

Fall 1988

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# ROLLINS

ALUMNI RECORD • FALL 1988



ALLAN BLOOM: AMERICA'S PHILOSOPHER-KING

**VOLUME 66, NUMBER 3  
FALL 1988**

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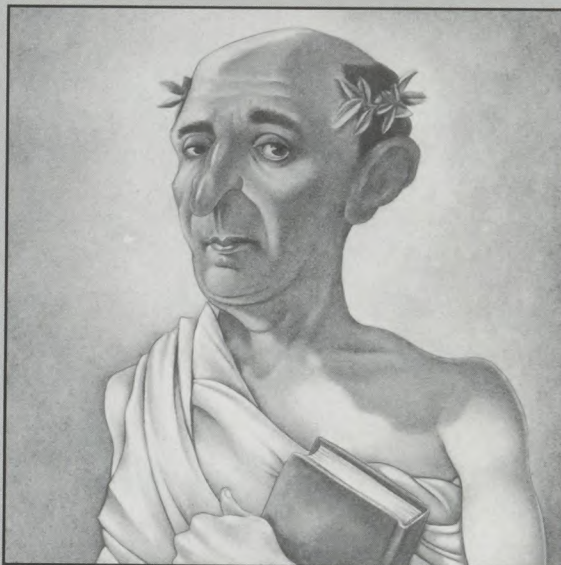


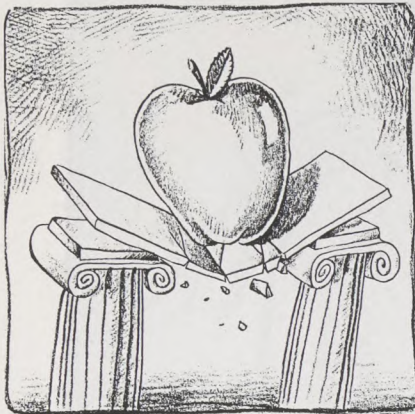
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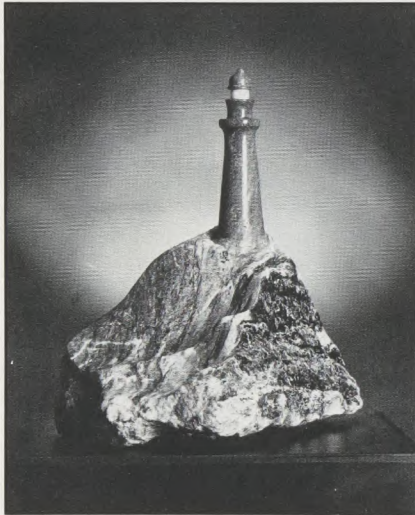
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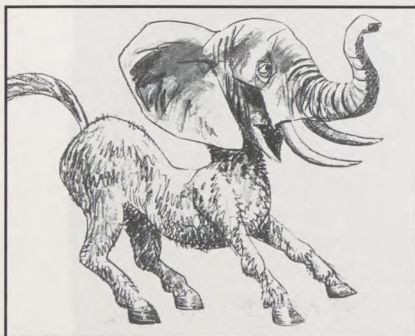
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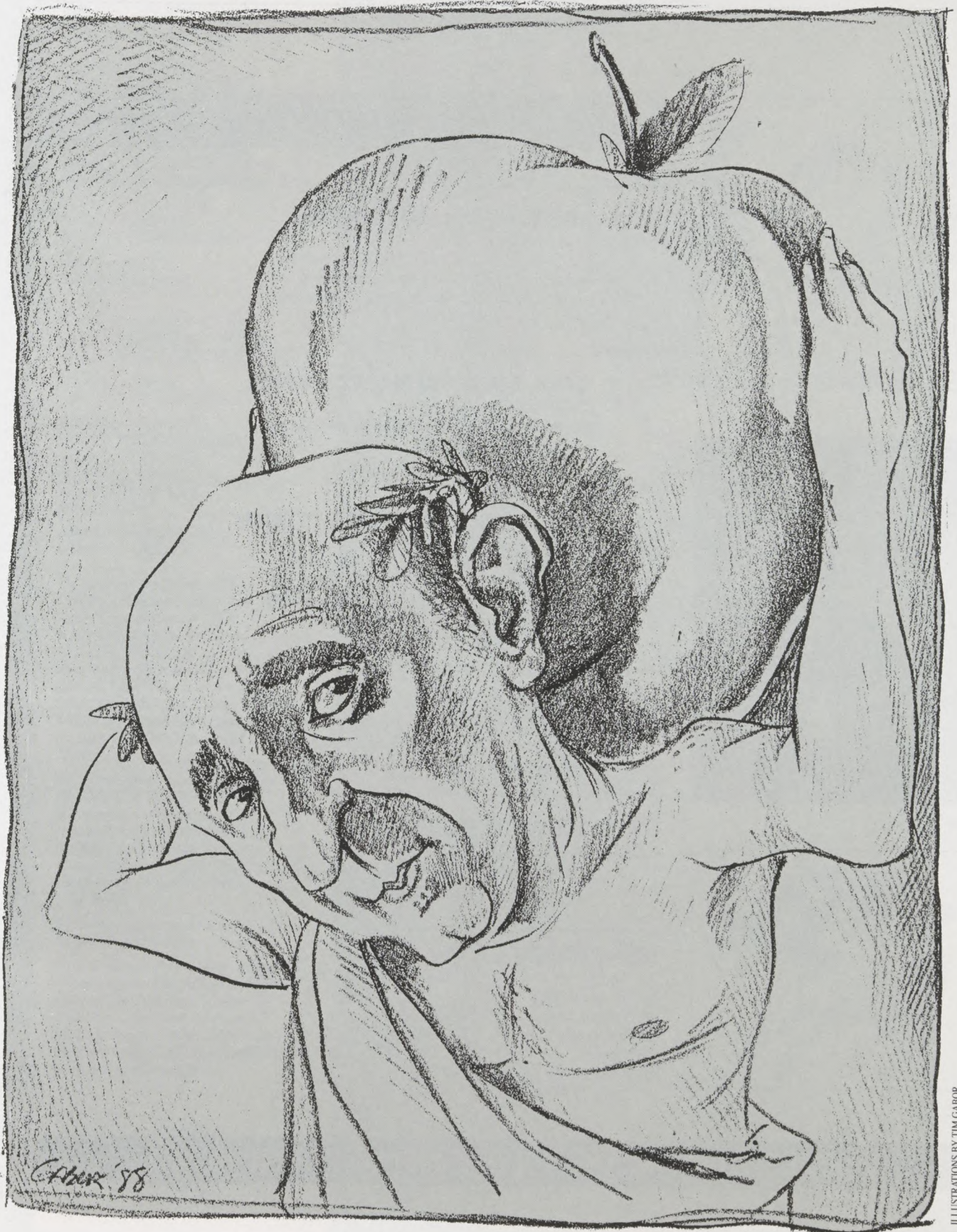
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ILLUSTRATIONS BY TIM CABOR

It is becoming all too evident that liberal education—which is what the small band of prestigious institutions is supposed to provide—has no content, that a certain kind of fraud is being perpetrated.

—Allan Bloom

# AMERICA'S PHILOSOPHER- KING

BY LAURA GREYSON

**T**he works of academicians rarely make *The New York Times* best-seller list. Not so Allan Bloom's recent book on the demise of higher education in America. *The Closing of the American Mind* remained at the top of that list for over six months, selling almost half a million copies by January of 1988. Its publication met with rave reviews in *The New York Times Book Review* and *Newsweek*. More critical reviews soon followed, and the book quickly took center stage in current debates about American education.

How can we account for such extraordinary success? Until the book's publication in the spring of 1987, Bloom was an obscure university professor, known primarily for his translations of Plato's *Republic* and Rousseau's

*Emile*. One notable publisher rejected an early draft of the book, and Simon and Schuster, the book's publisher, originally printed only 10,000 copies. How do we explain the popularity of a book that labels today's family as monochrome and rock music as corrupt, that attacks the "niceness" of our students and the self-centeredness of their relationships, that wholeheartedly condemns the post-1960s "democratization" of the university—in short, that rejects without hesitation the culture of late twentieth century America?

In *The Closing of the American Mind*, Bloom not only purports to explain "how higher education has failed democracy and impoverished the American mind"; he also proposes an alternative method of education which, he believes, will re-open the American

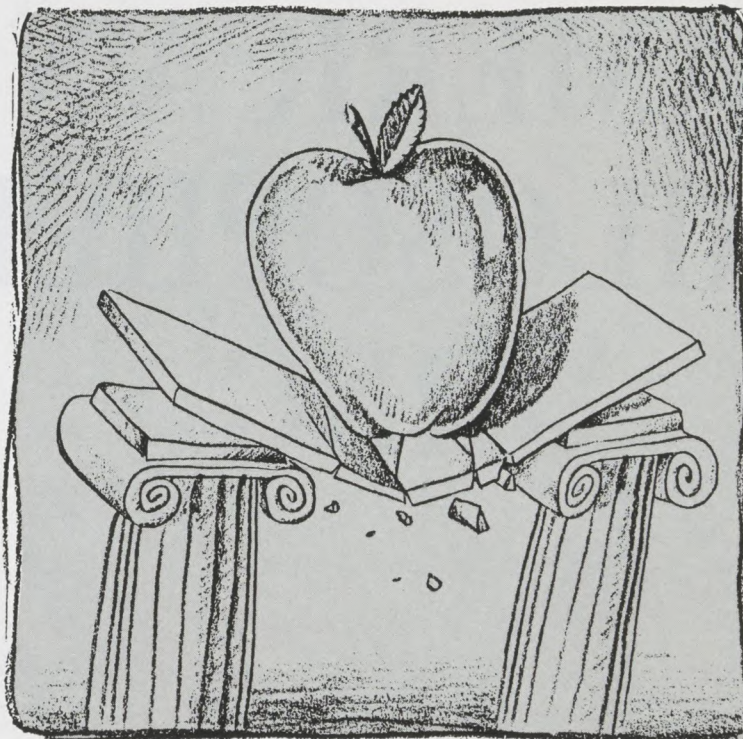
mind. That new method consists of no more than "the good old great books approach, in which a liberal education means reading certain generally recognized classic texts . . . letting them dictate what the questions are . . . trying to read them as their authors wished them to be read." This is, as Bloom knows, a very old method of education, so we can hardly attribute the success of his book to its novelty. We can, perhaps, attribute it to the widespread sense that something is deeply wrong with our educational system. We hear frequently that American students have fallen behind the students of other advanced industrial democracies in their ability to read, write, and do simple mathematics. They are also, we are told, "culturally illiterate," lacking the most rudimentary knowledge of history and geography. Has American education failed to accomplish its most basic goal: to pass the collected wisdom of one generation on to the next? If so, we ought to be worried not only about our country's future competitiveness with other nations, but about the future of our democratic institutions.

Herein lies the appeal of Bloom's book. If Bloom believes American education has failed, he has a solution to offer us—one that transforms his otherwise gloomy message. His book becomes a celebration of education—at least the right kind of education. And his solution is a comforting one. We need only return to the old way of doing things. To Bloom, the great books approach offers a cure to the ills of contemporary American democracy and education. If we could turn our backs on the educational reforms of the sixties—reforms which, Bloom believes, made philosophy take second place to the social sciences and substituted the study of other cultures for the study of great ideas—we would once again have an educational system that could enrich the souls of our students.

Bloom's passionate commitment to education is admirable. But to understand his teaching, to judge its utility to democratic society, we must evaluate how he would use the "great books." What exactly is wrong with our society, and what cure does a reading of classic texts

offer?

For Bloom, the main problem in contemporary American higher education, and in society at large, is relativism: the idea that man is a "value-creating" rather than a "good-discovering" being. The very openness of American education has taught all of us that values are relative and that we can create whatever "lifestyles" we choose. Such relativism, he insists, "has extinguished the real motive of education, the search for a good life." Once people could hope that somewhere out there were "great wise men" who could reveal to us the truth about life. Now, however, instead of seeking truth, we learn merely to accept ways



of life different from our own. Wisdom consists only in rejecting the "ethnocentrism" of Western culture, in discovering that our own ways of doing things are not necessarily the best. This modern wisdom leaves us without a vision of a "higher purposiveness in nature, which might have been consulted by men's reason and used to limit human passion."

Such vision can be found, Bloom suggests, if we return to the classic texts of Western culture. Plato, he reminds us, describes culture as a cave. But Plato never proposes "going around to other cultures as a solution to the limitations of the cave." On the contrary, Plato regards nature, not knowledge of other cultures, as "the standard by which we [should] judge our own

lives and the lives of peoples." Thus philosophy—the quest for knowledge through abstract reason and critical thought, rather than through the more empirical social sciences—is the most important of the human sciences. Studies of history and culture are studies of convention. Truth must be sought beyond convention, in the study of nature and in the quest for that higher standard dictated by nature. And since only in those Western nations influenced by Greek philosophy "is there some willingness to doubt the identification of the good with one's own way," truth can be found only in the classic texts of the Western tradition. By helping us read the works of the "great wise

men" of the West, Bloom will help us understand the truth which they had discovered.

Of these classic texts, the works of classical philosophy, particularly of Plato and Aristotle, are the most important. Plato's *Republic*, Bloom writes, "is for me the book on education." Yet Bloom's reading of Plato, as anyone familiar with the interpretive essay in his translation of the *Republic* knows, is peculiar. Plato is not serious, he argues, when he proposes the creation of the ideal city, the rule of philosopher-kings, the equality of women, or the abolition of the family. Instead, (through its use of irony) the *Republic* actually teaches us the impossibility of these proposals. It presents us not with a proposal for radical social change, but with a doctrine of "moderation and resignation."

Socrates, who used the power of reason to challenge the authority of both the few and the many, becomes a practitioner of the "gentle art of deception." He encourages his fellows not to try to change what cannot be changed, but to ally themselves with "gentlemen" whose interests they will only pretend to serve and who, in the face of democratic tyranny and the "vulgar morality" of the masses, can protect them and their way of life.

Few students of Plato accept this interpretation of the *Republic*. Aristotle, who presumably knew Plato better than twentieth century scholars, took his proposals on the philosopher and the family seriously enough to take him to task for them in his *Politics*. Moreover, other

Platonic dialogues support a more straightforward account of the *Republic*. Thus, for example, while the *Laws* reinstates the private family, women are still encouraged to follow the same pursuits as men; women, like men, are encouraged to eat their meals in common and to practice the art of war. Considering Plato's lack of esteem for women, one cannot credibly label him a feminist; neither, though, did he support the doctrine that woman's place is in the home.

What, then, is the point of Bloom's strange interpretation of the *Republic*? The answer to this question can be found in Bloom's view of the university and the place of education in democratic society. "Never did I think that the university was properly ministerial to the society around it," he writes. "Rather I thought and think that society is ministerial to the university, and I bless and support a society that tolerates and supports an eternal childhood for some." Without the university, the theoretical life "collapse(s) back into the primal slime." The purpose of education in a democratic society is not to serve the needs of the democratic community, but to protect a small elite from democracy. It protects what Bloom calls "the real community of men . . . the community of those who seek the truth, of potential knowers, that is, in principle, of all men to the extent that they desire to know. But in fact this include only a few, the true friends." Like the ancient philosophers who, Bloom tells us, concealed their real teaching so that only the most astute readers could understand it, the real purpose of the university is to preserve, for the few, access to the "Elysian Fields where the philosophers meet to talk."

This is the educational doctrine that Bloom's version of the *Republic* supports. Just as philosophers must remain aloof from society, he suggests, so too must the university. Only in remaining aloof can it provide a select few with a haven against dogmatism, where they can pursue "the truth according to nature." Similarly, the philosophic activity which the university protects—like the philosophic activity Bloom would have Socrates promote—has little to do with social justice or the rational criticism of social institutions: concern with the

well-being of society compromises the contemplation of eternal truths.

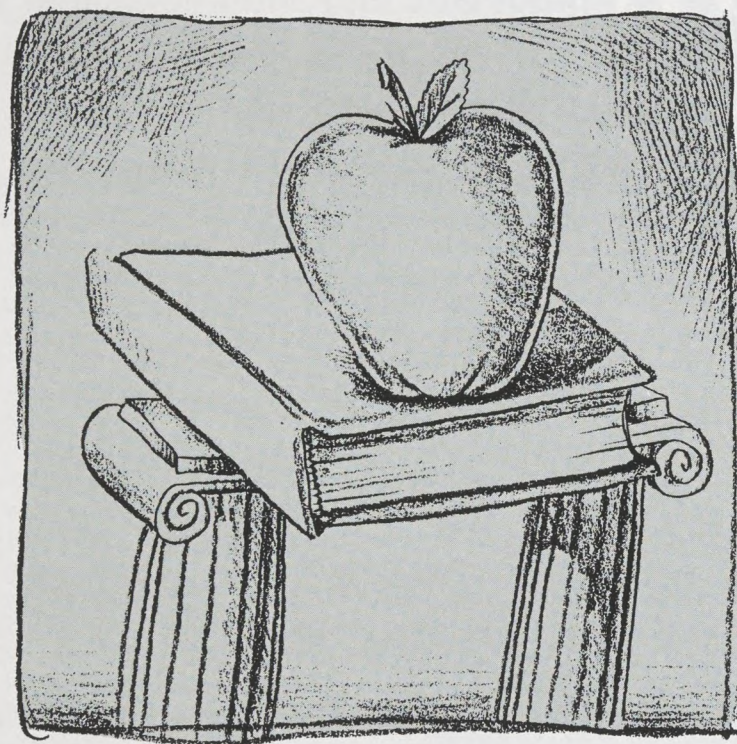
This is a strangely dogmatic account of what should be the most undogmatic of activities. Where, in Bloom's analysis, is the Socrates who spoke to artisan and aristocrat alike about wisdom and truth and the goodness of the soul? Where is the Socrates who shared with all to whom he spoke the teaching that the unexamined life is not worth living? The historic Socrates never wrote anything down—suggesting that, as Plato has him say in the *Apology*, he had only his ignorance to offer us. Bloom has no such doubt. His work is full of assertion about nature—assertions founded not on

Bloom know what nature dictates to men and women? He rests his case on ancient political philosophy, in which "a preexisting frame largely determines the relations of men and women." Certainly this is true of Aristotle, but it is far less certainly true of Plato—unless we accept Bloom's argument that Plato did not mean what he said about the equality of women. Yet Bloom gives no evidence to support this interpretation; he merely presents his understanding of Plato's intentions—and of what is "natural" and "rational." Does this argument rest, as Bloom insists it does, on the authority of the ancients, or on the authority of Allan Bloom?

This is also a strangely undemocratic vision of democratic education. Plato was at least openly undemocratic. Because only the few had access to the truth, only the few should rule. He genuinely believed that the rule of philosopher-kings was best for everyone, and he wrote a book intended to promote that political philosophy. That book poses an alternative to democracy which challenges today's students to think about the nature of democratic citizenship and the risks to democratic culture. But Bloom denies the seriousness of Plato's attempt at social change. His philosophers would hide from society rather than rule it; they would profit from democracy instead of challenging its injustices. To protect the philosophic life, they must refrain from efforts to promote social welfare and

must, instead, seek to create the illusion that they serve the interests of the powerful. As Machiavelli pointed out, however, appearances are everything in modern politics. Can one create such an illusion *without* serving it?

Clearly Bloom's education aims to support the privileged few, not the ordinary citizen. Nonetheless, Bloom implies that his approach is essential to the well-being of democratic society. "When there are no shared goals or vision of the public good," he asks, "is the social contract any longer possible?" This is an important question, and one which Bloom is not alone in asking. Other recent works, such as Alasdair MacIntyre's *After Virtue* and Robert Bellah's *Habits of the Heart*, evince a similar



rational criticism or reasoned argument, but on, at most, vague references to the "authority of the ancients."

Thus, for example, Bloom tells us that feminism upsets the natural ordering of relations between men and women, substituting nature with force in the name of abstract (and not humanly meaningful) justice. Correct relations between men and women require women, who by nature bear most of the responsibility not only for bearing but for rearing children, to use their charms to induce a man to take on the heavy duties of family life. Men, according to Bloom, have no instinctive attachment to children. Because women do, nature gives them the responsibility of child-care. How does



T H E

# CLOSING

OF THE

# AMERICAN M · I · N · D

HOW HIGHER EDUCATION HAS FAILED  
DEMOCRACY AND IMPOVERISHED  
THE SOULS OF TODAY'S STUDENTS

## ALLAN BLOOM

FOREWORD BY SAUL BELLOW

**While criticizing our educational system, Bloom holds out to individual educators the alluring promise of new status and renewed confidence in the legitimacy of their enterprise. That promise appeals greatly to intellectuals who yearn for an honor denied them in our fiercely pragmatic and anti-intellectual society.**

concern with the decline of common values and community life in America. Individualism run rampant, these works suggest, threatens to destroy the common thread that holds our social fabric together.

To secure that common thread, Bloom wants us to inculcate in our students a belief in certain fundamental principles and moral virtues—principles and virtues which he thinks would lend support to our democratic way of life. He believes that we can find such basic values in the great books of the Western tradition, and that those great books should therefore serve as the focal point of a liberal education.

This sounds like a useful lesson. As Bloom reminds us, the values of a civic culture do not sustain themselves; we must teach them. And our society generally does not give much attention to civic education. Bloom's lesson is also gratifying to those of us who teach the great books and who love the life of the mind that Bloom describes so eloquently. For his doctrine would give a significant place to such "potential knowers." Safely hidden within the walls of academia, such scholars would become the guardians of our civic culture, responsible for sustaining the ideals and the myths on which our way of life depends.

Unfortunately, though, Bloom's new philosopher-kings must buy their high place with their silence. Bloom would have them teach the fundamental principles of our Constitution, for example. Yet he says nothing to indicate that this document, which aimed to secure the blessings of liberty for American citizens, also permitted slavery and denied women the right to vote. Bloom would teach students to respect the

abstract rights of individuals, but he has no interest in promoting the love of equality that would guarantee those rights to all citizens. Nor has he any desire to explain why our society has denied some citizens the freedom it promises, or why certain other cultures value individual rights less than ours does. Knowledge of ideas, not knowledge of the world, counts for Bloom.

Moreover, some ideas count more than others. Bloom refers us to the wisdom of Plato and Locke, while expecting us to read Karl Marx and John Stuart Mill more critically. We would read St. Augustine but not Confucius, Jean Jacques Rousseau but not Simone de Beauvoir, Alexis de Tocqueville but not Franz Fanon. To be sure, Bloom would teach us to appreciate the power of great ideas. Yet he would expose us only to the dominant ideas of Western culture, and even these would be read from his particular vantage point. Pretending to open the American mind to the reasoned pursuit of the truth, Bloom in fact shuts the door on any serious evaluation of our culture, our social problems, and our relationship with the rest of the world.

Such a narrow approach offers little to the heterogeneous culture Bloom claims to address. Twentieth century Americans can ill-afford to ignore the increasing demands of women and ethnic minorities, the widening class distinctions of our society, and the aspirations of other cultures. In the last analysis, the secret to Bloom's success lies not in his contribution to democratic education, but in his subtle flattery of educators. While criticizing our educational system, Bloom holds out to individual educators the alluring promise of new status and renewed

confidence in the legitimacy of their enterprise. That promise appeals greatly to intellectuals who yearn for an honor denied them in our fiercely pragmatic and anti-intellectual society.

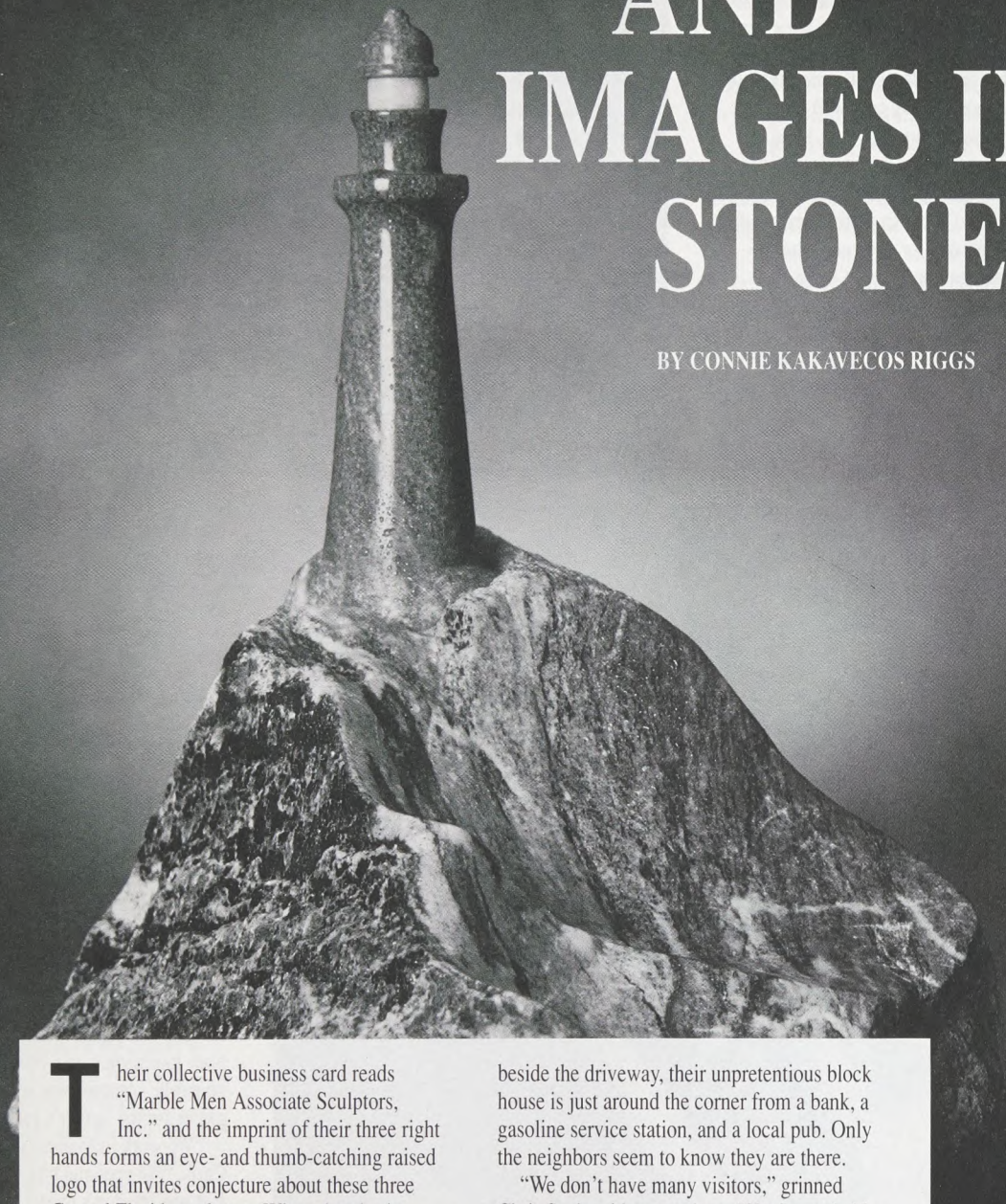
It appeals even more to those teachers and scholars who secretly long to turn the clock back to a time when they did not have to deal with the disquieting demands of women, blacks, and Spanish-speaking minorities—for those who secretly share Bloom's rage against feminism and affirmative action. We have all learned the proper rhetoric. But the "great society" liberals once dreamed of has proven a long time coming, and many who envisioned it never really believed anyone would ask them to make serious changes. Rather than do so, they dream of a comfortable all-white, all-male world in which they would be left alone, like Plato's philosophers, to pursue the life of the mind. Bloom's analysis lends justification to that dream.

Plato, however, would have been the first to point out that societies ought to be structured so as to promote the general good—not to make philosophers happy. Bloom, whose first loyalties go to philosophy rather than democracy, has forgotten that particular wisdom of the ancients. ☐

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

# MARBLE MEN AND IMAGES IN STONE

BY CONNIE KAKAVECOS RIGGS



**T**heir collective business card reads "Marble Men Associate Sculptors, Inc." and the imprint of their three right hands forms an eye- and thumb-catching raised logo that invites conjecture about these three Central Florida sculptors. Whose hand print contains the heart? Whose, the almost solid palm print of the working man?

But if their card invites comment, their studio/workshop is nearly invisible. Marked by an enormous hunk of rough Georgia marble parked unceremoniously in the short grass

beside the driveway, their unpretentious block house is just around the corner from a bank, a gasoline service station, and a local pub. Only the neighbors seem to know they are there.

"We don't have many visitors," grinned Chris Scala without apology. "You're probably one out of one in the last few months."

"We had to clean it up a bit for you," added Preston Willingham. He carried another bit of casual debris from what might have been an ordinary living room into what would have been an ordinary den or guest bedroom or

ROBERT WILLMAN

"Minot's Ledge" by Chris Scala. Boston Harbor lighthouse.

nursery and returned to stand, hands on hips, in the center of what is a most unexpected household on Hammerlin Avenue, just off Winter Park Road in Orlando, Florida.

The three rooms are flooded with light and color—warm browns and golds, cool whites and greys, seductive coral pinks. Not sofas and carpets and drapes, but bronzes, woods and marbles.

"Reubens' Hips," carved of polished, glowing Florida live oak, is Jim Hall's interpretation of the painter's generously endowed women. "Sensuality," his abstract of curves, lines and open spaces, was inspired by the grain of the Florida wood employed. "Abbey" is of Georgia marble, and "Endo" a white marble portrait of a beloved pit bull dog for a woman who wanted a permanent reminder of her canine companion. He is currently sculpting a fountain of Bianca Carrara Marble for a physician in Lakeland, FL.

