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1-22-1986

## Sandspur, Vol 92 No 18, January 22, 1986

Rollins College

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### STARS Citation

Rollins College, "Sandspur, Vol 92 No 18, January 22, 1986" (1986). *The Rollins Sandspur*. 1640.  
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weekly

# Sandspar

Volume 92 No. 18

22 January — 4 February 1986

## ROLLINS TRIVIA



photo by Lisa Curb

The Olin Library is well known for maintaining the Spanish Mediterranean architecture of the school. Then why does it have Gothic arches?

**see p.7**

## Men Tend To Dominate Classrooms

CAMBRIDGE, MASS. (CPS) Male students tend to dominate classroom conversations even when the instructor is female, a new Harvard study says.

Previously, much education research blamed women's classroom reticence on discomfort with having male professors.

The report is the second in as many weeks indicating colleges are not always as hospitable to women as they are to men.

Two weeks ago Congress' Office of Technology Assessment found college teachers often steer women away from high-paying science and engineering careers with subtly-discouraging classroom behavior.

In the new Harvard study, Education Prof. Catherine Krupnick videotaped Harvard courses taught by 24 different instructors, and then calculated how often — and how long — male and female students participated in classroom discussions.

Krupnick, who conducts workshops on other campuses, says men dominate classrooms at colleges around the country.

While Krupnick notes men's and women's grades and aptitude test scores are about the same, she says male dominance in the classroom is important because "liberal arts schools are set up to imply participation is important."

She adds the same problems show up later in the workplace.

Krupnick began studying classroom speaking habits to help her figure out why women who do as well as men in college don't seem to be keeping up in their careers ten years after graduation.

Studies show that marriage and childbearing are not the main obstacles to career success, she adds.

Women's career problems, Krupnick now believes, are at least partially related to both their restraint in participating in the classroom and instructors' acceptance of what they have to say.

"In the real world, the ability to express ideas forcefully is important. It's highly correlated with how you do in your career," Krupnick asserts.

"It confirms our findings," says Bernice Sandler of the Project on the Education and Status of Women.

Sandler and colleague Roberta Hall have released numerous summary studies documenting differences in the way men and women go to — and are treated — in college.

Female instructors themselves often were raised in homes that considered men's views as more valuable, Sandler observes.

Their upbringing, she says, may explain why women teachers might allow men to dominate class discussions.

"Many of the different expectations for men and women are carried over from the larger social situation into the college classroom," Hall says.

In another study, University of California researchers Candice West and Donald Zimmerman found men interrupt classroom conversation three times more often than women. Also, women wait twice as long to interrupt.

Previous research also indicates women are just as likely as men to gain the floor when they do interrupt.

Previous research also indicates women's classroom language is not as "assertive" as men's. But Krupnick's study differed.

Krupnick compares female students' classroom problems to the plight of immigrants being introduced into the public school system in New York City around the turn of the century. "They did not speak up as much in class because of language barriers."

Women, she says, are unfamiliar with the type of assertiveness associated with success.

"College experience can reinforce old expectation, or can help women to overcome them," Hall says.



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## Sandspur

Sandspur, Florida's oldest college weekly, was established in 1894 with the following editorial:

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

Carved from an 1894 dictionary, this editorial lost any of its deftness through garrulousness. Nevertheless, its meaning hovers nearby.

The Sandspur is a weekly publication. Its offices are located in the Student Center, Rollins College. The Sandspur is produced by The Quality Type People, Orlando, Florida and is published at Oxford Publishing, Oviedo, Florida.

In an effort to establish a continuing dialogue, the Sandspur promotes discussion indigenous to the scholastic environment. Therefore, this paper encourages students, subscribers, and the community to voice their opinions in the form of letters to the editor. The most eloquent of the popular opinions will be printed, as well as lone, but thoughtful ones; unsigned letters will not.

All letters must be received at box 2742, Thursday before the Wednesday release date.

