

THE PHOENIX

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"When I read poetry, I read as if my life depends on it, because it does. Poetry nourishes and sustains me..."
--William Slaughter

Slaughter "Eats" Poetry

BY JOSEPH HARRY

just now
a poem was
given me
i hold it
in both
my hands.
what, what
am i to do
with it.

Savor it. Experience it. Teach it. Eat it! Eat it? That's the advice Dr. William Slaughter, associate professor of English at UNF might give if you happened to ask him what to do with a poem.

He puts it like this in his essay, "Eating Poetry": "When I read poetry, I read as if my life depends on it, because it does. Poetry nourishes and sustains me, which explains, perhaps, why I find the eating metaphor useful in describing my experience of it."

You might not expect a former political science major on a basketball scholarship to hang up his tennis shoes for the life of a poet. Slaughter first got into poetry while at Tulane University in New Orleans. Only 16 at the time, basketball was a logical step since he had torn up the courts at LaPorte High School in Indiana. But he held no illusions of becoming a professional dunker and after two years at Tulane, he quit to lead the literary life at Purdue.

At Purdue he switched his full-time interest to literature and began writing and publishing poems. Receiving a B.A. in English from Purdue, he proceeded to the University of Washington on a Woodrow Wilson Fellowship to get his masters and to find his poet, Theodore Roethke.

But Roethke was dead and all he left behind was his poetry and a mass of faithful followers.

At Washington Slaughter was schooled in his art by John Logan, the contemporary American poet whom Slaughter cites as his single greatest influence. William Carlos Williams, Robert Creeley and Roethke are his other main influences.

"These people help me write my own poems," says Slaughter, who claims Roethke and Williams gave him his music and that Logan and Creeley gave him his sense of the relationship between love and death. This relationship shows up in the opening lines of Slaughter's poem entitled "love song/death song":

you, because
you are my enemy
i would love you
to death
if i could
i could love you
to death
if you would let me
will you let me.

In 1969 he went back to Purdue and by 1972 earned a Ph.D. This was the same year UNF opened its doors to students, and Slaughter was here to greet them.

He has published essays in the "Chicago Review," "Minnesota Review" and "Language Arts" and has published his poems in such magazines as the "Massachusetts Review," "New Letters," "North American Review," "Florida Quarterly," "Canadian Forum," and the "Critical Quarterly" (England). The list is lengthy.

Currently he is revising chapters of his dissertation, "William Carlos Williams: Medicine Man," for publication as essays. A book-length manuscript, "Poetics and Erotics," is in progress, along with a collection of poems which will be entitled "She."

Music plays a big part in Slaughter's life. He has played piano since the age of five and recently has taken up guitar. His two children, Joey, 9, and Amy, 7, have been serenaded often by their father. But they often serenade him. Joey plays piano, Amy guitar, and they both sing.

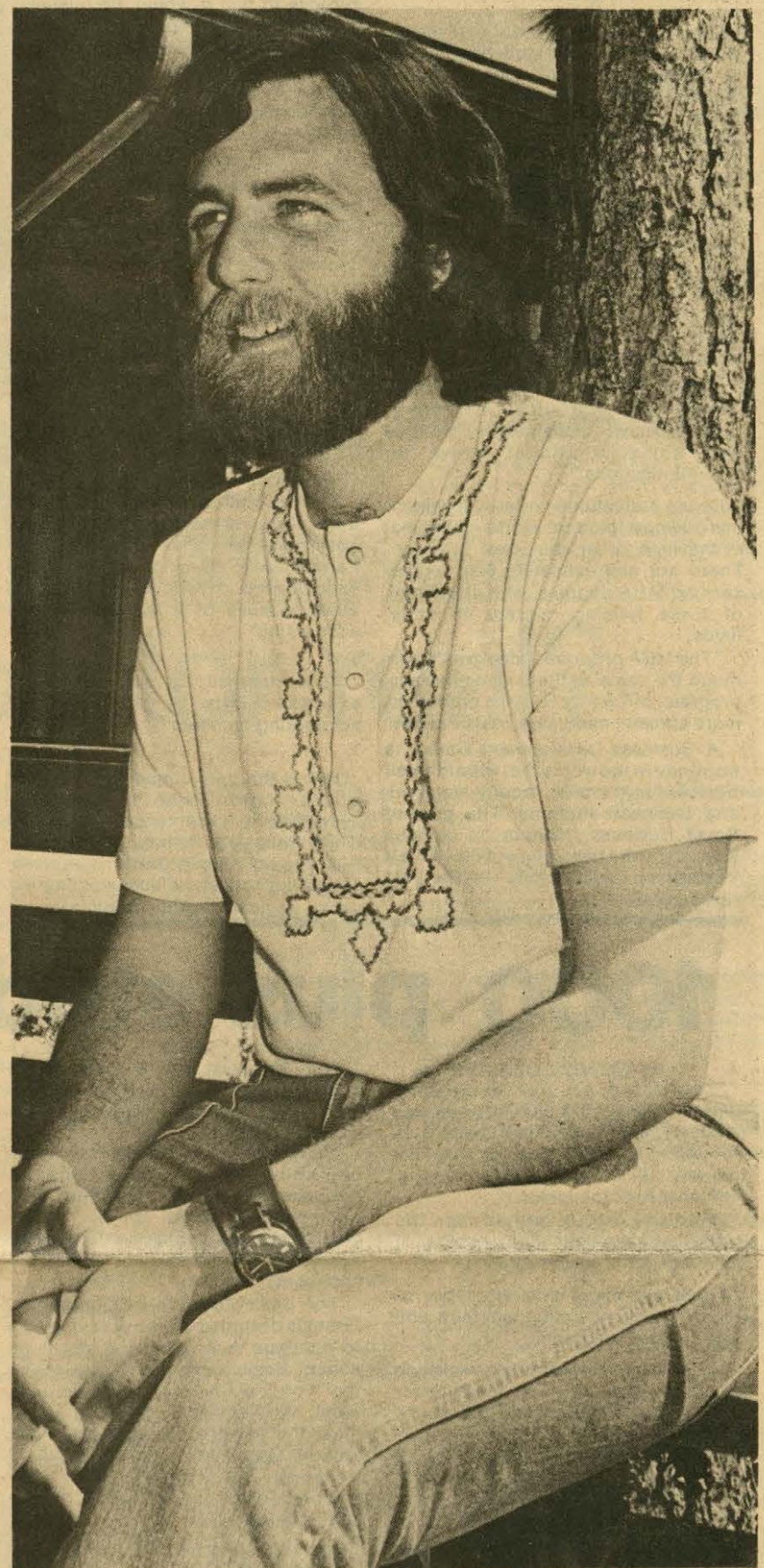
"Music is the highest form of art," says Slaughter, "but poetry is the highest of the verbal arts."

