



# U.T. Shorts

## U.T. Lifelong Learner Receives Award

Albion Ross, a familiar figure on the University campus, was presented with the Lifelong Learner Award at the sixth annual Lifelong Learner's Fair held in October. The 76-year-old Ross, a former foreign correspondent for the *New York Times* and the *San Francisco Chronicle* and Neiman Professor of Journalism at Marquette University, has attended classes at the University for the past three years through the Learner's License Program.

"We are indeed privileged to have Mr. Ross on our campus and in our classes," said Gerrit Knott, associate dean of continuing education. "His rich intellectual and professional life and his continued thirst for learning should be an inspiration for all who come in contact with him."

The Lifelong Learner's Fair, sponsored by five area colleges and universities along with the Hillsborough County Public School System and the Tribune Company, is held each year to inform the public of educational opportunities available to all age groups in the greater Tampa Bay area.

Information booths and exhibits are set up to explain all areas of education — non-credit, special programs for adults, financial aid, testing, vocational programs, computer counseling, and career diagnostic centers. In addition to the booths, this year's fair also featured miniworkshops and entertainment throughout the day.

## Environmental Named Director Of Plant Management

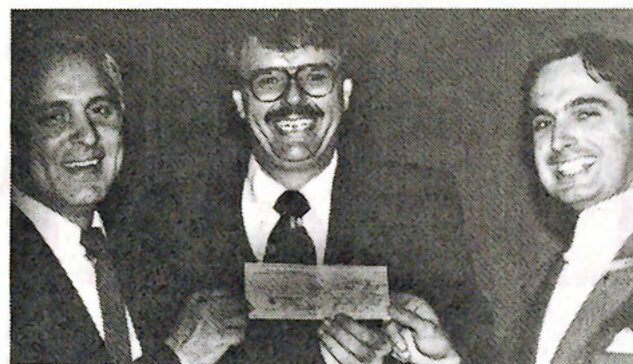


A graduate engineer who came out of early retirement to accept a post at U.T. has been named as director of plant management. "I thought I would go into consulting work when I retired," said Earl Eaton, a registered engineer in both Indiana and Florida, "but when I learned about the job at the University, I thought it sounded interesting and challenging. I had done all of the things required but in a completely different atmosphere."

A graduate of Purdue University, Eaton worked in Kokomo, Indiana, for more than 25 years for Haynes Stellite Company, a division of Union Carbide. During his final five years with the company, he was primarily involved in environmental engineering and was responsible for seeing that all plants conformed to state and federal pollution regulations. "I'm an environmentalist myself, I like to fish and hunt, so I was glad to see the air and streams cleaned up," he said.

He previously had experience in maintenance, construction, and budgeting — everything he's now doing at U.T.

Eaton and his wife recently moved to Florida with their 20-year-old son. Two other children, both graduates of Purdue, are married and live in Indiana.



Basketball Head Coach Richard Schmidt and Director of Athletics Bob Birrenkott accept check from Hank Furr, president of Tampa Alpha, '70, '75

## Basketball Gets Boost From Tampa Alpha

The highlight of Tampa Alpha Alumni Chapter's Oct. 23 fund-raising event held in Fletcher Lounge came when chapter president Hank Furr and Eddie Caldwell, fund-raising committee chairman, presented a check for \$30,000 to Head Basketball Coach Richard Schmidt and Athletic Director Bob Birrenkott.

"The last time we received \$30,000 from Tampa Alpha [in 1978], it was seed money that provided the impetus leading to the soccer national championship. We hope the basketball program will have the same results," Birrenkott said in accepting the check.

The money represents the successful first installment of Tampa Alpha's five-year \$50,000 pledge in support of the new men's basketball program. U.T. expects to be back in inter-collegiate competition next year.

Tampa Alpha also sponsored an earlier get-acquainted party in September at The Gate. At that event area alums heard Schmidt and Assistant Coach Don Bostic give an up-to-the-minute progress report on the status of the basketball program.

The local alumni chapter hopes to expand its membership this year. At the present time there are approximately 175 members actively involved in the organization.

## U.T. Celebrates Oktoberfest

With the first hint of fall in the air, U.T. students, staff, and faculty gathered together along the stretch of cobblestone between the University's post office and McKay Hall to celebrate this year's Oktoberfest. For those participating in the annual event, the festivities provided a way to raise money for the United Way and have a good time in the process.

Approximately \$3000 was raised or pledged from the auction of services volunteered by faculty, students, and staff members. Among those services were a dinner for four at Associate Professor of History Connie Rynder's home and a "guaranteed to work" love letter from Associate Professor of English Andy Solomon. Additional contributions came from game and activity booths operated by various student organizations all during the day.

Several Tampa Bay area restaurants set up booths where the crowd could get a "Taste of Tampa." A percentage of the profits from each booth, as well as a nominal set-up fee, also went to the United Way.

