

Summer 1991

Rollins Alumni Record, Summer 1991

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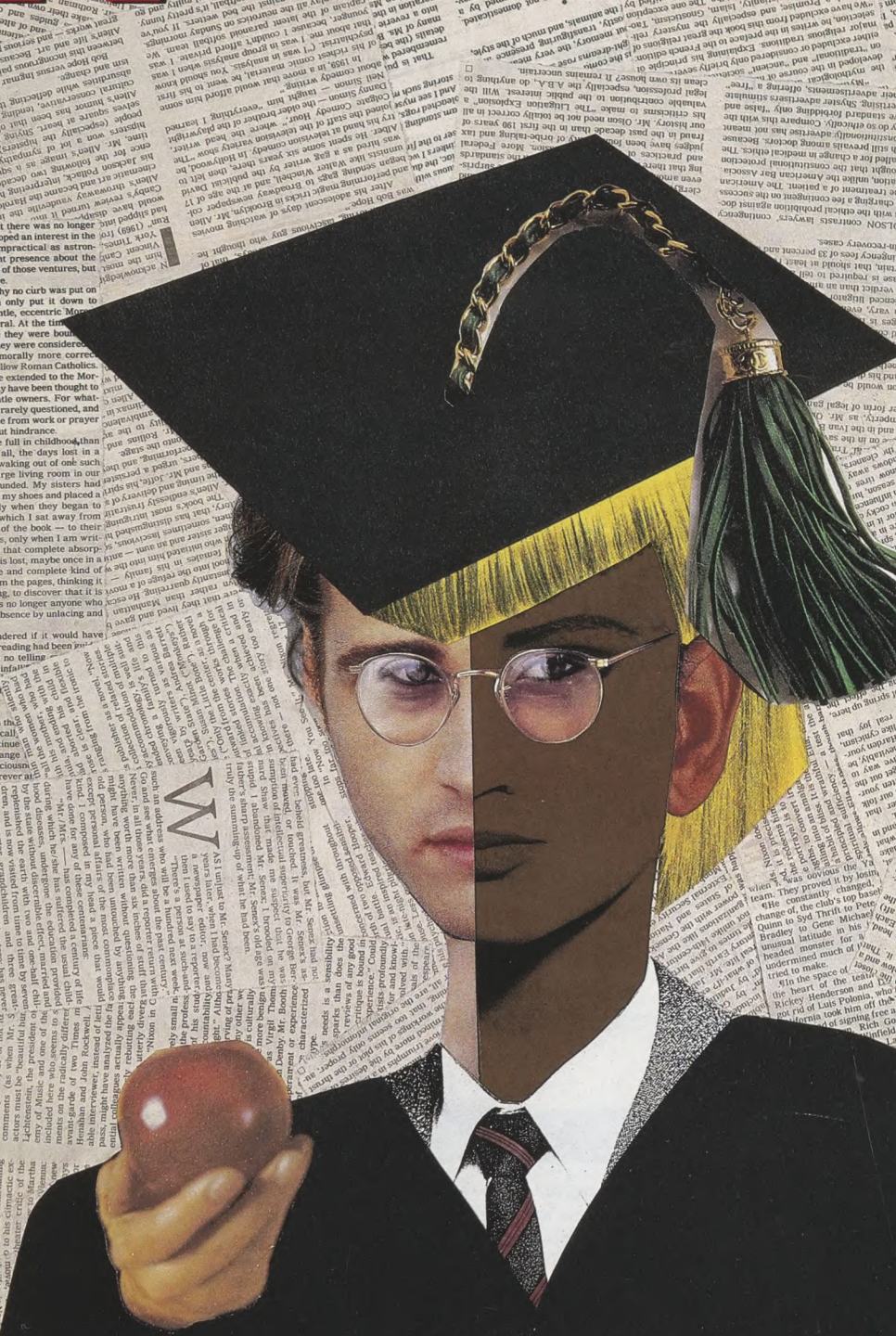
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ROLLINS

A LUMNI RECORD



CENSORSHIP VS. SENSITIVITY

The politics of gender, race, and sexuality on campus

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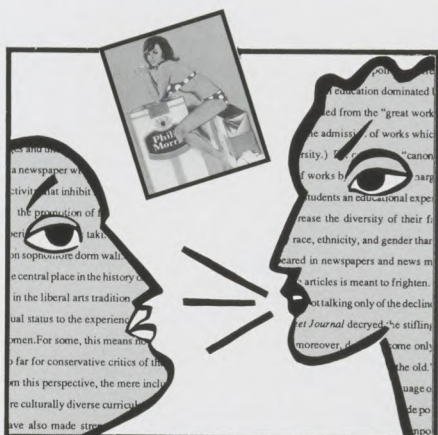
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Illustration by Lisa Hartge and
Mary Wismar-Davis '76.

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The SCY's the limit for new science program

BY LARRY HUMES

Consider the statistics:

- Between 1975 and 1981, the number of bachelor's degrees conferred in all of the basic sciences decreased by 23%; decreases among mathematics and physics graduates were highest with 60% and 35% respectively.

- Only about a third of the students who arrive at college intending to major in science actually do so.
- Of the 933 doctorates in mathematical sciences awarded nationwide during the 1989 academic year, only 43% went to U.S. citizens. Of those 401 Americans receiving degrees, a total of 4 were black.

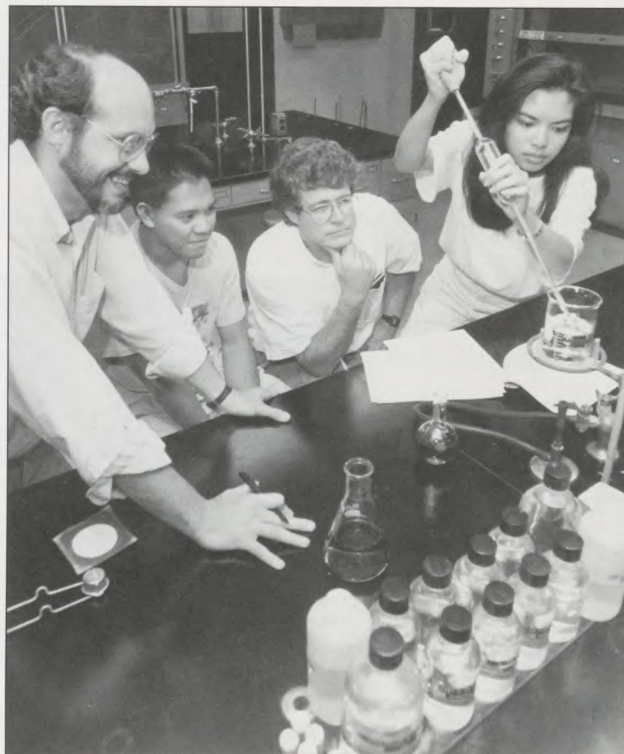
America is faced with a dilemma. As the nation approaches the technology-driven 21st Century, its future leaders are turning away from the sciences in ever-increasing numbers. Some estimate that a shortage of nearly 700,000 scientists and engineers will exist by the year 2010.

What are the nation's centers of higher learning to do?

Long known for its innovative teaching methods, Rollins College is trying to reverse the trend with a program called Science Community Year (SCY).

Presently in its third year of operation, SCY (pronounced sky) brings together first-year students for mutual support and to help reduce the high attrition rate among future scientists. Participants need not be science majors (although most are at least contemplating careers in that direction), but they must take at least one introductory science and math course as well as attend a weekly seminar.

"The fact that you get away from textbook discussion and



Master Learner Tom Cook (Center) with chemistry professor Pedro Bernal and fellow students Carlos Dayou '94 and Thuytran Nguyen '94.

actually talk about the philosophy of how people discover things and how science works in general is helpful," says Todd Wills, a freshman who plans to major in chemistry. The program also provides a good networking system that helps to build enthusiasm and camaraderie among the students, he said.

SCY is the brainchild of Joan Straumanis, Rollins' Dean of Faculty. Straumanis, who is participating in a National Science Foundation effort to reform the national teaching of math and science, said the program is based on the Community of Learners concept of the 1970s in that there is value placed on the interdisciplinary approach to learning.

"I think it's working very

well and in some unexpected ways," she said. "The objective of the program is to create a sense of support so that when things get tough and rigorous, students don't panic, but support one another. One of the pleasant surprises is that it has especially benefited minorities and commuting students, two groups that don't always feel a great sense of community on campus."

In 1988, during its first year of existence, a total of 22 students participated in the program. That number increased to 27 in 1989. And last fall, 41 freshmen signed up for SCY.

J. Thomas Cook, an associate professor of philosophy at Rollins, served as the program's first official "master learner" last fall. In addition to

his role as the group's adviser and facilitator, Cook also took general calculus and chemistry courses along with some of the students so that he could learn firsthand what they were experiencing.

"I was scared at first," Cook says in retrospect. "I was afraid I'd been too far away from it for too long to do well at it. My focus from the beginning was to learn what the students learn. I think it pleases them to know that there is at least one professor on this campus who appreciates what they go through."

The master learner also serves an important function as a conduit of information between the instructor and the students. The learner can convey to the professor problem areas of learning the students might be reluctant to mention. Likewise, the professor can get valuable feedback through the learner that allows for refinement of the coursework.

Former Rollins President Thaddeus Seymour has agreed to serve as master learner of SCY next fall.

Pedro Bernal, an assistant professor of chemistry who helped in the development of SCY, says that while the original intent of the program was to reduce student attrition, an unexpected and added benefit has been the effect the program has had on the way the courses are taught.

"The most important result of SCY has been the movement to make introductory courses much more student oriented, to allow for more feedback," says Straumanis.

In addition to their weekly meetings where students are encouraged to share their thoughts and concerns about their coursework, they are also

JUDY WATSON-TRACY

required to keep journals reflecting on their daily experiences in the classroom and laboratory.

Christina Apathy, a freshman who says she joined SCY to help her decide whether or not to pursue a science major, says keeping a journal is like one more writing assignment except that it forces you to think about your experiences.

"You might write about a grade you got on a quiz and how you felt about it," she says. "Or how much you studied for something or how you studied. It's neat to go back and read through what you've written. You're able to learn what helped you more and what didn't help you at all."

Learning about science has not been limited to a purely academic setting. In order to better understand the principles of what they learn in the classroom, SCY students periodically make field trips to research centers throughout Central Florida. Recent trips included watching a shuttle launch, visiting a laser research lab, and observing the backstage research areas at Sea World.

"Visiting places like Sea World gives you more of an idea of what actual researchers do," adds Apathy. "We see our science professors in the classroom. The field trips give us a chance to see how what we learn in the classroom applies to the real world."

SCY shows signs of making a difference. For example, the retention rate of introductory chemistry students continuing from fall to spring terms has increased significantly during the past two years. However, there is room for growth in the program, says Straumanis.

"We have found it very difficult to teach in the seminar things that will truly help them succeed in their other classes," she says. "Through SCY, students feel better, they have a support community, but they're still stumbling. What

we're trying to do is teach problem solving and communicative skills and other things that will actually raise their grades in science. I think what we've developed so far is a good beginning, but I'm not sure we're doing everything we should to help them get that A in chemistry."

"Normally, what you want to do in a learning community is to have the students taking the same courses and the professors who teach those courses actually being a part of the integrated seminar as well," says Bernal. "That is not happening in the SCY program simply because the resources are not yet there. We're trying to do as much as we can with what's available."

One part of the solution may be a project currently on the drawing board. A consortium of faculty and administrators is trying to raise the necessary funds for a Quantitative Learning Center, similar to the College's Writing Center, that would provide students with tutoring in the natural and social sciences. The center would, Straumanis says, help students learn to think logically and focus less attention on the results of problem-solving.

"The reason why liberal arts colleges generally do better than other kinds of institutions in producing scientists and mathematicians is because of the communal approach," she says. "Lecturing is not the right way to teach science and math. Labs should not be canned. They should truly be discovery labs. Students should actually be doing science from the first day. They should be constructing their own knowledge; passive learning is out. There should be collaboration at every level."

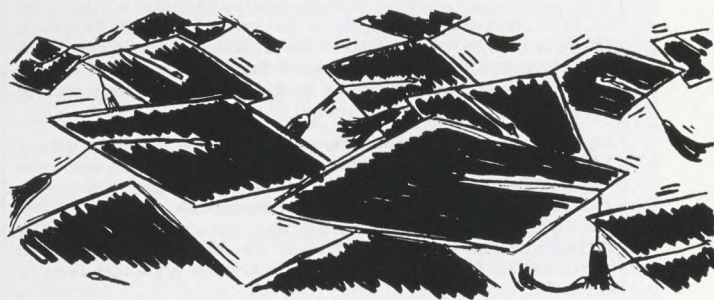
Straumanis says there needs to be more linkage between colleges and secondary schools and more support and training for math and science teachers.

"The status of pre-college teachers in this country is so low that people who go into the [teaching sciences] field are themselves very shaky in their skills," she says. "Students who are taught by people who are enthusiastic about science and math don't have as many problems."

Straumanis says she is optimistic, however, that America will reverse the downward

spiral of dwindling scientists because the issue has caught the nation's attention and the federal government now considers it a problem.

"When the government considers anything a serious problem, then you suddenly have access to major funding," she adds. "There are lots of problems you can't solve with money, but I think this is one area where funding will help." R



Grads challenged by job market

by Barbara Poole, Associate Director of Career Services

The combined impact of an unstable economy and the Persian Gulf War is reflected in the 1991 job market. Figures released by the U.S. Department of Labor show that the nation's unemployment rate for the month of February, 1991 was 6.5%, the highest level since June of 1987. In the December 1990 *Bulletin of Management*, the Bureau of National Affairs reported that job opportunities would decline sharply for many occupations during the first quarter of 1991. This prediction has been confirmed. Job prospects for technical/professional employees are at their lowest levels since 1983.

Closer to home, Rollins' Office of Career Services saw a decline in the number of organizations participating in 1991 campus recruiting. Roughly thirty companies recruited on campus this spring, compared to typical numbers of 40 to 50 in years past. This is consistent with the experiences of college placement offices across the country. Although

some organizations are reporting official hiring freezes and reduced recruiting budgets, many are simply taking a more conservative "wait and see" approach to hiring entry-level employees.

While there are jobs available to college graduates entering the workforce, graduates' choices are more limited than in years past. The current volatility in fields such as banking and the airline industry will reduce the number of entry level opportunities. Occupational fields that reflect the general state of the economy, such as advertising and public relations, will lag behind in hiring. Some industries, such as travel and hospitality, will experience a temporary decline as consumers limit discretionary spending and tighten up their recreational budgets. Geographical area is another significant variable, with the majority of new jobs being located in the sunbelt states while the Northeast remains depressed.

Although employment pros-

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Actual diameters of watches are as follows: pocket watch 1-1/2", men's 1-3/8", ladies' 1 5/16". © 1990 db

pects in many fields appear bleak, a number of career opportunities will offer significant opportunities in the 1990s. New technologies in areas such as hazardous waste management and biotechnology will create jobs for biologists and technicians as well as for marketing personnel to sell their products. Opportunities in all phases of the health care industry will increase as a function of alternative approaches to hospitalization, the increasing average life-span, and technological advances in the medical field. The need for cost containment and greater efficiency in the delivery of professional services will spawn many jobs for paraprofessionals such as paralegals and physicians' assistants. The information age will continue to generate more jobs for computer specialists such as software developers and systems analysts.

The contrast between the general decline in the job market and the increase in opportunities in select fields bears significant implications for job seekers. Perhaps the most

important step graduates can take is to make developing and following a job search strategy a priority. Students need to focus, plan, and refine their transferrable skills to secure quality jobs effectively. Experiential learning such as internships and field-relevant part-time jobs can assist students in understanding what the workplace demands and what it has to offer. Most important, seniors need to focus on the concrete preparations that are essential to breaking into a tough job market—creating resumes, perfecting interviewing skills, and developing networks.

Because of the bleak outlook on the job front this year, Rollins faculty and staff made an extra effort to assist students in their transition from college to career by encouraging and reinforcing career planning activities. This year approximately 72% of the senior class made contact with the office of Career Services for guidance in the graduate school or job search process, compared with 63% percent last year. It is likely that many

others pursued job search strategies on their own.

Note: Rollins alumni who find themselves in career transition are welcome to contact the Alumni Office for guidance and suggestions and to take advantage of the extensive resources in the Office of Career Services. ®

Morrell named VP/ Treasurer

Louis Morrell, Chief Financial Officer of Radcliffe since 1981, joined the Rollins administrative staff as Vice President and Treasurer on March 1, 1991. He succeeds Robert Bowie, who left Rollins in December, 1990 to accept a position with the Florida Institute of Technology in Melbourne.

Morrell earned his bachelor's degree in economics from Babson College in 1958 and his M.B.A. from the University of Massachusetts at Amherst. He served as a lieutenant in the United States Navy from 1958 to 1961.

During his nine years as the chief financial officer at Radcliffe, the college's endowment rose from \$37 million in 1981 to \$101 million in 1990. The college also computerized its financial and accounting reporting systems during his tenure.

"I am very impressed with the leadership and sense of community that exists at Rollins," Morrell said. "The faculty, staff, and students all seem genuinely enthused about the future of the College, and I am excited about participating in that planning process." ®
—L.H.



Morrell

Crummer School names new dean

Samuel C. Certo, Professor of Management at the Roy E. Crummer Graduate School of Business, has been named Dean of the School. He succeeds Martin Schatz, who stepped down at the end of the school year to resume teaching at the School.

Certo, who joined the Crummer faculty in 1986, earned his bachelor's degree in marketing from the University of Cincinnati and his MBA and doctorate degrees from Ohio University. He came to Rollins from Indiana State University and has been actively involved in management education for over 15 years. A recipient of the Charles A. Welsh Memorial Award for outstanding teaching at the Crummer School, Certo has authored numerous articles and textbooks and has consulted for clients such as AT&T, CBS, the Social Security Administration, and the United States Air Force.

"I want to build upon the strong foundation of educational excellence that has been established during the 25-year history of the Crummer School," Certo said. "Crummer already has a national reputation and the potential to be a national leader in graduate business education. I am excited about leading us in this endeavor." ®
—L.H.



Certo

TARS 2000+ takes off running

The TARS 2000+ program to increase endowment for scholarships for Rollins athletes is off to a flying start. In just six months over \$2 million has been committed toward the \$16 million goal which the College hopes to achieve by the year 2000. Alumni, parents, and other friends of Rollins have responded with uncommon generosity and enthusiasm to this challenge and are participating in a variety of ways. Here are some of the highlights to date:

David Lord '69, '71 MBA has established a \$1 million scholarship endowment through the donation of life insurance in honor of Coach Boyd Coffie '59, who "made a big difference in my life," says Lord. "His influence went far beyond baseball and athletics, and I will never forget those heart-to-heart talks about a variety of subjects that were on my mind as a student. I am pleased to be able to recognize Boyd and his work at Rollins in this way."

The Jewett Orthopaedic Clinic in Winter Park made a commitment to establish an endowment over a ten-year period. Jewett is a long-time supporter of Rollins athletics through annual gifts and donations of training equipment.

Peter '75 and Karen Benson Alford '75 made an outright gift and will build a \$100,000 endowment within ten years. They would like their gift to assist a woman tennis player from Puerto Rico if possible, but if there is no such qualified student at Rollins, the scholarship may be awarded to any student athlete.

The six members of the 1975 women's varsity tennis team joined together to establish a scholarship endowment in honor of their coach, Ginny Mack. Cissy Collins Leary '76 invited Bev Buckley '75, Linda Wert Olen '75, Ann Flint '75, Rayni Fox Borinsky '77, and Nancy Yeargin Furman '77 to

join her in this endeavor. Then she organized a conference call and the group broke the news to "Miss Mack." Cissy wrote, "She was totally surprised. We reminisced and told her how special that time had been for all of us and how

important she had been to us."

James Sheldon '31 made a gift of stock to the College through the Rollins Pooled Income Fund. "By donating the stock directly to Rollins I avoided any tax on the gain, more than doubled my income,

and also obtained a good income tax deduction," explains Sheldon. He and his wife will receive income from Rollins for the rest of their lives, after which the principal will establish an endowment for athletic scholarships. ☐

—E.B.

Students try to tame the mouse

by Lawrence J. Lebowitz

Rollins College Professor Richard Foglesong wanted his political science students to examine whether Walt Disney World should help pay more for local roads and affordable housing. After three weeks of intensive interviews with public officials and Disney executives, the students of "Politics 311W: Taming the Mouse" came away with a definite "maybe."

But the students who took the four-week winter session course fell far short of recommending The Florida Legislature strip Disney's unique autonomy or force the company to pay millions of dollars. The students said Disney doesn't deserve to lose its special government—the Reedy Creek Improvement District—until Orange and Osceola counties do a lot more. "They [Disney] are paying a significant share," said Leigh Sigman ['92], who studied Disney's effect on local road needs. "But we're not sure if its a fair share or not."

The burden of proof, the students said, lies with Orange and Osceola counties—not Disney—to quantify the entertainment giant's effect on the area. "If Osceola would study the impact and say, 'Here, Disney, this is a number. This is your impact on the community. We're fixing a dollar figure to it. Now you pay,'" said Kemp Anderson ['92], a political science major who studied affordable housing issues. "But they haven't done that study. And they didn't give any indication that they're going to do it. They'd rather cut deals behind closed doors."

If Osceola conducted such a study and Disney refused to pay its fair share, Anderson said, then he would feel comfortable urging the county to fight Disney's Reedy Creek Improvement District in court and the Legislature.

Orange County, while more sophisticated than Osceola, is "putting on blinders" to the affordable housing need Disney is creating, the students said. Orange County's Housing Finance Authority is geared toward the creation of affordable single-family homes, while the need, according to internal Disney studies, is for low-cost apartments for the company's young, mobile work force. "I don't see how they can keep looking a gift horse in the mouth," Anderson said of Orange. "Disney is willing to build the units, or help subsidize them."

Reedy Creek district administrator Tom Moses has said for more than a year that Disney would be

willing to help contribute to affordable housing needs it creates if someone would quantify the company's impact. "It doesn't make good business sense to just sign a blank check, now, does it?" Moses told the class. "Show us what I've done before you tell me what I've done."

"Taming the Mouse" sounded more like an animal behavioral sciences course than a political science seminar.

The guest list included Orange County Chairman Linda Chapin and Planning Director Ed Williams; Osceola County Administrator Bill Goaziou; Disney's vice president for governmental relations Diana Morgan; Moses and Reedy Creek Planning Director Carl Gosline; and regional planners Fred Milch and Susan Olsen.

Several of the speakers said the students were well prepared. "I was astonished at their level of expertise," Disney executive Morgan said. "They really kept me on my feet for the entire two hours we were together."

After the students presented their final task force reports, Foglesong said he was impressed with the amount of research they had conducted. In addition to the interviews, the students looked at various comprehensive land-use plans, road bond studies, and other documents of government minutiae. But Foglesong also said he was disappointed in their findings.

Foglesong, who is working on a book about the relationship between Disney and Central Florida, said he thought the students were "naively confident" in the benevolence of big corporations like Disney. "Do you think this is going to come about voluntarily? Or do you think the coercive power of government is going to do it?" he asked the students. "Should we take Reedy Creek as a given, or should it be attacked legally?"

Political science major Kendra Brill ['92], who has expressed an interest in municipal government work after she graduates, was thoroughly frustrated. By the end of the four-week term, she had more questions than she had answers.

"I'm not so sure I want to work in government any more," she said. ☐

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GEORGE SKENE/ © THE ORLANDO SENTINEL

Karen Silien (L) and Tamara Duffy '93 work at the RSVP office in the Student Center.

RSVP: Matching volunteers with the needy

by Mark Andrews

When the Daily Bread ministry needs people to help serve meals to the homeless, or the city of Winter Park wants some strong backs and arms to clean nature trails, they often call on fraternities and sororities at Rollins. The Greek organizations must fulfill community service obligations to keep their housing privileges, so their members are often involved in volunteer work. Other students groups and students affiliated with no particular campus organization help in the community as well.

But despite the number of students who volunteer, there are more organizations clamoring for help than there are people to do the work. That's why College officials along with the Volunteer Center of Central Florida recently created the Rollins Student Volunteer Program, or RSVP. Its office in the Student Center is staffed five days a week by Rollins students who field phone calls from service organizations requesting help.

The program works to


match agencies that need assistance with Rollins students, faculty members, and staffers who are eager to pitch in.

"Volunteerism isn't new to the Rollins community," said Karen Silien, Assistant Director of Residential Life for staff and student development. "We just haven't given it the structure it deserves."

The office will act as a clearinghouse for the more than 300 social service agencies in Central Florida that need to help, ranging from child care to environmental projects. Rollins students will also be tutoring adults who cannot read, organizing blood drives, working with Alzheimer's disease patients, and helping out in hospitals, Silien said. The program will help the College keep track of how many students are involved in volunteer work.

Rollins students and employees interested in volunteering may look through notebooks in the RSVP office to review the opportunities and check the various skills agencies request. The College also will try to provide transportation for students when necessary.

While she acts as the program's coordinator, Silien emphasized that students do most of the work, including dealing with agencies and lin-

ing up volunteers. "When it's student-initiated, rather than run by the staff, it's more effective," she said.  Reprinted by permission of The Orlando Sentinel.