Where is poetry going? "Poetry is going where poets are going, and poets are going everywhere."

If you go back far enough
you will find
that you are really a tree
whose roots have spread
in many directions

and you will find
if you go back far enough
that a small bird is singing
in your branches
is singing, in spite of itself.

--The Plight
by William Slaughter



William Slaughter--resident poet.

Photo by Pam King



Slaughter discussing poetry at the Boathouse.

Photo by Kerry Bryant

Artist molds her medium

BY VIVIAN INFANTINO

"It took a long time to get my thoughts and medium together on a level that was not conscious and pushy," says Marilyn Taylor about her most recent collection of pottery display on the UNF library.

Lecturing at the invitation of the Guest Artist Series, last Tuesday, Taylor elaborated on some of her techniques, ranging from the sinister to the practically frivolous and fantastic as she discussed the evolution of her work from 1969 to today.

"I never used to talk about my work," she explained. "I had to work intuitively. I never intellectualized, even to myself."

Taylor's early work included the use of spikes which she explained as a "psychological manifestation of 'don't touch me.' I did it and I didn't think about why."

The arbitrary use of spikes, slabs, and snakes and dragons seems macabre, as Taylor herself admits. Yet the dragons are intended to symbolize "fantasy that really represents innocence and sweetness before we grow up and see how rotten we can be."

Her work away from the potter's wheel emerges dramatically as Taylor deals with relationships of people; the tilt and closeness of heads melting into the static, almost dumpy teardrop shape that suggests body but is defined as pot.

The consideration of relationships among people developed into relationships of one power to another.



Artist Marilyn Taylor jokes with ceramic instructor Ken McMillan before her lecture.

Photos by Pam King

Symbolic uses of cord and ribbon added rhythm and the first conscious manipulation of space around the pottery. "I wanted to soften the confrontation between space and the surface of the pot," she says.

"I wanted to bring light and space into the pot, to give it a life of its own. Otherwise, there isn't a story behind a pot."

The movement and rhythm of the chords led to the use of ribbons causing a sort of revolving and evolving of the pot. The piece, "Fantasy," in the library is perhaps the best example of this, explains Taylor, though it more adequately reflects her current incorporation of color and consideration of light.

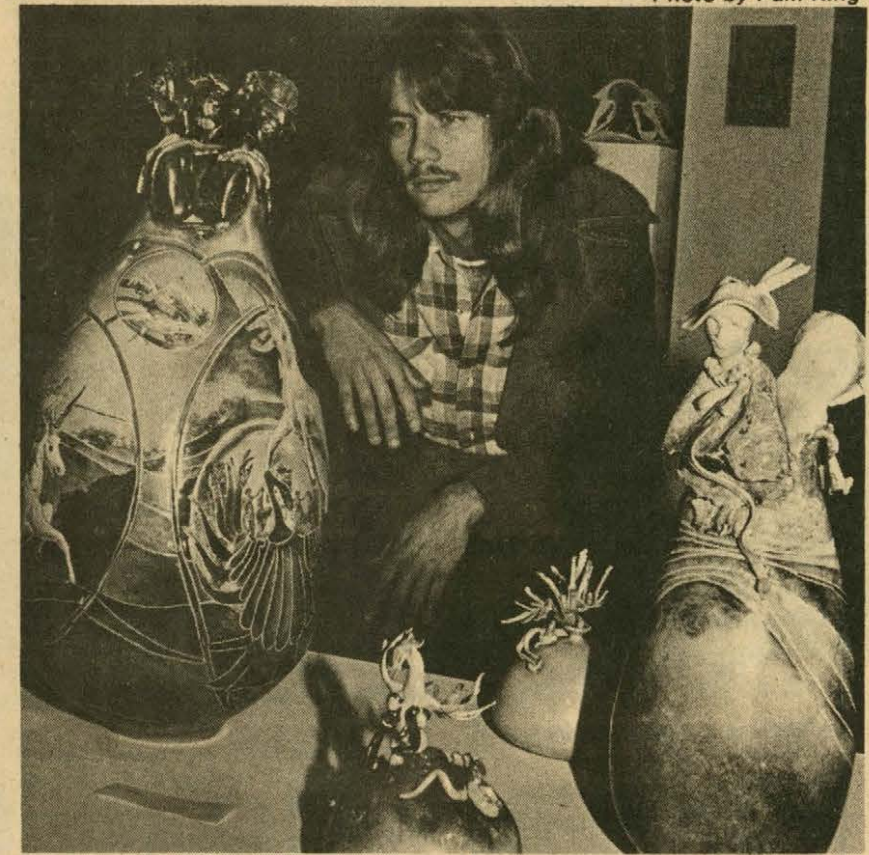
"At some point I began to do my work in white overglaze," she says, "and I was faced with the philosophical problem, 'Is the surface of pottery the place to do a painting?'"

It must be because she came back to color for the first time since she was in college, explaining, "I like the feeling it gives you."

The collection in the library incorporates changing intensities of clear blues, greens, yellows and purples. Ribbons are still apparent and feathers, enhanced by the lustre of gold and silver, are even more pronounced.

One of Taylor's basic treatments, relationships, works equally well in her new period of high gloss and color on a white white base. She explains the evolution of her work as a maturing process that age may have influenced but experience means more.