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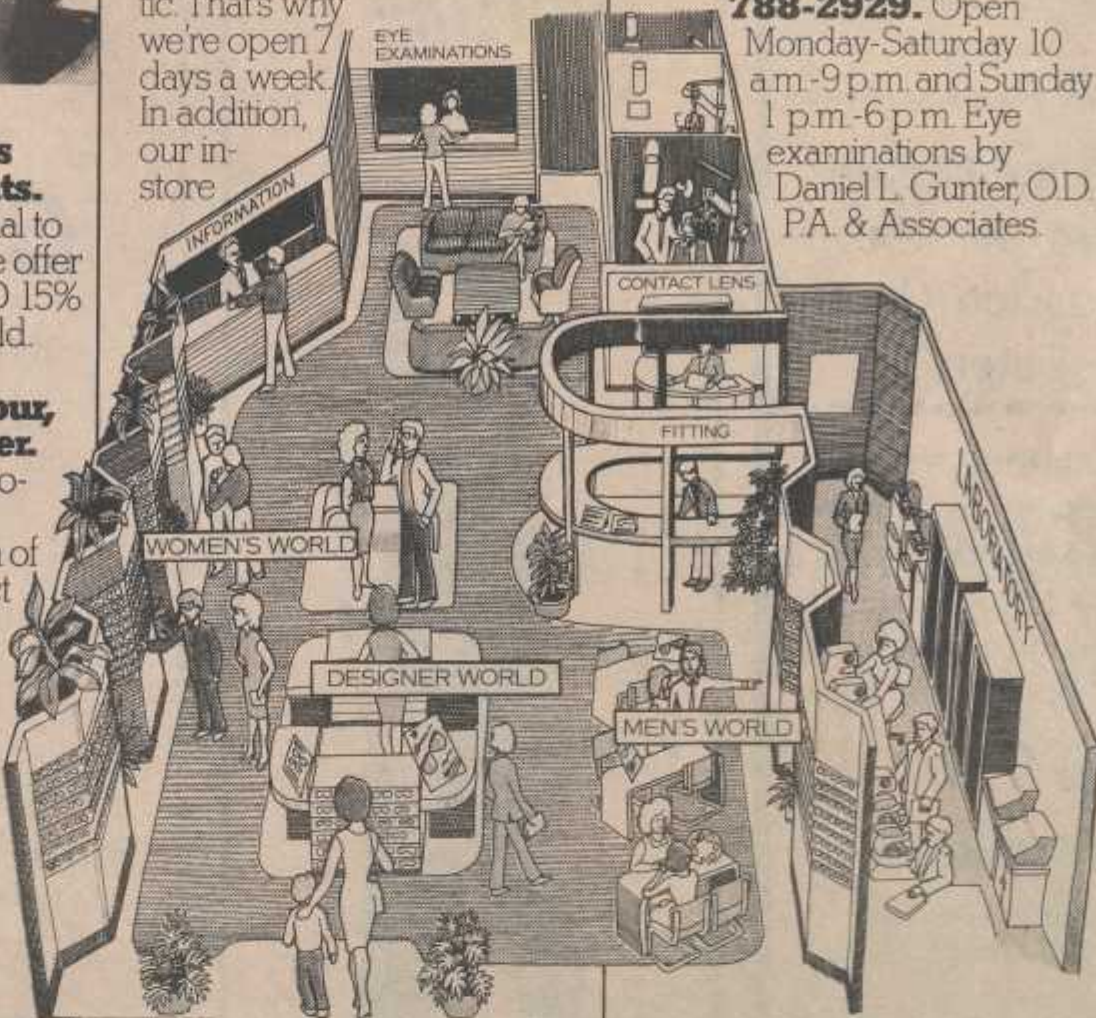
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# IDEAS



by Pam Kincheloe

## Winter Term Blues

Can I ask you all a question? What is this Winter Term stuff? The official Winter Term handbook says that Winter Term is a "lively" and "vital" time in which students and faculty "devote their energies to a single course." Come on. Okay, all right, some classes offered are actually absorbing, and there are a couple of special activities planned (WT with the Writers, for example), but let's get realistic, people. I know some students with classes which meet for maybe three hours a week, total; and these students are either goofing around or going steadily insane with boredom.