Faculty news

Eileen Gregory, Associate Professor of Biology, has been selected to receive the OHAUS-NSTA (National Science Teachers Association) Award for Innovations in Four-Year College Science Teaching. Gregory received the award for her entry "The Redesign of a College Level Introductory Biology Course," which describes a multifaceted approach to teaching biology in which students not only learn the material but have the opportunity to use this information in exercises that develop their analytical and synthesis skills.

The use of groups and cooperative learning allows for increased participation by all students even when the class is relatively large. This factor, along with the use of journals, may increase student motivation and lead to increased retention of students in the sciences. Any strengthening of critical thinking skills should become evident in advanced biology courses, and plans have been developed to track

these students through their four years at college.

The Florida Reader: Visions of Paradise From 1530 to the Present was recently released by Pineapple Press. Edited by **Maurice O'Sullivan**, Professor of English, and **Jack C. Lane**, Weddell Professor of History of the Americas and College Historian, this anthology serves as a historical and literary introduction to Florida's rich and diverse culture. *The Florida Reader* brings together a selection of writings from Florida's history and from the mix of cultures: Timucua, Spanish, French, British, Seminole, Cuban, Black, Southern, Northeastern, Midwestern, Conch, and Cracker. The editors trace a common theme in these writings: the way each author has envisioned paradise. Selections range from tales of adventures among Indians by the Spaniard Gentleman of Elvas to the short stories of Marjorie Kinnan Rawlings and the carefully crafted prose of Zora Neale Hurston. (See Books, p.1.)

Charlie Rock, Associate Professor of Economics, has been selected to receive an International Research and Exchanges Board (IREX) Research Exchange to Bulgaria for 1991-92. The title of his project is "Bulgarian Enterprises: Alternative Organization and Ownership Forms." IREX's basic purposes are to guarantee access by U.S. scholars to research resources in The Soviet Union, Eastern Europe, and the People's Republic of Mongolia and to encourage scholarly cooperation with the region in the humanities and social sciences. IREX received 127 applications for research exchange to Eastern Europe and awarded 40 grants.

Charles Edmondson, Professor of History, has received a 1991-92 Pew Faculty Fellowship in International Affairs. These fellowships are a program of the Pew Charitable Trusts and Harvard University's John F. Kennedy School of Government which was established to enhance

education in international affairs by encouraging outstanding college and university faculty to incorporate the case method of instruction into their teaching.

Each PEW fellow participates in an intensive two-week summer institute and two follow-up workshops on case teaching, writing, and course design at the JFK School of Government. Fellows also receive a stipend to adapt or develop, and teach within the next academic year an international affairs course that incorporates the course method. Edmondson is one of 24 fellows for 1991-92 chosen from a group of 225 applicants.

To Die nor Not To Die: Cross-Disciplinary, Cultural and Legal Perspectives on the Right to Choose Death, a book co-authored by **Marvin Newman**, Professor of Legal Studies, was recently released by Praeger Press. In March, Newman testified before the California and Oregon state legislatures in support of bills being introduced involving the use of active euthanasia in certain cases of terminal illness. He is in the process of preparing a book, with the Deans of the Medical and Law Schools and two pathologists at the University of Yucatan, on physicians' ethical responsibilities in cases of terminal illness which will deal with euthanasia as it is viewed legally and ethically in Hispanic nations.

Isabelle Gorrell, Visiting Instructor of French and German, is co-author of *Conversation in French*, published by Heinle & Heinle, a textbook intended to help students improve their speaking and writing skills in French, broaden their knowledge of the language, and increase their vocabulary. Her latest book, *Tete-A-Tete*, a conversation manual and reader for intermediate students, is scheduled for publication this year.

Barry Render, Harwood Professor of Operations Management in the Crummer Graduate School of Business, is author of two textbooks, *Quantitative Analysis for Man-*

ADMISSIONS

Now appearing across the country: Rollins RAAP-ers

In its first year as an organized recruitment strategy, the Rollins Admissions Associates Program (RAAP) has become an essential part of the admissions process. The volunteers participating in RAAP this year have helped to reach prospective students at 84 schools across the country.

A RAAP workshop during Alumni Reunion weekend offered alumni and admissions staff the opportunity to exchange questions, answers, experiences, and new ideas. It was so successful that another is being planned for late summer, along with a comprehensive training and information manual for all volunteers.

RAAP volunteers are mostly alumni of the College, joined by a handful of parents of current students. We gratefully acknowledge the continuing commitment of the following RAAP volunteers, as well as those who assist us on a less formal basis. Their collective energy, enthusiasm, and creativity is making RAAP an increasingly important factor in enrolling high-quality, well-rounded students at Rollins.

While the efforts of these 95 volunteers have helped offset some of the effects of declining demographics and an unstable economy, we must continue to build and streamline the RAAP program in the years to come. Anyone wanting more information about RAAP should contact Lynn Pool '90 in the Admissions Office at 407-646-2161. ☐

Jean Addy '84, Chicago, IL
Joanie Andrews Pagonakis '84, Ft. Wayne, IN
Harriet Harper Baker '68, Little Rock, AR
Elisabeth Bakshi, NA, South Salem, NY
David Bass '78, Winter Park, FL
Bruce Benner '81, Orlando, FL
Marcia Berman '88, Columbus, OH
P. Jeffrey Birch '68, Buffalo, NY
Anne Bolling '89, Tucker, GA
Valerie Baumrind Bonatis '60, Winter Park, FL
Ginni Booher '88, Alexandria, VA
Brian Boone '89, Barrington, RI
Vallorie Burnette '60, Ft. Meyers, FL
Mel Clanton '41, Greensboro, NC
Lauren Cravens '86, San Antonio, TX
Connie Kirby Cross '66, Dallas, TX
Peter Daiger '76, Winter Park, FL
Mike and Marcia Welsh Davis '77/76, Jacksonville, FL
Marnie Loehr Drulard '67, Tequesta, FL
Barth Engert, '60, Winter Park, FL
Guy Famiglietti '90, Bethesda, MD
Ray Fannon '82, Norcross, GA
Nick Flemma '88, Milwaukee, WI
Cindy Garner '79, Charlotte, NC
Aidan Garrity '88, Branford, CT
Zelda Sheketoff Gersten '49, West Hartford, CT
David and Natalie Buchanan Gleiter '84/85, Casselberry, FL
Bill Gordon '51, Orlando, FL
Cyrus Grandy V '69, Norfolk VA
Priscilla Grumet, Atlanta, GA
Eric Hafer '79, N. Miami, FL
Gordon and Judy Hamlin, NA, Freeport, ME
Cynthia Harper '82, Niceville, FL
Nell and Tom Hartley, NA, Sewickley, PA
Miles Hisiger '63, Pound Ridge, NY
Jill Hollingsworth '85, Austin, TX
Al and Laura Barnes Hollon '68, Hazard, KY
Louis Ingram '54, Alexandria, VA
Kenneth Jacobs '87, Narberth, PA
Katherine Willis Janes '63, Flossmore, IL
Susan Gordon Kern '79, Birmingham, MI
John Kest, '70, Orlando, FL
Cecelia Saunders Kirkorian '71, Riverside, CT
Diana Chrisis Landsberger '83, Arlington Hts., IL
Danielle Daoud Lares '86, Tampa, FL
Lawrence Lavalley, Jr. '59, Boca Raton, FL
Tony Lembeck '79, Bedford Hills, NY
Tony LeVecchio '68, Plano, TX
James Levy '61, White Plains, NY
Peter and Jan Collins Marino '63/66, Herndon, VA
Lucia Garcia-Iniguez Marshall '75, St. Charles, MO
Samuel Martin, '67, Wilmette, IL
Pedro Martinez-Fonts '67, Midland, MI
J. Jay and Jill Mautner '61, Mamaroneck, NY
Wendy Bass Merritt '83, Carboro, NC
Christine Melucci '90, Tampa, FL
Carinne Meyn '84, Los Angeles, CA
Andrea Minuti '90, Wilmington, DE

Susan Raynor Olson '66, Ocala, FL
Manny Papir '89, New York, NY
Michael Peterson '74, St. Louis, MO
Ruth Whittaker Phillips '62, Chadds Ford, PA
John Pistor '66, Monroeville, PA
Lucinda Poudriet '87, Ithaca, NY
Scott Reynolds, Upper Montclair, NJ
Kathryn Roberts '80, Atlanta, GA
W. Larry Roberts '69, Nassau, Bahamas
Debby Ryan '71, Houston, TX
Murray Sales '87, Detroit, MI
Bob and Pam Lippoldt Selton '72, Amelia Island, FL
Bob and Cindy Skiff Shealar '67, Houston, TX
David Siddons '80, Brentwood, TN
Lyn Stewart Simensen '72, Worcester, PA
Joyce Stetson '76, Altamonte Springs, FL
Pamela Tabor Stewart '80, Richmond, VA
Tyler Todd, Jr. '90, Houston, TX
Julie Twyman '84, Cincinnati, OH
Thomas Walker '65, Swansea, MA
Jamie Wanderman '89, Coconut Grove, FL
Elizabeth Ward '90, Evanston, IL
Linda Peterson Warren '64, Sudbury, MA
Donald Weber '54, Lake Bluff, IL
Robin Williams '80, Vero Beach, FL
Terry Williams '65, Oviedo, FL
Scott Witherell '51, Mt. Dora, FL
Kenneth Wynne III '72, Vero Beach, FL
Randall Xenakis '73, Dallas, PA
D. Patrick Zimmerman '64, Lancaster, PA

agement and Production and Operations Management, published in December 1990 by Allyn and Bacon. Each book comes with ten videos, a computerized test bank, a student study guide, microcomputer software disks for solving homework problems, an instructor's manual, and a book of transparency masters.

Roger Ray, Professor of

Psychology, has been appointed as a member of the Advisory Committee directing the newly established International Center for the Study of Memory in Tbilisi, USSR. In April, Ray participated in the Centennial Conference honoring the 100th Anniversary of Pavlov's original research facility, the Institute for Experimental Medicine, Leningrad,

USSR. The only Western researcher invited to participate, he will be co-editing a book, to be published simultaneously in English and Russian, of selected papers presented at the conference. His co-editors are the two surviving administrative scientists heading Pavlov's Department of Physiology at the institute. ☐
—H.W.



s n a p s h o t s



ANDRES ABRIL '92

JANUARY 23: A week-long series of events celebrating Martin Luther King Day was kicked off with a keynote address by the Rev. Dr. Joseph Lowery, president of the Southern Christian Leadership Conference and close friend of the slain civil rights leader.



ANDRES ABRIL '92

JANUARY 24: Yellow ribbons and American flags adorned the campus as many Rollins students expressed their support of American troops in the Gulf.



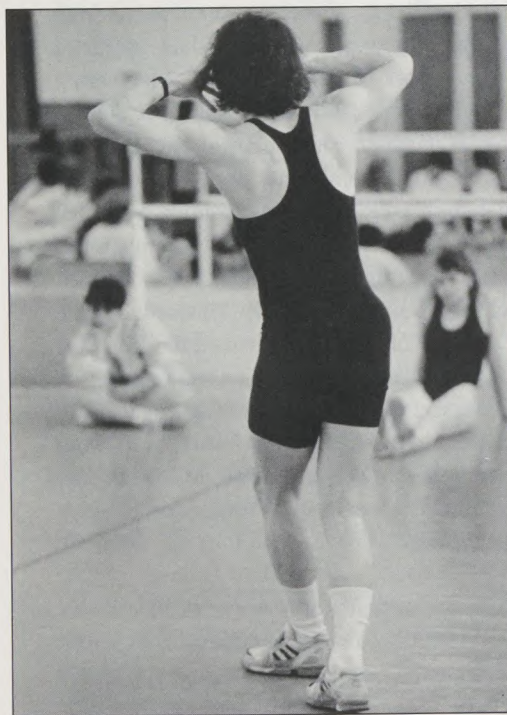
ANDRES ABRIL '92

MARCH 2: The men's basketball team downed St. Leo 74-66 to win the 1991 Sunshine State Championship title and cap an impressive 20-7 season.



B.B. STEEL

JANUARY 13: While on campus for a performance in the Annie Russell Theatre, the internationally known troupe of dancer-illusionists MOMIX presented a master class for Rollins students.



B.B. STEEL

JANUARY 13: MOMIX performers conjured up a whimsical world of surrealistic images using props, light, shadow, humor, and the human body.



ANDRES ABRIL '92

FEBRUARY 14: This year's Parents/Grandparents Weekend began appropriately on Valentine's day, reuniting loved ones and launching four full days of family activities.



MARCH 14: The Cornell Museum's exhibit of noted Renaissance and Baroque paintings from Florida museums included Bernardino Licinio's "Allegory of Learning and Luxury."

The Debate Over "Political Correctness"

Cultural diversity, academic freedom, and the future of liberal education in America

by Laura Greyson, Associate Professor of Politics



American colleges and universities have come under increasing attack in recent months. By itself, criticism of higher education is neither new or newsworthy. One can hardly pick up a newspaper without reading a story on corruption in college sports programs, underage drinking in college dormitories, or (most recently) pressures for research productivity that inhibit faculty commitment to quality teaching.

The latest criticism, however, goes to the heart of what colleges and universities usually think they do best: the promotion of free thought and free inquiry. The locus of this attack? "Political correctness" on America's college campuses.

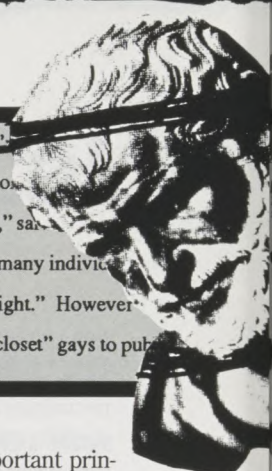
"There is an experiment of sorts taking place in American colleges," wrote *Newsweek* this past December. "The goal is to eliminate prejudice, not just of the petty sort that shows up on sophomore dorm walls, but the grand prejudice that has ruled American universities since their founding: that the intellectual tradition of Western Europe occupies the central place in the history of civilization." In essence, "political correctness" (a term coined by its detractors) represents an attack on the dominance of Western culture in the liberal arts tradition. It would replace an education dominated by Aristotle, Shakespeare, and John Locke with a "multicultural" approach that would give equal status to the experiences of groups excluded from the "great works" of Western culture, e.g. African Americans, Native Americans, Hispanic Americans, and women.

For some, this means no more than the admission of works which are non-white, non-European, or non-male into the "canon" of great ideas. (Even this goes too far for conservative critics of the university.) For others, the "canon" of the

Western tradition represents only the formal expression of a system of oppression. From this perspective, the mere inclusion of works by writers from marginalized groups is far from enough: the entire canon must be abolished and replaced with a more culturally diverse curriculum. To give students an educational experience more sensitive to the diversity of the human experience, many colleges and universities have also made strenuous efforts to increase the diversity of their faculties and student bodies—with the result that many faculties are more heterogeneous, and many campuses more fragmented by race, ethnicity, and gender than they once were.

Such efforts at educational reform have conservatives in an uproar. In recent months, numerous articles have appeared in newspapers and news magazines across the country, attacking what their writers describe as a new orthodoxy in American higher education. The tone of these articles is meant to frighten. In September, George Will wrote of "therapists and thought police" and the substitution of political indoctrination for education. "We are not talking only of the decline of great institutions [of education]," insisted James Kilpatrick in a November editorial. "This is the decline of the West." *The Wall Street Journal* decried the stifling of dissent and efforts at political re-education similar to those practiced by totalitarian regimes. Criticism of "political correctness," moreover, does not come only from the right: the Marxist historian Eugene Genovese wrote in *The New Republic* of "a new McCarthyism in some ways more effective and vicious than the old."

At issue here is the meaning of liberal education in our time. Traditionally, educators in the liberal arts have endeavored to provide students with a common language of discourse—with a body of shared knowledge, a code of civility, and common presuppositions about the importance of critical



D'Orto '93 voiced a common complaint among students at Rollins: "I'm not sure where I stand with some people; I'm never sure when I'm not." He says that the discomfort many white students feel today is nothing compared to the pain that oppressed people felt for so long. Critics of political correctness come to Rollins on this discomfort to people and stimulate healthy debate. "We call people who try to censor others 'the word police' here at Rollins," says D'Orto. His concern about individuals and groups increasingly being treated merely as symbols, which warps the understanding and certainly hurts many individuals, was expressed when he roamed the campus at night slapping orange "Gotcha" stickers on lone men to "convey the fear women experience walking home at night." However, he says, the more decent campus environment. This is also the rationale behind "outing," where gay rights advocates expose prominent but "in the closet" gays to public

era that 20 years later the universities would be given over to a brave new world of ideological zealotry—one that would make the '60s militance seem like play by comparison." According to *Newsweek*, campus radicals "no longer talk of taking to the street . . . because they are now gaining access to the conventional weapons of campus politics: social pressure, academic perks (including tenure) and—when they have the administration on their side—outright coercion."

What most incenses critics of "political correctness" are new restrictions on speech that have been adopted by many colleges and universities. Writing in the *Chronicle of Higher Education* last summer, Linda Chavez—director of the United States Civil Rights Commission under Reagan—argued that "the real aim [of promoters of cultural diversity] is to keep out certain ideas and certain people, to foreclose debate, to substitute their own catechism for the free inquiry usually associated with the university." Chavez wrote after an invitation to speak at the graduation ceremonies of the University of North Colorado was rescinded because of her political views and activities.

Other examples of restrictions on speech involve more serious penalties. At the University of Connecticut, a student who put a sign on her door referring to "Homos" as "people who are shot on sight" was ordered to stay out of all residential and dining halls after she was charged with violating the student code of behavior. The code prohibited the posting or public advertisement of "offensive, indecent or abusive matter concerning persons . . . and making personal slurs or epithets based on race, sex, ethnic origin, disability, religion or sexual orientation." At Brown University this past February, another student was expelled for violating the school's harassment code when he was found guilty of shouting anti-Semitic, anti-black, and anti-gay epithets in an open courtyard. Similar behavior codes have been enacted on many other campuses. According to a recent editorial in the *Orlando Sentinel*, some 125 such policies now exist at colleges and universities around the country.

Critics charge that these policies seriously jeopardize Americans' cherished freedom of speech. Their concerns are well-founded. Free speech is one of the most fundamental principles not only of democracy, but of the spirit of academic inquiry as well. Freedom of speech, protected in this country (though all too often not as vigilantly as many would hope) by

the First Amendment, is perhaps the most important principle of a democratic society; for without it, we cannot guarantee the security of any others against encroachments by the powerful. And without the possibility of free and open inquiry, of knowledge and truth pursued regardless of how unorthodox the questions asked or unfashionable the knowledge gained, academic freedom has no meaning. The principle that the pursuit of knowledge and truth depends on critical speech, even on speech critical of our deepest convictions and most widespread conventions, is as old as Socrates.

Yet it is essential to remember why these hate speech regulations have been enacted. We are not just talking about graying flower children trying to impose a radical agenda on the universities of America. Nor are we merely talking about what this month's *Time* calls "the right to avoid having one's feelings hurt." We are talking, instead, about attempts of people of varying political persuasions to grapple with very real and ominous trends in our society. If some of their methods are wrong-headed (indeed, alarming), so, too, are the conditions that lead to their use.

Evidence from around the country suggests that racial tension and gender conflict on college campuses are worse than ever. White supremacist literature and racist graffiti are endemic. A University of Wisconsin fraternity held a "slave auction" during a pledge party, and at the University of Connecticut, white students jeered and spit upon Asian-American students. The Anti-Defamation League of B'nai B'rith reported 95 anti-Semitic incidents on 57 campuses in 1990, as opposed to 69 incidents at 54 colleges and universities in 1989. Incidents of acquaintance rape are so common that many women do not even know to call it rape, and stories of sexual assault by groups of fraternity brothers have been well-publicized in the last few years.

Whether through required courses on ethnic studies and cultural pluralism, rape awareness seminars, or the more troubling restrictions on offensive speech, educators are trying to address such incidents and their underlying causes. What some call a dangerous new orthodoxy of political correctness (*Time* calls it a "new intolerance") has thus arisen in response to an age-old intolerance—and represents, to others, a very serious attempt to achieve social justice through the re-shaping of values and behavior.

This is too political an agenda for many, who find no place

When a student directs a racial or sexual slur at another, what does it say to the student who was hurt and intimidated? What parent would not be outraged by college authorities to have its image tarnished by such incidents? The university is not exactly the same as society at large; under its assumed *in loco parentis* role, it has the right and the obligation to regulate situations, on speech, in order to maintain an atmosphere conducive to learning and happiness. All the controversy over sexual relations makes people voice a common complaint among students at Rollins: "I'm not sure where I stand with some people; I'm never sure when I'm going to offend them." But, as Benjamin Franklin once said, "The only way white males feel today is nothing compared to the pain that oppressed people felt for so long." Critics of political correctness maintain that many advocates of political correctness want to educate people and stimulate healthy debate. "We call people who try to censor others 'the word police' here at Rollins," said Kallee Kreider '92, a Truman Scholar.

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in academic institutions for the teaching of cultural values or the remediation of social injustice. Of course, whether any form of education is really value-neutral is open to question. Certainly a curriculum which, by implication, teaches students that "great ideas" can be held only by white males from a Western European intellectual tradition is *not* value-free. Nor does a university take a neutral position when it sits by passively while male students harass females: by doing nothing in such cases, educational institutions acquiesce in a value system. Moreover, liberal education has never aimed merely at the transmission of scientifically objective knowledge or even the honing of analytic skills. It also places a very high priority on the cultivation of character. Academic institutions, in fact, *must* promote values; for at the very least, they require an atmosphere conducive to learning, e.g. an atmosphere that permits reasoned debate, an openness to new ideas, and respect for the opinions of others. From the perspective of many female and minority students, such an atmosphere does not presently exist on many college and university campuses.

Freedom of speech is thus not the only principle in jeopardy in contemporary America. Democracy also presupposes equality, and the meaning of equality is problematic in our heterogeneous society. Critics of "political correctness" are fond of looking back to an earlier era, when politics and ideology seemingly had no influence on students' academic careers. But this view of history is distorted. If college campuses appear more politicized today than they did thirty or forty years ago, it is because they are far more diverse now than they once were. As the president of William and Mary observed in a July article of the *Chronicle*, "minority students were virtually non-existent in those days, and anti-Semitism and sexism were routinely accepted." Today, our society is big on the rhetoric of equal opportunity. Yet despite years of civil rights and affirmative action legislation, discrimination and harassment are still widespread. Thus it can hardly be unexpected that those left behind would rage against their

Lined up against each other are conservatives who insist that a traditional curriculum can create common culture and proponents of a more multicultural education.

uneven portion. Nor is it unexpected that they would seek new means of inclusion, or new means of eradicating the cultural values that have held them back.

Oliver Wendell Holmes once argued that "the most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic." It might well be that hurling a racial epithet or verbally harassing a female student is the equivalent of shouting fire in a crowded theatre—given the explosive potential of today's fragmented society. At best, such "speech" represents a form of incivility that makes rational dialogue exceedingly difficult. At worst, it creates an atmosphere of intimidation that destroys the learning environment for some students. Concerned

students, faculty, and administrators who promote, instead, the values of civility, equal dignity, and rational dialogue, are acting in the spirit of the best traditions of liberal education.

But when academic institutions, in the pursuit of these goals, inhibit the free flow of ideas, they undermine their own efforts. The real danger to civility, equality, and rationality lies not in ugly words but in the values underlying those words. Expressions of even the most repugnant values, however, cannot be silenced. Suppression only drives them underground, where they become more harmful than ever. Far from eradicating racism, sexism, homophobia, or other forms of bigotry, prohibitions on offensive speech prevent the open dialogue necessary for real solutions to our social problems and the genuine transformation of our cultural norms.

For such genuine and enduring transformations of student values, or for that matter of the larger American culture surrounding our institutions of higher learning, colleges and universities will have to rely on rational persuasion. Traditionally, liberal education has meant an education that opens and liberates the mind. At its best, liberal education teaches modes of critical analysis and creative thought that empower the individual to live in and act upon the world. To achieve this goal, college professors have an *obligation* to provoke students, challenge their convictions, and criticize their assumptions about whatever orthodoxy prevails at the moment. Only


when they do this do they have any hope of teaching students to think clearly enough that they need not depend on any established authority—whether on the left or right.

In the context of current debates over multiculturalism and diversity, this certainly means challenging the assumption that the white male experience is “universal”—or that serious research on sexism and racism (both, surely, universal) are no more than “male bashing” or indoctrination in “sensitivity.” Those who would defend the “canon” of the western intellectual tradition must understand the need to make room for new classics which, like the old, have something of enduring value to say about the human condition. If this tradition has no room for works which shed light on heretofore unexplored aspects of human experience, it cannot properly be labeled a tradition of universal value.

At the same time, no policy is sacrosanct, no culture beyond criticism. All are characterized by unfulfilled promise as well as potential. If we are to learn from them, we must evaluate their weaknesses as well as their strengths. Hence proponents of gender equality must not club into silence with charges of sexism those who believe feminism has ill-served our society. Nor should proponents of cultural diversity use charges of racial insensitivity to drown criticisms of non-western cultures. To reject feminism is not, by definition, to degrade women; to oppose affirmative action is not, by definition, to be a racist. Tactics of intimidation that equate all disagreement with moral turpitude prevent students from learning to defend their positions with ra-

tional argument and deprive them of information which might compel them to question or even alter their convictions. If we silence unpopular views, we risk losing perspectives that could lead to real progress. In short, in the name of promoting diversity, we might prevent its full fruition.

