

Summer 1992

Rollins Alumni Record, Summer 1992

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ROLLINS

A L U M N I - R E C O R D

VOLUME 11 NUMBER 1

SUMMER 1992

Education in the Electronic Age

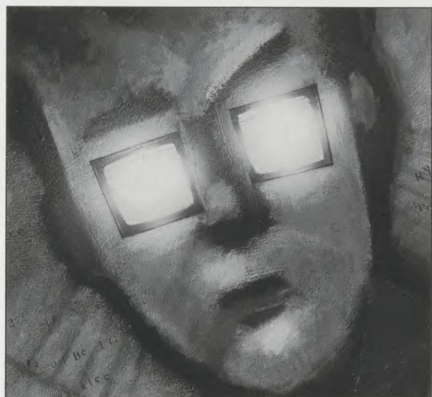
Is "Book-Learning" Becoming Obsolete?

MOORE 92

ON THE COVER: Illustration by Larry Moore

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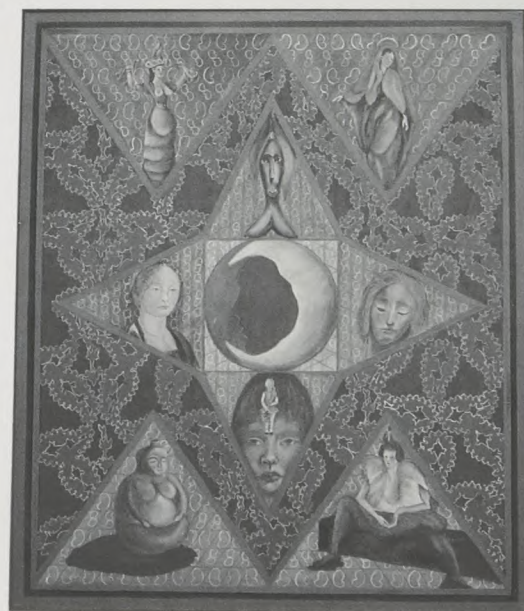
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12 The New “Aliteracy,” by Warren Miller. Are the weak verbal and writing skills of today’s students in part a symptom of the failure of educational systems to keep up with new modes of learning? Warren Miller explores how today’s teachers are adapting their pedagogy to the video age.

17 Sight-Bites on Collegiate Literacy, by Alan Nordstrom. In praise of language and traditional literacy. A Rollins English professor expresses his convictions that, even in the electronic media age, we still need to know how to read and write.

18 The Feminism Mystique: Just What is Women’s Studies All About? by Leigh Brown Perkins. Whether one feels threatened or invigorated by the idea of Women’s Studies, the feminist critique is working a not-so-quiet revolution throughout the college curriculum. A look at the place of Women’s Studies at Rollins.



20 *Opinion: Feminism as a Means of Transformation, by Rosemary Curb.* The coordinator of Women's Studies at Rollins discusses her own intellectual odyssey and faith in the continued dynamism of the field.

22 *Artist as Mythmaker: Pamela Coffman '84, by Lorrie Kyle Ramey '70.* Pamela Coffman delves within her own life and emotions to communicate a private, sometimes mythological vocabulary. She came late to the formal study of art, yet is an accomplished professional and teacher in this discipline.



26 *For the Love of a Useless Thing, by Bobby Davis '82.* After doing several different things in life, Jeffrey Skinner '71 has taken his place as an acolyte at the altar of poetry. His poetry and teaching show that the age-old questions—"Why are we here? What is my relationship to the universe?"—remain compelling even in our secular age.

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ROLLINS ALUMNI RECORD

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The Rollins Alumni Record (USPS 470-060) is published quarterly by the Rollins College Alumni Association for alumni and friends of the College. POD forms 3579 should be sent to: Alumni House, Rollins College, 1000 Holt Ave., 2736, Winter Park, FL 32789-4497

All correspondence relative to this publication should be directed to: Mary Wismar-Davis, Editor, Rollins Alumni Record, Rollins College, 1000 Holt Ave., 2729, Winter Park, FL 32789-4497.



CAMPUS BRIEFS

STUDENT NEWS: The General Charles McCormick Reeve Awards for Scholarship were presented at commencement to the five seniors who maintained the highest scholastic record during their last three years at Rollins. Those honored were *Marla Boye Grant*, *Monica Swanson*, *Skipper Moran*, *Donald Hensel*, and *Danielle Farese*.

Algernon Sydney Sullivan Medallions were presented at commencement this year to *Skipper Moran* and *Kalee Kreider*. The award is bestowed each year on graduating seniors who demonstrate the qualities of service and care which characterized the honor's namesake. Moran served as president of the Student Government Association and was active in campus politics throughout his college career; Kreider served as a writer for *The Sandspur* student newspaper and as a leader of Friends of Lesbians and Gays.

Junior *Brian Corliss* has been named Rollins' first Barry M. Goldwater Scholar, based on his interest in a research career in mathematics or natural science. Corliss, of Metairie, La., was selected from 1,700 students nominated by colleges nationwide.

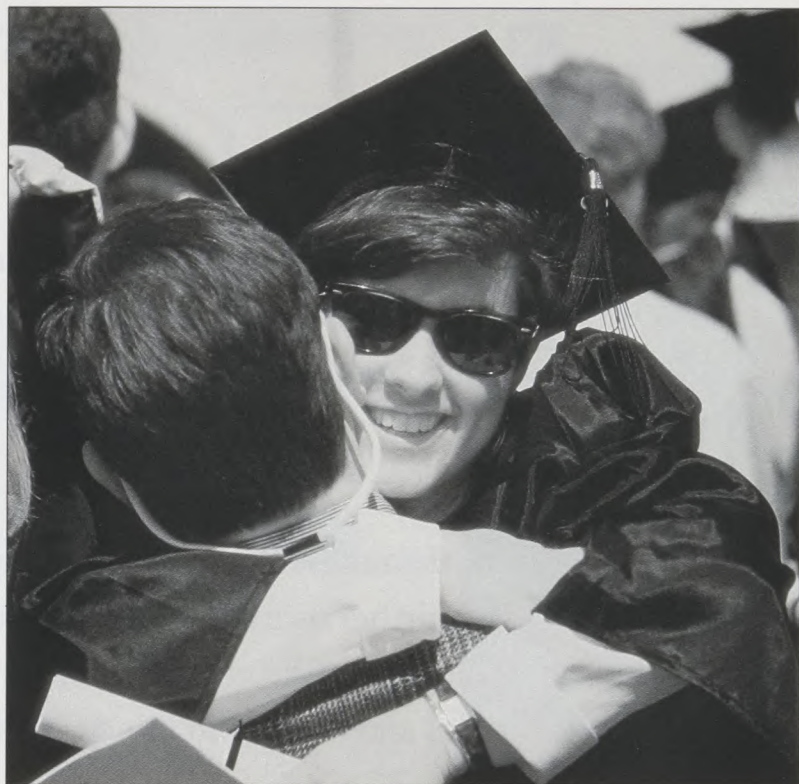
Rollins junior *Adriana Valdes* will participate in a five-week public policy intern program this summer. The National Association of Latino Elected and Appointed Officials (NALEO) State Legislative Intern Program provides young Hispanics interested in public policy an opportunity to grow academically, professionally, and personally. Valdes will spend four weeks in Tallahassee, attend NALEO's conference in Santa Fe, N.M., and complete the internship in Washington, D.C. Valdes, an international relations major, is co-editor of the *The Sandspur* and is the daughter of Rollins politics professor *Luis Valdes*.

Junior *Tom Hage* has been named the Olin Library Student Assistant of the Year. Hage, a math major, will have a book placed in the library in his honor, provided by funds from *Mrs. Barbara Chase* of Winter Park. *Valencia Richards* of the Virgin Islands and *Veronica Callagari* of New Jersey were also distinguished as outstanding library assistants.

Junior golfer *Debbie Pappas* has won her third consecutive Small College National Championship. The Rollins women's team captured its second national title in a row as well. Each of the last five individual titles have gone to a Tars golfer. For her outstanding golf, Pappas has been nominated for the Honda Sports Award. The national award winner will be announced this summer.

Guard *Derek Thurston*, who averaged 17.6 points a game for the Tars basketball team this year, has been named the Sunshine State Conference's Male Athlete of the Year. Thurston, of Alexandria, Ind., was chosen by the media who cover the SSC schools. He led Rollins to its second straight SSC regular season championship. The Tars also won the SSC tournament and advanced to the NCAA II playoffs. Rollins was 24-7, finishing at 19 in the final NCAA II rankings.

Carmine Cappuccio has taken on-field achievements to new heights. In the Tars' final baseball game of the season, Cappuccio not only got his first career



DAVID OVERTON

All They Needed to Know They Learned at Rollins

*Speakers press grads to do important work
with their education*

LYNNE CHENEY, CHAIRMAN OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES, gave graduating seniors some good advice at Rollins' commencement ceremony May 24. Promising to keep her remarks short, Cheney shared with the standing-room only crowd in the Enyart-Alumni Field House what she believes to be five fundamental secrets to success: 1) act with assuredness and behave as if you know what you're doing; 2) know what you are doing; 3) have a place to stand, a base of conviction from which to act; 4) be aware—and respectful—of where other people are standing; and, most important, 5) know what success is when you find it.

After noting that success is usually related to work you love, Cheney asked the graduates to consider how they will find what that work is for them. "Some of you may know already," she said. "But if you don't know yet, let me suggest that the way to find out is by doing whatever tasks come along as well as they can be done. People learn what is satisfying not by doing the job at hand half-

heartedly and dreaming about what comes next, but by doing what there is to do now well—as well as possible.

“Whether we create sonnets or families, make machines or harvest crops, work takes on meaning for us when we feel it to be a part of something that endures,” Cheney added. “Whether we undertake the business of business or scholarship or nations, work becomes beloved when it joins us with something larger than ourselves, something worthy that extends beyond us.”

Following her remarks, Cheney was presented with an honorary Doctor of Humane Letters degree. Also honored for their outstanding achievements were Rosemary Barkett, recently named chief justice of the Florida Supreme Court, who was presented with an honorary Doctor of Laws degree, and Estelle Ramey, noted scholar and professor of physiology and biophysics at Georgetown University Medical School, who received an honorary Doctor of Science degree.

President Rita Bornstein told the more than 300 graduates participating in the ceremony that while they would be missed, the College would always have a place in its heart for them, and that the campus community would look forward to welcoming them back as alumni. “Your Rollins education has given you the knowledge, the values, and the habits of citizenship to assume the responsibilities of leadership as you move out into the world,” Bornstein said. “We are immensely proud of you and will be following your achievements with pride.”

The May 24 ceremony for graduates of the College of Arts and Sciences was actually the third of four Rollins commencements last spring. The first was held April 25 for graduates of the Roy E. Crummer Graduate School of Business. Ronald Gelbman, company group chairman for the Johnson & Johnson Company, gave the commencement address. Gelbman, who earned his bachelor’s and MBA degrees from Rollins, urged the approximately 140 graduates present to take a strong set of ethical values with them into the marketplace because they would be tested. “You will have to exercise judgments every day and many will be complex,” he said. “The simple ones—should I cheat or not—are just that ... simple. It’s the other ones that will always test you.”

Gelbman advised the graduates to find companies that believe in the right values and to make their decisions based on the long term perspective. “They may be costly in the short term, but you may not be around in the long term if you don’t.”

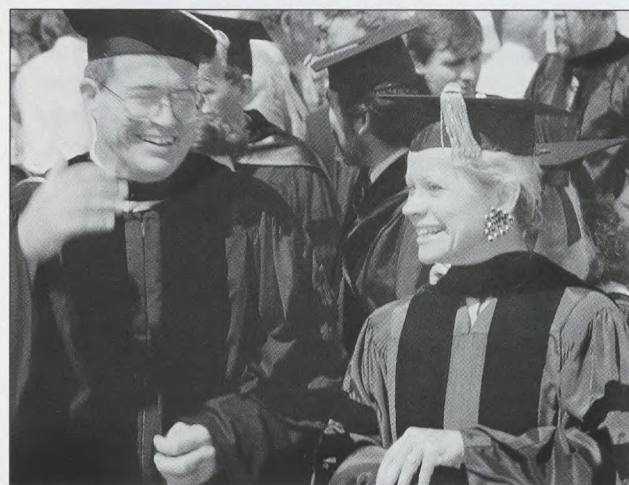
On May 23, nearly 200 graduates of the Hamilton Holt School, along with students of the graduate programs in Education and Human Development, gathered in the Enyart-Alumni Field House to hear commencement speaker Jon W. Fuller challenge them to become good editors. Fuller, a Rollins trustee who serves as president of the Consortium for the Advancement of Private Higher Education, told the graduates: “You should carry with you new and improved skills for turning information into knowledge—in your work, your community, and in your own lifelong education. It is a skill we all need to sort out the meaning of accelerating change in the world around us, and to be able to seize the opportunities that change presents.”

On May 30, the 93 students of Rollins’ Brevard Campus received their diplomas and heard Hugh Brown encourage them to each develop their own individual vision for the future. Brown is founder and president of BAMSI, a major Brevard County employer providing support services to the aerospace industry. “I believe that everyone has a vision,” Brown said. “Some discount it as being unreadable, some



DAVID OVERTON

President Rita Bornstein and Provost David Marcell lead the faculty procession across a sunny campus to Rollins' 1992 commencement ceremony in the Enyart-Alumni Field House.



DAVID OVERTON

Professors Tom Cook and Ruth Mesavage enjoy the pomp and circumstance.

do not wish to make the commitment, some do not want to work hard or do whatever it takes to achieve their vision or, in many cases, there is not a motivating and support force that encourages the effort.”

He told them that, in order to turn their visions into realities, they must first believe in themselves, remain focused on their goals, stay in control, and stay alert for the many opportunities surrounding them.

Despite a tight economy and limited positions for college graduates, President Bornstein reflected on the wealth of opportunities facing members of the Rollins Class of 1992. Graduating seniors will be continuing their studies this fall at such prestigious schools as Harvard, Yale, Duke, Cambridge, and the University of Chicago, she said, while others will begin jobs in fields as varied as professional sports teams, movie companies, banks, insurance companies, hospitals, and the federal government. □

CAMPUS BRIEFS

pitching victory as he led Rollins to a 4-3 win over Lynn University, he also played all nine positions. The Malden, Mass., native led the team in hitting with .380 this season.

The Tars men's basketball team has recruited the Florida Junior College Player of the Year, *Brian Nason*, who comes from Seminole Community College. Coach Klusman called Brian "one of the biggest signees we've ever had."

Rollins sophomore *Leanza Cornett* has been crowned Miss Florida and will compete in the Miss America Pageant in Atlantic City on Sept. 19.

CAMPUS NEWS: At commencement, the Arthur Vining Davis Fellowships were awarded to *Richard Foglesong*, *Roy Kerr*, and *Eileen Gregory*. The fellowships are presented each year to three faculty members in recognition of surpassing accomplishment in teaching, scholarship, and community service. The professors are nominated by students, administrators, and their faculty colleagues.

The Rollins *Habitat for Humanity* chapter has received \$10,000 from Scotty's to help build a new home for a low-income family. The gift puts the campaign only \$2,000 away from the \$30,000 goal, enough to start construction this summer.

Men's golf coach *Al Simonds* has announced his retirement after nine years. Simonds led the Tars to the NCAA II national tournament three times. After a 23-year career in the Armed Forces, he was a player, course manager, and tournament director, heading the Citrus Bowl/Rollins Golf Tournament during the fall.

Rollins has named the athletic director of Guilford College to head its athletic program. *J. Phillip Roach* will assume his new duties as athletic director, professor, and chairman of the Physical Education Department July 15. He replaces Gordie Howell, who will return to teaching and research at the College.

Roach was at Guilford for three years and Marietta College for nearly two decades, coaching basketball and soccer, as well as serving as athletic director for nine years. He has coached a variety of sports at Wittenberg University, Ohio Wesleyan University, and at various high schools. Roach earned his bachelor's degree from Ohio Wesleyan in 1961. He received his master's and doctorate degrees from Ohio University.



ROACH

For the second year in a row, the Rollins chapter of the *Spanish National Honor Society* has been named the best for its size in the nation. The Omicron Nu chapter, under languages instructor Hilda Lopez-Laval, was praised for its programs.

The Association of Higher Education Facilities Officers has selected *Tom Wells*, director of Rollins' physical plant for the past 24 years, to receive its Meritorious Service Award for his many contributions to the profession. Wells, who earned his bachelor's



LUCY VILLANUEVA

David Currie and students take a break at Les Arenes de Lutece, the ruins of a Roman arena, while touring Paris. (Left to right) Bob Alsan, Anthony Sassano, David Currie, Stanton Reed, Ray Retzer, Ginger Berry, Stephen Wall, Douglas McDaniel.

The MBA Travelers

Crummer students get down to business in Europe

LUCY VILLANUEVA NEVER IMAGINED THAT ENROLLING IN THE ROY E. CRUMMER Graduate School of Business would land her in L'Opera in Paris, watching a new wave ballet troupe. The second-year Crummer student found herself in the City of Lights with 10 other classmates this spring, but unlike many student tour groups for whom culture, arts, and sightseeing is the main focus, the usual tourist fare was secondary for the Crummer group. They were there for business.

The trip to France was part of the final project for the course "Global Business Practicum." They spent 11 days there with David Currie, associate professor of finance, to complete a marketing project for Walt Disney World. The Crummer group met first with Disney officials in Orlando to discover the company's needs. In France, the students conducted opinion surveys of Euro Disney guests.

"We interviewed people to see what the park could offer that they didn't currently have to help Euro Disney with expansion plans," said Steve Wall, who will graduate in Crummer's class of 1993. He said guests gave suggestions as varied as hot air balloon rides and an exploration of Disney animation. Students also surveyed guests from the six Euro Disney resort hotels about their vacation patterns to help Disney refine the vacation club concept for Europeans.