"As a student you are learning to manipulate the medium," she says. The evolving of work from the macabre to the light reflects continuing psychological manifestations. No wonder Marilyn Taylor speaks of her work at a level that is no longer conscious and pushy.



Student Mike Fuller admires some of the many intricate pots on display in the library.

That's all, folks!

This will be the last issue of The Phoenix. At least for awhile. Next quarter, students enrolled in the magazine workshop will put together and publish a campus magazine. All students interested in working on this magazine are encouraged to take the workshop.

--Editors and staff of The Phoenix

Giving UNF the business

America's business is business

BY JOSEPH HARRY

"The business of America is business," said the late President Calvin Coolidge. Things haven't changed much in that respect according to James Parrish, Dean of Business here at UNF.

The business program at UNF makes up 30 per cent of the student body and is designed to build upon a regular Associate of Arts degree and attempts to attract and produce well-rounded people who will have not only an extensive knowledge of their particular field plus also a good understanding of other subjects. This is why at least 40 per cent of the degree must be in general education.

"We want to turn out individuals who are literate, have knowledge of history and the business world and enough depth in a certain field to become productive people," said Dean Parrish.

"They need exposure in accounting, economics, statistics, marketing, administrative management, finance and some additional stress on communications."

Co-op education is offered in which the business student works part-time in the field he or she plans to enter. There are approximately 600 people seeking MBA degrees, with about half of these holding degrees in other fields.

"The MBA program is designed to do much the same as the under-graduate program, but we try to make graduates more efficient managers," said Parrish.

A Business Development Center is currently in the works that will aid small business in the area, faculty members and business students. The present Small Business Institute on campus has counseled over 155 small businesses successfully in the last three years.

"We're trying to get funds from local private businesses," said Parrish, "but we're not only asking for money, we're asking for expertise. Half the cost of business is in red tape."

The center would have a three-fold purpose in that it would aid business persons in running more efficient operations, help students in gaining a better understanding of the business world and improve instruction in the classroom.

Parrish sees a bright future in business for students who decide to enter the field, especially accountants.

"Ten years ago there was a much wider choice in the area of what job a person wanted. Three years ago there was very little choice, but now the economy is picking up again and more jobs are available. The demand for accountants is high.

The accountant boom is due to the tremendous stress on accountability in government and private organizations. Parrish feels many of the problems encountered in various organizations arise because of a lack of efficient accounting.

"The demand for accountants is exceeded only by the need for accounting teachers."

UNF is the only upper-level college in the nation that is presently accredited by the American Assembly of the Collegiate School of Business. This should relieve those who were wondering how a UNF business degree stacks up against other schools.



James Parrish Photo by Mary Kahler

Transportation is moving up

BY VIVIAN INFANTINO

Your face is shaped like a hubcap. That's the stigma attached to the folks who work in Transportation. If you take a closer look at that hubcap face you'll find the eyes are flashing dollar signs.

How's that? Four federal grants and a Florida Board of Regents' Program of Distinction Award have landed the Department of Transportation and Logistics in excess of \$230,000 since its inception in 1972.

The Program of Distinction Award made possible another faculty member, the federal grants have provided money for research, and that in itself is a stigma on any university campus.

Who likes the guy with money? The department that can say, "The direction we chose was to project the department into the state and national scene to prove we could win on a competitive basis." It sounds like a shot at the Olympics, but Department Chairperson, Dr. Jay A. Smith, Jr. explains the ramifications are much more complex.

"Educational projects... are highly competitive. We go against 350 universities each year for federal contracts, and less than 10 per cent are funded," Smith said. "For example, MIT bid for 36 contracts and won six. We bid for four and won all four.

"We wanted to prove we could win on a competitive basis. The visibility from

research gives us recognition by both the students and companies. The student is more visible to the company, so that the company which says 'Hey, we didn't know there was such a program in Transportation and Logistics' now asks if we have any graduates they can hire."

According to Smith there are only 15 or 16 schools in the country with Transportation education. There is a necessity to keep current when textbooks may easily be two years old. Smith says the research keeps the faculty up-to-date.

"Most of the students are on the job anyway. They're doing what we're trying to teach," he said. "If a student comes back and says 'Our company has changed in the last two years. The text you're using is old,' he'll be insufficiently prepared."

"Research has to have priority. This way, if the student on the job is doing something old and we present new information, then the student is viable to the company, the university is viable to the community," Smith says. "We're on top of things. And the program improves as the research increases."

Research in a field that has been relatively closed until recently has busted wide the prospects for job opportunities. Smith claims that one of every seven jobs is directly concerned with transportation and distribution, which also accounts for 18 to 22 per cent of the Gross National Product.

He cites distribution of goods and the management of the flow of goods as the best paying jobs as well as the best opportunity for more responsibility and rewards.

"The South has major distribution points in Jacksonville, Atlanta, Birmingham and elsewhere," says Smith, "and jobs are growing. We get calls every two weeks from companies who want to hire. We can't fill all those calls."

Sometimes the companies that took the first transportation graduates come back for new ones. Because you know the small in a small field, Smith says, you keep up a personal relationship.

"I can say, 'I've got a student for you' to the company that wants to hire and that's his interview. If we place one good guy the company comes back," Smith said.

So the students find jobs relatively easily and the department has trouble giving scholarship money away. Most of the employed students say "give it to the guy who needs it, I don't." Yet the department remains small, and the classes remain small. In fact, 80 to 90 per cent of those who eventually work in transportation and distribution weren't trained for those jobs.

While the nation's economy becomes more service oriented the field of Transportation and Logistics ironically remains the size of a fraternal organization.

"The purpose of transportation," Smith says, "is the movement of goods and people. And that is the future of the American economy."

Transportation education programs are small, people don't know that such programs exist. They're still asking, "What do you do in transportation?" They're looking for the guy with the hubcap face.

1000 plus students benefit from financial aid

BY CHERYL OERLY

Including all our programs, approximately 1,071 students received some type of financial assistance through the university for the fall quarter, 1976," said Carrie Tutson, Financial Aid Counselor.