There is ample evidence of the “closing of the American mind” on both sides of the current debate about political correctness. Even more damaging, though, is the silence of those who merely wait out the battle. Too many have found it easiest to retain their reputations for good character and good sense simply by keeping their mouths shut—or worse, by acquiescing to the most extreme and thoughtless advocates of political correctness.

Among the silent, however, are others with more complex views who understand the significance of this debate for the future of education in our country. It is time for them to speak out. If liberal education is to have significance in today’s society, they cannot leave the field to a contest between those, on the one hand, who would reserve liberal learning for an elite and, on the other, those who would replace it with a thoughtless cultural romanticism. In a dialogue between those committed to academic freedom as well as diversity, to critical analysis as well as appreciation of difference, lies the future of liberal education in America. 

Laura Greyson is an associate professor of politics at Rollins College. She specializes in political philosophy and American politics.

Free Speech in a Diverse Community

by Bobby Davis '82

How free is speech at Rollins College?



Is it possible in America today to discuss issues of race, gender, class, and educational philosophy without participants becoming incensed with self-righteous fury? Is “Hey, hey, ho, ho, Western Civ has got to go” the most profound statement on education that elite Stanford students can express? In this era where political discourse is

becoming ever more fragmented, discordant, and trivialized, is it possible for Americans to discuss the problems and differences that beset them in a civil, productive way?

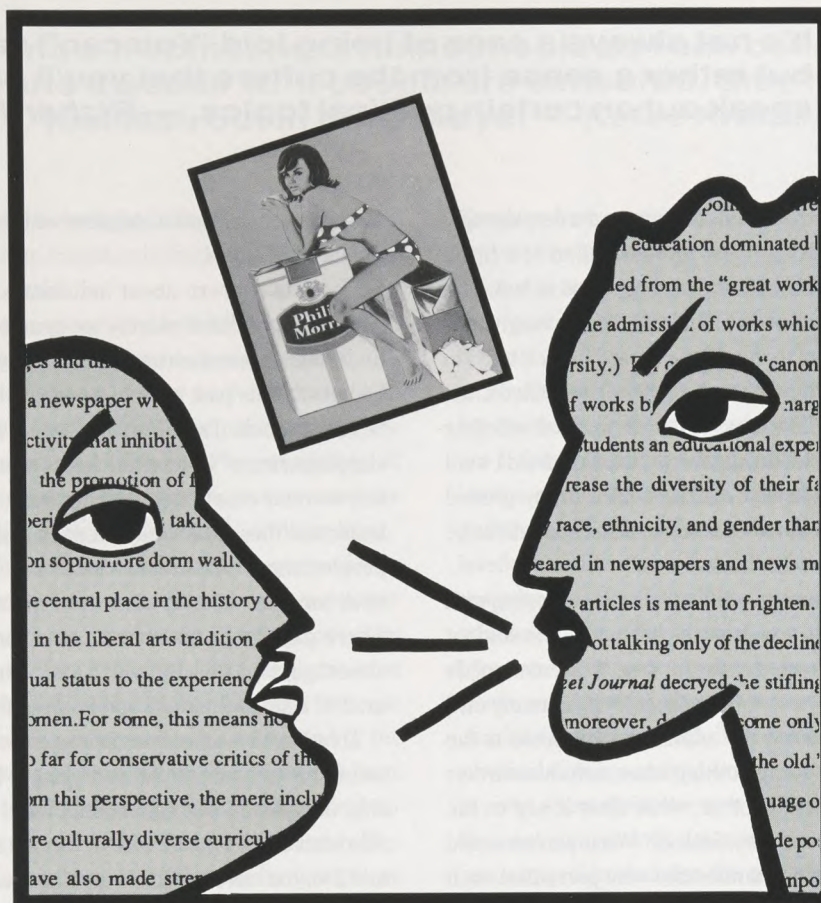
At Rollins, it is at least possible. At an informal luncheon in the Faculty Club in March, one of a series of monthly meetings devoted to discussion of intellectual topics, about 20 faculty and staff gathered to consider “political correctness” (PC for short), a catchall phrase that has become an ideological lightning rod. This diverse group discussed such issues

as affirmative action in faculty hiring, sexism, and the moral and administrative problems of regulating or banning "hate speech." They did so without rancor, intelligently, even with a sense of humor. They acted as one would expect people in a liberal arts environment to act, however controversial the subject. "I have never felt curbed or infringed upon at Rollins; rather, I have been trusted to act and speak according to my own discretion and professional judgment," said Professor of English Alan Nordstrom, who organizes these meetings.

At Rollins as at many other college campuses across the country, however, there are social and political issues that provoke rancor and mixed emotions. For some, the very idea of politically correct opinions inspires anger:

"It used to be that intellectual debate would stir the minds of the scholarly community and would lead to new, sometimes even ground-breaking conclusions. Today's censorship has crippled the intellectual debate and risks turning institutions of higher learning into spoon-feeding factories," said Associate Professor of Russian Alexander Boguslawski. "We should focus on improving our educational system rather than arguing about trivialities."

The issue of "correct" opinions came to a head last year at Rollins when female students protesting a fraternity poster which announced the appearance of "Hooters girls" at a pledge party succeeded in having it torn down by an administrator. (The College has acknowledged that this was a mistake). The debate was heightened this fall with the administration's decision to leave up a safe sex poster, posted by the Affirmative Action office, which was found offensive by



Offensive speech should be considered an educational opportunity. For example, the Hooters poster created a dialogue on the issue of sexual stereotyping.

—Steve Neilson

And The Walls Came Tumbling Down only confirmed what scholars knew anyway, they outraged many people who held King's memory sacred. When members of the administration considered rescinding Abernathy's invitation to speak out of sensitivity to these views, student groups intervened, led by the Black Student Union. Abernathy did come to the campus and spoke without incident, despite threats by some students and community members to protest the speech.

Issues of offensive speech and ideas also come up in the classroom, where it is left to the individual professor or the class as a whole to decide how best to deal with them. Professor of English Steve Phelan believes that censorship is a concept for the community to decide. He related an incident which occurred in a Chaucer class where students create their own versions of a Chaucer tale. "The tale of one of my

some students because they felt it promoted homosexuality.

As at other colleges, Rollins has had its share of controversial speakers on campus, from Abbie Hoffman and G. Gordon Liddy to Maki Mandela and Reverend Ralph Abernathy.

A student group of Young Republicans sold T-shirts criticizing Gary Hart as members of the community arrived at the Field House to hear the fallen politician

speak; but they made no move to prevent anyone from hearing him. Not until Ralph Abernathy, an associate of Martin Luther King, Jr., visited the campus was there any serious attempt to prevent someone from speaking. Although Abernathy's revelations about King's sexual infidelity in his book

LEE VANDERGRIFF AND LISA HARTGE



It's not always a case of being told 'You can't say that,' but rather a sense from the culture that you'll pay if you speak out on certain political topics. —Richard Foglesong

male students featured a very derogatory, racist representation of a black prostitute. It all happened so fast. The class as a whole went from laughter to disgust. A black woman in the class excused herself to go to the restroom, and as I remember the incident, we called a halt to the story. Every audience has to decide for itself whether it wishes to proceed, hold forth, leave, or riot. I'm afraid I went one step further and chewed out the culprit in my graded response to the written form of the story. I'd like to believe he learned something from the experience."

Campus administrators face difficult problems coping with these issues. Where do you draw the line when one student mocks another for his race, gender, or sexual orientation? Is the issue free speech, or is it harassment? If, as many civil libertarians seem to prefer, the administration protects the right of free speech by doing nothing when a student directs a racial or sexual slur at another, what does it say to the student who was hurt and intimidated? What parent would not be outraged by college authorities who permitted such behavior against their child? What university can afford to have its image tarnished by such incidents? The university is not exactly the same as society at large; under its assumed *in loco parentis* role, it has the right and the obligation to make certain restrictions on behavior and, in carefully and narrowly defined situations, on speech, in order to maintain an atmosphere conducive to learning and happiness.

All the controversy over racial and sexual relations makes people uncomfortable. It makes white males particularly uncomfortable. Don D'Orto '93 voiced a common complaint among students at Rollins: "I'm not sure where I stand with some people; I'm never sure when I'm going to offend them." But, as Bette Tallen, Associate Dean of Graduate Studies, points out, "The discomfort that many white males feel today is nothing compared to the pain that oppressed people felt for so long." Critics of political correctness complain that many advocates of politically correct behavior indulge in hostile confrontation, instead of building on this discomfort to educate people and stimulate healthy debate.

"We call people who try to censor others 'the word police' here at Rollins," said Kalee Kreider '92, a

Truman Scholar and a member of the Commission on the Status of Women.

There is concern about individuals and groups increasingly being treated merely as symbols, which warps the understanding and certainly hurts many individuals. At Duke University this past March, members of the Date Rape and Sexual Assault Task Force roamed the campus at night slapping orange "Gotcha" stickers on lone men to "convey the fear women experience walking home at night." However legitimate these fears may be, such stigmatizing of innocent people cannot help create a safer and more decent campus environment. This is also the rationale behind "outing," where gay rights advocates expose prominent but "in the closet" gays to publicity, which forces them to become a "role model" against their will and ignores their right to privacy.

Treading the verbal minefield of conversation today causes some students to lash out, and many to keep silent. "Censorship is typically self censorship," said Richard Foglesong, Associate Professor of Politics. "It's not always a case of being told 'No, you can't say that,' but rather a sense from the culture that you'll pay if you speak out forthrightly on certain political topics. Many intellectuals resolve the dilemma simply by avoiding these topics." Similarly, Kalee Kreider said, "PC is insidious because it can lead to self censorship. If someone is really homophobic, I'd rather know it so I can confront them and discuss it. If people are censored, they're just going to lash out in other ways."

"Professors are supposed to profess," Foglesong said. "They have some responsibility to share their viewpoint with students, just as long as they are not too confident about the judgments they express. I want to have a college where there is a diversity of opinion. It is not the responsibility of the institution to ask everyone to be bland and refrain from professing their viewpoints in the classroom."

"Rules that prohibit any sort of speech make me nervous," said Rollins Dean of the Faculty Joan Straumanis. "We should deal with hate speech educationally, with counter-speech, letters to the editor, teach-ins, or even placards, but not punishment. An institution devoted to the teaching of values must be particularly meticulous in maintaining and modeling freedom of speech. Punishment is less effective, after all, than persuasion in helping people to revise prejudiced or



Given the population trends of the next century, we fail in our mission if we do not teach an appreciation of diversity. —James Bell

I'd rather know if someone is homophobic so I can confront them and discuss it. If people are censored, they'll just lash out in other ways. —Kalee Kreider

ignorant thinking." Schools might distinguish, she suggests, between action meant to harass an individual and other forms of ugly or hateful speech.

Rollins' policy on free speech and bias follows the ACLU's. It affirms the right of "all members of the community . . . to hold and express their views as long as the expression of these views is not in violation of college policy against discrimination and harassment. This right is extended to all members of the community even when views expressed are those others may find repugnant, offensive, or distressing." Campus policy on discrimination and harassment "prohibits conduct which prevents free academic interaction and opportunities, or which creates an intimidating, hostile, or offensive study or work environment." Note that the emphasis is on conduct, not speech. "It's essential to uphold the principle that freedom of thought and expression are central to the pursuit of knowledge," said Dean of the College Steve Neilson. "Offensive speech should be considered an educational opportunity. For example, the Hooters poster was found offensive by some women on campus, and created a dialogue on the issue of sexual stereotyping. A college should encourage discourse about sensitive issues."

While no Rollins student has ever been suspended or expelled for harassment, such behavior has come into play in making campus housing decisions. Greek life, for instance, is built on long-standing principles of service to others, leadership, scholarship, and brotherhood. When groups exhibit behavior that is antithetical to their self-stated principles, this has been considered in the assignment of group housing, a privilege which carries with it additional responsibilities.

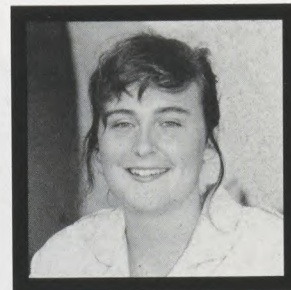
It may be that the entire issue of censorship has been blown out of proportion. The media has picked up on the ideological battles over race, gender, and sexuality and given it the handy nickname of "political correctness," painting a picture of chaos that leaves many alumni wondering about the well-being of their institutions. Professor of History Gary Williams told of one Rollins graduate who called him recently because he was worried about how Rollins was dealing with the problem. Before becoming too alarmed by the sheer number of stories on the issue, however, it should be noted that the editors of *Time* and *The Wall Street Journal*, not to mention outright reactionary journals such as *National Review* or

Campus, have strong antipathies to anyone overly critical of American institutions and values, particularly if they have some chance of convincing others.

"On the one hand, there is some truth to the charges of the left denying free speech. On the other hand, I feel that people are being manipulated by people who lost the ideological battles of the '60s and '70s and who are now trying to use political correctness as a wedge for regaining their former intellectual dominance," said Foglesong. Most articles in the mainstream press focus heavily on the many excesses of PC advocates and on the freedom of speech issue; rarely is there any serious attempt to explain or evaluate the underlying goals and ideas of those who seek to change the ways Americans think and act. The rising incidence of verbal and physical violence against women, ethnic minorities, and gays is given short shrift; the new political activism is rarely set in the context of serious day-to-day problems. Instead, there is an outraged tone under the surface of "objective" analysis: words like "Orwellian," "totalitarian," and "new McCarthyism" are freely bandied about.

One should also distinguish, as too many critics of PC do not, between attempts to create and nourish social diversity and fanatical attempts to enforce sensitivity. As President Frances D. Ferguson of Vassar College said, "Because of our rightful commitment to the education of all Americans, we have with pride created on our campuses, within the confines of a very few acres, communities of unparalleled ethnic, religious, and ideological diversity." Rollins is no exception, moving to make its community more diverse by its admissions policy, creating an office of Affirmative Action, and hiring student life administrators sensitive to the needs of female and minority students. Some years ago, the theater department adopted the policy of casting students regardless of color, which has never drawn criticism from the wider community and opens opportunities for any student who studies theater at Rollins, according to Dr. Joseph Nassif, Director of the Annie Russell Theatre.

"The administration has done a wonderful job of hiring faculty who are at least open to different cultures and gay



An institution devoted to the teaching of values must be particularly meticulous in maintaining and modelling freedom of speech. —Joan Straumanis



students. At Georgetown University, students fought eight years to have the anti-discrimination statement changed to include sexual orientation, but at Rollins it was very easy to change," said Kalee Kreider.

Academia has to promote diversity education, not just because they believe it right and just, and not in pursuance of a radical political agenda, but because of the central demographic fact that the majority of the American workforce in the next century will be female and non-white. These people will need to be educated and trained, and the business executives and government officials of the future must learn to understand and communicate with people with different values, ideas, and habits. "Any university today that doesn't make students familiar with computers fails to properly prepare its students. In the same way, given the population trends of the next century, we fail in our mission if we do not teach an appreciation of diversity," said Rollins Director of Affirmative Action James Bell.

The place of the university is to educate, and that often means questioning established values and institutions. However misguided or obnoxious college students can sometimes be, it's refreshing to see some of them take ideas seriously enough to try to change some hearts and minds. "It's the mark of a healthy institution to have groups that engage the college in conversation about difficult issues of diversity and ask us what we're doing about the recruitment of minority staff, faculty, and students, and how our curriculum is keeping pace with a rapidly changing society," said Steve Neilson. ☐

Bobby Davis '82 is an editor for Crow-Segal Management in Winter Park.

NO LINES TO ERASE



His name was Moe, and he was in a group of minority students admitted in 1970 to a new remediation program for the economically deprived at a major midwestern university that must have seemed awfully white to him. Indeed, through the first few weeks of my composition course he wrote nothing but a journal full of obscenities and angry attacks on his all-white faculty. Perhaps it should not have surprised me, then (had I been more experienced than a second-year graduate student), when his first coherent paper defined a term of his own choosing: alienation. Here in a concise format Moe captured not only his sense of displacement in this alien environment, but even the personal consequences of the university's so-white attitudes intruding into his life. Chief among these, he argued, was a sexual frustration leading to impotency, his paper's extended example.

In recognition of Moe's first achievement in revision, I published his definition paper in our program's weekly newsletter of student writing. To my naive surprise, the Director asked me to retract the piece, arguing that Moe's distaste for white power figures was too apparent. When I refused, she accepted the publication, but I later found her removing the page it appeared on from copies of the newsletter going out to the campus at large. Faced with my charge of censorship, she argued prudence and the need to preserve our budget by not alienating white administrators, who would find both the challenge to white authority and the sexual reference distasteful.

Since that first foray into the question of student censorship, I have frequently found myself reading journals and paper drafts whose content might be called anti-authoritarian, tasteless, sexual, sexist, racist, homophobic, anti-Semitic, anti-Arab, slanderous. In the Writing Center I must train our peer writing consultants to deal with such content as well. Indeed, at the National Peer Tutoring Conference two years ago, an entire session was devoted to the question of whether we should refuse to read and respond to "objectionable" ideas. As a writing specialist, I was proud of our own peer consultants, who argued that refusing to read material perceived to be biased is to model bias ourselves. In an intellectual community, is not reasoned conversation the appropriate response to controversial viewpoints? If some arguments are "right" and others "wrong" (hurtful, hateful, destructive), will not the search for evidence and the raising of questions, the informed conversation of caring teachers and fellow students, go further toward removing bias than a simple refusal to respond? Certainly sexism, racism, homophobia... all the powerful divisive forces that deny the American ideal of unity through diversity... must be countered and challenged in the free give and take of the classroom. Every student must perceive the classroom as a safe space, an arena for the comfortable exchange of ideas. Thus, remarks regarding gender or race or sexual preference do not go unchallenged in my classroom; nor are they silenced. All such talk is taken seriously, explored, sometimes researched. As writers we must stand by our language, no matter how uncertain a tool it may be.

That's what happened with Moe's paper, for those students who actually received a copy raised the issue of impotence, real and metaphorical, as it related to white authority. Out of their questions Moe revised his paper, strengthening it until it had to be republished across the campus. It had won the freshman prize in literary merit, the first \$100 ever awarded there to a black student for his writing.

So whenever I encounter a paper with questionable content, Moe's face floats up before me, not the flushed proud face of the young man receiving his prize money, but the proud angry hurt face when he heard the request to retract his piece. Then I remember: the drawing of lines for censorship is very dangerous. It's the human spirit, after all, that we might kill. ☐

—Twila Yates Papay
Associate Professor of English and Director of the Writing Center

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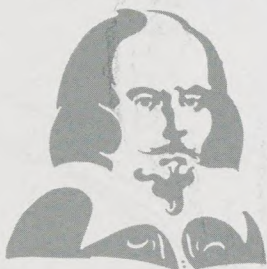
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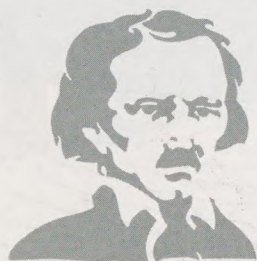
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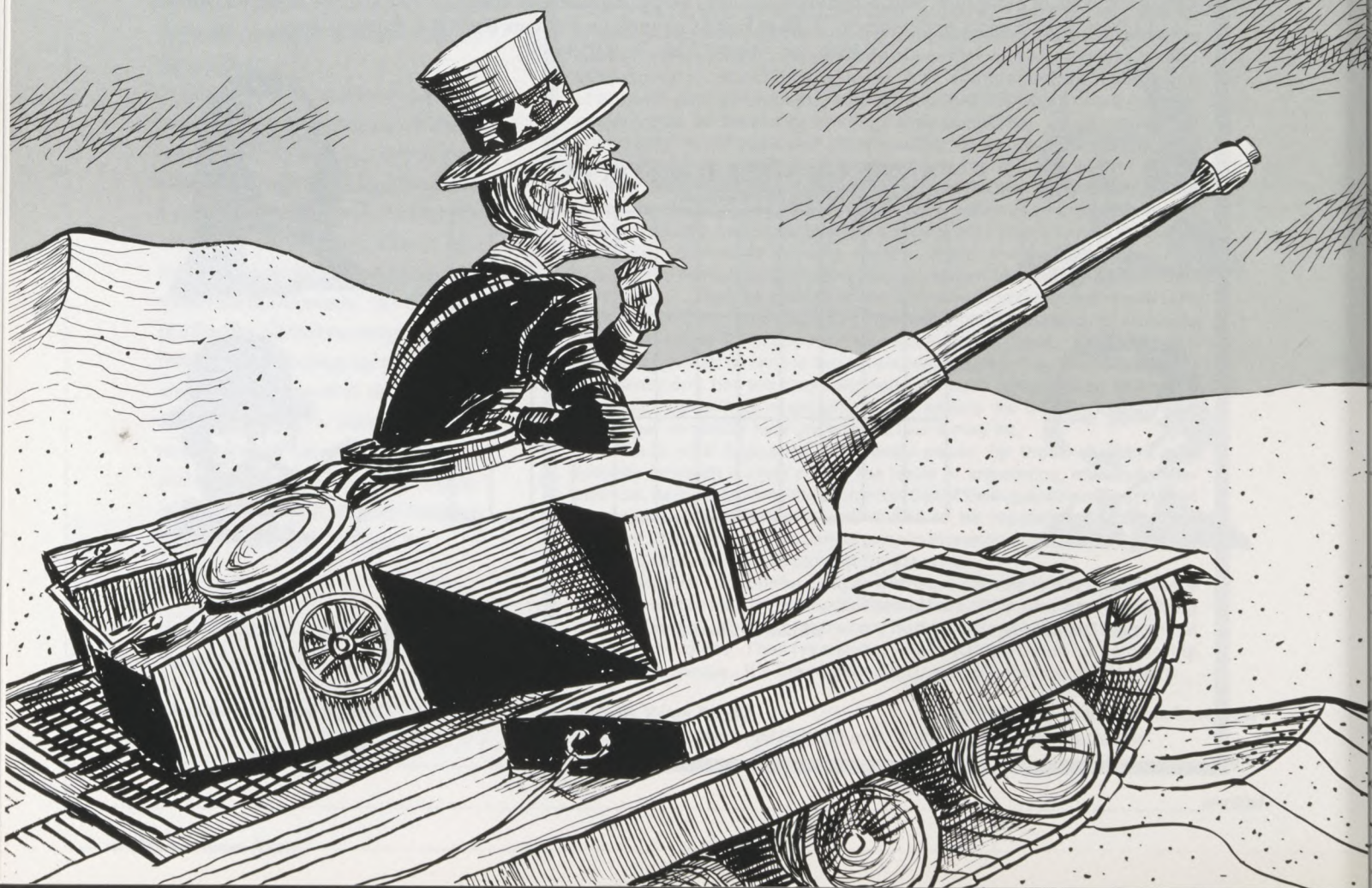
WINNING THE WAR, LOSING THE PEACE?

*by Thomas D. Lairson,
Associate Professor of Politics*

For students of political and international affairs, the war against Iraq was an extraordinary affair, putting to the test many of the critical questions and issues we write about and debate.

Would the world leadership role of the United States, in doubt since the Vietnam War, be regenerated by a successful war effort? Questions about the effectiveness of military force in an age of economic interdependence and about the willingness of Americans to support military endeavors received new answers. Antiwar demonstrators, reminiscent of the 1960s and 1970s, made a reappearance while many conservatives, having lost their motivation for U.S. internationalism with the collapse of Communism, also counseled restraint.

The first post-Cold War conflict became a test of a new international coalition that included the Soviet Union acting against a de facto ally,



leaving us to wonder how often this might be repeated in the future. The actual military engagement proved the success of a U.S. strategy of uncompromising determination and coercion based on judgments of military superiority. High tech weapons, mobility, control of the air, and intelligence were decisive, resulting in allied deaths in the hundreds and Iraqi deaths in the hundreds of thousands. Equally spectacular was the failure of Saddam Hussein's political strategy of mobilizing Arab nationalism and anti-Western sentiments through appeals on the Palestinian issue and Scud attacks on Israel.