In preparation for the trip to France, the students studied French and attended lectures by Rollins undergraduate professors about French culture, art, and politics.

Whenever the marketing project allowed some free time, the group took advantage of Paris' cultural offerings. "We tried to integrate ourselves as best

we could with the culture," Villanueva said. They visited such famous sights as the Louvre Museum, the Eiffel Tower, and Notre Dame.

"The trip to Paris in and of itself was worth taking the course," Wall said.

The international trip was designed to enhance students' awareness of global business issues in correlation with the "Global Business" course. The classroom work prepared students for the firsthand overseas experience, which provided them with a business as well as a cultural understanding of international dealings. "It is important for anyone in the next decade or so to be exposed to international business," said Dan Jensen, a first-year Crummer student.

"The purpose of the course was to contrast business practices in the United States with those of France," Currie said. "We wanted to choose one firm operating in two countries, then delve as deeply as we could into understanding how business environments and practices differed in the two countries."

The France group was not the only one this year to be exposed to differences in business in Europe and the United States. Executive MBA students, who have high-level professional positions at local companies and are working on an 18-month master's program, were welcomed with the flying of the American flag when they arrived to tour Lucas Industries, an electrical business in London. This was the sixth year that students and faculty from the Executive MBA Program traveled abroad to observe management practice in an international atmosphere. The week-long trip was the culmination of the course "International Issues in Business."

Twenty-one students and three faculty members took part in the London study trip. They attended lectures on business issues presented by international experts and executives. They also visited production facilities and financial companies, including Lloyds Bank, Jaeger Group of Companies, Charles Stanley and Co., Ltd., Lucas Industries, and Satchi & Satchi.

"We are looking at global issues in business, and one way to bring it home is by being there and speaking with international executives," said Edward Moses, director of the Executive MBA Program. "One-on-one discussions with executives are a great learning vehicle."

"The speakers gave us insight into the cultural base of Europe," said student Lynn Matthews. She said she is certain she will use the knowledge gained on the trip in any international dealings her own company may undertake in the future.

Like the Paris group, the students on the London trip didn't miss the chance to see the sites. David Howard, director of Charles Stanley and Co., Ltd., hosted a tour for the group called "The City of London: Ancient and Modern." Visits to the Bank of England Museum, Lloyd's of London, London Metal Exchange, St. Paul's Cathedral, and the Tower of London were on the itinerary. The group also took in the musical *Miss Saigon* and received a guided tour of the British Museum.

Prior to the trip, students prepared research papers about international issues facing the United States and Europe. Some students followed up on their research by visiting Cambridge University to review its MBA program.

The Crummer trips are not only an opportunity to learn about European business and culture, they are exciting advances in the internationalization of the Rollins education.—By Brenda Csencsitz



George Urquiola (left) and Daniel Mullin chat with a London Taxi driver.

JOHN CRYSTAL

PARTNERS IN CARE

Graduate counseling program teams with local hospital

Rollins College's graduate counseling program has joined forces with a Melbourne hospital, and those involved say it's a match made in heaven. "We're excited that these two organizations can serve this community on such a cooperative basis," said Allan Dye, chair of the College's counseling program. "Both are strongly committed to serving the community so it made sense to affiliate. It'll be advantageous for all concerned."

The match was made between the Brevard Campus' graduate counseling program and the Devereux Marriage and Family Therapy Training Institute in June. The graduate program at Rollins leads to the master's degree in counseling. It also offers courses that meet educational requirements for mental health licensure and professional certification. The partnership with Devereux allows the hospital's counseling staff, many of whom already hold the master's degree, to complete courses for licensure or certification through Rollins' accredited program.

"The program will also be open to practicing professionals in the community who need continuing education units," said Nancy Dion, Devereux's administrative director.

Rollins' counseling students will benefit from the partnership further through internship opportunities at the Institute and its sister health care center, the Devereux Hospital and Children's Center, which offers long-term psychiatric care to children from across the country. The Institute provides marriage and family therapy for Brevard County residents. "Rollins students who want to become clinical practitioners can gain experience and credits toward certification as therapists in this program," Dion said.

The first course was completed in July. Some courses will be taught by Devereux faculty, who will work as Rollins adjunct instructors, and others will be taught by Rollins professors.

"The primary objective is convenience for the students on the Brevard campus," Dye said. "Rather than them driving to Winter Park, they'll be able to take these courses in Melbourne."

The program is intentionally small, with only a dozen or so students. "The hallmark of the program is quality, not quantity," Dye said. "The number of students might grow as the years pass, but probably not significantly. We were more interested in the integrity of the program than its size."

Richard Miller, dean of the Brevard Campus and Graduate Studies, said the real winner in the alliance is the community the program's graduates will serve. "We're delighted to do this," Miller said. "We think it's going to be a marvelous opportunity for the community to take advantage of this partnership." □

CAMPUS BRIEFS

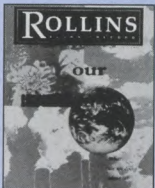
and master's degrees from Rollins, was presented with the award at the association's annual meeting in Indianapolis July 28.

The *Presidential Internship Program* of the Hamilton Holt School has received a recognition award from the Association for Continuing Higher Education. The PI Program places Holt students in internships with local companies, where they work closely with the president or other high-ranking company official.

Chemistry Professor *Larry Eng-Wilmot*, presenting a research paper at a meeting of the American Chemical Society in San Francisco, was delighted to hear about the research of Rollins chemistry graduates also in attendance. *David Hobart '71* is a senior scientist at Los Alamos National Laboratory; *George Fisher '65* is associate professor of chemistry at Barry University; and *Bryan Eichhorn '83* is assistant professor of inorganic chemistry at the University of Maryland.

English Professor *Socky O'Sullivan* and history Professor *Jack Lane* have won the Florida Historical Association's Charles Tebeau Award for the "Best Book Published in Florida" for *The Florida Reader: Visions of Paradise from 1530 to Present*.

Rollins Alumni Record editor *Mary Wismar-Davis '76 (MSM'80)* has been honored in the Council for the Advancement and Support of Education's annual competition. CASE presented Wismar-Davis with a bronze medal in the "General Interest Magazine" category, ranking the *Record* among the top ten college magazines in the country.



GRANTS AND GIFTS: The *Jessie Ball duPont Fund* has provided a grant of \$49,665 to the College's new Quantitative Learning program and Center. This grant will be used to support the Center director's salary

during year two of the project. In addition, *Pfizer Inc* has made an unrestricted gift to this innovative program in the amount of \$2,500. We are grateful to *Robert A. Wilson*, vice president-public affairs and father of *Kaytie*, who recently transferred to Rollins, for his assistance in getting this award. Previous grants to the College for the QL program and Center include *BellSouth Foundation, Inc.*'s \$75,000 seed grant for development of the program, which provides partial payment of salaries and other program expenses for two years, and a *National Science Foundation* grant of \$47,102 for the purchase of computing equipment necessary to begin design of course modules and for faculty development workshops. The NSF grant requires a dollar-for-dollar match, and additional donors are being sought to assist in equipping the Center.

Eileen Gregory, professor of education, has been awarded a Fulbright grant to lecture at Aleppo University in Syria, where she will teach biology and study science programs for teachers. Gregory's visit, supported by the U.S. Information Agency, will begin in January 1993. This is Gregory's second J. William

Her Heart's in Yugoslavia

MILICA RAKOVIC ATTENDED COMMENCEMENT ON MAY 24TH WITH PRIDE AND excitement, just like all the other graduates. But graduation wasn't the same for Miki, a Yugoslavian national, as it was for her fellow classmates.

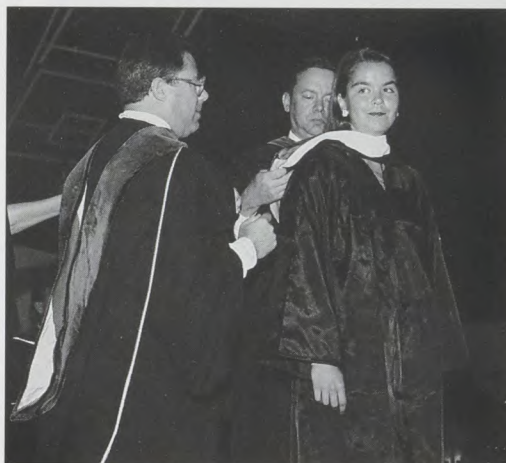
Absent from the ceremony was Miki's family, who remained in Yugoslavia due to the country's civil conflict. Miki's mother, a lung cancer specialist, had planned to attend commencement, but decided against the trip just before leaving. "I understood that she felt morally responsible to remain in Yugoslavia because it is such a hard time," Miki said.

Although most of the fighting has been removed from Belgrade, where Miki's

family lives, rumors of bombs constantly remind them of the nearby conflict. "People are living for the next day, not the future," she said, "because they have no idea what the future holds."

Even though she understands her mother's decision, Miki remains concerned about the safety of her family and friends. "I have nightmares about the war. My family often speaks of past war experiences, so the stories I have heard are repeated in my dreams," she said.

Miki said she often visualizes her family's house being



DAVID OVERTON

With her family there in spirit only, Rakovic accepted her Rollins diploma on May 24.

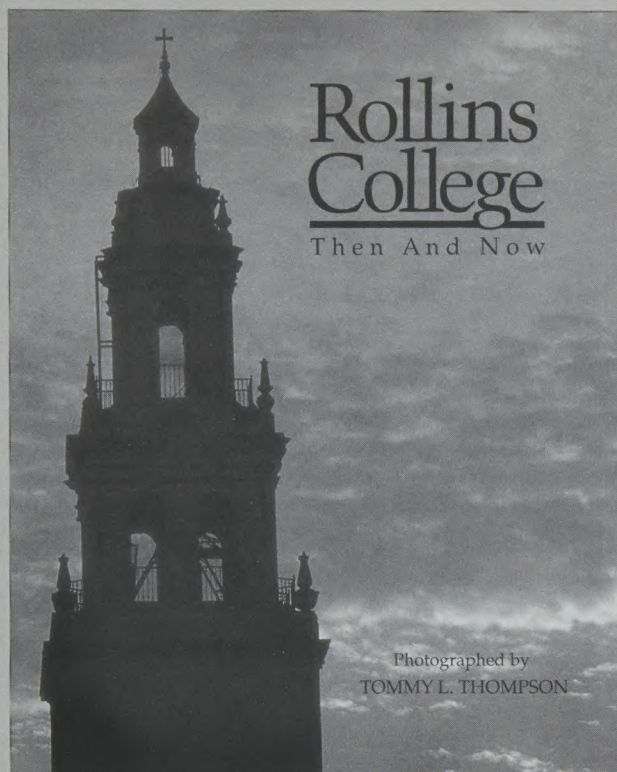
bombed. Such visions make the faraway war a reality for her. "I feel that war is more mental than it is physical," she said.

The civil war has had more than just an emotional effect on Miki's life, however. With a degree in economics from Rollins, Miki has had plans to attend graduate school, ultimately becoming a diplomat for her country. She was accepted by Cambridge University in England, but she is not eligible for scholarships because of her nationality. Since her family's money is tied up in Yugoslavia, Miki may not be able to begin school this fall as planned. If that is the case, she will return to Yugoslavia and apply again next year.

Miki came to Rollins four years ago from a Canadian boarding school, where she played tennis her senior year. Her tennis coach, Helene Pelletier, was formerly on the Rollins tennis team and encouraged Miki to apply to Rollins. She did, and received a tennis scholarship from philanthropist and Cornell Fine Arts Museum Board member Gene Poll. Miki consistently ranked among the top four players on the team for three years.

At home in Belgrade, Miki had been an active member of the Democratic Society, helping to organize efforts for peace and assist refugees fleeing other regions. Miki said she finds it difficult to watch Yugoslavia's reputation deteriorate, but admits she has learned a great deal from observing the country from the outside. "When you're there, you get different views and you are less objective," she said.

Although disappointed that her family couldn't attend her graduation, Miki will be able to share her special moment as soon as she arrives home with a videotape of commencement. The film crew in Media Services captured the ceremony on European standard video format. — *By Brenda Csencsitz*



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CAMPUS BRIEFS

Fulbright Foreign Scholarship Award; her first was an appointment at the University of Jordan Medical School in 1985.

The Cornell Fine Arts Museum has received a \$34,672 grant from the *Institute of Museum Services*, an independent federal agency within the executive branch in Washington, D.C. It is the only art museum in Florida to receive such a grant this year. The general operating support grant will be used to develop a museum education program and to conduct a museum audience survey.

Rollins has received a \$5,000 seed grant from the *National Guild of Community Schools of the Arts* through its New Arts Schools and Centers (NASCENT) program. The grant, made possible through the Lila-Wallace Reader's Digest Fund, will support start-up operations for the Rollins College Community Institute of Music. The Institute, a cooperative effort of the Department of Music and the Center for Lifelong Education, will provide music education to the Orlando area. It will offer instruction and performance opportunities to musicians of all ages and levels. Offerings will include private instruction in orchestral instruments, piano, voice, brass ensemble and guitar, courses in music theory, history and appreciation, Suzuki instruction and Kindermusik.

The *Walt Disney Company Foundation* has presented \$5,000 to the Hamilton Holt School scholarship fund and The Walt Disney World Company has given a Community Service Award to Rollins' Upward Bound Program, which includes a \$2,500 award. Upward Bound helps disadvantaged high school students who have academic potential to develop the skills to pursue higher education. The *C.K. and Soo Yong Huang Foundation* has presented the final \$5,000 to the College's Huang Endowment for Asian Studies. This most recent gift completes the \$25,000 fund. The *Alfred Harcourt Foundation Inc.* has given a gift of \$30,000 to Rollins for the Harcourt Scholarships. This gift brings Harcourt support to \$67,500. The *American Heritage Life Insurance Company* has issued its first gift to Rollins with \$5,000 for The Rollins Fund. The *Chesley G. Magruder Foundation* has given the Roy E. Crummer Graduate School of Business a \$25,000 challenge grant. *Peggy and Phillip Crosby*, through the Crossroads Foundation Inc., have given \$10,000 to The Rollins Fund. *Harris Corp.* has made a \$5,000 gift to the Brevard Campus Science Laboratory. *Barnett Bank of Central Florida, N.A.*, has given \$30,000 to The Rollins Fund for unrestricted scholarships. Rollins Trustee *Thomas P. Johnson* has made a gift of \$25,000 to The Rollins Fund. The *CSX Corp.* has given its first gift to Rollins with \$15,000 for The Rollins Fund's scholarship fund.

The *Indiana University Center on Philanthropy*, on behalf of the Lilly Endowment Inc., has awarded *Donna K. Cohen* a grant of \$4,900 to support a research sabbatical. Cohen, assistant professor and acquisitions librarian in the Olin Library, will research "Academic Library Philanthropy in the 20th Century" by studying the nonprofit sector's support of higher



LARRY HUMES

Debra Diehl, a member of Rollins' ground crew, teaches La Amistad students Ryan (left) and Don some of the finer points of landscaping. Ryan said that working with Rollins employees has taught him a lot about job responsibility as well as how to work more effectively with others.

La Amistad Students Step Out of the Shadows

SCOTT AND JAMIE MIGHT NEVER HAVE HAD THE CONFIDENCE TO GET SUMMER JOBS if they hadn't "shadowed" Rollins College employees.

The two students from La Amistad, a school for emotionally challenged students, participated in the "On The Job Training Program" at Rollins this year. They said that without the experience they probably wouldn't be working this summer.

In the OTJ program, La Amistad high school students who show an interest in or need for vocational training work with Rollins employees and in turn receive credit toward their high school diploma. Often, students with emotional challenges are never given a chance to gain work experience, even though few have physical handicaps that would make working difficult.

La Amistad School and Rollins established a partnership through the Hospitality, Health and Industry Training Program (HHIT) of Orange County Public Schools in the spring of 1991.

Leann King, coordinator of the OTJ Training Program, said Rollins is the perfect partner because the campus offers so many shadowing opportunities. Students shadow groundskeepers, custodians and workers at the bookstore, the cafeteria, and the library.

Twenty La Amistad students have participated in the program since it began. They spend Tuesday and Thursday mornings as shadows. The students' performance is regularly evaluated by the Rollins employees they are shadowing and by King, the on-site teacher.

King said the partnership with Rollins has given the students a new outlook. "Our goal is a program at Rollins that improves the students' attitudes toward self, school, and the community," she said. "The students have learned to be conscientious employees and now have a different attitude about going to college. They want to go to college and be a 'cool' kid." *continued on page 12*

Students shadow until they reach their potential or return to their home school. They move up in the shadowing process, just as an employee moves up the job ladder. One student began working with floor employees in the bookstore. She advanced to assisting the cashier and completed the year in the accounting department.

Perhaps just as important as school credit and a change in outlook is the chance for the students to put the experience on their resumes, increasing the possibility of employment in the future. In 1984, job placement for the first graduates of the HHIT Program was 100 percent, and the percentage has remained high. The La Amistad OTJ Training Program at Rollins is expected to be as successful in placing students. One student has already been offered a permanent position at the College.

Rollins employees benefit from the program as much as the La Amistad students. Physical Plant's Wendy Dickerman said of her 14-year-old student, "It was a lot of fun to have her in the office."

Fred Wooden, assistant director of the physical plant and supervisor of custodial services, worked with five students throughout the year and looks forward to next year. "I watched the students blossom as they got into the program," he said. "As time went by, they became more and more enthused to come here."

The La Amistad OTJ Training Program recently received a \$1,000 Walt Disney World Teacherrific Award. The award recognizes teachers who have established innovative classroom programs.

King says she can't take credit for the award. "The kids are the ones who won the money for the school," she said.

After the summer holiday—and possibly successful summer jobs—students will return to La Amistad and the OTJ Training Program. Rollins plans to add departments to the program next year so that even more students can have a chance to step out of the shadows and into a job. ☐

HRS MAKES THE GRADE

Rollins students give an "A" to state child care agencies

Conferences on HRS programs normally don't grab the attention of summerbound college students. But when the statewide meeting of HRS' Development, Evaluation and Intervention Teams convened recently at Rollins, many of Sharon Carnahan's students eagerly attended, anxious to witness the planning workshops of agencies they rated as "exemplary" in a class research project.