I adore my Winter Term class and wouldn't change it for the world. It's no "blow-off" by any means, but somehow I get my work done and end up with hours and days of free time. I have a problem with free time. It's boring.

I've tried reading, writing, ice-skating, weight-lifting, movie-seeing, singing, discussion, sleeping, ironing, and sleep-walking. I've taken walks, taken diet colas, taken pictures, taken silverware, taken my time, and taken up knitting. I've watched the Dolphins make fools out of themselves, the Beverly Hillbillies making fools out of themselves, and several reruns of "Dallas," where J.R. makes people make fools out of themselves. I've picked up my room, picked up the hallway, picked up my refrigerator, and picked up the flu. I've watered all two of my plants, done laundry, and written letters to everyone I've ever known. I've even sent in some Sweepstakes Entries so I can win ten billion dollars and meet Ed McMahon in person. I've even thought of getting a job as a street-paver, but even if I did get the position, I'd still be up to my navel in spare time!

Enough griping; I came up with an idea in some of this spare time of mine. Why don't some of you bored people out there tell me what you've been up to, and your opinions concerning the validity of Winter Term? Write your suggestions (keep it clean, people) and mail them to Winter Term Ideas, Campus Box 2742, and if anything worthwhile comes in, I can take the time to write them up in the next paper. That will keep some of us out of trouble for about ten minutes, wouldn't you say?



by George Pryor

## ON WRITING

Good writing is a fusion of creativity and discipline. Some have unteachable flares that, like diamonds, must be polished by technique and mechanics. Others, like fledgling tennis players, must hack away, struggling to achieve coherence. However, judging from works of some popular columnists, it does not require genius to become a decent writer.

To produce this essential synthesis spontaneously and in large quantities, at one sitting is difficult. But the task becomes easier and a better final product emerges if the author thinks out his ideas at different intervals in casual circumstances like walking, cleaning house or eating and makes a few notes. This technique allows the subconscious to work and gives the writer a mental picture of his work as he goes to press. But once at press on the first draft, the smart scribe revises only when a beneficial change comes to mind.

The same principle applies to the revision process. As the writer walks along a lakefront, a glib title introduction or conclusion may emerge from the depths of his consciousness. An apt word or phrase may come to mind to replace a cumbersome one. Unfortunately this advice may not be suitable for meeting assignment deadlines.

Like the astute server in tennis who changes the speed spin and placement of his delivery to confuse his opponent, the canny writer must vary his nouns, adjectives, verbs and conjunctions to avoid boring his reader. To illustrate, in the preceding sentence I used the word delivery rather than service because the word server appears earlier in the sentence. Also, I used two adjectives similar in meaning, astute and canny, as well as two synonymous verbs, change and vary. A published novelist once told me to use the verb to be and the passive voice as little as possible. However, there are notable exceptions to this rule as in Dicken's introduction to *A Tale of Two Cities*.

And so, and so, it also behooves the writer to use variety when selecting conjunctions.

Contrary to conventional illusion in some literary circles, the benign effects of large quantities of alcohol on creativity are non-existent. Even during the next day, throughout the course of the writer's hangover, his literary acumen will be impaired according to Martina Navratilova's diet mentor Dr. Haas. Enthusiastic pundits of this technique of mind expansion are usually telling themselves and their listeners what they all want to hear.

# Faculty Forum

by Dr. Alan Nordstrom

I have long resisted this notion, but it may be now I have to acknowledge there's a major role for force, of a kind, in the education process.