But often missing from the day-to-day accounts of the war was a deeper understanding of the political, strategic, and even economic interests of the United States in the Middle East. A review of the post-World War II history of U.S. involvement in this area provides a much clearer understanding of the sources of the decision to intervene after

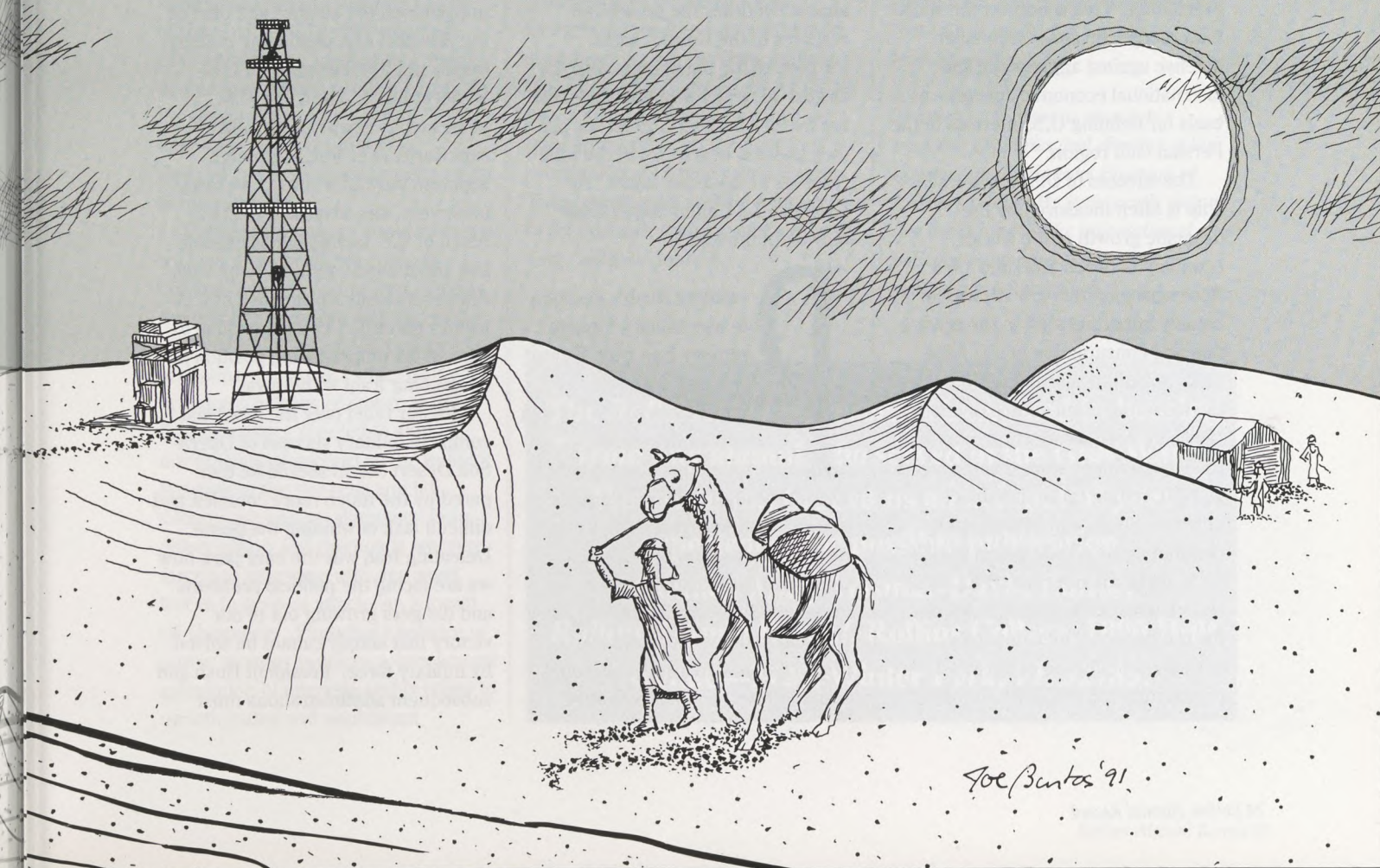
Iraq's invasion of Kuwait. Also somewhat vague in some media coverage have been the political implications of U.S. victory. Critical issues include the efforts of conservative Arab governments to survive the disruptive effects of the war, the difficulties of establishing a stable government in Iraq not controlled by Saddam Hussein, and the intricacies of creating a security system in the area capable of restraining the expansionist aspirations of Iran and Iraq.

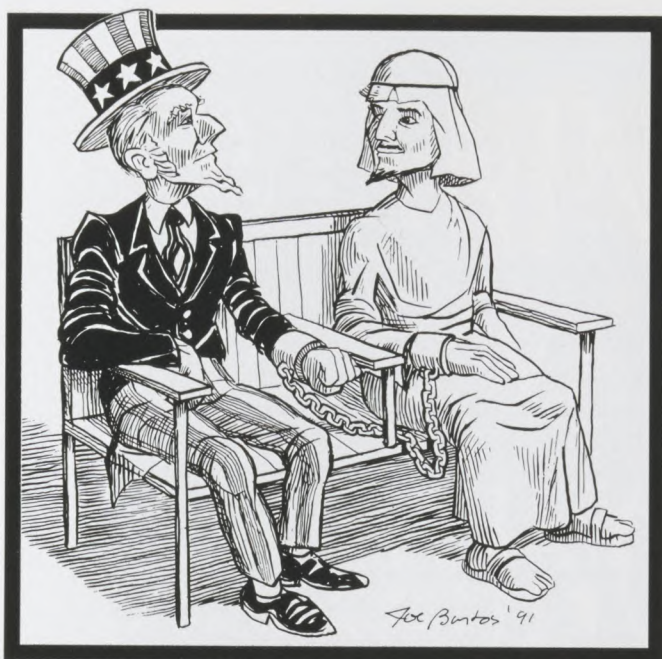
The history of oil in this century can be summed up as the growing significance of this resource for the economic and military success of advanced industrial nations coupled with recent shifts in the control of production and great fluctuation in prices. Until the 1970s, both production and prices were in the province of a small number of very large, international oil companies which dominated markets

and had the power to manage prices. The industry combines high fixed costs with a tendency toward overproduction and a vulnerability to price declines. Not surprisingly, the great oil companies attempted to control production through a series of more or less effective market sharing agreements. The result was a pattern of stable prices accompanied by a long run rise in demand.

In the 1940s, the U.S. government became especially conscious of the importance of oil to a mechanized war effort. This resulted in a much higher level of cooperation with the great companies; they supplied oil at stable prices and the government provided political and occasional military support when Western control of oil supplies was threatened. In its newly-won position of world leadership, the U.S. government assumed responsibility for making sure that oil was available on the world market at reasonable prices.

As guarantor of the oil market, the U.S. was determined to prevent any





hostile state from threatening international political and military stability. This led to a confrontation with the Soviet Union over Iran in early 1946. Even then, with U.S. domestic oil production and consumption dominating world markets, the U.S. found itself threatening military intervention to force the Soviets to abide by an agreed-upon timetable for evacuation. This action set the stage for a merger of anti-Communism, defense against aggression, and international economic concerns as a basis for defining U.S. interests in the Persian Gulf region.

The success of U.S. world leadership is often measured by the dramatic growth of the world economy between 1950 and 1973. Accompanying this growth was an equally important shift in the production and consumption of oil. Especially in Europe and Japan, oil became the most important source of energy, replacing coal. Production growth in the United States slowed and peaked in 1970, setting up an imbalance between supply and demand that resulted in the oil revolution of 1970-1973. Arab members of OPEC were able to wrest control of the oil from the multinational oil companies, organize an effective cartel to set prices, increase prices by almost

300%, and impose an embargo on the U.S. Even though the U.S. was less vulnerable to the oil revolution than its allies, the responsibilities of world leadership demanded a response. Rejecting military intervention as too risky, the U.S. chose to improve relations with Arab states by using its political clout to move Israel toward accepting peace in return for territory

captured in the 1967 war.

The Camp David Treaty of 1979 succeeded in diffusing the Arab-Israeli dispute, and conservation measures in the West helped bring down oil prices. But neither was able to alter a fundamental strategic fact: the Persian Gulf holds by far the greatest proportion of world oil reserves. Saudi Arabia contains almost *ten* times the proven oil reserves of the United States. Further, of the ten nations with the largest oil reserves in the world, the top five are Persian Gulf states, and they possess nearly 3/4 of the total reserves of these ten states. By contrast, the United States holds only 3% of the total.

President Bush's decision to use military force to remove Iraq from Kuwait was based on the importance of the Persian Gulf to the world economy. Command of Kuwait through military conquest placed Saudi Arabia and the United Arab Emirates directly at risk. Control of these nations, either by invasion or intimidation, would allow Hussein to dominate world oil production and markets and would result in revenues that permitted a

massive military buildup. Such a concentration of power in the hands of a nation hostile to the interests of the U.S. and the Western world was an outcome the United States could not accept. Also important was the view that the United States had erred in not using military force in response to previous threats in the area, especially the fall of the Shah of Iran and the taking of U.S. hostages.

The United States' decision to wage war was aided by three crucial facts. First, many nations in the Middle East as well as traditional U.S. allies shared our assessment of the threat, and it was this meshing of interests that made possible a coalition that added legitimacy to the U.S. effort. Especially important were Arab states such as Egypt and Syria whose support helped dissipate anti-Western sentiments. Second, the support of the Soviet Union—the result of political weakness and the need for Western economic aid—removed the greatest military obstacle to an allied victory. Continued Soviet help to Iraq would have undermined the alliance and offered the prospect of replenishing military losses and the risk of direct U.S.-Soviet conflict. Third, the U.S. possessed overwhelming military superiority over Iraq. Although apparent only after the fact to many observers, this advantage was the result of U.S. technological capabilities and the lack of mobility by Iraq. Almost certainly, confidence in U.S. victory permitted President Bush to take an uncompromising position in demanding Iraqi withdrawal.

But our relief over the rapid and complete military success of Operation Desert Storm should be tempered by the much more complex and difficult task of winning the peace. Defeating Iraq was the easy part; now we are facing the political problems and dangers growing out of our victory that simply cannot be solved by military force. President Bush and subsequent administrations must

cope with domestic pressures to respond militarily to the frustrations produced by political defeats, or alternatively, simply withdraw. Neither option is likely to be appropriate.

Two examples, already visible even in the immediate aftermath of the war, help make this point. Saudi Arabia is in a difficult position, caught between the omnipresent secular culture of the West—amplified by the presence of more than 500,000 U.S. troops—and its own very conservative traditions. It is a society pressured by demands for democracy, political participation, an end to censorship, and the emancipation of women. At the same time, many who are devoted to the Islamic faith are appalled by these ideas and are determined to resist any change. The Saudi government can easily recall the fury of the Islamic revolution in Iran and hopes to maintain the status quo with the aid of its great oil riches. The more dependent Saudi Arabia becomes on the U.S., the greater the taint of the West and the chance of a religious backlash. But with the fall of the Shah in 1979, and especially now with the war against Iraq, Saudi Arabia must be the centerpiece of any Persian Gulf security system. The long-term result could be the destabilization of another regime vital to our interests.

Perhaps even more unpleasant and tricky are the political problems created by the defeat of Iraq. During the war between Iran and Iraq in the 1980s, the U.S. opted for a policy of accepting the conflict while trying to produce a balance of power as the final outcome. This led to shifts in our position of support as the military fortunes of the two rose and fell. Clearly, we won no allegiance from either nation and eventually we were forced to intervene with our naval forces to prevent attacks on Kuwaiti oil shipments. Pursuing a balance of power strategy requires a very amoral calculation of interests and is prone to unanticipated and unpleasant

outcomes. Thus, when we helped preserve a rough equality between Iran and Iraq, we also set the stage for Iraq to redirect its expansion toward Kuwait.

The plight of the Kurds is another example of the moral anguish that such a policy can produce. Although President Bush made clear his desire to have Saddam Hussein removed from power and repeatedly called on the Iraqi people to bring this about, the U.S. failed to come to the aid of either the fundamentalist Shiites or the long-suffering Kurds when they revolted against the Baghdad government. Why this seeming contradiction? The answer lies in the politically accurate assessment that no new Iraqi government can long survive the perception that the U.S. brought it to power. Further, the U.S. preference is for a strong government in Iraq, even if controlled by Saddam Hussein, over a weak one produced by Iranian-backed Shiites or minority Kurds. Our best hope for a replacement comes from the only group capable of overthrowing Hussein and preserving a semblance of national power: the Iraqi military. U.S. intervention, especially a military one, could only weaken further the Iraqi army and open the door to a resumption of Iranian expansionism. Thus, we sit back and hope for an end to the Kurdish uprising and a military move against Hussein.

Writing about contemporary events is fraught with the danger that you can be proven wrong almost immediately. Military experts, so visible on the network

news programs, certainly missed the essential military weaknesses of Iraq when they forecast large allied losses from a ground war. In attempting to analyze the Persian Gulf War, there may be more intellectual safety in retreating to a focus on "underlying forces." By doing so, we can be confident in two conclusions. First, the fact that most of the world's oil supply is in Persian Gulf countries will bind the vital interests of the United States and other advanced nations to this area. Second, the political and military instability here could well lead to a permanent U.S. presence. We Americans should prepare ourselves for the long term, recognize that we are involved in something more than a moral crusade against aggression, and accept the possibility that things might not turn out so well next time. ☐

Thomas D. Lairson is associate professor of politics and director of the International Relations Program at Rollins College. He is currently writing two books, one on the international political economy and the other on comparative foreign policy.

The Rollins Alumni Record is interested in hearing from any alumni who served in the Gulf War. We invite you to send us an account of your experiences for possible publication. Contact Mary Wismar-Davis, Editor, Rollins Alumni Record, Rollins College, 1000 Holt Avenue—2729, Winter Park, FL 32789.

THE PROMISE OF ROLLINS: Excellence, Innovation, and Community

On April 13, 1991, Dr. Rita Bornstein was inaugurated as the thirteenth president of Rollins College. In her inauguration address, she cited excellence, innovation, and community as values central to Rollins' liberal arts tradition which will sustain the College into the 21st century.

April is an auspicious time in the history of Rollins. Imagine, if you will, a meeting of the Florida Congregational Association, April 14, 1885, 106 years ago tomorrow. This meeting is to select the location for Florida's first college. Nervous representatives from six competing communities have brought their offers. Frederick Lyman, real estate developer, is there on behalf of Winter Park, a frontier town of just 130 families. Lyman startles the group when he announces a pledge from Winter Park of financial support and property more than three times greater than that of any other Florida community. On April 15 skeptical association leaders travel by mule wagon from the meeting in Mount Dora to inspect the property offered for the college. They have been warned by jealous competitors that Winter Park is under water most of the year. Once here, however, they are enchanted by this beautiful site overlooking Lake Virginia. On April 17 they select Winter Park as the location for Florida's first college.

Our history is replete with tales of the difficult early years at Rollins. The College was buffeted by Florida's unpredictable climate and economy. Every freeze, economic depression, disease, and real estate collapse that devastated Florida also brought the College near financial ruin. We admire the grit and determination of the presidents, faculties, and townspeople who made innumerable sacrifices over the years to keep the College alive.

Our founders designed an institution of the highest quality; the admissions standards and curriculum in the early years were no different from those at the New England colleges on which they were modeled. But it was not until the dream of excellence was coupled with the daring of innovation that Rollins gained the national recognition it so fervently desired.

In 1925, when the Board of Trustees elected Hamilton Holt to the presidency to save Rollins from imminent financial collapse, little did they know that this newspaperman and internationalist would lead the College in an educational revolution. In this unlikely southern outpost, Holt and his faculty were among the first in the nation to develop a student-centered curriculum based on John Dewey's progressive education principles. This golden era at Rollins left a powerful legacy of excellence, innovation, and community.

My three predecessors, Presidents Hugh McKean, Jack Critchfield, and Thaddeus Seymour, each in his own way and appropriate to his own time, pursued excellence, encouraged innovation, and built community. Under their stewardship Rollins College flourished. I am more grateful than I can say for their friendship, and for their presence here beside me today.

That I stand before you as president is testament to the courage and vision of the trustees and faculty who recognized that contemporary presidents may embody characteristics and biographies different from those of their predecessors. Women leaders are not new to Rollins. On the contrary, women have played a crucial role in the history of the College.

Lucy Cross, educated at Oberlin and principal of a school in Daytona Beach, was the driving force behind the founding of Rollins College. Cross later said, "Vocally I cannot sing, but the song in my soul . . . was a college in Florida." Rollins was among the first American colleges to admit both men and women, and the first two Rollins graduates were women. Indeed, in 1890, when Clara

"I shall seek the courage
to lead boldly and
wisely; to listen well to
the heartbeat of the
College and to nourish
its values and its
dreams."



JUDY WATSON TRACY



JUDY WATSON TRACY

Louise Guild received the first bachelor's degree conferred by Rollins, she was receiving the first degree granted to a woman in the state of Florida. Guild later founded the Rollins Alumni Association and became its first president. Two of the first five Rollins professors were women, and in 1919 the trustees elected the first woman, Edna Giles Fuller, to the board. Fuller later became Florida's first woman legislator and was at the forefront of the struggle for women's suffrage and better race relations. In 1989 Betty Duda, who presides today, became the first woman elected to chair the Rollins Board of Trustees. And on the buildings and rooms in which we conduct our work we find the names of many women who supported this college, from Frances Knowles Warren to Harriet Cornell.

These foresighted and persistent women and men fashioned the admirable college we celebrate today. But as we muster the courage to meet the challenges of the new millennium, our view of the College must change. Instead of characterizing ourselves as a New England college which happens to be situated in Florida, we will proudly portray Rollins as a Florida college with a national constituency and a global perspective. For many years, Rollins sought to convince northerners that a serious education could be had in a subtropical climate. William Blackman, fourth president of the College, devoted much of his 1902 inaugural address to assuring his audience that the climate in Florida is not "fatal to great achievement." Even now, a T-shirt can be found in our bookstore asserting that "latitude is not lassitude."

Today, Florida has become one of the most influential American incubators of new populations, new businesses, and new ideas. Rollins is fortunate to be housed in communities with the distinctiveness of Winter Park and the dynamism of Greater Orlando. Until 1967 Rollins was the sole institution of higher learning in Greater Orlando. Responsive to the needs of the community, the College mounted educational and cultural offerings beyond its traditional residential liberal arts program.

Now ranked among the top colleges in the South, with a nationally competitive undergraduate arts and sciences program, Rollins also boasts a noted graduate management school, graduate programs in education and counseling, a unique liberal arts curriculum for nontraditional students, and a satellite campus in Brevard County. Other strong educational institutions have emerged to help serve the community: the University of Central Florida, and Valencia, Brevard, and Seminole Community Colleges. Together with Stetson University in DeLand, our institutions provide the intellectual and cultural capital essential to Central Florida's quest for national and international preeminence.

Dr. Rita Bornstein
accepts the President's
Medallion from former
presidents Hugh
McKean, Jack
Critchfield, and
Thaddeus Seymour.



JUDY WATSON TRACY

More than 1200 guests attended the inauguration ceremony at the Enyart-Alumni Field House and reception at the Cornell Fine Arts Center patio.

Rollins' proximity to an urban area altered the College's character. Liberal arts institutions like ours, which have developed professional, graduate, and part-time programs to serve local populations, are now called comprehensive colleges. The comprehensive college is a hybrid of a liberal arts college and a university, and is emerging as the type of institution most likely to find solutions to problems confronting higher education today. These problems include the appropriate relationships between the liberal arts and the professions, between teaching and research, between a college and its community.

The mission of a comprehensive college is less clear than that of either a strictly liberal arts college or a university. However, a recent report by the Carnegie Foundation for the Advancement of Teaching, titled *Scholarship Reconsidered*, suggests that "Comprehensive colleges . . . have a unique opportunity to carve out their own distinctive missions. Rather than imitate the research university or arts and sciences model, these institutions should be viewed as campuses that blend quality and innovation." At Rollins, quality and innovation are already blended as they course through our institutional bloodstream. It is time to unite as a community to celebrate our institutional diversity and richness, and accept as a central part of our mission the integration of our disparate disciplines, schools, and populations.

When I arrived at Rollins last August, I did the important things first. I found my way to the Beanery, attended my first fraternity party, and made peace with the squirrel who dominated my doorway. By September I was familiar enough with the College to initiate serious planning for the next decade. I appointed six task forces to consider our future and to assure that Rollins is as excellent, well-governed, innovative, and communal a place as can be conceived. These task forces have enlisted the participation of trustees, faculty, administrators, staff, students, and alumni who have deliberated alternatives for the future with great passion and wisdom. However, talk of change occasions seismic vibrations within any community concerned about preserving its culture and prerogatives. Terrence Deal cautions us that change can create an individual and collective sense of loss and grief.

Sensitive to such responses, the task force on governance and the task force on the twenty-first century are both seeking a broad consensus before the end of this fiscal year for a new governance structure and goals for the future of the College. Beginning next fall and every year thereafter, each department, division, and school will establish goals derived from the mission of the College and the changing environment. Each year we will assess our progress toward those goals. The three values nourished by our history and cherished by this culture—excellence, innovation, and community—find embodiment in the work of the planning committees.



ANDRES ABRIL '92

First, and fundamentally, we value excellence. In his 1978 inaugural address, President Thaddeus Seymour asserted, "It is time for colleges to look to their standards." He called for hard work, rigor, and excellence. Today, I reaffirm those values.

We are committed to preserving and fortifying the historical liberal arts focus of the College and to that end we will continue to strengthen the arts and sciences disciplines. We will not increase the number of students in our residential program, but will recruit aggressively the brightest, most talented, motivated, and diverse students from around the country and the world. We will maintain our distinctive emphasis on the liberal arts for returning students in the Hamilton Holt School and gradually increase our enrollment. We will expand the offerings and student numbers at our campus in Brevard County and explore the feasibility of establishing a metro-center in downtown Orlando. We will build on the acknowledged quality of the Roy E. Crummer Graduate School of Business, increasing the number of full-time MBA students and expanding executive education.

Excellence will elude us, however, unless we demand from our students nothing less than the highest level of performance of which they are capable; hire and retain only those professors, staff members, and administrators who embody the qualities we treasure; and ensure a rich, coherent, and balanced curriculum.

Our second value is innovation, one of the wellsprings of excellence. Not all innovations are successful or worthy, but professors and students need the freedom and encouragement to experiment. As President Jack Critchfield said in his 1970 Commencement address, "It is the role of the college and university to examine, to doubt, to test, and to project solutions."

We are proud of the important pedagogical and scholarly contributions to education made by Rollins professors. There are many examples: the new interactive software making calculus more accessible to students; the redesigned introductory biology course stimulating student interest in science; the integration of hypercard video technology into psychology classes providing breadth, depth, and interest to the curriculum. As I talk with community leaders and educators, I find that Rollins is known for its distinctive programs in the performing arts, Latin American affairs, environmental studies, Australian studies, classics, and values education. We shall continue to nourish the development of innovative, interdisciplinary, and collaborative ventures. We will explore new curricular options such as European, Pacific, global, and democratic studies. We will develop the Master of Arts in Teaching, and consider increasing the number of double-degree programs we offer. We will establish a quantitative reasoning center, support additional Community of Learners programs, and expand the activities of the Teaching-Learning Center.

Our third profoundly held value is that of community—a value deceptively simple in concept but elusive in execution. Rollins is noted for its friendly campus and, in the words of our benefactor and friend George Cornell, Class of 1935, for its "homelike atmosphere." Nonetheless, there is a powerful yearning here for a greater spirit of community.

Basic to communities are friendships. Robert Bellah and his co-authors write, in *Habits of the Heart*, that the virtues of friendship "are not merely private; they are public, even political, for a civic order . . . is above all a network of friends. . . ." If we wish to inspire community for our students, we must model it for them by building strong networks of friendship relationships within and outside our academic territories. Elizabeth Hayford, writing in the journal *Liberal Education*, asserts that

Trustees Charles Rice (L) and Harold Ward (2nd from R) share a moment with the new president and her husband, Dr. Harland Bloland, at the inauguration banquet.



JUDY WATSON TRACY



JUDY WATSON TRACY

Former U.S. Senator
Paula Hawkins was
among the distinguished
guests on hand for the
inauguration of Rollins'
13th president.

"the existence of community among faculty members defines the environment for students." Friendship communities are based on relationships of equality and reciprocity, justice and fair play, tolerance and mutual respect. Communities are not without conflict, but conflict can be managed creatively and is an important part of the education we provide. I ask my Rollins friends to help me build a network of relationships that will begin to satisfy our hunger for community.

Let us nourish intellectual community, based on the fundamental premise that higher education is about a love of learning and intellectual adventure, of shared curiosity, of the lively exchange and confrontation of ideas.

Let us fashion an integrated all-college community without relinquishing the uniqueness and the pursuit of excellence within each of our units.

Let us create an integrated living and learning community for our students. Part of the progressive education legacy at Rollins is our focus on the whole person with emphasis on athletic, cultural, spiritual, social, and citizenship development as well as intellectual growth.

Let us forge a greater partnership with our external communities. Already we are working with schools to improve the quality of education, and with civic, planning, cultural, and commercial boards to improve the quality of life and the competitiveness of business. We will expand our connections so that we can play an important role in the shaping of Winter Park and Greater Orlando.

Let us also embrace the global community as context and content for our undergraduate and graduate programs. We are now inextricably bound to Japan, Poland, Nigeria, and the rest of the world through commerce, tourism, ecology, and family ties, as well as by disease and war. These connections will find expression through our discourse, curriculum, activities, and relationships, and will enhance rather than detract from work in the traditional disciplines.

Spinning these webs of connectedness, with filament that is both strong and distinctive, will test us. Our quest for excellence, innovation, and community will demand extraordinary courage. At a time when institutions of higher education compete for every student and professor, we must ensure that our drawing power has never been better, and that people will be attracted to Rollins not simply for the climate nor for the beauty of the campus, but for the excellence of our learning, our programs, and our people. We must assure that they will find here a dynamic spirit of adventure, and a community of ideas and values too powerful to resist.

I have been talking a lot with seniors these days. They are both excited and a little bit scared at being thrust into independence. When I spoke with a graduating student government leader earlier this week about an idea for next year, I detected a glaze coming over his eyes. As much as he loves this college, his main concern these days is getting a job for next year. Many of our seniors wish they could remain just a little longer in the Rollins cocoon. Nineteen ninety-one graduates will never forget that their final year of college was framed by war and uncertainty. Although they celebrate the heroism of our military men and women in the Persian Gulf, they realize that world leaders have achieved no permanent resolution for the intractable problems that led to the conflict.