Carnahan's Winter Term course, called "The State of Florida's Children," required students to evaluate child care in Central Florida. They found that the nine HRS teams meeting at Rollins offered excellent services to Florida's at-risk children.

"They didn't look just at day care," said Carnahan, assistant professor of psychology. "They looked at the agencies that provide care to pre-term infants, to babies at risk of developmental problems and disabilities." Many of the children suffer from such problems as cerebral palsy. Others have HIV or AIDS or have mothers who abused drugs when they were pregnant. The goal is to prevent or lessen the impact of developmental problems on the life of these children, so that they can enter regular public school classes.

"The benefit to the public is hundreds of thousands of dollars a year saved," Carnahan said. "The program designed to prevent disabilities is so much less expensive than the programs designed to help disabled children when they're older."

The purpose of the course was not just to grade state agencies, however. Students learned about the lives of poor families and how difficult it is to solve their problems through social services. Most of the students were only in their first or second year at Rollins, so the research project was an especially rewarding challenge.

Witnessing the planning sessions firsthand bolstered many students' support of the programs. The conference, co-sponsored by Rollins and the Arnold Palmer Hospital for Children and Women (one of the nine DEI sites), brought together child care workers, psychologists, social workers, and state HRS directors, so it added real-life meaning to the students' research and also gave them insight into the problems of funding such programs.

"The students gave them an 'A' for services, but a 'C' for funding levels," Carnahan said. Gov. Lawton Chiles' support of these development programs will help ensure that they will not be cut, but stronger funding is still needed, she said. ☐

PACKAGE DELIVERY

History was made June 12 when the U.S. Postal Service installed the first official mailbox on the Rollins campus. Director of Business Services Rosemary Uman and Physical Plant Director Tom Wells unveiled the shiny new blue and white box as Rollins Postmistress Gail Dager, postmaster for the Postal Service's Winter Park office Jose Rivera, and Vice President for Business Services Lou Morrell looked on. Morrell had the honor of mailing the first letter via the mailbox. The box is located along Holt Avenue in front of the Student Center.



LARRY HUMES

C A M P U S B R I E F S

education. She will specifically study foundation grants at Rollins which have provided for the construction of academic libraries.

The *National Endowment for the Humanities* has awarded *Patricia Marshall* a grant to enable her to attend a seminar—"The Old French Fabliaux and the Medieval Sense of the Comic"—at the University of California at Berkeley. The seminar will be part of Marshall's research on ancient comic poetics, which will include the study of women in medieval and ancient comedy.

The generosity of Rollins' friends is helping the College approach its fiscal goals for The Rollins Fund. Anonymous alumni donors have given *The Rollins Fund* \$75,000 recently. *John McIntosh '67* has made a 25th reunion gift of \$6,000 through the Toledo Community Foundation. The *Florida Public Relations Association* has given the Hamilton Holt School \$7,200 for scholarships. *Mrs. Jane E. Courtney* has given a gift of \$25,000 for the Edward Courtney Endowment. The *Grand Marnier Foundation* has expressed its support for exhibitions at the Cornell Fine Arts Museum with a \$5,071 gift. *Mrs. Barbara S. Chase* has presented the College with a gift of \$10,076.88, which has been earmarked for The Rollins Fund and scholarships. *J. Jay Mautner '61* has made a \$10,000 gift to this year's Rollins Fund. *Mr. Bill Kimpton* has presented \$5,000 to The Rollins Fund. *Mrs. John R. Gurtler* has given a gift of \$20,000 to The Rollins Fund. *Adventist Health Systems* has expressed its support of The Rollins Fund with a \$5,000 gift. *Roger Holler Chevrolet Inc.* has given a gift of \$5,000 for the Tars Athletics Program; and the *Edward W. and Stella C. Van Houten Memorial Fund* has given the College a gift of \$22,175 which will be used to replace the Olin Library security system and to implement a security system in the Rollins Archives.

ROLLINS IN PRINT: Anthropology professor *Carol Lauer's* research landed in the unlikelyst of places—the pages of *Vogue* magazine. Her study of the aggressiveness in boys and girls was based on more than 1,900 hours observing children at play in Israel and the United States. The magazine article, called "The Meeker Sex," focused on Lauer's findings that girls are just as aggressive as boys.

In *Glamour* magazine, Rollins College was cited as one of the few forward-thinking colleges that has implemented "substance-free" residential halls.

English professor *Barbara Harrell Carson's* book *Eudora Welty: Two Pictures at Once in Her Frame* has been published by the Whitston Publishing Company.

CORRECTION: A photo caption on p. 7 of the Spring 1992 issue of the *Rollins Alumni Record* erroneously states that students in a Winter Term class learned scene painting from guest artists at Universal Studios. The students actually studied scene painting under Rollins professor of theater arts *Dale Amlund*, who took the class to Universal Studios to observe how scene painting is done for movies.



JOE BURBANK

Sisters Panco (left) and Gould both became nurses, but they didn't let their quest for knowledge stop with scientific subjects.

Love of Learning Runs in the Family

CAROLYN GOULD AND CHRISTINE PANCO, BOTH NURSES AT FLORIDA HOSPITAL South, remember the dubious reactions they got after announcing they were taking classes toward bachelor's degrees in humanities.

What are you going to do with your degree when you get it? How is this going to help you in your job? Why bother? the skeptics asked the two sisters.

But after eight years of term papers and exams, Gould and Panco are set to be among the 125 graduates receiving diplomas Saturday (May 23, 1992) from Rollins College's Hamilton Holt School for evening studies.

They dipped into art, literature, English, women's studies—even the history of modern China. And far from what their critics thought, the sisters said studying humanities broadened their perspectives and enhanced their nursing as well.

"Things just aren't black and white anymore," said Gould, 36, an operating room nurse who wanted to take fewer technical, science-based classes than those required in nursing school.

"There's a greater appreciation for different cultures," said Christine Panco, 39, a critical care nurse. Like Gould, Panco said her studies have helped her better communicate with her co-workers and understand what her patients might be going through.

The sisters, who grew up and still live in Winter Park, credit their creative mom with encouraging them to take advantage of culture right around them, from plays at the Annie Russell Theatre at Rollins to the annual Winter Park Sidewalk Art Festival.

Sitting outside the Annie Russell last week, they said despite the similarities, they are independent and respect each other's privacy. In eight years, they took few classes together, rarely sat with each other, and had different study habits.

"When we were together, in the beginning, we never let on that we were

sisters," said Panco, who sports curly auburn hair and tends to be more outspoken.

"I didn't think it really mattered for the professor to know that," explained Gould, who has a smooth, blond pageboy.

But that doesn't mean they aren't proud of one another. Gould credits her sister with being the better artist of the two, both of whom take private painting lessons. Panco, who will finish with a 3.7 grade-point average, said that Gould, with her 3.8 GPA, is the better student.

"She learns much more quickly," a trait that Panco said harkens back to childhood. "She learned to ride her bicycle faster, to skate faster."

Both sisters said they will miss their classes and the atmosphere at Rollins, but they may be back.

"I've realized how much I still need to learn," Gould said.

Panco, who had thought it would take her 10 years to complete her degree, said the experience has only whetted her appetite. She is considering doing graduate work, possibly in counseling.

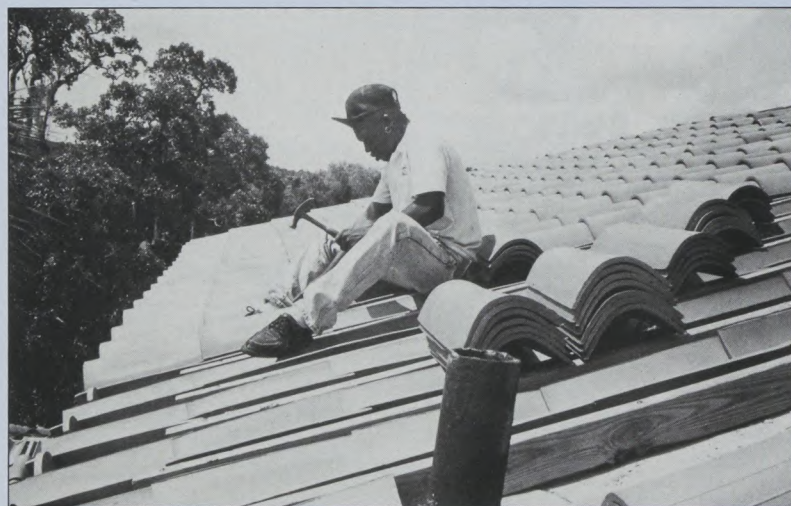
"I'm ready to continue with more education," she said. "I think this is a stepping-stone for other endeavors."—*Reprinted by permission of The Orlando Sentinel*



SUMMER FACE LIFT

Workers were busy during the summer renovating Rollins' residence halls both inside and out. Work included replacing many of the tile roofs and outside balconies, repairing concrete steps, and installing three new chilling units which should greatly improve the air conditioning to most of the school's 19 on-campus residence halls. When students return in September, many will move into buildings that contain more than 10,000 square feet of new carpet, more than 150 pieces of new furniture in the lounge areas, 275 sets of individual room furniture, and renovated bathrooms and lighting fixtures. The renovation is only the beginning of a \$4 million project to be completed over the next two years.

LARRY HUMES



LARRY HUMES

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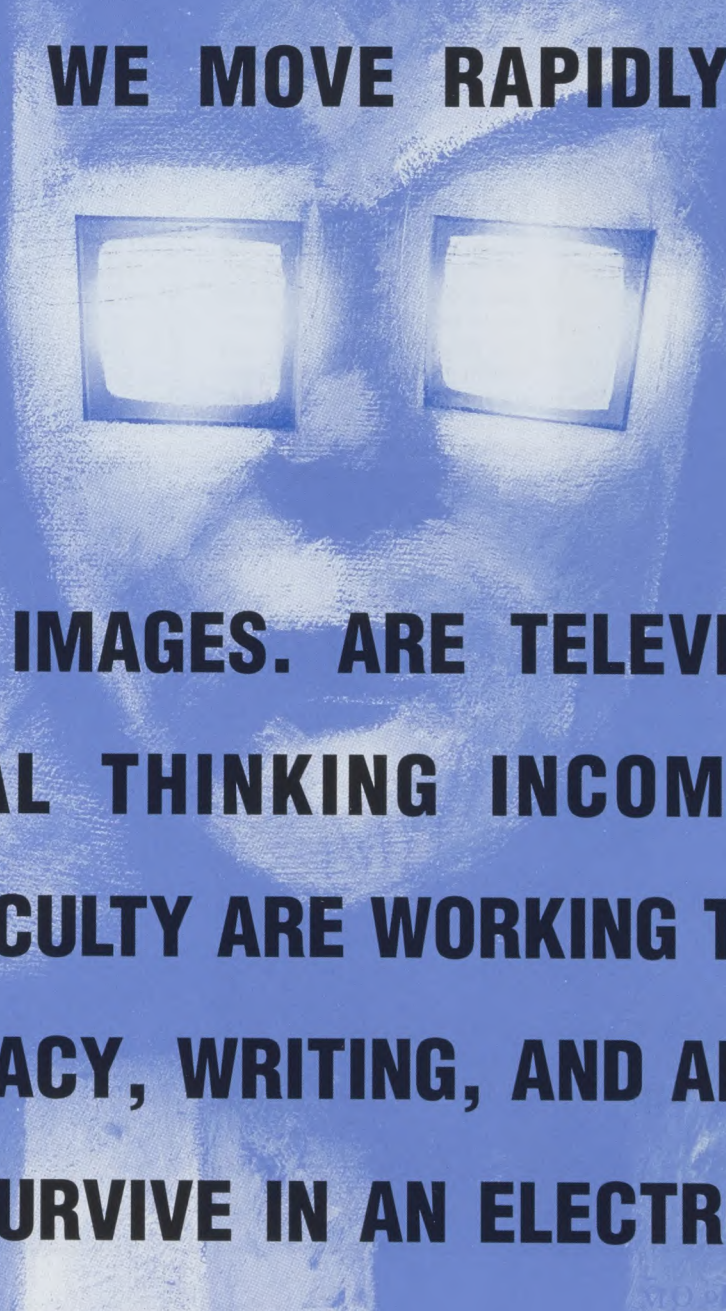
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ROLLINS COLLEGE

By Warren Miller

The New "Aliteracy"



A REVOLUTION IN LEARNING IS TAKING PLACE, AS WE MOVE RAPIDLY FROM A SOCIETY PRINTED ONE DE- OF THE WORD TO FINED BY TELEVISED IMAGES. ARE TELEVISION AND ANALYTICAL THINKING INCOMPATIBLE? ROLLINS FACULTY ARE WORKING TO ENSURE THAT LITERACY, WRITING, AND ANALYTICAL THINKING SURVIVE IN AN ELECTRONIC AGE.

**"You've got to choose between happiness and what people used to call 'high art.' We've sacrificed the high art. We have the feelies and the scent organ instead."
"But they don't mean anything."
"They mean themselves; they mean a lot of agreeable sensations to the audience."—Aldous Huxley, *Brave New World***

In Aldous Huxley's World State of the future, books and the knowledge they contained were eliminated by world leaders to keep the populace soporific and peaceful. Humans were bred into a rigid caste according to their future function in society; they "learned" through hypnotic suggestion and repetition what the authorities determined they needed to know. Work was necessary only to ensure that no one had too much time on his or her hands. Leisure activities—including electromagnetic golf, and films filled with sex, violence, scents, and electronically-generated emotions—were free to all. Encouraging consumption and reinforcing the social order were the primary purposes of the state-controlled media.

Huxley wrote *Brave New World* in 1931. Some of its premises, such as the selective breeding and parentless rearing of children, seem archaic in the post-Cold War era. But of the many prescient facets of Huxley's book, none is as startling—nor as ominous—as the voluntary surrender of reading as the primary means of obtaining information. Reading, Huxley's world leaders felt, stimulated the imagination, and might diminish their command over the populace; electronic media, which could be more easily controlled, were preferable. The public accepted the arrangement after a series of wars that nearly destroyed human life.

In an uncanny parallel to this aspect of Huxley's fictional world, today the United States appears to be separating into two distinct groups: a minority who is as de-

voted to reading as ever, and a majority who is illiterate (incapable of reading) or "aliterate" (choosing not to read). Most of the latter group, studies have shown, depend almost exclusively on television for the information they need to conduct their daily lives.

Nearly 40 million American adults, one-third of the country, lack basic reading skills. And the situation may get worse.

A recent study by the U.S. Department of Education found that 63 percent of all eighth-graders read fewer than 11 pages a day, while 64 percent watch at least three hours of television a day. Students scored poorly on reading comprehension tests administered as part of the study. Asked to read a tale about a man fighting for survival in the Arctic "armed with only a knife and his courage," students were asked to explain the functions of the knife. Answers from 54 percent of the eighth-graders were rated "unacceptable"; only 1 percent achieved the top score.

"I think the message for teachers is that students today need to write more and talk more about what they read," said Education Secretary Lamar Alexander on the release of the report. "That may not have always been the case, but today's jobs require that people communicate."

Faced with the challenge of teaching students whose primary means of obtaining information is through images, rather than words, Rollins faculty members wonder if the campus is an island in a rising sea. "We're seeing a generation of students whose primary process is visual, picture-learning," said history Professor

Jack Lane. "We don't have any pedagogy for that. There's a gap between how we teach and how they learn."

Lane and others feel that we are on the cusp of a revolution in learning—the greatest change in information transfer since the 1400s, when books began to replace the oral tradition as the repository of knowledge.

Ironically, between the late 1600s and the early 1800s, the settlers of the British colonies, which became the United States of America, were perhaps the most literate people ever on earth (primarily because the Calvinists who settled New England considered reading the Bible a prerequisite to salvation). The founders of our republic took for granted a citizenry capable of analyzing the most complex issues and electing officials who would implement the wishes of the people to resolve them.

In the not-too-distant future, though, the fate of the world's most stable democracy may rest in the hands of a few dozen television programming executives and the minority of the citizens who can and do read.



"Once you began admitting explanations in terms of purpose—well, you didn't know what the result might be."

The New "Aliteracy"

[People] might take to believing that ... the purpose of life was not the maintenance of well-being, but some intensification and refining of consciousness, some enlargement of knowledge."—Aldous Huxley, *Brave New World*

Interestingly, while the number of non-readers is climbing, so are book sales, indicating that those who do read are reading more than ever.

In an American Booksellers Association survey, 58 percent of adults said they gave or received a book last Christmas. Sales of children's books, the industry's fastest-growing category, doubled between 1985 and 1991. More dollars are spent on books than at movie theaters.

The increasing interest in books and literature by the actively-reading minority extends to the college campus as well: The number of bachelor's degrees earned for a major in letters (English) increased 41 percent from 1985 to 1990, according to the U.S. Department of Education.

"In the last seven years or so at Rollins, we've more than doubled our English majors," said Professor of English Maurice O'Sullivan. "We've also established a major in Holt, so we're up to about 100 declared majors."

Although the figures may have been influenced by Rollins College's elimination of the business undergraduate program 12 years ago, Professor of English Barbara Carson feels that literature offers students a means of exploring the inner life of themselves and of others. "There's a real human need for these avenues of expression," Carson said. "People will find a way to do it, even in a materialistic society. I see students who are very willing to be moved by literature, to talk about it seriously, and I haven't

seen that diminish in the 20 years I've been teaching."

Books have more than an abstract attraction to such students: They carry a physical charm. "People who like literature also have a visceral love of books," O'Sullivan said. "I have trouble throwing paperbacks out. Of course, as people get more comfortable with computers, maybe people will lose the tactile need to hold a book. But I'm a little skeptical of that happening too quickly."

