

Winter 1986

Rollins Alumni Record, Winter 1986

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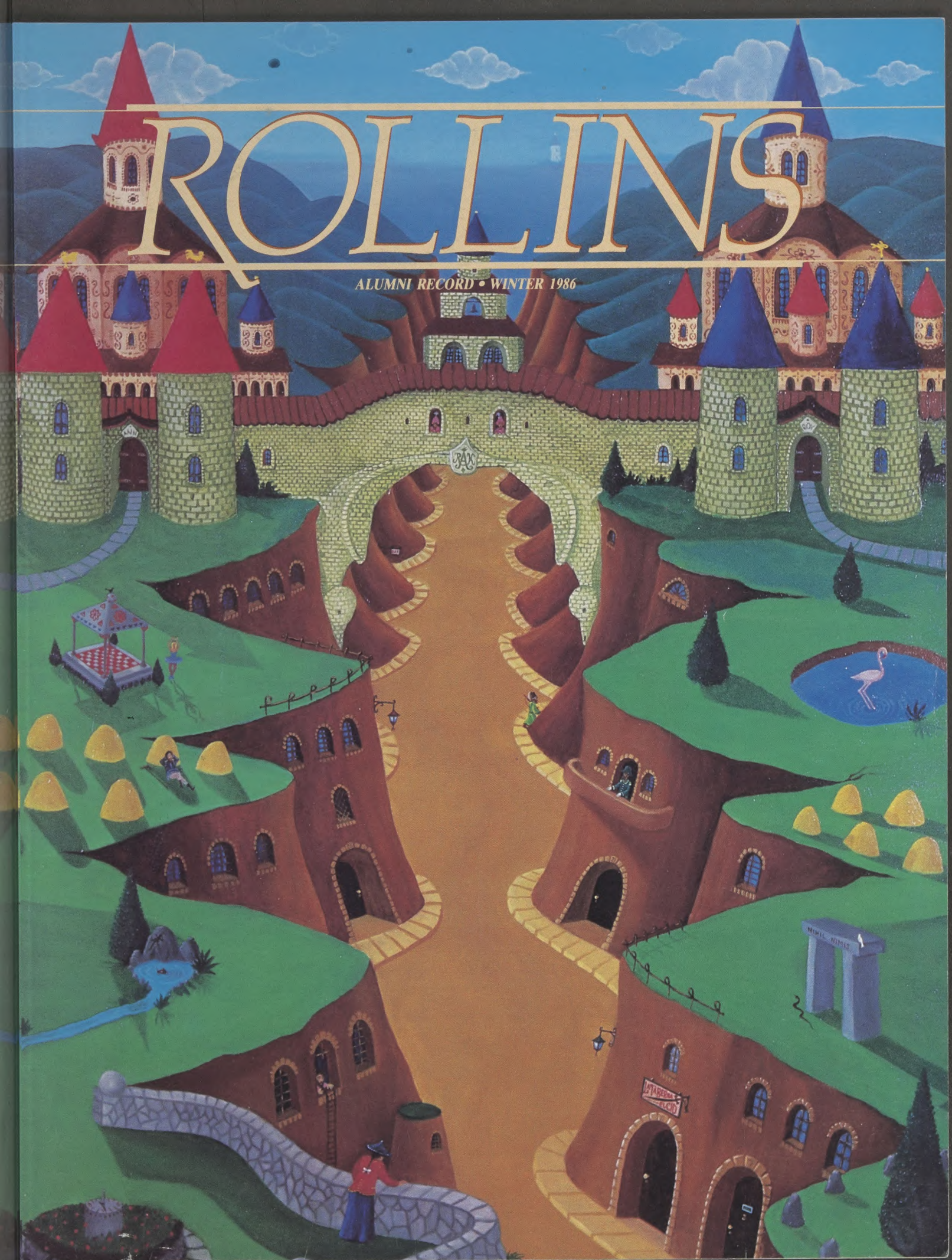
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ROLLINS

ALUMNI RECORD • WINTER 1986



**VOLUME 64, NUMBER 4
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ON THE COVER



Untitled painting by Alexander Boguslawski, Assistant Professor of Russian. Works on back cover also by Boguslawski. Photos of art by Bob Banas.

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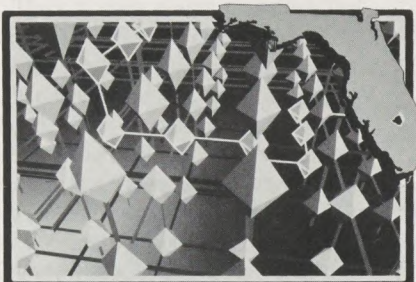
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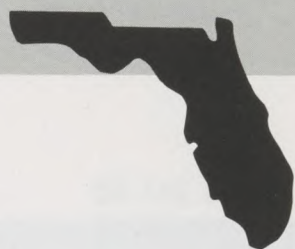
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CENTRAL FLORIDA'S HIGH TECH CHALLENGE

BY RICHARD E. FOGLESONG

Central Florida stands in the forefront of a new industrial revolution, and those who live here, including Rollins students, are able to observe close up—and possibly participate in—this society-shaping revolution.

The earlier industrial revolution transformed society from an agricultural to an industrial base. Starting in England, that revolution pulled erstwhile peasants into large factories and set them to work at machines. A social as well as a technological revolution, industrialization entailed massive urbanization, the subordination of workers to machines, and crises of over-production associated with producing for the marketplace.

Yet now the United States and other advanced nations are experiencing the decline of basic manufacturing. The steel industry, once the backbone of the American economy, is a woeful case in

point. Since 1976, 200 steel plants have been shuttered and employment in the industry has dropped by one-third. Similarly, employment fell by one-third in the auto, tire, and machine tool industries in the 1973–1983 period. Some analysts have described this as the “deindustrialization” of the American economy—referring to the technological obsolescence of basic manufacturing industries and their inability to compete successfully in world markets.

Coinciding with the eclipse of basic manufacturing, America has witnessed the growth of the service sector and of “high tech” manufacturing. High tech is notoriously difficult to define. For statistical purposes, it is conventionally defined in terms of the percent of scientific and technical workers in a given firm or industry. In other cases, analysts have defined high tech in terms of particular industries—

computers, robotics, aerospace, biotechnology, and so forth. To many of us, however, high tech is like good art: we know it when we see it.

In high tech production, one finds workers in white coats rather than blue collars. Work itself is clean rather than dirty (although the byproducts of semiconductor fabrication are more toxic than steel plant emissions). More importantly, the nature of production is different. Instead of producing long runs of standardized goods, there are shorter runs of custom-made products. Because of the emphasis on quality over quantity in production and the need to constantly adapt to changing markets and technologies, the radical distinction between those who plan and execute work, between supervisors and production workers, is no longer appropriate. Further, profitable production is technology-driven—

dependent on incorporating the latest technological advances. This technology dependency and the need to custom-tailor products are the hallmarks of what Harvard professor Robert Reich terms "flexible system production."

There is every reason to believe that this technological revolution, like its predecessor, will spawn social, economic, and political changes. In most instances, the high tech revolution is occurring in different parts of the country than where basic manufacturing has been centered. The resulting pattern of uneven economic development is captured in the Sunbelt/Rustbelt terminology used to distinguish between the growing states of the southern rim and the industrial states of the Northeast. This revolution also has important implications for universities and the role of government. Universities as suppliers of technical knowledge and sub-national governments promoting high tech as a strategy for economic development have been instrumental in the economic

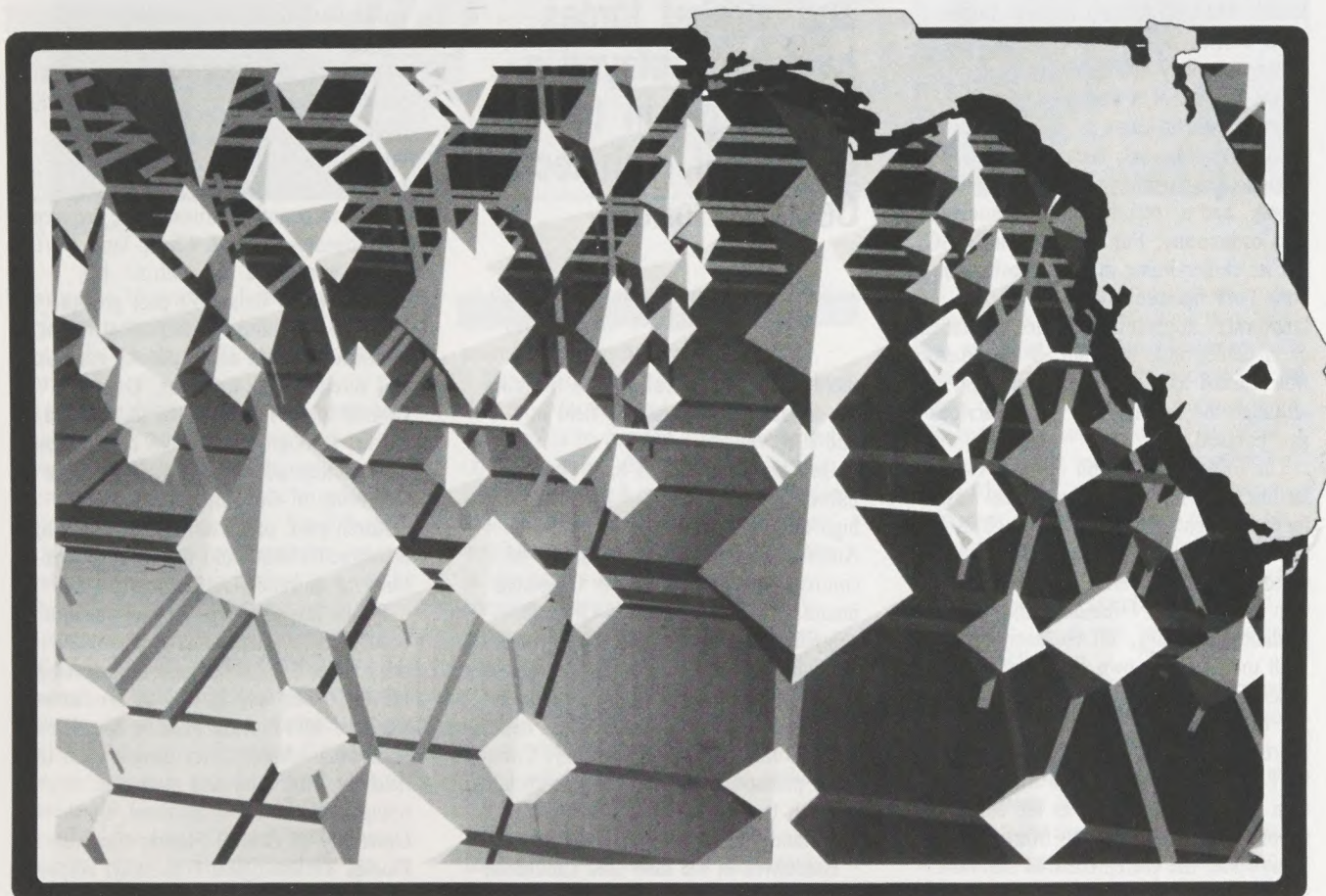
transformation underway. These issues will be discussed further after a look at the character of high tech growth.

By a wide margin, Florida is the South's leading high tech state in terms of employment and number of companies. It is also the nation's seventh largest high tech state by the same measures. Moreover, Florida has experienced the largest growth rate among the 10 leading high tech states over the last 12 years in the critical areas of employment and number of firms. In 1984, the state had 1,694 high tech firms employing 141,000 persons. Among the leading high tech industries in the state are electronic components, communications equipment, computers, aerospace, simulation and training, and laser technology.

Florida's high tech firms are mostly concentrated in three geographical areas: the Southeast (Computer Coast), West

Central (Technology Bay), and East Central (Space Coast). Combining the latter two areas, one can speak of an Electronics Belt spanning the state from Melbourne and the Kennedy Space Center on the Atlantic to Tampa on the Gulf coast. Orlando, at the center of this belt, has been particularly successful in attracting high tech firms. In 1984 alone, 75 companies either relocated to the city or expanded operations here, many in the high tech field. Indeed, 79 percent of the manufacturing employment growth in the Orlando metropolitan area between January 1980 and December 1984 was in what can be classified as high tech industry. Some of the high tech firms doing business in the area are Martin Marietta (missiles), AT&T (sophisticated micro-chip plant), Westinghouse (research and development headquarters), and General Electric (robotics works).

The leading high tech fields in the Central Florida area are laser technology and simulation and training. Currently,



Computer generated art by Glenn Cox '74

the city ranks third nationally behind San Jose and Boston as a center for laser research. It is also home for both the Navy and Army's simulation and training programs. Not a household term, simulation and training refers to the use of simulator devices such as mock cockpits for training aircraft pilots and navigators. These devices are now employed for training in missile guidance, submarine piloting, and other sophisticated equipment. The military simulation and training market is estimated at roughly \$3 billion, of which approximately 18 percent went to Florida firms in 1985.

Why has high tech blossomed in Central Florida? Government efforts and market forces have both played a critical role. Martin Marietta's arrival in 1956 and the Naval Training Systems Center's (NTSC) relocation to Orlando in the mid-1960s were seminal events in the area's high tech growth. And both location decisions were shaped by national government policies.

In coming to Orlando, Bethesda-based Martin Marietta located its new missile plant outside the Northeast because of a Pentagon policy of deconcentrating such plants as part of a nuclear defense strategy. Martin came to Orlando in particular, it is said, because the city offered cheap land, an adequate labor supply, and a receptive banking and business community. For its part, the NTSC left its earlier home in Port Washington, New York because Long Island landowners apparently regarded the facility as an undesirable neighbor. Why Orlando was selected as a new site is not clear, although the decision has been described as "political."

The fortuitous location of these two facilities provided the technological base for subsequent high tech growth. This is apparent in the spinoffs that have occurred. Bill Schwartz, a Martin engineer who managed the Orlando plant's laser guidance programs, left the company in 1968 to found his own firm, International Laser Systems (ILS). With sales of \$11 million in 1977, ILS was sold to Martin. Then in 1983, ILS was purchased by Litton Industries for \$46 million. The firm continues, however, as the chief supplier of laser devices to Martin. Meanwhile, the entrepreneurial Schwartz started Schwartz Electro-Optics in 1984, achieving \$1.5 million in laser orders the

following year. Also, former ILS employees have given birth to three other area laser firms.

Martin's willingness to purchase from spinoff firms has helped make such start-ups possible. In contrast, the Harris Corporation in Melbourne, manufacturers of communication and information systems, discourages spinoffs by refusing to rehire employees who depart to start their own firms.

In the simulation and training field, the presence of the NTSC helped to bring the Army's "Project Manager" training device facility to Orlando. There is hope, too, that the Air Force will relocate its simulation and training operation from Ohio's Wright Patterson air base. As an indication of the industry's economic impact,

Government efforts and market forces have both played a critical role in the growth of high tech in Central Florida.

there were 124 Central Florida firms in the simulation and training field in mid-1986.

Quality of life factors have also influenced the location of footloose high tech firms. Consider the case of Automation Intelligence, producers of control devices for computer integrated manufacturing (CIM). This Orlando company was founded in 1983 through the acquisition of the controls/CIM group of Westinghouse's Automation Division. Westinghouse wanted to move the controls group from Orlando to Danbury, Connecticut, prompting engineers in the group to buy out the CIM unit to keep their jobs in Orlando.

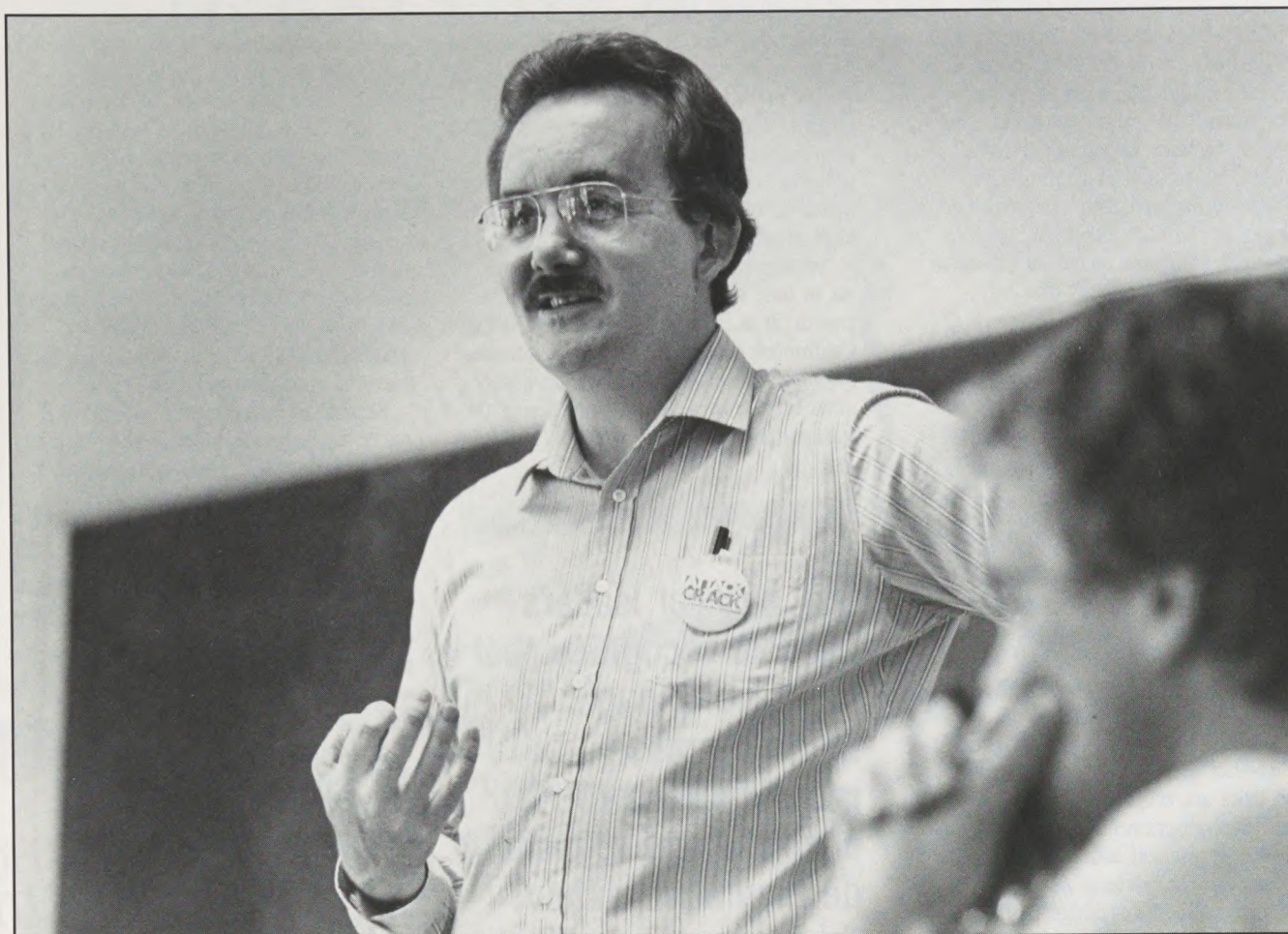
Executives in the laser and simulation and training industries report there are few compelling market reasons for locating

here. Simulation and training contractors do not need to be in Orlando to do business with the NTSC. Nor is our laser industry so tied to Martin that it needs to be in the company's backyard. Yet people who came here to work for Martin, the NTSC, or another big employer tend to stay here when starting their own firms. The Central Florida climate and lifestyle, along with being rooted in the community, appear to determine these location choices.