"Monies are allocated to the institution each year with x number of dollars given to each program."

There are many different types of financial aid including federally and state funded programs.

"Financial aid must be renewed each academic year, and the deadline for filling an application for aid for a continuing student is May 1, for the academic year beginning in September," she said. "Entering students are urged to apply for aid at the time they apply for admission."

The office of Financial Aid, headed by Rufus Jefferson, has designed a policy to provide assistance to students who could otherwise not attend college. According to the Financial Aid office, all awards are based on individual need, university costs, and availability of funds.

The Financial Aid Committee in cooperation with Jefferson has outlined all available programs. Here are the basic facts:

There are four federal programs beginning with the Supplemental Educational Opportunity Grant. This nonrepayable grant is for undergraduates with exceptional financial need and can cover as much as half the applicant's needs up to \$1,500.

The Basic Educational Opportunity Grant is designed for those who need it to continue their education after high school. Basic grants are intended to be the "floor" of financial aid and may be combined with other forms of aid to meet the full cost of education. The amount is determined on the basis of personal and family financial resources with a maximum of \$1,800 per academic year.

The National Direct Student Loan is available to students who are nationals of the United States and in need of Financial Aid. These loans carry a three per cent interest rate with repayment beginning nine months after graduation. Loan amounts may range to \$2500 per academic year.

The College Work Study Program is designed to assist students who would not be able to enroll or continue in college because of lack of funds. Students are paid an hourly rate and receive paychecks every two weeks. Pay rates range from minimum wages to \$3.50 per hour.

The Law Enforcement Educational Program provides financial assistance to allow in-service criminal justice personnel to continue their education.

Maximum award is equal to the cost of academic fees per quarter.

The Federally Insured Loan Program under the State of Florida, local banks, savings and loan associations, and credit unions, in cooperation with the federal government, allows students to borrow up to \$2500 per year. Repayment must begin no later than one year after a borrower completes or ends his course of study. At least \$360 must be repaid each year.

The State of Florida established the Florida Student Assistance Grant Program in 1972. Grants are awarded

to qualified undergraduates with exceptional financial need to attend accredited colleges and universities. Application forms may be picked up in the Financial Aid Office with instructions on where to send them.

Institutional Scholarships awarded by UNF are received by students who are academically outstanding and have financial needs. The UNF Foundation, Inc., has made available limited funds for these scholarships. Awards are based on academic fees for a maximum of six quarters.

Award recipients must be undergraduate fulltime students with a 3.0 grade-point average.

Awards are determined by financial need, above average academic achievement, junior or senior classification, and leadership and development potential.

UNF also offers a loan program designed for part-time students. Funds awarded are normally limited to the cost of academic fees, and interested

persons should contact the Financial Aid office prior to registration.

The university offers an emergency loan which will cover the cost of fees and books to graduate and undergraduate full-time students but funds are normally repayable within the academic quarter in which borrowed.

Out-of-state residents may apply for waiver of out-of-state fees. These fees are \$35 per credit hour for undergraduates and \$40 per credit hour for graduate students. Waivers are authorized by the State Legislature and allocated to universities by the Board of Regents. Student criteria for awards are special skills in music, drama, fine arts, or athletics, high academic ability, fellowship recipient, and foreign student programs.

Graduate aid may be obtained by writing the chairperson of the department in which a student wishes to enroll. Depending on availability of funds and financial need, graduate students may be eligible to participate

in the National Student Loan and College Work Study Programs.

Anyone interested in obtaining Financial Aid must first apply and be admitted to UNF, file their application for the Basic Educational Opportunity Grant, (undergraduates only), and fill out a Student Eligibility Report.

Normal expenses per academic year are then calculated and any student can obtain financial counseling upon request. Dependent students still living at home should use three academic quarters for expense projections, independent students are advised to use four.

According to the Financial Aid office, your financial aid is essentially your expenses less resources. Expenses include tuition, books and supplies, housing, food, medical and personal, and also transportation. Resources encompass student savings, scholarships, parents and relatives, employment, GI Bill and Social Security.

Vets have to tighten up

BY KERRY BRYANT

Veterans beware! New rules and regulations may cause hardship if you are not fully aware of them.

All veterans will not be receiving a check for the month of June as the VA goes back to an old policy of mailing checks at the end instead of the beginning of the month. This means there will be a 61 day lag between May

and July as the June check is mailed on July 1.

Stricter rules for dropping courses and remaining within a major are also being enforced. Students will be required to reimburse the VA for courses they have dropped and for courses which are not specifically toward a degree.

This means if a student taking 15 hours does not work closely with his counselor and takes a course which is not toward his degree, he could find himself receiving payment for three quarter time as the VA pays only for 10 hours.

His checks might be smaller still as the VA collects money for the wrong course he has already received.

No program within the school can be comprised of more than 85 per cent veterans. A simple example of what might happen would be if four people enrolled in a course and three were veterans, the course would be terminated if the non-veteran dropped out.

On the brighter side, the benefits were increased eight per cent and the program was extended from 36 to 45 months as President Ford signed a bill

in January shortly before leaving office.

The single veteran who received \$270 per month now receives \$292 per month. Veterans can apply their 45 months of benefits to more than one course of study enabling them to continue on to a higher degree or take vocational courses.

Europe is a trip

Eight weeks of summer study and travel in Italy or Spain will be offered through Florida Technological University in cooperation with major universities in the two countries.

Students enrolled in Florida's state universities, in private colleges, teachers at elementary and secondary levels, plus anyone else interested in the unique programs are invited to apply.

Each of the two student groups will leave the United States on June 26 and return from either Madrid or Rome on August 19. The cost of each of the FTU programs is \$985, plus transportation to and from New York.

Each of the programs will offer a range of credit courses. Classes will be conducted in elementary to advanced language studies, ancient and modern art, literature, music and history of the respective country. Some courses in the Italian program will be taught in English.



Gerson Yessin Photo by David Porter

Fine Arts less \$2000 Difficult planning due to budget cuts

A motion passed 12-3 by the UNF Council of the Arts proposes that Student Activities plan all student oriented arts events funded with activities money.