A shift in students' approach to writing in recent years seems to support the theory that there is a growing need for expression of the inner self. "There's a debate over whether the goal of writing instructors is to allow people to get further in touch with themselves, without much regard either for an audience or mechanics, or to clarify the communication process," O'Sullivan said. "The latter view recognizes that sloppy grammar and poor spelling are as much a problem in communication as wearing ties that are stained."

"We get some students who are extraordinarily well prepared and very talented," he said. "Other students lack one of two things: Either their teachers have overemphasized some expressive qualities, and these students have a hard time taking criticism because they've been taught they need to be true to themselves, or they have wonderful technical ability—they never split infinitives and understand the role of semicolons—but there's no soul in the writing. When I started teaching 20 years ago, more people came in writing technically correct prose without much interest. Now, we get a shift in the other direction. More people are writing interesting prose that leads like a labyrinth, in which discovering syntax is a bit of a challenge."

"Everyone's keeping journals these days," said Professor of English Alan Nordstrom, who teaches the popular "Personal Writing" course. "The idea is that a journal is not entirely private, but rather,

highly informal and expressive. It emphasizes generative, free-form writing, without the tyranny of correctness that used to be imposed on us."

Nonetheless, while student writing is more expressive, and grammar (thanks to word processors that can check it for the writer) less important, a key element of teaching literature—wide knowledge of the literary canon—has been hindered by the influence of television: "It's a little more difficult in class to allude to other works of literature and count on the students having read quite as widely," Carson said. "Students don't as often say, 'this is like *Lord Jim*, or Dickens.'"

Most students, including English majors, have spent many more hours in front of the television than they have reading. Sophomore Jodi Fulmer, an English major who has come to love reading Thomas Hardy, Eudora Welty, Annie Dillard, and Pat Conroy, used to watch a lot more television than she does now. "My high-school years were pretty TV-oriented," Fulmer said. "Now I'm reading a lot more."

Newsweek has called today's teenagers and young adults "a generation defined by television." That fact has become apparent to the faculty.

"I had a class in 'American Civilization,'" professor Lane said, "and we were talking about the '20s, the reaction to the scientific explanation of the world. The class read Frederick Lewis Allen's *Only Yesterday*, but it evoked little discussion. Then we watched *Inherit the Wind*, the movie with Spencer Tracy about the Scopes trial. That got them fired up."

Lane compares the influence of television to the invention of the movable-type printing press. Each, he says, changed the physical methods of communicating information. "If you go back before printing, people learned orally," he said. "Memory was the most important pedagogical tool; Greek students of 14 or 15 memorized the *Iliad* word for word and could recite it. The result was that generation after generation were able to

pull up sayings and ideas from the great books from which to write speeches. Rhetoric and oratory were extremely important. The printed word changed everything. No longer was it necessary to memorize anything; you could reread it. Pedagogy changed, and the critics said that people were forgetting how to memorize. Well, that's kind of what's happening now; reading is losing out to visual learning.

"The danger, of course, is that language may be diminished. And language is power. It defines the terms of the argument. The people who say what words you can use, and what those words mean, have power over you. I tell my students, 'You will always be the servant of someone who uses language.'"

In addition to films, Lane uses photographs in his history classes. "I go through the photos carefully with students, because their assumption is that a photo is fact," he said. "But a photo is as much an interpretation as anything written. You can alter them, delete things, add things. We're just on the edge of learning how to interpret photos and film."

Visual images have as much power in today's world as words had in the ancient world. Lane points to the now-famous home video of Rodney King being beaten by Los Angeles police officers. Do we know what happened? How do we interpret it? "If the video camera hadn't been trained on the beating, if a witness had described it to a newspaper, would it have had the same impact?" Lane asks. "Of course not. And remember, complex ideas can be expressed in a visual world. Look at the 1988 Bush campaign ad that mentioned Willie Horton, the one that showed blacks coming in and out of the door. It's suggestive. You have to form the ideas yourself and determine to what degree you think it's a true picture of the world."

That act—the interpretation of images—represents the single biggest challenge to higher education in the near future.



"Television desensitizes us. The first time you saw the cops beat Rodney King, didn't you think it was terrible? But by the 50th time, you say, 'Hon, didn't that guy's camera get a great picture? What kind of camera was he using? How come our video camera doesn't get that good a picture at night?'"—Roseanne Arnold, on the ABC-TV special *Back to School*

Professor of English and Coordinator of Women's Studies Rosemary Curb teaches a film interpretation course where she applies the techniques of literary analysis to film. "We do 'close viewing,' instead of close reading," Curb said. "The idea is to force them to deconstruct what they've seen. The goal is to show ways in which the artistry conveys visual information that the viewer takes in subliminally, but acts on consciously."

Curb uses the film *Pretty Woman* as an example. "On the surface, it's a Cinderella story," she said. "But look again at the central character, Edward, in the opening. We see money exchanging hands. The only frontal view we see of him is a reflection in the window, superimposed on the Beverly Hills skyline. That gives the impression that he himself is a rep-

lica, a shadow. People suppress that and emphasize the 'pretty' images."

Curb anticipates more courses in film and television as part of the arts curriculum. As does Lane, Curb believes that film and television can convey the same depth of ideas as books. "The problem is, we don't have a word for 'film literacy.' It is essential to teach people to be more critical viewers. If they're passive viewers, they'll receive the most bland image of the status quo; the people who make the programming tend to give people what they think they want, rather than a view of reality that challenges them."

Although television can provide large numbers of people with vast amounts of information quickly—the live repair of a weather satellite in space by shuttle astronauts, to name a recent example—that information is usually broad and thin. While educators have used television in the classroom on the premise that they should communicate in the language most students understand, some educators feel that TV in the classroom actually perpetuates illiteracy rather than promotes literacy. In central Philadelphia, a program has set the basic rules of grammar to rap music. Its creators say that inner-city children who hear the program will never forget the rules. But others say the program is part of the problem.

"If the schools try to replicate what television does, if class is just filled with visual stimuli and music, with no discourse more than eight minutes, then I think the game is up," said Neil Postman, professor of communications at New York University, in a 1986 public television program, *Literacy Lost*. "Except for an elite few, we will have a generation of learning-disabled kids."

The shortened attention span fostered by channel-changing and sound-bites has had iniquitous effects on literacy. In an age of 90-second television news "stories" and tabloid television, the oral roots of storytelling—as it has existed from the Greeks until modern times—is an endangered art form. >

The New "Aliteracy"

Carson has researched and written about Mississippi novelist Eudora Welty. "There are all sorts of theories of why Mississippi has produced more great writers than any other state, despite having the worst educational system, the most poverty, and the most abuses of human rights. One is that there was such a great oral tradition. Splendid black writers came out of the church. Faulkner sat around his grandpappy's knee hearing all those tales. Eudora Welty wrote of riding in the car as a child, telling stories the whole trip.

"I worry about less joy in just hearing today, about our students not knowing what a good sermon is," Carson said, "I worry that my teenage daughters are getting their symbols from MTV."

Wendy Brandon, director of Rollins' Writing Center and Academic Resource Center, believes television is, indeed, to blame for students' difficulty in writing narrative works. "Kids no longer have the textual conventions we get by having stories told, or reading them," she said. "Stories on television are not told over time; they are all told in the present. So kids have trouble writing a narration. They have to work on telling a story over time, getting details in."

Located at the heart of campus, on the second floor of Mills Hall, the Writing Center, which provides students with guidance in the writing process, is nationally known for its innovative method of peer tutoring. The center supplies computers for word processing and meeting cubicles in which trained student counselors assist students with their writing assignments. The center is available to students of any major, and its use is required for many courses.

The Academic Resource Center, which adjoins the Writing Center in Mills, is modeled after and extends the goals of the Writing Center. Its academic support services include training professors to teach writing in the context of their courses. The Academic Resource Center

qualifies Writing Center counselors to counsel students on more fundamental techniques—such as grammar and spelling, and reading comprehension—than the Writing Center program trains them to handle.

"Reading is a key issue," Brandon says. "We just don't know how to be critical readers; even the very best students have trouble with it. We show students how to read anything in three modes: the literal, interpretive, and analytical modes. First, you have to understand the literal facts of an argument. Then, you interpret what the facts mean. Finally, you pull together your experience to determine what you think of the argument."



These three modes of reading, along with "close viewing" and deconstruction, are examples of what, in the future, may become the fundamental techniques for analysis in an electronic age.

Jodi Fulmer believes that her course work at Rollins has taught her to watch television differently. "I think my education has trained me to look more critically at images," she says. "I know it taught me to be skeptical of what I see."

"I'm really not pessimistic" said Jack Lane. "Pedagogical methods eventually catch up. We may not get the tools we need during my career, or even in my lifetime, but they will evolve."

Warren Miller is a free-lance writer and co-owner of Harrod Miller Communications in Longwood.

Learning the Language Game

The growth and capability of our minds depends centrally, in our culture, on our dexterity with language. College students, if they mean to be the beneficiaries of a "higher" education, must read both widely and well. They must master the resources of language as the *principal tool* of critical and creative thought in our society.

Yet such mastery cannot simply be inculcated by strict discipline; rather, love of language must inspire students to desire to become masterful writers and speakers. Joyfully appreciating the aptness and eloquence of well-wrought language—whether prose, poetry, or dialogue—best motivates students to participate in the grand game of literate and literacy expression.

Therefore, if students come to college poorly skilled in language, they need to be enticed into the game; they need to be encouraged to enjoy reading and writing as the first step towards mastery. Every effort should be made to turn the "study" of literature into a charming experience of reading with increasing insight and enthusiasm. Students need to become *eager* readers on their way to becoming discriminating, analytical, and appreciative readers. They need to accumulate vast experience of the ways that written language surpasses spontaneous spoken language in logic, coherence, precision, protraction, proportion, variety, subtlety, and form.

The less well that students can understand, respond to, and employ the full potentiality of language, the less capable they will be to live effective, successful, and happy lives. As we do not live by bread alone, neither do we live by language alone; but there's more dough in language than in bread, and much more nourishment for the mind.—May 14, 1992

SIGHT-BITES ON COLLEGIATE LITERACY

By Alan Nordstrom

Why Read Classics?

Why read bygone authors?

To meet interesting minds and make good friends with them. If the author is deemed "classic," it means his writing has deeply and enduringly impressed the minds of good readers over the generations. He has proven to be a faithful mental friend to countless people.

Without good reading there will be parts of you that will go friendless all your life. These parts of you will languish like astronauts in suspended-animation capsules, perhaps never once awaking. They will wait fruitlessly for the animating communion with kindred spirits that might bring them to full consciousness and let them romp in the fields of your daily life.

Good books are the Prince Charmings who kiss awake the Sleeping Beauties in your soul.—Aug. 14, 1990

Dialogue vs. Conversation

Dialogue, by my reckoning, is entirely fictional. People do not speak in dialogue. People that I know do not even hold conversations, certainly not coherent conversations (which seems an oxymoron). The reason for dramatic dialogue is the same reason as for drama in general: to produce a simulacrum of human discourse and intercourse that in every way improves upon our actual social experience. A good playwright may delude and flatter us into thinking his work is lifelike and realistic—just the way people actually talk and behave—but the more dupes are we to believe it. Hardly ever, in my American, middle-class lifetime, has spontaneous conversation I've heard approached the eloquence and intentionality of dramatic dialogue.

I say this so as to free myself to attempt writing dialogue, to free me from believing that I need a better memory than I have to be more "faithful" to what people really say, when what I really need to know is only *how* they talk, the *sound* their sense makes when occasionally they talk sensibly, knowing that in any sensible dialogue the sense will be fictional, not lifelike. Only the sound is lifelike. The coherence, the articulateness, the dynamic development of dialogue is all invented by the playwright and not drawn from life. The best playwrights possess the hocus-pocus of persuading us to believe the absurdity that people in real life talk as well and as pointedly as do characters in a play. This delusion is both the craft and the craftiness of the dramatist.—July 18, 1991

The Language of Writing

Writing is like a different language than talking. Just as there are things you can say in French that you cannot say in English, so it is with writing, which can give expression to what can never be spontaneously spoken. Writing is not only a different language than talking, but in many ways it's a superior language. Though it lacks in the expressive effects of intonation and cannot be supplemented with gestures and body language, it is yet capable of drawing upon resources of syntax, organizational structure, rhetoric, and profound thought that only the most polished and accomplished of orators could approximate extemporaneously. And because writing can be rewritten and extensively revised before appearing in finished form, it gains an artistry and perfection that no spontaneous utterance could possibly achieve. If language were music, then without the rich resources of writing, Beethoven's *Moonlight Sonata* would come out sounding like barrelhouse blues. Not bad, but not Beethoven.—Feb. 3, 1992

Book Language

Perhaps a decisive difference between modern students and previous generations is that today's students give less credence and authority, not to say attention, to the special language of books, especially that of classical writings. Hence, their own language, either written or spoken, is modelled on modern speech patterns and colloquialism, rather than on the more sophisticated and refined linguistic forms of written discourse. This condition is the essence of illiteracy, since these students are familiar with oral language but not the dialects of letters. They are attached to the fashions of common speech and unenamored of artful eloquence such as only books speak.

Book language is virtually a different tongue, at least a different dialect, as different as WASP talk from Black English. The contemporary "illiteracy" of many college students does not mean they cannot read at all, but that they have read so little and so inattentively that they have failed to acquire the dialect of books; they do not know the inflections and forms and conventions of book language, much less can they imitate them in their own efforts to write. Instead, they try to transcribe their conversational language or produce a stilted, stick-figure rendition of real book language.—June 2, 1989

Alan Nordstrom is a professor of English at Rollins College.



ARTWORK BY PAMELA COFFMAN '84

How Should We Study Women?

The Feminism Mystique



RUTHIE THOMPSON WAS NERVOUS ABOUT THE first day of class. It wasn't just the syllabus or new faces that intimidated. The course itself—"Feminist Drama"—worried her; it was, after all, a class in the Women's Studies program.

"I was threatened," she said. "I wasn't comfortable with the whole feminist thing. I didn't think I'd fit in."

The junior anthropology major has a different view now.

"We talked about things I never thought of before. It's really changed me," she said.

She explored the works of radical female playwrights. She discussed the stereotypical images of women in theater. She found herself immersed in a dialogue about spirituality, power structures and gender roles, concepts about which she never realized she had an opinion; she'd always been "so traditional."

Thompson now considers herself a feminist and plans to minor in Women's Studies. Such a diametrical change, from "a very conservative person" to self-proclaimed feminist, is not uncommon in

Women's Studies. It is the idea of transformation, in fact, that gives meaning—and controversy—to the program.

Born of the women's movement in the early '70s, Women's Studies programs sprouted up on college campuses to counter the "invisibility" of females in curricula and research. It began as an accessory to a traditional education, but it has become a comprehensive program in its own right. The focal point of Women's Studies is gender, but class, ethnicity, age, race, and sexual identity are deliberately included, on the theory that gender never operates independently from social influences.

As Adrienne Rich put it in *When We Dead Awaken: Writing as Re-Vision*, the feminist critique of literature, and other disciplines, allows its students to learn

how to "begin to see and name—and therefore live—afresh." Women's Studies seeks to understand existing systems of living, learning, and creating so that it may improve those systems. It is at once a deconstruction and a reconstruction. On an academic level, the primary concern is to develop theories of sexual difference in every discipline, to change systems of research and instruction. On a personal level, the goal is to empower women to make changes in the system by understanding and improving their own lives.

Women's Studies at Rollins is multidisciplinary, which means that most of the 50 courses offered in the last five years have been cross-referenced so that students may take courses in politics, humanities, art, literature, history, philosophy, social sciences, and natural sciences, each focused on women's issues. Art majors can take "Women in Art"; economics majors, "Women and Work"; anthropology majors, "Women's Biology"; and religion majors, "Women in Judaism." Students of any major can mi-

— By —
Leigh Brown Perkins

The Feminism Mystique

nor in Women's Studies. Those who wish to explore it more fully can create an Area Studies major, combining two other disciplines — often history, sociology, anthropology, English, religion or psychology — with Women's Studies.

Although Women's Studies at Rollins is multidisciplinary in nature, the program has been rooted in the English Department because its coordinator, Rosemary Curb, is a professor of English. Next year, while Curb is on sabbatical, anthropology professor Carol Lauer will head Women's Studies, which Curb said should emphasize the program's interdisciplinary approach.

The number of Women's Studies programs nationwide has grown from one (the first to be formally approved was at San Diego State in 1970) to 621 in the past 22 years. More than 68 percent of all four-year colleges offer Women's Studies courses, according to the National Women's Studies Association. In its growth, Women's Studies has had a tremendous influence on curricula, sensitizing colleges to women's research, writings, and ideas.

"Programs like these are valuable as catalysts," said Socky O'Sullivan, chair of the English department. "The ideal is then to integrate the gains across disciplines. That happened with African-American Studies. In many survey of literature courses, Zora Neale Hurston has replaced Ernest Hemingway."

In the same way, thanks to Women's Studies, critical feminist essays by Julia Kristeva and Helene Cixous are as likely to be part of theory courses as the works of Matthew Arnold. Works by Virginia Woolf and Toni Morrison are as much a part of a literary education as those of a Fitzgerald or a Poe.

While such growth and curricular influence is impressive for a new discipline, most Women's Studies programs have had trouble recruiting students. Almost two-thirds of the colleges reporting to the NWSA have fewer than 10 Women's Studies majors. Curb said Rollins has been fortunate that, at times, certain courses have been so

popular that additional sections have been added. But she said she would like to see a larger cross-section of students sign up for classes in the program. Only 159 students enrolled in Women's Studies courses in Spring 1992, fewer than 7 percent of all students. Part of some students' reluctance to enroll is the perception, like Thompson's, that Women's Studies doesn't welcome students whose opinions differ from the class' feminist majority.

"I might have been in the program if it didn't go so far toward the militant side. It's an anti-male studies program," said Samantha Berger '92, a Hamilton Holt English graduate. "A liberal arts education is about understanding different perspectives, but Women's Studies is about an exclusive opinion. The homophobes, the people who need the classes the most, aren't taking them because they're afraid of the extremism."