Our graduates will craft their lives within an uncertain global environment. They face the specter of new wars, insurrections, and terrorism along with the uncertainties of political and economic realignment. They will confront ethical dilemmas in science and technology, ecological disasters, increasing immigrant and aging populations, rapidly changing work places. The modern plague, AIDS, will haunt them. Unless our graduates are prepared to provide the leadership to address these problems, we will have failed in our mission. President Hugh McKean wrote in 1969: "[I]f Rollins . . . in the liberal arts tradition, aimed at preparing activists determined to make something fine of themselves and something always finer of the world, it would help students discover and achieve their own true identity. . . ."

We are committed to producing graduates who will take the responsibilities of citizenship and service seriously, who will have a global perspective on local and national issues; who will value and respect peoples from different cultures, religions, racial and ethnic groups; who will consider work a contribution to society as well as to their own lives; who will understand and cherish democracy and defend the freedoms guaranteed by the Constitution and the Bill of Rights; who are exemplars of ethical behavior; and who engage in a lifelong pursuit of learning. To develop these strengths in our students, I propose that we undertake the following activities:

- initiate a student leadership program to promote self-confidence, involvement in governance, and respect for others;
- institute a student-developed honor code;
- develop and implement a common freshman course with a global focus;
- provide every undergraduate an internship in a business, not-for-profit, or government organization; and
- create a program focusing on the skills of oral communication, presentation, and debate.

We must also tend to the basic living, working, and studying needs of our students. Therefore, I propose that we:

- renovate and modernize the residence halls to create pleasant private and communal spaces;
- build a new residence hall to relieve overcrowding and accommodate all students who wish to live on campus;
- provide additional living options patterned on the successful wellness floor in Elizabeth Hall and the Rex Beach living-learning program;
- create living spaces on campus for faculty and staff who would make themselves available to students for counsel, comfort, and company; and
- evaluate the need to build a new Student Center.

The goals I set forth today constitute a bold agenda. Endowed with a superb faculty, dedicated staff, enthusiastic students and alumni, Rollins lacks only the financial resources to become one of the top-ranked colleges in America. We will not permit our ambitions to be thwarted by our scant treasury. We will be unrelenting in pursuit of the resources necessary to support the flourishing of excellence, innovation, and community.

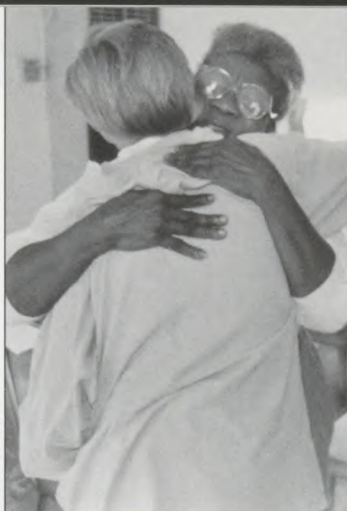
Today, I announce an unrestricted gift to the endowment, from Harriet Buscher Lawrence, Class of 1934, of \$2 million. In support of our goals, I will set aside at least \$50,000 of the income from that fund each year for student scholarships, \$50,000 for faculty initiatives which promote excellence in teaching and scholarship, and \$15,000 to support student initiatives which promote leadership, service, and community.

Let me conclude by saying that I accept the challenge before me with great pride and humility. I shall seek the courage to lead boldly and wisely; to listen well to the heartbeat of the College and to nourish its values and its dreams; to design a college for tomorrow, anchored firmly in the proud traditions of the past; and to enlist old friends and new in service of our mission. I look forward to the future with courage and confidence. [®]

An honor guard of more than 300 students, faculty, and guest dignitaries led Dr. Bornstein across the campus to the Field House and her inauguration ceremony.



JUDY WATSON TRACY



Lives on the Boundary

by Lorrie Kyle Ramey '70

Winter Term course opens students' eyes and hearts to the plight of the illiterate

WHEN DR. WENDY BRANDON THOUGHT ABOUT CREATING a new course for the January term, she wanted to bring problem-solving skills and problems together. She wanted her students to connect to the world outside Rollins. She wanted them to employ some of the skills they were acquiring in their liberal arts education.

The result was "IC 202W—Lives on the Boundary: Adult illiteracy and the Role of Voluntarism." Eighteen Rollins students enrolled to learn about literacy—what it is, what it entails, how to teach it, and what it means to make a contribution to another person's life. The course required a combination of skills and, ultimately, a test of each class member's confidence.

First, students read, a skill many of them almost took for granted. They learned facts about literacy, like the fact that an estimated 65 million Americans—nearly one in five adults—are functionally illiterate.

They learned about themselves, recalling their own reading experiences and analyzing their own educational histories. *"I was fortunate enough to have educated parents who could provide and encouraged me to learn in a productive environment. But I imagine now, trying to walk to school on unpaved roads, surrounded by trash and poverty of rural areas."* (Perrie Malcolmson '91) *"I remember every Sunday while growing up at home, the living room carpet was covered in newspaper. The red carpet was nowhere in sight!"* (Elizabeth Kocan '91)

They learned what literacy feels like. *"What would it have been like for me if . . . I asked my Mom 'What does 'the latter' mean?' and she couldn't tell me? What would it have been like for me if I asked my Mom 'What does a-s-s-u-m-e-d spell?' and she answered, 'I don't know?' I'll tell you what it would have been like for me: I would have become quickly frustrated with reading and probably stopped doing it on my own altogether."*

All through my childhood, I assumed all kids had the same advantages as I did at home. Actually, I didn't realize literate parents were advantages. I thought they were assumptions." (Elizabeth Kocan)

They learned about the effects of literacy—the engendering of self-confidence and the empowerment which can follow, and so they also came to understand the reverse: the by-products of illiteracy.

With a clearer perception of who they were and what they were dealing with, the class was ready to learn how to become reading tutors. Brandon called on Literacy Volunteers of America, who provided 12 hours of intensive training through lectures, videotapes, and role-playing. The difficulty of pretending to be a nonreader brought some intense realizations. *"I still could not comprehend that there were actually adults out there who couldn't read and needed to start using these simplistic methods."* (Helene Doyle '92)

The next step was tutor-shadowing, where the class was scheduled to watch tutors work with actual reading students, or adult learners, as they are called. When the Rollins group arrived at the LVA class, it was shaken from its somewhat still-comfortable cocoon when the director announced she was short of tutors and was going to tap the supply at hand. Thoughts raced, hearts pounded, and stomachs churned. Were they ready?

"My first thought was run, go home. Then it was total fear of whether or not I had really learned anything. . . . What if I could not be the way I thought I could? What if I get impatient with a student? What if I accidentally discourage someone?" (Sarah Crance Castle '91)

Holding their collective breath (and perhaps crossing a few mental fingers), they jumped in. As they worked with their charges the students discovered they could do it, they felt good about themselves, and these people weren't any

different than they were. *"It is so stupid for me to think that I would somehow be able to recognize an illiterate adult; but as I scanned the students in the room, for some reason I felt surprised at who the students were and what they looked like. I can't describe what my image would be—but, they weren't it!"* (Lisa Senavinin '92)

The class broke into three groups for its next outing. Some went to the literacy programs at Seminole Community College and the Winter Park Adult Education Voca-

of adult learners three years ago, and GROWS was the result. The students who heard the testimony of GROWS alumni were overwhelmed. *"The work looks so difficult and oppression so severe, yet the people I met were centered and light. They seemed to possess a sense of themselves and their purpose. . . ."* (Erin Tierney '93)

The third group visited correctional facilities in Orange County. They were surprised by the differences in attitude in administration between the men's and women's prisons.



B.B. STEEL

Rollins students heard about the experiences of Magnolia, who recently learned to read through the GROWS program in Apopka.

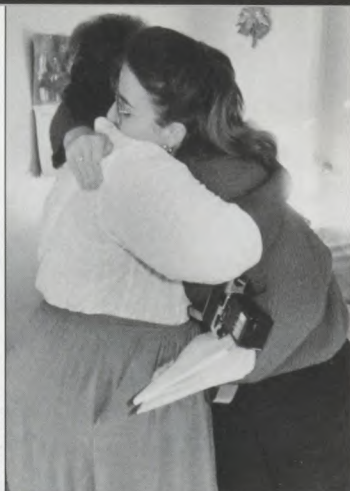
tional Center, but were disappointed because the atmosphere was less positively charged than it had been at the LVA classes. Lauren Shipley '92 attributed this to the more advanced entry level of the learners. Many considered the class a full-time occupation.

Others visited the Greater Reading or Writing Skills (GROWS) program, which is administered by the Justice and Peace Office and serves low-income residents and migrant workers in nearby Apopka. The Justice and Peace Office helps the community generate projects and then spins them off to be independent and self-sustaining. GROWS evolved from the request of a 72-year-old JPO worker, Addie Bass, to learn to read. She organized a group

The model Genesis program in the men's facility does not incorporate a literacy program while the women's institution is working to find ways to make literacy training practical.

The Women's Correctional Facility is run by Lt. Georgette Thornton, the first woman administrator in the institution's history. Thornton is committed to habilitation—teaching new skills and attitudes—but has a clear sense of the reality of the situation. "This is, after all, a prison," one student recalls her saying.

The Rollins students' assignment was to observe, but they were reluctant. They felt as much observed as observers. *"I was struck by a woman in the second cell to the left side*



of the catwalk. This woman was straining to watch us through the bars of her cell the entire time we were in her section of the prison. It was frightening to think that we were the highlight of this woman's day or perhaps even week. We were something new to look at, and think about for a few minutes." (Carin Ohnell '93) "I realized when I was walking through, that I was trying not to make eye contact with anyone. I thought it was because I didn't want them to be embarrassed, . . . to be ashamed; but, then when I got home, I wondered if maybe it was because I was a little scared too." (Lisa Senavinin)

Discomfort soon gave way to sympathy and appreciation as students elicited responses and histories from prisoners and offered suggestions for implementing a literacy program under such restrictive conditions. Administrators, prisoners, and students alike were enthused, although the students' enthusiasm was tempered by the realization of the distance between their and the prisoners' realities and the number of bars and doors between the two. "I thought about how much I had enjoyed meeting and talking to them, how intelligent they all were, how much I had liked them—and yet, how different my life was from theirs. How lucky I have been." (Lisa Senavinin)

For Wendy Brandon, the course was an exciting and sometimes frightening experience, a real confrontation with the unknown. When she started, she could not predict the outcome. She did not know how her students would react, she did not know how the outside elements would react. To relinquish control required both faith and courage.

The risks were worth the reward. "The feeling that one gets from volunteering is the reward that they receive for their deed." (Helene Doyle)

"As the literacy course reaches its conclusion, I ask—what now?" (Adriana Valdes '94)

According to Karen Silien, Assistant Director of Staff and Student Development and adviser for the newly launched Rollins Student Volunteer Program (R.S.V.P.), fifteen of

Quick Illiteracy Facts

- **Percentage of functionally illiterate American adults: 20%** —U.S. Dept. of Education
- **Percentage of marginally literate American adults: 34%** —U.S. Dept. of Education
- **Percentage of American adults unable to read an 8th grade-level book: 50%** —Jonathan Kozol, *Illiterate America*
- **Percentage of Army enlistees unable to read 7th grade-level training manuals: 27%** —Laubach Literacy Action
- **Percentage of American adults who do not read even one book a year: 44%** —U.S. Dept. of Education
- **Percentage of U.S. prison inmates who cannot read: 65%** —U.S. Dept. of Education
- **75% of unemployed persons cannot read well enough to be trained for hi-tech jobs. Increasing the number of hi-tech jobs will not affect unemployment, therefore.** —New Jersey Assoc. for Lifelong Learning
- **Illiteracy costs businesses and taxpayers about \$20 billion a year.** —United Way, "Illiteracy: A National Crisis"
- **In 1986-87, the U.S. government spent \$17 per illiterate adult to aid adult illiteracy efforts. Yet only 4% of those classified as illiterate are reached by literacy programs.** —U.S. Dept. of Education
- **Illiterate adults earn 42% less than high school graduates.** —Laubach Literacy Action
- **75% of Fortune 500 companies provide some remedial training for their workers, at a cost of about \$300 million per year and affecting 8 million workers.** —American Council of Life Insurance

Brandon's students have committed to continue with volunteer service. Through the Campus Coalition for Literacy, Rollins' Office of Personnel Services has also committed to promoting literacy by training volunteers to teach reading and making student tutors available to train employees who wish to improve their reading skills.

"The gift of literacy is the gift of life." (Erin Tierney) ®

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



THE FLORIDA READER: Visions of Paradise from 1530 to the Present

EDITED BY MAURICE O'SULLIVAN AND JACK C. LANE; PINEAPPLE PRESS, INC., ©1991; 269 PAGES, HARDCOVER.

INTRODUCTION FROM BOOK:

On April 30, 1562, three vessels, with 150 souls aboard, paused before the mouth of Florida's St. Johns River. Startled by the beauty he saw, the captain of this first French expedition to Florida would later remember the land as "the fairest, fruitfulest and pleasantest of all the world." This Norman navigator, Jean Ribaut, a man renowned for his daring tactics and headstrong courage, believed he had found paradise: "To be short, it is a thing unspeakable, the commodities that be seen there and shall be found more and more in this incomparable land, never as yet broken with iron plows, bringing forth all things according to its first nature, whereof the eternal God endued it."

If the captain's description sounds like an allusion to the biblical account of Eden, we should not be surprised. Like most of the other members of his expedition, Ribaut was a devout Protestant, a Huguenot, committed to a close study of the Bible. In fact, much of the reason for this voyage across the sea was to establish a new Eden of the true faith. And just as the land with its vast resources reminded Ribaut of Eden, its natives bore a striking resemblance to Renaissance images of Adam and Eve: "They be all naked and of a goodly stature, mighty, fair, and as well shapen and proportioned of body as any people in all the world, very gentle, courteous and of a good nature."

These tawny natives, the Timucua, were vividly depicted in a set of engravings based on the work of Jacques Le Moyne, a member of the second French Huguenot expedition in 1564. Le Moyne's remarkable paintings show a highly structured society at work, at war, and at play. While recognizing the Timucua's capacity for violence in war and infant sacrifice, his work emphasizes the harmony and richness of their lives. But these plates appear to present an alternative image of paradise, a term that by the Renaissance had become synonymous with Eden. Unlike Ribaut's world of unlimited and effortlessly obtained riches, Le Moyne's paintings and comments portray an Eden of work and achievement.

That two men with a common religious and social heritage should depict two different Edens is not unusual, for both visions come from Judaeo-Christian traditions. In fact, they stem from the conflicting accounts of creation in the *Book of Genesis*. The first version (*Genesis 1:1-2:4a*) is a joyful account of the creation of a universalized, idealized world, emphasizing effortless regeneration and limitless possibilities. God, creating man and woman in a world teeming with living creatures, sees that everything is good. This section ends with God telling his creatures to be fruitful and giving man dominion over all the riches of the world.

The second account of creation (*Genesis 2:4b-2:25*) provides a very different view of man's relationship to Eden. This Eden is less idealized, a land with geographical boundaries (the rivers Pishon, Gihon, Tigris, and Euphrates) and valuable minerals (gold, bdellium, and onyx). In it, man is created out of the land and given chores and restrictions. Rather than receiving absolute dominion over an ever-flourishing garden, man is required to act upon nature, to establish a

state of harmony not only with the land but with himself.

From these two creation accounts, two very different traditions emerge. The first tradition, the one echoed by Ribaut, views Eden as a land of unbounded riches which can immediately fulfill human needs and desires, a world whose bounty is fully realized. By simply entering Eden and surrendering themselves to its natural amenities, humans are restored and renewed without significant effort. If this version of Eden is the land of milk and honey, the second tradition envisions a land of cows and bees. Although the workaday Eden portrayed by Le Moyne has restrictions and limits, it is also a world of great possibilities, a world within which effort and struggle can build rich and rewarding lives. In this land, humans seek self-realization and self-fulfillment, not by passive submission, but through active participation. In the first vision, there is a sense of repose, of serenity, of giving up the self. In the second, there is a spirit of adventure, of discovery, of re-creating the self.

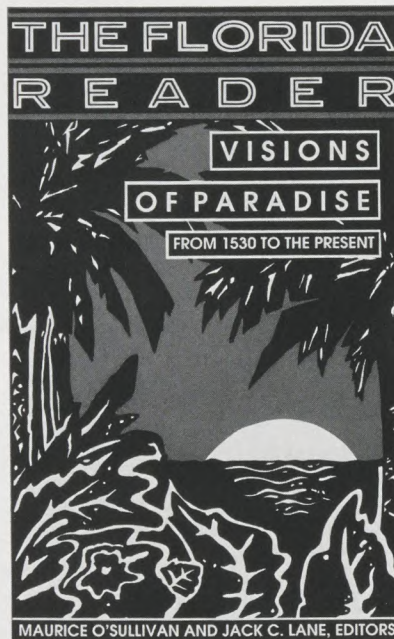
But whether they envision paradise as a land of milk and honey or one of cows and bees, human beings are expressing a common perennial yearning: the desire for renewal, recreation, rejuvenation, and regeneration.

Ribaut and Le Moyne were not the first, nor would they be the last, travelers to believe that the Florida peninsula possessed exotic, Edenic qualities. Whether arriving by Spanish galleon or by auto-train, generation after generation of newcomers has come to Florida with hopes of restoration or re-creation. Ponce de León's quest for the Fountain of Youth in La Florida, the "Land of Flowers," was only the first recorded account to identify the state symbolically with the idea of regeneration. From Huguenots fleeing religious persecution, Creek Indians escaping British domination, and African slaves seeking freedom, to nineteenth-century tourists escaping industrial cities and twentieth-century Cuban refugees searching for political freedom and economic

opportunity, each new wave of immigrants has carried to Florida a dream of a new life in paradise. Such visions have profoundly shaped the peninsula's history and culture.

Each work included in *The Florida Reader* embodies a distinctive vision of what the state is, what it has been, or what it should be. And each work is the product of an observer of Florida life during a specific historical period (what historians call a primary source). Combined, they offer a sense of the richness of Florida's heritage, the depth and breadth of its history and culture.

Our primary goal in this anthology has been to reflect that richness historically, culturally, and stylistically. Toward that end we have included the famous (Ralph Waldo Emerson and Ernest Hemingway) and the obscure (James Grant and the Dusenburys), natives (the Seminoles and Zora Neale Hurston) and foreigners (François-René de Chateaubriand and Judith Rodriguez). Some of those represented adopted Florida as their home (Harriet Beecher Stowe and Marjorie Kinnan Rawlings); others never even visited the state (Washington Irving and Albery Whitman). Some celebrate Florida as a nearly



continued on page 53

The Brave New Thinking of Marilyn French

MARILYN FRENCH WILL DESTROY ANY STEREOTYPE YOU may have been taught about the '60s-style feminist. A wise and caring woman, she is dedicated to thinking about better ways for humans to live together. First arriving in the public eye in 1977 with the enormous success of *The Women's Room*, a novel tracing the lives of American women from the stifling suburbia of the 1950s to the activism of the '60s and '70s which remained on the New York Times best seller list for almost a year, she followed that with *The Bleeding Heart*, *Her Mother's Daughter* and *Beyond Power: On Women, Men and Morals*. French has a Ph.D. from Harvard University and has taught English at Hofstra University, Harvard, and the College of the Holy Cross. She is currently writing a history of women from the earliest proto-human emergence to the present, a project she understates as "daunting."

Marilyn French believes that we, as a national and global society, must find a way of living that will build a better world for our children and ourselves; that better way, she says, will be found only be everyone—not women alone—sharing the responsibility for raising children. Men, she asserts, are taught that they have to be men, that they have to appear powerful. The male world is defined by competition, and winning isolates the winner and makes the loser feel inferior. Would it not be better, she postulates, for the winner to teach others to be equally as good as he is in a particular arena and thus to foster a sense of community and cooperation?

She points out that feminism is not a revolution with a strong, autocratic leader; it is a grassroots revolution in which women are changing the way their individual communities operate. In her words, "Feminism is the only revolution I have ever heard of that asks you to live for it, not die for it."

On a recent trip to Rollins, sponsored by the Master of Liberal

Studies Program and the Women's Studies Program, French spoke to the Rollins community and general public on the subject of "Politics in Literature." The Alumni Record took this opportunity to interview her.

PHIL PYSTER: Were you surprised by the huge public acceptance of *The Women's Room*?

MARILYN FRENCH: Surprised isn't the word. I had always imagined myself as a Virginia Woolf. I had written for years and years and never been published. I was going to write these novels and a few people were going to read them and realize they were wonderful, but I would never be able to support myself at it. And then this thing happened and it was just overwhelming. I didn't let myself know. By the time it sank in, I was through it.

PP: Did women come up to you and say, "That was my life you described in your book"?

MF: Constantly. It was unbearable. Women's stories are tragic, and with after the other, your heart gets ripped in shreds. You learn to defend yourself against that.

PP: How about men's reactions to the book?

MF: Men, whom I had always gotten along with very well before, tended to shrink into the wall when I walked into the room. It was really quite shocking.

PP: Were they afraid?

MF: Terrified. I don't know what they thought I was going to do. And truthfully, I don't think women helped any.

PP: Why do you say that?

MF: Because . . . women are on the wrong end of a power struggle. They don't like the terms of their lives. It's easier for them to say "This person wrote this book and this is what she said" than to say "This is how I feel."

PP: What about men who read the book—did men read it?

MF: I think so. My readers ran 95% women to 5% men until I wrote *Beyond Power*, which is a very different book. Many men did write to me to say it had changed their lives and they had much better relations with the women in their lives, or gay men wrote and said they felt validated by it in some way.

PP: Do you believe the majority of American women have indeed moved permanently out of that scary '50s suburban life in which Mira [main character in *The Women's Room*] lived?

other words, working doesn't give them any more economic power?

MF: No, because the kind of jobs they get don't pay anything. And if they want out of a bad marriage, they can't support themselves and their children on what they earn. I think they feel that they would be alone, because so many feminists are. I think they're still very intimidated. Oh, it's less so for educated women. But this has been true since the 14th Century. When they built those original poor houses, it was women who were in them, and children. The men always got paid more—double—for the same work.



ANNELISE JACKBO

MF: Oh, no.

PP: Do you think many more are still trapped there?

MF: Yes, only now they're working, too.

PP: But working to support that same lifestyle? In

PP: And the men would go off and leave the children with the women...

MF: They would, especially if there was a lay-off or a factory closed. They would say they're going to go and seek work

elsewhere. The woman doesn't go because she has the children, and maybe he sends money home and maybe he doesn't . . . and maybe she never sees him again.

As long as women are the primary raisers of the next generation, as long as women bear, almost alone, the responsibility for raising the entire human race, with very little help from men, this is going to be the case. This is not something that can be just legislated out of existence. The whole moral tone has to change—men too must feel that they are responsible for raising the next generation, that they have a stake in it. They need to realize—which I think most men don't—that it is the richest bond to have.

PP: Then the key to changing women's stature is the education of men.

MF: It is changing men's way of living. Imagine for an instant a world in which everyone cared about children (not saying that everyone should have children), where the bearing and raising of children was felicitous, safe, healthy. Our architecture would be different, our cities would be different, our work would be different. And it would be a much nicer world for all of us. I think this is what feminism is trying to do.

PP: Do you believe that women have enough control over money now to ensure themselves power over their lives?

MF: They don't. Every statistic bears that out. White middle-class educated women earn 60 cents for every dollar that a man makes, but black women earn less than that and Hispanic women even less. The scale of power is clear: it moves from White men to Black men, Hispanic men, White women, Black women, Hispanic women. Quite a difference. The statistics haven't changed since 1985: Women do 60% of the world's work, raise two-thirds of the world's food, earn 10% of the world's wages, and own 1% of the world's property.

PP: In investigating the prehistory of society for your new book, did you find that women once had power and then lost it?

MF: Women never had power over men the way men have power over women. But for the first three and a half million years people were on earth, no one knew there was such a thing as a father. You lived with your mother, you were raised by your mother, you were named for your mother, she taught you everything you needed to know. She fed you, she shared with you. You lived in a feeding, sharing, cooperative small clan. It's called the Matricentric Period. Women weren't dominant; they didn't have authority; they didn't have rules

"The whole moral tone of society has to change—men too must feel that they are responsible for raising the next generation. I think this is what feminism is trying to do."

or laws; they didn't restrict men. Women had more status, but men were free people. Men felt marginal (and I'm summarizing a huge history here), and through a whole series of devices recreated society to make them feel central—to make them powerful. But they didn't do it the same way women had done it; they did it with power over people—with authority. What is astonishing is that states began in different places and in different times—there was the rise of the state in Mesopotamia around 3500 B.C.E., and in Mexico around 1000 A.D.C.E., and in China—and there was absolutely no contact between these places, yet the same laws were passed in each place, turning women into property of men, guarding their sexuality, and forbidding them to leave the house or compound—locking them within the domestic area.

PP: Have you read *Iron John* by Robert Bly [book exploring myths that inform today's male outlook], and if so, what did you think about it?