The council passed the measure in a Feb 7 meeting because developments affecting the council were proving detrimental to the functioning of the university, Gerson Yessin, chairman of the fine arts department said in a letter to Vice President Roy Lassiter.

Yessin said the developments were:
‡The instability of SGA funds: funds can be frozen at any time which can result in cancellation of in-progress programs.

‡The veto power of Dean Coy and cancellation power of the SGA means any program may have to be cancelled even though funded.

‡Because the council funds are a separate line item of the Student

Activities budget, an adversarial relationship has developed, leading to competition by the council and Student Activities for SGA funds.

"The council...feels that a program of community oriented cultural events would serve the university in a substantial way in the area of visibility and public awareness of the university's existence," said Yessin in his letter.

The council said, in the motion, they would be willing to serve in an advisory capacity on the planning in student arts events if asked.

Earlier in the meeting, Yessin announced the SGA had cut the council's budget by \$1000-\$300 from the theatre program, \$200 from the spring chorus concert and \$500 from the visiting poet.

Dean of Students Darwin Coy said the SGA may restore \$500 to the council budget.

The Phoenix

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THE PHOENIX is a laboratory publication in the journalism/communication program at the University of North Florida. It is published at least twice each quarter for the purpose of displaying work of students in the program and sharing their views and reviews with others on the campus.

This public document was produced at a cost of \$200 or \$300 per copy, to inform the UNF community of the work of journalism/communications students.

opinions

The future?

Childhood fancies: a method of survival

BY STEPHANIE MCLAIN

As the June date of my graduation from the University of North Florida approaches, I find myself apprehensive about being released into society to strive for my place in the world.

Often, when I hesitate to pick up another book to study, I fancy the idea of returning to my childhood and beginning the educational process all over again. Perhaps, after a second try at growing up, I would be better prepared to make my proverbial mark on the world.

My mind goes back to that first day of school in September, 1961. I waved goodbye to my mother with a naive grin of satisfaction spread across my face.

I'm then reminded of the years that followed; my first grade boyfriend who chased me down at recess and twisted my arm until I screamed, the horrid oxfords I had to wear, and the worst affliction of all--a chronic case of freckles.

When I got to junior high school, the guys had begun to recognize the difference between the sexes. However, the particular guys I was interested in were usually interested in my best friend.

Junior high also meant homework--the killjoy that cut into leisure time and cut out my favorite evening television.

By the time I reached the tenth grade I was positive being a senior was the ultimate social and academic experience. I could hardly wait for senior skip day so I could go to Dunkin' Donuts during Americanism vs. Communism. I eventually discovered being a senior only meant I was one step lower than a college freshman and the one day I did skip I got stung by a bee.

Weighing these less than inspiring memories against future chance, I'll take the gamble. The future does hold some promise. At least my freckles are no longer a curse, I don't have to wear saddle oxfords any more and there are no recesses.



Graduation--a time when childhood fantasies confront the future. Photo by Pam King

By gone reflections aid positive thought

BY HEIDI HOLMES

In reply to Stephanie concerning her hesitation to graduate: Aren't you glad that you finished high school?

The age is over of being too old for movie discounts and too young to see a good movie.

There's no more Football Homecoming games when the object was to be as incoherent as possible.

No more waiting outside of a 7-11 looking for someone of "age" to buy you a bottle of Strawberry Hill.

There's no more superlatives for the "whitest teeth" or "freshest breath."

No more having to be home by midnight or borrowing your parent's car.

There's no more sneaking out of your house late at night or sneaking someone in.

No more Prom Queen, Basketball Queen, Service Club Sweethearts or Pep Rallies.

There's no more hassles about your skirt being too short or your hair being too long or shoes that need back

supports or a chest that needs front supports.

No more trying out for the Cheerleading Squad or the Drill Team.

There's no more straight hair craze when girls would iron their hair to be in "vogue."

There's no more long hair craze when guys would race to see whose hair would reach their waist first.

There's no more checking to see if a guy shaves before accepting a date or seeing what kind of car of drives.

No more striving to be popular, no more fad clothing, no more lies about your virtue.

And there's no more dreaming about a date with the quarterback of the football team or a date with the President of the Student Council.

No, now you're in college. You're in a mass of buildings, with a mass of people, most of whom have no identity. But you finally have yours. And if in all of this you still find no comfort--try for your Masters.

Dear Wise One...are you for real?

BY VINCENT DIVIESTI

DEAR WISE ONE--

I have a problem, my teacher continually winks at me while in class. Being only three weeks into the class, I have yet to speak of a "fresh" advancement. I like my teacher as any other and offer due respect. What should I do?

Signed,
Eyed to Death

Dear Eyed to Death,

Most people have particular character traits that single them out from everyone else. Your teacher may have a twitch which is uncontrollable and in effect may appear to be a wink. Determine whether the twitch/wink occurs randomly or at a specific time. If in fact the wink occurs while in your direction all of the time, you may have reason to look into the situation a little closer. Assuming your teacher is of your opposite sex, you have to decide whether to classify your teacher as

more than a friend. There are many variables. If all else fails, remember, you can always wink back.

DEAR WISE ONE--

I have this mad crush on this girl in one of my courses at college. She sits next to me in communications class. Every now and then we exchange glances, but after class is over I just can't seem to find the strength to walk with her. How do I find out if she likes me enough to want to go out with me?

Signed,
Panting Levi's

Dear Panting Levi's

Exchanging glances is the first stepping stone. You have to make the next step. While walking out of class

politely ask if she would mind you walking with her. If she is carrying a significant amount of books you may want to offer your services. Women always appreciate gentlemanly gestures as long as you are sincere in your actions. Don't be so inhibited. Take your strike outs as the come. You never know until you try, so what have you to lose. Go ahead and let the crease out of your Levi's. Roll out the cuffs and let the iron smooth itself out.