Peter Chavannes '92, one of the few men who have chosen Women's Studies for an Area Studies major at Rollins, agreed that its reputation is a problem. "There is a perception at Rollins that if you're in Women's Studies, you're homosexual at worst and strange at best."

But supporters of Women's Studies say students who avoid the program have it all wrong; a diversity of opinions is welcomed.

"Most students don't realize what feminism is," said Bette Tallen, associate dean of Graduate Studies who was a professor and administrator of Women's Studies at state universities in Minnesota, Illinois, and New York before coming to Rollins. "They see it as a dangerous political doctrine, as man-hating women who would just as soon castrate men or make women have abortions as anything. That's far from the truth."

The truth is, however, that Women's Studies uses its extremist reputation to advantage. As much as its supporters say they would like to dispel the myth that only radical thinkers and feminists enroll, the program's intent is unquestionably to change curricula, to alter perceptions, to "convert," in some small way, the

OPINION

ROCKING THE IVORY TOWER

By Rosemary Curb

Women's Studies has changed my life in and out of the academic world. Two decades ago in graduate school I had a traditional Western Eurocentric schooling in literature by and about privileged ruling-class white men. I'd only sampled Jane Austen, Charlotte and Emily Bronte, George Eliot; I'd heard of Virginia Woolf. Alas! I knew it was a compliment to be told I thought like a man.

Two decades later the world of academic discourse has been transformed. We've gone from none to countless women in the canon of American novelists. Some who were buried in obscurity and out of print, such as Kate Chopin and Zora Neale Hurston, are anthologized everywhere, taught all over the world, and have scholarly journals, literary societies, and conferences named for them.

But discovering lost geniuses is only a preliminary move toward what has become an epistemological paradigm shift across all of the disciplines. My world view has shifted like the strings in a cat's cradle across the humanities, social and natural sciences, and the arts. The experiences and views of those who had been silenced, rendered invisible, branded marginal or inappropriate are now taken seriously. Women? Yes, but also all "Others": working classes, people with disabilities, the old, lesbians and gays, people of color, and so on. We haven't just added their pictures and voices to what we study and teach, but made the incredible leap of consciousness to re-view all academic disciplines from the margins to the center, from the bottom up. Now I recognize how limiting, narrow, boring it had been to remain riveted at the dead center of privilege, using that as the norm. Having studied the so-called "traditional" view for the first 30 years of my life, I have made almost daily aha! discoveries in these last 22 years. For me, the process of swimming against the mainstream began when I chose an unpopular and "improper" topic for my doctoral thesis: Black Revolutionary Drama of the 1960s. Racial politics led to sexual politics and to my current feminist consciousness tentatively conceived at this moment of my intellectual evolution as multiculturalism.

Women's Studies has been a patient midwife to all my newborn ideas. It's provided a vehicle for my passion in new research. It's also provided a commodious caravan for drawing others along—in mentoring junior colleagues in feminist research and teaching and

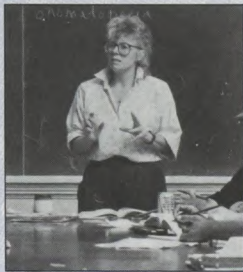
in my own classes.

Women's Studies germinated at Rollins in the early 1980s with the help of far-sighted administrators such as former dean of Continuing Education Bettina Beer and colleagues such as Lynda Glennon, Carol Lauer, and Patricia Lancaster. We gathered courses already in the curriculum into a program and created new courses. For the last several years we have offered seven or eight courses every term, many with waiting lists. For the last two years members of the Women's Studies Advisory Committee (Tamsin Lorraine, Dee Mc Graw, Maria Ruiz, Chris Skelley, Bette Tallen) have helped me develop new curricula.

Faculty who discover the joys of a Women's Studies class by lecturing in one are amazed at student vitality and enthusiasm. They often go on to design courses in their field of expertise. What continues to delight me as a teacher is facilitating a transformation of consciousness from fear based on ignorance to joy, passion, empowerment. Students learn how power operates in our private and public lives. Alas, Rollins culture is not generally favorable to feminism or to a recognition of any oppression. Thus hostility based in denial, defensiveness, and ignorance bars the fearful from ever setting foot in a class. Students who have taken Women's Studies courses often say they should be required for all students. Rollins doesn't appear ready for that shift.

With passion I assert that the ivory tower of academe can no longer luxuriate in irrelevant "tradition" alone while an endangered planet explodes in brutal conflict. If to educate means to lead, then we who have access to wisdom must lead the way. Multicultural Studies, which includes Women's Studies, African and African-American Studies, Latin American and Caribbean Studies, Environmental Studies, and others, must lead the academy into global dialogues in many languages and cultures, dialogues which may involve more listening than lecturing. I hope that we have the individual and collective humility to open ourselves to the necessary paradigm shifts before our ivory tower topples.

Rosemary Curb is professor of English and coordinator of Women's Studies at Rollins.



JASON JONES

Ruthie Thompsons of Rollins.

"It is a valid activity of Women's Studies to challenge the status quo," Curb said. "One year we advertised Women's Studies with a brochure titled 'Question Authority.' Such spunk ruffles conservative feathers and leads to attacks on Women's Studies and other ethnic studies as fronts for political correctness. Sure we take a political stance, but so do other so-called traditional disciplines—in favor of preserving the status quo. Programs which focus on out-of-power minorities inevitably deconstruct the existing power structure."

Tallen said that, by nature, the program must be political.

"Women's Studies is about transformation, so it does take a political stance," Tallen said. "But it doesn't mean that you have to agree with that stance."

One of the mantras of feminism is "the personal is the political," a slogan that has become so much a part of Women's Studies that it has influenced the way its courses are taught. At Rollins, as at most colleges, "the personal is the political" means the discussion of personal experience, consciousness-raising, and other "sharing" techniques. These methods bring student perspective to bear on the material as it never would in a traditional class. It helps to formulate students' identity as much as it formulates the identity of the program.

Consciousness-raising often focuses on a controversial topic—gender stereotypes, for example. Students form a circle. Typically, the session begins with "strokes," each person saying one thing she has accomplished that makes her feel good about herself. Then the discussion begins, perhaps starting with the meaning of "masculinity." One student may divulge the ways in which she has been affected by stereotypes, by the "tomboy" label or the "good girl" label. Discussion is limited to a specific time period and quieter people are encouraged to speak.

Consciousness-raising and "sharing" is, for some, the essence of what makes Women's Studies an agent of change.

"It's empowering," said Kristen Zimmerman '92, a Holt humanities graduate, who minored in Women's Studies. "The more particular you get, the more universal you get. Understanding what's going on inside of you allows you to understand what's going on inside others. There's real value in self-criticism."

On the other hand, the "touchy-feely" approach can alienate; it is often the reason students avoid Women's Studies classes.

"I don't want to sit around holding hands and bashing men," said Berger, a production coordinator at a movie studio who wanted to take film courses with a "female" angle, but refused to support the program by enrolling. "I don't want to gripe about being a woman. I want to be a successful person in my field. My uterus has nothing to do with my motivation. When I get into a place where I'll have an important voice, I'll use it; it'll just have a higher pitch."

It is impossible to have an understanding of the Women's Studies program at Rollins without knowing its coordinator and "matriarch" Rosemary Curb. An English professor with expertise in feminist drama and literature, particularly African-American women playwrights, Curb has turned Women's Studies into something of a personal crusade, insisting that "a great deal of pushing" is necessary for social justice. Curb is exuberant when she discusses course materials and students, but she is most animated when she talks about what she perceives as a lack of support for the program. "The less they know about feminism, the less experience they have in Women's Studies, the more self-righteously outspoken they are in expressing hostility or attempting to trivialize feminist politics," she said. "That's why I believe in education. It works. People can change their minds and their lives."

Curb said she believes that Women's Studies can be more inclusive and can offer its cross-curricular education best by becoming an independent department. It remains unlikely, however, that the program

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Pamela Coffman

By Lorrie Kye Ramey '70

My art represents a personal mythology that is constantly evolving, and each piece of work tells a story, creates a ceremony, relates a ritual, or becomes a source of power and magic.

Pamela Coffman

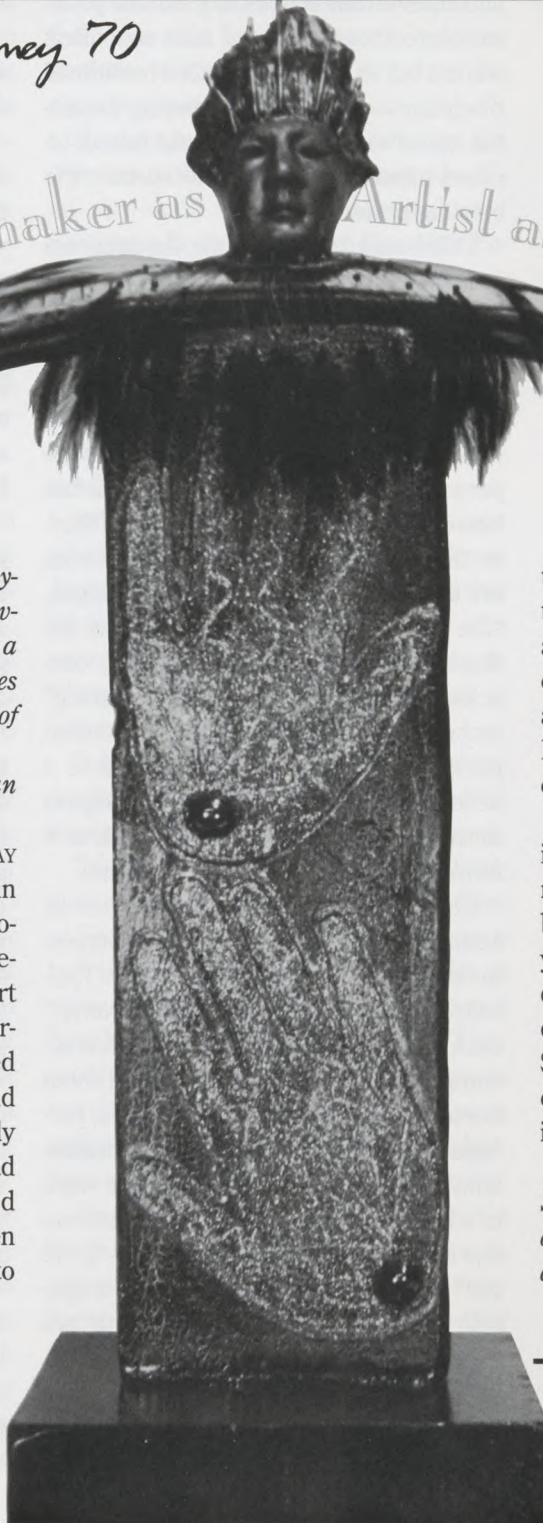
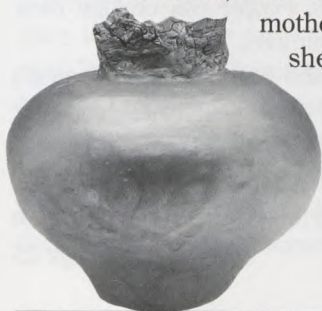
THE ARTIST IN PAMELA COFFMAN LAY dormant for years. Enmeshed in a high school track she categorizes as "space-race, college-prep," Coffman took only one art class, a one-semester course during her senior year; but the seed had been planted. Coffman did not enter college immediately after high school, opting instead for work, then marriage and motherhood. When she returned to

the job market she found her thoughts also returning to art and education. She enrolled in a class in painting and drawing at a local art center and the artist in Pamela Coffman was reawakened.

By the time she began pursuing a degree at Seminole Community College in 1980, Coffman had been painting for more than ten years. The early training produced works she describes as "traditional." It was her art classes at Seminole that introduced her to other processes and kindled her interest in sculpture.

Since myths function on more than one level of meaning, it seems appropriate to incorporate more

(Far right) "Full Moon Vessel," (center) "Keeper of the Dark and Light" from the "Earth Angel" Series



than one medium in the creation of my work...By incorporating a variety of media I create sculptural forms which in a sense become three-dimensional paintings.

Coffman decided to complete her bachelor's degree at Rollins, where she participated in the honors degree program. She credits Professor Emeritus Thomas Peterson with helping her to discover her direction and focus, encouraging her to crystallize her thinking about content. The perspective she gained from studying art history gave Coffman the courage to craft her own vision, and the exercises for a course in creative writing generated the first expression of a personal mythology.

In her senior year Robert Lemon, professor of art, encouraged Coffman to apply to the Atlantic Center for the Arts in New Smyrna Beach to work with artist-in-residence Miriam Schapiro. She was accepted and embarked on three weeks of concentrated collaboration with Schapiro.

The women in the Atlantic Center group first shared three days of intense inquiry and conversation, an experience Coffman recalls as painful: "It was like [Schapiro] looked for all our old wounds that hadn't healed and scraped them open." But, by clearing away the participants' emotional baggage, Schapiro ensured an environment where the women could work together conceiving and realizing a truly cooperative joint project. The project included the creation of "books," with individual "pages" contributed by each artist. The first "book" was



a giant nest, four feet by five feet, woven from materials and objects found by the group members.

The immediate results of Coffman's Atlantic Center experience were the impulse to examine her own roots as a woman and a recognition of the power of community. On her return to Rollins, in cooperation with classmates and faculty, Coffman mounted a production entitled *The Keepers of the Magic*. The dance-drama depicts the story of the transfer of magical power from the aging Matuva to the young Trelina, representing and reconfirming hope and faith in the continuing unity of sisterhood.

In addition to writing the production's narrative, Coffman served as set designer, costumer, and coordinator. She finds it especially appropriate that the trilogy, which was also her honors project, was performed on Mother's Day. For Coffman, *The Keepers of the Magic* was both an ending and a beginning: the end of her career at Rollins, but the beginning of her focus on a female mythology.

For me, creating art is like giving birth—it is both painful and joyful, it is hard work and excitement, it is you but not you, and once the birth process is complete, it has a life of its own.

As Coffman continued to explore the developing mythology which informed *The Keepers of the Magic*, her work began to move away from

(Top) "Serpent Magic," (middle) "Lizard Dance," (bottom) "Magic Dancer"

Pamela Coffman

the two-dimensional and the representational. She experimented with paper-making (she couldn't bring herself to paint on her first efforts) and robes (symbols of the type of work women historically performed), moving ultimately to clay. She traces her gravitation to three-dimensional forms to both childhood work in crafts and a love of constructed objects she attributes to her father's career as a builder.

After graduating from Rollins (with highest distinction) in 1984, Coffman began teaching art herself. She is currently chairperson of the Fine and Performing Arts Department at Oviedo High School, located in a suburb of Orlando. Coffman is unusual in having come to education trained as a fine artist first and an educator second. While she is currently pursuing a master's

degree in art education at Florida State University, spending summers studying in Tallahassee, she feels strongly that it is important for art teachers to be artists, as well as educators, so they can help their students understand the art process.

Coffman finds teaching both stimulating and draining. She admits that often all of her creative energy is directed to her classes, but as she seeks new means of challenging her students she often discovers new outlets for her own voice. The inspiration for her most recent works, a series she calls *Earth Angels*, came from experimenting with pieces of wood which had been donated to her art class. As Coffman toyed with the wood, searching for a project for her students, the idea for the multimedia constructions which incorporate wood and clay emerged.

Once I have a story to tell, I visualize the images and decide which media I will allow me to give birth to the vision. The work always changes, always grows, and always takes on a life of its own.

Coffman refers to the images which recur throughout her *oeuvre* as her "visual vocabulary," and vocabulary is indeed central to the creation of her work. Her sketchbook is more likely to be filled with words than drawings, and she recognizes a close connection between the verbal and the visual. The story of *The Keepers of the Magic* preceded the painting of the same name.

For Coffman, the evolution of the mythology proceeds. "Each piece is another part of the puzzle, which," she says, "is growing into a larger puzzle." The next phase in the series of *Earth Angels* is beginning to take shape. Continuing a string of exhibitions and shows that includes the Bernice Steinbaum Gallery in New York (for which she was selected by Schapiro), this fall she will be exhibiting at a new gallery, Art Works Orlando.

Coffman has long described her art as "feminine," although the symbols which represent her mythology first came to her without her awareness of their meaning or source. She characterizes the reaction of men to her earlier work as uncomfortable, but notes that lately she has found more interest and acceptance, and wonders if perhaps she is striking a more deeply embedded, common chord.

Even though I make art for myself, I hope that my visual images will communicate with the collective unconscious of the viewer, enticing her/him to create a myth of her/his own.

Lorrie Kyle Ramey '70 is assistant to the president of Rollins College.

(Left) *"The Keepers of the Magic"*



The Feminism Mystique

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will become an autonomous department any time soon. "I think interdisciplinary minor programs ought to be rooted in a discipline and a department, partly for administrative reasons, partly for pedagogical reasons," said Provost David Marcell. He said he does not anticipate that Women's Studies will be elevated to its own major either. He said its minor/Area Studies status permits gender concerns and feminist scholarship to influence other disciplines, a benefit that could be lost if Women's Studies was an independent major. The NWSA found that fewer than one-third of those colleges with Women's Studies programs offer a major. As at Rollins, 72 percent of those colleges offer required courses in more than one department.

One of the challenges and great ironies of Women's Studies on all campuses is that it must live within the power structure—the male-dominated institutions, cultures, and languages—it works to deconstruct. It is change-within-the-system in its purest

form, but some say it is also the program's nemesis.

"The danger is that once something has been incorporated into the canon, it becomes watered down," said Chavannes, who plans to attend graduate school to continue his study of feminist theory. "Once it's accepted, it's no longer a threat. Women's Studies has to walk a fine line between alienating people and allowing itself to become too much a part of the mainstream."