Without Martin Marietta and the NTSC coming to Orlando on their own, it is doubtful that recruitment efforts by local officials could have succeeded in building a critical mass of high tech firms. Local efforts have been instrumental, though, in expanding our high tech base. What governments can seek to do is to manipulate the three factors of production: land, labor, and capital. In the case of high tech firms, one can also speak of a fourth factor of production: technical knowledge.

Land is the factor of production over which local governments exercise the most control. Through their decisions regarding planning and zoning, property taxes, impact fees, and local infrastructure (roads, airports, transit systems, etc.), cities and counties influence the economic attractiveness of land. Cheap land, partly due to weak land use controls, has contributed to Orlando's past growth, although the failure to impose stringent land use controls under present conditions will surely be self-defeating. Orange County has also intervened in the land market through the creation of the Central Florida Research Park, adjacent to the University of Central Florida. The research park offers an appealing setting at attractive rents and the lure of proximity to university researchers.

Public investments in education have been used to produce an appropriately skilled labor force for high tech development. To help supply trained production workers, Mid-Florida Tech, a county-run vocational school, offers programs in the fields of electronics and electronic technology. At the university level, the University of Central Florida (formerly Florida Technological University) responds to the need for engineers, computer scientists, and other high tech specialists. UCF



Rick Foglesong

boasts that 72 percent of its graduating engineers remain in the Central Florida area and that almost 85 percent remain in Florida.

Large, established firms in the area may have brought their senior engineers with them from other parts of the country. Moreover, they may continue to advertise nationally for top positions. Yet it helps to attract bachelors level engineers, as one local executive related, if there is a nearby technological university where these employees can pursue a master's degree.

Rollins also fits into the high tech strategy. As more high tech professionals move to the area, Rollins provides a quality liberal arts college for the education of their sons and daughters. That benefits the College—and adds to the appeal of the area. Through art shows, concerts, plays, symposia, and the like, Rollins also contributes to local cultural life with a similar result. Indeed, pictures

of the College and references to its liberal arts program are a mainstay in local promotional brochures.

Capital is another factor of production that must be attracted to a given area. One way is to provide a regulatory and tax environment that stimulates business investment. Based on surveys of business opinion, Florida's business climate has consistently ranked among the top three in the nation—due to the state's low corporate tax rate, the absence of a personal income tax, and the low rate of unionization. Yet this comparatively unres-trained business environment will be difficult to maintain as our population grows, since higher taxes and more regulation will be needed simply to make growth work.

Private capital investments can also be leveraged by providing tax abatements, favorable infrastructure investments, discounted industrial park land, and subsi-

dies for research and development.

Although tax abatements have thus far been eschewed, these other measures have been employed. Especially notable are the efforts of the Florida High Technology and Industry Council, formed in 1984. Like counterpart institutions in other states, the HTIC allocates grants to encourage academic research relating to the state's high tech industries. In 1985, its first year of operation, it was awarded \$1.5 million for research support; and its funding for the current year was increased to \$3.5 million.

In addition, the HTIC has organized nine science panels—the important ones for Central Florida are the simulation and training and laser panels—comprised of representatives from industry and academia. On the one hand, these panels provide access to state government for high tech industrialists. Much as the U.S. Department of Commerce organized the

Chamber of Commerce in the 1920s, Florida's Department of Commerce (the parent body of the HTIC) is organizing the state's high tech industry. On the other hand, the science panels are being used to facilitate technology transfer between universities and the private sector—through contract research, the education of future employees, and an enhanced awareness of industry research needs.

It is because of the need for inputs of technical knowledge that government is so much the mid-wife of this new industrial revolution. To the possible argument that we should rely more on market processes—rather than government—there are two responses. First, the market system left to itself does not provide a socially optimum level of investment in research and development—there is too much risk involved and too little assurance that the rewards will be appropriated by the investing firm. Second, governments *will* become involved in the promotion of high tech regardless of whether they *should*, because states and cities are caught in a competition with other government units for private business investment and mobile taxpayers. Accordingly, the issue is not whether government should facilitate this technological revolution, but how it will do so. And there are a number of problems on the horizon to be addressed.

One problem is that, as virtually everyone agrees, high tech will never provide enough jobs to adequately compensate for the jobs being lost, mostly up north, in basic manufacturing. In Central Florida we see the "up" side of an economic transformation that, in the industrial sections of the Northeast, has a "down" side, too. Another component of this economic transformation is the growth of the service economy, which is also much in evidence in tourist-oriented Florida. Although a booming source of employment, the service sector does not provide replacement wages for jobs lost in manufacturing. Thus, we must be sensitive to the needs of individuals, groups, and regions left behind in the new industrial revolution.

Also a problem is Florida high tech's heavy dependency upon defense spending. This dependency exposes our economy to the vagaries of presidential politics: what

one presidential administration gives, another may take away. It also carries the danger of distorting political attitudes. People may legitimately disagree about issues of strategic policy, military preparedness, and foreign policy. The problem arises when positions on these issues of world importance are shaped by local economic needs.

Another problem is that we may not act in time to manage urban population growth. It is instructive in this regard that California's Silicon Valley, the quintessential high tech bastion, is suffering hard times in part because firms are fleeing the transportation and environmental problems

Our political leaders need to recognize that we have enough market forces propelling growth to enable us to regulate development without driving away mobile taxpayers and private investment.

wrought by rampant growth. In Orlando, the recent decision of Orange County to permit development of the 2,900-acre International Corporate Park, in an area outside the urban service boundary of a newly adopted county plan, does not augur well for our ability to manage growth. Our political leaders need to recognize that we have enough market forces propelling growth to enable us to regulate development without driving away mobile taxpayers and private investment.

A further problem is that certain high tech industries are already suffering from Japanese competition. This threat is especially acute in the semiconductor industry, currently in a slump because of excess

world capacity and lower production costs elsewhere. The danger is that our nation's leadership role in high tech may be shorter lived than our earlier ascendancy in steel, autos, consumer electronics, and other "low tech" industries. Changes in national policy, probably on the model of Japan's industrial policy planning, will arguably be necessary to maintain our high tech ascendancy. State initiatives, such as the Florida High Technology and Industry Council, provide models for national policy, yet they cannot take the place of a national industrial policy.

Because of government's role in nurturing high tech, there is the possibility of imposing public needs and concerns on the industrial revolution underway. Realizing this possibility will require, however, that structures such as the Florida High Technology and Industry Council as well as comparable institutions created at the national level be made publicly accountable. This accountability will in turn make it possible to ensure that public support for high tech is conditioned upon a guaranteed return to the public—in terms of private investment, long-term employment growth, and enhanced tax base. This concept of "linkage" between government support and private investment is the essence of the "industrial policy idea," which would entail making government's role in economic development not so much more extensive as more explicit and purposive.

Whatever the long-term consequences of the high tech development, Rollins is advantaged by a favorable "geohistorical" location. Our geographical position places us on the cutting edge of 20th century historical change. By capitalizing on this locational advantage, we can better prepare Rollins students for the future. [R]

Richard E. Foglesong is an assistant professor of politics. His book, Planning the Capitalist City, a history of American urban planning, was published this year by Princeton University Press. During Winter Term, he will teach a course entitled "Orlando: The Politics of High Tech Growth." His research for this article was supported by a grant from the National Endowment for the Humanities.

IT PAYS TO BE GENEROUS

If you have been thinking about making a gift to Rollins, don't delay. Now is the ideal time. Chances are it will be more beneficial to you in 1986 than in later years. Outright contributions to the Rollins Fund are warmly welcomed as are those which pay lifelong income to you or other beneficiaries of your choice—gifts that give back. Don't miss the following news items!

GIFT ANNUITIES MORE ALLURING THAN EVER

With much lower interest rates on CD's and Treasuries, Rollins gift annuities which pay up to 14%, partly non-taxable, are even more attractive. These annuities are backed by all the assets of the College.

LOWER TAX RATES AHEAD

If you expect to be in a lower tax bracket next year, your out-of-pocket cost of a gift to the College in 1986 will be less than it will be in 1987.

IRA'S LOSE SOME OF THEIR LUSTER

If your IRA contribution will no longer be deductible, consider feathering your retirement nest with a deferred payment annuity gift to Rollins. There is an immediate tax deduction, but the start of income is postponed until a later time chosen by you.

DEDUCTION FOR NON-ITEMIZERS TO EXPIRE

In 1986, charitable contributions can still be deducted even if you do not itemize on your income tax return. Don't miss out on this chance to make your gift count for you as well as the Rollins Fund.

POST-1986 GIFTS OF APPRECIATED PROPERTY MAY BE SUBJECT TO MINIMUM TAX

This is the best year to make gifts of highly appreciated property like securities or real estate because all capital gains tax can be avoided. After 1986 such gifts may trigger an alternative minimum tax.

POOLED FUND IS PEACHY

If you own long-term, appreciated securities paying low dividends and donate them directly to the Rollins Pooled Income Fund, you will avoid all capital gains tax, obtain a charitable deduction and increase your income.

HURRY, HURRY, HURRY! DON'T MISS THIS CHANCE TO HELP ROLLINS AND YOURSELF, TOO.

Clip and return right away

To maintain the margin of excellence at Rollins TODAY

_____ Enclosed is my contribution of \$ _____ to the Rollins Fund.

To help assure the continuing excellence of Rollins TOMORROW

_____ Send me information about gift annuities

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_____ Send me information about the Rollins Pooled Income Fund

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Address _____

My telephone number for fastest response _____

Date of birth of intended income beneficiary _____

For prompt information about making gifts of securities to the Rollins Fund or to one of the life income programs, call Elizabeth Brothers, Associate Vice President, Rollins College (305-646-2606).

Rollins College, Campus Box 2724, Winter Park, Florida 32789



DEBBIE DYKES

“Writing is a private
act with a public
result.”

—Donald Murray

GOING PUBLIC

Writing Like a Professional in the Rollins Writing Center

BY TWYLA YATES PAPAY

When peer writing consultant Beth Rapp '87 wrote a Training Manual in my “Assessing and Responding to Writing” course, she began her first section (“Mental Preparation”) with an important distinction:

The word “tutor” calls into mind those superior beings who sit and watch students work, yelling “No! ‘Occurred’ is spelled with TWO r’s!!” at appropriate intervals. Josephine Student expects the tutor to tell her exactly what to do so the teacher will give her paper an A. If the professor disagrees, she expects to be able to say, “But the tutor told me to do that,” and get off the hook. Tutors can always be recognized by their red pens and authoritative, or bored, demeanors.

You are not a tutor. (Doesn’t that make you feel better?) You don’t have to worry about the client saying, “But the writing consultant made me write that,” because you only suggest what to do—the client makes the final decision. You don’t

have to bother with correcting spelling or punctuation. You don’t even have to stock up on red pens.

Beth’s distinction is vital to the success of the Rollins Writing Center, for our peer writing consultants are trained to support the upper level work of the Writing Reinforcement Program. Thus, they function with fellow students in advanced courses across the curriculum as faculty colleagues do with each other: as sophisticated readers of text. They are prepared to recognize the potential of a complex piece of writing, hear the writer out, raise appropriate questions, and send the writer back to the word processor filled with enthusiasm and eager to evolve the next draft.

The Rollins College Writing Center is a campus-wide service intended to help all writers grow and develop and discover themselves and their own ideas in the throes of the composing process. While students who need special practice in



Freshman Missy Robinson composes a draft of a paper at the computer as required in her freshman composition class.

grammar, mechanics, punctuation, reading, study skills, test preparation, and the like visit the Skills Development Center located in Elizabeth Hall and directed by Ms. Arden Goettling, anyone writing a paper or article (or any other project, for that matter) is encouraged to visit the Writing Center in Woolson House for reader response, a commentary, and suggestions for improvement. Services are available at all stages of the composing process, but those writers benefit the most who come in early for help with invention, exploration, and the recording of detail, returning later for sessions on structuring and developing the draft, and perhaps again for advice on matters of clarity and style.

In summarizing their work for the "Writing Center Newsletter" last spring, consultants Beth Long '87 and Kristen Svehla '88 listed their most frequent activities as follows:

We read a paper. We listen. We discuss ideas.

We help the client understand the assignment.

We suggest ways to help smooth out jagged-edged ideas.

We help clients discover what they think.

We help unkink organization.

We talk to the client's professor, if needed.

We smile. We encourage.

We offer sympathy to overworked writers.

We explain the professor's comments.

We ask questions to help the client become an authority on the topic.

Yet misconceptions often occur, so Beth and Kristen tried to dispel a few myths as well. "Here's what we do *not* do," they added:

We do not write papers for the client.

Nor do we type papers.

We are not a janitorial service; we do

not clean up after anybody's writing. We do not praise a paper when it's unworthy.

We do not encourage unimportant information ("padding") in papers.

We do not rip up papers and make the client start over.

We do not give grades.

We do not laugh at bad handwriting.

We do not laugh at bad writing.

We do not turn students away.

In short, then, our peer writing consultants read, respond, and suggest according to the general guidelines of a shared philosophy built up through training, practice, and exchange.

"Writing is a private act with a public result," contends composition specialist Donald Murray (*A Writer Teaches Writing*, p. 58), and in the Rollins Writing Center we honor and facilitate both aspects of the composing process.

We encourage our clients to begin with what is called "writer-based prose," writing intensely out of a deep sense of commitment to a topic the writer wishes to explore, to comprehend, and to communicate. Explains consultant Anna Greene '86:

The majority of students seem to have the problem of being too far distanced from their papers while being overcome by their desire to get them written and turned in as soon as possible. They need to care more about making their papers the best they can be by reworking them over and over again. As Donald Murray says, writing is not done perfectly the first time (A Writer Teaches Writing, p. 86). Thus, I often seem to be more involved in improving the paper than is the student, while Murray emphasizes the importance of making the writer want to write and become involved in the paper's metamorphosis. Writers need to be given the security to write out of commitment, and students must become involved in assessing their own papers.

Our experience, then, confirms the findings of most writing specialists, that good writing is generally a product of commitment, for students who care about their subjects will work over papers until the meaning is full and clear.

Having begun with the private act of exploring a topic and discovering meaning, the writer may then move closer and closer to the public goal of producing "reader-based prose," getting the reader to share in the writer's vision. To accomplish this end, our main task in the Writing Center is to teach the revision process, to help clients retain their own voices even as they shape their papers into powerful statements carefully crafted to reach a given audience. As we lead writers through the intricacies of invention, exploration, structure, development, and style, we try to distance ourselves from the text, progressively assuming the role of the objective audience addressed. In short, we encourage our clients to write like professionals, first to satisfy the self, and then to address others, perhaps friendly, perhaps critical, but always in need of clear and precise explication. As readers, our consultants provide a first audience, raising questions and explaining points of ambiguity, but still sympathetic. After all,

they are student writers themselves, willing to share with their clients their own small quirks and discoveries. In the Writing Center, then, we have established a community of writers, friendly, supportive, nurturing . . . critical and exacting, all the same.

The Making of a Writing Consultant

Peer writing consultants are rather special people. Currently majoring in fields as diverse as economics, education, English, history, philosophy, physics, psychology, sociology, and theater arts, they are recruited through the recommendations of the Writing Reinforcement Program faculty and are selected for high level skills in interpersonal communications, reading, and writing. Compassion and consideration are our highest priorities, for our consultants must be able to set their clients at ease and draw them into sometimes difficult or uncomfortable discussions of their writing skills. Candi-

In the Writing Center, we have established a community of writers, friendly, supportive, nurturing . . . critical and exacting, all the same.

dates must be good readers of text to identify and discuss shortcomings in the writing, but they must also be capable of reading human beings and recognizing the troublesome ego problems tied up in a document to which the writer is committed.

Nominees are invited to submit applications and writing samples, and then to schedule interviews to discuss their motivations for applying, their perceptions of their own difficulties as writers (a good

consultant must be able to relate to client writing problems), and finally a series of hypothetical Writing Center cases. Successful applicants enroll in English 351-352 ("Assessing and Responding to Writing"), a full-credit course spread over a two-semester period. After an initial sixteen-hour crash training program, they attend weekly staff meetings, read pedagogical selections, and keep a journal on their work in the Writing Center. They also write several papers, which, of course, they take to other consultants for review. (All passages from consultants quoted in this article, incidentally, are drawn from last year's papers.)

Mostly, though, our writing consultants learn from experience, discovering by trial and error which of the tactics they have studied fit best with their own particular styles. When Dan Garrison '88 studied Don Murray, for example, he concluded that his own method of "providing all the solutions" was not particularly calculated to help the clients learn about their own writing. Experimenting with a more tentative approach, he decided that his clients learned more when he simply posed questions. But could he support his contention? In his final paper he wrote of a test case, his first proven success with the new methodology:

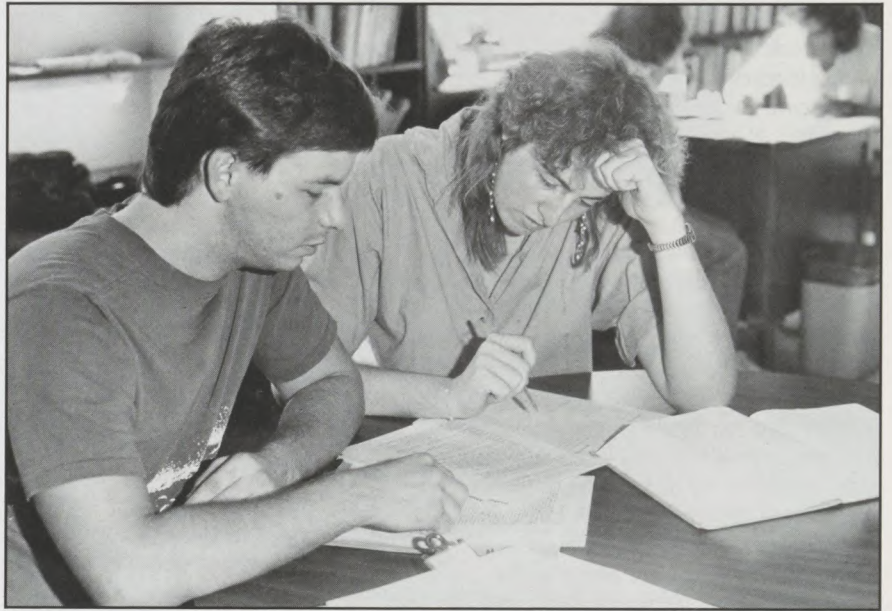
Another session did provide clear-cut evidence of learning when Amy braved the threshold of Woolson House. For me this greenhorn provided the first verbal and very tangible evidence of learning proceeding from my new method. The session began with the dusting off of a mid-term assignment. With only a few weeks left in the term I was suspicious of the client's motives for bringing in an old assignment. "We could rewrite it for a better grade," Amy explained. Her essay seemed remarkably personal for a first-timer to plop down in front of a stranger. I've learned to expect the writer's line of defenses that attaches often times a "DO NOT TOUCH" sign to a piece of writing, but no sign on Amy's work. We found that her essay was a string of examples guided by no real definition or thesis. After responding to a number of my quite brilliantly crafted open-ended questions—such as "Why did you write about your dad here?" and "What would you say is your thesis?" and "Why is your sister

important to the focus and your definition?"—Amy appeared at least superficially to have understood the problem. Whether actual learning had taken place would not be evident unless I could see the client apply it to another writing task.