DEAR WISE ONE--

Lately I have found myself drifting off into outer space while my teacher is lecturing during my classes at school. Sometimes I miss the entire lecture or at least parts of it. It may be the monotonous tone of voice that keeps sliding me into another world. I don't have any particularly new problems that I am thinking about or worries that I can't handle but yet if I don't start

getting back on track I will surely fail this class. Any suggestions will be appreciated.

Signed,
Lost in Space

Dear Lost in Space,

Many students I have encountered seem to have the exact same symptoms you have exemplified in your letter. I would suggest getting out and doing something physically exhausting. Jogging, swimming, basketball, softball, etc. are all sports that will "loosen you up." With this type of physical exertion you will realize more mental alertness. Of course, if all else fails you can always take a tape recorder.

DEAR WISE ONE--

Being a faithful reader of your column, and a believer in your excellent advice I

would like to ask you a favor. Would you please reprint your formula on how a college student can make it through college. Being a freshman, I have much to learn and would sincerely appreciate any advice.

Signed,
Floundering Freddie

Dear Floundering Freddie,

With pleasure I will acknowledge your letter and empty this treasured flask of its contents.

1) On your first day of class, sit at the front of the room, this will assure you of a good place to hear and see the teacher. Smile a lot...be friendly...act interested.

2) Buy your books early. Books sell fast and wasting time may mean a missed book. A spare kerchief will save lost tears.

3) Be ready for quizzes. Carry microfilm of each book in your front

shirt pocket and/or your back hip pocket.

4) Don't go to sleep in class. This shows you are disinterested in the material being discussed. Learn how to sleep with your eyes open.

5) Ask questions in class. This shows the teacher you are participating. It also shows interest. The teacher appreciates your interest...in the subject.

6) Study for tests in advance of the proposed testing time. He who eats fast receives indigestion. Relief can not be found in a tablet.

7) Complete assignments punctually. This assures ample anxiety as you wait for the return grade.

8) Last, but not least your body needs rest and food. Don't party all the time, just part of the time. Without food you wouldn't be able to party.

Question: Does UNF anticipate traffic lights to alleviate some of the problems in existing from the parking lots?

Looking for answers?

BY KAREN BOWLING

Have you ever gotten a ticket for parking backwards in the UNF parking lot? Or have you gotten sour milk from the vending machines and can't get a refund?

Graduation time rolls around and some students wonder why they never found the answer to that "certain question."

Well, here are some of those questions posed by students and faculty. You'll probably be surprised that you're not the only one who wondered, "Why can't I do that?", or "Can I get a refund?"

Q: When the vending machines on campus rob you of your money or give you sour milk, how can you get a refund?

A: A person can be reimbursed by filling out an envelope at the main bank of machines. You tell how much was lost and in which machine and give a brief description of what happened. The envelope is left for the Servomation operator to pick up. He puts the money in the envelope and leaves it in the cafeteria. If this fails call the Servomation office at 396-1656.

Q: When will the next book buy back take place?

A: Catherine Ward, cashier at the book store, says the book buy back will be held on March 14-16. The book store only buys books that will be used again. The student receives about 50 per cent of the original cost of the book.

Q: Do we have a drug problem on campus and what are the penalties if caught?

A: Director of University Police and Public Safety, Martin Garris, says that the drug problem is not severe on this campus since it is a commuter college. "Persons have been caught smoking marijuana on this campus and they have been taken directly to the county jail," he said.

Q: Is there a post office on campus and is it available to students?

A: The postal services department is located in Building Five. Students may use the services to mail letters and buy stamps. The office is open on Monday through Friday from 8 a.m. until 5 p.m.

Q: Will this campus ever have its own criminology program without the F.S.O. affiliation?

A: Dr. Chris Rasche will direct the criminology program which begins in September. The department will have its own complete staff.

Q: Does UNF anticipate traffic lights to alleviate some of the problems in existing from the parking lots?

A: Plans are being made to extend the main road so that a circle is made back on to St. Johns Bluff. The main road on campus will be one way and a traffic light will be placed at the entrance of St. Johns Bluff. This is to be completed within a year.

Q: Why is a ticket issued for parking backwards and where does the money go?

A: According to Martin Garris, director of the university police, more accidents occur when you are allowed to park either way. There is a \$2 fine for this offense. After five days the fee increases to \$4. After 10 days the ticket can be taken to the county court or a hold can be placed on the student's records.

The fee is to be paid at the Finance and Accounting Office and all monies from traffic citations go to fund scholarships for needy students. The money obtained from the decal sales goes to upkeeping the parking lots.

Q: Can any student check out the canoes in the recreation building?

A: Yes, any student or faculty member may use the canoes. They may be checked out from Friday until Monday or from Monday until Thursday. Jamie Walker, student assistant at the recreation facility, says, "We do everything here. We put racks on the cars, tie the canoe down, issue paddles and life jackets." There are seven canoes available which may be checked out two weeks in advance. Reservations may be made by telephone. The only stipulation is that the student reserving the canoe must pick it up. Two jon-boats are also available but cannot be taken off campus.



Duke Orsino and his attendants look on attentively as Feste, the clown (played by Jill Rooney) sings. Photo by Pam King

'Twelfth Night' was a hit

BY STEPHANIE MCLAIN

This year's Venture Theatre production, "Twelfth Night," was a well performed hilarious comedy that thrilled its audiences. Shakespeare wove this comic love story with plot, counter-plot, revelry, and mistaken identities.

Instead of a traditional Shakespearean setting, director Jane Decker and her staff chose to set the play in the gay and frivolous era of Paris in the 1890's. Costuming and sets were designed accordingly by Meredith Normington and Conni Rayl. The women wore flowing pastel gowns bedecked with flowers and no shoes. The men were dressed in tuxedos and top hats. The stage panel were designed after the

work of French poster artist, Alphonse Mucha. In the style of "art nouveau," they portrayed flowers and women with long wavy hair. Shakespeare brilliantly and is convincing as the stary-eyed duke. His expressions and carriage are full of the pretentiousness of Orsino's class.