Chavannes' point is not new, but it's been revived with an unexpected twist. A hackneyed phrase about minority studies is "the goal is to one day be obsolete," to have the material so ensconced in the curriculum that separate courses are unnecessary. Berger, who speaks for a new generation which feels the work of feminism has been accomplished, said that Women's Studies may have outlived its usefulness for young women. "Granted, the work done by feminists in the '70s gave women my age oppor-

tunities we wouldn't have had. But now is the time for success," she said, "not for whining about how success has been barred from women in the past. Move on already."

If Rosemary Curb has anything to do with it, Rollins and the world will be reminded that society has not done enough, that the history of barred success still matters. This "backlash" against feminism cannot persuade her to feel that Women's Studies' work has been done. She said she'd believe that the pendulum of change had swung too far the other way when stock folders show photographs of boards comprised solely of black women. She said she'd feel that Women's Studies had accomplished its goals when all graduates have read as many books by women as by men.

"The surest way to kill progress," Curb said, "is to pretend you already have achieved your goals."

Leigh Brown Perkins is a staff writer.

ANNUITY

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*Poetry never bought you a dress, or cured
an ear infection, loose tooth, or bloodied knee;
never in fact cleared up the smallest mystery.
But you have to love a useless thing to find
its use, and love is shy of words. Mindless
song, the accurate ones mutter. We don't call them wrong.*

—Jeffrey Skinner

A sonnet to his daughters from A Guide to Forgetting

B Y B O B B Y D A V I S ' 8 2



IS THERE AN OCCUPATION MORE LOWLY IN AMERICA than ... poet? Poetry smacks of indolence and sloth, of intelligence frivolously applied, of effeminate young men and old maids content to spin pretty but useless words rather than come to terms with the sover-

eign hustle and bustle of commercial (i.e., "real") life. Even the garbage man makes a good living.

"Poetry is kind of an underground thing, a hidden part of our culture, and few people are aware that there are poets out there writing," said Jeffrey Skinner '71, who chose, after following a circuitous path, the poet's life. He's very successful at it, too. Two of his books of poetry have been published (*Late Stars, A Guide to Forgetting*), with a third on the way, and his poems have appeared in prestigious periodicals (*The Atlantic, The New Yorker, Poetry, Paris Review, The Nation*). He has collaborated on a children's guide to creative writing (*Real Toads in Imaginary Gardens*) and has written a play (*The Last Time I Saw Richard*) which was a finalist in the Eugene O'Neill National Playwrights Conference. Skinner worked at several other jobs—actor, private detective, vice president and manager of a security guard company—but he's content to call himself poet.

"Philip Levine, who's a very popular poet now and was my mentor at Columbia University, was an example of a man who was married, had kids, had a 'normal' life and yet was still a poet, which is a very strange thing for a man in America to do," said Skinner, who is married to fellow poet Sarah Gorham, has two young girls, and for the last four years has taught creative writing at the University of Louisville.



*... my peace and love generation
has vanished into just living, just trying to live,
like anyone before them.
We never would have guessed ...
The last of those shirts was blue
and I would wear it until
two years ago, when
my second daughter was born
and the family moved to another state,
and the collar frayed beyond mending.*

—from "Mark, Fore & Strike"

For Skinner, poetry was like a familiar friend with whom one suddenly falls in love. He dabbled with writing poetry at Rollins, but it was while a graduate student in psychology at the University of Bridgeport in Connecticut that love of poetry hit him like a thunderbolt. "I knew there was something very deep in my

discovery of poetry, but I had no idea that it would end up as some kind of career," he said. "I was just going to do it, write it, be passionate about it. I was in love with language."

Although he majored in psychology at Rollins, Skinner spent much of his time in the theater, where he was particularly impressed by professor Bob Juergens and theater director David Gawlikowski. His one brush with creative writing came in a course taught by Edwin Granberry. "I got a 'C' in it," Skinner said. "It was a short story class and I wanted to write poetry. He kept asking for short stories and I kept turning in poetry. Neither one of us would bend," he laughed. "It was proper he gave me a 'C.' Probably the poems were crappy anyway. None of them survived."

As with many students of his era, Skinner felt torn between the imperative to settle into a "good" job and "the contrary impulse to be in the arts or do something socially conscious. I opted for the middle road," he said. He stuck it out studying psychology even though he knew at the time that he was more interested in theater. "Looking back, I could have done theater and it would have been fine, because my life turned out entirely differently anyway."

He decided, finally, to drop out of graduate school and devote his energies to poetry. Since it wasn't a paying concern, however, he worked a series of jobs and wrote on the side. Yet the change of direction—or lack of direction—was surprisingly easy for Skinner to cope with. "In my 20s I was kind of a thoughtless guy about my future," he said. "I had that 20s' confidence that I was going to live forever, and people of my generation had a sense of infinite possibilities. So I did other jobs until I decided what to do with my life."

Skinner liked being a private detective, finding it fun and adventurous in between long spells of boredom when "you'd wait eight hours for a door to open." Yet in one of his sonnets to his daughters (written for when they become adults) in *A Guide to Forgetting*, he expresses the psychological price exacted when one does work for which one has no passion:

*Business feeds us. I never chose it, will leave
to teach, selling only myself. My first wife
said Take your father's offer, now, or I leave.
At the time I hated every corner of my life
and pain was the center, the only way to feel.
I took it. Seven years of paper money,
sardonic clients, employees who care as little
for their work as I, with less chance to get away ...
Your mother's heard me bitch like this
countless times, too many. Now I work for
her, and the two of you, the crap is easier
to take. Nothing noble: the common situation.
America, I know your heart! I'm in business—
claiming my share of the small, daily humiliation. >*

Jeffrey Skinner



*Words rise and the sky accepts them, makes
no comment. Meanwhile, theatrics below
fill up our calendar, fill in the daily blanks.
The news, that blunt instrument, chants Now, now.*

*Oh we can't be blamed for riding time,
which keeps dissolving us into someone else
before we get a chance to know our own minds—
not really. Incumbent world, closet of old selves,
what persists? If you answer greed too quickly,
a wound opens in you like a pretty smile,
you make many friends and prosper. Say death
and disciples, artists, lovers keep you company.
Never say no, nothing, not in my life.
Say love and I and all the clocks go wild.*

—Sonnet to his daughters from *A Guide to Forgetting*

All writers are idiosyncratic in their writing habits and all are familiar with the elusive muse of inspiration. Skinner works hard to produce works of delicate imagery and meditative tranquility. "One has to keep on writing and not wait for inspiration," he said. "I write my share of bad poetry and bad stories because I want to be ready when the good stuff comes. It's a pleasure when everything is going well, but I have to keep the instrument in shape when I don't feel particularly inspired. Sometimes I'll have stretches when I get hot and can write five or six hours a day for three weeks. Other times it's the better part of wisdom to shut off the computer and go have some fun."

Skinner's poems do not skirt life's painful territory, yet they are ultimately hopeful. "Problems" considers how we deal with personal crises, from the minimal ("One of the things we can do about them is nothing ... to hold the mind in a just embrace until the nattering stops") to the extreme ("My cousin left work after lunch, bought a rifle and hiked into the Kentucky mountains, drank a beer, and blew himself away"). It ends by counseling love and strength—acknowledging problems, but struggling beyond them to escape their grip. In the 24 lines of "The Last Poem to His First Wife," Skinner paints a grim picture of a bad marriage ("your hand coming from the back seat to slap my face, in our own car, in front of our friends"; walls punched through, "dark little hopes I kept from you"; a "silly mustache I grew in defense") that ends in forgiveness, in two people "lifted by mercy into other lives."

His work explores memory and the past in search of meaning, yet is not trapped by the past. "Before one can forget and forgive," Skinner said, "one has to be clear and face whatever the past is." His poems often move from present to past to a consideration of mortality, as in "Prayer to Wasp on the Occasion of its Execution." "I deal with the fact that we're spiritual beings yearning for

something transcendent and at the same time we're creatures of the body and our daily lives. Our transcendence has to come through the details of our lives."

Having children has reinforced Skinner's faith in love and possibility. "There's no cynicism in children," he said. "Probably they get it younger and younger than they used to, but my kids are 9 and 7 and there is no cynicism in them. They hope for the best and they wake up each day with an attitude of, 'My, how interesting the world is.' The world is a great mystery and wonderment and entertainment for them. I learn all over again that it can be that way for grown-ups. Some of our adult attitudes can be shameful in the face of what Freud called 'the brilliant intelligence in the eyes of a five-year-old.'"



In ancient and medieval times, poets were minions of the court, supported and adored by the aristocracy. In modern times, the poet usually makes his way to the academy. Jeffrey Skinner is no exception, entering his fifth year of teaching at Louisville. He takes his role as teacher seriously and with relish.

"Today's students do seem to be less aware of models and antecedents and less widely read, even those who love poetry and want to write," he said. "But that doesn't mean they're less smart. When I can turn them on to contemporary poets they get tremendously excited and go on to educate themselves. I've had very good students here, who are serious about writing. I see a reflection of myself at the beginning, when I got that tremendous burn out of poetry."

As a teacher of the craft and art of writing, Skinner said, "I don't invest too much in beating people over the head with a particular aesthetic or ideology; I just come in with enthusiasm and point out what the students have done that's interesting or wonderful. One can recognize one's own obsessions and faults and tics in one's own writing, and these can illuminate writing that is worth looking at. You can open up the inner workings of a poem or story."

His children's book, written with playwright Stephen Policoff, is based on his experience in a summer program at Wesleyan University called Creative Center for Youth. *Real Toads in Imaginary Gardens* aims to guide young writers in such skills as choosing a narrative voice, gathering material for future use, using believable detail, and revising their work. "At the Creative Center," said Skinner, "we combined rigor—giving specific and limited assignments—with respect and honor for the emotional complexity of these teenagers. They weren't used to being taken seriously, and they really responded. At the same time, we showed them that writing isn't simply writing down your feelings; there's an art to it."

Skinner is confident about the survival and ultimate value of literature despite the omnipresence of visual media. "You need to realize that we have always been visual creatures and that while

the visual media are tremendously seductive, there isn't the participation on all levels in watching movies that there is in reading a book. Reading is a different kind of human activity that I don't think will disappear because it hasn't been replaced.

"The pleasure of poetry is the elemental pleasure of language," he continued. "It gives a shock of recognition that comes from way back. Children love nursery rhymes; they respond naturally to the irreducible pleasure of rhyme and meter. They love to play with language.

"When people get away from that, the more they are immersed in the homogenized language of the airwaves and sitcoms and business, they lose what constitutes language in its best use, and the less pleasure language contains. There's a political danger in that, too; as Orwell saw, the more we let language slip into blandness, the easier it is to manipulate by those in power. Poetry purifies the language of the tribe, as someone once said."

Poetry, finally provides a kind of power for Skinner, the kind of power that facility with language can bring to a person in ordering the affairs of the heart and the life of the mind. "The title for a *Guide to Forgetting* came to me from an essay by Lewis Thomas (*Lives of a Cell*), who was lamenting the fact that we are so overloaded with information we don't know what to do with it all. He used the metaphor of an attic for the mind, and said that just as modern homes rarely have attics any more, places to store all the stuff we accumulate, our minds have a lot of facts lying around the living room, as it were, and we don't know how to place significance on

any one thing. There's an equality of valence to facts; they spin around us and it's very hard to get a grip on things. Poetry helps me clear away the junk and gives me a magnetic center to organize the iron filings in a way that makes sense of life.

"Frost called poems 'a momentary stay against confusion.' We have enough chaos around. Even if it's artificial—and I don't believe it is—a poem provides a reflection of a hidden order."



*The way we came we back out of to begin again.
Crawling on hands and knees, no tolerance, a process
delicate and invisible as the formation of rain.
To an observer it looks like boredom: cloudy face
rummaging a horizon jagged with trees. ... This is
as close as I can come to explain our writing,
the first and dreamy part, not only the moment we dis-
appear, pad in hand, to a room beyond your hearing.
Poetry never bought you a dress, or cured
an ear infection, loose tooth or bloodied knee;
never in fact cleaned up the smallest mystery.
But you have to love a useless thing to find
its use, and love is shy of words. Mindless song,
the accurate ones mutter. We don't call them wrong.*

—Sonnet to his daughters from *A Guide to Forgetting*



PHOTO OF JEFFREY SKINNER BY MARIO M. MULLER

ALUMNI EVENTS

FALL CALENDAR

July 18

Central Florida Alumni Club Summer Splash party, Alford Pool and Lakefront. Bar-B-Q, live band, and boat rides on Lake Virginia.

July 29

Chicago Alumni Club picnic at Ravinia, featuring the Preservation Hall Jazz Band.

July 30

Boston Alumni Club tour of Harpoon Brewery with free samples! Call Whitney Tuthill '89 at 617-749-4427 for details.

August (TBA)

Atlanta Peachtree Club is planning a tubing trip down the Chatahoochee River. Details are forthcoming.

August 22

New England and *New York Alumni Clubs* are gathering at Newport, RI for a summer weekend featuring the traditional clam bake with all the trimmings!

August 25

First Meeting of the "Rollins Readers," a monthly literary club for *Central Florida* alumni. Each meeting will be led by a Rollins faculty member. Membership will be limited to 20.

Sept. 3

New York Club alumni will go as a group to the U. S. Open tennis tournament.

Sept. (TBA)

New York Club will go on the Southstreet-Seaport Cruise. Watch your mail for further details.

Sept. (TBA)

Tampa/St. Petersburg Alumni Club will host a reception for President Bornstein.

Sept. (TBA)

The *Central Florida Alumni Club* is planning a "Business After Hours" with Rollins seniors and faculty at Buckets restaurant.

Sept. 27

John Fisher Lecture Series begins for *Central Florida* alumni. The topic for this series, which runs through Nov. 15, is "A Nostalgic Journey through English Literature."

Sept. 25-26

Rollins Volunteer Leadership Weekend

Oct. 10-11

The annual Winter Park Autumn Art Festival will be held on the Rollins campus.

Oct. 22

Central Florida Club members are invited to attend the dress rehearsal of the Annie Russell Theatre's opening show *Candide*.

Oct. 26

The *New York Club* will hold its annual Fall Reception.

Nov. 14

The Bach Festival Choir will give a free concert for *Central Florida* alumni.

Other Fall Activities (dates TBA):

- The *Boston Alumni Club* will have the opportunity to take the Marblehead Designer Showhouse Tour.
- *Washington D.C.* area alumni will meet at the Florida House.
- *San Francisco* area alumni are planning a fall opportunity to get together.



Mary Beth Remsburg '86 (left) and Kristen Gross '87 will head up the *San Francisco Alumni Club*.

Know Your Alumni Leaders



WILLIAM H. BIEBERBACH '70
(MBA '71)

Bill Bieberbach was born in Michigan and grew up in Pompano Beach, Florida. Following high school graduation he spent four years in the U. S. Navy, primarily in the Caribbean where his ship carried nuclear weapons for the Marines. He realized that a college education was needed to achieve his goals and entered Rollins in the fall of 1966.

A physics major and member of the varsity golf team, Bieberbach was an outstanding student-athlete who was dedicated to making Rollins College a better place. He was a resident adviser, tapped as a member of OOOO and ODK, listed in *Who's Who in American Colleges and Universities*, a Sullivan Scholar, president of the Chapel Staff, president and secretary of the Vespers Committee, Chapel reader, Vespers speaker, chair of the Student Representation Committee, member of the Student-Faculty Administration Council, member of the Orientation Steering Committee, and vice president and pledge trainer for Lambda Chi Alpha. He was awarded the College's highest honor, the Algernon Sidney Sullivan Medallion, at his commencement and went on to obtain his MBA from the Crummer School.

Like fellow Board member Jack Myers, Bieberbach joined the staff of Walt Disney World and participated in creating the 25-year plan being carried out today at the Orlando attraction. After five years he went to work for Taft Broadcasting in Cincinnati as a corporate officer. Several years later he left Taft to do consulting in the leisure time industry, a practice

that took him all over the world. He left consulting for a 16-month stint at Florida Progress Corporation, the parent company of Florida Gas, then joined forces with former Rollins president Jack Critchfield, currently chairman and chief executive officer of Florida Progress, as senior vice president for marketing and corporate development.

Bill Bieberbach says his loyalty to Rollins is an expression of his appreciation for his college experiences—"especially my work with Dean Darrah in the Chapel. He represented for me the soul of the College. The Dean made a huge difference in my life and the lives of hundreds, probably thousands, of Rollins students. He encouraged my involvement on campus and reinforced my commitment to the service of others."

A fellow alumnus said of Bieberbach, "I've never known a more generous and giving man, nor a brighter one. Ideas just seem to pop right out of him, and they're always right on target." Those ideas promise to be invaluable to the work of the Alumni Board as it helps move Rollins toward the 21st Century.



TITIAN
COMPTON MAXWELL '80

While she entered Rollins in the Class of 1980, the ambitious, self-disciplined Titian Maxwell managed to graduate a year early—even with the demands of membership on the varsity women's tennis team. Maxwell was tapped by ODK for her academic prowess and extracurricular contributions to the College. She majored in business administration and served as secretary of Kappa Kappa Gamma Fraternity.

Following graduation Maxwell went to work for Reliance Insurance Company as a bond underwriter, and in 1981 she joined Merrill Lynch in their Winter Park office. Today she is assistant vice president of the firm and gives the "Closing Stock and Markets Report" on WMFE-90.7 FM, Orlando's PBS station.

Maxwell has been a member of the Alumni Board's Sports Hall of Fame Committee for several years and has served as a Career Consultant to Rollins students throughout her own career as a stockbroker. In addition to her work at WMFE, she has been a guest on the WMIX show *Central Florida Focus*.

Tennis continues to be important to Maxwell, who plays team tennis for Heathrow in the Volvo League. Her team has gone to the National Championships and she indicates that they have a good chance for a repeat appearance this year. Ten years ago Maxwell took up golf, and with her characteristic competitive spirit and perseverance she's conquering that sport as well. She often plays golf with clients and prospective clients and she participates in many charity tournaments. An active member of the Orlando Chamber of Commerce, she helps direct the organization's business after hours program, "Hobnob."