The studio sculptures, resting on plain stands, fill the rooms of the little house. Unfinished work in process, from sketches to finished design, plaster and clay models

to pieces half-finished, cover the walls and benches of the workshop on the porch and lie in the yard beyond.

Chris, Preston, and Jim are all sculptors, three vibrant young men whose life force and energy belie the common conception most people have of the material with which they work. They could hardly be farther removed from the cold, hard, unmoving and unmoved stone for which they have named themselves.

But here in their studio, and out back where huge chunks of the material in every shape and size rest like garden sculptures against the fence, under the trees, inside the shop, marble becomes a caressable living entity, and it is easy to see that the three Marble Men are enamored of their collective mistress.

Chris and Preston became acquainted years ago as students at Winter Park Jr. High. W. Preston Willingham, a Florida native and avid surfer, literally sculpted his way through high school, producing a surf board of polyurethane foam which won the admiration of fellow surfers. He produced them for profit throughout his high school career. At Rollins,

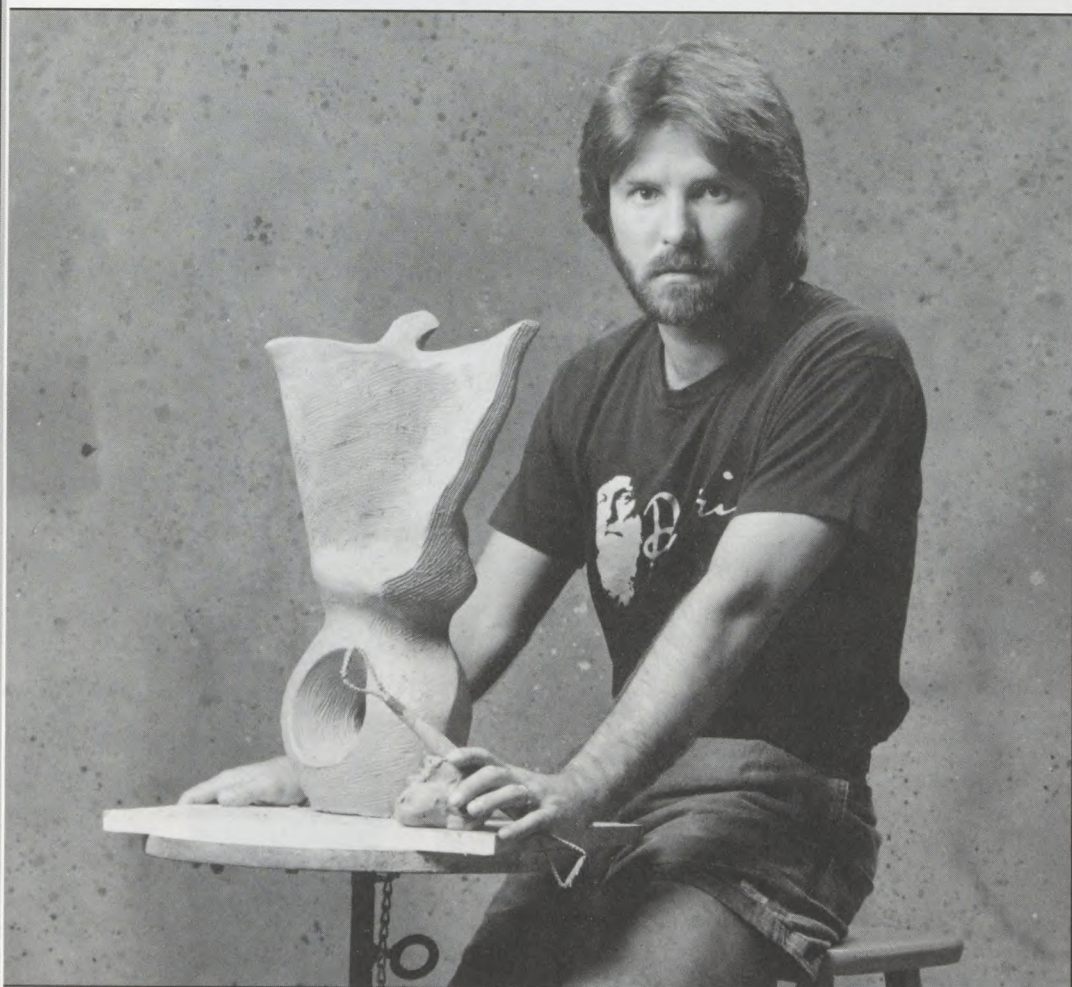
Preston was an art major and soccer player, but it took Rollins professor Tom Peterson to remark on Preston's exceptional talent for carving and to urge that he study sculpture. With the first stone carving, a career was born. Preston concluded four years in the full-time resident program to receive his Bachelor of Arts degree in 1979, the first Commencement of then-new Rollins President Thaddeus Seymour. "Oh, yes," says Seymour with a wry twist to his mouth, "I recall Preston Willingham's commencement. He welcomed me to Rollins in a very spirited manner."

Chris, a native Californian, finished his Rollins career in 1984 with a B.A. in Humanities from what was the School of Continuing Education (now the Hamilton Holt School), following a two-year Associate in Arts degree from Valencia Community College. Although he took courses in the usual areas of college art, such as jewelry design and screen printing, Chris's first inclination was toward architecture and engineering. That concentration on engineering and architectural drawing and materials has undergirded an innovative Florida Keys project to which Chris is currently putting the finishing touches. "It's not new technology," demurs Chris, "but I do think it's a new art form. I know of only one other person—a New York sculptor—who has attempted it, is in the early stages of the work, and frankly, hasn't been as successful."

James Robert Hall, Austrian by birth, has lived in Orlando since 1967. Newest member of the Marble Men, Jim was a "high steel" construction man until a scant four years back. Working on most of Orlando's skyscrapers, he was more familiar with cables and cranes, blowtorches and ironwork than with the fine arts, until a knowledgeable co-worker set him thinking. "Jim, you shouldn't be doing this. You should be working in stone." The idea appealed to Jim, especially when he discovered that both his uncle and great-grandfather had been stone carvers. During the past four years, Jim has been journeyman to Chris and Preston, assisting on public commissions work, sculpting private pieces for the family's collection.

"We work individually and together," says Chris. "We spot and buff for each other, and Jim was Preston's model for the Florida Pioneer portrait."

In "Inspired Elements," a lobby exhibit of collected works in marble, bronze, wood, and ocean-cultivated stone, the National Bank of Commerce in Winter Park introduced the Marble Men and their talents to the general public. The May, 1988 exhibit included the bronze model of "Florida Pioneers," a life-size Willingham sculpture unveiled as an historic



Preston Willingham '79

RUSTY FLYNN



ROBERT WILLMAN

Chris Scala '84

monument in Osceola County's Centennial Celebration on the 12th of that month. The model in bronze had won a competition sponsored jointly by Osceola County and Walt Disney World. While the sponsors had envisioned a statue of "a cracker cowboy" for the Courthouse lawn, Preston, studying Florida history and interviewing fifth- and sixth-generation Floridians, concluded that a lone cowboy wasn't representative of the county's beginnings. It was "still a frontier when the West had already been won," according to Preston. "Working together as a team to eke out an existence was necessary, and the team was most often a man and a woman. Together they fought the swamp, the heat, cattle dying of malaria . . . everything." Preston likes to think that the togetherness, the depending, and the sharing shows in the strong, but gentle, faces of his Pioneers. "I hope people notice the smile on the man's face. I'd say it took more than a little sense of humor to survive in Florida in those days."

Preston says that "Florida Pioneers" is authentic in every detail. The hound at their feet

is a cur or "leopard" dog given to the couple by the native Seminoles. The McClellan saddle is split in the middle to protect the horse from heat. The whip was both a weapon and a necessary aid in herding the wild and wiry cattle which the pioneers chased and caught in the swamps. The tall lace-up boots and wide-brimmed hat furnished protection from sun, heat, and snakes, but the puffed sleeves and stylish cut of the woman's dress were nods to high fashion and not so utilitarian as the dress of Western pioneers. In search of an accurate representation of materials and fashions, Preston acquired patterns of the era and had dress, boots and saddle constructed for models to wear when he sculpted. "Whatever it took," he says, "to get back to the truth."

In a Resolution by Governor Bob Martinez and the Cabinet of the State of Florida, Preston's "Florida Pioneers" is recognized as a Florida historical monument. It stands, a reminder of Florida's early days, in the park adjacent to the Osceola County Courthouse in Kissimmee.

Among Scala's studio works is "Elena," a

provocative study of a female torso, sculpted during Florida's 1985 Hurricane of the same name. "Elena" was awarded "Best of Show" at the 1985 Georgia Marble Festival, the only art show outside Carrara, Italy, with the sole purpose of judging marble sculpture.

"Minot's Ledge," Chris's commanding work of dark grey and white mottled marble, depicts a Boston harbor lighthouse, its base staunchly planted on rugged rock, besieged by roiling waves, and "Reach" is an abstract human form in Etowah Fleuri marble.

While Chris is adept at sculpting in this medium, it is quite likely that his name will become familiarly associated with an innovative medium which he calls "ocean-cultivated stone." One attempt was a small piece entitled, "Wave," which served as the control for a Florida Keys project which, at the end of two years, is now approaching completion.

"The basic technology itself isn't new," he explains again. "Marine biologists have been using the theory of mineral accretion to form artificial reefs. The work is somewhat similar to what happens when ships are sunk to form a barrier reef. The foreign object sits on the ocean floor and begins to collect bits of the ocean to itself, minerals which form a coating that, over time, grows thicker and harder.

"It occurred to me that an ocean 'stone' would produce a form of environmental sculpture totally different from the wood and stone and marble with which sculptors traditionally worked.

"The vital difference is that my process is precisely controlled. Elemental calcium carbonate, occurring naturally in seawater, is extracted from the seawater and induced to deposit on the wire cloth. As in electrodeposition, the sculpture is charged with a very low DC current. This electrical ambiance, shore supported, is very precisely controlled. The process is the electromechanical equivalent of the biological function marine organisms undergo to generate their shells."

Indeed, "Wave," Scala's illustrative ocean-stone piece, looks as if it might have been cut from coquina stone—that Florida amalgam of pressed shell used by early settlers as building stone. (A coquina shell or "tabby" stone slave cabin is a part of the Kingsley Plantation historic site near Jacksonville, FL.)

Chris's eyes light with unfeigned excitement as he explains the video which accompanies photographs of his project. "What you see here is a solid brass rod armature. Although it appears pretty unformed at this stage, it is the structural foundation for the sculpture I will carve. Over the brass then, I put a specially woven copper wire mesh cloth, hammering it

**"Standing Form" by Jim Hall.  
Sculpture in Florida Live Oak.**

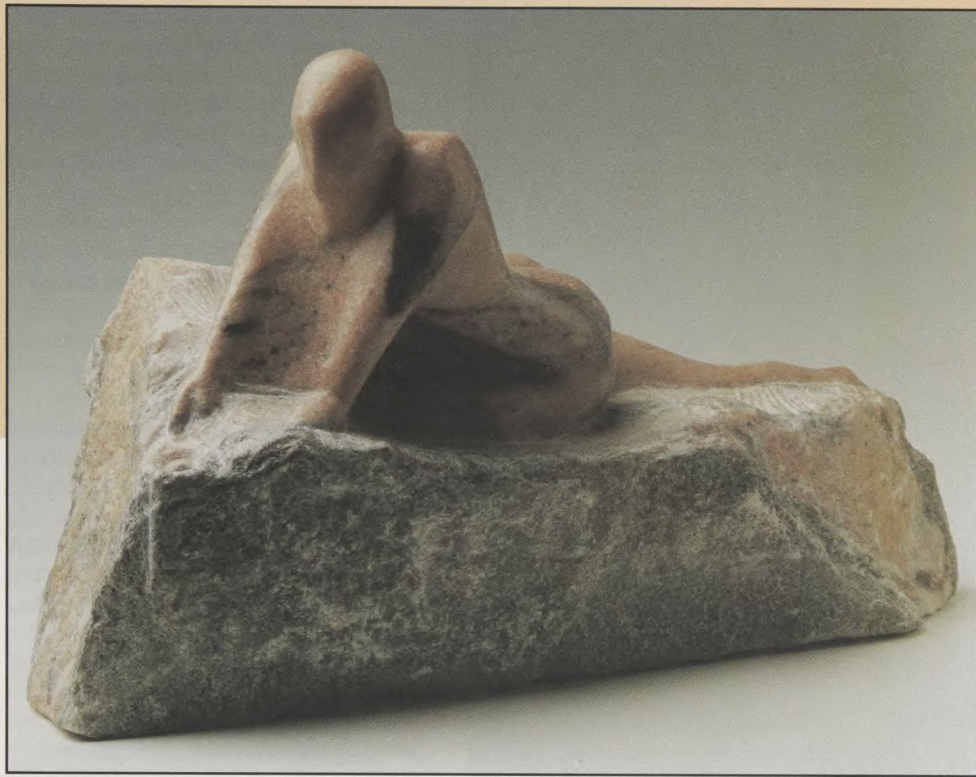


ROBERT WILLMAN



GARY SIMPSON

**"Subtitle" by Preston Willingham.  
Marble fountain sculpture at Enzian  
Theatre, Maitland, FL.**



"Reach" by Chris Scala. Human form study in marble.

RUSTY FLYNN



"Florida Pioneers" by Preston Willingham. Lifesize bronze sculpture commissioned by Osceola County, FL and designated as a historic monument.

RUSTY FLYNN



RUSTY FLYNN

"Portrait of Dr. William T. Justice" by Preston Willingham. Bronze sculpture of the artist's grandfather.

into an outline of the actual *shape* of a woman."

The life-size ocean figure curves gracefully backward, hair flowing, limbs floating. She is intended as a centerpiece for a fountain, borne aloft on the spray of water erupting out of the deep, cool home from which she has risen. Once the brass and copper form was lowered into the watery "studio" in a Key Largo lagoon, Chris's work had just begun. At least once a month he dances attendance on his ocean lady, donning scuba gear and carrying his sculptor's tools. He provides cleaning and maintenance to the constantly changing sculpture, chips and smooths, adjusting a line or a curve, gently evolving the perfect body from the growing stone. When at last the sculpture is "complete," it will be moved from its quiet lagoon. Only then will Chris decide whether to leave the stone as it is or to polish it. As to how long such a sculpture could be expected to last, Chris says, "It's permanent, hard stone. Even so, if need be, it can be regenerated."

Chris Olstad, a marine scientist, keeps a scientifically fascinated eye on the project, frequently monitoring the lady's moorings, protecting her privacy from all but piscine admirers. Faithful documentation of Scala's work is provided by his brother Tom, a marine and nature documentary videographer, who captures on videotape the image of Chris at work.

Preston's "Guilt By Association," sits stolidly on a studio stand, an artistic statement of considerable power. This is a portrait of a Black American sculpted in startling white and resting on mountain laurel, a plant which produces a beautiful bloom under even the harshest conditions. The base is made of pig iron which dates to an era filled with oppression for Black Americans.

An abstract, "Slow Motion," is fashioned from the wood of a grapefruit tree—one which did not survive a Florida freeze.

Until recently, the 4-1/2 foot sculpture of actress Annie Russell might have been Preston's most-seen work. The star of English and American stage in the early 1900s, Russell both performed and directed in her theater at Rollins, a gift to the College by Mary Curtis Bok Zimbalist in 1932 in honor of her friend. Dr. Steve Neilson, biographer of Miss Russell and currently Acting Dean of the College, said that during the Theatre's Jubilee in 1981, "we had thought to commission a plaster likeness of Annie Russell, keeping open the possibility of soliciting donations for a bronze or marble

statue." The hydrocal plaster work is a full-length portrait of Annie Russell in a favorite dramatic role as Shaw's *Major Barbara*. The head of the actress, as she portrayed Kate Hardcastle in Goldsmith's *She Stoops To Conquer*, emerges in relief from the skirted "Barbara." Says Neilson, "It produces an interesting effect, one which causes people to stop and look more closely." The portrait sculpture graces a busy lobby stairwell of the Annie Russell Theatre while the plaster model reposes in the comparative quiet of the Marble Men's studio.

The "ocean sculpture" of Chris Scala has been more than two years in the making: four months of sculpting, two years in the lagoon. With this sort of new work to be done, why is Chris at work on more mundane projects?

"This is something that has fascinated me for four years, and yes, there are other things I want to do—we all have private projects we'd like to pursue." He turns a brief smile on Preston Willingham, who is nodding assent, "But we're up to our wrists in commissions. And you can't turn down good offers."

"Sculpting," says Preston, "is the most difficult and the most effective means of communication other than the written word. It requires, however, not only skill, but time." And time seems to be the one thing the three Marble Men have little of.

Preston lifts a plaster golf ball from its eggcrate nest and peers at the sly face on the ball's surface. "This was my commission: to sculpt a set of golf balls with expressive faces. Sure, it's a gimmick, a sales item for the club gift shop. But it requires an artistic mind and hand to create a face that matches the idea: The Club Breaker, Hole-In-One, The Cheater. I design the face; I create the molds. It isn't generally recognized that sculptors are at the root of almost every new industry prototype. *Nothing we use—from telephones to kayak seats—nothing that is reproduced from a mold—is produced without a sculptor having created that prototype—and that includes the automobile you drive and the soap dish on your vanity.*

Preston has sculpted a Popeye Doll for a toy company and a new kind of sole for running shoes. Across the room, Chris points to a plastalina model he's sculpting. Replete with leaves and flowerets, the finished sculpture will grace the architrave of the entrance door of an old Florida home being renovated by a Florida man, who is returning the stucco residence to its appearance in the days of his grandfather, who built the home.

"You can't always do what you most want to do," says Chris, "but the wings in this drawing here, for example, paid to bring a cubic meter of

Massa Carrara marble from Italy, and I know just what I want to do with that!"

The "wings" Chris refers to were a recent commission to sculpt a parawing insignia for the Nigerian Air Force. When 10,000 sculpted servicemen's wings were produced in silver, the Air Force was pleased enough to promptly request an oversized replica for their headquarters building.

Contrary to the romantic concept of the starving artist, Preston has maintained an active career in sculpting and inventing since graduating from Rollins and has introduced twenty-one products to market. He holds three patents—including Backjoy, a molded orthopaedic appliance endorsed by Northwestern teaching hospital, to be used by the military, and available shortly in major chain drug stores.

On another board are Preston's drawings of a Memorial which he is finishing for the City of Apopka. The bronze and granite structure commemorates the contributions of all sectors of the Armed Forces from World Wars I and II, the Korean, and Vietnam Wars. Soaring nine feet high, it bears aloft the military insignia of the five United States military services: Air Force, Army, Coast Guard, Marines, and Navy. The Veterans Memorial, to be located in the Apopka Cemetery, is also of bronze and granite, and will pay tribute to those who gave their lives during the four conflicts.

An entirely different approach is employed in what Preston calls an "environmental sculpture" for the plaza fountain of the Enzian Art and Repertory Theatre complex in Maitland. The large carefully positioned and polished Etowah marbles look as if they simply were *there* since the beginning of the land itself.

The work of Marble Men ranges from clay portraits, wood human and animal forms, marble and bronze, to an art furniture that reminds one of the Bauhaus style. One built-to-order table is a combination of eight hundred pounds of glass suspended on a base of special alloy aluminum. "Highly engineered," says Preston, "and highly practical. We figure that table could hold 280 turkeys."

Chris Scala is most often spokesman for Marble Men, the solicitous host, the president of the group. Even so, it seems that Preston Willingham speaks for all three when, eyes eager and tone serious, he attempts to explain the particular joy of their challenging art.

"Because of the nature of sculpting, it becomes a part of your life. It's an outward flow of what's in your soul. I don't look at the piece I'm working on. I look at the model, and my fingers *feel* what I'm seeing. I can see better with my hands than with my eyes, but it requires both hands to feel volume, balance,

proportion. I only look at the piece when the proportions are done . . . to add the detail."

A sculptor, he adds, must have a sense for "depth, shape and mass, for no amount of detail on the surface can make up for a lack of understanding of its proportion, its balance, its relation to gravity and to space. (A sculptor must) see things from the center out . . . the outside surface is where the mass ends."

Chris lifts a drawing from his board, the letter "E" about ten inches high. "This is what sounds like a simple job," he says. "All Walt Disney World wanted was a few letters of the alphabet carved in stone and then gold leafed. I've drafted them time and again, concerned about the effects of light and resulting value of shadows. When I began to sculpt them in marble, the slightest mistake might break the stone, and I'd have to toss that piece out and begin again. They are an example of translating an image seen in the mind into something that can be held in the hand or—in some cases—placed with a crane."

In the corner of the studio Preston is rubbing a hand absently over the portrait of Dr. William S. Justice, renowned surgeon, Preston's grandfather. He sculpted this in two four-hour sittings while Dr. Justice related his life story to his grandson. It was the last time Preston saw his grandfather alive.

"I guess," says Preston, his hand caressing the old gentleman's familiar form, "the key is seeking truth. In a day where truth is becoming relative . . . there isn't as much truth in work, not as much value as shock value . . . lots of trickery in it. We don't intend to fall into that trap. There's too much at stake." □

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Connie Riggs is assistant to the president of Rollins College and a free-lance writer.





JANIS

# Reflections on Life as a “Townie”

*A comment on social-class conflict*

BY LYNDA M. GLENNON



*F*or a long time I've avoided writing about my social-class experiences with Yale. What of my parents and friends back in New Haven? They will be scandalized by my unearthing this whole business of class conflict. But one of my personal and professional interests has become the study of social-class life styles, and, oh, how Yale plays a part in my personal struggles and in my very education!

**Y**ALE. Townspeople sound ambivalent when they say the word. "YAY'-ILLLL," they intone, partly in resentment, partly in pride that the fancy university is in their hometown. "Yay'-illll?" the stranger searches. "Oh yeah, that's that Ivy-Leaguer place, the one with the boola boola, bulldog bow wow wow, Eli Yale and all that, from 'the tables down at Mory's to the place where Louie dwells.'" What these names meant few of us knew, even though they were familiar in our world of working-class New Haveners.

When I was a child I had only vague notions of what Yale was. I knew, of course, that it had a major presence in New Haven. "What's that building?" I'd ask my mother, spotting something that looked interesting. "Oh, that's part of Yale," she'd answer. "But what do they do in there?" I'd persist. "What's it for?" "I don't know; it's just part of Yale," she'd repeat. The tone of her voice would signal me to stop; I was treading on shaky grounds. I was not to ask her anything more about things she didn't know about and felt intimidated by. She did know Woolsey Hall, the Yale Bowl, and Peabody Museum. But these even I knew then. These were the buildings that entered into the daily lives of townspeople, even us working-class ones. Ingalls Hockey Rink was built during my adolescence, and it was so unusual in shape that everybody in town commented on it. To some it was the whale, to some the turtle, to others Noah's Ark. "Ugh," my parents used to say, "that building is hideous, why would they ever build anything so crazy?" I thought it was kind of nice, partly in rebellion against my parents, partly because I was beginning to experience the social-class ambivalence that plagues working-class kids who find themselves in two social worlds.

My family came to know those Yale buildings in the passageways of our everyday life, buildings we passed on the way from our relatives' homes in one working-class district to our own in Fair Haven. Unlike the legally recognized East, West and North Havens, Fair Haven was known only to old-time New Haveners, and sometimes only those who had some working-class ties, for it was the Irish-Italian enclave whose roots went back generations. It was thoroughly working-class in flavor; a few scattered lower-middle-class homes could be found there (lace curtain Irish, especially), but the blood and guts were blue-

collar. So when a Yale student asked me what part of New Haven I lived in, "Fair Haven" was never enough of a reply. At that time I thought merely that Yalies were out-of-towners and couldn't be expected to know the districts in a strange city. I realized much later that besides being out-of-towners, they were also "out-of-classes." Certain knowing elites would reply, "Oh, how very interesting," with that tone all working-class people know, and then politely excuse themselves. I was the exception in their lives, just as they were in mine. But for them

New Haven was synonymous with Yale, and the city's inhabitants were simply nuisances that got in their way from



*The sensitivity to being "in," to not being gauche, is not restricted to, but is particularly acute for, the working-class youngster. The marginal youngster is torn between the desire to be welcomed in the group judged superior, and the desire to repudiate the group completely for its strangeness and for its presumption in judging.*

time to time. I was the one made to feel odd and out of place.

The Yalies were a lot of trouble to townspeople. At meal times, they would practically take over the streets bounding their dining halls; at class-changing times the streets throughout the campus would be congested with moving bodies. The Yalies always seemed quietly ruthless and unselfconsciously confident in their khaki slacks, blue oxford-cloth shirts, sleeves rolled twice, ties flapping in the breeze, running off to classes or dinner, crossing Elm Street, not bothering about traffic, oblivious. The townspeople resented this

terribly. My father called them "rich boys" or "smart alecks." My young working-class dates would get furious if a Yalie crossed in front of a car they were driving without seeming to notice. "Get a Yalie," they'd yell, revving up the engine, while I would cry, "Don't do that," or "Stop it," giving them the perfect excuse to spare the life of the enemy. It was a ritual we took for granted. As these working-class males grew older and calmer they stopped noticing the insult of going unnoticed, stopped hoping a Yalie would run in front of their cars. Then it would take a real affront for one of them to rile one of us; we learned to call them names rather than to wish their demise. So "wise guy" and "smart aleck" (and their obscene renditions) peppered the air down Elm Street every day at these regular intervals. It was especially marked at the dinner hour because then the working-class folks would be coming home from work—hard, uninspiring work in jobs that did not allow them to control the rhythm of work, the breaks, or the pacing. This is the most difficult thing to take, the thing that most social critics miss who have never themselves had to survive working-class jobs. It's seldom the repetitiveness or the monotony of the job that causes alienation and demoralization, that erodes one's sense of pride and independence. It's being told when to start work, when to have a cigarette break; it's having to make an issue out of going to the toilet, and having gongs, bells, or even music dictate what has to be done next. And then driving home in cars that are falling apart but not yet paid for, the last straw for these working-class people is for some smart-ass-rich-Yalie to cross in front of a car in defiance of traffic rules, courtesy, or decent responsibility. It is too much. These privileged creatures seemed to make the whole world stop for them, wait for them, fear them.

Yalies seemed to be oblivious of the feelings of the townspeople, particularly the working-class ones. They took it for granted that these were their streets, that cars were intruders that didn't belong there. Townspeople feel that Yalies are guests of the town, that they come and go, but the people stay on. Yalies seem to think that they are New Haven.

The "townie" syndrome is vicious, but it was a long time before I got the full impact of its class dynamics. Coming into puberty, I began to look at Yalies as something other than the "smart alecks" my father called them. I began to find them attractive. I first "discovered" Yale men one day in my first or second year of high school. Three of my girlfriends and I had gotten

all the way to the College movie theater ticket booth one Sunday afternoon when we discovered we were short of money. It was a freezing cold day in late September, and we began to look for shelter from the wind. We started to saunter into an entranceway. We felt very brave, as ex-members of The Black Rebellion Girls' Club (after Brando's Black Rebellion Motorcycle Club in *The Wild Ones*), and we were still wearing B.R.G.C. uniforms—skintight jeans, navy shirts over yellow turtlenecks, dungaree jackets, and brown Western-style ankle boots. We found ourselves surrounded by two- and three-story long buildings, old and ivy-covered. Like a spark hitting tinder the place was suddenly alive with hooting, hollering, catcalls, and whistling. Since this was the 'fifties, we were flattered. I thought, "Oh gee, I might get to meet a Yalie." They all seemed to be falling in love with us. "If you can't get a date get a Yalie"—a maxim that seemed to spring from a rage at being ignored—was forgotten in that instant. And I did not know then that while sex and love are polarities for many men, they are so especially for Yalies and townies.

Just as in the Elizabeth Ray scandal, one must understand that there is a strong pull by very virtue of class differences toward the men from the higher classes. It is not a matter of a woman's scanning several options and selecting the one that best advances self-interest. The lifestyle of the working class does not include this middle-class emphasis on actively mastering one's environment, on rational calculation and primacy of self-interested action. In a society that makes those from the poorer classes feel shabby and as if they did not count for anything, it is easy for a girl to feel flattered by sexual attention from one of the privileged classes. Such attention can seem more desirable than being ignored, as though social class differences were temporarily equalized. The rude awakening comes much later when it becomes apparent that sex was mistaken for love. I struggled through these confusions along with my friends throughout adolescence.

I used to find myself describing my hometown to strangers as "New Haven—you know, the place where Yale is," with a sense of pride at having grown up next to so famous and fancy a place as Yale. I also used to say we had great cultural advantages—art, music, films, lectures, and theater "because of Yale." This went along with describing my alma mater, a small Catholic women's college (we called it "girls' college in those days), Albertus Magnus, as intellectually superior because it had some Yale professors on the staff who were induced by economic pressure or by the personal pleading of the "good nuns" to teach a course or two



there. I now wonder what those teachers thought of the Aggie Maggies, so polarized a bunch were we: the suave but not so bright upper-middle-class girls and the socially inept but bright working-class girls. The temper of the place has changed since my four years that bridged the 'fifties and 'sixties, but then the school was geared to the needs and interests of the upper middle class, socially at least, and we commuters were always made to feel as though we were the poor relatives. It was here that I learned that verbal proficiency could masquerade as intelligence. It took years for me to speak without self-consciousness, trying to make some sense of the confusion of speech between working class and upper middle class. The college threw me into direct contact with Yale, especially through the mixers it arranged or got us invited to in our freshman year. I remember one such mixer in particular, held at some official-looking hall at Yale during our freshman orientation week. It was just terrible. I was asked to dance by a guy who looked like Mack the Knife, very slick—very clean lines—but a bit leering and sinister. Those days the typical Yalie was light-haired and crew-cutted, wearing the basic Ivy League uniform: khaki slacks, muted blue oxford-cloth button-down shirt, dark or striped knit tie, brown loafers or maybe desert boots—decidedly low-key or what they now call "laid back." This guy was another basic Yalie type: headed for a career in finance management or corporate law. I didn't like him at all. He was wearing a navy blue flannel blazer with a crest on the pocket, and a navy and maroon rep tie. He said he lived in New York. No, actually he said he lived in Manhattan. I remember thinking, "How unusual, calling New York 'Manhattan,'" and I picked up that habit myself right then and there, and kept it for years afterward. Being marginal, I was always alert to the nuances of language. At that time I was uncritical of the very idea of social hierarchy so I tried my best to erase any traces of my "lower situation." And calling Manhattan "New York" seemed by his very tone to be a gaffe, a sign that one was not knowing, was not "shoe," or, in short, had no class. I, the working-class child, felt ill at ease.