Like an afternoon thundershower on a humid Florida day, Amy dumped another mid-term assignment on me. All in the same motion she whipped it out of a folder and flipped it on the table until it slid firmly under my unsuspecting hands. I had barely opened the first page to skim when even more suddenly and more importantly, she grabbed it back, glanced over three pages and said, "I did the same exact thing here. All I need is a thesis and then I can tie all these examples together." The key action was her initiative in taking back the essay, confirming what had just clicked. To me this demonstrated a level of thinking that had induced learning. Thinking of the implications of what had just happened, as a writing consultant, I was born-again, swayed by this act of faith by a fellow writer. "Alleluia!" I screamed. No, actually, all I could muster was an enthusiastic, "You got it." The new approach had brought real results.

As we began the training of our new consultants this past September, Dan passed his discoveries on to them.

But learning about writing occurs on both sides of the desk, for the consultants have examined and changed their own writing practices as a result of their work in the Writing Center. In seeing, for example, that her clients were limiting the scope of their papers excessively by working entirely from quotations to thesis, Meg Malchow '87 came to recognize that she too was misusing her sources, denying herself ownership in order to sound "intellectual." "I now try," she concluded, "to write papers from my heart and my head rather than someone's book. Writing and submitting a paper is less traumatic now that I know it's my own." In a similar vein, Kristen Svehla learned to slow down and examine her work more closely, filling in the missing links she had always dropped in her rush for closure. ("So I believe," she wrote, "I have slowly realized I must distance myself from what I write if I am to successfully convey my exact message.") As a community of writers, then, the



Writing consultant Margaret O'Sullivan '87 advises Oscar Williams '87 on his "Expository Writing" journal.

writing consultants have not only responded to the needs of clients, but changed their own work as well. Growing as consultants, they've grown as writers too.

When the Clients Arrive

Why do people come to the Writing Center? A few come in on their own for general help with writing. Most often, though, initial visits take place because a professor has sent the students in, generally the whole class through an assignment with a built-in Writing Center component. Typically, a first visit is a tentative affair, and some students drop in more readily than others. Some are anxious, some curious, but most are uncertain. Kristen Svehla describes the case of a student with a difficult attitude:

I caught my breath as he walked into the room. He threw quick, casual looks about the room, much as if he were tossing mental remarks with each glance in a new direction. I had heard much about him before; Ralph "Challenge Me" Nickleby was what everybody called him, with his much-pleased consent. He dropped his bag where he stood, and shot me a questioning look that bordered on resentful.

"You work in this place?"

"Hi. Uh, yes, I do." I waited, not sure how I should go about getting him fully into the room.

"Want to have a seat? Might as well . . . since you're here."

"Yea, since I'm here. And what a privilege. Can I stay until the place closes!"

I sighed, ready to send him away until he would be less prickly. Then, he sort of blurted out: "Paper—for you, so read it."

I pounced on his comment, willingly reading into it any bit of effort that might be on his part.

"Great! Let's take a look. What's it about, anyway?"

"Can't stay, gotta go do some stuff. You just put the commas in . . . teacher says I don't do commas right. I'll get it . . . later."

"No, you won't. I'll bet you could improve on a lot more than just your commas, but I need your help."

"You need MY Help?"

"Can I borrow you for a while? Then you won't have to come back and your paper will get the time it deserves. Sound fair?"

"Fair . . . enough."

Beyond the paper, I am dealing with a person who feels an attachment to his work that can even be quite emotional. I

try, therefore, to take advantage of my relationship with the client. I am often struck by the sad attitude students project, particularly toward their abilities as writers. Many have allowed their initial insecurities to dominate; they have been hit with what I call "Inhibited Writer's Syndrome." I believe that "attitude" is the key with those who suffer from this unfortunate malady. It seems fairly obvious that a negative attitude will generate a poor product, but not so obvious are the solutions to overcome this problem. I believe my personal relationship with a student can change a negative attitude, be it self-directed, Writing Center-directed, or professor-directed, into a productive response. The close consultant-client relationship is essential for a positive attitude shift, and, thus, an improved product.

Of course, few students are initially as difficult as the one depicted, but many require the smile, the reassurance, and a good first reading of a draft before they're convinced that the Writing Center will actually be of some help and that they will not be embarrassed or made to feel stupid. A session generally begins with discussion of the assignment, the client's initial reaction to the draft in progress, and a quick reading by the writing consultant, followed by a global analysis of the paper's strengths and weaknesses. A session ends with the completion of a form (what was accomplished? what should be done next?) and, if possible, the scheduling of another appointment. This final task is easier, as those who have been to the Writing Center are seldom hesitant to come back.

Beyond the general practices described above, the Writing Center offers some special services as well. Faculty members, for example, may ask consultants to assess syllabi, exam questions, or assignments and recommend revisions for clarity or simply predict how Rollins students are likely to respond. Again, faculty, administrators, and staff members may bring in their own writing for consultation. (The article you are reading, for example, was reviewed by several consultants.) Consultants may also be requested to visit classes, conduct peer group sessions, or assist a professor in designing a writing project.

Special services for students include

running "All-Nighters" just before final exams and providing Writing Skills Inventories upon request. We also train clients to write with WordPerfect software on our five IBM personal computers. A training manual is available, and when our computers are all in use, we direct our clients to visit the PC Lab in Bush, with its ten additional machines. When we move to our newly designed facility in Mills next year, we hope to double our PC capacity, as our new computers are already in high demand. (Our consultants are considering cloning themselves as well, struggling as they do to maintain a focus on the papers before them despite frequent interruptions to answer computer inquiries. Yet there is only a fine line to be drawn between computer questions and composing questions, as "How do I move

this passage?" readily shifts to "Where shall I move this passage?" or "Should I move it at all?")

Finally, I regularly note our consultants offering a range of special services with no prompting at all, based simply upon their own perceptions of their clients' needs. Meg Malchow, for example, has developed a whole repertoire of strategies to help her clients overcome writers' block. Here's how she defines the problem in her paper entitled "The Pleasures of Seduction":

The view that writing is a laborious task to be avoided at all costs often arises from a writer's difficulty in putting ideas onto paper, or writer's block. One of my jobs as a tutor is to help people get over these temporary stumbling blocks. Rather than being considered a teacher of writing, I prefer Ken Macrorie's definition of our real role as "enabler." This term is especially fitting to my work in the Writing Center, for I serve in a capacity which enables people to write. Since an enabler deals with an individual who feels stupid and inept concerning the inability to generate ideas and put them on paper, the enabler must, in effect, seduce the person into writing. An enabler must start from the assumption that a student has ideas, and work to draw those ideas out and onto paper (Macrorie, Twenty Teachers, p. 50). Once the ideas are on paper, the enabler helps the student to put them into effective, concise order. The more intricate, sophisticated levels of writing come into play later.

Like most good writing teachers, then, our consultants have grown into *enablers*, drawing upon a wide range of training, skills, and shared strategies to customize an approach as each client arrives.

So What?

When my students finish a piece of writing, I often encourage them to apply the "So What?" test. If a reader completing the article asks herself, "So what?"—will the writing supply an answer? Similarly, I am sometimes asked "So what?" about all the time and energy and human effort I promote for the writing process, not only

Writing
is an explosive liberal
art which enables
writers to discover
themselves.



Twyla Papay

Continued on page 39

I grew up with little concern about the restrictions imposed on artists in the Soviet Union. Like all artists in post-Stalinist Poland, I enjoyed total

Artistic Freedom

BY ALEXANDER BOGUSLAWSKI

When I was seven years old, my parents sent me to a private art teacher. I do not remember if their decision was made because of my interest in painting and drawing or merely to give me something to do. When I arrived at the small apartment, the teacher greeted me warmly and gave me a long apron made of thick cloth to wear. After pushing my parents out, he led me to a room where several children my age, all dressed in similar aprons, stood in front of walls covered with large pieces of paper. On the floor were large brushes and buckets filled with bright poster paints. Our teacher showed us our "work places" and encouraged us to start painting. I was shy at first, but after seeing all the other children splashing away, I soon went at it with equal vigor. It was an unforgettable experience, one I still remember quite vividly.

The lessons continued for a year or so, and not once was I told what to paint or how to paint. Looking back, I think this

was the most important episode in my artistic career; for it was then that I learned to enjoy my artistic ideas and approach my work with confidence.

A few years later, while enrolled in an art class at the Palace of Culture and Science, I entered an international competition and won third prize for a bold drawing of a six-legged elephant. At around that time an exhibit of African art opened in the National Museum. I became fascinated with the colors and the expressiveness of primitive art and spent hours in the museum copying and sketching masks, sculptures, and textiles. African art, more than anything else, influenced my love for primary colors, basic symmetry of design, and unusual combinations of hues. When I presented my portfolio to the examining committee at the High School of Fine Arts in Warsaw several years later, they nicknamed me "White African."

I was accepted into the high school and spent the next five years carrying the

regular load of academic courses as well as an additional load of art courses. At this school I studied under what I believe was the best group of teachers ever assembled. They instilled in their students a love for beautiful things, and for "knowledge" in the broadest sense of the word. They guided students in the development of their personal artistic styles without imposing their own preferences and tastes.

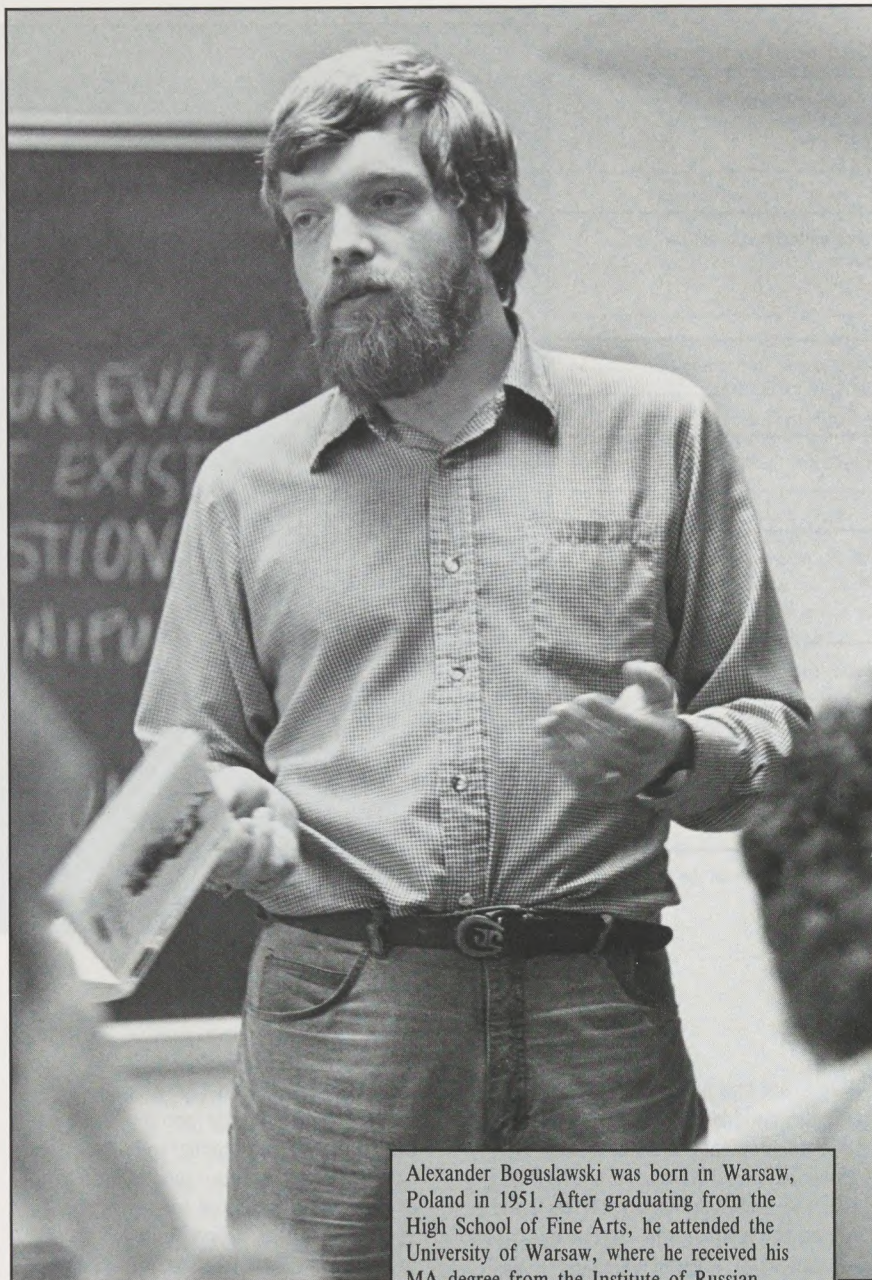
Many of my high school assignments turned out to be important artistic experiences. One of those was a trip to the picturesque Polish town Pinczow to paint its old streets and houses and its environs. The entire class set out to search for suitable scenes to paint, and several friends and I wandered into an enormous field covered with purplish-red wild flowers. On the horizon was a dark blue line of forest, and above it, blue sky with intricate formations of white, yellowish and grey cumulus clouds. This breathtaking scene was the obvious choice for the subject of our painting.

I had a large canvas, at least 2×3 feet, and I knew that if I tried to make the painting realistic, I would not be able to finish it in time, at least not satisfactorily. So I used a different approach. I covered the canvas very quickly with three basic colors: light blue, dark blue, and red. Then, by adding just subtle indications of detail, variations in tones, and focal points, I was able to finish the picture in time. And I had managed to capture the moment and feeling of that scene.

Like all the professors at this school, my sculpture professor would not dare to criticize a student's work or intervene in the creative process in any way. My approach to sculpture was somewhat unique. Unlike the other students, who would work laboriously on a piece of wood for many class sessions, I would, in the words of my professor, "attack" each piece with "vengeance." At the end of each class, I would find myself knee-deep in wood shavings, with a sculpture punctured with holes forming intricate designs and connections. The professor liked my style—and I liked his. He did not believe in interfering with or influencing creativity. He would look at a student's work from all sides and simply ask, "Is this how you want it to be, or do you wish to continue?" His taciturn encouragement helped me reach independently the often difficult decision of whether a work was finished or required additional attention.

The unusual and progressive nature of this institution allowed me to discover, explore and develop my artistic abilities as well as my personal qualities. The five years spent there shaped my overall personality more than any later experiences.

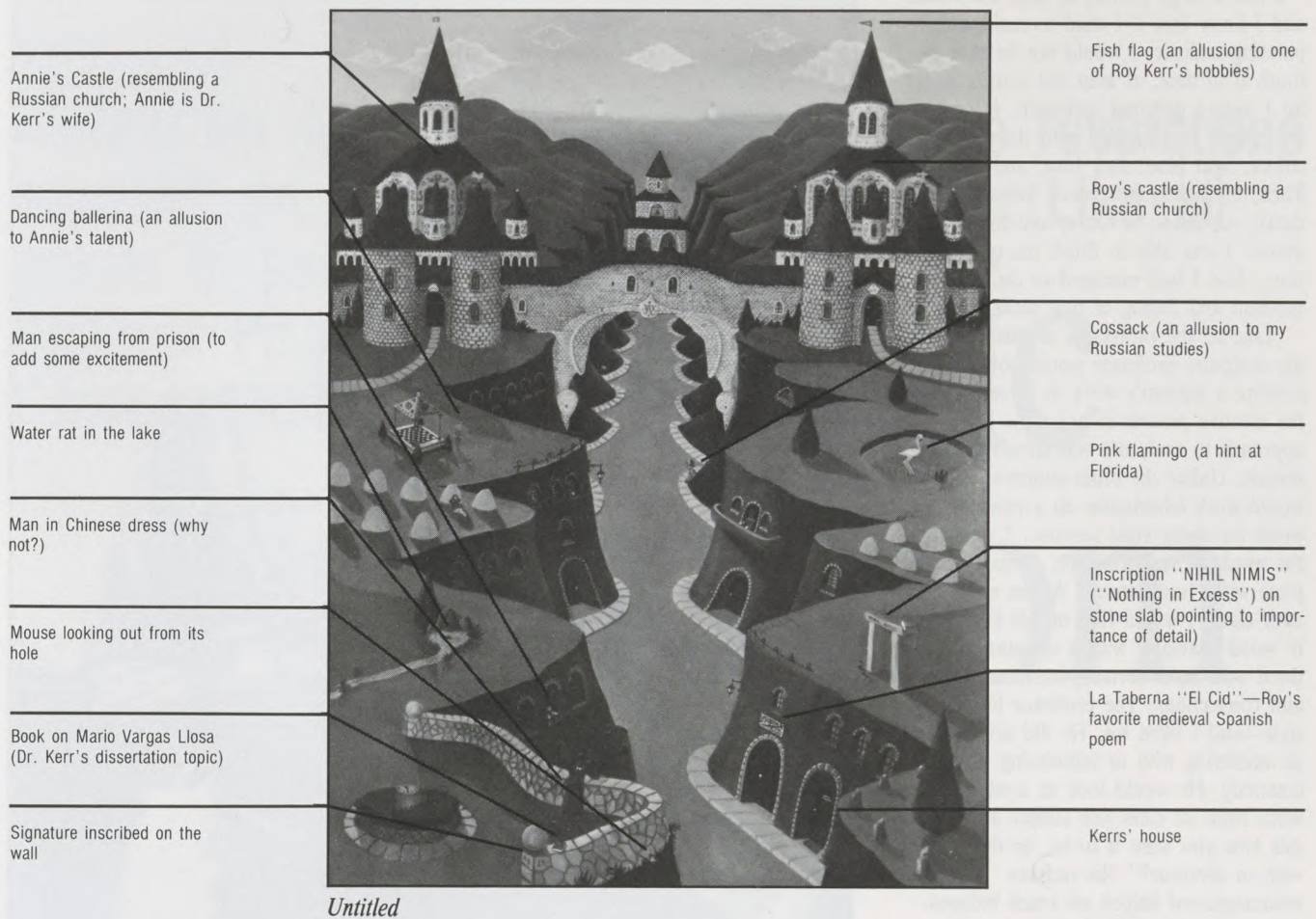
Before I took my University entrance exams, I had to make the important decision about what I would study. The choice would seem obvious: an individual who has studied art for five years should continue his learning at the Academy of Fine Arts. But for me, the decision was not that easy. I knew that at the Academy there were some established professors and well-known artists who made their students follow their styles. If a student did not do so, he received a low grade or did not pass the course. Defiantly, I decided that I was too independent to go through such intimidation and humiliation. ►



Alex Boguslawski

Alexander Boguslawski was born in Warsaw, Poland in 1951. After graduating from the High School of Fine Arts, he attended the University of Warsaw, where he received his MA degree from the Institute of Russian Philology (Literature and Language). He worked for two years as a librarian at the University of Warsaw Library, then, in 1977, came to the United States, where he entered the doctorate program at the University of Kansas. After receiving his PhD in 1982, he taught Polish and Russian for a year at Ohio State University. Boguslawski arrived at Rollins in 1983. As an assistant professor of Russian, his teaching duties include Russian language, literature and culture, and humanities. Among his hobbies are painting, translating Russian into Polish, studying languages, and reading.