MF: I haven't read it so I can't really comment on it, but I am familiar with his ideas. I really don't like things that increase male fierceness. We're all fierce enough without that, and it's isolating. Men need to learn to just be with each other and with women—to experience community where they

don't have to prove anything. Everything we do is designed to win. Someone just recently sent me a huge legal brief on a case and asked for my comments. I really couldn't comment on it, because the whole legal system is set up to judge a person right or wrong, guilty or not guilty, and then if they're wrong, to punish them. What we should be doing, if we knew how, is to get to the truth of the situation—find out what really happened, and *heal* it, not judge it. We're very hurtful people; we're full of pain. It's just not the way to go about things.

PP: What path do you hope women will take in the future toward restructuring the power that currently exists?

MF: I think that we have to move in the direction of anarchy, which sounds terrifying to people because of the way that term is used. It's very hard for us because we are so imbued with the idea of hierarchy—somebody has to be in charge. But if you have a bunch of friends and decide to do a project, you know that you can work together very well without anybody being the boss. Let's say that you're making a sailboat and one guy really knows about the sails, and another guy really knows about wood. The guy who knows sails will take charge of that, but then when it comes time for the wood, the other guy will take charge. And when

it comes time for fitting the inside, someone else will take charge. There is never one fixed leader—leadership moves among all the people in a community at different moments.

This is how women's networks run. Women's networks almost never have a leader, although sometimes there is one person who takes on more responsibility than the others. For example . . . the policies of transnational corporations have left the Third World in destitution. Since everything is tied to a global market, when oil prices go up, the poor really starve. So a lot of women in South America—it was one or two women in the community who got the idea—started these communal kitchens where they would take turns cooking. It helped everyone: the families ate cheaper than they could individually, the women had more free time than they would normally. But there was nobody in charge! These kinds of things work. How you make them work on a larger scale, I don't know. And how you share resources more equally . . . clearly the socialist systems that we've seen are not successful. But also, just as clearly, the way we distribute resources in this world is absolutely criminal. It is not acceptable. We have to be smart; we have to find other ways.

PP: Do you believe then that hierarchy is a myth that we choose to make true?

MF: Hierarchy is very clearly the male answer to female power. Women had this miraculous power for three and a half million years and they passed it on to their daughters—the ability to give birth. Women were the first farmers and they were the first with rights and land which passed from mother to daughter. When men started to take over, they needed a similar structure. They couldn't see it as parenthood, so they invented these institutions in which power is transmitted from spiritual father to spiritual son. Women were always excluded from these institutions—because they had their own.

The point is that the power to give birth is a power, but it is not a domination. Hierarchy is a domination, and the terrible thing about it is that it is not pro tem. It's not that this guy is running the company this minute because he is so smart; it's that he is god on earth: his restaurants are the best restaurants; his clothes are the right clothes; his manners are the manners you have to have; his idea of how you cut your hair is how you have to cut your hair. This is ridiculous! As if some people really were better than other people! What nonsense!

PP: When you observe college-



BEVERLY BROSIUS

age men and women today, how do you see the balance of power as compared to that of twenty or thirty years ago?

MF: There is no comparison between the sexual tone of college campuses today and when I was in college. No comparison. I know there's a lot of rape on campus; I know there's a lot of brutalization of women still. But it's nothing like the intimidation and brutalization that went on when I was in school. The fact is that women are free to be sexual beings today, although some may get in trouble because of it. I wish it had been that way when I was in school. They were sexual beings, but not freely or legitimately; they were still supposed to be these pure creatures. I always say that the word "purity" should only apply to milk and butter.

I do think that young men are more aware of feelings and more young men are feminists now than, say, ten years ago. My students would go off as these really sweet guys and come back to visit me two years later as changed people. They get into that male world.

You can't go by what you are in college. A couple starts out—they're both brilliant and beautiful and they're full of energy and they love each other. Then they go off into the world, and he gets into the male hier-

archy and she has a baby! I mean, there you are! It's not solvable at that level; it has to be solved by the entire structure of society changing.

I think one of the reasons feminism has dug in is that while there's a lot of research and scholarship going on, a lot of grass-roots activity, you don't see a whole lot of politicizing because we don't know where to go or how to do it. We have to figure it out. We don't want a Karla Marx to come along and make up a blueprint about how people should live and then push it like a grid over people and say, "This is how you shall live." We want it to grow out of ourselves; we want it to be organic and meet our needs. We have to experiment. But the first thing we have to do is think about it. Think about, "How would I really like to live if I could live any way at all?" "If I could have the world the way I wanted it, then how would it be?" And "Is there a way to make that happen?" A lot of people have to start thinking about that.

PP: And the best way to work on it is by educating.

MF: And thinking and trying and talking and feeling. ☐

Phil Pyster '81 is vice president of publications for Crow-Segal Management and New Florida Graphics in Winter Park.

GEORGETTE THORNTON: *CALL HER*

BY MARILYN WATTMAN-FELDMAN

Don't let appearances fool you. Georgette Thornton may stand only five feet two inches tall (and yes, with eyes of blue), but the 40-year-old is one heavy hitter. That is, while she may be small in stature, she holds down a rather unusual position of power ... one which she readily admits sometimes surprises even her.

Call her Lieutenant Thornton, assistant facility manager of the Women's Correctional Facility on Hughey Ave. in downtown Orlando. It's not a glamorous job, but for this former dressmaker and May 1991 graduate of Rollins' Hamilton Holt School, it is more than a way to make a living. It's her chance to make a difference.

If someone had told her in the early 1980s that she would end up working in corrections, Georgette would have been the first to laugh. Now, it is her friends who are left laughing—and admiring the seriousness and determination with which she approaches her profession.

Back in 1983, Georgette decided to close down the custom bridal shop she owned in Pennsylvania and search for a new career. Much to her surprise, career profiling tests indicated that she was best suited to work in a military or law enforcement environment. She came to Central Florida and landed a position as a correctional officer in Orange County. As the saying goes, the rest is history. In less than eight years, her career has skyrocketed. Her illustrious record for professionalism and dedication to the job has placed her in a unique position as the only female operational lieutenant in the department.

Her career began at the Corrections Academy at Mid-Florida Tech, from which she graduated with high academic honors. After serving as a line officer for two years, Thornton was promoted to a position in training and worked at the Academy for several years. She earned the rank of sergeant in 1987, and in 1988 she was asked to serve as administrative assistant to the Director of Corrections. A year later, she was officially awarded the rank of lieutenant while working at Orlando's 33rd Street facility. There, this no-nonsense leader took charge of 2,300 male inmates.

"I like discipline—things that are black and white, cut and dry," says Georgette, sitting comfortably behind her desk in the administrative offices of the Women's Correctional Facility. "I love working here." Her satisfaction comes not only from directing a staff of 85, including 73 line officers (90% of whom are female), but up to 300 inmates at any one time.

"Here, I can truly make a difference," she says. "I am a role model. In the male facility, I was a pretty face."

Thornton has never experienced a problem with gaining and holding respect from her superiors, peers and inmates at the women's facility. She says the jail environment is not intimidating to her and, in fact, she enjoys the challenges it brings.

As overseer of general operations, Thornton serves as a liaison between the staff supervisors and the manager. "My prime focus is reviewing and interpreting policy, making recommendations, and offering direction downward and upward. I also encourage change." She considers herself an innovator and is known for her caring manner, which she says is often not displayed by her male counterparts.

There are five floors to the women's facility, and to the best of her ability, she mingles with as many of the staff and inmates as possible during her typical 7 a.m. to 4 p.m. day. She quickly points out that the facility is not in the business of rehabilitating inmates. "We offer 'habilitation' by providing opportunities to our inmates to make a difference in their lives. We can't rehabilitate them; we can't change them. They must do this themselves." If an inmate enters the facility as an alcoholic, she explains, and goes back out on the streets "clean," then the program is successful. The woman must be able to decide for herself that she wants to make this change. Among the facility's many programs designed to help the inmates help themselves are the Corrections Chemical Dependency Program (CCDP) sponsored by the Center for Drug Free Living; Health Education for Life Planning (HELP) sponsored by Snow Babies Incorporated; and the Nurture Program run by the Chaplain and the Orange County Jail Ministry. Inmates without high

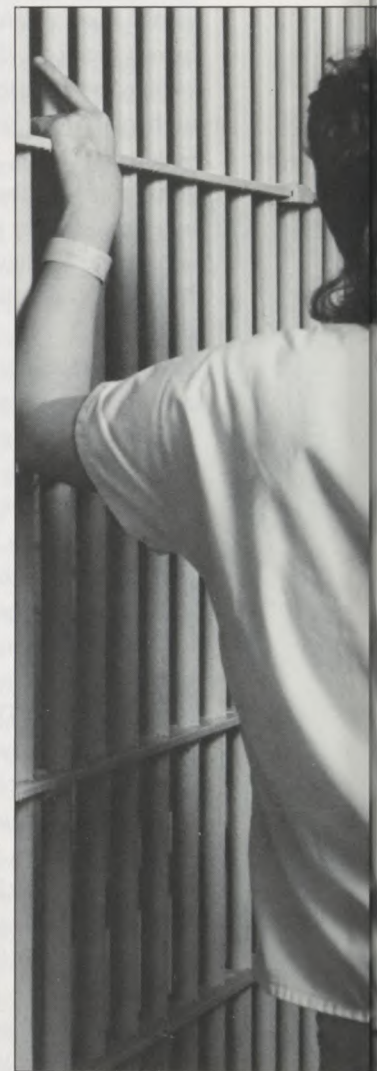
school diplomas are urged to earn their GED, and classes are conducted that teach them such skills as typing and computerized word processing.

In her continuing effort to develop habilitation programs for inmates, Thornton invited Rollins English professor Wendy Brandon and a group of her Winter Term students to the facility to conduct a study on literacy. The students met with inmates who are poor readers or illiterate as well as those who serve as reading tutors. The outcome was a report that Georgette is using as the basis for formulating a literacy program within the Women's Correctional Facility.

Thornton, who majored in organizational behavior and minored in women's studies at Rollins, saw her textbook readings become a reality at the correctional facility. She says she is using a combination of management and psychology to further her understanding of female offenders.

She unlocks a door and steps into the hallway leading to a gated, locked elevator. "I treat the inmates with respect and as people," she says of her philosophy on dealing with offenders. "It's not important what crime they committed. I just need to know that they're in our care and custody."

The elevator stops at the third floor. It is here that the most privileged of inmates reside. They are able to roam about freely



BEVERLY BROSIUS

LIEUTENANT



"These women do not understand what's happening and they don't know how to ask for help. I truly believe I can help change that."

within their housing units; free to mingle with other inmates whose cells are not locked during the daytime. Each cell is lined with rows of bunk beds and has its own juice dispensing machine. This is where the inmates who work at jobs throughout the facility serve their time. As she strolls along the walkway, inmates rush up to address her. "Lieutenant, did you receive the complaint I filed?" "Hello, Lieutenant." "Lieutenant, I don't belong in here."

The next level up, inmates remain be-

hind locked bars. Their food is passed to them via a small opening in the bars. Adjoining their cells is an area where they can sit at tables and eat. Some remain in their beds. Others stay curled up on the floors. Georgette notes that the population of the facility that day, 300 inmates, exceeds the limit of 216. Some inmates will spend the night on mattresses on the floor.

Next stop, the seventh floor, where the atmosphere changes dramatically. On this maximum security floor, individual cell blocks house offenders who may have committed more heinous crimes or who may be dangerous to themselves or others, along with those who have special medical and psychological needs. The isolation cells are small and dark, with only a small opening for the passage of food. As we walk by, an inmate releases her rage by throwing her food through the passageway. An inmate worker will have to clean up the mess.

On medical row, a woman in her early thirties talks quietly to the lieutenant who has stopped to see how she is doing. The inmate asks why she must be taken out of the facility for medical treatments, com-

plaining that it costs too much money. The lieutenant agrees, but reminds her that she should cooperate when she is taken to the hospital for treatments. The woman then pulls out a newspaper clipping—an obituary of her mother who has died just a few days before—and explains that she has been crying. "It's okay to cry and to be sad," says the assistant facility manager.

As we walk away, Thornton talks about this particular inmate, whom she has known for the past seven years. Although the woman is only in her early 30s, life on the streets as a prostitute has hardened her


and made her appear much older. When she is released, says Thornton, she won't be out on the streets long.

When asked how she remains so optimistic and content in her work, Georgette Thornton takes a moment to reflect.

"One of the characteristics of these women is that they do not understand what's happening and they don't know how to ask for help. It's pitiful," she says. After a pause, she adds, "I truly believe I can help change that."

She then pulls out a handmade card from a former inmate, dated February 4, 1991, and begins to read . . . "I would like to thank you personally for allowing us the opportunity to be the ones to experience the HELP program first. . . ." Enclosed with the card is a poem:

*You are a
woman to
be honored
a woman who knows what she wants
to do
and will do it
a woman who is not afraid to
speak out for what she believes
a woman who
is kind and good and giving
yet wants for herself also
a woman who
sets high goals for herself
and achieves them
a woman who
is beautiful on the outside
and inside
a woman who
understands her body and
is in complete charge of her body
a woman who
is a success at work
and with those she loves
a woman who
is intelligent and sensitive
strong and able
a woman who loves being
a woman
equal to men
a woman
who is
the ideal
woman*

"When I received the card, I began to cry," says Thornton. "Then, as the tears flowed, I realized why I'm here." 

Marilyn Wattman Feldman is a free-lance writer.

REUNION 1991

You can go home!

How Rollins has grown since 1936! There are so many new buildings that I found myself constantly referring to a map to find my way around when I returned to the campus for my 55th Reunion in March.

Where has Cloverleaf gone—the unusual, four-winged dormitory where we freshman girls all lived? A large, stucco dormitory has taken its place. And where's the Beanery? You remember—the small building where we ate at white tablecloth-covered tables, all 500 of us at once, summoned by bugle calls. It's gone too, along with the lively jungle murals painted by Helen Jackson which

adorned its walls. Students seem to eat at the new Beanery at all hours.

Aha—finally, a familiar sight! Pinehurst remains, restored, repainted, and serving as a dormitory—a lone tribute to the College's original frame structures.

Although the change is a little unsettling, marking the passage of time, the beautiful new buildings make a harmonious campus, blending well into the Mediterranean style which took hold here in the 1930s. The stately palms, pines and oaks appear unchanged, serving as a comforting reminder of the past. We alumni who were brought together for this wonderful chance to renew old friendships and memories found ourselves fitting right in, all 400 of us, from the Class of 1919 to the Class of 1990.

Reunion offered a potpourri of events which provided opportunities for reminiscing and learning. We returned to the classroom—many of us for the first time since graduation—and experienced being a student again while getting to know today's students and professors. We toured the campus (maps in hand!), watched varsity sports, enjoyed a captivating performance of Wendy Wasserstein's *Isn't It Romantic?* at the Annie Russell Theatre, attended the student-organized "AfricanaFest," and mingled at breakfasts, lunches, and the special class reunion dinners. Those of us who had graduated more than 50 years ago were grouped as "Pioneers"—a label which dated us but had a nice ring of authority!

A highlight of this year's Reunion was the presence of Fred Rogers '51 of *Mister Rogers' Neighborhood* fame, who returned to the campus for his 40th Reunion and attracted a large crowd of College and community members to the rejuvenated Wall of Fame as Rollins laid a stone in his honor. (The stone disappeared twice that weekend—the usual student pranks—but is back in place now.)

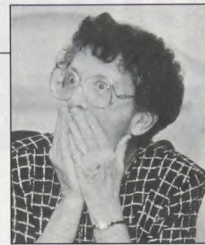
Old friends were reunited at the Reunion Opening Family Dinner



A stone on the Walk of Fame gave Fred Rogers '51 a permanent place in the Rollins neighborhood.



The spirit of Sister Kate shone brightly as she was roasted by former Rollins students and colleagues.



JUDY WATSON TRACY

Another highlight: a gala concert presented by talented musicians Olga Llano Kuehl '49, Joanne Byrd Rogers '50, Jeannine

Romer Morrison '51, Martha Barksdale Wright '49, Bernard Friedland '49, Ann Lovell Bartlett '50, and Professor Emeritus Alphonse Carlo in memory of cherished friends and mentors Katherine Carlo and Jack Carter. One of their selections was Fred Rogers' "Variations on Chopin's Prelude in C Minor."

It was a delight meeting Rollins' first woman president, Rita Bornstein. While introducing her at the President's Welcome, one of the Alumni Board members commented that she should receive the degree of MBWA—"Management By Walking Around." Apparently, President Bornstein spends a great deal of time visiting



JUDY WATSON TRACY

classrooms, professors' offices, dormitories, student parties, and sports events. She already knows the campus and its people well, and they know her.

President Bornstein stressed to the alumni gathered for Reunion that she is counting on us to help strengthen Rollins in the years ahead by assisting with the three "Rs": Representation (representing Rollins in our home communities), Recruitment (recruiting new students), and Resources (financial contributions). She explained that in recent years funds have been used primarily for improving academic excellence. Now attention needs to be turned to physical restoration of old dormitories like Mayflower and Pugsley (I walked over to see these buildings, and I must say, she was right) and the building of new ones.

Just as this whirlwind weekend had us convinced that we were once again carefree young students, a humbling and emotional moment brought us back to reality during the Sunday worship service in the Knowles Memorial Chapel as the memorial rolls of the 10th, 25th, and 50th reunion classes were read. Their names, as well as those of deceased alumni from the other reunion classes, were printed in the Chapel program. I noted with sadness that 30 members of the Class of 1936—about one-third of us—had died.

Here's hoping that those of you who have not yet been to a Rollins reunion will aim for one in the future. It's a wonderful way to get back in touch with your younger self while becoming reacquainted with an institution which was, and is, an important ingredient of your life. Rollins is a great institution—and so is Alumni Reunion! ☐

—By Marlen Eldredge Neumann '36

Alumni proudly displayed their class banners as they marched in the traditional Parade of Classes.



JUDY WATSON TRACY

All in all, it was picture-perfect weekend.

REUNION 1991

s p o t l i g h t

What you see is what you get! *Fred Rogers '51*

BY TERRI OSINSKI ROEN '80

A perfect spring breeze swept across the Horseshoe to the steps of Lyman Hall, where Fred McFeely Rogers addressed a crazy-quilt audience of tank-top clad students, white-haired alumni, and mothers with two and three children in tow. The celebrated "Mister Rogers" appeared noticeably timid amid the glare of television cameras and the jostling of photographers elbowing the children for a close-up shot. A mother complained that her two-year-old was missing a nap and couldn't see over the adults. A heavy-set photographer said she had to get a picture for the evening news.

The entourage of Rollins staff couldn't keep the children at bay. While the soft-spoken Rogers thanked the College for the Walk of Fame stone, a curious five-year-old blurted out a question. His mother clamped her hand over his mouth and made him squirm. "Excuse me, but this little boy has something to say," Rogers said in the polite, slightly nasal "neighborhood" tone that made him famous. He left the podium and tried to give the boy a hug. The child dissolved into tears—a mix-

ture of embarrassment and relief that someone cared.

Fred Rogers' concern for children seems not only sincere, but unquestionable. Is this man for real?

"What you see is what you get," Rogers told a group of alumni, faculty, and reporters at an informal talk in the music building's Rogers Room (named in honor of the Rogers family) following the stone-laying ceremony.

Rogers and his wife, Joanne (Byrd) '50, returned to their alma mater in March for a round of reminiscing on the occasion of Rogers' 40th reunion. Rogers was honored with a commemorative stone on the Walk of Fame, and Joanne, a concert pianist, performed with some of her former classmates. Members of the Rollins community and general public turned out en masse to welcome them back.

"It's a great day in this neighborhood," Rogers sing-songed to the crowd gathered on the lawn in front of his former dormitory. "Can you imagine the flood of memories as I stand here where I knew so many friends?"

Classmates of the 63-year-old commented on how little Fred Rogers had changed since his undergraduate days. "He's probably the most loving, giving man you'll ever know," said Olga Llano Kuehl '49, who has remained good friends with

Fred and Joanne through the years. "Mister Rogers is everything you see on TV and more."

Everyone in the Rogers Room was struck by a spontaneous incident which revealed the genuine depth of his love for other people. Joanne, who had missed the stone-laying ceremony because of a delayed plane flight, walked in the door halfway through her husband's speech. Rogers stopped mid-sentence, graciously excused himself from the podium, and walked over to give his wife of 39 years a warm embrace. He told her he had been worried about her, then walked over to the grand piano, sat down, and played her a welcome song. The

"What I do in the studio is my real life, and the person on camera is the real me."



JUDY WATSON TRACY

room was a healthy mixture of goose bumps and doubting Thomases. . . . Is this man for real?

Rogers returned to the podium and continued the informal discussion on his theories of child rearing. The slightly grey grandfather and father of two sons complained that children today are forced to grow up too soon. "This expectation of growing up fast, it's a concern to me," he said. His award-

winning children's show, *Mister Rogers' Neighborhood*, is geared toward preschoolers, but he said he knows that two-year-olds are watching and comprehending it.

He also voiced concern over a generation of children being raised in group care. While careful not to chastise working mothers, he wondered aloud about this country's priorities. "The United States has more children under six weeks of age
continued on page 54

Eighty-eight keys to success... Olga Kuehl '49

BY TERRI OSINSKI ROEN '80

Her four hours of daily practice were her play time. While other children were outside playing games, Olga Kuehl was dutifully playing the piano, perfecting the works of the masters while creating melodies of her own.

An only child who grew up in a Hispanic neighborhood in Tampa, Olga Llano Kuehl credits her immersion in the Spanish culture for her early enchantment with music and her aspirations to become a pianist. She began taking lessons at age seven from a neighborhood kindergarten teacher, and by the age of thirteen had memorized two complete Beethoven sonatas and surpassed her teacher's abilities. "I was always very competitive," says Kuehl. "I felt pressured to excel in everything because I was a minority. I had a great need to live up to my Spanish heritage."

When the time came to select a college, Rollins was an easy choice because of its extensive music program and proximity to home. Her four years at the College were to become a springboard for a highly successful career as a performer and teacher of music. A classic overachiever, Kuehl always pushed herself to the limit, completing three recitals, two solos, and a concerto in her senior year and graduating

summa cum laude with a Bachelor of Music degree in 1949.

Upon graduating, Kuehl won a contest to play with the Tampa Philharmonic Symphony and was accepted to the Juilliard School of Music. Her future seemed set—until her fiancé and fellow Rollins graduate Warren Kuehl was accepted at the University of Chicago Law School. She gave up Juilliard for marriage and Chicago, where she earned a master's
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JUDY WATSON TRACY

"I realize that I've got to seize the moment and capture every opportunity I can."

Urban and Public Affairs added to list of majors

by Susan Brewster

As we go to work, school, church, the golf course, or the mall, we are constantly reminded of the importance of urban planning. The design of residential neighborhoods and recreational areas of a community are as vital as the layout of the business district. The degree to which a community is deemed "livable" is directly proportional to the amount of effort and resources that go into its planning and management.

Beginning next fall, the Hamilton Holt School, Rollins' evening degree program, will add Urban and Public Affairs to its list of majors, offering students the opportunity to consider the origins, processes, problems, and possibilities of American urban society. It is believed that combining the School's already existing Public Affairs program with environmental studies will create a more applicable and relevant field of study.

"Central Florida's rapidly changing landscape offers the ideal laboratory for studying and critiquing the urbanization process," said Bruce Stephenson, Visiting Assistant Professor of Environmental Studies and Director of the Urban and Public Affairs major. "As John Nolen, Florida's first professional city planner, noted 65 years ago, 'Everything that is good and evil in the flesh can be found in Florida.' The greater Orlando region has the potential to be either a model for other growth areas or a clone of Los Angeles."

Central Florida's tremendous growth necessitates sound urban planning and management. While the program's emphasis will be on

Spotlight: Bruce Stephenson



Bruce Stephenson (r) joined the Rollins faculty in 1988 as Visiting Assistant Professor of Environmental Studies. He is Director of the Urban and Public Affairs major and a core faculty member of the Hamilton Holt School. He teaches courses in "Principles and Practices of Urban Planning," "Environmental Planning," "The Urban Crisis: Nature in the City," "The Political Economy of Environmental Issues," "Environmental Literature," and "Encountering the Everglades/Keys."

Before coming to Rollins, Stephenson was a research associate for the Martin Luther King, Jr. Papers Project at the Martin Luther King, Jr. Center for Nonviolent Social Change in Atlanta. He has also taught at Emory University and Morehead State University.

He is completing two books, *Duel in the Sun: Florida's Competing Urban Vision, St. Petersburg, 1900-1990* and *Caribbean Architecture*, "John Nolen's Florida Vision." His current research is focused on citizen participation and growth management in Brevard and Orange counties.

Stephenson earned his Ph.D. from Emory University in Urban Studies/Environmental History and a master's in City and Regional Planning from The Ohio State University. He received his B.A. from Florida Southern College. ®

the public sector's response to managing the urban environment, the accomplishments and potentialities of public-private initiatives will also be considered.

According to Stephenson, the new major clearly demonstrates the practical application of a liberal arts education. Students will be required to take five core courses in statistics, politics, history, environmental studies, and sociology, as well

as six electives from one of three tracks: Urban Planning and Development, Environmental Studies, and Politics.

"We have developed a program that will benefit all who are affiliated," said Stephenson. "Since the major is offered in the evening program, professionals who are already in the urban planning or development field but do not yet have a degree can enroll. Central Florida will ben-

efit from the increased number of well-trained professionals, since most Holt students remain in the area after graduation. The faculty can offer their expertise to both public and private organizations, and these organizations can provide internship and employment opportunities to students and graduates."