I've come to understand that most people settle for achieving much less than they are capable of. Whether out of laziness, fear, custom or habit, we (and I know this best by observing myself) fail to press ourselves to the limits of what we might, with bolder exertion, accomplish.

If we surprise ourselves with some new feat - a faster race, a higher score, a better grade, a bigger prize - it's often owing to the greater force we are responding to from outside ourselves. The force of encouragement or shame or social or team pressure, the fear of defeat, the prospect of lost face or love - these drive us past old boundaries to new victories.

I used to resist this notion of achievement by compulsion, because I wanted to honor my autonomy. I wanted to feel free, spontaneous, and uncompelled in my motivations: what I achieved I did so out of my own values and volition, not because pressed to by others' directives or demands. I still value voluntary, inner-directed enterprise as the most authentic kind of activity, but now I recognize more clearly its limits. Few people's internal combustion propels them to their farthest reaches. Few are aflame with conviction and driven to excel in their vocations. Rather, most of us do passably until prompted to exceed our expectations by some challenging circumstance we can't avoid.

As a teacher (and as a learner), I need to recognize this obvious fact of human nature: we respond to external pressure. As a necessity is the mother of invention, it is more generally the promoter of productivity. If I don't have to do something that may require effort of mind or muscles, particularly if the rewards are uncertain and remote, I'm likely instead to do something easier and more fun. But if I feel the pressure of necessity and can accept the need as worthy, then I'll extend myself in unexpected ways, sometimes discovering new talents and capacities in myself.

As a teacher, then, I need to use my personal and institutional authority to challenge my students to outdo themselves. I cannot depend entirely on their internal motivations to drive them to their best. I must apply additional pressure, partly coercion, partly inspiration, partly encouragement, partly instruction and direction. Mostly, I need to give them the sense of high expectations, letting them feel that I believe they are capable of better work than they have yet performed.

Although "compulsory education" is a repulsive term, if not self-contradictory in a college of liberal arts, I do begin to see a place for companionable coercion in our programs, like that the best of coaches press upon their sweating, groaning athletes, urging them to break their old records and win through to new excellence.

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by David Waller

Put the "VCR" back  
in "VCR-mas"

As the multitude returns to work and school after the steaming winter vacation (never say "Christmas - this is a pluralistic society"), their thoughts will not be on work or school. They will be turning over in their heads Rockwellian memories of Christmas past; fifteen million of them will be aided in the endeavor by their day-to-day interactions with their brand new video-cassette recorders, the latest pacifiers for the "visually-oriented society" (as it was termed by a teacher with a terminal streak of positivism).

Truly, it was not Christmas - not even X-mas - but VCR-mas. The lines at local video outlets rivaled those at the cinemas. In Downtown Los Angeles music/video stores every customer was renting four movies, the house limit. That was on Christmas eve, Christmas day, New Year's eve, and New Year's day, plus the weekend between (Friday, Saturday, and Sunday). That's fifty-six hours of passive radiation-bombardment per person over the holidays. Los Angeles was aglow with the ethereal blue as Christians and Non-Christians alike gathered with friends and family and the neighborhood clergy to watch *Beverly Hills Cop* (one store rented out all thirty copies), *Ghostbusters* (ditto), *Secret Admirer*, and *Fletch*.

Of course, not everyone was putting on bad comedies. *Anadeus* was, to its own disservice, a TV favorite. And the story was related to me about the gentleman who nonchalantly returned a popular pornographic video smeared with vaseline.

What does it mean when a representative portion of the the masses is consuming eight hours of their night watching movies in their living rooms - and dismal movies at that? These people are degenerating into mindless drones, and the de-evolution of this great portion of mankind is taking a fraction of the time that evolution has; thus, we can easily paint a picture of the near future - and the picture is not bleak. For with the complete annihilation of independent thought, creativity, and ambition, these people will be ready to take on the few hundred, half-computerized tasks that the information age will have to offer, bankrupt as it will be of anything rewarding for the mediocre.