ARTISTIC FREEDOM



But if not the academy, then what? I was quite good at foreign languages, and I liked to play the guitar and sing Russian ballads. "Why don't I try Russian," I thought to myself. So I did. I passed the exams, and started my career as a student of Russian language at the Institute of Russian Philology. From the perspective of many years, I now realize my *real* reason for selecting Russian over fine arts. The entrance exams to the Academy were very difficult, indeed grueling, and the openings in the school were limited. In comparison, the entrance exams to the Institute of Russian Philology were a breeze. I merely chose the easier road.

My Russian studies went well, mostly because I soon discovered that I was fascinated with Old Russian and Byzantine culture, literature, art and folklore. I began collecting art books, learned Old

Church Slavonic and Old Russian. I became knowledgeable about the intricate details of Russian iconography—the colors, strong outlines and decorativeness of the icons were close to my personal experiences in art. Since I had little time to paint or draw, this study probably substituted as a creative outlet.

It wasn't until after my arrival in the United States in 1977 that I began to paint seriously again. Initially, I bought several small canvasses and a modest assortment of oil paints. I completed my first painting for a friend who was a collector and a supporter of young and unknown artists. The work—my rendering of an icon of St. Nicholas—features a portrait of the saint surrounded by 14 scenes from his life.

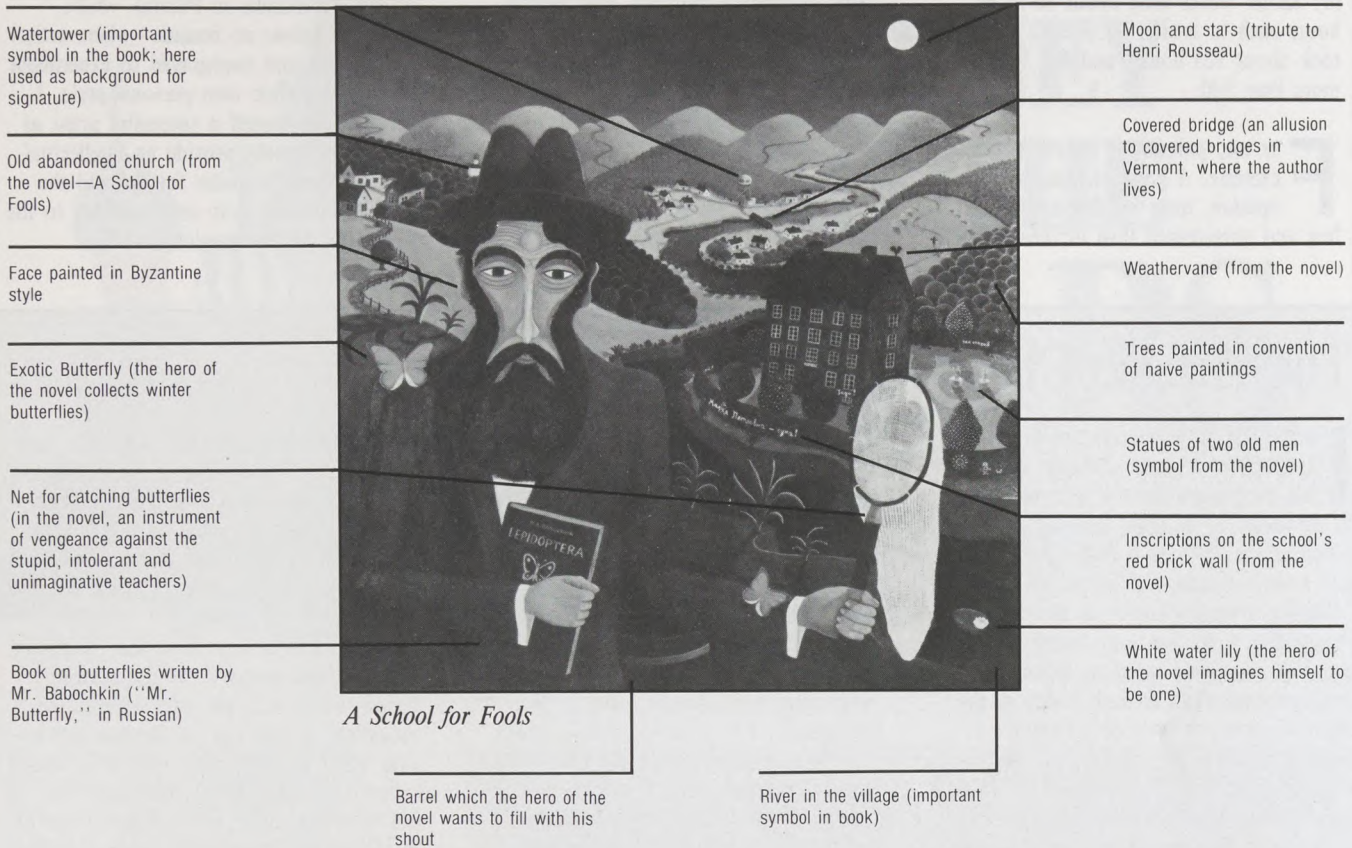
My first original picture was painted after the birth of my daughter in 1979. I

was at home on summer break and wanted to create a large, colorful picture for her room. The canvas depicts a tall mountain with a road winding around it to a castle at the top. The mountain and castle have since become a constant element in my pictures.

My next three paintings were done for professor friends at the University of Kansas. "The Old Man" was inspired by a course on Vladimir Nabokov. In his fiction, Nabokov advocates the importance of imagination and the right of the artist to do whatever he wishes with his creations. His philosophies on art are surprisingly close to my own. In "The Old Man," I took the liberty to use an unusual combination of styles—the subject (an old hermit) is done in the Byzantine style, while the background is done in a "naive" folk style.

Vladimir Nabokov inspired another

ARTISTIC FREEDOM



Watertower (important symbol in the book; here used as background for signature)

Old abandoned church (from the novel—*A School for Fools*)

Face painted in Byzantine style

Exotic Butterfly (the hero of the novel collects winter butterflies)

Net for catching butterflies (in the novel, an instrument of vengeance against the stupid, intolerant and unimaginative teachers)

Book on butterflies written by Mr. Babochkin ("Mr. Butterfly," in Russian)

Moon and stars (tribute to Henri Rousseau)

Covered bridge (an allusion to covered bridges in Vermont, where the author lives)

Weathervane (from the novel)

Trees painted in convention of naive paintings

Statues of two old men (symbol from the novel)

Inscriptions on the school's red brick wall (from the novel)

White water lily (the hero of the novel imagines himself to be one)

Barrel which the hero of the novel wants to fill with his shout

River in the village (important symbol in book)

picture, "Cloud, Castle, Lake" (the title of one of his short stories), which I painted for the professor who taught the Nabokov course. A small picture painted on a wooden panel and placed in a very deep, brightly colored frame, it features the three elements from the story's title.

"Wood Spirit" was painted for a professor who taught Russian and Slavic folklore. It shows three musicians who are oblivious to the fact that the tree they are sitting under is actually the wood spirit. The painting contains several personal references to the professor and his course.

After my arrival at Rollins in 1983, Dr. Roy A. Kerr saw pictures of my Kansas paintings and commissioned one in similar style. Having talked to him about his research, hobbies and family, I included many personal references in the work. Other elements were

added simply to make the composition more interesting and whimsical.

The same year, I painted my largest canvas, "St. Brandon's Isle," for Charles Brandon of the Crummer School. Again, many elements are direct references to the owner; others were chosen at my whim, to add character and stimulate the imagination.

"Mt. Ararat" can be considered another step in my search for the best artistic solutions. The treatment of trees and animals is much more realistic than in my earlier pictures, but the overall effect is in keeping with my general style.

My newest canvas, "A School for Fools," is the result of my fascination with Sasha Sokolov's novel of the same title and the fruit of my friendship with the author. A few years ago, I translated the Russian novel into Polish and began to give thought to doing a painting

devoted to it. This summer, I conducted research on the Russian emigre writer. He visited me for a week, and we discussed many projects connected with his fiction. "A School for Fools" is the most "literary" of my works. The picture contains numerous details relating to the book, some references to the author, and a modest tribute to one of my favorite artists, Henri Rousseau. The technique remains academic, but the color scheme varies considerably from my previous works.

My purpose in incorporating more detail and personal references in my latest paintings has been to make each composition an adventure for the viewer. The abundance of elements encourages the viewer to create stories about the world depicted and allows him to discover something new and amusing each time the piece is examined. Needless to say, the

additional detail results in more time required to complete each painting. While my earlier works took about 50 to 60 hours each to create, Dr. Kerr's picture took about 120 hours, and Dr. Brandon's more than 140.

For me, painting is an intellectual exercise. A good picture, in my opinion, must be the result of a free and unrestricted flow of ideas inspired

by personal experiences, reading and research. My study of folklore, Russian icons, Byzantine churches, and Russian and Western literature has given me a wealth of material from which to develop my artistic style and ideas. To satisfy me personally, a picture must also be amusing, must reflect the personality of its owner, and must tell a tale or inspire the viewer to make his own interpretation. It must be attractive, whimsical and unusual.

Undoubtedly, my thoughts and philosophies about art were shaped by my artistic experiences in Poland, where creativity knows no bounds—where artists are allowed and encouraged to experiment and develop their own personal style. I will consider myself a successful artist as long as my works provide an intellectual and emotional stimulus for me and the viewer, allowing us to soar together to the free world of the imagination. R

The Artistic Climate in Socialist Countries

In the last 50 years, the artistic atmosphere of most socialist countries has progressed from a strict adherence to the ideals of Socialist Realism established in the 1930s to a cultural "Thaw" and relative freedom of expression.

During a period known as the "Cult of Personality," the figure of Joseph Stalin acquired an almost mythical dimension and overshadowed the dark reality of the reign of terror. A style of art called Socialist Realism prevailed in socialist countries and became obligatory in Soviet art in 1934. Although it closely adhered to reality, it was understood to be not an objective representation of reality, but a statement of allegiance to the Party. Art had to agree with the official Party line, depict the world from the Party's point of view, advertise the Party's policies and promote its slogans. This led to a strong preference for two subjects: the socialist worker and revolutionary traditions. "Production art" depicted the socialist worker in the work place, creating didactic examples of the dedicated builders of socialism. Revolutionary traditions were captured in illustrations of the people's fight in defense of the Revolution and the fatherland.

The aim of socialist art was to show the world not as it was, but as it should be. Artistic images had to be as typical and as general as possible. This stifled artistic experimentation and originality.

Socialist Realism can be described as a combination of Norman Rockwell and billboard art. Picture this: a happy, smiling and satisfied factory or farm worker (with blue eyes and blond hair and the physique of a Roman gladiator)

vigorously fulfilling the economic plans set by the Party. Or picture a tractor operator lovingly embracing his tractor while his beautiful, statuesque girlfriend looks on with admiration. Other paintings portray soldiers bravely fighting the German aggressors or the White renegades, dying with eyes full of hope and belief in their commanders and the better tomorrow of their country. Not surprisingly, few works of lasting artistic value were created during the period when Socialist Realism reigned supreme.

After Stalin's death in 1953, Poland and other countries in the Soviet Bloc entered a cultural revival and period of artistic freedom called the "Thaw." Lying between the West and the East, Poland has always kept close ties with the cultural traditions of Western nations, particularly France and England. Since the "Thaw," Poland has been free of Socialist Realism as the dominant and prescribed official style of art.

In the other Soviet Bloc countries, Socialist Realism continues to prevail and haunt the creative artist. However, the "Thaw" did influence the development of independent, experimental and original art in these countries. Many artists began searching for an escape from the restrictions. With astonishment they learned of the magnificent works of art that were created in Russia in the early twentieth century. They discovered the great Russian painters: Chagall, Kandinsky, Larinov, Malevich and many others who represented the avant-garde of European art in the 1920s. After the Revolution, these artistic leaders either emigrated, conformed to the rule of the proletariat,

or in many cases perished in prisons and labor camps. Post-"Thaw" artists understood that they lived in a different time, one which gave them the freedom to experiment in ways their unfortunate colleagues of earlier years had not been able.

Today, this new art flourishes in almost every socialist country but the Soviet Union, where it is not acknowledged or subsidized in any way. A Russian artist who wants to experiment very often must suffer great deprivations: his works are not exhibited, he is not considered worthy of joining the Union of the Soviet Artists, and he has difficulty in buying art supplies. Despite these restrictions, however, an increasing number of modern Russian works of art are reaching the West. These pictures, found in private collections and in the Russian Museum in Exile, in France, reveal that Russian artists not only eagerly experiment with non-objective, non-representational, and abstract art, but also create "realistic" works imbued with philosophical or theological thought. Their work leads them far beyond the approved and safe ground of the party dogma.

Often the surprised West hears about an open-air exhibit run down by bulldozers, or about an exhibit in Armenia shut down by the order of a Party boss. It is becoming clear that the new art, even though not officially endorsed, is alive in Russia. Moreover, pictures by the great avant-garde painters (Kandinsky, Chagall, Malevich) are being exhibited in large Soviet museums for the benefit of tourists, and reluctantly, for a growing number of native connoisseurs. R



JOURNEY OF THE CZARS

BY SUSAN P. THOMPSON '68

In July, twenty-one Rollins alumni, parents and friends met at John F. Kennedy Airport in New York City to embark on a sixteen-day journey to the Soviet Union. As part of a group of 130, we were accompanied by Rollins Professor Emeritus of Russian Ed Danowitz, a veteran of eight visits to the U.S.S.R. The trip was organized by INTRAV of St. Louis, one of the nation's largest companies specializing in group travel. The itinerary for our trip included three days in Moscow, eight days on the Don and Volga Rivers aboard the *M. S. Alexander Pushkin*, and three days in Leningrad.

After a brief stop in Shannon, Ireland, Western Europe's gateway to the Soviet Union, we boarded a chartered Aeroflot plane to Moscow. A surprisingly uneventful experience with Soviet customs preceded our entrance into the city, which coincided with the arrival of hundreds of international athletes for the Goodwill Games, staged during our visit. Wilt Chamberlin, Bill Russell, and Rowdy Gaines, along with the Turner Broadcasting crew, were among the more than 2000 guests staying at our hotel, the Cosmos.

Our accommodations, by Soviet stan-



Rollins group in Russia: Kathleen Carter, Chet Danowitz, Dr. Edward F. Danowitz, Carroll English '65, Eugene Farley, Sarah Dean Farley '38, Anita Kreeger, George Larsen '78, Elizabeth Long, Patricia Matzer, Carol Posten Miller '50, Virginia Morris, Barbara Probasco, Wilson Tate '51, Hayes Tate, Genelle Tate, Susan Probasco Thompson '68 (Executive Director of the Alumni Association), Martha McCormick Van Pelt '48, Lydia Van Pelt, Max Weissenburger '45, and Frances Weissenburger.

dards, were luxurious and quite acceptable even to Americans used to large, fluffy towels and individually boxed hand-milled soaps. Room assignments were made on hand-written hotel passes—no evidence of

computerization to be seen! Following a quick wash-up and change of clothes, we convened, a cheerful but tired crowd, in our private dining room. A sumptuous table, overflowing with caviar, Russian



Chet Danowitz with Mother Volga

breads, vodka and champagne, awaited us—a prelude to the first of two weeks' hearty meals. As the last of us made our way to bed at 11:00 p.m., the western sky was still bright with the midnight sun.

Morning found us rested and eager. We boarded our buses led by four INTOURIST employees who would be our permanent guides throughout our stay. Although knowledgeable and informative, the Russian guides were upstaged by our own Ed Danowitz, who provided us with a singularly objective perspective on Moscow, the seat of Russian power and culture.

Our first stop was St. Basil's Cathedral, located in Red Square and instantly identifiable with its eight unmatched, weird, and wonderful onion domes. It looks as though the architects tried and tried to outdo one another, making one dome in the form of a pineapple, another like a tent, another like a grenade, all in unexpectedly riotous colors. One of the Russian legends says that Ivan the Terrible feared that an even more beautiful church might be built elsewhere for another patron. So he ordered the architects blinded (or beheaded, according to another version) to prevent any future competition.

Most of us were surprised at the brightly colored eighteenth and nineteenth century buildings, having expected drab, utilitarian structures. And, although pre-Revolution architecture is spectacularly beautiful, the buildings erected during this century are disappointingly dull and poorly constructed. We were startled to



S.S. Alexander Pushkin in Rostov-on-Don



Statue of Mother Russia in Volgograd

discover that Moscow is aflood with automobiles, colorful ones at that, aggressively participating in what is common in every major city of the world: traffic jams.

When told that one of the highlights of our stay in Moscow was to be a tour of the Metro (subway), many of us visably cringed. Our acquaintance with underground transportation was, by and large, limited to subways in America's major cities, and with expectations of the familiar assault on our senses, we reluctantly descended deep beneath Moscow's streets. Perhaps we shouldn't have been surprised, because Moscow is an incredibly clean city, but the subway stations and the trains themselves were spotless. Even more amazing was the *beauty* of the stations. Each was a mini-museum in itself, with crystal chandeliers, gold filigree, and intricate mosaics. Twelve million people use the Metro daily, and there was no evidence of their comings



Onion Domes of Kazan

and goings. The comparison to our own subways was inevitable, and America did not fare well.

Of course, we saw the ballet and enjoyed an evening at a folkloric festival. And we did a good deal of shopping at the duty-free Beryozka ("little birch tree") stores where the favorite purchases were fur hats, babushkas, nests of dolls, lacquered boxes, and balalaikas.