Like so many of Rollins' outstanding volunteers, Titian Maxwell looks to her experience at the College as a critical element in the shaping of her life. "Through tennis I learned about the importance of hard work, team play, and discipline. In the classroom those lessons were reinforced tenfold. In the sorority my organizational and leadership skills were sharpened. The friendships I made remain very important to me today, and the people I met at Rollins have benefited me in my professional life as well. Rollins was so good to me ... gave me so many opportunities to grow. I want to be able to give back some of what was given to me."



Thomas William Miller, Jr. Honored with Hamilton Holt Award

At a formal meeting of the Board of Trustees on May 22, 1992, Thomas William Miller, Jr. '33 was honored by his alma mater with the Hamilton Holt Award. Following is the citation read by President Rita Bornstein upon presentation of the award.

THE LETTER FROM THE ALUMNI ASSOCIATION nominating you to the Rollins College Board of Trustees described you as "distinguished by an understanding of the values of life and their application to such an extent that he was recognized as the outstanding leader among his classmates and a student whose own devel-

opment and whose service to Rollins had never previously, perhaps, been exceeded."

Thomas William Miller, Jr., Rollins class of 1933, better known as "Bill," you were elected to the Board of Trustees of Rollins College in 1935, at 24 almost certainly the youngest college trustee in the United States.

Your career at Rollins was indeed one of leadership and service. You came to the College from Wesleyan University in Connecticut with the intention of transferring to Yale after a semester. Like so many who get Rollins sand in their shoes though, you remained to graduate. You were a member of Tar baseball, basketball, and golf teams, served on various campus committees, were elected president of the student body, and helped found X-Club.

Rollins B.A. in hand, you went north to launch your business career, but your heart remained in Winter Park. Following a two-year Ohio-Florida courtship, you and classmate Elinor Estes were married, with Hamilton Holt officiating. World War II brought your resignation from the Board of Trustees and you were named an honorary trustee.

On completion of your tour of duty in the U.S. Army, you returned to Ohio, then "resettled" in Winter Park. You responded to Rollins' call to continue your service to the Board of Trustees in 1979, and you have since served as vice chairman of the board, chairman of the Building Committee, and trustee member of the College Planning Committee. Now, 57 years after your first trustee meeting, you have again become an honorary trustee.

In 1941, President Holt wrote you: "You are a good alumnus of Rollins, and I am proud of you as an academic son as well as a colleague." President Holt would be proud that your alma mater is now honoring you with the Hamilton Holt Award, established in memory of the College's eighth president with the direction that "The award can be given to those who have moved mountains or those who have painted miniatures; it must, however, always be given to those who have in some way shown that any man anywhere, guided by truth and armed with honesty, can find his own true destiny." Such a man is Thomas William Miller, Jr.

Nice to direct Foundation Relations at Rollins

MARINA NICE HAS BEEN APPOINTED DIRECTOR OF FOUNDATION RELATIONS AT ROLLINS COLLEGE. In this position she will be responsible for directing the College's activities with all major philanthropic foundations.

Nice graduated summa cum laude from Rollins in 1983 and from Duke University Law School in 1986. As a student at Rollins she was awarded the Alzo J. Reddick Community Service Award, the Charles McCormick Outstanding Senior Scholar Award, and the Algernon Sydney Sullivan Medallion. She was active in several campus organizations, including ODK.

Prior to her appointment at Rollins, Nice practiced law in the Orlando area.

Class News

Drew Carter, Class News Editor

33 REUNION 50th 1993

Kathleen Hara Howe has been a "quietly exceptional" volunteer at the East Shore District Health Department in Branford, MA, for more than a decade. Kay retired from the Yale School of Medicine in 1979, where she was the assistant dean of public health and student affairs. Her community work reflects a lifelong commitment to the health and well-being of those around her. "I don't know why, but all my life I've had a genuine urge to help my fellow man," she said. She has provided free rides to senior citizens unable to arrange their own transportation for healthcare-related business—254 rides in 1991 alone! While others applaud, Kay insists the effort is "second nature and not a thing to be considered special."

35 Eleanor Reese Morse and husband Ren recently travelled to Spain for their investiture into the Military and Hospitaler Order of St. Lazarus of Jerusalem (Malta Cross). The ceremony took place in the ancient, but now renovated, Castle of Albatirrec, which has belonged to the family of a member of the order for centuries. The

Grand Master, Don Francisco Borbon de Borbon, cousin of the King of Spain, came from Malta to officiate at the impressive ceremony.

36 Speaking of Rollins 'Round the World, **Victoria Peirce** just returned from a trip to New Zealand, Tahiti, Bora Bora, Moorea, and Papeete. Victoria's travels have also taken her to Cairo in Egypt, Kashmir, Darjeeling and Calcutta in India, Bangkok, Hong Kong, Macao, Nepal, Rome, Florence, Madrid, Vienna, Paris, and London. Whew!

37 It's not like living in a home with grounds, birdfeeders, and gardens, but **Alleyne Grimmer Gogen** is still trying to get used to living in an apartment. Alleyne visits her old roommate **Victoria Peirce** in Greenwich, CT, twice a year. **Nelson Marshall** and **Grace Terry Marshall** dropped by the Alumni House in April in search of **Violet Halfpenny Wallace's** new address. Nelson left a copy of his new book, *Understanding the Eastern Caribbean and the Antilles*, at Olin Library. **Hélène Keywan Wright** had a great time at her 55th reunion and took another wonderful trip to France this spring.

38 REUNION 55th 1993



The March reunion of the classes of '62 and '67 resulted in a mini-reunion for members of the Lambda Chi Alpha fraternity: (from left) Rod Eason, Dave Talley, Cal English, Fred Frederic, Joe Bohannon, Tim Brown, Don Phillips, Tom Flagg, Ferd Starbuck, Gordie Lynch, unidentified, John Hughes.

42 **Jean Holden Cole** owns Pickle Point Pottery in Oak Ridge, TN, where she lives with husband **Thomas E. Cole '44**. Jean helped found Planned Parenthood of the So. Mountains (now PPE Tennessee) in 1961 and has instructed in pottery for 18 years at Oak Ridge Community Art Center. **Mary Trendle Johnston** had a wonderful time at her 50th Reunion! Mary is still baking and decorating cakes for fun and profit and has been driving for Meals on Wheels for 18 years. **Billy Middlebrooks** was married to Cissy Youngblood on June 12.

43 REUNION 50th 1993

Reunion Chairs: Smokey Sholley Clanton, Ella Parshall Stevens, Peggy Caldwell Strong. Class Agent: Henry Minor.

46 **Mary Sloan Eckhardt** is moving back to Winter Park this summer to be closer to her mother.

48 REUNION 45th 1993

Class Agent: Mary Peters Bucher. Seeking volunteers for Reunion chairs and class agents. **Alice O'Neal Dye**, the U.S. Senior Women's Amateur champion in 1978 and 1979, has been named captain of the U.S. team that will compete in the 1992 Women's World Amateur Team Championship September 24-27 in Vancouver, British Columbia. Alice is a member of the Rollins College Sports Hall of Fame.

49 **Anthony Consoli** is well and hearty in Wayne, NJ. His youngest son Anthony is driving hard for the Olympic Sabre Team. Training is an expensive endeavor and Anthony could use all the support he can get. If you want to help out, write to: The Anthony F. Consoli Olympic Training Fund at United States Fencing Association, 1750 East Boulder Street, Colorado Springs, CO 80809-5774.

50 **Mona Morris** and **Henry S. Moody, Jr.** are both retired from the Orange County (FL) School System.

53 REUNION 1993

Reunion Chair: Daryl Stamm Barker. Class Agents: Dorothea Manning Fox, Kathleen McDonnel Griffith. Seeking volunteers for class agents.

L. Roy Seckinger, CPA says that at tax time, there's too much work and not enough money. Roy, **Bud Felix**, and **Dave Redding** had lunch with Dean Darrah and reported that "it was terrific—the same humor and care, and the same cigar!"

- 55 Nancy Siebens Binz** helped develop the winning grant proposal for Sierra Nevada College's bid to the Siebens Foundation for \$1.5 million to secure land for its new campus in Incline Village, NV. Nancy has been a member of the college's board of trustees since 1988 and is the daughter of the Foundation's founder, Harold W. Siebens, a business entrepreneur who supported education, medical, and other philanthropic programs throughout the U.S. and Canada. "One of the keys to life is the constant pursuit of learning and new things," writes Nancy. "The other key is moderation, learning to keep our lives simple and peaceful without overindulgence—a good lesson for young people today."

- 57 Richard Haldeman** is the director of public relations at Erskine College in Due West, SC. His wife **Janice Hamilton Haldeman** is also at Erskine, where she is a professor of biology.

58 REUNION 1993

Class Agent: Susan York Steward. Seeking volunteers for Reunion chairs and class agents.

Musician **Christy Sheffield Sanford** won the \$20,000 1992 National Endowment for the Arts award and is currently working on a requiem.

- 60 Sandra L. Whittington** is working as an analyst in software development for the U.S. Department of Veterans Affairs in Washington, DC. She is anticipating the arrival of her fourth grandchild in September.

- 61 John B. Henriksen** has moved from Luxembourg to Switzerland.

- 62 Georgie Hunter Bergeron** and husband Bob retired early in 1978 and moved to the foothills of the southern Sierras, just west of the Mojave Desert. Georgie takes courses at the local community college, works with her computer, raises chickens, writes stories, and

does a little painting and photography. Together, they enjoy camping and hiking among the great sequoias, sailing their catamaran on Lake Isabella, playing music with friends and family, talking on ham radio (KC6YYW), growing a vegetable garden, and, in general, living well on a limited budget.

63 REUNION 1993

Reunion Chair: Ed Flory. Class Agents: Luther Conner, Thomas Donnelly, Marilyn Fisher Turner, Judy Wells.

Frank R. Dunnill recently took a new position with Optical Fiber Corp. in Framingham, NY. **Dana Robbins Ivey** opened in April in Terrence McNally's *It's Only a Play* at the James A. Doolittle Theatre in Los Angeles. In recent years Dana has also appeared on Broadway in *Heartbreak House* and *Sunday in the Park with George* and in the hit movies *The Color Purple* and *The Addams Family*. She also originated the role of Daisy in the Off-Broadway production of *Driving Miss Daisy*.

- 64 F. Duane Ackerman** was recently elected to *American Heritage's* board of directors. He currently is president and CEO of BellSouth Communications, Inc. and lives in Plant City, FL.

- 65 Steffen Schmidt**, a professor of political science at Iowa State University, Iowa, received the university's Amoco Award for Career Achievement in Undergraduate Teaching. As a member of the ISU faculty, he developed courses in political leadership and the politics of aging and drugs and has his own local current affairs radio talk show.

- 66** After a distinguished 20-year career at Cardigan Mountain School in Canaan, NH, **Jeffrey D. Hicks** was appointed as the fifth headmaster of Aiken Preparatory School in Aiken, SC. His wife Marie teaches French and is currently chair of the Foreign Languages Department at Cardigan. They have two children in college, Jean-Michel and Natalie.

68 REUNION 1993

Reunion Chair: Pam Booth Alexander. Class Agents: Pamela Booth Alexander, Barbara Lawrence Alfond, Brian Baker, Jeff Birtch, Christopher Clanton, Allan Curtis, Andrea Scudder Evans, Suzy Probasco Geisler, Pamela Dixon Harris, Alva Hollon, Laura Barnes Hollon, Lynn Bruch Horner, Jane Thompson Hughes, Carole Conklin Leher, Anthony Levecchio, Ann Crabill Leydig, Gordy Lynch, Mary Campbell Lynch, Nancy Hopwood Roddick, Virginia McAleese Wardner.

Organist Beck Releases Mendelssohn Recording



Janice Beck '59 expands her list of outstanding accomplishments with her recent recording of the six organ sonatas by Felix Mendelssohn for Arkay Records.

Considered one of America's finest organists, Beck received her bachelor's degree in music from Rollins. As an organ major, she studied under the distinguished American teacher and recitalist Catharine Crozier.

While at Rollins, Beck received the Baldwin Award and the Algernon Sydney Sullivan Medallion. Upon graduation, she was awarded a Fulbright scholarship for study in Paris under Jean Langlais at the Basilica of Sainte Clotilde. In Paris, she gave the premiere performance of Langlais' *American Suite* in a recital at l'Institut National des Jeunes Aveugles. She returned to the United States to study at the University of Michigan with Marilyn Mason, where she became the organist at the First Baptist Church in Ann Arbor, a position she still holds.

Beck performs as a solo recitalist in North America and Europe, presents lectures and workshops, and judges local and national organ competitions. With a special interest in the French organ literature and French instruments of the 19th century, particularly the instruments of Aristide Cavaille-Coll, Beck has traveled to France to study and perform for the past three years. In 1990 she gave a benefit recital in Nimes to support the restoration of the 1848 Cavaille-Coll organ in Eglise St. Paul.

Beck has previously made three recordings of organ music of American composers on the Musical Heritage Society label for which she is widely known. *Stereo Review* described Beck as "a consummate musician." Jean Langlais, Parisian organist and composer, called her "one of my most gifted American students."

Beck is a member of the Executive Committee of the Ann Arbor chapter of the American Guild of Organists. She has been a member of the Alumnae Board of Governors of the University of Michigan School of Music and the Advisory Committee of the University Musical Society.

Alva and **Laura Barnes Hollon, Jr.** have moved from Hazard to Lexington, KY.

- 70 John Marshall Kest** was sworn in as president of the Legal Aid Society of the Orange County Bar Association on May 27, 1991. Kest was president of the Orange County Bar Association in 1991-92 and has been a member of the Executive Council of the Orange County Bar Association for the past five years, having served in many capacities, including member of the board of trustees of the Legal Aid Society and chairman of various committees. He is senior partner with the Orlando law firm of Wooten, Honeywell and Kest. **James B. Ross** has been happily married for 15 years, gainfully employed at Chase Manhattan Bank in New York City for 20 years, has travelled extensively both in the States and abroad, has had two "aces" in the last three years, lives in a beautiful house with wonderful neighbors, etc. ... but still fondly remembers the toga and beach parties, Lambda Land, all-nighters to cram or finish a paper, the Pancake House, and, especially, Dean Darrah's wisdom. **J. Warner Shook** has worked hard for over two years with author Robert Schenkkan on a six-hour play. His determination paid off: *The Kentucky Cycle* just won a Pulitzer Prize and may be off to the Kennedy Center next winter.

- 72** As a member of the Orlando City Council, **Glenda Evans Hood** presented a key to the City of Orlando to Sir David Willcocks, conductor of the Bach Choir of London, on March 31, 1992 after the choir's performance with The Bach Festival Choir of Winter Park. The choirs first performed together in a joint concert at the Royal Albert Hall in London in July 1990. This "return match" was the final concert in the London choir's five-city Florida tour—its first tour in the States. **J. Douglas Welsh** is a tennis professional at Port Royal Club in Naples, FL.

73 REUNION 20th 1993

Reunion Chair: Andrea Boissy Lyon. Class Agents: Samuel Crosby, Krisita Jackson, Patricia Gleason Kubik, Andrea Boissy Lyon, Deborah Darrah Morrison, Dylan Thomas. **Arthur P. Cohen** and his wife Robin live in Coral Gables, FL, and are the proud parents of twins Ariel and Alexander, born November 11, 1991. Big brother Joshua is 3-1/2 years old.

- 74 Raymond P. Fitzpatrick, Jr.** has become a partner of the firm Johnston, Barton, Proctor, Swedlaw & Naff in Birmingham, AL.

- 77 Robert J. Korsan** has been elected resident vice president of The Harleysville Insurance Companies' Allegheny branch office in

Pittsburgh, PA. Robert and his wife Lynn have three children and are moving from Harleysville, PA, to the Pittsburgh area. **Beth Radford Welch** announces the birth of her third child, Beth, on November 16, 1991. Beth and husband Eddie also have 6-year-old twins, Clark and Harrison. **Kathleen J. Daniel** is a communications strategist with the U.S. Environmental Protection Agency in Washington, DC. **Dr. Heidi McNaney** and husband William L. Flint welcomed Madison Kelsey on February 7, 1992. Maddie joins sister Meagan Paige, age 1-1/2.

78 REUNION 15th 1993

Reunion Chair: Chris Domijan. Class Agents: David Bass, Carter Beese, Mark Binford, Christopher C. Domijan, Jonas O'Donnell, John Shubert.

Lisa Addeo is a professional pianist, composer, arranger, and conductor in Brentwood, CA. **David and Susan Santilli Hall '83** live in Northbrook, IL, where David is vice president and office manager for The National Bank of Canada's Chicago branch and Susie is enjoying caring for daughters Aubrey and Lauren and teaching and playing the piano. Susan and David are looking forward to spending their 10th wedding anniversary in sunny Hawaii. **Rebecca Kaplan** is vice president of Maryland National Bank in Greenbelt, MD. **Stephanie M. Marger** and husband Richard F. Knauss live in Malungie, PA, where Stephanie is an industrial case manager.

- 79 Willis T. Galliher (PAFB)** was among 53 Kennedy Space Center employees honored in March for their outstanding work at NASA. **Fred Hicks (MSCJ)**, professor of history at Coastal Carolina College, is teaching a summer course "The American Experience," an intensive study of the Vietnam War as an experience rather than an event. The course will feature a panel of speakers that will include Vietnam veterans (including "grunts" and officers), widows, POWs, anti-war protestors, as well as videos, combat footage, and the literature of the Vietnam War.

- 80 Melanie Holder Douglass** and husband Tim, both teachers in the Orange County [FL] School System, announce the arrival of Katelyn Christina on February 10, 1992. She joins big brother Ryan Joseph. In February **Sheila Abbott Musante** and husband Carl bungee-jumped from a 200-foot crane, then renewed their wedding vows the next night during a ceremony celebrating the Knowles Memorial Chapel's 60th Anniversary. The Musantes will celebrate their 10th wedding anniversary in June.