The sensitivity to being "in," to not being gauche, is not restricted to, but is particularly acute for, the working-class youngster. As a matter of fact, some working-class kids have

little or no contact with the world of the upper or middle class, except on television, and escape that conflict, because class oppression requires a person-to-person encounter to be experienced as personal pain. The marginal youngster is torn between the desire to be welcomed in the group judged superior, and the desire to repudiate the group completely for its strangeness and for its presumption in judging. So I began to call New York "Manhattan" because I was afraid I'd be found out as a clod. At the same time I was beginning to question the whole system of class

differences that could do such injury to the spirits of those caught in the ambiguities of the hierarchy.



I

*and most of my friends went through stages where we felt that the Yale way was superior; that that way of dressing, talking, holding conversations, being witty, entertaining, relaxing—the whole works—was better than ours. We all, at one time or another, felt that we were inferior, of no use at all; that their oak-paneled life was the best this world had to offer.*

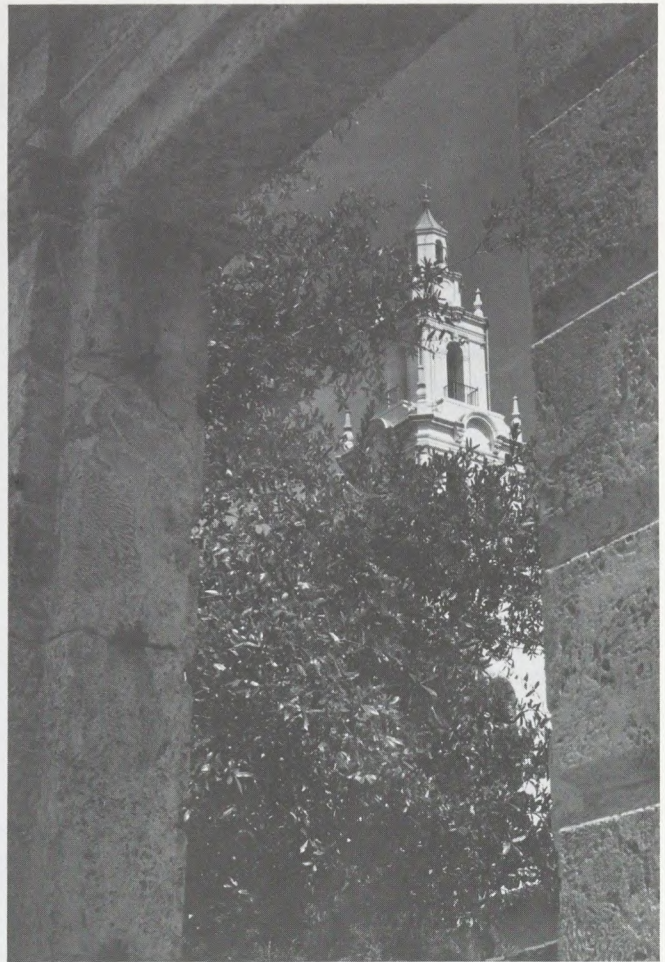
This guy that I met at the mixer had gone to Andover, and was smooth as oil. I was wearing a dress I had made from some paisley cotton fabric cut from a Vogue pattern. The picture on the package looked very elegant indeed, but the actual dress looked ordinary, if not downright dowdy. I was also wearing a pin made out of some brass-alloy type metal molded into a cuckoo clock, with pendulums hanging on little chains and a bird perched atop the roof, the whole thing one-and-a-half by two-and-a-half inches (four inches if you count the pendulums). The stiffly painful conversation between this guy and me went from bad to worse. He asked

if my pin (he called it a "brooch") was an heirloom. Lord, I got it from a bunch of junk jewelry my aunt gave us kids to play with years before. So I was wearing this piece of discarded junk to hide the uneven stitching around the collar of my homemade dress and Mack the Elite asks me if it's an heirloom. I'll never forget how I felt. In my nervousness, I blurted out that it was my grandmother's. So then he talked about his grandmama and how she was very wealthy but in poor health, and that she was very slow to give out any of her precious jewelry for fear that the relatives would take advantage of her situation. Another blow. I tried to get the conversation back to my reality but to no avail. Saying that the pin was just "an old thing" didn't help much. Long silence. He then said he liked my dress. I said I had made it.

Another long silence. He tried again with how nice it was to be able to sew; what a nice change it was from having to go be fitted at tailor shops. Lord, I sewed because my parents couldn't afford any really decent dresses, what with taking out a loan for my tuition. I said his blazer was nice, but he just looked startled. I tried to change the conversation to sports. Did he play any, I asked. Oh yes, he leaped at this, he hoped to get on the lacrosse team. "What the hell is lacrosse?" I asked myself. And he was rather good at cricket, he added. I felt hopelessly unable to say I didn't have a clue as to what he was talking about. But it wasn't so much a lack of courage on my part; we just had no common ground whatsoever. Nowadays I have the presence of self to treat such differences as interesting, and the upper-class person as somewhat provincial and sheltered not to realize that such cultural oddities are just that to the majority of the population. But not then. I was thoroughly intimidated, and all I wanted to do was to get out of there, to get to a place where I could feel comfortable and sure of my signals, where everything I said wouldn't

be misread, where the assumptions about me and my background would be the correct ones. At some point in the encounter I noticed the slow turning of Mack the Elite. He began to look at me as though I was slightly untouchable. I began to feel vermin-ridden. It was not a good feeling.

It was very difficult growing up in the shadow of Yale, attending a school that was on the receiving end of its class bias but yet was so totally uncritical of Yale and all it represented. Yale had, of course, professional giants, and perhaps even a few geniuses. No doubt many of its people were free from class bias, but the



**ROLLINS COLLEGE**  
**Annual Report**  
**1987-1988**

# Highlights of a year of growth for Rollins

For Rollins College, 1987-88 was an exciting year brimming with growth—in both the College's physical plant and educational opportunities. A walk around campus reveals that long-awaited new buildings have become a reality, renovations to modernize and preserve older, existing structures are complete, and critically-needed athletic facilities have joined the list of projects "in the works." Throughout the year, Rollins reveled with pride in the academic strides made by students and faculty and toasted the outstanding achievements of alumni. By the close of the 1987-88 fiscal year, the College had raised nearly \$29 million and was able to move into the final year of The Rollins Resolution, the capital fundraising campaign, confident of achieving its \$33.8 million goal.

In November, Pinehurst Cottage was the focus of attention on the College's 102nd birthday. Alumni and friends from the community gathered to tour the newly-renovated building which underwent both interior and exterior improvements to its over 100-year-old structure. The heavy construction machinery and crews of workmen which were a familiar sight for months gave way to a beautiful building. The original look of the historic building was preserved and Pinehurst has been revived as a student residence hall. A tribute to the value of historic preservation, Pinehurst is a tangible piece of Rollins' rich history and is a constant reminder to current students of the tradition of which they are a part.

Mills Memorial Center has lived up to all



expectations and is a busy student activity and learning center. The learning laboratories for writing, language and skills development are filled with students day and night. The Career Center is an important asset which helps students in career planning and finding jobs or graduate programs of study. Student organizations have found a home upstairs in Mills in offices which were formerly the library stacks.

The yearbook and newspaper staffs, student government officers and other campus groups now have convenient work space and are centralized in one location. The College Archives has a spacious setting with proper areas for storing important historical documents and informational files. WPRK broadcasts from renovated studios on the ground level of the building.

The center of activities in Mills is the Galloway Room, a large reception and conference area which has become the site for lectures, meetings, and special celebrations.

A Spanish-style outdoor patio was completed this year and is a striking addition to the Mills facility. A glimpse of Lake Virginia can be seen through the trees and a tile fountain makes a beautiful focal point of this popular new campus spot.

Near the end of the fiscal year in May, plans were announced for landscaping of the Lake Virginia shoreline and construction of a boat house to replace the existing one. The new boat house will be a particularly welcome addition for the championship Rollins Waterski Team and a boon to the College's physical education and recreational water sports programs. Also on the athletic front, a new varsity tennis complex is underway, the first phase of which has begun with construction of six new tennis courts.

With distinctive Spanish-Mediterranean architecture highlighted by a bright orange tile



*A Spanish-style patio added the finishing touch to the Mills Center.*



*Fish-eye view of the Cornell Hall courtyard under construction during the summer.*

roof, the most visible addition to the campus is Cornell Hall, which will house the social sciences. The new building, which will allow the social science departments to move back on campus from the Park Avenue Building, will be dedicated on November 4, 1988. The Johnson Center, a building for the Psychology Department, also will be dedicated in the early fall, offering much-needed laboratory, office and classroom space.

On the academic side of growth and development, admissions to Rollins College have nearly doubled in recent years, and incoming students continue to maintain high academic standards. Rollins faculty members have been recognized for research and scholarship, and many have received Fulbright Fellowships and other honors including impressive research grants from the National Science Foundation.

The student body continues to excel in academic and extracurricular activities. Graduating students successfully gain admittance to graduate schools of their choice in business, law and medicine, as well as secure good jobs right out of college. This year was no different than previous ones in that several students were Rhodes Scholar finalists and received other prestigious honors like the Truman Scholarship award.

Though 1987-88 was a landmark year for campus improvements and additions, the most important building blocks of the College, outstanding students and faculty, continue as they have for years to keep Rollins on a pathway of excellence.



*A smiling member of the Class of '88 Alice Smetheram.*

## Places and Faces of 1987-88

Many individuals and events influenced Rollins College throughout the past year. During 1987-88, the campus was shaped not only by changes in its physical appearance due to construction and renovation, but by noted personalities who shared new ideas with the Rollins community and other special events that made an impact on students and faculty.

The undergraduate college had the largest enrollment ever as 1,445 students arrived on campus for the start of classes. Record numbers of applications resulted in 415 top freshman students making up the Class of 1991 with the highest average scores on admissions tests in the College's history. The new freshman class included six National Merit finalists and students who hailed from 40 states and several foreign countries . . . Rollins marked its 102nd birthday on November 4 with a special community celebration to herald the completion of renovations on Pinehurst Cottage, one of the College's original buildings. Students living in the refurbished residence hall donned period costumes and re-enacted the original dedication ceremony. A Founder's Day Tea followed in the Galloway Room . . . The School of Continuing Education (SCE), traditionally the College's undergraduate evening program for adult learner's which now also offers a Master of Liberal Studies degree, officially changed its name to the Hamilton Holt School, in honor of beloved Rollins President Hamilton Holt who served from 1925 until 1949. A full academic procession in the Knowles Memorial Chapel and a speech by Dr. Robert Jay Lifton, a nationally known psychohistorian, highlighted the ceremony . . . Rollins hosted a number of prominent speakers throughout the year who presented lectures and visited classrooms to meet informally with students and faculty. Among the newsworthy figures on campus were: G. Gordon Liddy of Watergate fame; novelist and *New York Times* columnist Dorothy Grumbach; Eric Severeid, one of the premiere broadcast journalists of the 20th century; independent counselor Whitney North Seymour, responsible for conviction of former White House aide Michael Deaver; "All That Jazz" columnist Jeff Zaslow; and Senator Gary Hart . . .

*Continued on next page*



# The Rollins Resolution: A \$33.8 Million Campaign

The Rollins Resolution, the College's \$33.8 million capital campaign, enters its final year with a grand total of \$28,265,355 as of May 31, 1988, reports National Chair R. Michael Strickland. "Tremendous progress has been made so far on fulfilling many of the items on the original campaign table of needs. The new social sciences building will be dedicated this fall, Mills and Pinehurst are completely renovated, and we have made great strides in our overall fundraising efforts." He adds that among the most important areas of focus for the final year of the campaign will be funding for endowed professorships, athletic facility construction and renovation and student financial aid.

A breakdown of campaign goals and the funds received to date follows below.\*

## CONSTRUCTION

**GOAL—\$5.7 MILLION**

**Total to date—\$5,493,909**

This fall, when the \$4.5 million Cornell Hall for the Social Sciences and the Johnson Center, the new home for the Psychology Department, are completed and dedicated, the major construction projects on the campaign's original table of needs will have been achieved. With the construction projects for the academic facilities fulfilled, athletic facility projects will be the major focus for the remainder of the capital campaign. Funding has already been secured for several projects to enhance the athletic facilities available to students at Rollins. A new six-court varsity tennis court, which will eventually include stadium seating and locker facilities, and the Alford Lakefront project along Lake Virginia, with plans for a new boathouse and landscaped shoreline, are two top projects gearing up for completion during the upcoming year. Also, a gift has been pledged for the reconstruction and beautification of the Walk of Fame and the horseshoe area at the heart of campus.

## CAMPUS RENOVATIONS

**GOAL—\$4,920,000**

**Total to date—\$3,622,678**

The renovation of the former Mills Library into a campus-wide student educational and activity center was the major project of the capital campaign to be completed during the 1987-88 fiscal year. Students were welcomed back to campus last September with a beautifully refurbished student center at the hub of campus. Also, Pinehurst Cottage was modernized and carefully renovated to preserve its

character as the College's oldest building. Today it is a residence hall and a prominent landmark of the College's history.

Auxiliary renovations have been completed on many major campus buildings which involved painting, adding new roofs, or general refurbishing of residence halls. Other improvements on campus include the re-paving of the parking lot at the Enyart-Alumni Field House and new landscaping around the chapel as well as other areas of campus.

With these projects underway or completed, the remaining area of need is for athletic facilities, centering particularly on the Field House which is in need of repairs to update the structure and improve locker room and training areas. There also remains a need for additional funds to further renovate residence halls.

## TOOLS FOR EDUCATION

**GOAL—\$2,880,000**

**Total to date—\$2,540,452**

Modern computers, up-to-date scientific equipment and innovative educational resources are vital to providing students with the most fulfilling educational experience possible. Major strides have been made in securing funding for this area of need, but some necessities still remain, including housing/ food service equipment for maintenance, housekeeping and security operations and athletic equipment.

## ENDOWMENT

**GOAL—\$15.3 million**

**Total to date—\$8,130,133**

For Rollins to continue to excel in providing quality, educational opportunities for its students, the College must be able to attract outstanding faculty members and provide academic enrichment options for the faculty to help offset the cost of special programs, publishing, travel and research. Thus far in the campaign, a faculty chair has been established for Classics, but additional chairs are needed in order to develop the curriculum further and maintain high educational standards. Obtaining the funds for endowed professorships or chairs will be a major thrust of the capital campaign during this final phase. Additional financial assistance for students is also crucial if Rollins is to continue to attract the highest calibre of students and attract a diverse student body to the College. Continuing to build a larger endowment will guarantee the ongoing excellence of Rollins for future generations of students.

## THE ROLLINS FUND

### Current Operating Expenses

The Rollins Fund is crucial to the capital campaign because it is used to provide critical funds for operating expenses needed to balance the College's budget. By the end of the capital campaign next year, the Rollins Fund goal will be at \$1.8 million a year. Building up The Rollins Fund and working hand in hand with the capital campaign to bolster the steadily increasing endowment will help boost Rollins out of the "tuition dependent" position it is in.

# Places and Faces of 1987-88

The Roy E. Crummer Graduate School of Business unveiled the "executive classroom of the future." Through use of Zenith lap top computers and a Harris HXC-7 UNIX-based super-mini computer, every MBA student in the Crummer program has access to a data base system that provides new capabilities for business education and management decision-making . . . The Office of Student Financial Planning reported that over \$4 million in financial aid was given to students for the 1987-88 year. Nearly half of the student body received some form of financial assistance, of which 63% was provided by Rollins . . . The annual "Winter Term with the Writers" program in January brought some interesting personalities to Rollins: author Tama Janowitz read excerpts from *Slaves of New York* and several of her other successful novels and short story collections. Also on campus were Hugo Carillo, A Guatemalan lecturer and playwright and Terry Baum, feminist playwright and actress, who performed her one-woman show in the Fred Stone Theatre . . . Construction moved ahead on Cornell Hall at a fast pace on the site next to Crummer. The new home for the social sciences will be dedicated November 4, 1988 at ceremonies honoring the major donors Harriet and George D. Cornell '35. The new structure features Spanish Mediterranean architecture and a central open courtyard . . . The Alumni Association sponsored the first Alumni College entitled "Florida's Future: Promise of Paradise." Over 250 alumni, students and friends from the community attended the day-long program on economic and environmental issues of interest to Floridians. Speakers included: Charles E. Rice, Chairman of Barnett Banks, Inc.; Joan Ruffier, Chairman of the Florida Board of Regents; William Becker, Chairman of the Florida Citrus Commission; and Steven W. Lew, President and CEO of Universal Studios, who were on a panel addressing the business concerns of Floridians. Daniel M. Galbreath, President of John W. Galbreath and Co., presented the keynote speech. He was followed by the environmental panel featuring John DeGrove, Director of the Center for Florida Environmental and Urban Problems; Nathaniel Reed, South Florida Water Management Board; John Cook, State Director of the Nature Conservancy; Frank Reed, environmental law expert and Marjory Stoneman Douglas, environmentalist . . . The College paid tribute to Dr. Martin Luther King with a day-long program on his birthday. Those

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\* Totals to date do not include approximately \$8.5 million in gifts for current operations, campaign expenses, and general budget support, and life income and undesignated gifts.

## Places and Faces of 1987-88



*Cornell Hall for the Social Sciences takes shape for a November opening.*



*The new Johnson Center awaited students returning to campus this fall.*

attending heard dramatic readings excerpted from the works of famous black authors, listened to Dr. King's famous "I Have a Dream" speech, enjoyed a jazz concert, and joined together for a picnic on the horseshoe . . . World-renowned archeologist Jack Harris, famous for his work with the Leakeys, taught a Winter Term class. His visiting professorship was sponsored by alumna Diana Blabon Holt '63 . . . Former ambassador to Afghanistan, Morocco, and Saudi Arabia Robert G. Neumann and his wife Marlen '36 presented several interesting lectures as visiting Woodrow Wilson Fellows . . . Record numbers of alumni returned to Winter Park for Reunion '88 "A Symphony of Memories" . . . Early in the year construction began on the Johnson Center which will house the Psychology Department and provide much-needed laboratory, classroom and office facilities. The new building is the gift of Trustee Thomas P. Johnson and dedication is set for October 14, 1988 . . . The Cornell Fine Arts Center hailed its tenth anniversary with an outstanding exhibit entitled "Contemplating the American Watercolor," sponsored by the Transco Oil Co. . . . The College's collection of shells was moved from the Shell Museum on campus to the University of Florida's Florida State Museum in Gainesville. The UF museum is designed to properly preserve, store and exhibit the nearly one million shell specimens . . . Tennis enthusiasts cheered the groundbreaking for a new six-court varsity tennis complex on the north side of the Enyart-Alumni Field House. The primary sponsor of the tennis facility is the Bert W. Martin Foundation of California . . . Alumnus Dr. Donald J. Cram '41, recipient of the 1987 Nobel Prize in Chemistry, paid a memorable return visit to campus for two days in April. Cram taught a chemistry class and shared highlights of his Rollins days with College friends, including members of the Class of '41 who gathered to toast their famous classmate . . . The Class of '87, two-hundred fifty-five strong, bid farewell to Rollins and headed out into the "real world" to begin careers or enter graduate studies . . . Allan Keen '70, '71 MBA, National Chair of The Rollins Fund, received the Distinguished Alumnus Award at commencement . . . Plans were announced for the Alford Lakefront Project, which will include landscaping the 2,100 feet of shoreline along Lake Virginia and construction of a new boathouse. The project's main sponsors are Mr. and Mrs. Harold A. Alford, Mr. and Mrs. Theodore Alford '68, and Mr. and Mrs. Peter Alford '75.

# The Rollins Fund Report

*A message from:*

**Allan E. Keen '70, MBA '71**  
National Chairman  
The Rollins Fund



Despite the stock market drop in October, and serious changes in the federal tax laws, The Rollins Fund completed the year reaching an **all-time record of \$1,368,624**. My personal thanks to the 3,829 donors who made the year a success.

Highlights of the campaign included:

- The special **Challenge** grant created by Rollins parents Mr. and Mrs. Howard Kaskel, Mr. and Mrs. David Albertson, and Mr. and Mrs. Robert Dann generated over \$180,000 in new, increased and second gifts.
- Corporate giving to The Rollins Fund increased by more than \$24,000 and 12 new donors were added to the roster.
- Rollins parents again surpassed their goal of \$175,000, reaching a record \$234,525! Parent support has more than **doubled** in only three years as a direct result of the outstanding efforts of the Parents Committee.
- The 50th Reunion Class of 1938 repeated the success of last year's 50th by achieving 100% participation. This class also set a new dollar record for a 50th Reunion—raising \$24,095—a substantial increase over the \$4,065 the class had given the previous year.



• The 20th Reunion Class of 1968 established a new record for reunion giving by raising \$34,740 for The Rollins Fund. Such enthusiastic support establishes a challenge for all forthcoming reunions.

• Membership in The Fox Club (young alumni graduates of 1980 through 1987) increased by 44 individuals—18.7%. The members now total 235.

As we prepare for the 1988-89 Rollins Fund campaign, I urge **all** of our alumni, parents, and friends to lend support at whatever level of giving is possible. These unrestricted monies are the lifeblood of Rollins College, and **every** gift makes an impact on our successful completion of the campaign year. This year's goal is \$1,500,000, and with continued strong support from our alumni, parents and friends, this goal is certainly attainable. I thank you in advance for your support.

## REUNION ROUND-UP 1988

**Class of '38  
gives 100%**

Once again, a 50th reunion class has won the participation cup. The Class of 1938 tied the 100% achieved by the Class of 1937 and surpassed its dollar total, setting a new record for the Golden Reunion with \$24,095 for The Rollins Fund.

Class Agent John Oliver Rich invited family members and close friends of deceased

*Continued on next page*

# Reunion '88— Successful Fundraising Marks Event

A successful reunion is the direct result of the enthusiastic efforts of the committee members in each class. The March 1988 reunion weekend at Rollins, with record numbers of alumni in attendance, was memorable for everyone. The event set a challenging pace for next year and all future committees will want to match Reunion '88.

The volunteers who devoted their time and efforts to make the 1988 reunion such a smashing success were:

## CLASS OF '33

55th Reunion

General Chair—Jeanne Bellamy Bills

## CLASS OF '38

50th Reunion

General Chair—Malcolm Whitelaw  
Special Gifts—George Waddell  
Class Agent—John O. Rich

## CLASS OF '43

45th Reunion

General Chair—Janann Sholley Clanton  
Special Gifts—Josephine Caruso Walsh  
Class Agents—Ralph Hagood  
Margaret Caldwell Strong

## CLASS OF '48

40th Reunion

General Chair—Dorothy Aubinoe Griffith  
Class Agent—Jack (Dixie) Redding

## CLASS OF '53

35th Reunion

General Chair—Thomas C. Nelson  
Special Gifts—James L. Fay  
Class Agent—David J. Redding

## CLASS OF '58

30th Reunion

General Chair—Todd B. Persons  
Special Gifts—Bruce A. Beal  
Class Agent—Richard C. Bezemer

## CLASS OF '63

25th Reunion

General Co-Chairs—Marilyn Fisher DeLong  
Dennis Casey  
Barbara Wolcott Aufhammer  
Special Gifts—Kenneth L. Salmon  
Class Agent—Margaret Minnett Hooton

## CLASS OF '68

20th Reunion

General Chair—Pamela Booth Alexander  
Special Gifts—Barbara and Theodore Alfond  
Class Agent—Carole Conklin Leher

## CLASS OF '73

15th Reunion

General Chair—Andrea Boissy Lyon  
Special Gifts—Richard V. Dayton  
Class Agent—Patricia Gleason Kubik

## CLASS OF '78

10th Reunion

General Chair—Susan Coffin Brennan  
Special Gifts—J. Carter Beese  
Class Agent—David L. Bass

## CLASS OF '83

5th Reunion

General Chair—Paul F. Vonder Heide  
Special Gifts—Brian S. Lifsec  
Class Agent—Douglas M. Roth



members of the class to make gifts in memory of those who would be absent from reunion. The response was prompt, generous and enthusiastic. Then a post-reunion challenge offered by Nan Poeller Delatush inspired second and even third gifts from members of the class and carried 1938 beyond the record set by the Class of 1937 in the previous year.

**Kudos to the 1938 reunion team:** Malcolm Whitelaw, reunion chairman; John Oliver Rich, class agent; George Waddell, special gifts chairman; Catherine Bailey Coleman, Nan Poeller Delatush, Sara Dean Farley, Davitt Felder, Dorothy Potter Hack, Olga Matthews Hux, Jessie Steele Kurvin, Ralph Little, Emily Showalter May, Frances Robinson Michel, Wilson Mills, Donald Murray, Betty Myers Shumate, Betty Harrison Spear, Mary Archer Swart, R. Siley Vario, Robert Van Beynum, Marita Stueve Van Dyck, and George Young.

## Class of '33

Under the leadership of Jeanne Bellamy Bills, General Chair and Reunion Gift Chair, the **Class of 1933** surpassed its dollar goal of \$15,000 and achieved participation of 90.4%. This was even better than their performance at the time of the 50th reunion. Congratulations to Jeanne and her generous classmates.

## Class of '43

The **Class of 1943** achieved its dual goals of doubling both dollars and participation in a reunion year—\$10,080 from 81.4% of the class. Three cheers for the reunion team: Janann Sholley Clanton, reunion chair; Margaret Caldwell Strong and Ralph Hagood, class agents; Josephine Caruso Walsh, special gifts chair; Pauline Betz Addie, Peggy Kirk

Bell, Quentin Bittle, Franklin Bowes, Doris Kohl Dalrymple, Shirley Bowstead Evans, James Gunn, Rita Costello Manchester and Alden Manchester, Henry Minor, James Niver, and Ella Parshall Stevens. With this kind of performance at the 45th reunion, wait to see what they will accomplish at **their 50th!**

## Class of '68

The other class deserving "Honorable Mention" is the **Class of 1968**. Besides having the greatest number of classmates return for reunion, the class set an all-time record of dollars raised for the Rollins Fund—\$34,740! Of that amount, \$12,912 was raised **after** reunion weekend, a remarkable feat. Hats off to the leadership of Pam Booth Alexander, general chair; Ted and Barbara Alfond, special gifts chairs and fundraisers extraordinaire; and Carole Conklin Leher, class agent.

# The Rollins Fund

## Total Giving Report 1987-1988

Alumni	\$ 610,213
Friends	213,269
Parents	234,525
Corporations	237,603
Foundations	68,800
Associations	4,214
Bequests	0
<b>TOTAL</b>	<b>\$1,368,624</b>

## Other Gifts

Advanced capital gifts (Cash, securities, pledges, trusts and life income agreements)	\$5,889,113
Gifts and Grants for Current Operations (Restricted)	\$1,479,607
Gifts-in-kind	\$ 32,141
<b>GRAND TOTAL</b>	<b>\$8,769,485</b>

# REVENUES and EXPENDITURES 1987-1988

## Rollins College

### Fiscal Year June 1, 1987 to May 31, 1988

<b>TOTAL REVENUES</b>	<b>\$32,450,236</b>	<b>TOTAL EXPENDITURES</b>	<b>\$31,382,292</b>
Tuition and Fees .....	\$18,527,041 (57.1%)	Instruction .....	\$11,423,779 (36.4%)
Private Gifts and Grants .....	\$ 3,677,957 (11.3%)	Student Services .....	\$ 2,422,480 ( 7.7%)
Gov. Contracts and Grants .....	\$ 848,193 ( 2.6%)	Academic Support .....	\$ 1,747,727 ( 5.6%)
Auxiliary Enterprises .....	\$ 6,411,867 (19.8%)	Institutional Support .....	\$ 3,334,416 (10.6%)
Endowments and Trusts .....	\$ 1,526,969 ( 4.7%)	Operation and Maintenance .....	\$ 2,822,224 ( 9.0%)
Other Sources .....	\$ 1,458,209 ( 4.5%)	Student Aid .....	\$ 3,508,934 (11.2%)
		Public Services .....	\$ 359,785 ( 1.1%)
		Auxiliary Enterprises .....	\$ 5,762,947 (18.4%)

# Honor Roll of Donors

## President's Circle

### FOUNDER'S CIRCLE

Donors who have contributed restricted and/or unrestricted gifts totaling \$10,000 or more.