For eight beautiful, sunny days, between our visits to Moscow and Leningrad, we sailed the Don and Volga Rivers. We met with collective farm leaders in Rostov-on-Don, saw industrial plants in Togliatti, and visited Lenin's birthplace and early home in Ulyanovsk. It was our day in Volgograd, however, which had the most impact. The city, formerly, Stalingrad, was completely destroyed in World War II. Today, totally rebuilt, it is a living monument to those thousands of Russian people who died defending their city.

The trip aboard the deluxe river liner the *M. S. Alexander Pushkin* was relaxing and fun. It was also educational. Ed Danowitz gave three lectures on Soviet life and participated in several joint sessions with Edouard, a Soviet Disinformation Officer with Intelligence. We called these spirited sessions "Head to Head with Ed and Ed."

Each morning we were awakened by intercom and urged to join in the exercise class conducted by the Social Director. She not only led the morning exercises; she taught us how to dance the polka and had us singing, in passable Russian,



Cathedral of the Annunciation



Ed Danowitz with children at Pioneer Youth Camp in Zhiguli

favorite folk songs. We even put on a pageant, "King Neptune," and as might be expected, the Rollins alumni were the stars!

We sadly left our friends on the *M.S. Alexander Pushkin* at Kazan to fly to Leningrad. Like Venice and Amsterdam, Leningrad is criss-crossed by rivers and canals and connected by seven hundred bridges. It is a magnificent city of fine buildings, parks, gardens and wide, tree-lined boulevards. Pastel-colored palaces fronting on the river Neva and great golden-domed cathedrals are reminders of the colorful Russian past.

We visited the Hermitage, once the Winter Palace of czars—a beautiful, pale blue "birthday cake" of a building, decorated elaborately with white icing. With its overwhelming collection of more than two million separate items of art, the museum has one of the finest collections of masterpieces in the world. The Hermitage owns an astonishing number of the works of Picasso, which were kept under lock and key for many years by the Soviets who feared that abstraction might undermine the people's devotion to Socialist Realism. The modern art display, even today, is underplayed by official literature.

We took a hydrofoil 32 kilometers west to Petrodvorets, the country palace of Peter the Great. Restored after destruction by the Germans during World War II, the palace sits atop a hill overlooking the Gulf of Finland. The Great Cascade, made up of three waterfalls and 64 fountains, is operated by a system created in 1721. Ducts and pipes which convey the



Buddy Tate '51 (l.) and Rod Larsen '78 as White Swan and Black Swan in "King Neptune"

water over a distance of some 20 kilometers work without pumping stations: the water flows downhill, while the fountains work on the principle of communicating vessels.

We concluded our trip to the Soviet Union with an entertaining farewell dinner, again highlighted with much caviar, vodka, and champagne. Our plane trip home gave us time to reflect on our adventure and to form the answers to those inevitable questions: "How did you like Russia? Wasn't it dreary? And how about the food? Did they bug your room? I heard the people are unfriendly—what did you think?" Although I am only one of twenty-one Rollins people who made the journey, I would guess that the vast majority came away with the same feelings I did.

I genuinely liked the Soviet Union. I'm certainly glad I don't live there, but it is a beautiful and interesting country to visit. The visual images—brightly painted

onion domes, rosy-cheeked children, magnificent monuments, Mother Volga with traditional bread and salt welcoming visitors—leave quite an impression. Dreary? No. The food? Plentiful and nutritious, if heavy on bread and potatoes. As far as we could tell, our rooms were not bugged. We were free to come and go as we pleased and never felt watched. We did follow *their* schedule, but that was to be expected. The Russian people were not as quick with smiles as we Americans, but then what people are? Yes, the workers in the Beryoskas were curt and almost standoffish, but think about it: they sell their country's best goods to foreigners, goods that are not available to the Russian people at any price. Under the same circumstances, perhaps we too would be curt. The people live in a closed society, under a government which portrays Americans as warmongers. And yet, we found the individual Soviet citizens to be affectionate, sensitive, and filled with good humor.

On one of our subway rides, I sat next to an older woman in a babushka. Her face was lined, and she was burdened with several bags. I was certain she was a hard-working lady to whom life probably hadn't been kind. No reason for her to be cheerful. Being a friendly American, I smiled and nodded. "Do'braye oo'tra!" ("Good day!") I said in my inadequate Russian. She took my hand in both of hers and returned my smile, as if to say "I'm glad you're here." And she made me glad I was. [R]

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CALENDAR

JANUARY

- 2 Men's Basketball: Coe College, home
- 2-3 Women's Basketball: Tangerine Tournament, home
- 3 Men's Basketball: University of the South, home
- 4 Festival Concert Series: Bach Festival Choir, Florida Symphony Orchestra, Annie Russell Theatre
- 6 Men's Basketball: Muhlenberg College, home
- 6 Women's Basketball: Lee College, home
- 8 Men's Basketball: St. Leo College, home
- 8 Women's Basketball: Lee College, home
- 10 Men's Basketball: University of Maine, home
- 10 Women's Basketball: California State College of PA, home
- 13 Women's Basketball: Florida Southern College, away
- 14 Men's Basketball: Florida Southern College, away
- 16 "Alexander Calder Mats," Cornell Fine Arts Center, through March 29
- 16-17 **Grandparents Weekend**
- 17 Men's Basketball: University of Tampa, home
- 17 Women's Basketball: University of Tampa, home
- 17 Rollins College Dance Series: "Dance Alive!" Annie Russell Theatre
- 19 Women's Basketball: St. Leo College, away
- 21 Men's Basketball: University of Central Florida, away
- 24 Men's Basketball: Florida Institute of Technology, home
- 24 Women's Basketball: Florida Institute of Technology, home
- 28 Men's Basketball: Eckerd College, home
- 28 Women's Basketball: Eckerd College, home
- 29 Women's Basketball: Dillard University, away
- 30 Women's Basketball: University of New Orleans, away
- 30 "The Importance of Being Earnest," Annie Russell Theatre, through Feb. 7
- 31 Men's Basketball: St. Leo College, home

FEBRUARY

- 4 Men's Basketball: St. Thomas University, away
- 4 Women's Basketball: St. Thomas University, away
- 5-7 **Parents Weekend**
- 7 Men's Basketball: Florida Southern College, home
- 7 Women's Basketball: Florida Southern College, home
- 9 Rollins College Concert Series: Flederman Ensemble, Keene Hall
- 10 Women's Basketball: St. Leo College, home
- 11 Men's Basketball: University of Tampa, away
- 12 Women's Basketball: University of Tampa, away
- 13 Men's Basketball: Flagler College, home
- 15 Festival Concert Series: Soviet Emigre Orchestra, Annie Russell Theatre
- 16 Men's Basketball: St. Thomas University, home
- 16 Women's Basketball: St. Thomas University, home
- 18 Men's Basketball: Florida Institute of Technology, away
- 18 Women's Basketball: Florida Institute of Technology, away
- 21 Men's Basketball: Eckerd College, away
- 21 Women's Basketball: Eckerd College, away

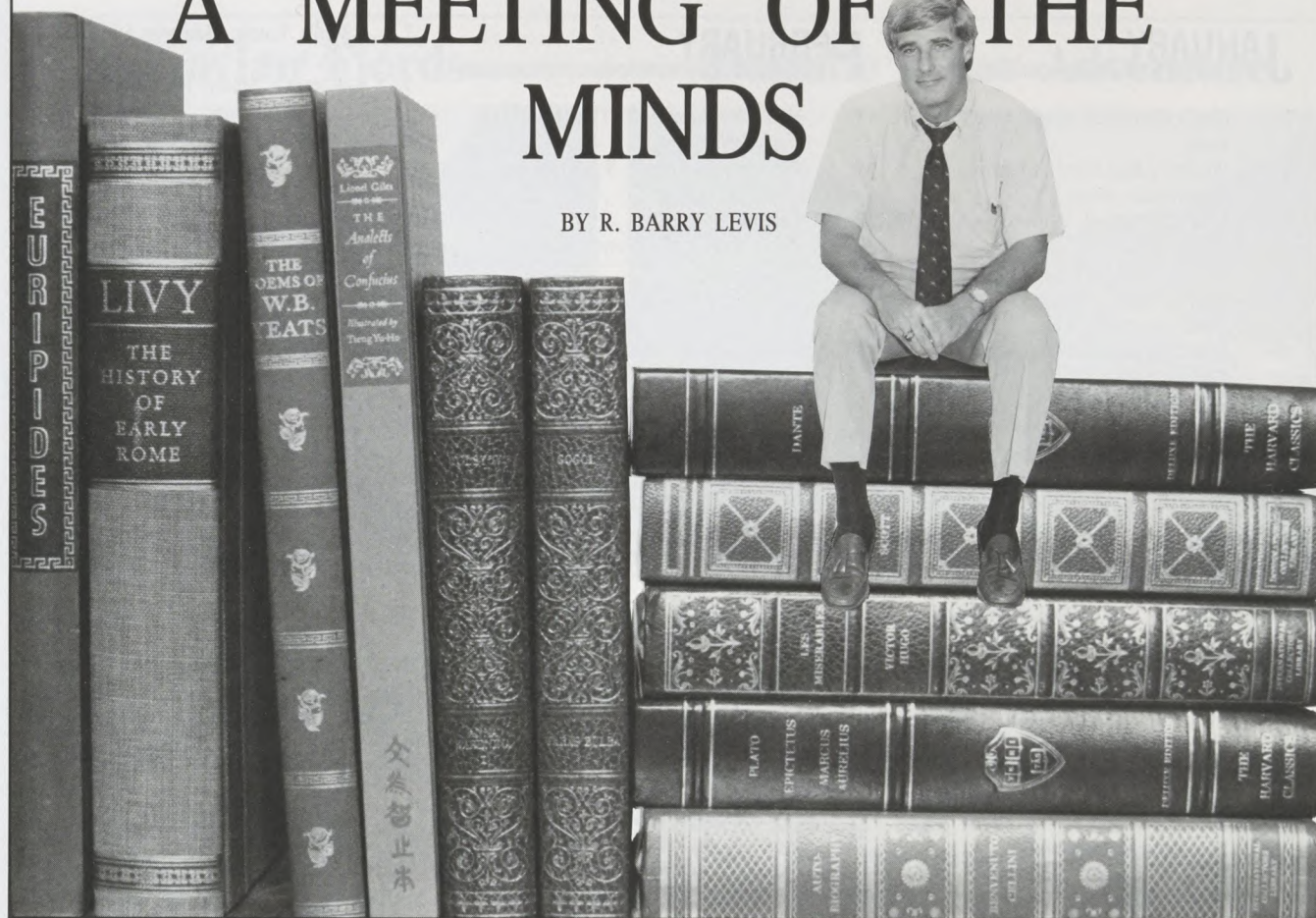
MARCH

- 1 Crew: Bradley Cup, home
- 2 Baseball: Florida Atlantic University, home
- 3 Baseball: Vanderbilt University, home; Florida Atlantic University, home
- 4 Baseball: Methodist College, home
- 4 Softball: Bethune Cookman College, away
- 5 Softball: Eckerd College, home
- 5-7 Bach Festival, Knowles Memorial Chapel
- 6 Baseball: University of Pennsylvania, home
- 7 Softball: Florida Institute of Technology, home
- 7 Baseball: Ithaca College, home

- 7 Men's Tennis: Hampton University, home
- 7 Women's Tennis: Hampton University, home
- 8 Rollins College Concert Series: Swingle Singers, Enyart-Alumni Field House
- 8 Crew: President's Cup, Tampa
- 9 Men's Tennis: University of Virginia, home
- 9 Women's Tennis: University of Virginia, home
- 9-14 Baseball Week, home
- 10 Softball: St. Leo College, away
- 11 Women's Tennis: Columbia University, home
- 11 Softball: University of Tampa, home
- 13 "Cat on a Hot Tin Roof," Annie Russell Theatre, through March 21
- 13 Men's Tennis: Mercyhurst College, home
- 13 Women's Tennis: Mercyhurst College, home
- 14 Softball: Florida Institute of Technology, away
- 15 Crew: Miami Invitational, Miami
- 15 Baseball: Ithaca College, home
- 17 Softball: University of Tampa, away
- 17 Baseball: Florida Southern College, away
- 18 Baseball: Florida Southern College, home
- 19 Softball: Eckerd College, away
- 20 Baseball: Ohio State University, home
- 20-22 **Alumni Reunion Weekend**
- 21 Baseball: St. Leo College, home
- 21 Softball: St. Thomas University, home
- 22 Crew: Mayor's Cup, Clermont
- 22 Baseball: St. Leo College, away
- 23 Softball: Manchester College, home
- 24 Baseball: Florida Institute of Technology, away
- 24 Softball: Florida Southern College, away
- 24 Men's Tennis: Kalamazoo College, home
- 24 Women's Tennis: Kalamazoo College, home
- 25 Baseball: Florida Institute of Technology, home
- 26 Softball: St. Leo College, home
- 28 Baseball: Colby College, home
- 29 Baseball: Colby College, home
- 29 Crew: Metro Cup, home
- 31 Baseball: University of Tampa, away

A MEETING OF THE MINDS

BY R. BARRY LEVIS



Important decisions in the business world, or in academics, are not always made in the boardroom or around the conference table. For example, the initial discussion about introducing a Master of Liberal Studies (MLS) program at Rollins occurred at a holiday tree-trimming party. Members of the History and Politics departments had gathered to cheer the season. A group of us were discussing, among other holiday topics, programs we would like to see introduced in Continuing Education. We talked at great length about the possibility of developing an interdisciplinary humanities course to be required of all entering students in the School of Continuing Education (SCE). We also discussed the possibility of offering a master's degree program in the liberal arts. As it turned out, the evening was very productive. The new interdisciplinary humanities course

While most graduate programs narrow the focus of study, the MLS program will offer a broad interdisciplinary perspective.

began this September with the support of a grant from the National Endowment for the Humanities. And the College is now involved in the final stages of planning for

the MLS program, which is scheduled to start next September.

Master's programs in the liberal arts are not a new idea. The John Hopkins University introduced the first program in the mid-60s, and the idea has since spread around the country. Other institutions currently offering the degree include Georgetown University, St. John's College, Duke University, and the University of Southern California. Central Florida, however, does not yet offer such an opportunity. In fact, when the Rollins program is introduced, it will be the first of its kind in the state.

MLS programs are designed for individuals who feel that their undergraduate education was limited in certain respects and who want to return to school at the graduate level to fill the gaps. These eager learners have, for the most part, already established themselves in

careers; they are not interested in technical training or professional advancement. What they are seeking is an enriching educational experience that will provide them with a broader view of life and enable them to live their lives to the fullest. They want to be able to discuss intelligently the good books they read and generate some exciting ideas and concepts.

That Rollins should undertake such a program is perfectly natural. The College began as, and remains, an institution which subscribes to the centrality of the liberal arts to the educational experience. Increasingly, the College's undergraduate offerings have sought to further than objective, as with the new classics major in the full-time undergraduate program and the new humanities requirement in SCE. The MLS program will reinforce Rollins' basic commitment to the liberal arts and broaden the general education aspects of the curriculum. At the same time, it will complement the professional MBA program of the Crummer Graduate School of Business.

Since graduate liberal studies programs generally draw their students from the local community, Rollins' community-based School of Continuing Education has been selected to offer the program to the Central Florida area.

The MLS program will not fill all the voids in a student's education. It will, however, provide a sound foundation in the liberal arts and will furnish the background and tools needed to carry on a course of independent study. While most graduate programs narrow the focus of study, the MLS program will offer a broad interdisciplinary perspective. A "great books" approach will be used. Students will read original works of the world's great thinkers and will engage in thought and conversation about issues raised by preceding ages which continue to challenge and perplex our contemporary world.

Six required core courses will provide a general overview of the history of Western thought from ancient times to the present. Students will read, in their historical context, the great works of literature, history, philosophy and science and will then discuss the universal questions these books pose. The core courses will provide a common ground of knowledge for all students in the program and engender a sense of community among the members

of each entering class. Students will also take five elective courses which will focus on the application of the great texts to contemporary issues and problems or provide a means of comparison of Western ideas to other cultures and traditions. Finally, through a practicum, they will apply the acquired knowledge in a specific creative project of their own design.

The six core courses have been designed to introduce students to both the humanities and the sciences. The first course, "Science, Philosophy, and the Natural Universe," will examine the cosmology and science of the ancient world. Its companion course, "The Human Order," will explore the social and political thought of ancient Greece and Rome. Both courses include readings from Plato

The strength of the MLS program lies in its ability to attract a diverse student body united by a common intellectual curiosity.

and Aristotle as well as other scientists, philosophers, and literary figures. In "Christianity and Western Culture," students will discuss the philosophical underpinnings of Christianity and its impact on Western culture. At the same time they will be enrolled in "The Origins of Modernity," a course which will focus on the efforts of post-Renaissance thinkers to establish a secular human community without the help of a divine plan and transcendental knowledge. The final two core courses will look at our contemporary world. "Milestones of Modern Science" will seek to demonstrate the influence and limits of the scientific method on human experience and will explore our understanding of nature. "Masterpieces of Contemporary Literature" will present the ways fiction and

drama have approached, examined, and defined modern values.

After completing the core courses, students will select five courses from a host of electives. Among those already approved for the program are "Masters of Contemporary Latin American Fiction," "Liberal Education in Western Culture," "Justice and World Hunger," "Autobiography," and "Marx and Marxism."

At the conclusion of their program, students will enroll in the "Seminar in Liberal Studies," in which they will complete a project of their own choosing. The project might take the form of a creative work such as novel, a play, a painting, or a musical composition; or may be a traditional research project associated with master's level graduate work.

MLS courses will be taught by some of Rollins' finest faculty members. Many faculty have already expressed a keen interest in participating in the program because they recognize it as an opportunity to further their own educational experiences.

The strength of the MLS program lies in its ability to attract a diverse student body united by a common intellectual curiosity. In contrast to the solitude which characterizes much of traditional scholarship, the MLS program will provide a collegial experience of sharing insights and understanding.

We anticipate that the MLS program will provide students with tools of analysis and critical thinking that will allow them to continue the life-long process of learning. This advanced liberal education will enable them to understand the moral dimensions of the issues that confront them as well as the choices and decisions they must make every day. [R]

The first class of MLS students will be selected in the spring of 1987. For information about the program, contact the School of Continuing Education, Campus Box 2725, Rollins College, Winter Park, FL 32789; (305) 646-2232.

R. Barry Levis, Professor of History and Director of the MLS program, joined the Rollins faculty in 1968. He specializes in British History and Early Modern European History.



Rollins student is weekend medic

BY GWYNNE HOLLAND AND SUZANNE McGOVERN

Holly Witherell frequently wears flight suits to Friday afternoon classes at Rollins College.

The 23-year-old honors student and captain of the College's nationally-ranked water ski team is the only female in the state of Florida to work as a flight medic aboard a helicopter ambulance in the U.S. Army Reserves. She is part of an elite medical evacuation team known as "Medevac," attached to the 348th Medical Detachment stationed in Orlando.