The more intelligent folks will then be free to pursue activities more becoming of *homo sapiens*.

Isn't that a beautiful picture? Welcome to the "visually-oriented society."





# ROLLINS'

## WHEEL OF \$64,000 JEOPARDY



by Beth Rapp

Okay, maybe you can answer questions like: "Who was the world's last barefisted heavyweight champ?" or "How many bricks are in Cinderella's castle?" Maybe you would be a millionaire if they'd just invite you to be on some of those game shows on morning TV. But, you might not be able to answer the following questions concerning the place nearest and dearest to all our hearts (Rollins) that have never been satisfactorily explained. I've collected a number of them for this column in the hopes that someone, somewhere will be able to answer them - just send the answers to Box 2742. Please!

Our chapel bells ring every hour, providing a useful way of telling if we are late to class. However, these bells seem to ring five times at eleven, three times at one, and one time every other hour. Is there a system to this? Or does someone have the job of ringing the bell every hour and ringing it as many times as he or she deems necessary? Who does this?

Why do many basketball tickets have pictures of soccer balls on the front?

Before this year, Rollins had an interesting centennial logo which included five grey circles. One by one these circles were filled. One was the chapel and the theater. One was the new Alford Stadium. And one was the Olin library. After those three things, suddenly the logo disappeared. What happened to it? What were the other two landmark events?

Why are the individual study rooms in the new library reserved for faculty when faculty have offices of their own? Do any faculty actually use these rooms?



Why is there only one speed bump on the horseshoe, and why is it at the end?



On the Rollins seal, why is the year 1885 on the outer ring, upside-down while "Winter Park, Florida" on the inner ring, is not? Furthermore, why is this only on certain seals and not all of them? Did the printer make a mistake?

The building of Bush has many round "wells" attached to its walls. What are they for? Are they part of some ultra-modern decoration? Were they originally intended to hold fountains or ponds? Are they supposed to be planters? If so, why are there plants planted between them but not in them?

Who are the blank stones on the library lawn for? If these are important stones, why doesn't someone carve names in them? If not, why are they still there?



Every dorm on campus is referred to by its last name - for example, McKean, Holt, and Ward - Except for Elizabeth. Why?



Photos by Lisa Curb

What does the "A" stand for in Dean A. Arnold Wettstein's name?

There is a statue on the side of Crummer facing Bush. Who is she, and why is she on Crummer?

Who is the Rollins Tar? (Actually, I believe the Tar is played by more than one person. Their identities are supposed to be secret, but if you know them, please tell me. I can keep a secret, I promise.)



Tomokan

The school crossing sign on Putnam flashed occasionally. Is this sign programmed to flash at hour intervals on Mondays, Wednesdays, and Fridays, and half intervals on Tuesdays and Thursdays, to match our class time? If not, why have it flash at all?

In the lobby of Bush outside the auditorium, there is a large collection of furniture. Some of this furniture, as in the case of the large bureau with a mirror, was never in a dorm room, and could never have been office furniture. Where did it come from? Why is it in the Bush lobby?





## SPORTS



## Steve Appel's

## SportsBEAT

## My NBA "All-Name" Teams

Every once in awhile we all get cute little ideas on new and creative things to do. Well as I was breezing through the year end Sporting News issue and saw the rosters for all the teams in the National Basketball Association, I came up with one of my own. Taking predominately the last names of players around the NBA, I made my version of what is always a fun article... the All-Name teams.

