University of South Florida respectively.

Four prizes of \$150 are being offered for entries in the following categories: I-TV Spots; II - Radio Commercials; III-Print Advertising; and IV-Graphics Package. The rules and entry forms stipulate the types of rough materials required, since all entries must be prepared in entirety by students. Individuals or teams may enter the competition.

For more information, please contact Miss Louise H. Massimo, Associate Director, Public Information at the above address.

JAYCEES

Collegiates from throughout the Eastern United States are invited to participate in the Annual Daytona Beach Criterium Bicycle Races to be held Saturday, March 29th, 1975 at the Daytona International Speedway. Proceeds from the event, which is sponsored by the Daytona Beach Jaycees in conjunction with the Daytona Wheelmen and the L.A.W., will benefit crippled children served at the Daytona Beach Easter Seal Center.

Besides the collegiate races, there will be a special tandem road race. All events are open to all persons with approximately \$1,000 in merchandise to be awarded as prizes to the top four finishers immediately following each event. Bicycles can be checked as regular baggage aboard most commercial airlines if the pedals are removed and the front wheel is secured to the frame.

Registration will take place at the Daytona International Speedway (U.S. 92 in Daytona Beach) on March 29th between 9 a.m. and 11 a.m. Preregistration (which is optional) can be achieved by filling in the entry form below and mailing immediately to the Daytona Beach Jaycee Office: Daytona Beach Jaycees Chamber of Commerce Bldg.-City Island Daytona Beach, Florida 32014

CHAPEL-SUNDAY, MARCH 23, 1975

The Palm Sunday Service at Chapel at 9:45 A.M. March 23, 1975, "will recall the triumphant entry into Jerusalem and its expectations." Dean Wettstein, speaking on the 6th Beatitude, "Blessed are the pure in heart, for they shall see God," has titled his talk "The Seers and the Seen." The Chapel Choir will provide the festival music.

MUSIC IN THE CHAPEL

On Tuesday evening at 8 p.m. in the Chapel, "Music in the Chapel" series will present a special program of music for Holy Week, including organ and choir music.

MAUNDY THURSDAY

On Thursday evening, March 27, the Sacrament of the Holy Communion will be shared in a special Holy Week Service in the Chapel at 7:30 P.M. The meditation will be on "The Search for Peace," as the Tenebrae ritual is observed.

SUMMER JOBS AVAILABLE

Hundreds of U.S. students will be able to work in Great Britain this summer with the help of the Council on International Educational Exchange's Summer Jobs in Britain program. Students who thought that they couldn't possibly afford a trip to Europe this summer should reconsider: with a job in Great Britain they can earn enough to pay their day to day expenses and what may have seemed like an impossible trip can become a reality. Because of the common language, Britain has always been the most popular country for American students who wish to work abroad.

Students may choose from two different plans for their summer in Britain; they may have a job pre-arranged for them (for a fee of \$75) or they can obtain the necessary working papers through CIEE and then find their own job (for a fee of \$25.) One student who found his own job last year spent the summer working as a grouse flusher on the estate of a Scottish marquis!

Applications and details of the Summer Jobs in Britain program are available from CIEE, Hotel McAlpin, Suite 2200, Broadway and 34th Street, New York, New York 10001. CIEE will also help students find jobs in Germany and France this summer; information on opportunities in these two countries is available at the above address.

CIEE has been actively involved in student travel for over 25 years and has been operating the summer jobs in Britain program for six years.

WORK IN EUROPE

If you are a college student looking for a job you may end up working in Europe. Any student between the ages of 17 and 27 can have a temporary job in Europe. Most openings are in hotels, resorts, offices and restaurants in Austria, Belgium, France, Germany, Spain and Switzerland. Positions are available to all college students who submit their applications by mail in time to allow for processing permits and working papers.

Working periods vary from 60 days to one year, but some students have stayed longer. As no previous experience or foreign language is required, the door is open to anyone within the age limits. Wages range from \$250 to more than \$450 a month, plus free room and board, leaving wages free and clear.

In addition to living new experiences, and seeing Europe while you can, working in Europe offers the chance to travel on a pay-as-you-go basis without really being tied down. At several reunions recently held by students who had worked in Europe, the most heard comment was, "The experience alone was worth it."

Jobs and working papers are provided on a non-profit basis, and brief orientations are given in Europe just prior to going to work. These packed sessions speed adjustment to Europe and make certain all goes well on the job.

Any student interested in a temporary job in Europe may write directly to Student Overseas Services, Box 5176, Santa Barbara, Calif. 93108. Requests for job listings and an application must include name, address and twenty-five cents or the equivalent in stamps.

On Monday, April 7th, the Student Center will present a special program entitled "Who Killed JFK?" in Bush Auditorium at 7:30 p.m.

Coming on the tail of Dick Gregory's incredible allegations when he appeared at Rollins in February, this program is touted as including "hundreds of rare slides plus the suppressed Zapruder film, along with an in-depth verbal explanation of the research and discoveries made in the last ten years."



AROUND THE ART



BUTLEY, a play by Simon Gray, is now in performance at the Annie Russell, having opened Wednesday night. In order of appearance the players are Bill McNulty (as Ben Butley), Chuck Voytec (as Joey Keyston), Holly Delaney (as Edna), Beth Links (as Miss Heasman), Gary Zelman (as Reg), Linda Magliacomo (as Anne Butley) and Brad Zimmerman (as Gardner).

Musical rehearsals for CABARET are now underway, conducted twice weekly by Ed Hardy.

Last Saturday morning at Burdines, the Rollins players earned \$180 for their Scholarship Fund by entertaining multitudes of small children and their parents. Featured in the thrilling saga of Peter Rabbit were one big Easter bunny (Jeff Storer), four rabbits (Denise Copperhaver, Dana Fredebaugh, David Bass, David Clevinger), their mother (Paul Malluk), Mr. McGregor the farmer (Brad Zimmerman) and Gertrude the wicked old fairy (Angela Lloyd). For those who missed the delightful event, the moral of the play was (and all of you Rollins Rabbits should remember this): "If you dare to enter Mr. McGregors garden, the least you can do is eat all of his lettuce, radishes, 3, 429 green beans, and chocolate eggs because you're going to get sick!"

by ANGELA LLOYD

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