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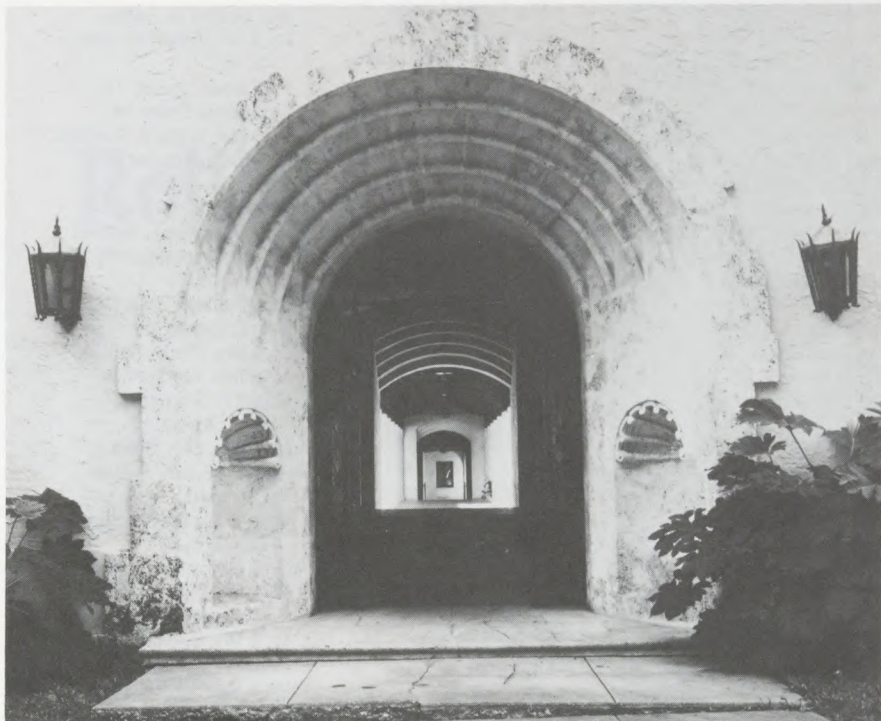
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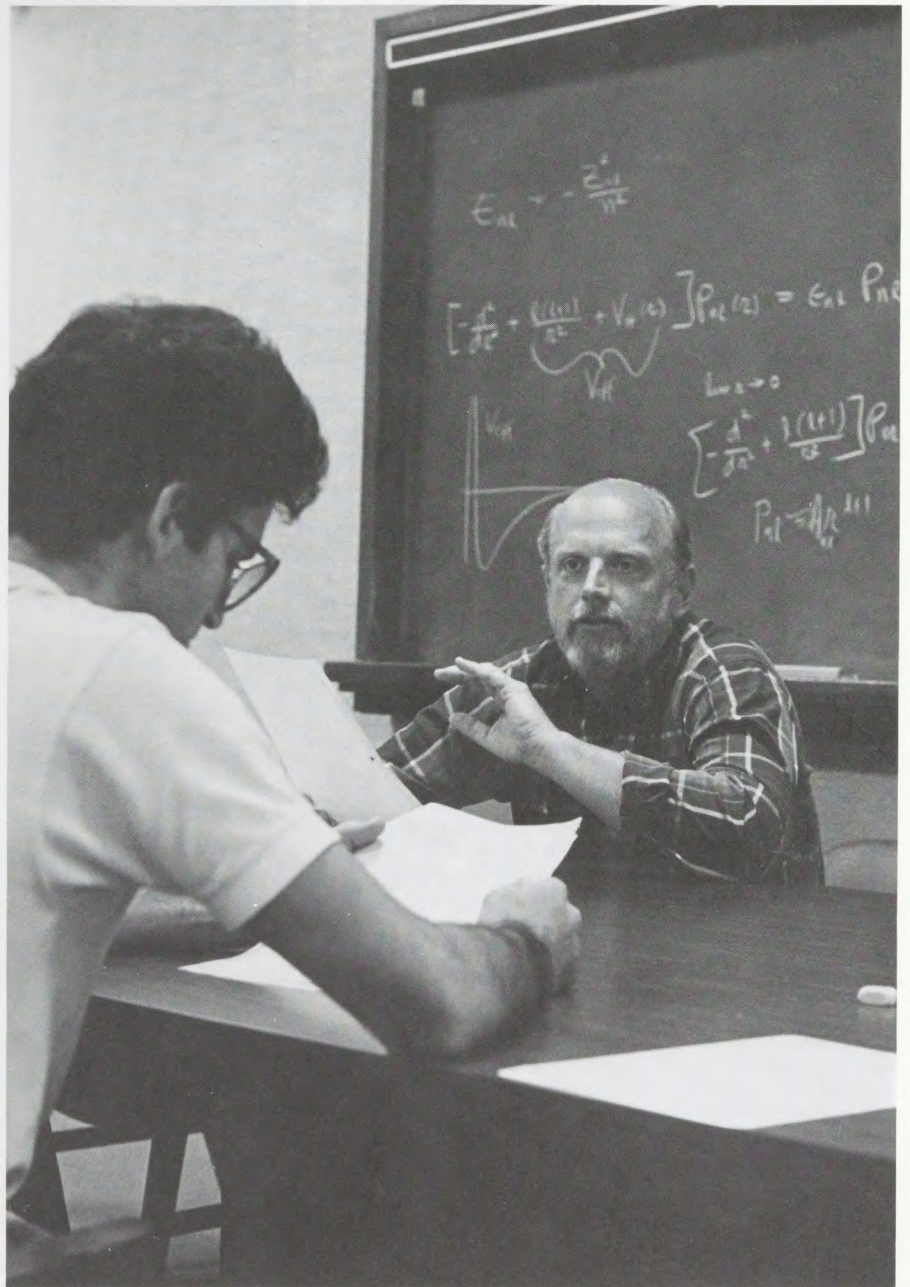
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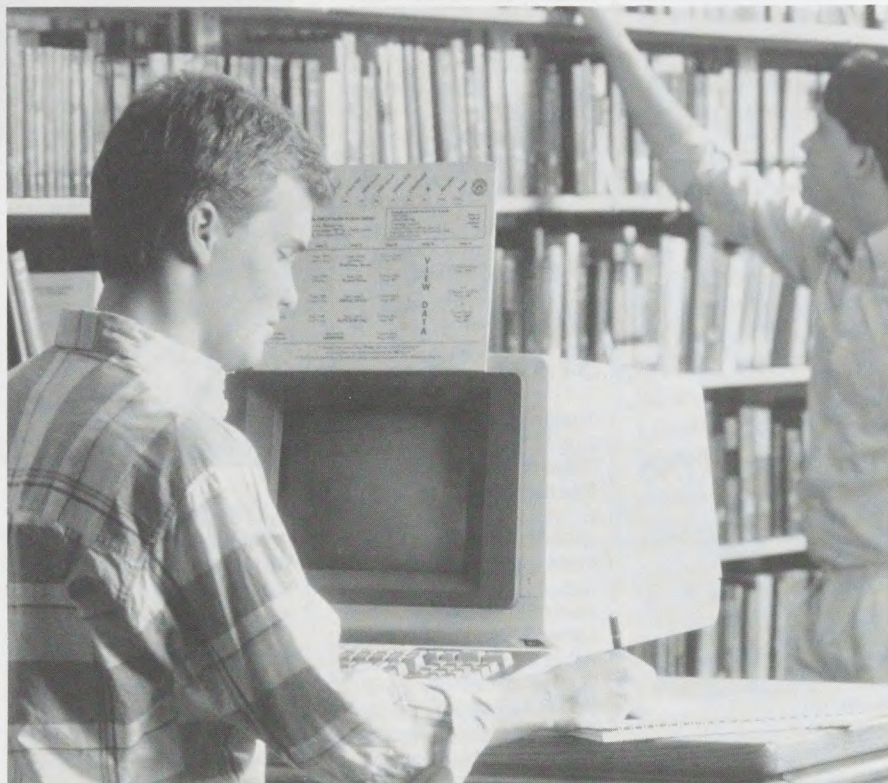
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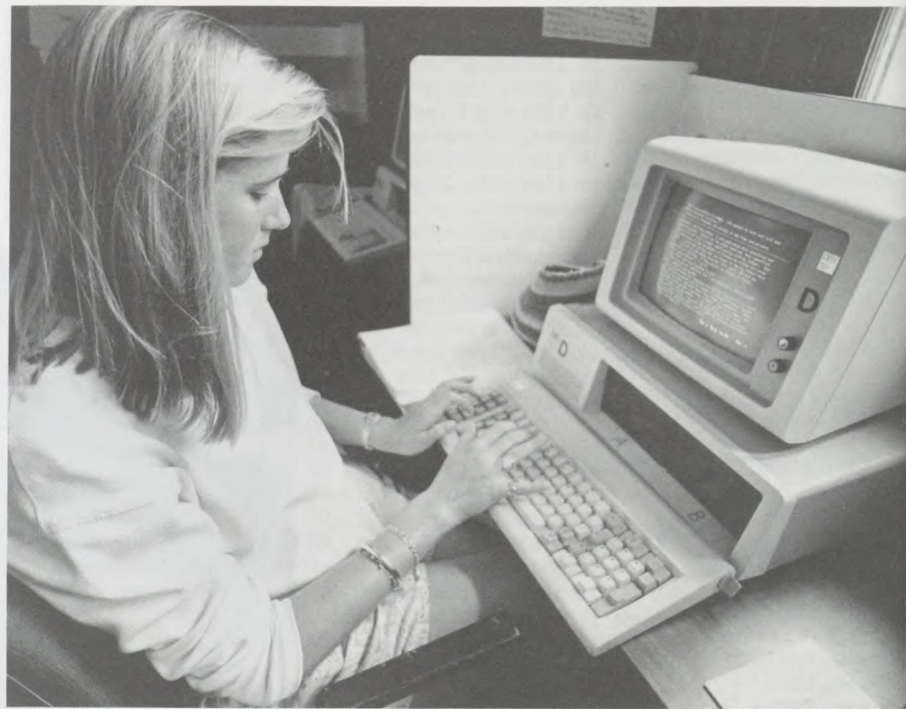
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Hilbert W. Hagnauer, Jr.  
Shirley A. Hermann  
Carl Good Hoover  
Joseph D. Johnson  
Margery Chindahl Kennedy  
Frances Perrotet Kresler  
Victoria Morgan O'Connor

Donald P. Ogilvie  
Lois Johnson Pick  
Emily Graves Sillars  
Mary Marchman Stonerock  
Alfred W. Swan  
Lillian Conn Ward  
Edward L. Whitner  
Gayner Davis Williams  
Hortense Ford Wilson

### Class of '41

Betty de Giers Armstrong  
Arthur Edward Bernd  
Louis L. Bethea  
Edith Farr Bills  
Betty Mackemer Bradley  
John H. Buckwalter, III  
Robert Clayton Burns  
Nancy Osborne Chapman  
Melvin Clanton  
Dudley V. Darling  
Barbara Brock Daugherty  
June Mutispaugh Daugherty  
Anne Anthony Davis  
Eleanor Rand Dolloff  
Esther Peirce Enquist  
Claire C. Fontaine  
Jayne Rittenhouse Freeman  
Willard R. Gatling  
Frank L. Goetz, Jr.  
L. Jerome Hagood, Jr.  
Ralph H. Harrington  
Luverne Phillips Hinson  
Charlotte Stout Hooker  
Herbert W. Hoover, Jr.  
Frank M. Hubbard  
Betty Stevens Hunt  
Nancy Locke Johnson  
C. Joseph Knowles  
Frances C. Montgomery  
June Reinhold Myers  
Richard E. Rodda  
G. Kenneth Scudder, Jr.  
Carl J. Sedlmayr, Jr.  
Carolyn Lewis Siddall  
Warren F. Siddall  
Robert F. Stonerock  
Rudolf Toch

### Class of '42

Barbara Bryant Beaudway  
Erika Heyder Boyd  
R. Nickson Carey  
Jean Holden Cole  
Shirley Bassett Ely  
Franklin R. Enquist  
Nancy Johnson Gest  
Susanne Stein Glaser  
Grace Gehron Golden  
Frank O. Grundler  
Weston H. Hausman  
Sylvia Haimowitz Hecht  
Helen Darling Johnson  
Mary Trendle Johnston  
Frances Smith Junk  
Philip R. Kelly  
Clarence W. Kraus  
John L. Liberman  
Janet Jones McCall  
Aldine Baker McCorkle  
B. M. Middlebrooks  
John C. Myers, Jr.  
Daphne Takach Powell  
Helen Fluno Rodriguez

Peter H. Schoonmaker  
Irma Achenbach Scudder  
Louise Windham Stanley  
Evelyn Leonard Swan  
A. Carrow Tolson  
Betty Carson Wales  
Janie Stokely Weinberg  
Irene Hoenig Windust

### Class of '43

Benjamin L. Abberger, Jr.  
Pauline Betz Addie  
Freeland V. Babcock  
Margaret Kirk Bell  
Estelle Bakal Berman  
Quentin E. Bittle  
Jane Lois Balch Boulton  
Franklin A. Bowes  
Janann Sholley Clanton  
James M. Conklin, Jr.  
Doris Kohl Dalrymple  
James L. Dean  
George A. Estes  
Shirley Bowstead Evans  
Alice Shearouse Fague  
Jeanne Dominick Fogarty  
Richard B. Forbes  
Laura Phillips Gosnay  
James M. Gunn  
Ralph O. Hagood  
Alice Lamb Hair  
James C. Hoover  
Floyd R. Jaggears

Philippa Herman Jones  
Eva Cole Kelly  
Barbara Lambert Krance  
Vera F. Lester  
Alden C. Manchester  
Rita Costello Manchester  
Henry H. Minor, Jr.  
James P. Niver  
Jane Dorman O'Connor  
C. A. Saunders Paisley  
William L. Royall, III  
Mary Castor Rudolph  
Barbara Brown Shea  
Ella Parshall Stevens  
Margaret Caldwell Strong  
William B. Terhune, Jr.  
Mary Stanley Turner  
Flora Harris Twachtman  
Dean M. Waddell  
Josephine Caruso Walsh

### Class of '44

Ellen Chadwick Arbogast  
Frances Acher Bennett  
John Aaron Bistine, Jr.  
Julian Brewster  
Barbara R. Cheney  
Dorothy Rice Clarke  
Thomas E. Cole  
Lucille G. David  
Maria Amaral Garcia De Souza  
Mary Hughes Harper  
Louise Ryan Hopkins

Nancy Sproull Lewis  
David F. Low  
Edith Fitzpatrick Matheson  
J. Richard Sewell  
Tryntje Van Duzer Stephen  
Ann Rolfe Waddell  
Max A. Weissenburger, Jr.  
Margaret Jane Welsh  
Marjorie Hansen Wilder

### Class of '45

Dorothy Louise Ault  
Helen Willey Blachly  
Dorothy Bundy Cheney  
Edith Bennett Confehr  
Faith G. Cornwall  
T. Kermit Dell  
Nancy Corbett Dillon  
Judith Sutherland Galbraith  
Mary Campbell Greene  
George P. Gross  
Nancy Reid Gunn  
Robert N. Hagnauer  
Paul H. Harris  
Eleanor Plumb Hutchinson  
John F. Kendig  
Helen Brady Maloney  
Frances McDonald Middlebrooks  
Larry K. Rachlin  
Jessie McCreery Reed  
Margaret Welsh Sinclair  
Hope Salisbury Thompson  
Winifred Martin Warden  
Elizabeth Good Wolfson



# ALUMNI GIVING REPORT

## CLASS BY CLASS SUPPORT

CLASS	NO. OF ALUMNI	NO. OF DONORS	TOTAL GIFTS	% OF PARTICIPATION
1910-1932	235	74	\$27,445.00	31
<b>33R</b>	<b>39</b>	<b>35</b>	<b>15,580.00</b>	<b>90</b>
34	51	15	7,536.00	29
35	60	24	10,068.00	40
36	52	20	5,294.00	38
37	41	19	6,520.00	46
<b>38R</b>	<b>54</b>	<b>54</b>	<b>24,095.00</b>	<b>100</b>
39	61	34	20,945.00	56
40	53	24	3,079.00	45
41	66	36	9,568.00	55
42	51	31	6,823.00	61
<b>43R</b>	<b>51</b>	<b>41</b>	<b>10,080.00</b>	<b>80</b>
44	56	18	2,015.00	32
45	60	21	12,819.00	35
46	64	18	3,850.00	28
47	88	32	2,870.00	36
<b>48R</b>	<b>104</b>	<b>42</b>	<b>8,628.00</b>	<b>40</b>
49	134	56	6,076.00	42
50	152	55	11,963.00	36
51	119	56	9,243.00	47
52	120	42	7,198.00	35
<b>53R</b>	<b>107</b>	<b>41</b>	<b>6,791.00</b>	<b>39</b>
54	107	28	6,063.00	26
55	103	37	14,962.00	36
56	94	34	9,143.00	36
57	124	42	14,037.00	34
<b>58R</b>	<b>110</b>	<b>28</b>	<b>5,585.00</b>	<b>26</b>
59	109	36	6,985.00	33
60	111	42	5,915.00	38
61	134	51	24,803.00	38
62	119	38	8,488.00	32
<b>63R</b>	<b>131</b>	<b>46</b>	<b>9,180.00</b>	<b>35</b>
64	183	70	19,133.00	38
65	160	58	6,868.00	36
66	170	67	9,018.00	39
67	141	51	9,178.00	36
<b>68R</b>	<b>220</b>	<b>65</b>	<b>34,740.00</b>	<b>30</b>
69	152	57	16,221.00	38
70	163	47	16,368.00	29
71	177	46	7,818.00	26
72	164	53	11,238.00	32
<b>73R</b>	<b>160</b>	<b>44</b>	<b>8,036.00</b>	<b>28</b>
74	197	69	9,312.00	35
75	229	77	9,220.00	34
76	236	78	8,770.00	33
77	236	68	7,219.00	29
<b>78R</b>	<b>279</b>	<b>49</b>	<b>6,865.00</b>	<b>18</b>
79	225	55	3,339.00	24
80	256	58	3,895.00	23
81	241	62	3,998.00	26
82	272	61	4,340.00	22
<b>83R</b>	<b>286</b>	<b>82</b>	<b>9,145.00</b>	<b>29</b>
84	273	56	3,540.00	21
85	259	59	2,895.00	23
86	275	71	5,471.00	26
87	275	58	1,647.00	21
88	252	50	1,015.00	20
<b>TOTAL</b>	<b>8478</b>	<b>2632</b>	<b>\$541,971.00</b>	<b>31</b>

## Class of '46

Douglas Graham Bills  
Barbara Fox Brown  
Margaret Mandis Caraberis  
Nathaniel S. Felder  
Molly Rugg Giles  
C. Marc Gilmore  
Ellen Smith Graves  
Jean Murray Hanson  
Gail DeForest Harris  
Dorothy Churchill Hay  
Gerald B. Knight  
Nicholas P. Morrissey, Jr.  
John B. Powell  
Anna Harris Scott  
Betty McCauslin Soubricas  
Barbara Brauer Tierney  
Carlton Wilder  
Ruth Smith Yadley

## Class of '47

Ann Reiner Bien  
L. Ray Biggerstaff  
Betty Cary Hill Buckley  
J. Edward Campbell, Jr.  
Jane Williams Casselberry  
Bette Elaine Stein Chichon  
Margo Mitchell Cook  
D. Gordon Evans  
E. Richard Gertner, Jr.  
Ruth G. Harrington  
Janice Hoffman Heasley  
Carol Feek Higgins  
Mary Phillips Hyde  
Martha Proud Karis  
Anne C. Leduc  
Mary Hill Lesperance  
Eleanor Seavey Mischuck  
Ted E. Mischuck  
Alan G. Phillips  
Marny Shrewsbury Potter  
Richard A. Potter  
Betty Rosenquest Pratt  
Lillian Lopaus Prindle  
James T. Robinson  
Anita M. Rodenbaeck  
Mary Alice White Sample  
Janice McFarland Schloz  
Roger L. Schoening  
Ann Cory Stone  
John E. Twachtman  
Betty Lee Kenagy Voegtlen  
Ruth McDaniel Wilson  
Margaret Estes Woodbery

## Class of '48

Joyce Jungclas Attee  
Bickley Hillyard Bayer  
Mary Peters Bucher  
Lallie Rogers Burke  
Juanita Ault Burkhardt  
Dorothy Wolking Campbell  
Jack H. Cooper  
William M. Davis, II  
Lawrence E. Dawson  
Alice O'Neal Dye  
Weston L. Emery  
Frances Bradley Fanger  
Gerald E. Farrans  
Robert C. Ferguson  
Earl F. Flanagan

Herman Goodwin, Jr.  
Philip Densmore Greene  
Ivor D. Groves, Jr.  
Charles A. Gundelach  
Alice Voorhis Hansen  
Donald R. Hansen  
Diane Raymond Harriman  
Carlyle Seymour Hodges  
Percy J. Hubbard, Jr.  
E. Ann Jones  
Stuart M. Kincaid  
William H. Knauer  
Edwin D. Little, Jr.  
Barbara Herring Malis  
Franklin J. Markland  
Jane Gorman Mayer  
Lois Adams Miller  
Kathy Gage Minor  
Armando Ortiz-Busigo  
May Porter  
Charles A. Ransdell  
Jack L. Redding  
Nancy Lee Tusler Redfeare  
Barbara Coith Ricker  
William R. Shelton, Jr.  
Lois Cheesman Thombly  
Mary Austin Whitmore  
Charles E. Whitney

## Class of '49

Robert Alfred Allen  
J. Richard Andrews  
Benjamin Aycrigg  
Melvin L. Blockinger  
Josette Stanciu Boggeln  
Samuel Alfred Burchers, Jr.  
Edward M. Burke  
Sue Adams Chinnock  
Antonio Consoli  
Richard W. Darty  
Agnes Hendrix Davis  
Marcia Huntoon Davis  
Carleton C. Emery  
W. Richard Every  
Jean Cartwright Farrans  
Joseph A. Friedman  
Zelda Sheketoff Gersten  
Phyllis Starobin Gosfield  
Charles C. Harra  
Marilyn Hoffman Harra  
Frederick Hartley  
Richard A. Hill  
Bettye Kerckhoff Howard  
Arlene Wilson Hughes  
Shirley Freyer Kleinman  
Olga Llano Kuehl  
Warren F. Kuehl †  
Sidney Lanier  
Michael Malis  
Gordon S. Marks  
Joan Leonard Martin  
Ann Garner McBryde  
Suzette Brauer McKearney  
Ielene B. Morrow  
Margaret Hanak Murphey  
John W. Northrup  
Priscilla Likely Northrup  
Beverly Burkhart Ogilvie  
Nancy Morrison Orthwein  
Robert Sabin Pollard, Jr.  
Marjorie Reese Reid  
Mary Saine Reynolds  
Edward W. Rosevear  
Jean Allen Scherer  
Sara Howell Schultz  
Stanley A. Schultz



Robert D. Setzer  
John L. Shollenberger  
Beverly Cotter Sinclair  
Patricia Meyer Spacks  
Milton Stanson  
Abraham L. Starr  
Andrew C. Thomas  
Eleanore Cain Thomas  
B. Palmer Tuthill, Jr.  
C. Hoyt Van Buren  
Patricia Furey Van Buren  
Jane Freeman Vogel  
Joan Waring Wilson  
Martha Barksdale Wright

## Class of '50

L. Rex Anderson  
Martha Rowsey Anthis  
Glenn Hugh Barrington  
James Bruce Bartlett  
Barbara Cavicchi Betzold  
Virginia Estes Broadway  
Donald Henry Burkhardt  
Gerard P. Cabrie  
Donald M. Cobb  
Mary Flanders Cook  
N. Norman Copeland  
Janet Fredrick Costello  
Vincent J. Covello  
Hugh C. Davis  
Joyce Yeomans Dreier  
Paul Dye, Jr.  
Allis Ferguson Edelman  
Theodore E. Emery, Jr.  
Kendrick E. Fenderson, Jr.  
John E. Fitzgerald  
Thomas F. Godfrey  
L. Warmington Griesel  
John K. Henderson  
P. Arnold Howell, Sr.  
Nancy Neide Johnson  
Mattie M. Kelly  
Wilson W. Landley

Herbert P. Lefevre  
Patricia Van Sickle Magestro  
Myron H. McBryde  
James E. McMenemy  
Marcia Mulholland Meader  
Carol Posten Miller  
George W. Mooney  
Thomas E. Mullen  
Virginia Butler Natolis  
Jo Humphrey Neal  
James W. Ogilvie, Jr.  
Mary Dew Osborne  
R. Clark Podmore  
Clara Mosack Pou  
Vincent A. Rapetti  
Jean L. Reinhardt  
Bartow T. Robbins  
Yarda Carlson Rusterholz  
Nancy Fry Sholley  
Peter B. Sholley  
Everts S. Sibbersen  
Gail Hastings Slicer  
William R. Smythe, Jr.  
George M. Spencer  
Patricia Warren Swindle  
Virginia Cheney White  
Bill D. Williams  
E. Robert Wilson  
James E. Windham, III  
H. Margaret Bell Zurbrick

## Class of '51

Anne Garretson Barnhill  
Elizabeth Bull Bauer  
William James Bazley  
Sandra Reinsmith Berry  
Harold J. Betzold, Jr.  
Kathlyn Keller Blackburn  
Elaine Marie Brackett  
Don E. Brinegar  
Elaine Rounds Budd  
Judith Baker Cahn  
Joan Champion

Phyllis Portong Cobb  
Margo Mountcastle Cossaboom  
Peter T. Fay  
Gretchen Herpel Franklin  
William R. Gordon  
J. Max Grulke  
Martha Dalrymple Guffey  
Betty Salisbury Hager  
Virginia A. Harr  
James E. Imand  
Joan C. Joerns  
Alice Smith Johnson  
Richard L. Johnson  
Wilbur E. Johnson, Jr.  
Iris Johnson Kupfer  
Lois Johnston Larson  
Carol Gradsky Matusoff  
Gale Smith Mayfield  
Robert A. McCue  
Robert Warren Miller  
Edwin R. Motch, III  
George S. Munson  
Francis J. Natolis  
Edmund R. Okoniewski  
Helen Fines Okoniewski  
Frances Burnet Oursler  
Betty Rowland Probasco  
Charles K. Robinson, Jr.  
Robert L. Robinson  
Ann Groves Ross  
Virginia Fischbeck Ruckert  
Carol Smith Searson  
Mary Lee Aycrigg Setzer  
Jacqueline Biggerstaff Smythe  
Mary White Soldi  
Ann Rupert Stewart  
Joseph C. Swicegood  
Wilson T. Tate, Jr.  
Lucy Bright Thatcher  
Cornelia Hall Tiller  
Carolyn Maass Trezise  
Lawrence R. Wagner  
Eleanor Hummel Walker  
Ann Turley Warinner  
Howard C. Wieland  
R. Scott Witherell  
Noel French Zimand

## Class of '52

Doris Campbell Annibale  
Joan Strahle Arnold  
Ardath Norcross Aucoin  
Mary S. Bailey  
Frank H. Barker  
Paul Raymond Binner  
Mary Dale Travis Busche  
William L. Carmel  
Jerome Stuart Clark  
Willard Crompton  
Hester A. Davis  
Daniel F. Dougherty  
Paula Wrenn Dougherty  
Richard F. Eagle  
Alice M. Egan  
Jean Wiselogle Elliott  
Cecile Ann Boyle Fain  
Nancy E. Flavell  
Eleanor Smith Friedman  
Marie Turck Frohlich  
Patricia Roberts Grulke  
Carlton C. High, Jr.  
Betty Kepler James  
Ann K. Jones  
Mary J. Mallory  
David T. Manley  
Diane Vigeant Matthews  
Ralph McDaniel  
Rosemary Robinson McDaniel  
Norbett L. Mintz  
Eleanor Parker Moore  
Gloria Burns Motch  
Robert P. Newhouse  
Ralph L. Pernice  
Thomas M. Pickens  
Richard D. Pope, Jr.  
Liane Seim Putnam  
Elizabeth Fletcher Rea  
John R. Reardon †  
Sally Newton Ronemus  
Catherine Johnson Rutledge  
Walter J. Searson  
Thomas Ray Young

## Class of '53

Daryl Stamm Barker  
Lucy Curtin Baxter  
Lawrence A. Bentley  
Ivy Camp Bitzer  
Raymond John Burchett  
Alice Berastegui Cochran  
Joan Grant Cronin  
G. Edmund Cushing  
Diane Evans  
James L. Fay  
J. C. Felix  
Racine Sarasy Foster  
Dorothea Manning Fox  
Kathleen McDonnell Griffith  
Margaret Bogner Hagaman  
Lois Langellier Handley  
Gordon L. Hathaway  
Nancy Huff Hathaway  
Emory G. Hunter  
Jan McGaw Irwin  
James A. Krisher  
John Judson Large, Jr.  
Nancy Lou Calvin Loyd  
George H. Lymburn  
Bayard H. Morrison, III  
Thomas C. Nelson  
Beatrice Huger Payne  
David J. Redding

M. William Ross  
Anne Frankenberg Saltmarsh  
Michael Shamilzadeh  
Henry D. Shannon  
Carl A. Stover  
Peter A. Sturtevant  
Natalie Merritt Sundberg  
Robert Tiller  
Ronald E. Trumbull  
Jack R. Wheeler  
Winder Andrews Witherell  
Marshall M. Woodward  
Averill Goodrich Young

## Class of '54

Jane Smith Bertelkamp  
Thomas M. Chilton  
Ethel Metzger Cramer  
Christopher C. Davis  
Ethel Deikman Dunn  
Sara Whitten Engelbert  
Marcia Mattox Felton  
Gail King Gardner  
Joanne Moseley Hammond  
William D. Helprin  
Sidney L. Katz  
Charles R. Leader, Jr.  
Bruce Lee  
Marie Perkins Lloyd  
Janet Rozier MacDonald  
Charles T. Merry  
George J. Miller, Jr.  
Rebecca Strickland Pernice  
John D. Philips  
Howard L. Richards, Jr.  
J. Lloyd Soyars  
Barbara A. Spencer  
John L. Spencer  
Pierre L. Steward  
Barbara Bremerman Timberman  
Ralph W. Tomlin  
Donald R. Vassar  
Donald B. Weber

## Class of '55

Jean Throckmorton Bartlett  
Nancy Siebens Binz  
James Fulton Bocook  
William Francis Boggess  
Carmen Lampe Boland  
Frances Draffan Carto  
Mary Elizabeth Wagley Danforth  
John D. Davidson  
Mary Marsh DeWitt  
Walter Dittmer, Jr.  
Bert E. Emerson  
Betsey Youngs Fales  
Donald P. Finnigan  
Ross A. Fleischmann  
Bonnie Lou Edwards Geddes  
Louis F. Glaser  
Kay Dunlap Guild  
Mary Martin Hayes  
Jane Lavery Henry  
Franklin D. Hutsell  
Raymond W. Ihndris  
David S. Jaffray, Jr.  
Thomas C. Leclere  
Stewart M. Ledbetter  
Daniel P. Matthews  
Joan Curtis McKeithen  
Philip W. Murray  
Mary Bissell O'Brien

S. Truman Olin, Jr.  
Nancy Corse Reed  
Bruce A. Remsburg  
John H. Rhodes, Jr.  
Carol Farquharson Ruff  
Rachel Willmarth Senne  
Edwina Jordan Stewart  
Jane Swicegood Tappan  
Mary Voor Tarr  
Don W. Tauscher  
Diane Cadle Trudell

## Class of '56

H. Dewey Anderson  
Anthony Antoville  
Suzanne Leclere Barley  
Cary Lee Keen Barton  
Gerald Adam Bilensky  
Katherine Delany Booher  
John W. R. Boyle  
George Blair Browder  
James Edward Browne, Jr.  
Irene Drake Callaway  
Virginia Carroll Fawcett  
Dennis N. Folken  
Joan Burger Goldfeder  
Richard J. Gordon  
Norman C. Gross  
Edward R. Hotaling, Jr.  
Phyllis Lockwood Hull  
Barbara Cox Hurlbut  
Barbara Feidt Kelly  
Jane Kilbourne  
R. David King  
Adele Fort Kirkpatrick  
George C. Longshore  
Joan P. Mack  
Doris Hicks McWilliams  
George W. Milam, Jr.  
Louise Shaull Mumby  
Stephanie Swicegood Nagelsen  
J. Dubac Preece  
Sallie Rubinstein  
Marlene Stewart Streit  
Dorothy Wright Swain  
Frank J. Thompson  
Tyler Townley  
Lamar Wisrley Williams

## Class of '57

Peter Wellman Adams  
Margie Emmert Allmand  
Robert K. Bell, Jr.  
Brian Boru Bird  
David Alexander Bowman  
Shirley Leech Briggs  
Robert G. Brown  
Ann Todd Coffee  
Lynn Hagerty Dempsey  
Jerome E. Dixon  
Robert S. Dollison, Jr.  
Jonathan Dunn-Rankin  
Brigitte Lemaire Emery  
Albert A. Fantuzzi  
Carol Beardsley Finnigan  
Eugene Hegeman Foster  
Jane Blakely Gery  
Joan Bucher Gowell  
Marion Crislip Graves  
Thomas D. Graves  
Gordon S. Hahn  
Richard H. Haldeman  
Charles B. Hartmann  
Preston C. Hull, Jr.