All-Adjective

Quinten Daily - Chicago  
James Worthy - L.A. Lakers  
Mark West - Cleveland  
John Long - Detroit  
Purvis Short - Golden State

All-Name Brand

Tony Campbell - Detroit  
Kent Benson - Detroit  
Clark Kellogg - Indiana  
Cedric Maxwell - L.A. Clippers  
Kyle Macy - Chicago

All-Objects

Lafayette Lever - Denver  
Michael Cage - L.A. Clippers  
Jeff Lamp - Milwaukee  
Louis Orr - New York  
Ken Bannister - New York

All-Johnson

Dennis Johnson - Boston  
Magic Johnson - L.A. Lakers  
Marques Johnson - L.A. Clippers  
Eddie Johnson - Sacramento  
Steve Johnson - San Antonio

All-Homonym

Darren Daye - Washington  
Kenny Carr - Portland  
Sedale Threatt - Philadelphia  
T.R. Dunn - Denver  
Manute Bol - Washington

All-Biblical

Robert Parish - Boston  
Isiah Thomas - Detroit  
Ralph Sampson - Houston  
Moses Malone - Philadelphia  
Terry Cummings - Milwaukee\*  
\*(Cummings is a Minister)

All-Outdoors

Larry Bird - Boston  
Ricky Moss - Philadelphia  
Rory Sparrow - New York  
Leon Wood - Philadelphia  
Calvin Natt - Denver  
Anthony Webb - Atlanta

All-Are We Related(?)

Sam Bowie - Portland (David)  
Norm Nixon - L.A. Clippers (President)  
Joe Kliene - Sacramento (Calvin)  
Elston Turner - Dallas (Tina)  
Sam Perkins - Dallas (Anthony)  
Albert King - New Jersey (Pick one)

All-Color

Sidney Green - Chicago  
Rolando Blackman - Dallas  
A.C. Green - L.A. Lakers  
David Greenwood - San Antonio  
Ricky Green - Utah



By Gregg Kaye

## A NEW OLD TRADITION

On Saturday, January 11, the Rollins men's basketball team took on the team from Stetson University in what was highly publicized as Rollins' Centennial game. The division I Hatters (cute name, huh?) were quite reluctant to include a lowly division II team such as Rollins in their schedule, but did so as a means of commemorating the first college basketball game ever played in the Sunshine State (1901). The Tars succumbed to a much bigger, stronger and faster Hatter squad 80-70. Despite the team's third loss (to their third division I school) against ten victories, the game raised one very important question (they seem abundant this week, don't they?) in this columnist's mind! Why is UCF, rather than Stetson, our big athletic rival?

Over 2000 people jammed the Enyart Alumni Fieldhouse for what proved to be one of the most exciting Rollins games I have seen in a long time. The crowd was perhaps one of the most vocal in a long time as well - this includes the annual games against UCF. When the game was finally over and I had time to reflect, it dawned on me that Stetson would be the perfect rival for our beloved Tars. Face it, other than being in the same metropolitan area, UCF and Rollins have very little in common. Rollins and Stetson each have been established as academic institutions for over 100 years. UCF is a mere 23 years old. Combined, Rollins and Stetson are home to no more than 4000 students. UCF serves well over 20,000. Rollins and Stetson are high-priced private schools that attract a large number of students from states other than Florida. An overwhelming majority of students at UCF come from the Central Florida area. (I leave the standard differences between the

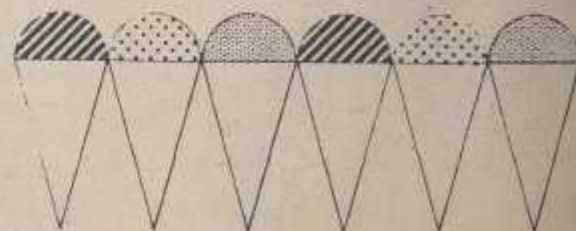
small, private, liberal arts institution and the big, public university up to the reader.) For two schools within such close proximity having so many similarities, it is rather startling that they have met only twice in basketball during the 1980's.

One possible reason for Rollins and Stetson not being major rivals is found in the plight of Stetson's athletic department. This same issue was discussed in a column that appeared in the "Orlando Sentinel" several weeks ago. Presently, Stetson is concerned with becoming a major power in division I college basketball. Next year, the Hatters will have a shot at winning the Trans-American Athletic Conference championship - a title which gains an automatic berth in the annual NCAA basketball tournament. The Hatters are currently playing a great deal of their home games in the new Ocean Center in Daytona Beach, termed by many as one of the best built-for-basketball arena in the country.