Orsino is in love with the countess Olivia, played by Kathleen Gay. But the countess does not return his love. In the meantime, Viola, played by Dr. Dale Clifford, is in love with Orsino and plots to win him for herself. She disguises herself as a man and becomes one of the duke's attendants.

Viola is one of the main characters and Clifford confidently handled her large role.

Behind the scenes of this triangular love story, Sir Toby Belch, Olivia's uncle, and his sidekicks, Sir Andrew Aguecheek and Fabian, arrange their own counter-plot. Dr. William Caldwell portrayed the reveling drunken Sir Toby. He and his companions were extremely funny as they amused themselves by attempting to make one of Olivia's servants, Malvolio, think that Olivia is in love with him.

The interwoven antics of these light-hearted characters made this Venture Theatre an entertaining amusing production. Working with limited facilities and resources, the actors, actresses, staff, and technical crew of "Twelfth Night" deserve congratulations.

Question: When the vending machines on campus rob you of your money or give you sour milk, how can you get a refund?

Judo: an individual sport, a true art

BY CHERYL OERLY

"Judo is primarily a mental sport in that one has to think about using his physical abilities," said Ronny Allen, director of intramurals at UNF. "It is an art in its trust sense; an individual sport in that you get out of it what you put in it."

Allen is teaching a judo class at UNF and is himself a third-degree blackbelt and National Champion with eight years of judo experience.

At the present time, there are 10 students enrolled in Allen's judo class which is held every Thursday from 3:30-5:30 p.m. at the field house.

Allen's students will certainly not be blackbelts when they finish this course because it takes approximately two years to reach blackbelt degree. They will, however, know the basic fundamentals of judo.

"Judo has belt promotions that are an incentive to competitors to achieve the maximum optimum in training the mind and body," said Allen.

There are several degrees a person goes through before reaching blackbelt starting off with sixth kyu. Then there are five "dan" degrees which are all degrees of blackbelt.

"Belt ranks are determined by the length of time in grade of belt and also tests and promotion points that one can attain by going to tournaments," Allen said. "The higher ranked person you beat, the more points you receive."

The first thing you learn how to do in judo is to fall. You say HOW TO FALL?? Wait a minute! In judo, you must protect yourself while being thrown so that you will land properly.

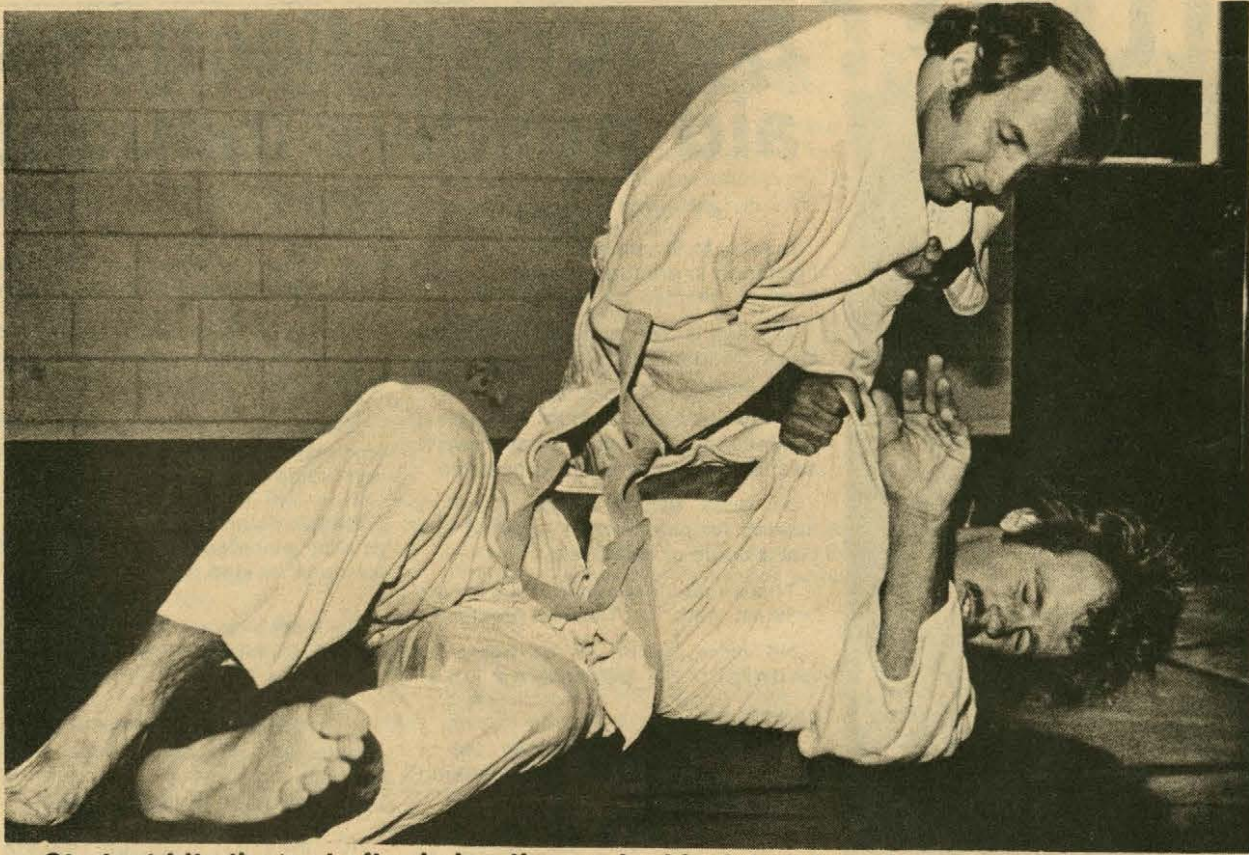
There are three basic pins and three basic throws in judo with all kinds of modifications and combinations. There are also eight basic chokes with modifications and combinations.

Sound complicated? Once you start practicing and learning the techniques, judo can be very rewarding and exciting because it does include deep mental activity as well as physical exercise.

"Physical requirements for judo are strength, agility, flexibility and speed," said Allen. "We started offering judo two quarters ago and will continue teaching it unless student interest declines."