Joel C. D. Hutzler, Jr.  
Dorothy Stevenback Kistler  
Sidney Kromer Langendoerfer  
Jane Moody Leader  
Joyanne Herbert Lindsey  
Ra N. Moody, Jr.  
Delle Davies Muller  
Katherine Roth Olson  
Carol Enz Perers  
D. Jack Powell, Jr.  
Louise Vick Riley  
Marie Saute Scharfetter  
Katherine S. Schwarz  
Brian Sherwin  
Fred B. Shoaff, III  
Sally Nye Telatnik  
Lorraine Kaelber Thompson  
Richard F. Trismen  
Webster U. Walker, Jr.  
Richard R. Williams

## Class of '58

Judith Bygate Aiken  
Charlotte Fisk Astor  
Barbara Howell Calhoun  
Thomas O. Calhoun

Virginia H. Carpenter  
George E. Chittenden, Jr.  
Marian Rich Conley  
James G. Davis, Jr.  
Harold J. Durant  
Edward G. Gray  
Bayard S. Guild  
Janice Hamilton Haldeman  
Katherine A. Hammond  
William F. Herblin, Jr.  
Lee F. Jerane  
William G. Karlake  
Beverly Stein Kievman  
Carol Stroll Larsen  
J. Peter MacKechnie  
Cornelia Ladd McIntosh  
Hugh P. Mitchell  
Roberta Marling Morris  
Richard P. O'Loughlin  
Robert H. Pratt  
T. Robert Richmond  
Karen Serumgard Rizika  
Judith Adams Schmeling  
Susan York Steward  
Donald L. Sullivan  
Winfield Taylor, Jr.  
Leona Beeker Turner  
B. Moseley Waite



## Class of '59

Lorraine Abbott  
 Donald W. Allen  
 J. Richard Anderson, Jr.  
 William Astor  
 Ronald Leslie Atwood  
 Peter Bourne Benedict  
 H. Boyd Coffie, Jr.  
 William E. Comer  
 Robert L. Craig, Jr.  
 Richard W. D'Alemberte  
 Charles B. Doyle, II  
 Betty Taylor Erhart  
 Judith Earle Gillow  
 Garry Goldfarb  
 Joseph S. Haraka  
 Jean Palmer Harmon  
 Nancy A. Haskell  
 Saundra Sands Hester  
 Sara Hills  
 Mary Canales Jary  
 Marguerite Murray Kimball  
 Nelson W. Kimball, III  
 Lawrence L. Lavalie, Jr.  
 Anita Stedronsky Linkous  
 Diane Eames Lopez  
 Joseph D. Lopez, Jr.  
 Lowell A. Mintz  
 Wendy Hirshon Morse  
 Cordelia Row Nau  
 Roberta Oliver  
 Joan Abendroth Pratt  
 Don A. Salyer  
 Karel Ann Iko Sturmer  
 G. Thomas Wells  
 Frank R. Willis  
 Ann Taylor Wilson  
 Susan Allen Wilson

## Class of '60

William C. Allen  
 Sarah Lanier Barber  
 Richard Polk Barker  
 Carla Logan Bishop  
 Valerie Baumrind Bonatis  
 Marilyn Dupres Correa  
 Anita Tanner Daubenspeck  
 Carol Ann Pflug Dawson  
 Arthur J. Egan

C. Barth Engert  
 Alec L. Fedosi  
 Sydney Burt Goodwin  
 Gorham B. Harper, Jr.  
 Mary Weir Haselwood  
 Mary Whitman Heisel  
 Dale E. Ingmanson  
 Richard W. Johnston  
 Carol Sitton Kehm  
 Eleanor Shaw Kenyon  
 Linda Wissing King  
 Daniel H. Laurent  
 Robert D. Lerner  
 James P. Lyden  
 Stephen D. Mandel  
 Richard H. Mansfield  
 Carol Lynn Egry McIntyre  
 Richard J. Mertz  
 Julie Cale Morgan  
 Charles W. Morley, Jr.  
 Franklin Burr Morse, Jr.  
 Nelle Longshore Niles  
 Margaret Carmichael Paul  
 Gwynva Ogilvie Salyer  
 Marc Alan Schoen  
 Don A. Spencer  
 Carol Muir Stewart  
 Robert B. Stewart  
 Scott E. Strahan, II  
 Lucille Harvey Taff  
 David L. Van Schaick  
 Warren Foote Wallace  
 Mary Fairchild Webster  
 Sandra L. Whittington  
 Phyllis J. Zatlín

## Class of '61

Charles H. Anderson  
 C. Bruce Aufhammer  
 Jerry M. Beets  
 Charles R. Berger  
 Richard A. Bishop  
 Sally Ann Olson Bisset  
 Margaret Simpson Brass  
 Sally McCutchen Cook  
 Charlotte Probasco Corddry  
 Virginia Cornell Doyle  
 Mildred Searles Dunlap  
 Jane Goodnow DuVall  
 Richard D. Einhorn  
 Ann Berry Fitzgerald

Robert W. Fleming  
 Sara Hunt Forthun  
 Margaret Moffatt Frady  
 Jerry C. Freeman  
 A. Cope Garrett  
 Adaire Lehmkühl Graham  
 Robert G. Griffith  
 Rosalie C. Hallbauer  
 John E. Harkness  
 Susan B. Harris  
 Elizabeth Baldwin Herblin  
 Andrea Anderson Hersey  
 John A. Hirsch  
 John V. A. Holmes  
 Patricia Trumbull Howell  
 Ralph U. Hyde, Jr.  
 Julia Anna Smith Joyce  
 Marian Merz Kozlin  
 Ann Ragsdale Lesman  
 James L. Levy  
 John E. Lupo  
 James E. Lynn  
 Jessica MacSwan  
 J. Jay Mautner  
 C. James McDermott, III  
 June Worthington Mendell  
 John N. Muszynski  
 Barbara Jones Owsley  
 Diane Finney Pachetti-Ciampi  
 William Schoener, Jr.  
 Susan A. Scribner  
 Martha Fairchild Shepler  
 Peter J. M. Sheridan  
 Catherine Mann Todd  
 Tony M. Toledo  
 Celia Salter Turner  
 C. Shallenberger White  
 Susan Sanders White  
 Dorothy Feise Young

## Class of '62

Alan Edward Avdoyan  
 J. Michael Bailey  
 Jean Abendroth Bowers  
 Ted R. Bradley  
 Robert Stanley Bricken  
 Matthew L. Carr  
 F. Whitner Chase, Jr.  
 Richard Allen Cole  
 David E. Cooper  
 Stephen Cutter  
 Timothy R. DeWart

R. Morton Dunning  
 Ann Corbin Fatheree  
 June E. Gittleson  
 Gwyne E. Godtel  
 Ruth Wilder Goodier  
 Gail Retzer Haack  
 Joan Watzek Hargadon  
 Mary Amick Hinte  
 Frank H. Hogan  
 John William Holian, Jr.  
 John F. Hughes, Jr.  
 Sally Zuengler Ingmanson  
 Daniel E. Jackson  
 Kathleen R. Johnson  
 Erik G. Kroll  
 J. Waylon Lee  
 Barbara Hess Menyhart  
 Tibor Menyhart  
 Cornelia Thompson Northrop  
 Oliver L. Peacock  
 Ruth Whittaker Phillips  
 Roger D. Ray  
 Sandra Baker Sherman  
 William M. Taggart, Jr.  
 David H. Talley  
 Elias L. Taylor  
 Sandra Holbrook Thurston  
 Ann Puddington Wechsler  
 Robert H. White  
 Walter W. Wirth

## Class of '63

J. Stephen Anderson  
 Barbara Wolcott Aufhammer  
 Kathy Franck Baker  
 Isabel MacLeod Burggraaff  
 Robert John Carlson  
 Paula Horowitz Carr  
 Dennis J. Casey  
 Luther C. Conner, Jr.  
 Catharine Ondovchak Corbin  
 Catherine P. Cornelius  
 Sandra Krumbiegel Cornell  
 Charlet Hird Davenport  
 Peter M. Davenport  
 Jeana Kissling Davis  
 Marilyn Fisher DeLong  
 Vicki Boggs DeLorenzo  
 Frank R. Dunnill  
 Edward A. Flory  
 Judith Messeroll Geffers

Judy Jones Gordon  
 Robert J. Grabowski  
 James Bruce Hamilton †  
 Susan Deasy Hanlon  
 Miles E. Hisiger  
 Diana Blabon Holt  
 Margaret Minnett Hooton  
 Burt A. Jordan  
 Dale S. Justice  
 Lawrence H. Katz  
 Peter M. Kellogg  
 Barry M. Lasser  
 Deborah Stedron Lynn  
 Lawrence E. Magne  
 Michael Charles Maher  
 Judith Williams Moen  
 Linda Hicklin Morgens  
 Alice Ferriday Pruet  
 Richard S. Rhodes  
 Margaret Dickson Roberts  
 Kenneth L. Salmon  
 Thomas P. Sawyer  
 Jane Ruble Scocca  
 Lucy Hufstader Sharp  
 Mariellen Mercke Stewart  
 Linda Bernstein Travland  
 Ann Smith Von Zweck  
 Michael Watson  
 Thomas J. Weber  
 Joan Harney Weickenand  
 Judy Wells  
 Ruthan Christy Wirman

## In memory of James Bruce Hamilton:

Mr. & Mrs. Richard Haldeman  
 Palmetto Chapter, GSWA

## Class of '64

Larry Joel Abraham  
 F. Duane Ackerman  
 John W. Albright  
 Gerry Thorn Appleton  
 A. Alexander Arnold, III  
 Mary Sawtelle Blinn  
 Richard Edward Boschen, Jr.  
 Keith Alton Breithaupt  
 Evelyn Vaughn Brinson  
 Sandra Brown  
 Daniel L. Carr

# Summary of Reunion Giving

The final results of the Reunion Giving Program to The Rollins Fund for 1987-88 are as follows:

CLASS	GOAL	AMOUNT RAISED	% PARTICIPATION	'86-87 \$'s & %
1933	\$15,000	\$15,580*	90.4%	\$9,928—62%
1938	\$25,000	\$24,095	100%	4,065—53%
1943	\$10,000	\$10,080*	81.4%	4,828—43%
1948	\$15,000	\$8,628	40.4%	8,473—43%
1953	\$15,000	\$6,791	38.7%	7,261—39%
1958	\$15,000	\$5,585	25.9%	4,775—32%
1963	\$10,000	\$9,180	35.1%	3,734—41%
1968	\$25,000	\$34,740*	30.3%	21,360—36%
1973	\$15,000	\$8,036	27.5%	5,512—38%
1978	\$15,000	\$6,865	17.9%	7,215—29%
1983	\$10,000	\$9,145	28.7%	5,700—22%
<b>TOTALS</b>	<b>\$170,000</b>	<b>\$138,725</b>		<b>\$82,851</b>

\* EXCEEDED GOAL



Virginia Sands Casey  
 David Alan Chinoy  
 Susan Williams Conner  
 Lucia Moore Corcoran  
 Jonathan Duncan Darrah  
 Astrid Delafield  
 Thomas F. Doolittle  
 Virginia Petrin Doolittle  
 James L. Emerson  
 Joan Herington Evans  
 Louis C. Farrelly  
 Judith Anne Robb Fuller  
 Peter F. Gannon  
 Tom M. Glow  
 Frank D. Goldstein  
 Kenneth S. Graff  
 Diane Manning Gundeck  
 Richard W. Gunn  
 Roger S. Hammond  
 Constance Moore Hughes  
 John L. Hughes  
 Marilyn Wilson Hughes  
 David B. Ireland, III  
 Barbara Dixon Jackson  
 Richard Keller  
 John F. Kennedy, III  
 Robert R. Kirouac  
 Starr T. Klein  
 Jeffrey B. Kline  
 Sara Parkey Knutton  
 Susan Camp Kresge  
 Catherine W. Lloyd  
 James L. Long  
 John H. McIlvaine, Jr.  
 Michael E. Miller  
 Gary W. Mislick  
 Georgia Frutchev Mislick  
 George Warrington Morosani  
 Ronald D. Morrisseau  
 Caroline Morss Nagi  
 Suzanne Bridge Oakley  
 Susan O. Omansky  
 Wendy Draper Prest  
 John H. Roth, III  
 Marjorie Rubin  
 Stephen J. Schoen  
 Judith Thrailkill Schroeder  
 Linda Shelhart  
 Charles B. Shepard  
 Camille Jones Strachan  
 Kenneth D. Strickler, Jr.  
 Ann Breathwit Talley  
 David J. Tanchuk  
 Adeline Sullivan Thomas  
 Nancy Stone Voss  
 Linda Peterson Warren

Susan Anne Dix Watson  
 Jane Faxon Welch  
 Lee Matherly Wilkinson  
 Nancy McCain Williams  
 Frances Heinze Winslow  
 W. Frank Zimmerman

## Class of '65

James C. Agnew, III  
 Bruce Wheeler Aldrich  
 Patricia LaCroix Appleton  
 Albert Francis Arbury  
 Leland H. Baggett, Jr.  
 Ronald E. Benderson  
 Reginald T. Blauvelt, III  
 Thomas M. Brightman  
 Sara Brown-Glasgow  
 James Henry Carney  
 Gail Buettner Choate  
 Thomas Allison Choate  
 Frieda Clifford Coleman  
 Troy T. Comer, Jr.  
 Patricia Cullen Dockery  
 James H. Dollison  
 Douglas J. Draper  
 Thomas Ashley Edgar  
 Robert W. Ennis  
 Joaquin J. Espinosa  
 Helen Montgomery Farnsworth  
 George H. Fisher, Jr.  
 Nancy Campbell Fletcher  
 Patricia Kaye Frankland  
 Frederic J. Frederic  
 Cary C. Fuller  
 Susan Westgate Glenn  
 Karen Kaltenborn Goertzel  
 Robert W. Gundeck  
 Peter Haigis  
 Anita Roncaglione Haley  
 Timothy J. Haley  
 Jeffrey G. Heitz  
 Mary Ten Eyck Hencken  
 Merry Gladding Highby  
 T. Christopher Jenkins  
 Ellen Barefield Johnston  
 Jerome J. Joondeph  
 Sue Slanker Kiebler  
 Sunny Harris Koontz  
 Robert C. Legler  
 Ronald T. Maffia  
 Michael L. Marlowe  
 William H. Meek  
 Glendore W. Myers, Jr.  
 Maria Benner Newsom

Cooper Oliver  
 Matthew S. Quay, III  
 M. Elliott Randolph, Jr.  
 Jane Woodworth Read  
 Todd W. Read  
 Susan Carter Ricks  
 David Roberts  
 David R. Schechter  
 Virginia Walker Shelor  
 Robert M. Stockman  
 Sally Charles Stockman  
 Ronald P. Walker  
 Thomas M. Walker  
 Karl F. Weickhardt  
 Terry A. Williams  
 Robert P. Williard

## Class of '66

Thomas Wilson Alexander  
 Linda Harris Baggett  
 Carole Lynn Banka  
 Virginia Mendinhall Barden  
 Paul Henry Carlson  
 Laurie Gordon Carney  
 Carol Neimen Chalker  
 Kathy Geller Chinoy  
 D. Michael Cobb  
 Richard Michael Cohen  
 Constance Kirby Cross  
 Julia Ann Fix Cwikla  
 Jean E. Britt Daves  
 Nancy Taggart Davis  
 Sheri Bickley Dean  
 Martin A. Derita  
 Susan Stauffer Dickson  
 Diane Davidson Dioguardi  
 Michael J. Dioguardi  
 James L. Ehle  
 Michael J. Federline  
 Jeffrey Paul Fisher  
 Stephen E. Forsythe  
 Billie Rubinstein Heller  
 Marie Rackensperger Hernandez  
 Buell Hollister, III  
 Stephanie Brewer Iglehart  
 Carl M. Jenter  
 James M. Johnson  
 Sandra Willard Jones  
 Martha Brouse Joondeph  
 Geoffrey H. Kantor  
 Peter W. Kauffman  
 H. Cary Kresge, Jr.  
 Virginia Sprinkle Labrant  
 Stuart J. Lathrop

Kathryn H. Lauterbach  
 C. Edward Lawson  
 William Charles Leydig  
 Sue Willers Lunger  
 Elizabeth English Maltby  
 Edward E. Maxcy  
 Karen Gissendaner May  
 Nancy Wilson Mendel  
 George B. Miller  
 George C. Neslie, Jr.  
 John H. Noel, III  
 Elizabeth Zeppenfeld Oliver  
 Patricia Blackburn O'Neill  
 Margaret Pease Paschal  
 John A. Pistor, Jr.  
 Prudence May Plusch  
 Lee Anne Jurich Powers  
 Edmund O. Price  
 Nancy Anne Abelt Randolph  
 Linda Schmidt Rhodes  
 Beebe Bromeyer Roberts  
 Benjamin G. Robertson, III  
 Victoria Klingel Sewell  
 Stephen A. Sherman  
 Sharon Siegener  
 Virlee Stacy Stepelton  
 Richard Strauss  
 Mary Taylor Sullivan  
 James M. Sunshine  
 George G. Villere  
 Sue Mitchell Wallace  
 Stephen W. Ward  
 Richard C. Woltmann  
 Sally Dembitz Zarnowic

## Class of '67

Dorman Lewis Barron, Jr.  
 Charles M. Beeghly, Jr.  
 Martha McKinley Carvell  
 Alice Clement Coles  
 Sally Shinkle Combs  
 Harry George Constantinides  
 Colin M. Cunningham, Jr.  
 Jean Colvin Delano  
 W. Garrett Dering  
 Barbara Liverett Draper  
 Marnie Loehr Drulard  
 John B. Dunn  
 Dallas Kay Bower Evans  
 Stephen R. Feller  
 Margaret Shirley Fifer  
 Sandra Browning Finck  
 Ira Gordon  
 Carol Ann Bagnell Haglund

Patricia Love Hall  
 John York Horner  
 Ann Beckman Kellogg  
 Harry T. Lester  
 A. Read Lewin  
 Elizabeth Bodenheimer Lewis  
 Robert Clinton Lewis, Jr.  
 Sylvia Kuta Lyerly  
 Richard P. Maltby  
 Kathryn Ten Eyck Marshall  
 Pedro Martinez-Fonts  
 John Witbeck McIntosh  
 F. Dennis Milner  
 April MacDonald Newbold  
 Gary Tim Orwick  
 Sabra Whiting Otteson  
 Joanne Plowman Partridge  
 Nan Elliot Kirby Payne  
 Nancy Shaw Phares  
 Donald F. Phillips, Jr.  
 Margaret Ondrey Pinkerton  
 Charlotte Hallett Rhoads  
 Peter Bergholm Rhoads  
 James Almon Sawyer, III  
 Allen Trumbull Short  
 James P. Stewart  
 Helena Walker Talbot  
 Priscilla Smith Terry  
 Jean Preston Thompson  
 Julie Kay Terry Tindall  
 John R. Ursone  
 Gloria Giles Vantrump  
 Betsey Ellis Weeks  
 Ann Lesley White Williams  
 Linda Reischl Winrow

## Class of '68

Bruce Acker  
 Leslie Johnson Alexander  
 Pamela Booth Alexander  
 Theodore B. Alfond  
 Barbara Lawrence Alfond  
 Katherine Andrews Baeuerlin  
 Brian A. Baker  
 P. Jeffrey Birtch  
 William H. Blackburn  
 Nancy Biller Bowen  
 Terry Allan Bunde  
 Stanley S. Burns, III  
 Rosa M. Caler  
 Christopher Clanton  
 Stewart R. Crane  
 Allan G. Curtis  
 Margarite Ausley Davis  
 Sandra Christian Deagman  
 Karen Shaud Duggan  
 Marge Williamson Ehle  
 Andrea Scudder Evans  
 Susan L. Felder  
 Susan Probasco Geisler  
 Charles Edward Gordon  
 Pamela Dixon Harris  
 Joanne Dembitz Hartog  
 Alva A. Hollon, Jr.  
 Laura Barnes Hollon  
 Lynn Bruch Horner  
 Jane Thompson Hughes  
 Vida J. Hull  
 Barbara Graham Jaffee  
 Cheryl Kibler Keyes  
 David Noyes King  
 John Kirouac  
 Rebecca Klamer  
 Jeremy P. Lang  
 James W. Leahy  
 Carole Conklin Lehrer



Anthony J. Levecchio  
Ann Crabill Leydig  
Dianne Kaighin Martin  
Ruth Makemson McCullough  
James E. McNair  
Patrick H. Molloy  
Kirby Lee Morgan  
Lynn Labisky Nowicki  
Harriet Harper Oliver  
James K. Oppenheim  
Billy Kent Osburn  
Ronnie Clement Peterson  
Robert James Richardson  
Patricia Marks Schabes  
Robert J. Schabes, Jr.  
Carolyn Dunn Simon  
Sydney Smidt  
Brian K. Smith  
Margaret E. Socey  
Rheua Susan Stakely  
David Lee Stuart  
Carolyn Haas Swiney  
Sanda Dalzell Urson  
Paul D. Vartanian  
Christabel Kelly Vartanian  
Sandra Jackson Velasco  
Evelyn Cook Walsh  
Gale Norton Whitehurst  
Becky Brawley Williams

## Class of '69

Gene Harrison Albrecht  
Charles J. Bauernschmidt  
Joe Harvey Beard  
Constance Griffin Blackburn  
Gail Pattison Blackmer  
Susan Gregory Blakely  
Jane Carrison Bockel  
John Taylor Bottomley  
Amanda Kent Breaznell  
Wiley T. Buchanan, III  
Claude Alain Chevalier  
Janet Carter Clanton  
H. Lawrence Clark  
Joan Wright Cross  
Preston Alexius Crow  
Beth Sherrerd Curtis  
George Henry Draper, IV  
John Howard Fitzgerald  
Wilson H. Flohr, Jr.  
Sandra Elizabeth Foster  
Mark Lans Frydenborg  
Cyrus Wiley Grandy, V  
James Ralph Griffith  
H. Stuart Harrison, Jr.  
William M. Hartog, III  
Mary A. Hernandez  
P. William Keyes  
John Alvah Latimer  
Kathryn Brown Linn  
David Hill Lord  
John F. McDermid  
Linda Buck Meyer  
Roger Wallace Miller  
Pamela Alexander Moyer  
John Clement Myers, III  
Pamela Hodges Myers  
William Robert Myers  
John S. Newbold, III  
Craig Alan Paulson  
Gerald Randolph Peaden  
Lawrence D. Phillipps  
Frederick Walter Schert  
Janice Gunter Shepherd  
Connie Hirschman Shorb  
Robert H. Showalter

Linda Pew Stanford  
Tedd Andrew Stephens  
Robert F. Stonerock, Jr.  
A. Grant Thornbrough  
Linda Lee Turrentine  
Carol Skodje Westervelt  
Steven Westgate  
Marion Brewer White  
Carol Welch Whitehead  
James F. Whitehead, III  
John Frederick Wood, Jr.  
Stefan Hayden Young  
Dan Allan Zarnowicz

## Class of '70

Max Wellington Babb, III  
Stephen Hawes Bacon  
Deborah Gluckman Barr  
Linda Hamilton Bennett  
William H. Bieberbach  
George E. Brown, III  
Nancy Frazee Burkhalter  
E. Bradford Buttner  
Valerie Potter Byrnes  
Margaret Louise Cone  
Laurene Hopson Cooney  
Lynn Barbara Cooper  
Woodson P. Daniel, III  
Seth L. Feigenbaum  
Evelyn Fidao Fleischhacker  
Suzanne Vanderbeck Fletcher  
Mary Cheryl Fuller Hargrove  
Mary Ellen Deery Higinbotham  
Sandra Lynn Jetton  
Gregory Rogers Johnson  
Robert Paul Jonap  
Allan Enright Keen  
John Marshall Kest  
William Johnston King, Jr.  
Diane Michelson Kirtley  
Alan Howard Landay  
Robinson Leech, Jr.  
Anthony E. Levi  
Clifton A. Livingston  
John Browning Maxwell  
Christine Colmore McKimney  
William Hay McMunn  
Ian McNeill  
Laurence M. Mercier  
Bernard Samuel Myers  
Paul Davies Newcomer  
Billie Anne Rich Paulson  
Arthur Stock Pohl  
Emory Miller Robotham  
Jean Leith Robotham  
Elizabeth Banks Ryland  
Wendell Roger Smith  
Jane Butts Susack  
Robert Roy Taylor  
Barbara Staley Tremaine  
Burton G. Tremaine, III  
John McGean Tremaine  
William George Weiss, Jr.  
Richard Edmund Westfal  
Steven Wright Wilson

## Class of '71

Mark Aspinwall  
Jeffrey Brereton Bestic  
James Raymond Bird, Jr.  
Michael Conway Brelsford  
Charles Dennis Bueker  
Peter Scott Cahall  
Francesca Caruso

Robert Erskine Christie  
Gretchen Rounsaval Clark  
Joye Davidson Clark  
Betsie Pityo Coolidge  
Sheridan Christopher Costa  
Karen Larsen D'Ambrosio  
Susan Dollinger  
Noel C. Eggleston  
Jennifer Joyce Fisher  
Kathryn Crowell Frydenborg  
Jay William Fusco  
Katherine Carol Ginkel  
Micou Savage Glazener  
Ramona Schallau Guerrant  
Nathan Powell Laffoon  
Julia Cecile Lane  
Carlos Rodrigo Martinez  
Robert William Maynard  
Peter L. McCarthy  
Dinah Hampton McClymonds  
Earl W. Milbrath, Jr.  
Dean C. Paul, II  
Deborah C. Ryan  
James H. Ryan  
Mary Gilbert Sappho  
Walter Brian Shepherd  
Olive Consuelo Shover  
Kim Springate Showalter  
Gardner Philip Sisk  
Sharon Maggard Smith  
Joy Vance Steele  
Veronica Kruk Stein  
Bonnie Stenson  
Marilyn Charles Stokes  
Lisa Taffinder Stubbs  
Cynthia Thomas  
Howard M. Tuttle, Jr.  
Taffy C. Warner  
Candace Tooker Welsh  
Jeffrey E. Wenham  
Robert Michael Winslow  
Marjorie Reser Wittman  
John H. Woodruff, Jr.