As early as 1987, the Hatters will try their luck against the top powers in college basketball. Plans are already being made to secure games against North Carolina, Georgia Tech, and Duke while eliminating any contract with schools that are not of Division I status. Stetson's commitment to athletic success makes it extremely possible that Rollins might never play them in basketball again.

I strongly urge the Rollins athletic department to work wholeheartedly in trying to secure an annual basketball game with Stetson. Considering how the rivalry with UCF has become a major happening in the Central Florida area, an annual match-up between the Tars and Hatters can become a

continued page 11

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# WEEKLY CROSSWORD

## across

- 1 Strain for breath
- 5 Snare
- 9 Cry of dove
- 12 Hebrew month
- 13 Rant
- 14 Unit of electrical resistance
- 15 Dismiss from office
- 17 Bone
- 18 Inlet
- 19 Ward off
- 21 Singing voice
- 23 Caused to remember
- 27 Concerning
- 28 Choice part
- 29 Armed conflict
- 31 Gratuity
- 34 Chinese distance measure
- 35 Stitch
- 37 Encountered
- 39 Compass point
- 40 Sweet potato
- 42 Uncooked
- 44 Box
- 46 Latin conjunction
- 48 Outward behavior
- 50 Courtyard
- 53 Care for
- 54 Hawaiian wreath
- 55 Pronoun
- 57 Emits vapor
- 61 Exist
- 62 Turns around track
- 64 Disturbance
- 65 Rocky hill
- 66 Remain
- 67 Kill



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## down

- 1 Long, slender fish
- 2 Fruit drink
- 3 Everybody's uncle
- 4 Gains
- 5 Inclination
- 6 Sun god
- 7 Time gone by
- 8 Nuisance
- 9 Musical instrument
- 10 A state
- 11 Mr. Khayyam
- 16 Thin sheet of wood
- 20 Condensed moisture
- 22 Teutonic deity
- 23 Depend on
- 24 Lamb's pen name
- 25 Note of scale
- 26 Obstruct
- 30 Latently developed
- 32 Toward and within
- 33 Equal
- 36 Small lump
- 38 Merchants
- 41 One's profession
- 43 Damp
- 45 Article
- 47 Agave plant
- 49 Untidy
- 50 Real estate map
- 51 Danish island
- 52 Night birds
- 56 Consume
- 58 Be ill
- 59 Extinct flightless bird
- 60 Pigeon
- 63 Parent; colloq.

Answer page 11

# LET'S BUST MS!

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## EVENTS

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Jenifer Griffiths #1804

NEED INFO?  
Diane Whaley  
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Mary Ellen  
Berio  
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March 1 Rock Alike Event

*Chris Kincaid*



Crossword Answer

G	A	S	P	T	R	A	P	C	O	O		
A	D	A	R	R	A	G	E	O	H	M		
R	E	M	O	V	E	O	S	R	I	A		
		F	E	N	D		T	E	N	O	R	
R	E	M	I	N	D	E	D	R	E			
E	L	I	T	E	W	A	R	T	I	P		
L	I	S	E	W	M	E	T	N	E			
Y	A	M	R	A	W	C	R	A	T	E		
		E	T		D	E	M	E	A	N	O	R
P	A	T	I	O		T	E	N	D			
L	E	I	W	E	S	T	E	A	M	S		
A	R	E	L	A	P	S	R	I	O	T		
T	O	R	S	T	A	Y	S	L	A	Y		

A New Old Tradition  
continued from page 8  
by Gregg Kaye

state tradition second only to Florida-Florida State. Despite Stetson's having gone "big-time," an 80-70 score shows that the two teams are not as mismatched as the local press has led us to believe. Our athletic department is firmly attached to the belief that there is a need to establish good relations with large universities (i.e. Wake Forest and Northwestern). I certainly hope that they continue to do this and include Stetson as part of their plans.