What to wear? Judo competitors wear gis made out of heavy cotton material so that better grips can be made when throwing opponents. A gi is very loose fitting to allow for maximum body movement and flexibility.

"There is no way we could ever teach a 120 pound female to defend herself against a 200 pound male," said Allen. "Females just don't have enough endurance against a male and they bruise easily."



Student hits the mat after being thrown by black belt judo instructor Ronny Allen.

Hypnosis is a new world

BY KAREN BOWLING

Hypnosis is nothing new. It has existed since the beginning of mankind and reactions vary with the subject.

Self-hypnosis workshops, taught by members of the Student Affairs staff, have been in existence for two years on this campus through the Skills Center.

These workshops are the most popular classes on campus and they fill up quickly! There are approximately eight sessions offered per quarter with an average of nine persons in each group. The free classes are taught to both students and faculty on a first come basis. A flyer is posted on bulletin boards at the beginning of each quarter giving dates, hours and the instructor for the self-hypnosis workshop.

Each group meets four times during the quarter. During the first session an introduction to hypnosis is given and participants take susceptibility tests to go along with exercises to practice at home. In the second and third session the subjects learn to go to deeper levels of hypnosis and the fourth session is

used to learn to write your own hypnotic suggestions.

"Hypnosis is a learning process. You are led through the exercises in a teacher-student relationship," says Coy, who frequently teaches the self-hypnosis workshops. You are taught what to do and you go home and practice. The more you practice the quicker you learn to go to deeper states of relaxation. With repetition you develop a pattern which will enable you to go into a relaxed state quickly and deeply without the presence of a teacher.

"Self-hypnosis can be used for weight loss, improving study habits, medical applications, undesirable sexual habits, and anything that the participant has a desire to do," added Coy.

"I used it to quit smoking and to cut down on eating. I was amazed it worked," added Rothlisberger.

"If you have the desire," said Coy "you have all it takes."

"It's a feeling of complete relaxation, both mental and physical."

"It's a very heavy feeling."

"It's a very light feeling."

"I felt mellow for several days."

These are some of the varied reactions of participants in self-hypnosis workshops which teach participants to reach deep levels of relaxation.

"In the minds of some people the word hypnosis has connotations of hocus-pocus, and this is just not true," says Darwin Coy, dean of students at UNF.

Then what is hypnosis?

"The most important phenomenon of hypnosis is relaxation," says Suzanne Rothlisberger, who is currently involved in a self-hypnosis workshop.



A prime example of why you must learn the correct way to fall in judo.

Photos by Pam King

Boathouse floats on beer, good times



Students enjoy a favorite UNF pastime--drinking beer and relaxing at the Boathouse. Photo by Pam King

BY SUZANNE ROTH LISBERGER

Amid the trees overlooking the lake behind the administration building, sits the UNF Boathouse, primarily a quick food service but also the only place on campus a student can sit back with a beer and relax.

The Boathouse is operated by Servomation and prefers to be thought of as a restaurant. "This is not a bar," insists Linda Mayer, supervisor, but the students who patronize the Boathouse feel differently.

Bill Ely, an accounting major and a Boathouse regular remarked, "I come here to spend my G.I. Bill."

"I come here to hang around with friends and to try and meet girls...so far I haven't had much luck in the latter objective," said alumnus Doug Shaver.

Psychology major Sam McLean can be found at the Boathouse almost every day with beer in hand. "I come here to kill time between classes," she says.

The Boathouse's best known promotions--Happy Hours, Mug Club and Bud Night--are all geared to beer drinkers.

Happy Hours on Tuesdays, Wednesdays, and Thursdays between 3:00-5:00 p.m. brings hoards of students for discounted beer and complimentary popcorn. Occasionally throughout the quarter, Student Activities will sponsor a Happy Hour on Friday and provide local entertainment.

Another favorite, Bud Night, is a promotion made available through A&B Distributors. Anheuser Busch

beer is given away from 6-8:00 p.m. and the crowd is tremendous.

On the first day of each quarter, students are offered the opportunity to join the Mug Club. They can purchase a mug for \$6 and receive 14 ounces of beer for the price of a 12 ounce glass.

Additional bonuses are also offered periodically but membership is limited.

Future plans for the Boathouse include enlarging the present facilities beginning sometime next quarter.

Stop smoking workshop helps unlearn the habit

By SUZANNE ROTH LISBERGER

"Two hundred-thirty people a day die of lung cancer in the United States alone," says Bonnie Booth, director of the Stop Smoking Workshop on the UNF campus.

"The American Cancer Society feels that cigarette smoking is a learned habit and through changing one's behavior patterns, one can unlearn cigarette smoking."

The UNF workshop is one of several which the Cancer Society sponsors with volunteers like Booth in charge.

The first four sessions deal with ideas to help the person stop smoking, things like wrapping your cigarette pack in paper and recording each cigarette smoked. By examining behavior patterns and using tips set forth by the program, the smoker will become aware of his habit and can, in time, modify his habit.

"The group approach has proven to be the most effective," she said. "The workshop consists of seven weekly sessions, each with a specific goal in mind and the leader of each group has to be a reformed smoker."

An essential tip to someone interested in breaking his habit is to quit for positive reasons. One must want to quit.

Feeling that smoking is unhealthy, the odor is foul or cigarettes leave an unpleasant aftertaste, should be transposed. A better attitude is that quitting would result in a healthier body and a fresher appearance.

A physician visits on the third session to answer any questions individuals may have concerning their habit.

After the fourth session, the group is asked to forego cigarettes for 48 hours. The final three sessions are concerned with evaluating the 48-hour abstinence and what techniques were most beneficial.

Nationally, the long term success of this program ranges from 20 to 80 percent of kicking the habit. The group here at UNF consisted of only three individuals. One stopped smoking and the other two cut down considerably.

"I was very disappointed at the turnout," Booth said. "We'll probably try again with some new methods and with more publicity."

Ken Harrison, a student, quit smoking cigarettes "for the simple reason I felt it was detrimental to my health and there was no logical reason to let a cigarette manipulate my behavior."