## Class of '72

William Warren Bandel  
Samuel Bell, III  
Kenneth D. Bleakly, Jr.  
Judith Ellen Bornstein  
Nancy Margeson Carman  
Charlene Miller Carres  
John Henry Castings  
Barbara Bowen Cauble  
Walton Childs  
James Gould Clements  
Dana Robert Consler  
Stephen Lee Coogan  
Margaret Leslie Cooper  
Ann Rollins Crowther  
Michael C. Delcolliano  
John Fairfax Esterline  
Lynne Schweitzer Fischer  
Margaret Chapin Flick  
Cynthia Neskow Ford  
Christopher Lee Fusco  
Stanley C. Gale  
Janet L. Gawthrop  
Alice Thompson Hanson  
Elizabeth Parker Hollister  
Margaret E. Laird  
Penny Branscomb Leggett  
Holly Rogers Loomis  
J. Couper Lord, Jr.  
Michael David Madonick  
Bertram T. Martin, Jr.  
Melissa Martin McKinley  
Robert Lee Mellen, III  
Taylor Brooks Metcalfe  
Nancy Chavannes Miller  
Robert J. Milnamow  
Mary Louise Moffett  
Charles Billups Morton, Jr.  
Frank Anthony Ritti  
Joan King Robertson  
Jane Anne Roeder

Richard L. Rothschild  
Frederick David Schick  
Pamela Lippoldt Selton  
Robert W. Selton  
Leslie Shiren Shannon  
Evelyn Stewart Simensen  
Bonnie Kleinberg Singer  
R. Michael Strickland  
Edward Allen Suor  
Janette Hopkins Taylor  
James Blair Warner  
J. Douglas Welsh  
Jeffrey Paul Wilder  
Martha Herndon Williamson  
Lenni Yesner Wilson  
L. Stevens Winchester  
George Ashbridge Yarnall

## Class of '73

Thomas Vincent Austin  
Barbara Henning Bleakly  
Jeanelle Glover Bronson  
Theotis Bronson  
E. Matthew Brown  
Sandra Dick Chase  
Samuel George Crosby  
Mary Jane Davis  
Carol Pitt Eggleston  
Eleanor Kibler Ellison  
Jose Luis Esteves  
Michael J. Ford  
Ellen Caldwell Gury  
Barbara Clements Heller  
Patricia Gleason Kubik  
Larry Maddison  
Richard B. Magner  
Edward A. Marsh  
Deborah Darrah Morrison  
Nancy E. Nicholson  
Sherrill Oliver-Berger  
Charles Henry Perlo

## Reunion Giving Awards

Classes with highest percentage of participation in The Rollins Fund:

CLASS	PARTICIPATION
1938	100%
1933	90%
1943	81%

Young Alumni Classes (5th to 20th Reunions) having the greatest increase in dollars to The Rollins Fund:

Class	1986-87	1987-88	Increase
1968	\$21,360	\$34,740	\$13,380
1983	5,700	9,145	3,445

Class raising the most dollars for The Rollins Fund between Reunion (March 18) and end of the fiscal year (May 31):

Class	Reunion Total	May 31 Total	Increase in \$'s
1968	\$21,828	\$34,740	\$12,912

Peter G. Phillips  
Terry Shank Purdom  
Clara E. Read  
George Radcliff Rice, III  
Joyce Leitch Ross  
Claudia Wray Sanders  
Karen Rathje Shaw  
John Howard Slagle, Jr.  
Ronald M. Soldo  
Donna Ann Stein  
Peter J. Stephens  
Judith Grieder Tamburro  
Steven Thompson  
James P. Trocchi  
Jefferson Lord Vann  
James Ernest Vastyan  
Katherine Ivey Ward  
Sara Rice Williams  
Rand Egan Wilson  
Edward Walter Wojcik  
J. Trevor Woodhams  
James Simon Worthing  
Jacquelynn Shuttleworth Zollo

## Class of '74

Suzanne Petersen Anderson  
Jean Anderson Ayres  
Chester H. Berne  
Donald P. Best  
Richard C. Blackwell  
Charles Townsend Brown  
Christine Bantivoglio Burke  
Kathryn Winge Christie  
Elizabeth Eubank Crawley  
Ken Allen Crawley  
Leslie Bearce Crosby  
Susan Lee Peters Ellis  
Jeffrey Craig Fischer  
Gerard J. Gaffney  
Edward John Gonczy  
Scott Hall  
Ivan Thomas Harlow  
Patricia Lindsey Harris  
John Adams Heathcote  
John L. Hermans  
Ann Weltmer Hoff  
Steven Grant Horneffer  
Charles W. Jackson  
Karen Grady Joslin  
Jane Isensee Kahn  
Carey W. Ketchum  
Catherine Hammett Ketchum  
David M. Kidd  
Daniel R. Kirkwood  
Robert John Klug  
Bryan B. Lavine  
Katherine Garlington Lichtenstein  
Mary Chapman MacDonald  
Melissa C. Marsh  
Robert Milton Meckley  
Richard Curtis Menneg  
Timothy J. Merrigan  
Katharine A. Morrisey  
Robert Bruce Morrison  
Catherine Apple Murphy  
Blair Douglas Neller  
Theresa Doetsch Newhouse  
Roy Peter Newman  
Theodore Stimpson Nye  
Cynthia Cotton Parker  
Lynne Henshaw Pope  
Caroline Holmes Randall  
Loane J. Randall  
Stephen Allen Ripley  
Jay Robertson  
Mary Harkins Schmidt

Janet Lee Schwert  
Constance Morton Seay  
John Todd Shapiro  
Joycelyn Fowler Sharp  
Barbara Krussman Shea  
Herbert B. Sheppard  
Walter Moye Simons  
R. Snowden Smith  
Mary Ann Geiger Soldo  
Linn Terry Spalding  
Deborah Anderson Stephens  
Sue Allison Strickland  
Sara E. Tinsley  
Christopher D. Tully  
Marg Kinnaird Tuttle  
Adis M. Vila  
Richard F. Wattles  
Caryn Rodman Wheeler  
Andrew W. Williams  
Robert Page Wurts  
Gordon C. Yaney  
Victor A. Zollo, Jr.

## Class of '75

Karen Benson Alford  
Peter Gary Alford  
Melvin Chester Arnold, Jr.  
Peter James Becker  
Robin Russell Becker  
Helen Andres Bennett  
John Watson Bennett, Sr.  
Richard Kenneth Blundell  
C. Leigh Crowe Bolton  
David William Boone  
Beverly Kay Buckley  
Gaetana Anastasia Calais  
James Gary Calais  
Susan Lynn Martin Campbell  
Lucy Elizabeth Capehart  
Christopher M. Casey  
John Edward Clark  
Edward Frederick Conner  
Anthony Chalmers Dale  
Nancy Nichols Davis  
Daniel Crosby Demenocal, Jr.  
Leonard Hampton Eaton, Jr.  
John Buell Faber  
Elean Katherine McFeely Fazio  
Lucy Pulling Finch  
Elizabeth Rauld Ford  
Suzanne Searles Garner  
John Baptist Garzia, Jr.  
Cheryl Lynn Grady  
Douglas C. Groce, Jr.  
Stephen John Hall  
Pat Brunner Harlow  
Pamela Spalthoff Henderson  
Karen Thrun Hildreth  
Richard Stuart Hildreth  
Rdell Austin Hudgins  
William Baird Hudgins, Jr.  
Robert P. Hunter, Jr.  
Ruthmary Kay Jones  
Elizabeth Carney Jubert  
Bruce MacFarlane Keir  
Barbara Giardini Kieffer  
Karen Edwards Kronauer  
Beth Arlene Lincks  
Jane Wilson Marks  
Christopher McCormick  
Cheryl Vaughn Miller  
Glenn Edward Miller  
Craig William Morrison  
Steven C. Mutschler  
Elizabeth Potter Neller  
Wells Beekman Newell

Theodore Hancock Northrup  
William Patrick O'Connor  
Linda Wert Olen  
Maria Christina Pae  
Boies Robert Penrose  
Jean Reisinger Peters  
Nancy Susan Platzler  
Joel Robert Poretsky  
Edward Beale Putnam  
M. Kathleen Moore Ripley  
Mary Kellogg Robinson  
Douglas St. Clair  
Deborah Newsam Scherer  
Eileen Craddock Schneegas  
Susan McGinley Scott  
Frank Winbourne Smith, Jr.  
Daryl F. Spangenberg  
Frederick Miller Steiwer  
Brian C. Tamoney  
Juliette Wallace Taylor  
Katherine Miller Thomas  
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Miss Brown began her career as a librarian at Winter Park High School after graduation from Rollins. She also held library and teaching positions in Washington, D.C. and California. Miss Brown was secretary of her class for many years and a faithful donor to the annual giving program. She perpetuated her concern for Rollins through her legacy designated for the Mills Memorial Library. Its timely arrival helped the College meet the Kresge Foundation challenge for the renovation of the Mills building.

### **Marion B. Folsom, Jr.**

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Mr. Folsom joined the Rollins faculty in 1961 as an assistant professor of English and was elevated to associate professor and department head in 1967. His teaching interests included Restoration drama, modern poetry and classical and European literatures. Mr. Folsom's legacy and memorial gifts from colleagues in the English Department have established an annual award to recognize in a senior English major "that genial quality of scholarship—leavened by warmth, wit and modesty—so characteristic of Professor Folsom."

### **Charles Harwood, Jr. '44**

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Mr. Harwood maintained close ties with the College, attending class reunions and Rollins events near his home in New York. His bequest was designated for the Crummer Graduate School of Business and will establish its first endowed faculty chair. Mr. Harwood was a research economist and an authority on cumulative voting. He was instrumental in improving the safety of seat belts in new cars manufactured in this country. In addition to legacies to friends, Mr. Harwood made generous provisions for Cheshire Academy of which he was a graduate and several churches and theological seminaries.

### **Ruth S. Jewett**

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Dr. Jewett began teaching at Rollins in 1921 and was Dean of Women from 1924 to 1926 when she left to enter the University of Virginia Medical School. She soon specialized in geriatric medicine, the first physician in the Southeast to do so, and became chief of staff at Winter Park Hospital. Since Dr. Jewett predeceased her husband, Dr. Eugene Jewett, founder of the Jewett Orthopaedic Clinic in Winter Park, he received all of the income from a trust she established. After his death, the principal was distributed to various educational and medical institutions in which she and her husband were interested. The Rollins legacy will establish an endowed scholarship fund, with the income being awarded to pre-medical students.

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**\$50,000**

(final distribution)

Mrs. Long was the mother of James Long '64. Because of her keen interest in her son's career as a photographer, the family asked that her bequest be designated for the audio-visual center in Mills. The College's former library has been renovated to accommodate various learning centers and supportive library services. Mrs. Long was a generous donor to The Rollins Fund during her lifetime and perpetuated her interest in the College in her will.

### **Perry Oldham O'Toole '37**

**\$20,837**

(final distribution)

Mrs. O'Toole was a faithful supporter of The Rollins Fund and also made two life income gifts to Rollins. Her unrestricted bequest will be added to the College's endowment and the income used in support of the humanities. She was active in her community and in many organizations, a number of which she remembered in her will.

### **Charles H. Phinny**

**\$83,350**

Mr. Phinny was enrolled as a special student at Rollins in 1939-40 and 1941-42. He completed his education in Europe and worked there for a number of years before returning to the United States. Mr. Phinny's bequest is in memory of his cousin, Johnathan (Jay) Peterson '55, who was killed in an automobile accident in 1957. Since Jay had worked as an announcer at WPRK, the College's radio station, and studied in the Department of Theatre Arts and Communication, the legacy was designated for the "rehabilitation or improvement of the department of dramatics." It made possible the purchase and installation of a new light board for the Annie Russell Theatre to replace obsolete equipment.

### **H. Fremont Webb MAT '66**

**\$500**

Mr. Webb had been in management positions of public power companies and owner and operator of Webb House in Madison, Connecticut before moving to Florida. After moving to Sarasota, he became active with the Power Squadron, the Florida Society of Sons of the American Revolution and a director of the Longboat League. His unrestricted bequest will be added to the College's endowment, as he asked. Mr. Webb also provided legacies for Phillips Andover Academy and Williams College, of which he was a graduate, and two historical societies.

For information about a bequest to Rollins, write to the TAXWISE GIVING COMMITTEE, Rollins College, Campus Box 2724, Winter Park, Florida 32789 or telephone Elizabeth Brothers, Associate Vice President (407) 646-2606.

image it projected was one of cultural imperialism, impressing the young Yalies with its sophistication and erudition. They tried frantically to fit the style, but those I met came off like a bad imitation: silly, bitchy, or just plain unfunny.

A friend recently called my attention to an article in *The New York Times Magazine* (February 1, 1976) on Yale's elitism. In fact, the subject of the article was not Yale, but Brown. Such is my ambivalence still that I thought, first, "How could anyone confuse Yale with Brown! Yale stands alone," and then, as I skimmed the actual article and read about the fashionably initialed luggage, the mutual checking out of one another that takes place as students return to classes in September, I remembered the old feelings of being poor, of being judged unworthy of respect because I didn't have all those things the others had: the tailored tweeds, the little leather clutch bags, the Pendleton plaids, or any of those things that were advertised in *The New Yorker*. (Ah, *The New Yorker*! They put in all those cartoons to keep working-class people from getting completely depressed over the insurmountable gap between their life-style and that represented by the commodities pictured in its ads.)

The Brown article triggered those old feelings of envy, inadequacy, and outrage I had growing up next to Yale. Yale's style was so alien to us that it was almost like having another country in the middle of town. New Haven felt like an occupied zone. From this vantage point it is easy to understand the hatred colonized people have toward the colonizer. It is also easy to understand how colonized people have to struggle with the problem of identifying with the colonizers. I and most of my friends went through stages where we felt that the Yale way was superior; that that way of dressing, talking, holding conversations, being witty, entertaining, relaxing—the whole works—was better than ours. We all, at one time or another, felt that we were inferior, of no use at all; that their oak-paneled life was the best this world had to offer.

What nonsense all this has become. But as a child riding past its old, expensive, and mysterious-looking buildings I would almost feel the sacredness emanating. And the ivy-covered walls! God, those were really there, just as in all those old songs and stories.

When I was a child the Yale buildings looked like magic castles. The fortress-like entrances to the residential colleges had archways, each with a coat of arms emblazoned on the top, through which one peeped into another magic world of ivy and brick and neat rectangles of grass. Most entrances had formidable-looking iron gates. I



Lynda Glennon

always had the feeling I would be arrested the minute I set foot past the gate, even those times that I was escorted by a Yalie date, by the gatekeepers who lived in little stone cubicles just past the iron gates.

The out-of-town women, or those who looked affluent and self-confident, like a rich Nancy Drew, always seemed to float past such barriers. I and my working-class friends were questioned thoroughly if we went to meet our dates unescorted. Not Nancy Drew, though. She got a smile and was waved on. Her tweed skirt, Gucci shoes, camel's hair coat and Yale-striped scarf assured her immediate entry anywhere on campus. These women looked Yale, we didn't, even though the guards had never been given instructions that Pendleton, Gucci, J. Press, Abercrombie and Fitch, and Cos Cob were to be given first-class treatment. They just knew, just as the rest of the society learns that there are different social classes and that people are to be treated as befits their station. Never in these words, though. The lesson is always couched in such terms as someone's belonging to a "better class of people," as someone else's being "rough-cut" or "unpolished," or as being "riff-raff." No matter. When these terms are correlated with specific status possessions and life-styles it is social classes that are being referred to. All this in a country that declares that we have no social classes. This blindness to the realities of class is not an affliction of the

average citizen alone. The head of all research activities at one of the major television networks recently told me that America had no social-class system at all. Having come from a European country where class distinctions are blatant, he found America classless by contrast. But this is rather like declaring that the Northern United States is free of racism because its manifestations are not so obvious as they are in the South. So too it is with social class, except that few are willing to define the problem as one of class. It seems to be a difficult step to take to substitute the terms lower, middle and upper classes for the folksy terms in use now. For if the objective conditions of class are understood as tied to social fate, we could stop assuming that ineptness, self-consciousness, and lack of polish are random, and that polish is a sign of moral superiority. The polish or lack of polish results simply from being born into a particular family at a particular time in history. Simply that. ☐

*This is an abridged version of an article which appeared in the Summer 1978 issue of Yale Review. Lynda Glennon is a professor of sociology at Rollins College. She specializes in theory, consciousness, social class, media, popular culture, and women's studies. Her book Women and Dualism is currently being translated into Japanese.*

# THE END OF PARTY

BY THOMAS V. DIBACCO '59

**T**his year's presidential election marks the 200th anniversary of the selection of George Washington as the nation's first president. With last year's festive celebration of the bicentennial of the Constitution, Americans have had a two-dose injection of patriotism that should hold them in good stead until 1992, when the 500th anniversary of Columbus's discovery of America occurs. Yet there's something else to celebrate in this election year, and that is what might be called "the end of party" stage of American history.

Political parties, in other words, instead of becoming more ideological in America, have become less so; party labels have become less meaningful as candidates have switched parties and voters engaged increasingly in ticket-splitting. The result has been disagreement mostly on fine points and the emergence of an American consensus, with only extremists left out.

To be sure, the Founding Fathers strived for this envious state of affairs. George Washington, writing to Thomas Jefferson at the end of his presidency, spoke for his generation when he wrote, "I was not a party man myself, and the first wish of my heart was, if parties did exist, to reconcile them." Of course, parties arose, especially by 1800 when Jefferson won the nation's highest position. However, his founding of the Democratic Party—in contrast to the Federalist Party stance of John Adams—was tempered by reliance on modern political strategies.

For example, Jefferson favored farmers over businessmen, state government over federal, low taxes instead of high ones, strict construc-

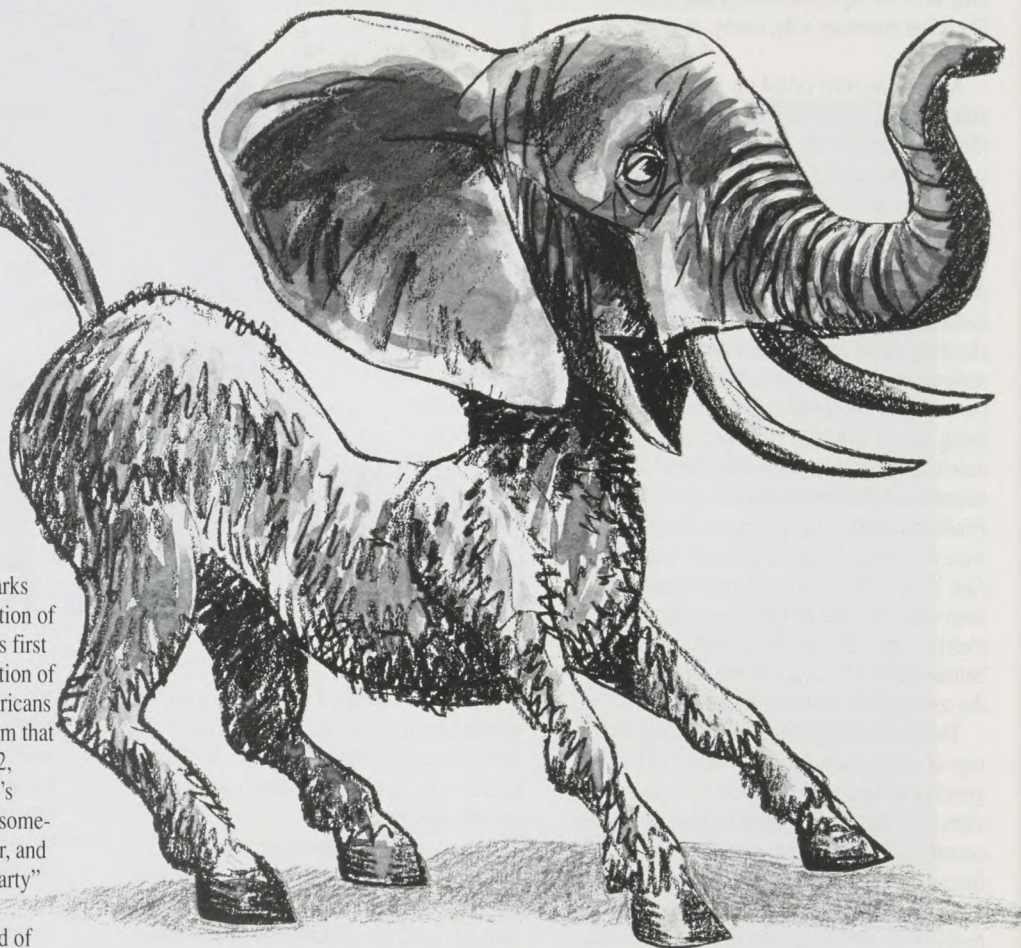


ILLUSTRATION BY JOE BARTOS

tion of the Constitution over a liberal one, and a foreign policy illustrating friendship more with the French than their traditional rival, the British—policies that differed radically with the Federalist stance.

Yet, as president, Jefferson largely left untouched the Federalist legacy, preferring instead to build a consensus by blending the opposite policies. Jefferson's success is seen in the fact that for two decades after his White House years, his party dominated national politics.

The administration of Andrew Jackson would accentuate party strife, leading to the formation of a Whig Party that eventually evolved into the Republican Party in 1854. Party strife was often vociferous for the next three decades, in part responsible for the controversial Civil War and the even more con-

troversial Reconstruction of the South. No political scandal in American history was greater than that of 1876, when Republicans stole the presidency away from three Southern states—including Florida—still under Reconstruction governments.

At the same time, the 1876 election signaled the beginning of the end of party in the United States. Tilden and the successful Republican candidate, Rutherford B. Hayes, were virtually indistinguishable on the major issues of the day. And Hayes quickly worked to placate Southerners, thereby bringing into existence the first leg of consensus through the emergence of the Republican-Southern Democrat alliance. When the first Democratic president since Reconstruction, Grover Cleveland, was elected in 1884, again party labels seemed insignificant, with Cleveland in agreement with most



Republican objectives.

Even when political reform emerged in the early twentieth century, both Republicans (President Theodore Roosevelt and William Howard Taft) and Democrats (President Woodrow Wilson) were on the same bandwagon. The Progressive Movement, unlike subsequent reform efforts, would make some serious mistakes, however, that would accentuate party strife. By unsuccessfully attempting to inject its goals into foreign policy, most notably into the peace settlement of World War I where Wilson's Fourteen Points fell on deaf ears, Progressivism evoked a vicious backlash from right-wing Republicans. Their rule in the 1920s did little to move the nation forward, contributing measurably to the outbreak and deepening of the Great Depression.

A more solid political consensus was esta-

blished by Democrat Franklin D. Roosevelt who, in spite of his personal wish to intervene in European matters, wisely kept his foreign policies in line with public opinion. With the Japanese attack on Pearl Harbor in 1941, FDR was released from public constraints. The fighting of World War II was therefore a model of consensus foreign policy.

Not surprisingly, the Republican Party would have a difficult time dealing with the Roosevelt consensus, and the years from 1946 to 1953 were among the bleakest in American politics, what with enormous economic and foreign policy problems—a record number of two million workers would go on strike in 1946—and the rise of Republican Senator Joseph McCarthy.

Dwight D. Eisenhower would bring the GOP into the fold, however, with his “Modern

Republicanism” or “dynamic conservatism,” which was acceptance of the Rooseveltian New Deal modified by concern for fiscal soundness—goals with which Democrats could find little to object. Little wonder that presidential elections beginning in 1960 would be cliff-hangers, except when candidates such as Barry Goldwater in 1964 and George McGovern in 1972 were clearly outside the political spectrum or when an incumbent president, Jimmy Carter in 1980, appeared to have little success in grappling with national issues.

Political candidates on both sides of the party aisle would be marketed not for their party differences but for their consumer appeal, much as business products have been sold in America since the advent of advertising. And perhaps no president has contributed more to the end of party than Ronald Reagan, a former Democrat who admires Franklin Roosevelt for a political style—replete with media techniques—that Reagan, as a Hollywood actor, has refined with consummate skill.

No doubt, the near end of party has its darker side, according to some critics. Like homogenized milk, a homogenized society is unlikely to illustrate significant change. It becomes predictable and thus, to a certain degree, boring. Its main asset, however, is giving extremists the obscurity they richly deserve in a democratic nation or making them move into the American consensus.

Ronald Reagan had to make that move after 1976 when he was unsuccessful in winning the GOP nomination. And no president has found the American consensus, with its necessary method of compromise, to be more accommodating.

In sum, the American party scene has come full circle—from no parties to their seeming end—and brings to mind George Washington's prophecy that if the United States “be wise and temperate in its government, it bids fair to be one of the greatest and happiest nations in the world.”<sup>®</sup>

*Thomas V. DiBacco '59 writes regularly on political and historical issues for numerous newspapers throughout the nation. His most recent book, Made in the U.S.A. (Harper & Row, 1987), is in its second hardback print as well as in paper. The United States Information Agency has purchased the rights to print 20,000 copies of the book in Chinese.*





BEVERLY BROSLIUS

Jo Ann Skousen with her family (clockwise from bottom left): Todd, Lesley, Tim, Valerie, husband Mark, and Hayley.

# The Path Less Traveled

*Hamilton Holt School  
Student Commencement Address*

BY JO ANN SKOUSEN '88

**E**xtraordinary people tend to do things in extraordinary ways. Pearl Bailey was 50 when she starred on Broadway in *Hello Dolly*, 68 when she graduated from Georgetown University, and 70 when she performed at the White House. Ray Kroc was a 55-year-old equipment salesman when he started a small restaurant that would eventually become the largest fast-food chain and employer of college students in the world: McDonald's. Laura Ingalls Wilder, who wrote the beloved *Little House on the Prairie* books about her childhood in the pioneer West, did not begin writing until she was 65 years old. At the other end of the age spectrum, by the time Mozart was my age, he had already been dead six months!

Robert Frost wrote of two paths that diverged in a yellow wood, one well-worn and the other less traveled. Like Frost's adventuresome traveler, and like those adventuresome individuals I just mentioned, we students of the Hamilton Holt School have taken "the path less traveled by, And that has made all the difference." We're here because we wanted to be here, and we brought with us an element of experience that made our educational careers far more meaningful.

When I talk with my friends who took the conventional four-year path to college right out of high school, they reminisce about parties, dating, and social life. But for us there have

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been no sororities, drinking parties, dances, or dates. Our memories are much more personal and serious, rooted in the association we have had with our teachers as they have influenced our lives and taught us to use our intellects.

As I look back on my three years at Rollins, I think of the numerous professors who have influenced my life. I think of the young and brilliant John Heath, whose class on Greek plays and mythology was the most rigorous and

yet the most enjoyable class I had ever taken because of his enthusiastic lectures.

I think of Ed Cohen, whose door is always open to passing students, despite his demanding schedule as chairman of the English department and one of the developers of the Humanities 100 class. I shall always remember strolling along the river in Oxford, England discussing Victorian novels with him.

I think of Roy Starling, who taught me to analyze poetry, to appreciate fairy tales, and, unintentionally, to hate Rabbits—at least those named Harry Angstrom.

Thanks to Alex Boguslawski, I could probably create a perfect imitation of a Russian icon, as could anyone else who has taken his "Land of the Firebird" course, and I have a great appreciation of Russia's history, culture, and people, despite its current government.

Everyone remarks on Barbara Carson's unending cheerfulness, even at 8 a.m., even when story after story, week after week, deals with fictional suicide in American literature.

I'm glad that my one sojourn into the day program was with her. Barbara Carson's smile is always in place, and her concern for her students is sincere. When I took Frank Carroll's class on "American Musical Theater," I had no idea that two years later we would be acting together on stage in *The Sound of Music*; but last month we did exactly that, he as Max Detweiler and I as the jilted baroness, in the

Valencia Community College production. He was a great teacher backstage as well as in the classroom.

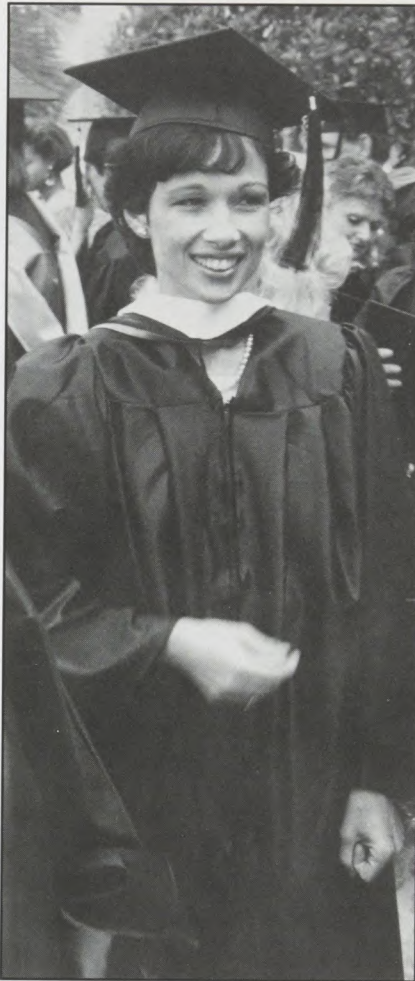
I also think of Steve Phelan's infectious chuckle that turns every class into a divine comedy. That chuckle defused the anxiety I felt about studying Chaucer, that medieval poet I had managed to avoid for 34 years. I didn't know what I was missing! Now Chaucer is one of my favorite writers.

Like many of you, had the unique experience of rolling around the floor with Hoyt Edge—during his "Human Potentials" class, that is! We studied quite a diverse assortment of worldwide philosophies, including several meditation techniques.

Because of the confidence and wisdom I gained from these professors, I was able to enjoy wonderful arguments inside and outside of class with Omar Castañeda—although I don't think we will ever agree on whether "profane" and "rational" are synonymous! One of the strengths of Rollins College is that students are not expected to agree with every teacher; instead, they are encouraged to express differing points of view.