- 81 Dawn Smith Polack** and her husband Frank announce the birth of their first child, Brandon Gilliam, on March 6, 1992. **Janet Gramas Schaefer** and husband Bob announce the birth of Molly Ann on October 25, 1991. The Schaefers live in Milford, NJ.

- 82 Amanda Miner Davison** represented Rollins College at the inauguration of Jake B. Scrum as president of Texas Wesleyan University in April. Amanda lives with her husband Dan in Dallas, TX, where she is a personnel consultant and manager at Dallas Employment Service. **April Lynn Gustetter** is a free-lance commercial artist in Orlando, FL, and **Elizabeth Leifeste** is an artist in Austin, TX. **Eric P. Lewis** has been Rector of All Saints Catholic Church in Chattanooga, TN, since November 1991. Since **Terry O'Grady** left Rollins, most of his working life has consisted of tennis in Europe and the States, with a brief stint as a stockbroker thrown in. He is currently DJ/sports reporter for 95.5FM in Tampa. **Kelly Dianne Oswald** is a registered nurse in the neonatal intensive care unit at Rockford Memorial Hospital in Rockford, IL, and an associate professor of philosophy at Rock Valley College, also in Rockford.

83 REUNION 10th 1993

Reunion Chairs: Paul Vonder Heide and Brad Partridge. Class Agents: Lisa Armour, Diana Chrissis, Anne Kelley-Fray, Cynthia Jennings, Marina Nice, Bradford Partridge, Geoffrey Paul, John Riley, Laura Coltrane Riley, Paul Vonder Heide, Karen Partridge Weatherford. **Kim Helms Campbell** and husband Tim proudly announce the birth of daughter Nicole Paige Campbell on December 7, 1991. Tim is the senior designer for an urban and environmental land planning company. **W. Kevin Cox** will be completing his orthopaedic surgery residency this July and plans to start private practice in Orlando with Gilmer, Cox, Schwab Orthopaedic Association. **Cynthia Page Cross** recently left Maitland, FL, and relocated with Coldwell Banker back to Darien, CT. **Mark and Anne Niver Fischl** had a second boy, Thomas Walker, on February 20, 1992. He joins big brother, Andrew, who is 3-1/2. **Anne Kelley** was married to William C. Fray, Jr. in Knowles Chapel on March 21, 1992. Bridesmaids included **Karen Partridge Weatherford** and **Lisa Armour**. Other alumni included **Heidi Tauscher Vonder Heide '82**, **Brad Partridge**, **Mark Bocinsky**, **Joe Raymond '84**, **John and Laura Coltrane Riley**, **Kerri Scherer Steel**, and **Craig Timmins '82**. Anne received a promotion in March 1992 to senior vice president and manager of the Corporate Lending Department for Barnett Bank of Central Florida, N.A. She and Bill are renovating their house in Winter Park. **Peg Poulin** married Charles H. Horton

III on September 14, 1991 and started her own State Farm agency in Saco, ME, close to the couple's home in Gorham. Peg invites any alums coming through the Portland area to stop by and have some lobster! **Cynthia Shipman Seastrom** and her husband David announce the birth of son Matthew Tyler Seastrom on May 21, 1991. Matthew joins his 3-1/2-year-old sister Lauren. The Seastroms live in Santa Ana, CA. **Lisa Simoneau Tobias** was married October 19, 1991 to Michael John Tobias. Alumni at the wedding included bridesmaids **Carinne S. Meyn '84**, **Kitty Kaminski Keys '84**, and **Tammy Wilson Cahill**.

Krista Silar Leinenkugel and husband Mark are delighted to announce the birth of twin daughters Alexandra Kathryn and Victoria Elizabeth on May 12, 1992. The Leinenkugels live in West Carrollton, OH. **Lisa Rodriguez** and Thomas M. Snyder were married in the Knowles Memorial Chapel on November 9, 1991, with **Aimee Olson Merriman** and **Mary Eagan Palm '81** in attendance.

Natalee Buchanan Gleiter and husband **David '84** of Maitland, FL, had their second child, Garrett Buchanan, on August 15, 1991. Garrett joins 3-year-old sister Chelsea. **Nancy Prant Hooker** and her husband Timothy own their own horse breeding and showing farm in Florida. Nancy gave birth to a son, Charles Ingram, on December 12, 1991. **Robin Lea Laughlin Mauney** and husband Evel announce the birth of son Evel Woodrow Mauney III on August 22, 1991. **Michael Craig Tyson** lives in Orlando and practices law with the firm Hannah Marsee Beik & Vogt specializing in legal and medical malpractice cases. **William O'Bryan Wright** married Sharon Sullivan in October 1990 and is proud to announce the birth of their first daughter, Ellen Medley, on December 12, 1991. William manages the Drain Division of Owensboro Grain Co. in Evansville, IN.

Lynn Warmack Hagan and her husband James had a son, Alexander James, on December 18, 1991 and recently bought a house in Franklin, MA. Lynn works in the Investment Counsel Division of Eaton Vance in Boston. **Carolina Mejia Hamilton** and husband Michael are the proud parents of Melanie Isabel, their first child, born October 23, 1991 in Melbourne, Australia, where they reside. **G. Greeley Wells, Jr.**'s 7th one-person-show—his Oregon debut—will run June 20 to July 31 in Ashland, OR.

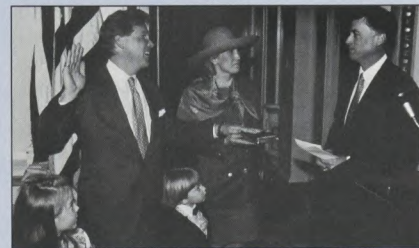
The *Hartford Courant* has named **Mark Douglas Berman** promotion manager. The *Courant* is the oldest continuously published newspaper in America. **Shannon L. Bower** is an account executive for *BusinessAtlanta* magazine in Atlanta, GA. **Elizabeth B. Brown** is a movement science teaching fellow at Springfield College in Springfield, MA.

Elizabeth and her husband James live in South Hadley, MA. **Elizabeth G. Case** is married to William A. Quigley, Jr. and has a daughter, Grace Kimball, born June 11, 1992. **William D. Crooks III** is a marketing consultant for radio station LOVE-94.5 in Orlando. Bill moved here from Tennessee in March with son Will (2-1/2). **James A. and Lynne Keogh Davenport '85** announce the birth of their first baby, Jessica Hanlin, on February 20, 1992. Jim and Lynne live in Winter Park and are the proprietors of Udderly Country, a retail store at Church Street Exchange in Orlando. **Meghan Malchow** married Michael T. Ford of Orlando on February 14, 1992 and moved back to Orlando from Seattle, WA, in May. **Robert Lynn Isner** is a graduate student at Southern Illinois University studying environmental education. His wife **Pamela Kincheloe Isner '88** is a grad student at the University of North Carolina. **Robin Kaplan** graduated from Columbia University School of Social Work in 1989 and has been working for HIP/RCHP of New Jersey for over two years as a medical social worker. **Nicole Provost** is a medical student at the University of Florida in Gainesville. **Pamela McDonald Rickman** does not plan to return to the classroom in the near future—she is much too busy with daughters Amber and Jordan, and husband **Jay '83**.

88

REUNION 5th 1993

Reunion Chairs: Keith Buckley, Jeff Wolf, Nick Flemma, Alice Smetheram, Reese Thompson, Cherrie Miller, Evan Boorstyn. Class Agents: Melissa Cross Bowser, Christopher Cogan, Claudia Park Cruz, Daniel Garrison, Aidan Garrity, Chauncey Goss, John Hage, John Henry, Alice Smetheram, Ingrid Butler Wright. Richard Downey, Jr. is an assistant actuary at HBJ Insurance Companies in Orlando, FL. He recently became an Associate of the Society of Actuaries. **Jennifer Griffiths** is an instructor and doctoral candidate at the University of Florida in Gainesville. She was married to Thomas Burnett in Jacksonville on February 15, 1992. **Laura Ottaviani** was in the wedding. **Greg Conley** and **Nancy Timmins** were married on December 12, 1991. Alumni at the wedding included **Dan Garrison**, **Tim and Melissa Powell Watkins '89**, and **Krista Menyhart '89**. **John Henry** and **Pam Finley '90** were married on February 22, 1992, in Dallas, TX. **Leslie Henry '86** was a bridesmaid, and groomsmen included **Jay Smith**, **Sean Murphy**, and **Nate Dubin '90 (CR)**. **Doug Smith '90 (CR)** was an usher. Also in attendance were **John Stiles**, **Randy Stanfield '89**, **Karen Rutledge '89**, and **Mimi Herrington '91**. Pam and John are living in Lansing, MI, where John works for EDS and Pam for Okemos Public Schools. Pam also attends the Michigan State University Graduate School of Education. **Sharon Ostern**



Beese (left) is sworn in by Vice President Dan Quayle as his family looks on.

Carter Beese Named SEC Commissioner

J. Carter Beese Jr. '78 has been named one of five members of the Securities and Exchange Commission, the federal agency that sets disclosure rules for publicly traded companies. At 35, he is the youngest person ever appointed to the Commission.

Beese, who graduated with distinction from Rollins with a bachelor's degree in political science and business administration, will serve a five-year term in the SEC seat.

A 13-year veteran at Alex, Brown & Sons in Baltimore, Beese developed business in the company's corporate finances, investment management, and institutional brokerage areas. He became a partner of the firm in 1987.

Beese has long been involved in government affairs. He is a member of the SEC's Emerging Markets Advisory Committee, which helps establish securities markets in developing countries, and is a member of the Committee on Financing Technology in the United States, a joint project between the Treasury and Commerce departments. He also serves as a director of the Overseas Private Investment Corp., to which he was appointed by President Bush.

At Rollins, Beese was student government president in 1977, a member of Kappa Alpha fraternity, and a member of Omicron Delta Kappa. He was a Rhodes Scholar finalist in 1977. Since graduating, he has been an active alumnus, serving on his 10th reunion committee and the Crummer Advisory Board.

Beese and his wife, the former Natalie Wilson, live in Owings Mills, Md., with their two children.

Rollins President Rita Bornstein attended the swearing-in ceremony for Beese at the White House in April.

is in Hermosa Beach, CA, where she is in risk management at Ralph's Grocery Company outside of Los Angeles. **Sandra Tananbaum** graduated from Bank Street College of Education with an MS in education and plans to teach kindergarten in New York City.

89 Louise Dietzen graduated from Tulane Law School in May and is employed at Rives & Peterson in Birmingham, AL. **Jane Isaacs** and husband Chris are proud to announce the arrival of their first child, Lucy Anne, on April 18, 1992. **Jolee Johnson** lives with two roommates in a studio apartment in Midtown Atlanta. **Heather Means Conner** and **Dana Powell Hoffman** both received their JD degree from Stetson University in May 1992.

90 Jacqueline Ann Colross and **Steven Charles Ramsey '89** were married March 13, 1992 in Miami, FL. Bridesmaids included **Maria Bethel '88**, **Lynn Koletic '92**, and **Katherine Smith Crapps**. Groomsmen were **Sam Stark '91**, **Robert Feher '89**, **John Oaks '90**, and **Stanley Budge Mead**. The best man was Jim Ramsey. Other alumni at the party included **Tori Bonelli '89**, **David Rondeau '91**, **Katie Carlson**, **Mora Moran**, **Tracy Roller '91**, **Keith Finney '89**, **Lisa Fiola '91**, **Erica Hirschman**, **Dee Dee Dennington '92**, **Noelle Nielson '92**, **John Koestner**, **Eric Marshall '91**, **Robert Mason '91**, and **Rose Bowlin '85**. Steven is a producer for NBC in Orlando and Jackie is working on her master's in secondary education at UCF. **Sally Mautner** recently moved to New Jersey, where she is a teacher working with toddlers at a childcare center. **Louis Ross** has been selected as an American delegate to the Japan/American Student Conference.

91 David Carpenter is an adventure travel guide in Topsfield, MA. His latest job is a trip to Australia, New Zealand, and Tahiti, but in the fall he will once again become homeless and unemployed. **Cathy Gouge** will be starting her second year of teaching 7th, 9th, and 12th grade English at the Canterbury School in Fort Myers, FL. **Jennifer Klein** is attending Loyola Law School in New Orleans. **Susan Sanford** and **Daniel R. Garrison '88** were married recently and live in Oviedo, FL.

92 Robert H. Hartley is a community affairs assistant at The Olive Garden restaurant in Orlando, FL.

HAMILTON HOLT NEWS

Amy Brown is a psychiatric technician at Jackson Brook Institute in South Portland, ME. She is also enrolled in the master's in social work program at Boston College.

Amy Golomb Harris is in her second year of law school at Stetson College of Law. Amy and her husband Michael welcomed son Sebastian Paul on September 19, 1991.

IN MEMORY

Robert D. Mitchell '20 died in May 1991.

Wilma Heath Lauterbach '39 died March 19, 1992 at her home in Delavan Lake, WI, where she had been a resident more than 50 years and where her father, William C. Heath, founded Sta-Rite Industries in 1934. Wilma was a leader in her community for many years, as member of the Delavan-Darien Board of Education, president of the PTA, president of the Delavan Recreation Board, president of the Walworth County School Board Association, director of Good Fellows, Inc., trustee of Northwestern Military and Naval Academy, and trustee of Milton College, which in 1978 awarded her an honorary Doctor of Humane Letters degree. Wilma provided considerable financial assistance to community organizations and activities, especially for sustaining and improving local schools, libraries, and recreation programs. In this manner, she made it possible for many students to reach college who otherwise may not have been able to continue their education beyond high school. Wilma was a generous person and will be dearly missed by her community.

Ronald Stainthorpe '31 died December 1, 1991.

H. George Carrison '33 died Friday, February 4, 1992. He was a retired investment banker who handled the financing for the Jacksonville expressway system, the Jacksonville International Airport, and the Gator Bowl. In recent years he was actively involved in solar energy and was a major contributor to University of Central Florida's solar energy program. He was a brother of Kappa Alpha and also served as a trustee of Rollins College.

Martha Beulah Marsh '36 died January 1, 1992. After graduating from Rollins with a major in organ and a minor in violin, she went on to receive a certificate in choral conducting from Northwestern University and a master's from the College of William and Mary. She taught music in public schools, had private students, directed

church choirs and choral clubs for student nurses, and was a former member of the Lynchburg Symphony Orchestra.

Lewis Chauncey Wallace '38 died in September 1989. Lewis was a retired assistant professor of chemistry at Brevard Community College in Rockledge, FL. While at Rollins he was a member of Kappa Alpha, ODK, and OOOO and also swam on the varsity team. Lewis did extensive graduate work in physical chemistry at the Case School of Applied Science in Ohio and the California Institute of Technology. He and his wife **Violet Halfpenny Wallace '38** lived in Mexico for three years.

Myron "Doc" Savage '39 died in March. **Elva Mae Kennedy Kenderdine '42** died November 12, 1991.

Evelyn Leonard Swan '42 died in April 1992.

Mary Margaret McGregor Knighton '43 died February 4, 1992.

Thomas Barnett Casey '44 died May 28, 1992.

Stuart M. Kincaid '48 died March 29, 1992. **William S. Pittman, Jr. '50** died July 25, 1991.

Elizabeth Maughs Schroeder '62 died in April 1992.

Frederick H. Casey '66 died July 7, 1991.

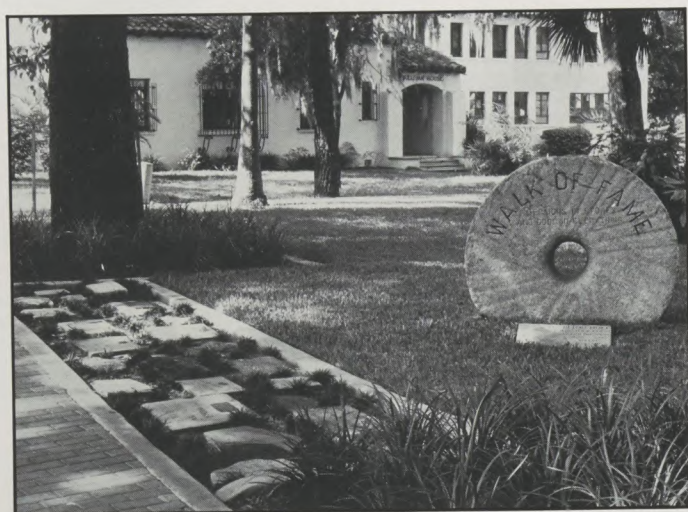
Robert Harkins Manning '66 (MAT) died in May 1992.

Teryl Rhodes Rogers '69 died February 14, 1992. A member of Chi Omega at Rollins who was deeply committed to the values of fraternity life, Terry went on to a 23-year career as registrar at the Kappa Kappa Gamma Fraternity Headquarters. In a tribute to Teryl which appeared in the Spring 1992 issue of the fraternity's magazine *The Key*, a fellow Kappa staff member said: "Perhaps in our grieving we may discover a truth which Terry knew instinctively and translated daily into loyal service—ultimately, the strength and success of an organization may only be measured by the hearts of those who serve."

Howard Eugene Cox '71 died June 25, 1992.

William Kirk Logan '80 died April 23, 1992 at his home in Jacksonville, FL. He was a highly respected crew coach at Jacksonville's Episcopal High and had been involved since 1973 with the sport of rowing as both coach and competitor. He competed at the Master's level until illness curtailed his participation in 1988, but he had already placed second nationally in the eight-boat A & B categories. He coached at Episcopal for five years, where he "demonstrated his special talent for inspiring love of the sport and for turning inexperienced teams into topnotch competitors."

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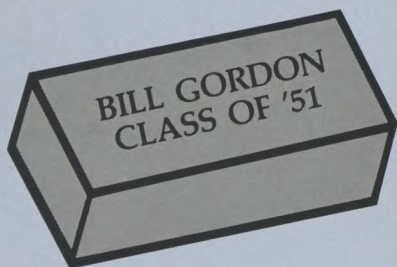


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