"What strikes me as unique and particularly valuable about this major," said Robert A.


Miller, Dean of the Holt School, "is the partnerships and collaboration it will foster among public, private, and civic groups concerned about development."

"Our numerous firms, public agencies, and citizen groups have differing visions of what our future community should entail," said Stephenson. "Urban Affairs students have the opportunity to determine for themselves how development should proceed, and what is possible, and perhaps inevitable." 

Liberal Arts Institute takes shape

Next fall the Rollins College Hamilton Holt School and Center for Lifelong Education will launch the Institute of the Liberal Arts, a nine-month, non-credit, certificate program designed for college graduates interested in the personal enrichment opportunities of a liberal arts program.

The institute will focus each year on a different theme, beginning in the fall with "Shaping the 20th Century," which will examine the contributions of four individuals who have helped shape the intellectual, cultural, and scientific outlook of our century. Students will be introduced to Sigmund Freud and the influence of psychoanalytic thinking on film, art, literature, and politics; Karl Marx, whose ideas have inspired revolution; Charlotte Perkins Gilman, a turn-of-the-century feminist and social reformer; and William Blake, a poet and illustrator. The program's four six-week segments will be taught by full-time Rollins professors.

The Institute of the Liberal Arts is now accepting applications. Admission is open to those who have completed a baccalaureate degree from an accredited institution. For more information, or to receive a brochure and application, please call (407) 646-2604. 

—L.C.




dollars & sense

Calling All Shareholders of any of the following stocks:

	Yield %
Abbott Laboratories	2.1
Alcoa	2.5
American Express	3.3
Avon Products	3.3
Bausch & Lomb	1.8
Becton Dickinson	1.5
CSX	3.6
Campbell Soup	1.4
Coca Cola	1.8
Colgate Palmolive	2.3
Delta Airlines	1.7
Walt Disney	0.5
General Electric	2.8
General Mills	2.3
Gillette Co.	1.4
Heinz	2.4
ITT Corp.	3.1
Johnson & Johnson	1.4
Kellogg	2.3
Eli Lilly	2.5
The Limited	1.0
McDonald's	1.0
Merck	2.1
3M	3.6
Monsanto	3.4
Pepsico	1.2
Philip Morris	2.5
Procter & Gamble	2.4
Rubbermaid	1.2
Schering Plough	2.3
Schlumberger	2.1
Sony	0.8
Syntex	1.9
Upjohn	2.4
Walmart	0.4
Wrigley	1.6

These widely held stocks have something in common: As of April 10, 1991, their yield was less than 4%. A gift of shares of any of these (or any other company whose yield is in this range) to the Rollins College Pooled Income Fund* will:

- Double your yield and continue a secure income, paid quarterly, for your lifetime and, if you choose, for that of any other person. The Rollins Pooled Income Fund's anticipated yield is 7.5-8% over the next twelve months.
- Qualify you for an income tax deduction in the year of the gift.
- Avoid payment of any capital gains tax (now 28%) on appreciated stocks held for more than one year.**
- Provide professional management without cost to you.
- Benefit you now and help build the College's future endowment.

For more information, contact Elizabeth Brothers, Associate Vice President, Campus Box 2724, Rollins College, 1000 Holt Avenue, Winter Park, FL 32789-4499. 

*Minimum gift is \$5,000

**The Alternative Minimum Tax may reduce this benefit for a few.

Looking back and ahead

by Bert Martin '72, President, Rollins Alumni Association

As the college year draws to a close, it is time to reflect on the achievements of the Alumni Association. It's been a successful year, one in which we've not only met but exceeded our goals.

Highlights of 1990-91 include our co-sponsorship of the Rollins Admissions Associates Program (RAAP), which signed on nearly 100 alumni and parents to assist with student recruiting as active partners with their local high schools; a new Admissions video, which is being sent to all students accepted to Rollins; and a second alumni scholarship for a middle income student, a program initiated last year and being funded through our expanding product and travel marketing projects. We introduced Rollins' new president, Dr. Rita Bornstein, to alumni in Boston, New York, Central Florida, Miami, and Boca Raton. In our continuing efforts to provide educational programs for alumni, we sponsored a provocative program on the identity of William Shakespeare as well as two



Meyers '41

alumni lecture series. *Reunion '91: Return to the Rollins Neighborhood*, featuring the Walk of Fame stonelaying for Fred Rogers '51, was one of our grandest reunions ever. Classes paraded and Rollins Pioneers convened. The Gala Alumni Concert was especially popular and will be repeated again next year, starring music alumni from all eras. We roasted Sister Kate, celebrated athletic prowess, and saluted alumni J. Jay Mautner '61 and June

Reinhold Myers '41 for their dedicated service to the College, as well as David Hobart '71 for his outstanding achievements as a research chemist.



Mautner '61

or have lived internationally, will take place March 5-8, 1992. Those of you in classes ending in 2 and 7 should begin making arrangements now to attend!

Plans are already in the works for what promises to be an equally successful 1991-92 year—a year in which we hope alumni commitment to Rollins will grow even stronger than it is today. ☐

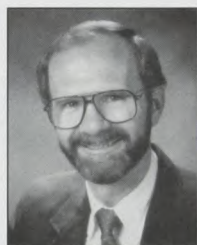


Letters

Dear Rollins: I am greatly honored and proud to be selected as the recipient of the 1991 Alumni Achievement Award. Unfortunately, I will not be able to attend the presentation ceremony due to pressing professional commitments. I had also planned to attend the Twentieth Reunion activities of the Class of '71. Although it does not seem like twenty years since graduation, a quick glance at the youth and fashions in the 1971 *Tomokan* will confirm the undeniable truth! Indeed, it has been 24 years since my parents, Douglas and Rosemary, delivered me to the Student Union and I first sported the infamous "blue badge of inexperience," the Freshman "beanie." (You may recall that the Class of '71 was the last class to wear this distinguished headgear!)

I look back on my years at Rollins as a very good time in my life, but a challenging one as well! The academic freedom, the cutting-edge teaching

approaches, the small classes, the highly motivated students, and the talented and dedicated faculty and staff were well balanced with the relaxed atmosphere and classic architecture of the campus and the fabulous Florida sunshine. Rollins provided me with a strong liberal arts education with which to build my career in science. Although I had rigorous training in science and mathematics



Hobart '71

from very talented taskmasters, I also appreciate and have applied the education I received in drama and the fine arts, psychology and sociology, language arts, physical education, etc. I particularly acknowledge the advice and counsel provided by Profs. Herbert E. Hellwege, George T. Cochran, Robert O. Juergens, and Fleet Peeples. Rollins taught me a fundamental lesson in life: how to learn.

It is with humility and pride that I accept the 1991 Alumni Achievement Award in honor of the Twentieth Reunion of the Class of '71 and in memory of Barbara Canaday Hobart '70. I salute my fellow classmates, the faculty and staff, and all my fellow Rollins alumni on this occasion. I miss you all!

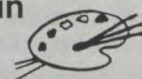
With very best regards,
—David E. Hobart '71, Ph.D.

Editor: Bobby Davis's fine tribute to Pete Fay in the Vol. 9, No. 3 *Record* could have gone on and on for an entire issue. Pete was like a big brother to me back in the early '50s at Rollins and when he and the other '51 brothers departed the X-Club due to graduation, I felt a great loss. His subsequent distinguished legal career is not surprising—Pete put his all and his best into everything in which he was involved. I only wish I had enough influence with President Bush to see that he was appointed to fill the next U.S. Supreme Court vacancy, even though I know he'd hate to leave sunny Florida in the process.

I cherish my continuing contact and friendship with former Rollins president and chancellor—and benefactor—Hugh McKean, the subject of the "Brief Encounter" article in the same issue of the *Record*. I frequently took visiting family members and friends for a drive around beautiful and incomparable Genius Drive while a student just to savor the environment and maybe spot a preening peacock or two. While back at Rollins in 1985 for our 100th Anniversary commemoration (after a lengthy absence from the campus), I discovered a superb portrait of Hugh in the Olin Library. The artist had captured a wonderful expression on Hugh's face and a look in his eyes which seemed to say, "I challenge you to be all you can be!"

—John "Jack" Large, Jr. '53

Artists sought to participate in ALUMNI ART EXHIBITION



A juried alumni art exhibit is scheduled to coincide with Reunion Weekend, March 5-8, 1992. Interested alumni artists will be asked to submit labelled slides of two works this summer. Jurying will take place in October, 1991. If you were an art major at Rollins, your name will automatically be placed on the mailing list. Other alumni wishing to take part should contact the Alumni House, Rollins College, 1000 Holt Avenue—2736, Winter Park, FL 32789-4497.

DREW CARTER '83,
CLASS NEWS EDITOR

18 James Isaac Noxon, now 96, resides at the Lutheran Senior City in Columbus, OH. He is physically well and an exceedingly alert resident involved in senior citizens activities, including ball-room dancing, uckre, and piano playing.

30 Dr. Gottfried Dinzl is a retired Director of the Federal Ministry of Commerce, Vienna. His greatest desire is to visit Rollins, health permitting.

33 Jeanne Bellamy Bills circled the world for the second time in April and May, visiting Bangkok, Singapore, Indonesia, Macao, and Seoul. Edwin B. Libbey lives in Panhandle, OK. Retired since 1975, Edwin was the Chair Emeritus Humanities at Panhandle State University, where he had served on the faculty since 1949. His son Michael is a mathematics teacher, social worker, and composer.

35 Letta Stanley Schultz has in the works *Thomas Stanley of New England Descendants and Allied Families*. Publishing was delayed due to an illness from which she is completely recovered.

36 Sterling Olmstead still teaches one course a semester at Wilmington College in Wilmington, OH.

39 R. M. Hayes, Jr. retired in 1974 as Vice President of Sta-Rite Industries, Inc. after 30 years of service. Bob lives in New Smyrna Beach, FL. Peggy Whitely Denault (formerly Mrs. Robert W. Parker) would like to announce her remarriage to Herbert M. Denault in June of 1990 in Bethesda, MD.

41 After 39 years in family practice, Gatlin Willard is now working for the Jacksonville, FL Veterans Administration out-patient clinic.

44 Ann Pattishall White is Editor for the Parker Foundation in Ft. Worth, TX and does extensive free-lance work for regional and national magazines.

46 Patricia T. Bennett is an English teacher at Daytona Beach Community College in Florida.

50 Janet Frederick Costello (MAT '66) went to England with the Bach Festival Choir in July and is currently the only choir member who has performed with all six conductors. Bob Draughon is enjoying his active retirement, having just returned from an extensive tour of Israel with his daughter and two granddaughters as guides.

Resurrection of "THE PRINCE OF ERRATA"

Proposed reunion of Independent Women's 1952 and '53 musical comedy

The Prince of Errata, which ran at the Annie Russell Theatre in 1952, was the first Indy Women's show to have an orchestra in the pit and was so successful that it was repeated a second year. Provided there is sufficient interest, Reunion '92 will feature a 40th Reunion of the *Prince*.

Join us March 5-8, 1992 for a nostalgic get-together as we listen to show tapes, enjoy old show photos and news clippings, and fondly remember the Rollins of the early '50s. Dick Richards may even be persuaded not to play the piano!

If you were either an on- or off-stage participant in the musical, please contact the Rollins Alumni Office to let us know if you are interested in attending this event. Also, please advise us if you can provide any additional memorabilia. If enough of you respond (at least 10), the show will go on! Write the Rollins Alumni Office, c/o Diana Johnson, Rollins College, 1000 Holt Avenue—2736, Winter Park, FL 32789-4497.

51 Virginia Brooks Menke is remarried to Alexander Menke and lives in Pasadena, CA. Joanne Dillely Dannemiller enjoyed her 40th Reunion and is looking forward to the next one.

52 Mary Skook Bailey visited Australia and New Zealand in 1990 to explore and develop NU-SKIN products as well as study the Maori culture and the economic climate down under. Frank H. Barker has been named to the additional post of Company Group Chairman of Johnson & Johnson in New Brunswick, NJ. Frank also serves as Corporate Vice President of Public Affairs.

53 Kay McDonnell Griffith is Vice President of The Griffith Group, Inc., in Dallas, TX. Although their fifth child is now in college, Kay and her husband Richard keep busy with six grandchildren, all living nearby. They make frequent trips to Naples, FL, where they try to get together with Fanchon Turck Frohlich '52 and Billie Cheney '54. On their last trip, they enjoyed a fishing excursion with Bill Fricke '51 and his wife Marilyn. Howard (Dick) Richards is looking forward to seeing a bunch of *Prince of Errata*-ers during Reunion, March 5-8, 1992.

54 Rayna Kasover Starrels and husband George spent October 1990 in Paris. Rayna is an artist/photographer and housewife. Their son Ned is a psychiatric social worker. Marie Perkins Lloyd played with several alumnae in the National Senior Women's Tennis Tournament at Houston Racquet Club in March, 1991, including Nancy Corse Reed '55, finalist in 55s, Betty Rosenquest Pratt '47, winner of the 65s, Carol Farquharson Ruff '55, Norma Depperman Boyle '48 and Dodo Bundy Cheney '45.

55 Bonnie Lou Geddes is a "Tennis Mom Pleased to Have Golf Pro Son." Duncan Geddes became a member of the PGA in 1990 and is currently Assistant Professional at Forest Hills Country Club in Rockford, IL.

56 Jane Kilbourne is a psychotherapist in private practice in Knoxville, TN. On Norris Lake last summer, she had a small reunion on her houseboat with Doris Hicks McWilliams. Sallie Rubinstein is a professional librarian at The Florida State University in Tallahassee. She also teaches ethnic dancing in her spare time at the University and Community Center.

57 Robert S. Dollison is working part-time in Mexico as the Vice President of Leaf Nutrient, Inc., a non-profit organization that is trying to eliminate malnutrition among children in poor villages. Kay Klein Brigham, Miami, FL, has recently authored a book, *Christopher Columbus: His Life and Discovery in the Light of His Prophecies*, (Barcelona: CLIE, 1990).

60 Sarah Lanier Barber recently published her book *Connections: Using Multi-Cultural, Racial and Ethnic Short Stories to Promote Better Writing*.

61 C. James McDermott III is Senior Editor at *Guideposts* magazine. James and his wife have moved from Brooklyn to Riverside, CT, where they have two children, two station wagons, a labrador retriever, and a goldfish—as Zorba said, "the full catastrophe." Peter Sheridan is a writer and actor living in Los Angeles, CA.

62 Elias Taylor and wife Sandy recently bought a home near Johns Hopkins where she works. Daughter Sofia is in grad school at Columbia, Matthew is at UVA for a master's in architecture, Michael is a junior at Trinity in Hartford, CT, and Kory is a sophomore in high school. Elias just published an article in the *International Review of Modern Sociology*. Frank Hogan stays busy as a lawyer, but his favorite work is art appraisals. He

travels the world appraising, buying and selling art. Ruth, his wife of 24 years, is a graduate of the University of Texas. **Bob Bricken** works at Dan Mar Manufacturing Co., Inc., in Owings Mills, MD. He gets to Winter Park often and keeps in touch with **Jim Swan**. **Mort Dunning** was on campus celebrating Parents Weekend with stepdaughter **Stacy Sharp '93**. All together the Dunnings have one son and three daughters who gather regularly at their homes in the Florida Keys and Connecticut. Mort has lost touch with **Jeff Sellon** and many of the other Lambda Chi brothers. **David Talley**, a banker for 15 years, is Manager of the Barnett Bank in N. Palm Beach. He is also President-elect of the Chamber of Commerce. His wife, **Ann Breathwitt Talley '64**, is a past president of the Junior League, an active church volunteer, and a busy tennis player. Son Bill is an insurance adjuster in Jupiter, FL, and daughter Lisa is a Kappa in her senior year at the University of GA. **Sally Zuengler Ingmanson**, who with husband **Dale '61** lives in La Mesa, CA, continues to fly for TWA out of New York. Daughter **Gretchen '91** met her mom in Vienna last summer. Second daughter Sonja is 12. Dale is on sabbatical doing research on the origin of life. He previously published a book on oceanography, now in its 4th printing. Sally and Dale have been blissfully wed for 25 years! **John Hughes** and **Mike Moore '63**, who have been married for 25 years, have moved to Ridgefield, CT with 13-year-old daughter Dorothy, who loves the theater—"Maybe she'll be the next Dana Ivey '63." John is a lawyer in New York, and he and Mike show Shelties and German Shepherds. John hears from **Eddie Bath** and **Rick Keller '64** in Chicago and is hoping to find **Rollie Lamontagne** and **Jack Sutliff**. **Ruth Lynn Whittaker Phillips** wrote to about 85 members of the Class of '62 in hopes that class news wouldn't be so bare! (Where are those who have moved and haven't told the Alumni House?) Ruth and John are still living in Chadds Ford, PA. John works for DuPont. Son **Marshall '93** is at Rollins majoring in economics and active with Phi Delta Theta, and son Sloan, 17, is a junior in high school. Ruth visits Rollins at least four times a year to meet with the Alumni Board, volunteers her time on several other boards, and plays some tennis—"Gwyne Godtel and I enjoyed Reunion this year. We're counting on a GREAT turnout for our 30th."

63 Pat Ganson-Sheafer's two children are attending the University of Florida: Lauralee is a junior majoring in pre-law and a Kappa; John is a freshman pre-med major. Pat is a teacher and naturalist with the National Wildlife Federation and still tutors special education children.

Frank R. Dunhill was promoted from Quality Control Engineer to Pricing Analyst with Optical Filter Corporation in Natick, MA.

64 Astrud Delafield is the Head Chef in charge of lunch at the Carnegie Hill Cafe in New York City.

65 Jane Truesdall Johnson maintains a painting studio in Georgetown and an exhibit at the Torpedo Factory in Old Town, Alexandria, VA, where she recently won a drawing award. **George H. Fisher** is an Associate Chemistry Professor at Barry University in Miami teaching organic chemistry and conducting bio-organic research on Alzheimer's disease.

66 Charlotte Abbott McKelvey has weavings on consignment and entered her photography in a recent area art show. Husband Norman's watercolors and acrylic paintings can be found in area galleries. **Anne Fonts Trahan** has retired after 24 years of teaching and administrating in Rhode Island and Orange, Brevard and Palm Beach counties here in Florida. **Mary Trendle Johnston** is still living in San Diego, CA. She bakes and decorates cakes for fun and profit and has driven for Meals-On-Wheels for 16 years.

67 Dr. Thomas J. Flagg is in his 24th year with Orange County, FL, schools and recently was a presenter at the state Alternative Education convention in Tallahassee. **Barbara Warthan Rapoport** is a 3rd grade teacher in Foster City, CA. Barbara survived the earthquake with only jangled nerves, but now son Chris is a high school sophomore and eager to drive. Daughter Alex is in fifth grade and as tall as Mom! **John Y. Horner** and wife **Lynn Bruch Horner '68** live in Alpharetta, GA. John was recently appointed Vice President of a division of the Hoover Group, Inc. Their son is attending Avon Old Farms in Connecticut and their daughter is at Emerson College in Boston majoring in broadcast journalism. **Deborah Wood Olsen Dison '67**, President and Owner of K&K Realty in Rochester, MN, writes that she wishes she would hear from classmates, especially in preparation for the Class of '67 Twenty-fifth Reunion in March 1992! She has three children, Geoff (No. Ariz. Univ '92), Katie (Colby '93), and Kristina (Holderness School '92). The Chamber of Commerce recently voted K&K "Small Business of the Year."

68 David Lee Unell urges fellow alumni to write their senators asking for more money for science and space "because weapon and SDI research adds more

tax revenue to our economy than it uses—and our economy needs it." Doug works for Martin Marietta in New Orleans.

69 Paul Perry is in his 10th season as Artistic Director/Conductor of the Music in the Mountains festival in California and his 11th year as Director of the Festival Chorale. Paul also teaches on the extension faculty of Sierra Community College and serves as organist at Peace Lutheran Church.

70 Douglas Mark Shine finally got married! Doug and his new wife Nina live in Boca Raton, FL, where Doug is the Director of Clinical Services at Jewish Family and Community Services. **William I. Riddle** acquired Fellowship rank with the American Academy of Medical Administrators. William owns a home healthcare business with his family and is doing some interim nursing home administration. Designer **Laurence Mercier** recently exhibited at the Contemporary Arts Center in New Orleans in the "Arts Against Aids: Artists' Ornaments" show from December 1-7, 1990. **George E. Brown** is doing well in the chemical business in Worthington, OH. **Arthur Pohl** moved back to Winter Park from Dayton, Ohio to start an apartment development company which has already built over 1000 units in NE Orlando.

71 Joyce Davidson Clark works for Sears Roebuck & Co. in Bartlett, TN. **Dinah Hampton McClymonds** and her husband now reside in Houston, TX with children Reagan, 14, and Katherine, 10. Dinah works part-time in a private school. **Howard W. Kane**, a vice president of Chevy Chase Savings Bank in Maryland, lives in Fairfax, VA. Son Jason is a nationally ranked figure skater skating under a grant at Ice Castles International, Robin Cousins' facility in California. **Lisa Taffinder Stubbs** has an 8-year-old son and 6-year-old daughter. She reports that the happy times she had working in the Annie Russell costume department paid off: she now has her own business designing hats.

72 Barbara Bowen Cauble and husband James welcomed their third child, Adam James, on May 28, 1990. Barbara spends her time singing, quilting, mothering, and cooking for the kids. **Ann Rollins Crowther** received her doctorate in Public Administration in 1988 and is currently the Assistant Dean of the Franklin College of Arts and Sciences at The University of Georgia. **Richard John Pellaton** is the marketing director for the Moet Hennessy Group with direct responsibility for Dom Perignon, Moet Chandon, Simi Winery, Ruffino Italian Wines, and the

Marques de Riscal from Spain.

73 Ellen Caldwell Gury is working on a Ph.D. in Education from the University of Colorado while managing a husband and three children—Mary Ellen, age 10, Anne Elizabeth, age 8, and Donald Daniel, Jr., age 5. In September, **Mary J. Davis** went to Lima, Peru to pick up her adopted son, Benjamin. He was born on August 20, 1990 in Callao, Peru. Mary is still practicing environmental law in Philadelphia. **Laurie Crutchfield Leonard** married Mike Leonard November 2, 1990. While on their honeymoon in Maui, Hawaii, they had a reunion with her old Rollins roommate and Kappa sister **Cis Kibler Ellison** and her husband, Hagood, who were coincidentally on a business trip in Maui at the same time.

74 Gary Anderson and his wife Jennie would like to announce the birth of their first child, Burke Allen, on November 3, 1990. The Andersons live in Westchester, NY, where Gary is a real estate builder and developer with Himeadco. **Dean Allan Christopher** is an emergency medicine physician in Temple Terrace, FL. His three children are active in piano, harp, golf, and soccer.

75 Nancy Platzer is a member of the LPGA Teaching Division and teaches golf in midtown Manhattan. She also owns a computer consulting company.

76 Melissa Miller reports that she is "still singing after all these years, loving life, and enjoying her 12-year-old daughter." Melissa plans to get married in 1991. **Dragana Nastasic Lickle** and her children, Carmen, 10, and Sasha, 8, are doing well in Palm Beach. **Sally Albrecht** conducted her first "All-State Chorus" in Delaware in 1990. She represents her employer, Alfred Publishing Co., at music conventions around the country. **Bill McLean** and wife Laurie are pleased to announce the birth of their third child, Grace Elizabeth, born September 26, 1989. Grace joins brother Ted, 7, and sister Anna, 4. **Pamela Clark Brown** is an associate professor at the University of Delaware in Newark, DE.

77 Dr. Heidi M. McNaney and husband William L. Flint announce the arrival of their first child, Meagan Paige Flint, on September 9, 1990. **Regina Andres**, a music major, and her husband Allan announce the birth of their first child, Michael Allan Andres, on January 1, 1991—Mozart's birthday! Last summer **Susan Curran** made her third annual treater trip to London, where she saw Glenda Jackson, Tommy Dalton, John Malkovich and Richard Harris in the audience. She then be-

REUNION '92 ROLLINS 'ROUND THE WORLD MARCH 5-8

came a temporary member of the Chapel Choir of Haileybury College, where former Knowles Memorial Chapel Choir Director Alex Anderson is the new music master. She joined other Rollins alums **Jennifer Cosby Anderson '80**, **Suellen Fagin-Allen '74**, **Zachary Dunbar '82** and 27 Haileybury students, faculty and staff for a concert tour of Australia. Zachary was hired by Alex to teach piano at Haileybury after winning a Fulbright to study in London. Jenny is teaching voice at Haileybury.

79 Chris Sullivan and wife Jeanne announce the birth of their third child, Christopher Ralph Sullivan, born June 16, 1990. **Andy Leeker** is back with Anheuser-Busch for a second go-around after a two-year hiatus—"things couldn't be better." **Michael R. Fouts**, a real estate manager and broker out of Sanford, FL, married Angela Christine in Aylesbury, England in 1988. **Sarah LaBellman Dodier** and husband Robert announce the birth of their first child, Joshua Thomas Dodier, on February, 6, 1990. **Michelle Orians Kirk**, a programmer/analyst for GTE Data Services in Tampa, FL, and husband Bob are proud to announce the birth of their first child, Bridgette Danielle, on June 8, 1990. Bob has owned Barron Chase Securities for four years. **Fred Hicks (MSCJ)**, Professor of History at Coastal Carolina College, has been appointed a consultant to the Director of Higher Education in Cyprus for 1991 and 1992.