And finally, I think of the professor I consider my mentor, my first and final teacher at Rollins, "Sucky" O'Sullivan. Of course, I admire his great knowledge and background. But even more, I admire his dedication as a teacher, the techniques he uses to draw even the shyest students into a discussion, and the time he spends outside of class encouraging and counseling. Most of all, I admire his ability to maintain a spiritual balance. Throughout my college career, I have observed the skepticism that seems to come with education. While opening my mind to knowledge, I have often struggled to avoid closing my spirit to faith. It worried me to note that education and dogmatic skepticism seemed so closely related. I asked Dr. O'Sullivan about this once during our "Bible as Literature" course, and he told me, "The more I study, the more religious I become." I believe that, and appreciate his saying it to me, because I am experiencing it myself. Rollins College was established by educators who firmly believed that religion and knowledge go hand-in-hand. In fact, one of my favorite scriptures says that "The glory of God is intelligence," and I think it is fitting that these commencement exercises take place in this beautiful Chapel, dedicated to God.

As I have reminisced about some of my courses at Rollins, I hope that you, too, have reflected on the associations you have had with your professors during your sojourn in college. I had the privilege of serving on the selection committee for the Outstanding Faculty Award,



Jo Ann Skousen '88

and I was impressed with the stories I heard about teachers in psychology, economics, history, fine arts, religion, and virtually every department on campus. We all have stories to tell, and I hope that during the reception following this ceremony you will share your appreciation with these professors. Unlike many large universities where professors hide behind closed doors, Rollins is first and foremost a teaching college, with professors dedicated to their students.

This personal concern spills over into the administrative offices as well, where the entire staff of the Hamilton Holt School greet every student as though they were old friends, sharing their successes, and helping diligently with their problems. It is amazing how much they accomplish with so few people.

I'd like to end my remarks on a personal note.

When I was 9 years old, my sister and I sat in an audience very much like this one and watched as our mother solemnly crossed the platform to graduate from college. Five years later, when I was 14, we watched our father

graduate from that same university. Today, history repeats itself on both counts as I prepare to receive my diploma, cheered on by both a 9-year-old daughter and a 14-year-old daughter, as well as by my 12-year-old son, my 5-year-old son, and my 2-year-old Hayley, who was practically born on this campus! (She was born on Friday, and I was back in class on Wednesday!) Because of the sacrifices I made for my mother's education, I fully understand the sacrifices my five children have willingly made for my education, and I appreciate their pride in my success. They have never once complained about the time I spent on my schoolwork. I promise you bedtime stories all summer!

As a child, I saw how hard my parents struggled to obtain their teaching degrees while working to support a family. So I understand the disappointment and dismay they felt when I gave up a four-year scholarship after just one year to get married, even though it was to a remarkably successful and supportive man. But I had learned from my parents' example the importance of continuing one's education, despite the obstacles we may place in our own way, and I appreciate the encouragement and support of all my family these past seven years. As I look out at this audience, filled to capacity with friends and family standing in the aisles and the lobby, I know that my fellow graduates join me in thanking all of you for the love and support you have given us over these long years.

And finally, if there is one principle I have learned this year, it is that the more you give, the more you receive. I've tried to give a lot this year—I've taught a volunteer seminary class for high school students every morning at 6:00. I've attended classes or meetings nearly every night. I've driven my children to piano lessons, play rehearsals, and karate. I've parked cars and ushered people for the student association, and I've served as secretary of that association as well. Busy though I am, I've never enjoyed life so much. I've learned that joy comes from sacrifice and from serving others. I'm grateful for the opportunity to serve, grateful for the opportunity to study and learn, and I'm especially grateful for the opportunity to accept this award. Thank you all very much. ☐

*Jo Ann Skousen '88, an English major, graduated from the Hamilton Holt School with a perfect 4.0 cumulative GPA. She was honored with the Outstanding Graduate award for academic achievement and service to the Hamilton Holt School.*

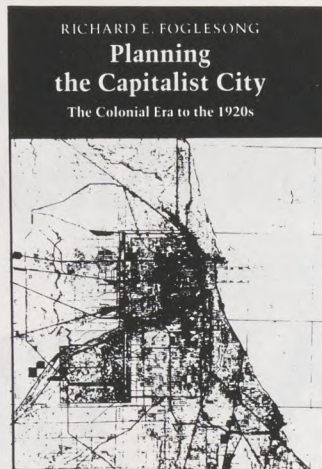
**PLANNING THE  
CAPITALIST CITY:  
The Colonial Era to the 1920s**

By Richard E. Foglesong  
Princeton University Press, Princeton, NJ;  
286pp; c1986.

Over the past decade, urban sociology has experienced a renaissance and a reformation. Theoretical and empirical studies of the social construction of space and the built environment have given urban sociology a new life, indeed moved it back to the central position it occupied in social analysis at the apogee of the Chicago school. At the same time, the parochial disciplinary boundaries of professional sociology have been significantly breached. For, to understand urban dynamics, the analyst must deal simultaneously with the spatial expressions of economic forces, with political institutions, and with the built environment. The built environment in a reformed urban sociology shows multiple faces. It becomes at once a critically important outcome of social processes, a terrain for sociopolitical conflict, and a mediating structure strongly affecting social development. Inevitably, urban planning needs to be a central concern of urban sociology, particularly in a capitalist society, where planning constitutes the primary political force in competition with market-driven urban development.

Richard Foglesong adds an important work to the new urban sociology. This original book simultaneously advances several reciprocally reinforcing intellectual projects: a history of property relations and urban development in the United States, especially during the period of industrial capitalism; analysis of urban reform movements that served at once to limit and to defend the hegemony of capitalist land speculators and developers; and a theoretically informed study of the emergence of the city planning profession during the first decades of the 20th century. *Planning the Capitalist City* shows how neo-Marxian theory facilitates the writing of a synthesizing history that is coherent without being doctrinaire. By never allowing his theoretical framework to smother the rich evidence he has accumulated, Foglesong also helps develop a more defined and nuanced theory.

Urban planners perform a set of functions in capitalist society that help to mediate the relationship between the state on one side and capitalist developers on the other. They organize the collective interests of capitalists by



rationalizing urban development. But they also act as agents of the state and thereby advance a complex set of collective interests that extend to a varying extent beyond those of the capitalist class. Their very capacity to mediate depends on successful claims to a body of technical knowledge, the basis for professional autonomy from business interests as well as from politics. Yet, as Foglesong ably demonstrates in case after case, planners are continuously limited in their effectiveness to the extent that they are unwilling to serve business interests but unable to link themselves to a political force that can overcome capitalist power.

After reviewing the neo-Marxian literature on city planning (a review that unfortunately is somewhat dated and incomplete), Foglesong presents a succession of historical case studies. These include a discussion of how mercantilist collectivism and an earlier tradition of Puritan communalism were overcome by laissez-faire sentiment in the colonial town; the contradictions of housing reform, of the movement for urban parks, and of efforts to provide planned industrial towns; and the emergence of the planning profession, first in the private business movement known as the "city beautiful" and then in government-sponsored city planning around the time of the First World War. Foglesong shows how the more reformist and anticapitalist elements in city planning (including the movement for public housing) were purged from the profession as the price of its uneasy acceptance by the urban business class.

The historical case studies are structured around three contradictions of capitalist urbanization. The first and central "property contradiction" is between the social character

of land (as well as the built environment) and its private ownership and control. The second, which originates in the relation between political and economic institutions, is the contradiction between capitalism and democracy: the need to socialize the control of space by placing it within the orbit of government, but the danger of control thereby being democratized. The last, which Foglesong adds only post hoc and calls a contradictory relationship, stems from the "mutual dependency, opposition, and support observed between planners and capitalist/property owners." Together, these contradictions (tensions might be a better term for the second and third) play themselves out historically in episodic waves of public intervention in urban development, combined with the institutionalization of urban planning in such a way as to limit democratic control (e.g., in autonomous planning commissions governed by community notables).

While Foglesong's structural analysis is quite powerful in explaining the contradictory development of planning in the United States, it cannot account for the variation in planning among the capitalist democracies. The author recognizes that urban planning is relatively weak in the United States. At various points, he correctly notes that this incapacity is associated with the failures of socialist political organization of the American working class. A complete analysis of the American case, however, requires greater attention to the multiple elements that define American particularity, including the character of the bourgeoisie, dominant ideology, and the evolution of governmental institutions. But these factors cannot be integrated into Foglesong's structural-functional framework, which is noncomparative and ahistorical to the extent that it relies on elements general to capitalist social formations rather than stresses particular paths of national development. Such limitations aside, Richard Foglesong has provided us with an exceptionally well-written, continuously informative and insightful discussion of city planning in the United States through the 1920s. There is none better. *Planning the Capitalist City* is urban sociology and sociological history at their best. □

By Norman Feinstein  
Reprinted by permission of the American Journal of Sociology. Norman Feinstein is dean of the School of Liberal Arts and Sciences at Baruch College, City University of New York.

Until the passage of the Tax Reform Act of 1986, most taxpayers had never even heard of the alternative minimum tax (AMT). Those who had regarded it as affecting only a few wealthy people. Then the ground rules suddenly changed, confusion abounded, and there was widespread alarm about an encounter with a cruel and unusual tax. But is there really reason for concern? What is the AMT and who is likely to be affected by it?

Since 1969 the AMT has re-inflated the tax bills of affluent people who try to cut their regular tax bills too far. The 1986 law did away with some items that used to trigger the AMT, but added others, such as losses from "passive" investments—those in which an investor is not actively involved in management, including limited partnerships designed primarily as tax shelters, and some rental activities. Gerald W. Padwe, national director of tax practice in Washington for accountants Touche Ross & Co., says the key now "is not so much the amount of money you are making as the mix of the income." For example, "Somebody could be making \$1,000,000 in all wages, dividends and interest, have relatively straight-forward deductions, and not be subject to the AMT. Whereas somebody else making \$150,000 who had tax shelters, rental real estate, and lots of different types of interest deductions could well be subject to it."

While the number of people hit by the AMT may not change much, the potential impact of the tax is now wider than before. Therefore, more people are having to take the tax into account in their planning. The AMT rate of 21% is lower than the regular top rate, but those subject to it wind up paying more than they would under the regular tax rules because fewer deductions and adjustments are allowed. The AMT applies only if it is larger than the regular income tax that would be due. In no case will anyone have to pay both taxes.

Congress has issued a list of preference items for the purpose of calculating the AMT for individuals. These have to be added back to regular income. A preference can be either a deduction or an item of income. Preference items are classified as "exclusion preferences" or "deferral preferences." The former represent permanent differences between regular income and AMT income, while the latter are tem-

## Who's Afraid of the AMT?

BY THE  
TAXWISE GIVING COMMITTEE



porary differences due to variance in the timing of income and deductions between the two tax systems.

Deferral preferences include: depreciation, passive activity losses, research and development costs, mine exploration and development costs, intangible drilling costs, circulation costs, incentive stock options, completed-contract accounting, installment-sales reporting, tax-shelter farm losses, and amortization of pollution control facilities.

Exclusion preferences include: percentage depletion, some tax exempt interest (for example "private purpose" bonds issued to

finance student aid, housing construction, etc., after August 7, 1986), contributions of appreciated property (only the unrealized appreciation part of the gift), miscellaneous itemized deductions, and state and local taxes.

The average taxpayer is usually shielded from the AMT because of a \$40,000 exemption allowed for those filing jointly under the AMT formula and a \$30,000 exemption for single individuals. (These exemptions are phased out for very high income individuals.) Also, relatively small numbers of taxpayers have the mixture or dollar amount of preference items to trigger the AMT.

Jonathan Tidd, J.D., an attorney who specializes in the tax implications of philanthropy, says that a giver generally must have income of \$250,000 or more to be touched by the AMT. For the majority of givers, capital gain property remains deductible at full value. They still avoid payment of capital gain taxes. Even if a donor encounters an AMT problem with a gift, it can generally be eliminated by careful timing of the contribution or by utilizing other giving techniques. In no case will a gift of appreciated property—even if AMT is triggered—result in a higher tax than the regular tax that would be paid on the entire amount if the property were sold. An accountant may rightly advise a donor that the gift is causing some tax to be paid. But it is a question of reduced savings rather than more tax. And the donor is fulfilling a desire to give.

Most taxpayers will find the AMT's bark is worse than its bite. If in doubt, figure your tax both ways or consult your professional advisor. ☐

*Taxwise Giving Committee: Angus S. Barlow '69, C.P.A.; Marion Haddad Brown '73, C.P.A.; Christopher Clanton '68, Trust Officer; Sara Harbottle Howden '35, Civic Worker; Warren C. Hume '39, Trustee and Business Executive; Allan E. Keen '70, Real Estate Investor and Developer; Michael Marlowe '65, Attorney; Robert F. Stonerock '41, C.P.A.; Harold A. Ward, III, Trustee and Attorney; Elizabeth Brothers, Associate Vice President.*

## Competing for good students—How well are we doing?

In 1985, Rollins selected its 435 freshmen from a field of 1,745 applicants. This year, 2,500 applications were received for the 400 available spaces in the Class of 1992, reflecting a 40% increase in applications in just three years.

“What this means is increased selectivity and a stronger, more well-rounded student body,” says David Erdmann, Dean of Admissions and Student Financial Planning. “Not only has the number of applications increased significantly, but the size of the freshman class has been reduced in the process.” The ratio of applicants to enrolled students was four to one in 1985; today, it is six to one. A larger applicant pool allows more room for tailoring the entering class to the needs of the College, explains Erdmann. “Over the past few years, we’ve been able to improve our academic profile while altering the geographic distribution and ethnic diversity of the student body.”

According to Erdmann, academic performance continues to be the most significant criterion used in determining a candidate’s acceptability. Fifty-six percent of this year’s entering class graduated in the top one-fifth of their high school class, with 76 percent graduating in the top two-fifths. And while scores received on standardized tests such as the Scholastic Aptitude Tests (SATs) and American College Tests (ACTs) are given much less weight than academic performance in the selection process, increased selectivity has resulted in higher average test scores. This year, the average combined score for the verbal and math sections of the SAT is just under 1,100.

Rollins has seen a gradual change in the geographic profile



Students gear up for the new year during Orientation week.

BOB BANAS

of entering students, with the most significant change being an increase in the percentage of students from the Southeast. Erdmann attributes this change in part to changing population patterns and in part to the College’s increased visibility in the Sun Belt. Thirty-three percent of this year’s freshmen are from Florida, with an additional 13 percent from other Southeastern states; 39 percent are from New England and the Mid-Atlantic states; and four percent are from foreign countries.

The most important change in the make-up of the freshman class, however, has been greater ethnic diversity. Sixteen percent of the entering freshmen are Black, Hispanic, or Asian. “Increasing the number of minority students on campus was our top priority this year, and we’ve been very successful,” explains Erdmann. “A diverse population is very

important to the educational experience of all students. In one year we’ve gone from being slightly behind our competitor institutions to being far ahead. No other single factor could have as much of a positive impact right now on the quality of life at Rollins.”

Rollins has thus far been successful at recruiting good students during a time of fierce competition among private institutions of higher education, but even greater challenges lay ahead. The number of secondary school graduates will decrease 12 percent nationally by 1994, and private college costs are expected to continue rising at levels above the national annual inflation rate. With a decreasing market and increasing costs, private colleges will have to work harder and spend more to recruit qualified candidates.

“Our alumni provide the best

hope for our future,” says Erdmann. “Fifty-five of our freshmen have grandparents, parents, or siblings who attended Rollins. And many others were referred to us by people who have experienced first-hand the benefits of a Rollins education. Alumni can play a major role in assisting our efforts by sending us the names and addresses of relatives, friends and acquaintances, and other qualified candidates who should receive information about the College.

“We are confident, but not complacent, about the future. The success we’ve experienced at competing in a shrinking market can be maintained with the involvement and support of our alumni. The College’s facilities are superb, its faculty excellent, and its students eager to participate and learn. With all this going for us, we’re ready to tackle the challenges that lay ahead.” ☐

**Cornell Art Center  
welcomes new director**

The George D. and Harriet W. Cornell Fine Arts Center at Rollins College has a new director. Dr. Arthur R. Blumenthal, a native of Cleveland, OH, became the second director of the Cornell Museum, succeeding Joan Wavell, who retired in February.

Blumenthal, who earned his PhD from New York University's Institute of Fine Arts, comes to Rollins with a strong background in college art museum administration. Most recently, he was director of The Art Gallery at the University of Maryland, College Park. He was an associate professor of art at the University as well, a title he also holds at Rollins. Previously, he was curator of Dartmouth College's art museum and curator of the University of Wisconsin's Elveh-

jem Museum of Art in Madison.

"My special interest is in the relationship between theater, music, and art," says Blumenthal. His PhD dissertation, "Giulio Parigi's Stage Designs: Florence and the Early Baroque Spectacle," explores the relationship between the Medici Court theater and the Florentine artists of the Baroque. It was published by Garland Press in New York in 1985. "I really love Italian Renaissance art and architecture, although I've written more on the later periods," says Blumenthal, who has published articles on Cubist prints, American portraiture, and contemporary sculpture.

Blumenthal's first show at the Cornell, "Director's Choice: A New Selection from the Permanent Collection Made by the Art Center's New Director," opened on June 30 to rave reviews from the *Orlando*

*Sentinel's* art critic: "In every conceivable way, 'Director's Choice' is an ideal . . . exhibit. It informs with its breadth of subject and depth of knowledge . . . it impresses with its sheer scale and scope, and serves as a promise of what is to come at Cornell under its new director." The show includes 130 of the most outstanding works in the College's collection (and recent acquisitions, like Dorothy Gillespie's 1987 painted metal sculpture) and will continue through October 2.

"I plan on highlighting Rollins' permanent collection throughout the upcoming year," says Blumenthal. "Objects from the collection will be on display at the museum on a regular basis."

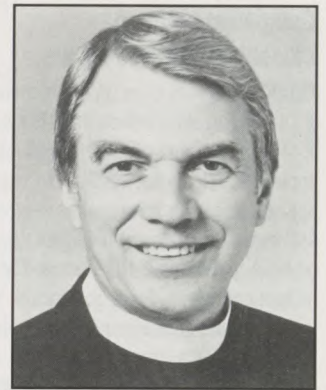
The new director sees a major role for alumni in the Cornell's future. Plans are already underway for a Fall '89 retrospective exhibition of the works of New York artist and Rollins alumna Sally Hazelet Drummond '46 and for exhibitions featuring pieces from alumni art collections.

Look for a feature on the Cornell Fine Arts Center Museum in the Winter 1989 issue of the *Rollins Alumni Record*. ☐

**Matthews '55 named  
Rollins Trustee**

The Reverend Daniel Paul Matthews, Rector of Trinity Church in New York City, has been elected to a three-year term on the Rollins College Board of Trustees.

A 1955 graduate of Rollins, Matthews has twice been honored by his alma mater for his pioneering efforts in the development of community religious television. In 1982 Rollins cited him with the Alumni Achievement Award, and in 1986 he received an honorary doctor of humane letters degree. His graduate study has included work at Dartmouth College's



Dan Matthews '55

Amos Tuck Graduate School of Business and the Vanderbilt Divinity School.

As rector of Trinity Church since 1987, Matthews leads a staff of 14 clergy and over 350 lay employees in administering one of the country's largest religious grant-making programs in support of ministries and missions throughout the world.

He also serves as chairman of the Board of the National Interfaith Cable Coalition (NICC), which is establishing a new religious cable television network known as Vision Interfaith Satellite Network (VISN). The network will reach an estimated six million households and will feature programming by Protestant, Roman Catholic, and Jewish faith groups on a regular basis.

Born in Chicago, Matthews and his wife, Diane, a 1952 Rollins graduate, have three children. Gail, age 29, is a doctoral student at the University of Indiana; Daniel, Jr., age 25, is studying at the Virginia Theological Seminary in Alexandria; and Lauren, who graduated from Rollins in 1986, is working on a master's degree in education at the College.

Matthews is the former rector of St. Luke's Episcopal Church, a 1500-member parish in Atlanta, GA. ☐



Arthur Blumenthal

BILL PARISH

CAMPUS NEWS

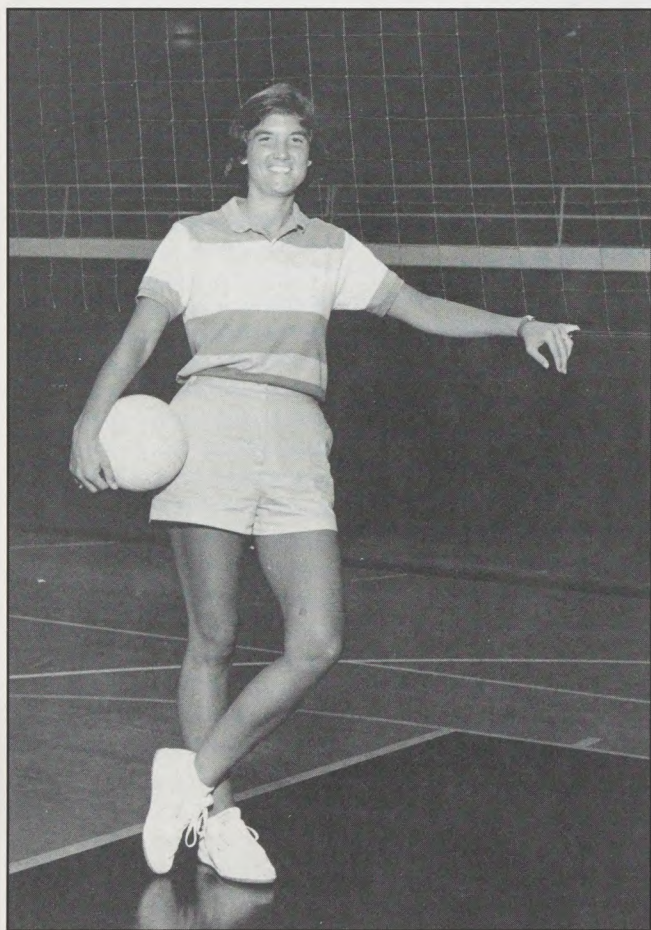
**Patterson '83 joins coaching staff**

**S**uzanne Patterson, a 1983 graduate of Rollins College, has been named interim women's volleyball and softball coach. She replaces Peg Jarnigan, her Rollins coach from 1979-83, who retired from coaching this past spring after guiding the Lady Tars for 11 years and compiling a 210-150 record.

Patterson comes to Rollins from the University of North Carolina-Asheville, where she was volleyball and softball coach. She compiled a 58-65 record in four seasons with the volleyball team and was 41-51 in softball. She guided the women's volley-

ball program for four years, leading them from the days of the NAIA to NCAA Division II and finally, last year, into NCAA Division I, where she earned a 17-13 mark. Patterson initiated the University's softball program three years ago and each of her teams have been ranked in the top 10 nationally in hitting. Before joining the UNCA staff, she served as assistant volleyball and softball coach at Mississippi State University.

Patterson earned four letters in volleyball at Rollins and was a Florida All-State selection her freshman year. She recently earned a master's degree in counseling from North Carolina-Asheville. [R]



Suzanne Patterson '83

PETER SCHREYER



Karl Peters

**Peters speaks at Olympic Conference**

**K**arl E. Peters, Professor of Religion and editor of *Zygon: Journal of Religion & Science*, was a featured speaker at The World Academic Conference of the Seoul Olympiad '88.

Sponsored by the Seoul Olympic Organizing Committee, this conference was the first worldwide academic conference to be held in conjunction with the Olympics. An ulterior goal of the Olympic Games is to develop progressively more harmonious relationships between nations. The integration of the intellectual component into this event is an opportunity to relate the world of the mind to the world of the body.

World renowned scholars from all over the world, including

Asia, Africa, North America, Latin America, and East and West Europe, attended the conference to discuss different aspects of the theme "The World Community in Post-Industrial Society."

As keynote speaker for Sub-theme V, "The Human Encounter with Nature: Destruction and Reconstruction," Peters described the relationship between humanity and the rest of nature, suggesting that the two must be yoked together in dynamic harmony. [R]



# Big Plans Underway for '88-'89

BY NORMAN C. GROSS '56  
*President, Rollins Alumni Association*

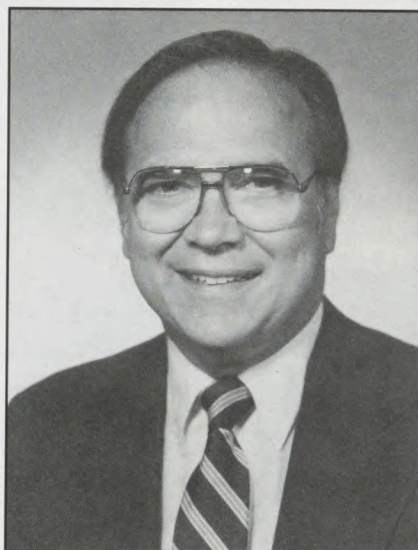
**T**he Rollins Alumni Association welcomes the following new members to the Board of Directors this year:

**Pam Booth Alexander '68**, Plantation, FL; **Gigi Barnes '87**, Apopka, FL; **Craig Crimmings '81**, Orlando, FL; **Paul Lockett '71** (Crummer), Winter Park, FL; and **J. Jay Mautner '61**, Mamaroneck, NY. In addition, we congratulate **Daniel P. Matthews '55** of New York, NY on his election to a three-year term as Alumni Trustee on the Rollins College Board of Trustees. All are enthusiastic volunteers who have demonstrated a strong commitment to their alma mater.

The Alumni Board has set some lofty goals for the year ahead, with our top priority being to increase alumni giving to The Rollins Fund. We are committed to seeing that The Rollins Fund surpasses its goal of \$695,000 and that the percentage of alumni who participate in annual giving increases to more than 40 percent. **Bert Martin '72**, Second Vice President of the Alumni Association, has taken on the responsibility of leading this effort. It is absolutely critical that we, as alumni, show our support of the important work being done at Rollins, and the best way we can do this is by giving generously to The Rollins Fund. So, be prepared to hear from us!

Rollins alumni clubs are gearing up for what promises to be an exciting year for alumni throughout the country. The Central Florida and New York clubs have already planned a series of events for their areas, and the Boston, Washington, Atlanta, Tampa/St. Petersburg, and Gold Coast clubs held leadership meetings in August to begin formulating plans for the year.

"Fox Daze"—Reunion '89—is scheduled for April 6-9—the perfect time of year to escape to Florida and enjoy warm sunshine and warm memories with old college buddies. Last year's reunion was the most successful in the history



**It is absolutely critical that we, as alumni, show our support of the important work being done at Rollins, and the best way we can do this is by giving generously to The Rollins Fund.**

of the Alumni Association, and we're hoping to top attendance figures in 1989. Special events will be held for the reunion classes ending in 4

and 9, but *all* alumni are encouraged to attend. Reunion and Rollins Fund volunteers will be meeting on campus October 7 and 8 for an extensive planning session. Their hard work and dedication will ensure a successful and enjoyable event for all.

Last year's Alumni College, "Florida's Future: Promise of Paradise," was a huge success, and the Alumni Association is looking forward to sponsoring this type of day-long program annually. The Second Annual Alumni College will be held on campus Saturday, January 14, 1989. This year's program will focus on ethics and will feature nationally prominent speakers from government and industry. We promise a lively and educational day!

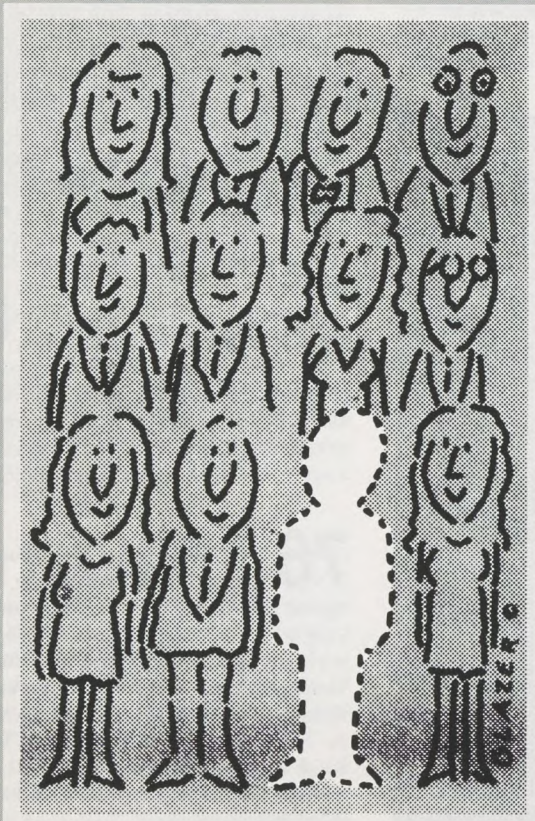
*Norman C. Gross '56 is president of the Rollins Alumni Association for 1988-89. Norm is president of Beneficial Temporaries in New York, a company which he and his wife, Maryruth, founded in 1978. While a student at Rollins, he rowed for Coach U.T. Bradley and was president of Sigma Nu. After graduation he and fraternity brother Jim Robinson '55 were hired by Chicago National Bank, but their tenure there was short-lived due to an invitation from Uncle Sam. Norm spent several years in sales and marketing in the printing industry prior to entering the temporary help field. He has served his industry as president of the New York Association of Temporary Services, the largest organization of its kind in the country. He has also been an active volunteer for Rollins, having served as a founder of the New York Club, chairman of the Alumni Council, member of the Career Consultant Network, and admissions volunteer, as well as Alumni Board member. He and Maryruth have five children, including Rollins alumna Kristen '87.*



(l-r) Jane Blalock '67, Ted Alfond '68, Barbara Lawrence Alfond '68, Bob Chandler '67, Jim Oppenheim '68, and Bob Richardson '68 were among the more than 50 alumni who attended the Boston Club's annual Red Sox game sponsored by the Alfonds in May.