And, while she looks like a typical college coed, Witherell defies almost every conventional label. She's an athlete, an honors student, and a religious studies major. Her senior thesis is entitled "Christianity in Prison: An Analysis of Conversion Experiences Among Prison Inmates."

Witherell opted for military service after two years in the Ivy League at Dartmouth College. She elected medicine, she says, "because it's my way of directly helping people."

Transferring her flight training to Florida was not as easy as transferring college credits from Dartmouth to Rollins. At first she was told there were no openings and that women were "out of the question."

After five months she finally joined a previously all-male, four-member flight crew. The arrangement has "worked," she says, because she has insisted on no special privileges. "It was up to me to fit into their world. I wanted no allowances, which means I learned to unload trunks and lift 90-pound tents."

Typically, she set her sights on the men's maximum scores for the Army's annual Physical Readiness Test, rather than the required women's standards. She passed the running and sit-ups, but fell short on the 68 push-ups. "I can't get past 65," says Witherell, who weighs in at 118 pounds.

Fitting "in" with the special group of weekend Rambos means other concessions on her part. Although the Army provides separate quarters for men and women, her unusual duties don't allow that. "We're on call for 24-hour periods and we have a 30-second required response time when a call comes in. It wouldn't be practical to have separate quarters." When on call, she and her pilot, co-pilot and crew are inseparable. They share one room and a

bath, and sleep in flight suits next to the radio.

"If I insisted on certain female privileges, it would hinder the effectiveness of everyone else," explains Witherell. "I tell myself that this job is usually done by a man . . . and that's the way that I'll do it." Witherell has conditioned herself to taking 45-second showers and foregoing hairdryers. At summer camp, which this year includes "jungle training" in South America, conditions are more primitive. The crew is lucky to have a shower at all.

In spite of these compromises, Witherell doesn't feel that she compromises her femininity. In fact, she says, "It elevates me. My crew never forgets that I'm a female. They also know they can count

on me physically and mentally if we're in a tight spot."

Pretty unusual stuff for someone who is also a Chapel Deacon? It does tend to confuse some of her fellow students, Witherell admits. "They can't quite label me," she says. "They see me in a bathing suit for ski tournaments, in make-up and a dress at campus functions, and in my flight suit on Friday afternoons."

In spite of her demanding schedule, Witherell maintains a 3.5 average in the Rollins honors program. She serves as a student ambassador, member of the academic consultation team and member of the campus ministry.

All of this, and she's a gourmet cook, too. R



Holly Witherell '87

The Rollins Fund and The Rollins Resolution

by Sandra Phillips-Riggs,
Director of Annual Giving

Now that the College's \$33.8 million Capital Campaign, The Rollins Resolution, has been publicly announced, questions come to mind on how the Rollins Fund fits into the total picture. The Rollins Fund goals of \$1.3 million this year, \$1.5 million next year, and \$1.8 million in 1988-89 are all included in The Rollins Resolution campaign goal. So, when gifts are made to the Rollins Fund, they are counted toward the \$33.8 million total.

It is extremely important that Rollins College alumni, parents and friends understand how vital their gifts to the Rollins Fund are to the success of the capital growth campaign. While the major "brick and mortar" projects like the Mills renovation and the social sciences complex are underway, the College must have funds available for daily operating expenses.

During the next three years of the campaign, many of the corporations and foundations that usually provide significant dollars to the Rollins Fund will be solicited for much larger gifts to fund specific campaign needs. Although some proposals will include provisions for a portion of the contribution to be donated to the Rollins Fund, most will be targeted for special "restricted" projects, such as a learning laboratory in Mills or an endowed professorship.

Individuals who usually give large gifts—several thousands of dollars a year—to the Rollins Fund will be solicited in the same manner. These people will be asked to provide leadership capital campaign gifts ranging from \$100,000 to a million dollars, and they will rightfully expect the Rollins Fund operating dollars to come from the members of the Rollins family who do not give at the higher levels.

This means that the Rollins Fund needs the support of many more alumni, parents and friends than it has had in the past. It is especially important that the alumni show their strength and increase their giving record. Rollins' participation

percentages for annual alumni giving remain far below the national average. As we enter our capital campaign, it is critical that we change those figures and convince many more alumni to contribute annually to the Rollins Fund. As last year's contributions indicate, the concept of giving *every* year, regardless of the amount, is not understood by many Rollins alumni. Less than one third of Rollins graduates support their alma mater on a regular basis. It is hoped that this year's aggressive Rollins Fund campaign will raise the sights of the alumni constituency and that Rollins will become a priority on everyone's list of charitable gifts.

The College is also reaching out to parents of current students through a greatly expanded Parents Committee. The full cost of educating a Rollins student is

not covered by tuition alone. Rollins Fund dollars are used to bridge the gap. Parents are being asked to contribute to the Parents Fund, which has a goal of \$150,000 this year.

The Friends portion of the Rollins Fund is another area needing more support. More people in the Winter Park community will be encouraged to get involved with Rollins. The College provides countless educational and cultural opportunities to neighbors in the area. In turn, these people will be asked to help support Rollins' programs.

It is an exciting time at Rollins, and all of us can contribute to the success of The Rollins Resolution. As you prepare your list of year-end gifts for tax purposes, please give thoughtful consideration to making an especially generous contribution to the Rollins Fund. ☐



R. Michael Strickland named National Chairman

R. Michael Strickland, President and CEO of Barnett Bank of Palm Beach County, is the National Chairman for The Rollins Resolution, the largest fundraising endeavor in the College's history. Strickland, a 1972 Rollins graduate in business administration and a 1973 graduate of the Crummer School with an MBA, has enthusiastically agreed to lend his support to the campaign to raise \$33.8 million.

"I am pleased to be a part of this effort because I feel very strongly about the cause. I personally believe in Rollins and recognize it as an outstanding college.

I want to help the College reach its fullest potential and provide the best educational environment possible for students in the years ahead," he said.

A native of Tampa, Strickland joined Barnett Bank in 1973 and was the youngest president in the bank's history when he assumed that position in 1976 at age 26. He served as president of Barnett Bank of Orlando from 1976-1983 and as president of Barnett Bank of Central Florida, N.A. from 1983-1985. He started his current position in July, 1985.

While in college at Rollins, Strickland played varsity tennis and was named NCAA All-American in 1972. That same year he was the NCAA National Doubles Champion. In 1985, Rollins honored his outstanding contribution to tennis by naming him to the Sports Hall of Fame.

Through the years he has been a member of the Crummer Board of Overseers, served on the College Planning Task Force in 1984 and as a class agent in '76-'77.

"The future of Rollins College has never looked brighter," said Strickland. "I am very excited to be a part of this campaign and help repay my alma mater for the benefits I received from my education there." ☐

The Rollins Resolution

The Board of Trustees of Rollins College met on May 23, 1986, and unanimously adopted the following Resolution:

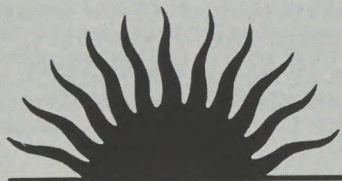
RESOLVED that the Board of Trustees approves the Rollins College capital campaign report and establishes a goal of \$33.8 million.

Known as *The Rollins Resolution*, this capital fundraising campaign will:

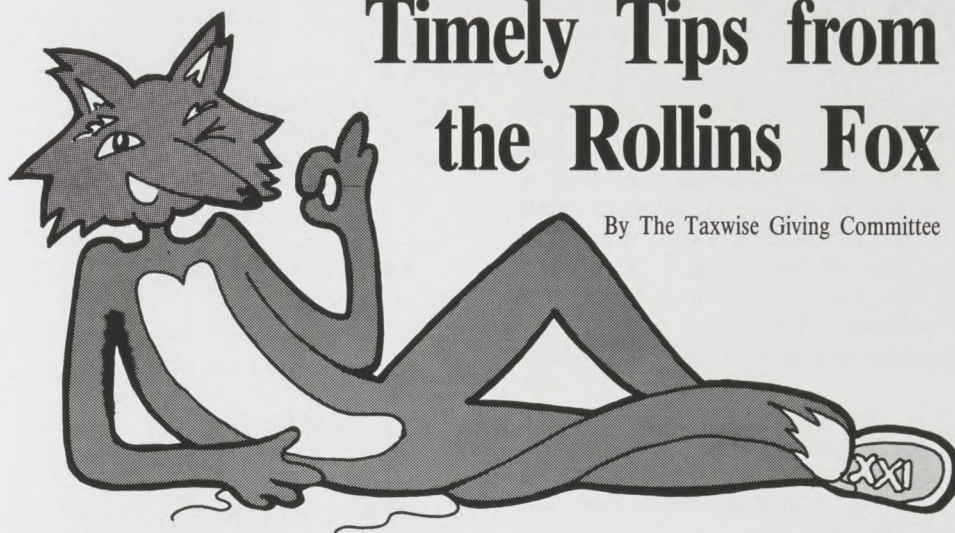
- Create a new home for the social sciences
- Build a stronger endowment and double the Rollins Fund
- Dedicate a new learning and activities center for students
- Enrich the academic experience with increased faculty support and financial assistance programs for students
- Revitalize athletic programs with new sports and fitness facilities

This Resolution, and our commitment to support a major fundraising endeavor, will guarantee that the vision and high ideals established more than one hundred years ago will continue to flourish in the College's second century.

**Help us realize
*The Rollins Resolution!***



Let There Be Light!



Timely Tips from the Rollins Fox

By The Taxwise Giving Committee

Time is running out before massive changes in the income tax structure take place. If you will be in a lower tax bracket next year, take as many deductions as possible in 1986 and postpone income until 1987 or even 1988. If you have depended on the use of tax shelter losses from passive investments to offset income and devices like the Clifford Trust to shift income to lower bracket individuals, you may face higher tax bills after this year. Good planning before the end of 1986 can improve your tax situation now as well as later. Since individual circumstances vary, it is important to consult your own advisors about tax planning.

Income Shifting. The Clifford Trust and Uniform Gift to Minors Act have been popular ways to transfer income to children for their educational expenses. Starting January 1, 1987, unearned income of a child under age 14 in excess of \$1,000 will be taxed at the top tax rate of the parents. Parents can avoid being

taxed on income from their children's accounts by purchasing United States savings bonds for them because the income accrues without being taxed until the bonds are redeemed, or buying municipal bonds which throw off tax free income.

Medical Expenses. These are presently deductible in excess of 5% of adjusted gross income, but the floor will rise to 7.5% in 1987. If you are close to meeting the 5% test, consider incurring some of the medical costs you can control, such as physical examinations, dental check-ups, new eyeglasses, health care supplies and certain tests, in 1986 rather than later.

Sales Taxes. These will no longer be deductible, so consider making planned "big ticket" purchases, like cars and boats, before the end of 1986.

Long-Term Capital Gains. Preferential treatment for assets sold after December 31 of this year will cease. If sold during 1986, the maximum tax will be 20% for those in the top 50% bracket. Better still, when long-term, appreciated property (owned for more than six months) is used for certain charitable gifts, all capital gains tax is avoided.

Charitable Contributions. After 1986, you will no longer be able to deduct charitable gifts unless you itemize. You might even double up on your giving this year to take full advantage of this expiring deduction. If you itemize, you will still be able to deduct contributions after 1986, but will bear more of the cost of the donation if you are in a lower tax bracket than at present.

Miscellaneous. Since such items as employee business expenses, costs of managing investments, and safe deposit boxes will only be deductible in excess of 2% of adjusted gross income, it might be worthwhile to prepay subscriptions to investment services and publications and consult with your investment advisors before the end of the year while their fees are deductible.

IRA and 410 (K) Contributions. The \$2,000 maximum IRA deduction will continue for low and middle income workers, but will be phased out for higher income workers who are covered by pension plans. The deduction for tax-deferred savings plans will be limited to \$7,000 a year. A means of building future income, which is untouched by the Tax legislation, is the deferred payment gift annuity, which offers an immediate income tax deduction, but postpones the start of income until a later time. United States savings bonds offer another way of accumulating retirement funds because the accruing interest is not taxed until the bonds are cashed in.

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; M. Elizabeth Brothers, Associate Vice President.



One hundred guests gathered at Woodstock, Connecticut, on August 23 and posed for this "Rollins Family Portrait" in Roseland Park. The weather was perfect, the fellowship delightful, and the occasion rich in sentiment. The considerable contingent of Holt family members was recognized, and President Seymour announced the establishment of the Hamilton Holt Scholarship, which will be awarded to graduates of Woodstock Academy who attend Rollins College. Everyone particularly admired the beautiful cake, provided by Miranda Holt Smith '73, with its royal blue and golden yellow rendering of the College seal. The cutting of the cake and the robust singing of the Alma Mater brought to a close the formal observance of the Rollins College Centennial.




SIGNING OFF—Rollins Phi Beta Kappa faculty gathered in October to sign a 90-page report in support of Rollins' application for a Phi Beta Kappa chapter. The document is part of a three-year application process which includes a campus visit in February. Joining Academic Vice President Dan DeNicola for the signing-off ceremony were Roy Kerr, John Ross, Robert Carson, Rosemary Curb, Kathleen Cherry, Jim Wahab, Bari Watkins, John Heath, Barbara Carson, Tom Cook and John Bowers. Phi Beta Kappa faculty not shown are Peter Bonnell, Nancy Decker, Pearson Hunt and Don Mansfield.

Holt Scholarship honors Rollins' former president

The memory of Hamilton Holt, who served Rollins as president from 1925 to 1949, will be honored through the establishment of the Hamilton Holt Scholarship.

Announcement of the scholarship came as President and Mrs. Thaddeus Seymour hosted the final Rollins Centennial year activity, a picnic held in Woodstock, Connecticut, to honor the memory of Hamilton Holt and commemorate his 114th

birthday. Dr. Holt spent each summer in Woodstock at the Holt Family Homestead, where he held a picnic annually for the Rollins Family on the Saturday closest to his August 19 birthday.

The scholarship will be a \$1000 annual grant award made to a student admitted to Rollins from the Woodstock Academy located in Connecticut. The initial award will be made to a freshman entering Rollins in the fall of 1987. 

Centennial Award honors high school students

While celebrating its one hundred years of excellence as a liberal arts college last year, Rollins initiated a program to honor outstanding Florida high school students. Made possible by a gift of Allan E. Keen '70, the Rollins College Centennial Award program was designed to recognize the strengths and achievements of juniors in high schools throughout Florida and in doing so, increase awareness of Rollins among high school students.

"The program was very successful during its first year," commented David Erdmann, Dean of Admissions and Financial Aid, "and we

anticipate expansion over the next few years as more schools become familiar with it." Nearly 150 Florida high schools participated in the Centennial Award program last spring.

Each participating high school is responsible for selecting an award recipient from the junior class. Rollins

supplies a bronze award medallion, which is presented to the recipient during the high school's spring awards assembly.

The criteria for selecting the student recipients are demonstrated achievement and promise for future leadership, with consideration given to scholarship, moral character,

community service, sportsmanship, academic ability and school involvement.

"Our strongest resource for the future is our young people," said Erdmann. "The Centennial Award program serves several purposes. It provides an opportunity to recognize and encourage talented high school students and provides a means for Rollins to identify these exceptional students so we can actively recruit them. In addition, because the students are honored during spring awards ceremonies, it familiarizes thousands of students and parents with Rollins College."

When possible, Rollins alumni will be asked to participate in the award presentations. [R]



Student Government Association officers are (seated, from left) Ronnie J. Clark and Allene Martin and (standing) Frank Greene II and Steve Appel.

Rollins' student leaders

Rollins' 1986-87 undergraduate enrollment of 1,370 is being led by the following officers of the Student Government Association: Frank Greene III, president; Ronnie J. Clark, vice-president, student center; Steve Appel, vice-president, administration, and Allene Martin, comptroller.

Greene, Class of '87, is the son of Mr. and Mrs. Frank Greene Jr., of Hasbrouck Heights, N.J. He was named to the President's List in fall, 1985. He is an economics major and a member of Kappa Alpha fraternity. As president, he will preside over the Student Senate meetings.

Clark, Class of '88, is the son of Mrs. S. Clark of Orlando. He is the vice-president of the Black Student Union, 1985 winner of the Martin Luther King Scholarship and has served on the Student Hearing Board and World Hunger Committee. As vice-president of the Student Center of the Student Government Association, he will organize and coordinate student activities at the center.

Appel, Class of '89, is the son of John C. Appel of Indianapolis, Ind. As vice-president, administration, he will serve on the Steering and Campus Safety committees and will be responsible for coordination and implementation of this year's freshman orientation.

Martin, Class of '87, is the daughter of Mr. and Mrs. Bertram T. Martin. She is a member of the Rollins Varsity Crew Team, the Sailing Club and Kappa Alpha Theta sorority. As comptroller, she will be in charge of budget allocation, review and billing of student monies handled through the Student Government Association.

Record wins FMA awards

The *Rollins Alumni Record* was honored at the 1986 Florida Magazine Association annual convention in Palm Beach with first place and merit awards for Best Photographic Essay.

The winning black and white photographic layouts, appearing in selected Centennial issues of the publication, depicted people, places and scenes from two of the College's biggest events last year. A gold award went to the special treatment of the Olin Library opening ceremonies, which highlighted many of the building's architectural details. A photo essay of last fall's Centennial Weekend won a merit award. [R]



"It's a freshman!"—One of the high points of Orientation '86 was the performance of "Bits and Pieces," a humorous show written and produced by the fine arts majors. Themed "A Bridge to New Beginnings," Orientation '86 helped ease the transition to college life for entering freshmen by providing them with opportunities to get to know one another and Rollins. The week-long series of activities ranged from the traditional information meetings and speakers to innovative social programs designed to "break the ice" for new students. "The 20 upperclassmen who served on the 'O-Team' worked hard to make freshmen feel at home in their new environment," commented Orientation chairman Murray Sales '87. "The excitement and enthusiasm shown by the Class of '90 made Orientation '86 a very rewarding experience for all of us who helped organize the program."

The Orlando Sentinel
Saturday, August 9, 1986

Of beans and bush babies

By Laura Ost

If a bush baby tries to tell you about his experience at Beans with the Tars on Fox Day, you have neither confronted a character from *Star Trek* nor gone completely bonkers.

You need the new parents' handbook from Rollins College.

The handbook offers facts, advice and trivia on Rollins, including the lingo favored by students. Written by Allan Eller, Associate Dean of the College, it will be given to parents of 424 freshmen arriving for orientation next month.

Eller said a similar publication was produced at the State University of New York at Binghamton, where he worked before coming to Rollins in 1984.

"When I came down here, one of the things I noticed was the vocabulary, the terminology students used," Eller said. "So I thought it would be handy—and fun—to give parents a clue about what their kids were talking about."

He said the handbook includes only the more polite terms. There are 20 in all.