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Your  
Information

Here is a chance for any short story writer or poet to pick up a quick hundred dollars. The Winter Park Public Library is sponsoring two contests for both media.

First prize in each division is one hundred dollars; second prize is fifty dollars.

The contest is open to students and any residents of Central Florida.

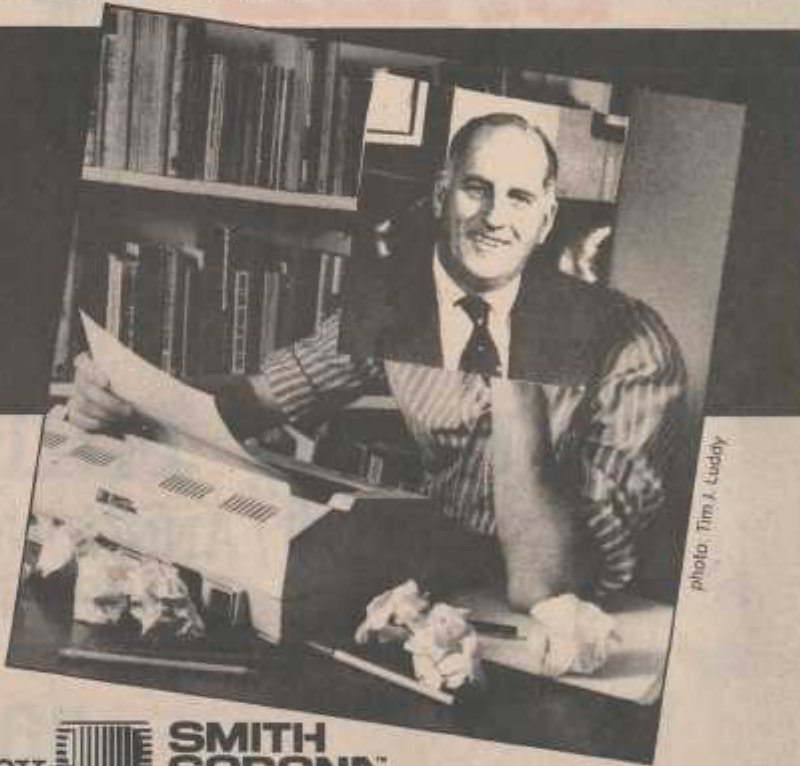
The contest's deadline is March 15, 1986; winners will be notified April 15, 1986.

For contest guidelines call the the Winter Park Public Library at 647-1638.

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All entries must have been published in a university or college newspaper or magazine between April 1, 1985 and April 5, 1986. Each entrant must have been a full- or part-time student in an accredited university or college during the school year in which his or her entry was published.

Entries must be received by June 1, 1986. They cannot be returned. The winners will be announced by July 1986 and will be notified by phone or mail. The names of the winners will be published in a future issue of ROLLING STONE.

*We reserve the right not to grant an award when the judges deem it unwarranted.*

There is a limit of one entry per student in each category. All entries should be accompanied by an entry form (see below). This form may be duplicated. To facilitate judging, please mount tear sheets of your articles from the magazine or newspaper in which they appeared, on cardboard or poster board. Entries should not exceed 9" x 14". Larger tear sheets may be folded or reduced. On the front of the envelope containing your submission, mark the category or categories that you've entered. Note on the entry form the address where you will be living when the contest results are announced. Mail entries to: College Journalism Competition,

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1986 Entry Form

Category \_\_\_\_\_

Entrant \_\_\_\_\_

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Phone \_\_\_\_\_

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Phone \_\_\_\_\_

(check one)  
☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior  
☐ Graduate

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Editor DINO LONDIS

Type of Publication (check one)  
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Please attach a brief autobiography, including hometown, educational history, honors and scholarships, and journalism experience.



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