(l-r) Jane Goodnow DuVall '61, Chris Domijan '78, Alumni Association President Norm Gross '56, Ken Salmon '63, Barth Engert '60, and Linda Qualls Coffie '62 relax over cocktails and dinner prior to an intensive day-long Board of Directors meeting in June.



## HAVE WE MISSED YOU?

All Rollins College alumni were recently notified of the upcoming new Alumni Directory and asked for their input. If you have not already done so, please return your questionnaire today. This will ensure that your personal information is accurately listed in this valuable new reference book. The verification phase of this project will begin within the next few months. All alumni will be receiving a telephone call from Harris Publishing Company, the official publisher of our new Directory. Please give their representative a few moments of your time to verify your listing and to reserve a copy of the Directory. *This will be the only opportunity you will have to order the book.*

Scheduled for release in April or May of 1989, the Rollins College Alumni Directory promises to be the definitive reference of over 20,000 of our alumni. Don't miss the opportunity to be a part of it!

**30** John McClellan reports that he is "making it at home—cutting grass, driving to town, fishing, reading, writing letters, and eating ice cream!" He'd like to see more news from the classes of '29-'32.

**38** Ruth "Bliz" Blunden Scrimsher writes: "I was so sorry to have missed my class's 50th reunion. Had every intention of being there, but my husband died in January, 1988 and it was just not possible. It was great talking to Pete Potter Hack and Cathy Bailey Coleman on the phone. I was most pleased and touched to receive a postcard sent during the reunion and signed by Bus Greaves, Emily Showalter, May Long Chadwick, Nan Poeller Delatash, and Si Vario. I thank them all."

**47** Mary Hill Lesperance announces the January 4, 1988 birth of her first grandchild, Adrian Christina, to Rob and Kelley Lesperance of Maitland, FL.

**48** Charles Gundelach was bestowed with Concordia College's most cherished honor, the Servant of Christ award, during commencement ceremonies on May 20.

**49** Mary Louis Kister had a big night as madame guest conductor for the Houston Symphony Orchestra at a recent concert.

**50** Hank Gooch was a gold medalist in the men's tennis singles (55 & over) at the Orlando Sports Festival & Florida Sunshine Games. Penelope Drinkwater Self writes from London that she keeps busy presenting wine talks and tastings throughout England. She served on a girls' school fundraising committee for 13 years. Daughter Melanie just received a BA degree in music from Oxford (New College) and daughter Susannah, an opera singer, recently won a prestigious scholarship for further voice study in Germany.

**57** Jane Moody Leader hosted a first birthday party for her restored French antique doll. Jane has an extensive and valuable doll collection.

**60** Patricia Stevens Bianco, PhD, is an associate professor of theatre at the University of Pittsburgh. Her current research centers on the contents of a century-old actor's trunk found in a Pennsylvania estate attic. Patricia will present a series of papers and has written articles on 19th century theatrical touring practices.

**61** Diane Scott Frazier '62 sends sad news of the death of her husband Jerry, who lost

his year-long battle with lymphoma on June 4, 1988. Jerry was vice president of operations for the Johnny Antonelli Tire Co. in Rochester, NY.

**64** Richard E. Broschen, Jr. has been promoted to executive director of Irving Securities, Inc., a subsidiary of Irving Trust Co. of NYC. Judith Hruska Vavrek is finishing work on her master's degree at Emory and enjoying living in Atlanta. Her children, ages 22, 21, and 19, are all in college. John and Jane Thompson Hughes '68 write that they attended a "Very Unofficial Rollins Reunion" in May at Palmetto Dunes, Hilton Head Island. Initiated and organized by John Slothower '66, George Villere '66, Ann Montedonico Beaty '66, and Linda Grisham Smith '67, the weekend event, also known as the "Bacchanalian Rejuvenation of Too-Long Dormant Friendships" ("the quote's from George and John") drew 40-plus alumni from the '60s and their spouses. John and Jane send the following message to "Freddie" Frederic '65 and Donn Daus '65, whom they tried to contact, unsuccessfully, during a recent visit to Sanibel Island, FL: "In 1989 we expect to be in Sanibel beginning June 30th. Our telephone number on the Island is 472-1338."

**66** G. Greely Wells' artwork was exhibited at the Mor Design Gallery in Venice, CA from June 4-25.

**68** William and Connie Griffin Blackburn are enjoying country living in Georgia on the 200 acres of land they purchased with 3 other families last year. While building their new home, they're having fun living in a single wide trailer and playing with their nine horses.

**69** A profile of Susan Cheshire (HH) was recently printed in the Central Florida Business section of the *Orlando Sentinel*. Most recently Susan was a stockbroker at A.G. Edwards & Sons, Inc. in Melbourne. She was cited for her extensive involvement in non-profit organizations.

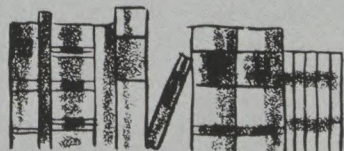
**75** Linda Bickett Collette's husband Ron was transferred from Houston to North Carolina to become regional director of operations for Hardee's Corp. Jean Reisinger Peters and husband Tim welcomed their second son, Timothy Austin, on June 9, 1988. Son Robert Lynn is now 3 years old. The Peters recently moved to a new home in Rye. Dick and Karen Thrun Hildreth report that son Brendan Chase turned 1 on July 15, 1988. Dick, who has been with Honeywell for 6 years, is currently supervisor for a components department. He has a purple belt in ju-jitsu and enjoys his tropical fish hobby. Karen works for Pillsbury as a customer service representative at World Headquarters in Minneapolis and serves as a State 2 soccer official in her spare time. Jerry Tremblay and Lesley Ewing were married in 1987 and are currently living in Kansas City, where Jerry is a child neurologist at Children's Mercy Hospital and Lesley is a pediatric cardiologist. Janet Lanman Noth is still in sales with the Gorham Division of Textron Covering, covering Illinois, Indiana, and Wisconsin. Son Ryan is now 3-1/2 and a second son is due in December.

## BOOK-A-YEAR

The Olin Library  
Rollins College

One of the most enduring and rewarding traditions of Rollins College is the endowment of a book fund, in perpetuity, in memory of or in honor of a relative or friend. An appropriate bookplate is placed in each volume purchased.

Individual donations of \$10.00 or more will be held until at least \$250 is reached; the income from this endowment purchases a book each year. A gift to Book-A-Year fund is a thoughtful way to commemorate a special occasion or memorialize a family member or friend while helping to build the Library's endowment.



**76** Craig Watson and wife Ellen Bonura-Watson '79 have a new daughter, Kasey Nichole, born April 26, 1988. She joins brothers Craig Jr. (5) and Colin (2) and sister Kelly (1). Craig was recently appointed head golf professional at Westchester Country Club in Rye, NY. Carmen Wetmore and husband Wayne continue to captain the '70 *Carom*. They spend their winters in Tortola, British Virgin Islands and their summers in East Hampton, Long Island. Five-year-old daughter Keel is their best crew member.

**77** Bonnie Manjura and husband Daniel Body welcomed their first child, a 6-lb 13-oz boy, Robert Maximilian, on July 1, 1988.

**78** **Barbara Bennett Gilbert** and husband Tim have a new daughter, Megan Elizabeth, born March 4, 1988. They've moved from Phoenix to Lafayette, LA, where Tim works for KATC-TV and Barbara enjoys her work as a full-time mother. **David Holder** lives in Baton Rouge, LA, where he owns a vending company. He and wife Kim had their first child, Jim Edwin, last December. **Laura Gramas Oakes** and husband Ernest announce the birth of their first child, Ernest Christian, on July 1, 1988.

**79** **Terry W. Barker** is now a realtor associate with the Watson Realty Corp. **Andrew Leeker** married Maureen Nolan on July 30 at Riviera United Methodist Church in Redondo Beach, California. Since receiving her MBA from the University of Central Florida in December '87, **Susan Harriman** has been working for General Mills Restaurants (Red Lobster, The Olive Garden, York's) as a market development project analyst. She'd love to hear from old friends. **Cassandra Carter** and William E. Nicholas were married on a yacht in the James River, Richmond, VA, on July 22, 1988, then honeymooned on the *Windsong* in the Caribbean. Bill, an ex-Navy pilot, is currently marketing manager for Adventures Unlimited Travel Group in Richmond and Cassandra has joined the loan administration department at Signet Bank. **Ginger Ross Landers** and husband Ned moved to New Jersey in July 1987 and are expecting their third child in November '88. Ginger works part-time as a pilot for Jet Aviation in Morristown.

**80** **Alison Cross** has been promoted to vice president/associate media director at Hill, Holliday, Connors, Cosmopolis, Inc., Boston. During her 3-1/2 years at HHCC, Alison has worked on such accounts as John Hancock, Spalding, Gillette/PaperMate, and Polaroid. **Anne Marie Rozelle** is planning an October 8 wedding to Douglas Bratton.

**81** **Christy Cave Karwatt** and husband Steve '82 are the proud parents of daughter Kelly Lynn, born June 20, 1988. Their son Steven Lee was 2 in August. Christy is a part-time teacher for the Adult and Community Education Department of Sarasota County and Steve is a commercial and industrial marketing representative for Florida Power and Light Co. in Sarasota. **Edith Murphy** was married on February 27 to Robert G. Shepley Jr. **Stephanie Bruns Bronzo '80** was in the wedding party and **Adam Mahr '81** and **Bonnie Brooks '80** were also in attendance. **Kathleen Murphy** is East Coast sales manager for Ansett Airlines of Australia. **Adam Mahr** recently returned from a four-month tour of Southeast Asia which included a trek through Nepal. **Jim Massa** and wife Susie had a

son, Amel James, on May 5, 1988. They are now living near Atlanta in Alpharetta, GA. **Victoria Maselli** is currently pursuing a teaching certificate in secondary English at the University of Central Florida.

**82** **Elizabeth Muller** married Jeffrey Good on August 6 in Schenectady, NY and now resides in Orlando. After 4 years of instructing at the North Carolina Outward Bound School, **Kim Prine** began law school at the University of Florida in August. **Beth Barnhorst Eastman** has opened a clothing store in York, ME. **Robin Yeuell** recently married Charles R. Smith.

**83** **Cathy Popp** received her JD from the Dickinson School of Law on June 4. **Lesley Sintz** and **Richard Leftwich '84** were married May 15 in Charlotte, NC. Lesley is an attorney working for an advertising agency and Rick is branch manager for First Charlotte Bank. **Kerrie Koehler Lyons** and husband Joe have moved from their little house in the Cleveland suburbs to a high-rise in downtown Chicago. Kerrie, who worked for Honeywell for 5 years, has taken a job with Sendero Corp. selling asset liability management software.

**84** **Iris Lopez** was married to Oscar E. Cullen on May 20. After honeymooning in Costa Rica, the couple settled in Puerto Rico. **Abby Ober** has been promoted to associate art director at the Bomstein Agency, a real estate ad firm in Washington, DC. Since taking up triathlon at Rollins in 1984, **Scott Rosner** has participated in nearly 40 races, having completed the Ironman, a 2.4-mile swim, 112-mile bike ride, and 26.2-mile run. He plans to do it again in September. **Dean Hardy** reports that his business, Valley Marina, in Rindge, NH, is growing rapidly and he is looking for investors to help finance 3 new satellite locations.

**85** **Mark Peres** has been accepted into Florida State University's JD/MS joint degree program for law and international affairs and is a US Air Force ROTC candidate. **Mark Solovey** received a master's degree in the history of science from the University of Wisconsin and will remain there to pursue a joint PhD program in American history and history of science. After selling his restaurant in May '87, **J.W. Barker** began pursuing his long-time dream of driving formula race cars professionally. He attended the Winfield Driving School at Circuit Paul Ricard, France, then returned to the US to compete in the 1988 Skip Barber Formula Ford Winter Series and the Florida Karting Grand Prix Series. He would like to compete on an international level and is now trying to secure enough support, through personal and corporate sponsorships, to compete in the 1989 season of the GM/Lotus Formula Series in Europe.

**86** **Alison Reed Coles** and **Matthew Warren Aldredge '83** were married on May 14 at the Roman Catholic Church in Shelter Island. **Hope Read** married Michael David Del Ponte on August 20, 1988 in Fairfield, CT. **Debbie Carlson** married Mark Whittle on May 28, 1988. Attendants included maid-of-honor **Beth D'Albora** and bridesmaids **Scotty Roof**, **Suzy Rossonondo '87**, **Claudia Bernegger**, and **Stacey Waltrous**. **William P. Gordon** is a marine 2nd lieutenant in the US Navy stationed with the 1st Marine Division, Camp Pendleton, CA.

**87** **Olga Viso** has been named vice president of marketing for a small commercial development firm in Atlanta. She is also doing volunteer work for the High Museum of Art and is taking classes at Georgia State University. **Scott DuPont** is currently working for Xerox Corp. and has been seeing "a beautiful Swedish girl." The wedding is planned for September. **Meg Malchow** recently moved from Washington, DC to Atlanta to accept a position with Bell South Advanced Networks marketing their new electronic messaging product. **Talley Herbster** is working for Senator D'Amato (NY) in Washington, DC. **Dave Peckenpaugh** is a mortgage underwriter with the Real Estate Division of Security Pacific National Banks in Orange County, CA. **Stephanie Butler** has taken a new position with Universal Studios Florida. She and husband **Paul '85** are living in Winter Park.

**88** **Evan Boorstyn** is a publicity assistant with Dell Publishing of the Bantam Doubleday Dell Publishing Group. **Jonathan Buchman** is working for TBWA Advertising in NYC as an assistant account executive responsible for the Absolut Vodka, Grand Marnier, and Bombay Gin campaigns.

## IN MEMORIAM

**Prof. James Graaskamp**, April 22, 1988.  
**Oom Paul Hilliard '28**, June 2, 1988.  
**Helen Wellman Tracy '35**, March 27, 1988.  
**Edwin Buttner '36**, May 17, 1988.  
**F. Norton Lockhart '39**, March 16, 1988.  
**Janet Haas White '47**, February, 1988.  
**Addison W. Warner, Jr. '52**, October 26, 1987.  
**Jack Randolph '55**, April 9, 1988.  
**Susan Anne Heller '74**, May 31, 1988.  
**Nancy G. Hall '77 (HH)**, July, 1988.  
**John Francis McCarthy '77 (PAFB)**,  
April 4, 1988.

# Update US...

so we can update your classmates. Send us news of your degree, new job, promotion, move, marriage, children—anything you'd like us to include in the Update section of the *Rollins Alumni Record*.

News \_\_\_\_\_

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Name \_\_\_\_\_

Class \_\_\_\_\_

Address \_\_\_\_\_

Is this a new address?

Yes  No

Phone \_\_\_\_\_ / \_\_\_\_\_

Occupation \_\_\_\_\_

Return to: Alumni Office, Box 2736,  
Rollins College, Winter Park, FL  
32789.

**MOVING?** Don't forget to take the *Rollins Alumni Record* with you! Be sure to give us your new address.



## In Memoriam

### CONSTANCE ORTMAYER

**C**onstance Ortmyer, Professor of Sculpture at Rollins College from 1937 to 1968, died May 15 at her home in Morristown, TN following a long illness. A native of New York City, Ortmyer studied art in New York and Vienna, Austria and went on to become an artist whose work was exhibited widely in Europe and the United States. Ortmyer exhibitions have been mounted at Argent Galleries, the Whitney Museum, Brooklyn Museum and American Fine Arts Society Galleries of New York, the Love Gallery of Miami, and many other prestigious museums throughout the country.

Ortmyer was the recipient of the Prix de Rome, the Henry O. Avery Architectural Prize, and the Anna Hyatt Huntington Prize for sculpture. The Stephen Foster Half Dollar is one of several commemorative coins designed by the artist for the U.S. Mint.

During the 1930s and '40s, Ortmyer designed WPA post office murals in Washington and Florida. Examples of her work may be seen as bas-reliefs adorning the United States Post Office buildings in Arcadia, FL and Scottsboro, AL.

Several Ortmyer sculptures and a series of 14 prints are now part of Rollins' permanent collection at the Cornell Fine Arts Center Museum. The works were donated by Mrs. Charles Hyde Pratt of Longwood, FL and Miss A. Leona Lyle of Orlando.

### WALTER E. BARDEN

**R**ecently, Rollins College lost a very dear friend. Walter E. Barden, who taught mathematics in the College's continuing education program for 17 years, died on August 6, 1988.

Barden's long and close association with Rollins goes back to the very founding of the continuing

education program (now the Hamilton Holt School). He received his bachelor of science degree from the evening school in 1961 and began teaching mathematics in the program that same year.

A man of many accomplishments, Barden served for nearly 30 years as superintendent of the Customer Service Department of Orlando Utilities. He was a talented musician and became well-known as moderator of the Sunday classical segment on Rollins' radio station WPRK.

But his strongest loyalty to the College was as an instructor of mathematics. "Walter was universally recognized as an outstanding and caring teacher who always viewed his role as that of helping the student succeed," commented Rick Bommelje, former acting dean of the Hamilton Holt School. Not long ago, Hamilton Holt student Pat Nurkiewicz wrote an unsolicited letter to the School expressing her gratitude for having had Walter Barden as an instructor: "My relief at completing my [mathematics] course was dwarfed by my appreciation of an excellent teacher. They don't make 'em like Mr. Barden anymore...Never before have I seen a teacher so willing and available to help a struggling student!...His enjoyment of mathematics was contagious...[He's] a remarkable man."

There are many other people whose fear of mathematics was overcome by Barden's skill and patience. In 1979, Rollins awarded him the George Morgan Ward Medal in recognition of his contributions as an instructor.

Walter Barden will be missed dearly, both as a person and as an instructor who lived the philosophy of putting the student at the heart of the educational process.

*Editor's Note: Contributions in memory of Mr. Walter Barden may be made to the Hamilton Holt Scholarship Fund care of Art Wasserman, Campus Box 2681, Rollins College, Winter Park, FL 32789. Please make checks payable to Rollins College.*

## JUDGING BY APPEARANCE

Editor: Since I do not know what Professor Richard E. Foglesong (The Last Word, *Rollins*, Winter 1988) looks like, I have no knowledge of his masculine beauty standards. Undoubtedly, Col. Oliver North appealed to women of all ages, as has President Reagan over the decades.

Personally, I did not find Judge Robert Bork "ineffective" in his self-presentation, nor was I put off by his "corpulent presence and wispy beard." Unlike Professor Foglesong, I found him attractive and would be delighted to sit next to him at dinner. Also, I find intellectual brilliance very sexy.

I was not reassured by Judge Bork's rejection nor by the fact(?) that "our democracy is capable of rebuffing his reasoned arguments."

If we are to judge by physical appearances, I find Judge Bork a jolly-looking man of sensual appetites with an amiable, patient demeanor and high intellectual abilities which should not have blocked his appointment to the Supreme Court.

RUTH KALTENBORN

## PRESIDENTIAL IMAGE-MAKING

Editor: I thoroughly enjoyed reading "Is This Any Way to Elect a President" by Richard E. Foglesong in the Summer 1988 *Rollins Alumni Record*.

His perspective on campaign imagery and an election process that has become dependent on television shows that we all need to search for substance to know who and what we're voting for.

Unfortunately, the advertising dollars and image-building efforts are very successful. Just consider the past 8 years—President Reagan's image has remained intact despite contradictions, scandals, and indecisiveness.

Also, the front cover and story illustrations by Joe Bartos are excellent.

DAVID GREENWELL

Editor: Just received the summer *Alumni Record*—like to receive and read the magazine and to go to Reunion when I can make it.

I realize this is election and hot political convention times, but on reading and seeing the cartoons, I think you went a little overboard. Not that I am from the cold north, etc., but I think this issue is not up to the good standard I expect from Rollins College, and have seen since 1930.

JOHN A. MCCLELLAN '30

Editor: It was gratifying to read Prof. Foglesong's analysis of our electoral process, and I would rate it as both balanced and objective. Our nation's colleges should be concerned with a process so critical to our lives and the destiny of our nation. Perhaps I might carry it further.

When you reach 60, it is time to look back and reflect a bit. Mary and I left Rollins in '52 and were promptly caught up in raising 3 kids, horses, and making a living. This was still the period of postwar readjustment. Forces of change were at work in the world then which we barely noticed.

No one seems to appreciate the fact that the pace of change has accelerated sharply in this century. If we are to function and float on this tide, we have to fall back on the innate adaptability of human nature. We are swept away from the quiet pools of the past, and must look out for the rapids ahead. Fear and reaction are not the answer now, and never have been. They simply make us more vulnerable.

Like most thinking people, I am disturbed by the way we now govern our nation. Why don't we bring the process into our century? Do we need all the hoopla of caucuses and conventions? Do we need gatherings where mostly middle-aged people have put their maturity, experience, and common sense in storage and say, "Whee—let's party?" They are playing Russian roulette with our nation's destiny! For a democratic nation, the game as it is now played is lousy theater and rotten politics. A change wouldn't please the media, where their people often upstage the politicians. And then, there are profits.

My proposal would make most people work harder at government than they have in the past. Let's use the computer, with one in every post office. For every major issue, we could vote—

given a card of yes, no, restate the question. This should eliminate that persistent species of humanoid rodent known to thrive scurrying along the baseboards in the corridors of power. We would have to decide, given the facts at our disposal. We would once again return to the basics of majority rule, the only foundation for a free society.

Problem? *Yes*. Given social security cards like our credit cards, all people could vote on every issue, including those not yet of age. Not to worry. Using the actuarial science developed by the insurance industry, we could use a "point-spread" interpretation similar to that used in sports gambling. Voter fraud could be handled easily: suspension of S.S. payments for given periods, when those payments were available, the maximum being permanent suspension.

This idea does not eliminate the need for the executive and legislative branches of government, but makes their role even more critical. Every problem of our nation must be clearly stated and clearly defined. The political smoke of the past has been dangerous to our national health. Flashy politics—even well-financed politics—does not create good government. People do. Let's return the process to the people.

MARSHALL WOODWARD '53

## THREE CHEERS

Editor: Both Lois Hancock and I (both Rollins '32) agree this new *Rollins Alumni Record*, Summer 1988 is by far the greatest ever—incomparable art and articles, including the Reardon tribute and the thrilling "Son! That's my B-24" account—it's like a real trip to Winter Park all over again.

Three cheers to you, the council, and all the staff down to Cody Publications in Kissimmee. I find the magazine stands on the level of my *Oberlin Alumni* (a courtesy, since I only went to Conservatory there one year). So I can only urge you to give the Olympic yell, "Go for the Gold!"

MARILOUISE WILKERSON '32

**A**fter many years of political neglect, environmental issues have been reintroduced to the presidential campaign. The largest headlines followed Vice President Bush's promise to end ocean dumping and control acid rain. Governor Dukakis has responded by repeatedly criticizing the Reagan administration for failing to implement toxic waste clean-up policies. Though such problems are not new, no national figure from either party has dared to address them since Jimmy Carter's ignominious defeat in the electoral college in 1980.

But why should this election address the environment at all when it has received so little attention in recent years? "Environment" has far too broad a meaning to accurately reflect current water-, land-, and energy-use practices. A majority of environmental "problems" are actually ecological disasters caused most often by inadequate technological control of the products and byproducts of industrialism. These problems are usually too complicated for election year slogans and rarely play decisive "king-making" roles.

It is because of the closeness of this presidential race that ecological and environmental issues have become political "hot copy" these days. And because no sitting vice president has been directly elected to the White House since Martin Van Buren succeeded Andrew Jackson in 1837, George Bush needs to distinguish himself as a viable candidate. In the wake of ugly publicity about a New York garbage barge wandering the world's oceans and Long Island beaches littered with hospital waste, Bush has made an issue of garbage and pollution disposal.

Bush's invocation of acid rain and ocean dumping is aimed at Governor Dukakis's potential constituency. Acid rain control as a policy stance is sure to win support among New Englanders and other voters in the Northeast. Ocean dumping is an embarrassment to every governor from Virginia to Maine. The belated efforts by Mike Dukakis to restore Boston Harbor only call attention to what *Newsweek* editorializes as the national disgrace of contaminating our oceans.

# Reinventing the Politics of Pollution

BY JOSEPH SIRY

Since a majority of Americans live within an hour of a coast or lakeshore, any candidate proposing serious policies to protect our contaminated water supplies could win a considerable number of votes from fence-sitters. Indeed, only in close elections where "swing" voters and independents are crucial to victory would these environmental issues matter.

Serious concern for the environment contradicts the nation's almost elemental impulse toward industrial and technological growth. Hence, it can be politically unrewarding, if not dangerous. Carter championed cuts in federal spending for needless dam and irrigation projects. Consequently, he lost the valuable support of western congressmen. Carter implemented the Toxic Substances Control Act of 1976 (TOSCA) establishing a consumption tax on chemicals to pay for clean-up of contaminated land and water resources. Finally, the Carter administration set aside nearly one-third the area of Alaska as national parks, wildlife refuges, or national forests. These bold actions—done in the spirit of Teddy Roosevelt and Franklin Roosevelt—did not help Carter retain his presidency. In fact, many argue that they contributed to his defeat.

Cynics might say that environmental issues are raised in campaigns only to mask more

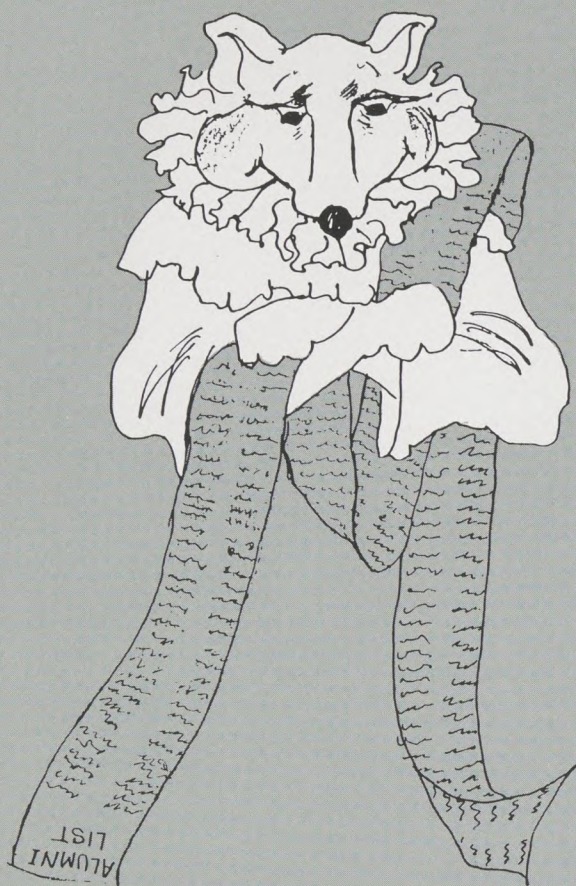
profound environmental issues. Ocean contamination takes the public's attention off of lead, gasoline, and water-borne viruses in our public drinking water. While that may be true, the mention of any environmental issue in an election campaign is a promising development.

Since the public pays for the ecological ignorance of politicians, policymakers, and responsible officials, it is important for voters to make issue of the costs of polluting the air, water, and soil upon which all life depends. In Florida this year, it is particularly therapeutic to focus on ecological problems. Voters have the chance to ratify a legislative proposal to allow lower taxes on any property that, left in its natural or agricultural condition, serves as an aquifer recharge area. Florida is laced by aquifers, or underground rivers, which provide 90 percent of the water used by the state's population. Residents pay fees to use that water, and it is rapidly being degraded as a result of human behavior, density of development, and improper disposal of toxic substances.

Known as "Blue-Belt" legislation, the initiative to save Florida's aquifer recharge areas is an innovative idea. And if it brings attention to the poor condition of Florida's water, then, whatever their motives, both George Bush and Mike Dukakis will have done the public a favor by raising ecological issues in their respective campaigns. ☐

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*Joseph Siry is an associate professor of environmental studies and chair of the Department of Environmental Studies. He teaches courses in environmental politics, the history of science and technology, and human ecology. He was recently awarded a grant from the Council for Independent Colleges to fund a faculty workshop and freshman course which will use a hands-on approach to understanding how technology maintains our world.*



# REUNION '89 APRIL 6-9 FOX DAZE

Friend Fox is obviously wrapped up in the job of double-checking the alumni lists to make sure everyone is contacted. Reunion '89 involves a new time (April instead of March), activities galore, and, best of all, the opportunity to renew old friendships and establish new ones. Keep an eye on the mail—class letters are on their way. But remember, Reunion is for all of us! So, whether it's your reunion year or not, plan on coming to Reunion '89!

## THURSDAY, APRIL 6

1954 Baseball Team Reunion  
Sigma Nu/Kappa Kappa  
Gamma Reunion

## SATURDAY, APRIL 8

Sports Hall of Fame Breakfast  
Alumni Baseball Game and  
Picnic  
Annual Meeting and Awards  
Luncheon  
Dinner Dance

## FRIDAY, APRIL 7

Alumni Board Meeting  
Seminar  
Baseball Reunion Annual  
Golf Tournament  
Welcoming Party  
Class Parties

## SUNDAY, APRIL 9

Memorial Chapel Service  
Pioneer Luncheon  
The Early Days

### 10th Anniversary WORLD HUNGER BENEFIT CONCERT

*featuring Lock, Stock, & Barrel and  
other Rollins groups*

Saturday, April 6, 1989  
Sandspur Bowl

**CLASS OF '74 SPECIAL REUNION PARTY:** Friday,  
April 7, 1989; French House. Call Alumni House for details,  
(407) 646-2266.



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Chris Scala '84 works underwater, shaping "Thanks," a unique sculpture of ocean-cultivated stone "grown" over a brass rod and copper wire mesh foundation. See story page 7.