A "bush baby" is a student majoring in biology, chemistry, computer science, mathematics or physics. They spend a lot of time in the Bush Science Building, "occasionally coming up for air and meals."

"Beans" is the dining hall, fondly named for the days of more limited menus. "Tars" is the college mascot and athletic teams' nickname; its genesis is described only as a long story. "Fox Day" is an annual spring holiday selected at the whim of the Rollins president.

The vocabulary list also includes "Fiat lux," which the handbook says has nothing to do with foreign cars or soap. It is the Rollins motto, meaning "Let there be light."

One section, for parents wondering how to dump their freshman on campus, is entitled "How to Make a Graceful Exit on the First Day."

"There is no hard and fast rule for the graceful parental exit," the book advises. "In most cases, the intent is for a clean break but there's often a slip twixt your student's room and the car door."

"After all, you've just spent all this time getting through things with your student, and now to just pick up and leave? But that *is* the best way. A final hug, some parting words of advice, a gentle admonition to write or call, and then goodbye . . ."

"In this production, the play begins when the audience leaves."

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BOOKS

13 MISTRESSES OF MURDER

By Elaine Rounds Budd '51. The Ungar Publishing Company, New York

©1986, 144 pages.

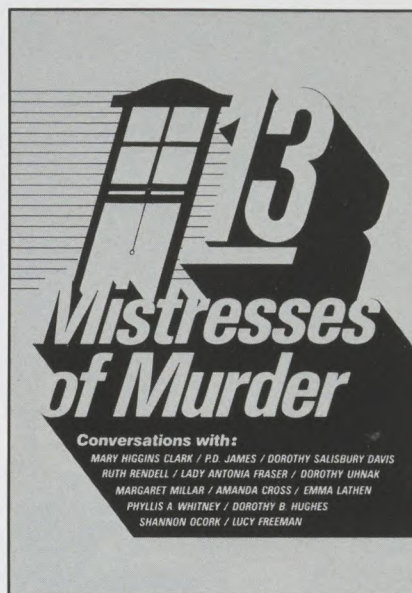
While the title of Ms. Budd's book may conjur up visions of a Jack the Ripper skulking just beyond the scarlet cover, in fact, the women of the title are lady authors, and the sometimes-archaic, sometimes-deprecatory noun refers to nothing more or less than that they are completely *in charge* when dealing with the exotic genre of fictional mystery.

And indeed they are. The thirteen female masters conversed with and written about by Ms. Budd are so fully in command that several of their names are book club by-words and all of them rank among the elite of current mystery writers.

According to Ms. Budd (known to the Rollins Class of 1951 as "Rusty" Rounds), "the corpse, today, flourishes." She cites as evidence the fact that of 15 books weekly on the *New York Times* list of best sellers, "as many as seven can be categorized as volumes of mystery or suspense." In further pursuit of this most wanted collection of cases, Budd judges that much of today's best fiction—that 'best' often being mystery and detective stories—is likely to be perpetrated by a woman.

"Ah, ha," you croak as the candle at your shoulder unaccountably flickers and dies, "Pray continue."

Budd's book, a compilation of conversations with a "baker's dozen" of the Dames Misfortune, focuses on the *creme de la creme* of women mystery writers, both English and American, whose devious fictions are avidly followed by a deliciously shivering public. Chief among them are P. D. James, Mary Higgins Clark, Lucy Freeman, Phyllis A. Whitney, Ruth Rendell and, somewhat surprisingly to the innocents among us—the versatile scholar, Lady Antonia Fraser. Add to the



line-up Amanda Cross, Dorothy Salisbury Davis, Dorothy B. Hughes, Margaret Millar, Shannon OCork, and Dorothy Uhnak, and citizens will have rounded up twelve wordsmiths guilty of arresting the reader's disbelief, trespassing upon his peace of mind, and perhaps sentencing the reader to a midnight hour of sleeplessness. Begging a point, Budd adds Emma Lathen as mistress number thirteen, only to unmask the mysterious Lathen, in true generic form, as not one but *two* women—Mary Jane Latsis, PhD in economics, and Martha Hennisart, lawyer.

Doctor of Economics? Attorney at Law? How unusual, you whisper suspiciously as a deadly chill entombs the room and the clock in the tower, its chimes strangled by a shroud of night mists, gurgles thirteen.

Actually, not all that unusual when the clues have been reviewed. Witness, if you will, the 'cover' jobs of this cosmopolitan gang which boasts of contracts ranging from airline stewardess, promoter of magic shows, and sports photographer, to government clerk and—no doubt undercover—a policewoman. From such durance vile they have repeatedly courted the unsuspecting public mind, imprisoning the gullible in a few hundred cunningly wrought pages of clues and violent action.

But, Budd confesses, however convoluted the reasoning and intricate the infractions, the mystery writer is gently fettered by the genre's code of honor. To wit, the Oath for Initiation into the Detection Club of London:

Do you promise that your detectives shall well and truly detect the crimes presented to them using those wits which it may please you to bestow on them and not placing reliance on nor making use of Divine Revelation, Feminine Intuition, mumbo-jumbo, jiggery-pokery, coincidence or an Act of God?

Do you solemnly swear never to conceal a vital clue from the reader? Do you promise to observe seemly moderation in the use of gangs, conspiracies, Super Criminals and Lunatics and utterly and forever to forswear Mysterious Poisons unknown to science?

Will you honor the King's English?

... If you fail to keep your promise, may other writers steal your plots and your pages swarm with misprints.

As for the Thrilling Thirteen, their collective stock in trade is an uncanny ability to deliver to an omnivorous reading public a seemingly endless succession of mysteries and mayhem, suspense and psychological thrillers, with what Mary Higgins Clark points to as a woman's special adeptness in "life-enhancing fantasies." Uhnak's fame, says Budd, comes from the bare, brutal crimes involving police and politics, ethnic mix and social makeup of New York City. Margaret Millar's are tall tales of kooks and kinkies. Amanda Cross, who "isn't very fond of violence," gets such things out of the way fast and concentrates on situation plots. Phyllis Whitney dotes on gothic atmosphere and moods.

P. D. James, who introduced both a dashing young male detective and an equally snappy female sleuth, has a perfect reply for those curious about the success of women mystery writers.

Continued on page 38

UPDATE

27 60th Reunion
March 20-22, 1987

37 50th Reunion
March 20-22, 1987

49 Ben Ayerig, the anchor and special projects reporter at WCPX-TV 6 in Orlando, was the recipient of the Heath Cooper Rigdon Conservation Broadcaster Award for 1986. This award is presented annually by the Social Conservation Society of America to recognize persons in the mass media for their exceptional conservation reporting.

42 45th Reunion
March 20-22, 1987

47 40th Reunion
March 20-22, 1987

52 35th Reunion
March 20-22, 1987

55 Nancy C. Reed was selected by the editors of *World Tennis Magazine* as the "Ringnes Outstanding Senior Player" of 1986. She attended the U.S. Open and received the award at the *World Tennis* brunch on September 6, 1986.

57 30th Reunion
March 20-22, 1987

59 G. Thomas Wells, Director of the Physical Plant at Rollins, was elected 1986-87 Vice President for Membership of the Associate of Physical Plant Administrators of Universities and Colleges. Thomas V. DiBacco, a historian at the American University, wrote an article entitled, "Are Foreign Gifts to Colleges Tainted," which appeared in *The Chronicle of Higher Education* on March 26, 1986. Tom also writes periodically for *The Christian Science Monitor*.

62 Mallie Rowe DiBacco, a free-lance writer from Washington, D.C., had

25th Reunion
March 20-22, 1987

an article published in the *Orlando Sentinel* fitness section on August 31, 1986.

KEY

If alumnus/alumna graduated from any Rollins program other than the full-time undergraduate day program, the program is indicated in parentheses after the alum's name, using the following abbreviations:

SCE—	School of Continuing Education
PAFB—	Patrick Air Force Base Branch
SEHD—	School of Education and Human Development (formerly Graduate Program in Education)
MSCJ—	Master of Science in Criminal Justice Degree Program
CR—	Crummer Graduate School of Business

67 20th Reunion
March 20-22, 1987

68 Paul and Christabel Kelly Vartanian were featured in the June 1986 issue of *Town and Country*.

69 Gail DeForest Harris '46 reports that she has lost track of her cousin, Virginia Agrabrite Moore. Anyone with information concerning Virginia's whereabouts is asked to contact the Alumni Office, Campus Box 2736, Rollins College, Winter Park, FL 32789; (305) 646-2266.

70 Gaby Forster is managing *Cimersa*, a large import company in Quito, Ecuador. E. David Osinski, Jr. has been appointed the first executive administrator for The International Baseball Association. He will assume full-time duties in IBA's newly established world headquarters office in Indianapolis, Indiana.

72 15th Reunion
March 20-22, 1987

74 Blair and Liz Potter Neller '75 are living in Houston, Texas, where Blair is vice president of Paine Webber and Liz owns Lamar-River Oaks Travel. Adis Villa has been appointed the U.S. Department of Commerce's director for Mexico, Central America and the Caribbean. She formerly was special assistant to the Assistant U.S. Secretary for Inter-American Affairs, in Washington.

Patricia Lindsey Harris and husband David, who live in Stone Mountain, Georgia, announce the birth of their son Andrew Paul on May 26, 1986. Kathy Killion Bigelow and husband Michael relocated their antique business from Indianapolis, Indiana to Sarasota, Florida this fall. Kathy would love to hear from classmates in the Sarasota area. Her address is 2434 Valencia Drive, Sarasota, Florida 33579.

75 Beverly Buckley is welcomed back to Rollins as the new women's varsity tennis coach. James G. Calais, a senior at the University of Florida College of Dentistry, was designated as the first Thomas P. Hinman Scholar and awarded a \$2500 scholarship on the basis of his outstanding academic achievement and his demonstrated potential to become a dental educator.

77 Lawrence H. Corning has moved to Geneva to work with Cosmondia, S.A., a Swiss portfolio management company. Heidi M. McNaney-Flint, M.D. will be relocating to Stuart, Florida, where she will open her own private practice in obstetrics and gynecology. Captain Johnnie D. Ainsley (PAFB) has been decorated by the U.S. Air Force with his fifth award of the Air Force

10th Reunion
March 20-22, 1987

Commendation Medal. The medal is his 25th Air Force decoration. Johnnie is currently the director of public affairs for AWACS, the Air Force's worldwide E-3 Sentry Airborne Warning and Control System aircraft, located at Tinker Air Force Base in Oklahoma City.

79 Cindy Garner has accepted the position of collection manager for the Tampa central business office of AMI (American Medical International). Paul T. Zeph has been promoted by the National Audubon Society to the position of regional representative for the Atlantic region (a six-state region composed of 50 chapters). He and wife Ellen Holtzman Zeph will be living in Harrisburg, Pennsylvania. Peggy Mahaffy Dunn and husband Michael had a baby boy, Zachary Addison, on September 4, 1986. Dennis Dysert (SCE), a chiropractic physician in Altamonte Springs, Florida, and wife Cara announce the arrival of their second daughter, Lindsey Alise, on June 26, 1986. Navy Lt. Thomas E. Farrow (SCE) recently reported for duty with the precommissioning unit guided missile cruiser Mobile Bay, based at Pascagoula, Mississippi.

80 **David M. '79 and Laura Henry Rodrigues** announce the birth of son, William Henry, 8 lbs. 9 oz., on February 23, 1986. Laura's roommate, **Marjorie "Mudgie" Couch Holland**, and husband **Andrew P. '79** also have a son, Andrew Crane, born this summer. **Terry M. Osinski** is currently a reporter for the *Orlando Sentinel*, working at the paper's Casselberry office.

81 **Roy E. Brewer, Jr. (PAFB)** has been promoted to captain in the USAF and assigned as director of operations, 6130th Tactical Control Flight, Osan AB, ROK. **Andrea Trock Eliscu (SCE)** received coverage in the *Orlando Business Journal*, August 24-30, 1986, and in *Facets*, September 1986, for her enterprising efforts as founder and president of a two-year old firm, Medical Marketing Incorporated (MMI). MMI is a public relations firm that works with private physicians only. **Merrie Beth Lake Farr** and husband Kenneth announce the arrival of their son, Daniel Kenneth, on August 31, 1986. Merrie Beth teaches elementary school in Orlando. **Samuel G. Carpenter**, vice president of membership and marketing of the Johnstown Chapter of the National Association of Accountants, has been recognized as the association's "Most Valuable Member." Sam is a certified public accountant with the Carpenter & Carpenter accounting firm, Railroad Street. He is currently enrolled at the College of Financial Planning in Denver,

FIRST SOCCER TEAM TO BE HONORED

The 1956 soccer team, Rollins' first team, will be recognized at the annual Sports Hall of Fame Breakfast on Saturday, March 21, 1987. Team members to be honored include Dick Barker '60, Bill Bentley '61, Ed Brady '60, Tim Calhoun '58, Ed Flory '63, Dave Glavin '60, Larry Hoyt '59, Ralph Learned '59, Emilio Lebolo '60, Jack Leffingwell '60, Jim Lyden '60, Bruce McEwan '60, Phil Mussard '57, Roberto Muvdi '58, David Stein '60, Ted Takahashi '59, Mario Vega '60, Mosely Waite '58, Ward Watrous '58, Jim Webber '65, and Maurice Will '60.

Colorado and is pursuing a degree of CFP. **Michael L. Carrafiello** has been awarded a Fulbright grant to study and to complete research in the United Kingdom. **Steve '82 and Christy Cave Karwatt** welcomed their first child, Steven Lee, 7 lbs. 6½ oz., on August 1, 1986.

82 **Scott Ashby** and wife Sue announce the birth of son Chad Christopher,
**5th Reunion
March 20-22, 1987**

7 lbs. 13 oz., on August 2, 1986. **Chris M. Russo** hosts a sports talk show on WKIS radio in Orlando.

83 **James Brian Wood** is the president of RAM Integrated Systems Corporation of Winter Park, a company involved in computer systems for the printing industry. A number of Rollins graduates are on his staff. **Lauro Palko** married Jim Schendel on June 28, 1986 at St. Mary Magdalene Church in Altamonte Springs, Florida. Two of Laura's Rollins roommates, **Laurie Galbraith '84 and Julie Rouse Rudd**, served as bridesmaids. Also in attendance were **Heidi Tauscher '82 and Paul Vonder Heide**, who were married in Winter Park on October 11, 1986. **Christina Martinez-Fonts** wed **Chris Ramsay '80** on September 4, 1985 in the Knowles Memorial Chapel at Rollins. Christina serves as the program coordinator and primary fundraiser for the Muscular Dystrophy Association, while Chris works as the 5 p.m. producer for the local news broadcast of KGW-TV in Portland, Oregon. **Jim G. Bowden** is in his third year as a public relations assistant for the Pittsburgh Pirates.

84 **Kim McDowell** was married to **Noel Levin '85** on September 6, 1986 in Boca Raton, Florida. Attending the ceremony were **John Eggert** and **LeAnne Wawrzaszek '85**. Both Kim and Noel recently received their master's degrees in English at the University of Virginia and the University of North Carolina, Chapel Hill, respectively. Kim is teaching at Trinity Preparatory School in Winter Park, and Noel is teaching at Lyman High School in Longwood, Florida. **W. James Ramsey, IV** is now the associate producer of the evening news at KDFW-TV, Dallas, Texas. **Iris M. Lopez** has been working with The Chase Manhattan Bank, N.A. in San Juan, Puerto Rico for over a year. She is a branch administration officer. **Abigail L. Ober** is employed by Georgetown advertising agency, Bomstein/Gura, in Washington, D.C. as a graphic artist.

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.

85 **David M. Greenberg** received his master's degree in journalism from Boston University Graduate School of Communications.

86 **Charlene G. Turner** is pursuing her master's in instructional technology while working for Norand Corp. in Winter Park as a video production assistant. She concentrates mostly on patient education and sales training videos. **Andrew D. Diodati** has been appointed the new associate director of annual giving for Rollins. **Paula Rehfeld** is a sales representative for RIK-RIK swimwear company. **Carolyn Bondurant** and **Sara Johnston** have moved to Boston and are currently interviewing for jobs. **Miriam Miranda** began Bloomingdales' executive training program in New York City this October. She previously worked for Chase Manhattan. **Glenn Scott Austin** has moved to St. Petersburg, Florida and is a general securities sales representative for First Jersey Securities. **Elizabeth King Baker** is teaching sixth grade science and is coaching field hockey in Stamford, Connecticut. **J. B. Barker** and his brother have opened a fast food restaurant in Apopka, Florida called Newbark's Hamburgers. **Julie Beckman** and **William Peisner** have been appointed as admissions counselors at Rollins. **Andrea S. Begley** is auditing some courses in graphic design while she works with *Zelo* magazine in Florida. **Susan M. Bergland** is employed by the Albertson-Peterson Gallery, Inc. on Park Avenue in Winter Park as an assistant and art consultant. **Sandra E. Brown** has moved to West Palm Beach, Florida,

UPDATE

where she is in a job/training program in the trust department of Florida National Bank. Her title is trust staff assistant. **Randall G. Cannon** has entered the University of Florida College of Veterinary Medicine. **Robert Cesar Champion** is training to be a corporate loan officer with Southeast Bank in Miami, Florida. **Pamela H. Chase** is coaching the Winter Park High School women's crew team. **Meredith D. Christian** lives in Atlanta, Georgia, where she teaches third and fourth grades at Taylorsville Elementary School. **Tami Clausen** is in the Florida State University School of Criminology master's program. **Tanya L. Collins** has two jobs in Winter Park: she is an insurance reporter for Equifax, Inc. and a credit clerk for J.C. Penney. **Patricia Coomes** is an engineering analyst for AAI Corporation in Maitland, Florida. **David A. Creath** is living in Bradenton, Florida and substitutes for Manatee County schools. **Danielle Daoud-Lares** is in the commercial lending program at NCNB National Bank in Tampa, Florida. **Billings Day** is working in advertising and has plans to move to New York City. **Jody DeBaise** is in law school at the University of Florida in Gainesville. **Denise M. Dorsey** travels around the country as project programmer for Innerface International (an interior signage company out of Atlanta). **Peggy Edgington** started her first year of law school at Georgetown University as did **Kim Richards** at Harvard, **Mark LaFontaine** at Creighton, and **Dan Silvestri** at South Texas College of Law. **Kevin B. Smith** is attending Yale University, where he is working towards his PhD in high-energy physics. **Janice C. Hirschfeld Epaillard** was married August 9, 1986 and has moved to Paris with her husband. Attending the wedding were **Saverio**