80 Phylis Crosby left Philip Crosby Associates, Inc. after 10 years to start a new business with her father, Career IV, Inc., consulting with corporate executives on leadership. **David**

Weinstein, President of Sunburst Property Management of Allentown, PA, is the proud father of a son born June 29, 1991. David has been working with **Damian Contino** on various construction projects. **Jeanmarie Betz** is in real estate banking with First Union of Atlanta, Ga. **Jim and Fay Atkinson Langsenkamp '81** welcomed their second child, Kari, to the family August 1, 1990. Kari joins her 3 1/2-year-old sister.

81 David "Spike" McClure was married to Felicia Wiggins of Augusta, GA on December 1, 1990 in the Knowles Memorial Chapel. In attendance at the wedding were **Bobby Davis '82** and **Mary Wismar-Davis '76**, **David Pearson '78**, Dr. Gary Williams, **Thad '82A, '90H** and **Polly Seymour '85, '90H**, Dale and Mary Amlund, **David Lee Bass '78**, **Peg O'Keefe**, **Rhonda Viveney '82**, **Dana Craster '78**, **Brent Siegenthaler**, **Steve '79** and **Pam Tracy Campbell '80**, **Morgan Smith Russell '83** and **John Langfitt '81**.

David opened in the February 20th Broadway production of *Taking Steps* at the Circle in the Square Theatre. **Jeffrey W. Ashburn**, a pilot for American Airlines out of Colorado Springs, married Julie D. Wyatt of Pueblo, CO, on November 10, 1990. **Dr. William McCallister**, an Orlando resident, received an MBA degree from Nova University in December 1990. **Stephen E. Todd** lives in Thousand Oaks, CA, and is selling research products in the mid-Atlantic United States for Amgen Biological. **Jim Massa** reports he recently attended the wedding of **Steve Brandt '82**, where he was re-united with **Ray Fannon '82**, **Chris Brown '82**, **Tony Tannenbaum '82**, and **Ed Durizza '82**. Jim works for Alantec, a computer networking concern in Alpharetta, GA, and has two children, Amel, 3, and Samuel, 1. **Katie Robins Cathcart** is an artist-in-residence in Phoenix, AZ. **Pamela Clemmons Brooks** is handling operations for a German petrochemical trading company. **Dawn Smith Polack** is an area manager for Upton's Department Stores in Kennesaw, GA.

82 Dan '81 and **Amanda Miner Davison** announce the birth of Samuel Guy Davison on April 9, 1990. Dan continues to practice law with the firm of Fulbright & Jaworski. **Laura Fenlon Saltonsall**, husband Stewart, and 10-month-old daughter Caitlin are living happily in Mystic, CT. **Kurt C. Kleinschmidt** is the Chief of Emergency Medical Services at the Blanchfield Army Hospital at



Fort Campbell, KY. Kurt, his wife **Judith Smith Kleinschmidt '82**, and their son David, born April 1, 1990, live in Clarksville, TN. **Kenneth Francomano** lives in Massapequa, NY. In 1989 he was promoted to Captain for the Philip Morris Management Corp. Aviation Division. **Ted Riegel** was married in November 1990 to Tess Martin, an interior architecture graduate of Drexel University in Philadelphia, PA. Ted is Vice president and Co-owner of The Travel Bureau, Inc., of Wilton, CT.

83 Matthew and Alison Coles Aldredge '86 are living in Larchmont, NY while Matthew is finishing his Ph.D. in History at New York University. They have two daughters, Margaret, 2, and Alexandria, 1. **Allen '84** and **Johanna McCarthy Schaffner** live in Madison, WI, where Allen is a plant manager for Schaffner Manufacturing and Johanna is Senior Director at Moore Career College. Daughter Kate Elizabeth Schaffner was born on November 20, 1990. The Schaffners are planning to move back to Pittsburgh this summer. **Laurel Bookhardt** and husband Gary are the proud parents of their first child, Samuel Edward, born on November 21, 1990. **Tom Vittetow** owns The Thomas Group, Inc., a publishing and consulting company in Orlando. **Lizz Jacobson** received an MFA in creative writing from Columbia University in 1988 and now lives in New Mexico, where she teaches creative writing and freshmen composition. She married David Kaufman on August 11, 1990. **Ann Archard Pully** and husband Michael announce the arrival of son Alexander Stanton on February 11, 1991. He joins 2-year-old big brother Zachary. Ann is President of the Jacksonville Alumnae Chapter of Kappa Alpha Theta. **Barney "Jay" Rickman** accepted a tenure-track position in the History Department at Valdosta State College, GA, in March, 1990. He received his Ph.D. in American History from the University of Connecticut in August, 1990. His wife, **Pamela McDonald Rickman**, took her master's exams in March of 1991. **Roger and Maryann, Moiarty Vierra '85** announce the birth of daughter Erin Maureen on January 1, 1990. **Diana Chrissis Landsberger** has a new position as Account Manager at Citicorp in Chicago. Husband **Al Landsberger '82** is still working as Art Director for a boating magazine.

84 Krista Silar married Mark A. Leinenkugel in December, 1989. In attendance at the Clearwater, FL, wedding were **Abigail Andrews Tierney '83, John Tierney '82, Fredrica Welles Ash '83, Ann Cird '84, Janie Waltrip '84, Diane Sawyer '84, John North '84, Jenifer**

Silar '86, Tryna Nicholson '86, and Virginia Frederick '86. Formerly an Assistant United States Attorney in El Paso, TX, Krista is now in-house Counsel for Huffy Corporation in Dayton, OH. **Peter Dever** teaches for Hurricane Island Outward Bound School, most recently working with chemically dependent adolescent individuals. He has been a teacher/naturalist since completing an MST in Environmental Studies at Antioch/New England graduate school. **Scott Roth** is President of Signet Development in Orlando, FL. Scott married Nicole Salmieri on December 15, 1990 in the Knowles Memorial Chapel. **David Ball** was a member of the wedding party. **Jason Opsahl** has been cast in *At the Will Rogers Follies*, a new musical directed by Tommy Tune and starring Keith Carradine as the fabled cowboy-humorist. Jason will play a member of a male quartet of Ziegfeld Follies singers.

85 Ricus '84 and Pamela Weiss van der Lee live in New York City, where Pamela is Director of Marketing for MTV Networks and Ricus is Vice President of Morgan Stanley. **Suzanne Babos** married Stephen Trudeau on October 1, 1990. Present at the wedding were **Ashlie Coffie, Kris Whelan, Rick Lauren, and Joey '84 and Vicky Szabo Raymond, and Donna Anderson.** Suzanne is a manager/industry trainer at NCCI and Steve is a contractor. **Alex Robinson** is Manager of the Orange County Schools Transportation Department in Orlando, FL. Alex was married to James W. Robinson, Jr. in Knowles Chapel in 1990. She received her master's degree in 1986 from the University of Hartford and is currently chairing a speaker's bureau on HIV/AIDS in the Orlando area. **Greta Condoover McMillan**, a Conservation Research Coordinator at the Knoxville Zoo, was married on June 16, 1990 to Greg McMillan, a law student at the University of Tennessee. **Jan Clampitt Trantham** was a bridesmaid and **Jeanne Smith** also attended the wedding in Athens, OH. **Mark Adams** was married to Hani Hadim in Singapore in June of 1990. **Debbie Packer Greenberg** had her first baby on December 25, 1990. Debbie and her family recently moved to Poland, where she is working on drafting a constitution for that country. **Thomas Zapic** reports that the 1990 Soccer Reunion brought back many Phi Delta alumni, including: **Michael Ackerman '84, Sam Hocking '87, Tom Elias '87, Scott Dupont '87, Anthony De Chellis '84, and Dave Perlmutter '84.** **T. Grey Squires** is currently an attorney with Brown, Killgore, Pearlman, Shepard & Stamp, PA, in Orlando, FL. **Jack W. Falder, Jr.,** will earn a law degree from McGeorge School of Law and an MBA from Golden Gate University in May, 1991. After the bar exam, if all goes well,

he will begin working for an advertising agency in Hong Kong in August. **John Cohenour** is an industrial engineer for Lockheed Corp. in Marietta, GA.

86 Tom Augspurger is a biologist with the U.S. Fish and Wildlife Service in southern New Jersey. The Service provides technical assistance on environmental assessments of pollutant impacts on fish and wildlife to four National Wildlife Refuges and the EPA at over 100 Superfund sites. Tom's wife Jill is a third grade teacher. **Robert '85 and Laurin Matthews Baldwin** just bought their first house and dog in Westborough, MA. Laurin teaches 1st grade in Lincoln, MA, and Robert continues to work for Indusol, a plastics company. **Wendy Beerbower** has been promoted to Vice President of Marketing/Sales for Citizens Against Crime in Dallas, TX. **Stephanie S. Chapman** is a teacher at Rumson Public School in London, Ontario, Canada. **Tori Mutch and Chris Eurtion '83** were married in Atlanta, GA on November 17, 1990. The wedding party included bridesmaids **Krissy Springer Blake, Denise Dorsey, Elizabeth Bleke '85, and Dana Meyer,** and groomsmen **David Williams '83 and Eddie Bugniazet '84.** Also at the wedding were **Maria Koelttis, Alex Munnelly '87, Beth Jones '87, Scott Winkelman '83, Lauren Cravens, Adam Eisen '85, Carolyn Bondurant, Jim Kerner '83, Jim Guadagno '82, and Tom Elias '87.** **Dagmara L. Zeidenbergs** is currently employed at Phoenix Press in New Haven, CT, where she is in charge of the pre-press department on the night shift, doing film assembly, camera work, bluelines, and platemaking. **JoAnn Gratz** was married to Carlos Armando Gallardo on January 14, 1991 in Orlando and is expecting her first child. JoAnn teaches second grade in Winter Park, FL. **Betsy Kearney** was promoted to Visual Merchandise Coordinator for Epstein's in the Princeton Market Fair, Princeton, NJ. **Scott and Meg Malora Wilmeth '88** had their first child, Regan Elizabeth, on January 27, 1991. Scott is the Sales Manager of Rowica, Inc., in Venezuela. **Dan McDyer** began his first year of residency in Obstetrics and Gynecology at the University Medical Center in Jacksonville, FL. **Kim Richards** is an associate attorney with Latham & Watkins in Los Angeles, rejoicing in the fact that the recession hasn't killed her job yet. **Leslie Henry** lives in Gainesville, FL, where she is a rep for the Dixie Division of James River Co.

87 January, 1991 marked **Kathleen Dodds'** third year as a Program Specialist in Media for the National Endowment for the Humanities in Washington,

DC. **Annie Batchelder** is an advertising account manager at *Business Philadelphia* magazine. **Allison Webster** is practicing law in Boston for a small firm that specializes in domestic matters. Allison is engaged to be married to a Boston psychiatrist August 9th in Newport, RI. **Murray W. Sales** is a territory manager for Viggo-Spectramed Medical in Detroit, MI. **Allene B. Martin** is a financial analyst with Bank of New England in Boston, MA. After working for the Florida Nurserymen and Growers Association (FNGA), **Beth Rapp** received her MA from the University of Southern California in Los Angeles, where she is currently working on a Ph.D. in English. **Elizabeth "Libby" Schaaf** is in her first year at Loyola Law School in Los Angeles, CA. **Nanette Wright** married Adam Davidson of Australia on September 1, 1990, in Solomon, MD. The couple, who met while Nanette was in the Rollins Australian program at the University of Sidney, live just outside of Sidney.

88 Sharon Ostern is Personal Lines Claims/Marketing Associate at Aetna Life & Casualty in Costa Mesa, CA. **Mabry Lizars** is A/V Coordinator for Jack Morton Productions in Atlanta, GA. **Andrea Hubbs** is a graduate student at Temple University in Pennsylvania, working on her MA in Journalism. She is also the Assistant News Director at WRTI-FM, a top-ten public radio station. **John Myers** married Sally Dornberger of Philadelphia on December 12, 1990. **Frank Zitzman** was an usher in the wedding party. John works for Toyota Corp. in Los Angeles. **Michael F. Smith** is currently working on an MBA at Northeastern Louisiana University while acting as Graduate Assistant for the university golf team. **Ronnie J. Clark** is a law clerk with the Crime Victim Litigation Project in Virginia Beach, VA, where he is in his second year of law school at Regent University. **Christina G. Russell** is currently at Texas Christian University teaching and working toward a Ph.D. in English. **Megan Thomas** and **Buell Hollister IV** were married on September 29, 1990, in Washington, DC. In attendance at the wedding were **Amy Teets '87**, **Barbara Ward Meyer '87**, **Day La Guardia '89**, **Jennifer Jones Alexander '89**, **Barbara Doolittle Auger '89**, **Ingrid Wright '88**, **Gregg Libutti '89**, **Theodore Topouzis '88**, and **Edmund Leidesdorf '89**. **Lauren Nagel** and **Bill Wood '86** plan to be married in October in Orlando. Bill works for Florida PIRG in Tallahassee. Lauren, a law student, has been selected by the Florida House of Representatives to intern with the Transportation Committee in Tallahassee for 1991-92. Interns with the program participate firsthand in molding legislation and laws that affect all Florida residents. Lauren will

transfer to Florida State University to continue work on her degree. **John Henry** is in Lansing, MI, where he is a trainee with EDS. He became engaged to **Pam Finley** over the Christmas holidays.

89 Roderick B. Armstrong is working for High Bar Productions in New York City, where he is the Director of Talent for several exercise shows. **Mark Camille** is the Assistant Director of Admissions at Mount Ida College in Newton, MA as well as head coach of the women's varsity softball team. **Sara Carpenter** is now in the Peace Corps stationed in a village in Africa. **Lorie Dauphinot** is a Teaching Fellow at the University of Texas in Austin, specializing in community relations. **Peter V. J. Fazio** is a systems engineer for Electronic Data Systems in Washington, DC, working on the MCI national account. **Stanley M. Yuckica** is a student at Widener University School of Law in Harrisburg, PA. **Raymond A. O'Brien** lives in Casselberry, FL and is an Entertainment Technician for Walt Disney World & Co. **D. Gregg Eckstein** is in marketing with Xerox in Indianapolis, IN. **Bonnie Biskum** is completing her coursework for a master's degree in Cardiac Rehabilitation at Springfield College in Richmond, KY. She hopes to complete her thesis by August and begin an internship in September. **Elizabeth Huntress Dyer** lived and worked in New Zealand for 5 months after graduation. She is currently pursuing a career in banking in Boca Raton, FL. **Lynn Threatte** lives in Roswell, GA and is an Import/Export Documents Specialist with

Harper International, Inc. **Diedre Eller** got sidetracked on the way to Crummer and ended up in Japan as a specialist in humanities/international services teaching for American Eigo Gakken. **Roderick B. Armstrong** is the international sales manager for High Bar Productions, a television production company in New York City. **Carolyn Botello** was married to **Calvert La Follete '90** in the Knowles Memorial Chapel on February 9, 1991. Among the bridesmaids were **Amy Gordon**, **Kelli Smith**, **Jennifer Tillis**, **Kelly Brian '90**, and **Dede La Follete '81**. **Bart Saunders '86** was a groomsman. Also in attendance were **Macy Kingsbury**, **Brett Neal**, **Jay Smith '88**, **Andy Holman '90**, **Duncan Burch '90**, **John Fennel '90**, and **Mark Campbell '90**. **Maureen Redfern** is living and working in Cancun, Mexico. The 2nd annual alumni ski weekend in New Hampshire was attended by **Lisa Stevensoon**, **Beckett Dent**, **Brian Boone**, **Scott Taylor**, **Brendan Contant**, **Kelly McCaffery**, **Annie Hughes**, **Leila Carrol '90**, **Bobby Bowden '90**, **Whitney Tuthill**, and **Susie West**. **Daegen Duvall** and **Renee Porter** we married in August, 1990, in Cleveland, OH. In attendance were **Steve Doten '88**, **George Truitt '88**, **Michael Morris '90**, **Mark McKinney**, **Kris McKinney**, and **Whitney Tuthill**. **Melissa Holgate** is living in Vero Beach, FL and performing in a repertory company. She landed leading roles in *My Fair Lady*, *Oklahoma!*, and *The Fantasticks*, plus roles in *Phantom*, *Sweeney Todd*, *Hamlet*, *The Sound of Music*, *Godspell*, and *Fiddler on the Roof*.

continued on next page

Books

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flawless paradise (Daniel Brinton and George Merrick); others have no difficulty finding flaws (Jonathan Dickinson and the Federal Writers' Project).

The thread which ties these works together is a concern for and fascination with this "incomparable land" and its people. The way that concern and fascination is expressed divides the writers represented here into two broad groups. The first, which includes most of the Spanish explorers, Victorian travelers, and twentieth-century promoters and developers, re-creates the vision of Florida as a land flowing with free milk and untaxed honey, a world of endless, bountiful summers where the rules are different, the living is easy, and the object is enjoyment.

The second group consists of many of the early English settlers; nineteenth-century figures like Irving, Emerson, and Whitman; twentieth-century novelists like Rawlings and Hurston; and environmentalists and chroniclers of the state's native Conchs and crackers. They describe the need for effort in developing a sense of harmony with nature and warn of the dangers of not working within nature's rules. These writers tell us that an endless stream of milk and honey can only come from the careful cultivation of cows and bees.

We offer these selections from the many available because we think that these visions of Florida represent a body of Edenic literature that has exerted a powerful hold on our imaginations and the way we view our state today. For as Florida novelist Patrick Smith has so perceptively suggested, how we remember the land invariably influences how we treat it. R

90 **Richard F. Dickson** is a member of No Laughing Matter, a new comedy troupe forming in the Orlando area. **Sean Kinane** is a graduate research assistant in the Zoology department of the University of Hawaii at Manoa. Sean will concentrate his study on the ecology of coral reef fishes and plans to earn his master's degree within the next three to five years. **Sally Mautner** just moved to Charlotte, NC in search of an elementary school teaching position. She would love to hear from any alumni in the Charlotte area. **Todd Renner** is a law student at Duquesne University in Pittsburgh, PA. **Lisa Huffman** is Director of the Radio News Division at ORBIS Medical News, Inc., Chicago, IL. **Jonathan C. Lee** finally found "The Job" as a communications specialist at Sonoco Products Company in Hartsville, SC. He will be writing and editing various publications. **Gavan Ferguson** has returned to his native Ireland to study law at University College, Dublin. **S. Todd Renner** is attending Duquesne University Law School in Pittsburgh, PA.

HOLT SCHOOL

73 **J. B. Stevens** is planning to retire from the Army in December, 1991. He is a Communications and Electronics Officer at the 549th in Austin, TX.

78 **Sara Ratliff Davis** has been recognized by the American Business Women's Association as one of its Top Ten Businesswomen for her outstanding personal achievements and civic contributions. Sara is employed as a Cost Manager in the Pricing and Economics Department for Bell South Services in Atlanta, GA.

79 **Harlan E. Cross** joined the MITRE Corporation of Bedford, MA, as Technical Director of its Battlefield Systems Division in Eatontown, NJ.

84 **Hale A. Henderson** graduated from Southeastern Baptist Theological Seminary in Wake Forest, NC on May 11, 1991, with a Master of Divinity degree.

90 **Joe Inbornone** is a Diagnostic Radiology Manager at Kennestone Hospital in Marietta, GA.

IN MEMORY

Helen Waterhouse '24, Oct. 14, 1990.
Marjory McMichael Pickard '30, March 23, 1991.
Harriet B. Lawrence '34, Jan. 12, 1991.
Jack Carter '36, 1991.
Mark M. Nicolayson '65, Feb. 1991.
Howard Spragg '83, Feb. 27, 1991.

FRED ROGERS, continued from page 45

in day care than any other country in the world," he said. "Children's inner needs have not changed, but children have been forced to change for society."

And while the family adjusts to society's fast-paced changes, *Mister Rogers' Neighborhood* remains a tranquil sea of sameness. Those who tune in today will see the same Daniel Striped Tiger and Mister McFeely who joined the show when it began in 1963. Yet today the shy tiger may be used in a play about war or recycling.

Mister Rogers still teaches by example. He told about the time when, in opening the show with his obligatory change into a casual sweater, he accidentally buttoned the cardigan wrong. He told the children that adults sometimes make mistakes, too. Teaching by example, he said, is an art form he learned from his Rollins music composition professor, the late Dr. Jack Carter. "Enthusiasm is one of the things a teacher can give students that can last a lifetime. When you look back at your time in school, you probably don't remember much of the notes, but you remember some of the teachers. Teaching is probably the noblest of professions. I've incorporated a little bit of each of my teachers into the person I've become."

Today, *Mister Rogers' Neighborhood* reaches more than seven million families a week and is the longest running children's series on public television. It has won two Emmys and a George Foster Peabody Award. Rogers has no plans to change the format of the show, only the message to reflect the needs of today's child. "I'm not a character on *Mister Rogers' Neighborhood*," he said. "I don't think of my time away from the studio as my 'real' life. What I do in the studio is my real life, and the person on camera is the real me."

"He's just as sweet and quiet and gentle as he was on TV," said Danyal McLeod, a 21-year-old Rollins student who had Rogers sign a Mister Rogers activity book she had saved since childhood. "I watched Mister Rogers every day. He taught me how to pretend." ■

OLGA KUEHL, continued from page 45

degree in Music Performance from Northwestern University in an unprecedented nine months.

While her husband was busy pursuing his career as an American diplomatic historian and writing a series of books (including a biography of Rollins President Hamilton Holt), Kuehl's musical career took off. She laughingly recalls her participation in a contest to play with the prestigious Chicago Symphony Orchestra which seemed doomed from the outset. "I remember the frantic drive into downtown Chicago during the Christmas traffic to make the tryouts. I arrived late, knocking over a Salvation Army bell ringer on my way into the practice hall. Conductor Raphael Kubelik let me play only five minutes before asking me to stop. I felt totally dejected. Then my name was called as the winner!" A review in the *Chicago Daily News* heralded her performance: "Soloist scores concert triumph performing with the Chicago Symphony."

Kuehl's mother, Consuelo Llano, put a lot of energy into nurturing her daughter's early

love of music. "She was a remarkable woman who had the ability to develop her talent on her own," said Kuehl of her mother. A self-taught pianist, Consuelo Llano reveled in her only child's achievements.

Kuehl soon became a mother herself, juggling performing, teaching, and studying Spanish music with the raising of two young sons. But her hectic schedule forced her to shift her priorities. "While I loved performing, I refused to become the professional musician who abandoned or neglected her family," she said. "So during that time I cut back on my performing and focused my professional goals on improving the quality of my teaching. I put my energy into teaching my students how to memorize in the harmonic language—not by heart, but through emotion."

The Kuehls traveled throughout the United States as Warren accepted teaching jobs at Mississippi State, Rockford College, UNC, and Duke University. As the boys grew older, Kuehl's drive to perform resurfaced. The family toured Europe while she was instructed in Spain by one of the world's greatest pianists, Alicia de Larrocha. Soon afterward, Kuehl accomplished yet another of her lofty goals: playing at Carnegie Hall before her 40th birthday. *The New York Times* said of the 38-year-old's performance that while others can perform Spanish works, "only a musician immersed in Spanish culture can evoke their moods and emotions. Kuehl . . . maintained a high level of accuracy, often touching the music at its heart."

Kuehl was 50 when she returned to school at the University of Cincinnati's College Conservatory of Music to work on a Doctor of Musical Arts degree. Again she demonstrated her intense drive for learning and achievement, completing the four-year degree in less than two years.

The years since have brought concert tours in Costa Rica, England, France, Italy, and Spain, as well as four commercial recordings and several television appearances. Kuehl has also had articles published in professional journals and encyclopedias. Her musical excellence has earned her several prestigious awards, including the Master Teacher Award of the Music Teachers National Association in 1980 and listing as an American Keyboard Artist in 1989. In 1986, her alma mater recognized her with the Rollins College Distinguished Alumnus Award.

Kuehl moved back to Tampa following the death of her husband in 1986, bringing with her her fiery devotion to music. She is an active member of the Ybor City Chamber of Commerce and the Ballet Folklorico, a group that encourages Spanish folk music, and still manages to devote several hours a week to teaching.

Recently, she accepted an invitation to perform and teach master classes in Taiwan. The six-week concert tour, which will begin in June, will be her first since 1984. "When the boys were young, I declined tours," said Kuehl. "Now I realize that I've got to seize the moment and capture every opportunity I can."

"I hope to show that my mature years will not be idle," she continued. "I still have a lot to prove." ■

Reunion '91



Pioneers



'66



'71

'41



145



'76



'51



'81



'61



186

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JUDY WATSON TRACY

INAUGURATION POEM

Spring Dawn At Rollins

*As crooning doves summon the morning sun,
And lakeside cypress trees loom into view,
Their hoary limbs bearded with spanish moss,
Crows caw a raucous chorus, squirrels run
In spirals up oak trunks, and then on cue
The ruddy sun ignites the flagpole cross.
Azaleas, white and pink, bob in the breeze,
A golden tabebuia floods the ground
With petal showers, while the stark pine trees
Sway gracefully, their spiny tops sun crowned.
An early groundsman feeds the campus cats,
A meditation class unrolls their mats,
The kitchen pans clank loud at bustling Beans,
Thus day begins at Rollins with such scenes.*

—Alan Nordstrom

Read at the inauguration of

Dr. Rita Bornstein, April 13, 1991