Flemma, Dave Zarou, Hillary Ward '87, Megan Thomas '88, Stephanie Grant and Chrissy Springer. **Amy Fiedling** is attending the California Culinary Academy and **Maria L. Foreman** is studying for her MCAT while searching for a job in the medical field. **Virginia Frederick** is an assistant advertising director at an Orlando firm called Todd Persons Communications. **D. Lee Gleckel** is a residence counselor for the mentally ill at Mid-Bergen Community Mental Health Center in New Jersey. **JoAnn Gratz** is waitressing while she searches for an elementary school teaching position in Orlando. **Anna Greene** is teaching English at Florida State University and is working on her master's. **Susan L. Curtis** is moving to Atlanta, and **Louise Hale** plans to move back to the states from her home in Dumfries, Scotland. **Ed Wirth** entered a 6-year MD/PhD program at the University of Florida. Enrolled in other medical school programs are **Ted Strickland** at the University of Miami, **Dan McDyer** at the University of South Florida, and **Raymond Rowell** at the Albany Medical Center in New York. **Patricia Hamilton** lives in Ohio and is training to be a loan officer in the operations department of AmeriTrust Company National Association. She is currently an operations assistant. **Mary Lee "Mimi" Hartzell** is employed by the Sheraton in Society Hill, Philadelphia as a guest services agent. **Lori D. Hauber** is temporarily employed with Buck's Co. Bank and Trust in Pennsylvania while she looks for a permanent position in her field (computer science). **Leslie J. Henry**, as a management trainee for Racetrac Petroleum, will move with her company to Atlanta, Georgia. **Elisabeth "Sissy" Hiesmayr** is pursuing her MBA at Webster College in Vienna, Austria while she

works in the family business. **Ken Jacobs** is also abroad, attending school in London. He plans to return to Rollins in January. **Betsy Kearney** is an assistant manager at The Gap store in Cornwells Heights, Pennsylvania. Living in Chicago, **Andy Kieffer** has started work this fall as a computer specialist on a graphic arts computer. **Sharon McConnell** traveled to Maui, Hawaii this September for a two-month course in health and fitness. The course prepared her for her return to Jamaica as a manager of a Spa Hotel on the North Coast. **Mimi McNamara** is a writer for *Seventeen Magazine* in New York City. **Arthur Margulies** is a developer for a privately-based company that creates housing for the homeless in New York. Working on their master's degrees in social work are **Cindy Schwartz** at Tulane University and **Cynthia A. Viapiano** at New York University. Attending the University of Georgia graduate school of psychology is **Julie Hope Oling.** **Deborah Lee Milon** teaches biology at Oveido High School and lives in Orlando. **John H. Partin** works on the family ranch in Osceola county, Florida. **Peter Pollock** visited New Zealand and Australia this summer and started the management trainee program for First Union Bank of Florida in Tampa this August. **John Andrew Richards**, who lives in Winter Park, appeared in "Deathtrap" this October at the Encore Theatre. John has been contracted by Mimi Christiansen Talent Agency. **Dave Sarney** and **Elizabeth Davis '88** will be married at the Knowles Memorial Chapel on January 10, 1987. The couple plans to move to Sarasota, Florida. **Ronald C. Schott** is a floors manager at the Hyatt Regency Grand Cypress in Orlando. **Dale Siegel** has been working with the South County Mental Health Center as a

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7

ARE YOU A SEVEN OR A TWO?

We mean, does your class year end with a seven or a two? If it does—and your class year matches up with '37, '42, '47, '52, '57, '62, '67, '72, '77, or '82—mark MARCH 20, 21 and 22, 1987 as the dates to meet and mingle with your classmates at the annual spring Alumni Reunion Weekend. Of course, *all* alumni, regardless of class year, are invited to Reunion '87. Call the Alumni Office at (305) 646-2266 if you have any questions; detailed reunion information will be forthcoming.

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2

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 _____

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.

family teacher for four "skill deficit" girls in Boynton Beach, Florida. She plans to relocate in Marin County, California at the end of the year. **Vicki Verbit** is pursuing a graduate degree in forensic anthropology at the University of Tennessee in Knoxville. **Jim Sober** was married on August 2, 1986 and has moved to St. Louis, Missouri. **Greg Stake** is a sales representative for Lever Brothers Co. in Lantana, Florida. **Allison M. Standish** lives in West Hartford, Connecticut where she works for Drexel Burnham Lambert. **Bart Saunders** enrolled this fall in the University of Miami master's of public administration program. **Jennifer Marino** is pursuing her MM in Music Therapy in Florida State University. **Timothy Walko** is the assistant golf professional at Old Lyme County Club in Old Lyme, Connecticut. He will be attending P.G.A. School during the winter months in either Texas or California. **Anne "Muffin" Walker** is a supervisor and trainer of the free weight room at Olympiad Health and Racquet Club in Boca Raton, Florida. Living in Orlando, **Glenda Wallace** is working as continuity director and advertising copy writer for Class 105.9FM. She is also a part-time assistant to the development director of Trinity Preparatory School as well as a writer for *Zelo Magazine*. **Laura A. Wasowicz** is a State Farm claim representative in Tampa, Florida. Attending the graduate program for nursing at Pace University in Pleasantville, New York is **Srobhan M. Shields**. **Beth D'Albora** plans to move to Raleigh, North Carolina with **Scotty Roof**. **Dagmara L. Zeidenbergs** is holding two part-time jobs in New Haven, Connecticut: she is working for a professional jeweler and for her father at his art gallery. **Melinda Blankenburg** is employed at Toys 'R' Us in Orlando. **Edward W. Keefe** (PAFB) has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland Air Force Base, Texas. Second Lt. **John M. Meade** (PAFB) graduated from the U.S. Air Force aircraft maintenance officer course at Chanute Air Force Base, Illinois. **Thomas Lloyd** is employed by Lloyd's Insurance of London.

In Memoriam

T.G. Lee '11, February 3, 1986.

Alvin J. Kroehle '27, September 21, 1983.

H. Gordon Robins '31, September 3, 1986.

Donald L. Mullins '71 (SCE), August 19, 1986.

Edna Murrell Oakley '75 (CR), November 1, 1985.

Vickie M. Lockwood '78, September 22, 1986.

BOOKS

Continued from page 34

"Murder is often a domestic matter; that's what makes women good at it."

Budd's own book is, she says, an enlargement of an article originally written for *Modern Maturity* magazine and later reprinted in *Eastern Airlines' Review*. Ungar/Continuum Press asked her to expand the article into a book, and that became her first term's work at Trinity College, Hartford, where she has returned to complete the degree begun thirty-five years ago at Rollins.

At one time a beauty and health editor for *Coed* and *Seventeen* magazines, Budd has had books published previously in the field. "However," she says, "I read Nancy Drew at my mother's knee and have graduated all the way up the scale from there." In fact, Budd is a member of Mystery Writers of America, a contributing editor to their newspaper, "The Third Degree," and ran a conference on women mystery writers last fall at Hartford College for Women. That conference was titled "SHEDUNNIT!" presaging "WHODUNNIT?," a mini-course Budd is teaching at Trinity this fall. She modestly confesses to having written a mystery herself, but swears under oath that it is "as yet in no shape to be sent either to agent or publisher."

Writers curious about their art in any form will follow Budd's "conversations" with interest and the plot outlines of the thirteen public-juried successes with pencil in hand. Mystery fans and avid general readers who admire the more famous names of Higgins or James or Whitney will find a reading list of old friends and recent titles. And co-conspirators of the Class of 1951 will no doubt gather in little knots in the shifting shadows below the Spanish Moss-hung oaks to reconsider the Life and Times of "Rusty" Rounds and the Case of the Disappearing Years at Rollins. [R]

by Connie Riggs

GOING PUBLIC

Continued from page 13

in the Writing Center but across the curriculum in the Writing Reinforcement Program it supports as well. "So what if people write less? So what if they write less well?" Of course, there is always the standard answer: we live and work in a complex literate society. To be an informed citizen, to be a functional and successful professional, we need to read and write and think well. One goal of Rollins' Writing Reinforcement Program is to teach students the strategies of professional writers within particular disciplines, to give them the skills they will need in the marketplace. But while I teach these skills and hope my students will attain them, this is not why I have chosen to be a writing specialist.

The second goal of the Writing Reinforcement Program is to use writing as a mode of learning, for writing does, after all, offer unique learning opportunities. Many kinds of material are best mastered through written assignments, especially such informal five-minute exercises as journals, response cards, jottings for class discussion, suggestion box questions and commentaries, summaries, process explanations, and the like. While such projects take little time, they not only enrich the climate of thought for reading and discussion, but also enable instructors to identify and respond to learning difficulties. Moreover, because both basic comprehension and cognitive processing strategies are augmented by the act of writing, students who write to learn tend to retain more information and make greater use of new patterns of thinking beyond the term of the class. The power of the composing process to enhance cognitive development and further retention is the strongest argument I know for assigning some writing in all courses throughout the curriculum. This is especially so when one adds the evidence of our Writing Center experience, which suggests that students who revise the same papers through several drafts continually reassess, reconsider, and deepen their involvement with the content of the course for which they write. Such intellectual activity extends the learning well beyond the usual classroom expectation.

Nevertheless, committed as I am to the

concept of writing as a primary mode of learning, it too is not my first consideration as a composition specialist. I teach writing because of what seems to me to be its chief value, and that is its liberating effect on human beings at many stages of growth. Writing is an explosive liberal art which enables writers to discover themselves . . . their own thoughts and feelings, at first perhaps in isolation, but then in relation to a widening circle of ideas and events which touch their intellects and their emotions over a period of time. Ultimately, writing is a means of controlling—i.e., owning—our own lives and the ideas with which we come in contact. It is a method of exploration, a continual source of delight, discovery, realization.

While a full illustration is beyond the scope of this article, a single glimpse of a writing consultant's discovery in the course of journal writing might be fitting. Last year Janet Bessmer '87 was a fine consultant with a good reputation and a large following of devoted clients. Yet when the second term began, she retained grave doubts about her skills:

I still feel like a lousy tutor. I can recognize local problems in a paper. I can recognize disorganization and unfocused writing. However, I have trouble helping students fix these problems. I work with a student for an hour, and I'm not sure whether I've really helped them. I usually fish for a compliment or feedback on what I've told them. My advice may also be outdated. I need Freshman Comp. or a tutor myself.

Nicholas came in with his 50th draft on a paper. It was good, and I had trouble saying anything bad or helpful about it. He knew all the faults, etc. in it by talking to his prof. I guess I need to know how to fix upper level work. My own.

By the end of the term Janet was still the same competent, reliable consultant we had known all along, but her writing about the process in journal entries and research papers gradually led her to some new realizations, as her final journal entry reveals:

In the past month or two, I've realized that I am a good tutor. I've worked with a number of students, and when they left, I knew I'd helped them. I didn't need them to say "Thanks, you've helped a lot." And it doesn't matter if they fixed their papers based on my help. I did my part by giving them a quality tutoring session, even if I'm only paid \$3.45 an hour. I've learned my own techniques and strategies which develop only through experience and trial and error. I feel like a professional now, although I'm still humble enough to realize I've much to learn.

Other things have changed too. I wrote in my paper for last term that my writing really hasn't changed as a result of tutoring. I'm not sure that's true anymore. I'm so much more aware of writing that it can't help but influence how I write. I think I'm editing and organizing my work differently without truly being aware of my new knowledge of these processes. I still need to give myself more time to write a paper and write several drafts. Old habits die hard, and discipline is hard to develop, especially when it's self-imposed.

So what if students don't write? Janet . . . and so many others . . . would never discover themselves, their skills, their potentials and capabilities . . . would never connect themselves to larger questions in quite the same way. This is a loss that I for one am not willing for us to suffer. Nor are the Rollins writing consultants, who are helping us write more like professionals as we all go public in the Writing Center. [R]

Twyla Yates Papay, Associate Professor of English and Director of Writing Programs, joined the Rollins faculty in 1985. She has designed and directed writing programs at three other institutions and is a consultant in writing program design and faculty training. She is a regular consultant for Educational Testing Service (ETS) and does scoring for both ETS and the CLAST test. Papay was recently appointed state representative to the CLAST Committee.

THE LAST WORD

Alex Keaton is portrayed by Michael J. Fox on NBC's top rated show "Family Ties." Alex Keaton is shaping the world views of millions of grade school and high school children who look forward to their time in college; they want to be like Alex. If today's children begin emulating Alex Keaton when they get to college, then our country is in trouble, and so is Rollins College.

Alex is a Republican. His political views are ultraconservative. A picture of Ronald Reagan hangs in his bedroom above his desk. Money is Alex's only motivation. He is an "all-A" student only because he thinks it will increase his starting salary.

The other day on the golf course, my caddy was a 13-year-old ninth grader. In response to my question, "What do you want to be when you grow up?" he replied: "I want to design buildings on a computer and make \$125,000 per year." I thought to myself: "Alex Keaton's little brother is my caddy!"

Alex is dangerous. Could children be viewing him as a typical college student? Does this mean that college students do not have friends, they just have acquaintances who they manipulate and use? Are friends merely a convenience?

The most difficult thing I've had to accept since officially reaching adulthood is the fact that in professional life, one does not make friends, only acquaintances. My college years were spent developing a world view, developing personal philosophies about our society and the world. The people I got to know in college shared their world views and personal philosophies with me. We shared our goals, fears, ambitions, desires, and frustrations openly and honestly. It was OK to have hang-ups, to have weaknesses, to be scared, to be human. If my attitudes differed markedly from one of my college friends, that was OK too; they accepted that attitude as a part of the make-up of the individual who made-up Sammy, their friend. My college years were a time of reflective, carefree enjoyment. A process of getting to know myself, of understanding how I felt about life and life's ways. A time of getting to

I Hate Alex Keaton

BY SAMUEL G. CARPENTER '81

know the people who were a part of my life, my friends. Accepting their world views and philosophies, and understanding that if our philosophies did not agree on a particular issue, it made for an interesting discussion, and that it was our peculiarities that made each of us unique.

I wish I had the time and inclination to make new friends, the kind I made while in college, but I don't. Professional life requires that my defenses always shield me from the users, imposters, and dirt diggers. The world is full of grown-up Alex Keatons. Everyone is trying to manipulate their acquaintances to their own advantage, to get the most reward out of each contact. Hang-ups, fears, and frustrations do not exist in this world of Alex Keatons, and although everyone has ambitions and goals, these remain secret—you can't let the enemy in on your game plan.

Our society is already too plastic, and

we've accomplished this without millions of little Alex Keatons running around. Just think, the peace and love generation was destroyed when they reached the big leagues of corporate "plastic" America.

Madison Avenue is creating a monster in the "yuppie." What happened to individuality and doing your own thing? I overheard a discussion at a bar recently that I could not believe. Two couples were arguing over how much money they had to make before they could qualify as yuppies. Give me a break! I bet Alex Keaton would know the answer to that question. Our society is so dependent upon Hollywood and Madison Avenue that we now require them to create a "life-style" for us to follow. Can't we think for ourselves?

If the hippies have become the yuppies, what will our society be like when, by the time young professionals reach the corporate level, they will have practiced being Alex Keaton for fifteen years. God help us!

These little Alex Keatons, who are on the fast track to becoming yuppies, will not enroll in liberal arts institutions such as Rollins College. Why should they mess around with learning how to use logic when everything is laid out for them in black and white? Why ponder differing philosophies and world views when all you have to do is pick up a copy of GQ or Cosmo to find out what your philosophy is? And who cares about anthropology anyway! The little Alex Keatons will only go to colleges that offer a fast-track program which concentrates only on business courses. They know that when they get to Big Blue they will be taught everything they need to know about philosophy, society, and their personal world view.

I hate Alex Keaton.

I believe in a liberal arts education.

*Just call me an Alex Keaton
Buster!!* ®

Samuel G. Carpenter '81 is a Certified Public Accountant and is currently enrolled in the College for Financial Planning, Denver, Colorado.



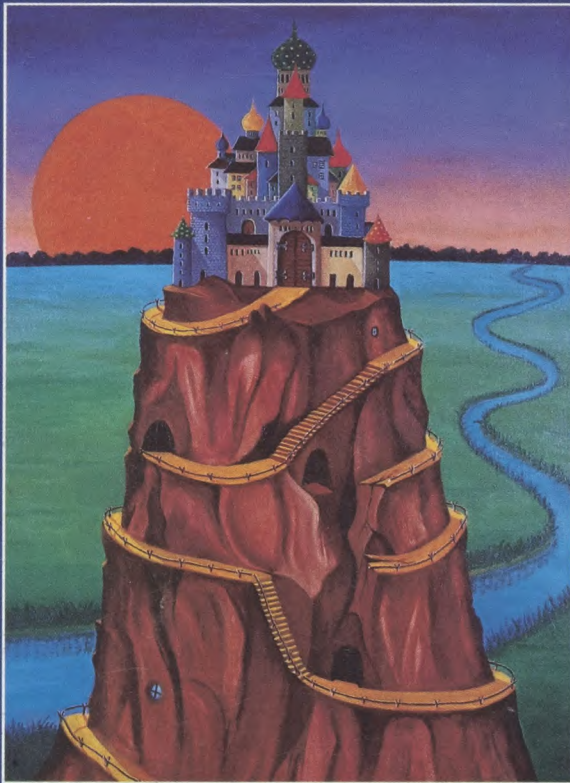
Rollins Celebrates 101st Birthday With Good News

On November 4, 1986, a crowd of Rollins students, faculty and staff gathered in the Student Center to celebrate the College's 101st birthday. Those attending heard the good news that the primary brick-and-mortar project of the \$33.8 million capital campaign, the social sciences building, would be funded by a \$3 million contribution from George and Harriet Cornell '35. In the words of President Thaddeus Seymour, "The Cornell's special birthday gift launches our new century with dazzling velocity."

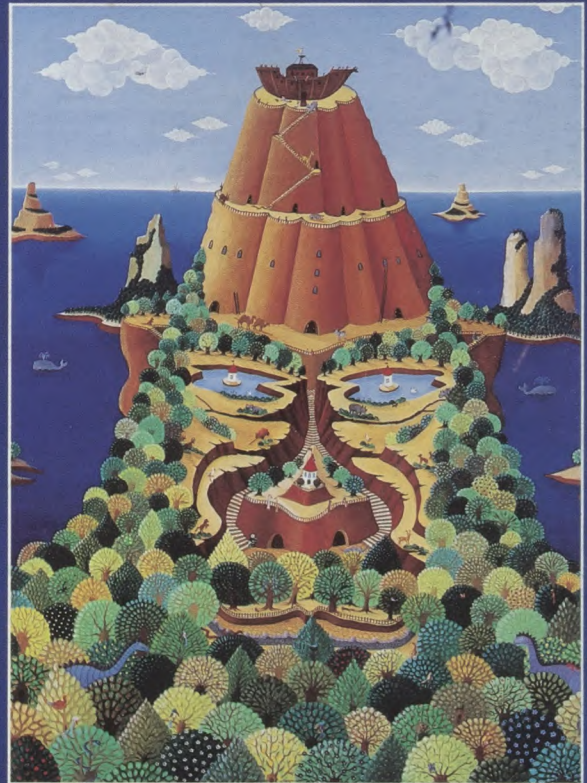
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