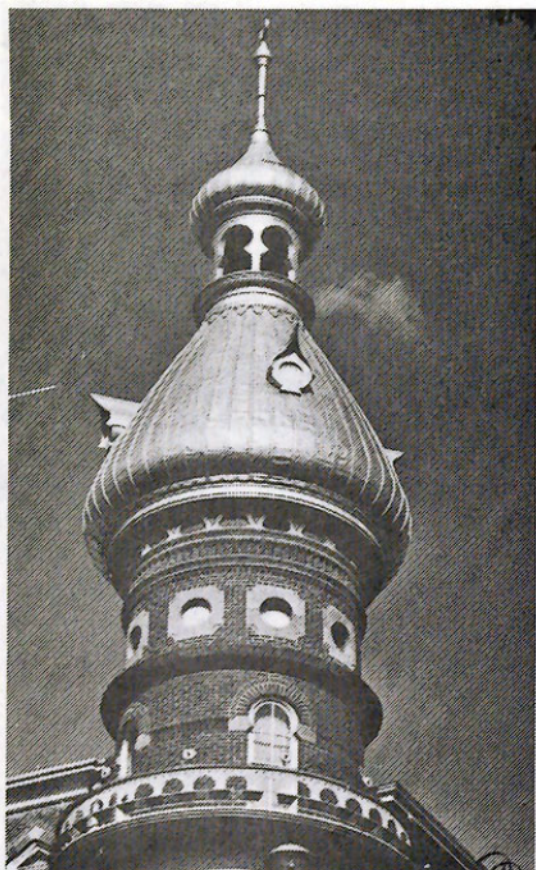
Tom Gribbon and the Saltwater Cowboys entertained the throng of people as they ate, drank, and enjoyed the midway-like atmosphere of the Oktoberfest.

All told, the day was a profitable one, as more than one-third of the University's \$9136 United Way goal was met.



• The • University of Tampa •

# MUEZZIN



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Our name "The Muezzin" originated in the religion of Islam founded by the prophet Mohammed in the early centuries after Christ and practiced primarily in middle eastern countries. The muezzin is the official who proclaims the azan (call to public worship) to which the Muslims respond with set phrases. The summoning is performed by the voice of the muezzin as he stands at the door or at the side of a small mosque (temple) or in the minaret of a large one. Today the muezzin still sounds the call to worship, but in some modernized mosques his voice is placed upon electronic recordings which are amplified to echo the azan throughout the countryside. The University of Tampa "Muezzin" publication performs a similar function in that it broadcasts the call for higher education among its readers. The name was inspired by Plant Hall's 13 Moorish style minarets, gleaming above trees and buildings in the heart of the city of Tampa.

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Publications Party Benefits U.T.



# The Technology Race: How America Could Lose



In December of 1981, the NCR Corporation, one of the largest producers of computer equipment in the world, awarded a grant of more than one million dollars in computer hardware and software to the University of Tampa. One of only 17 corporate gifts of that magnitude awarded in the United States last year, the grant constituted the largest such grant in the history of Tampa.

As a result, the University was able to add three computer science majors to its curriculum and extensively enhance one of its

existing mathematics majors. The Computer Center was renovated to accommodate the new equipment and serve as an educational center for NCR customer in-service training as well.

This fall, William S. Anderson, NCR chief executive officer and chairman of the board, addressed approximately 400 area business leaders at a luncheon commemorating the NCR/U.T. affiliation. His topic: "The Technology Race — How America Could Lose."



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America is in grave danger of losing the technology race. What's more, her educational leaders, private industry sector, and government officials are doing very little about it.

So says William S. Anderson, chairman of the board of NCR, a company of 65,000 employees whose worldwide operations yielded revenues nearing 3.5 billion dollars last year.

Anderson painted a dismal picture of America's three trillion-dollar economy for his audience of Bay Area business executives and University officials: the highest unemployment rate in over 40 years, business failures at the worst rate since the 1932 low point of the Great Depression, shrinking or non-existent company profits, overseas markets deteriorating while foreign imports continue to increase.

Can the tide be turned? Anderson thinks the answer lies in America's ability to retain its position as world leader in the field of high technology. "The key," he says, "is to 'grow' an adequate supply of technically trained men and women to win the technological race in which we now find ourselves."

America's competition comes principally from Japan, a country bent on becoming the world's leader in the technological field within the next decade. "And make no mistake about it," warns Anderson, "the Japanese are doing what has to be done to achieve that goal."

Consider these facts:

- Japan last year graduated twice as many engineers per capita as did the United States.
- Approximately 20 percent of all bachelor degrees granted in Japan are in engineering compared to five percent in the United States.
- The number of Japanese scientists and engineers working in industry between 1968 and 1978 increased 62 percent as compared to a 13 percent decline in the United States.

By contrast, America has no such single-minded purpose. At fault, Anderson says, are America's education system, business and industry, and government. None of these three has accepted responsibility for "growing" individuals for the high technology era in which America must compete.

The problem is twofold: There are neither enough people being trained as scientists and technologists, nor is the educational system itself adequate.

For example, currently only one in six high school students takes a junior or senior-level

course in science, and even fewer students take chemistry or physics courses. Only 50 percent take math courses beyond the tenth grade.

Nor is the declining emphasis on science and engineering limited to high school. The number of master's degrees in electrical engineering dropped 10 percent in the past 10 years, the number of doctorates 40 percent. And an equally distressing fact is that a full 25 percent of the graduate degrees that are awarded go to foreign students who generally return to their homelands.

Is it surprising, then, that United States students ranked fifteenth in a test of overall scientific knowledge administered to 14-year-olds in 19 different countries while Japanese students ranked first? Or that a 1980 Presidential Report on Science and Engineering Education found the United States now ranks fourth in overall scientific literacy — well behind Russia, West Germany, and Japan?

Anderson calls the shortage of electrical and computer science engineers critical. By 1985, there will be at least 130,000 jobs in the electronics industry alone for which trained technicians will not be available. "I could cite similar shortages in other areas of science and technology," he says. "What they all add up to is simply this: The world's richest nation is running out of human capital in those industries which offer its best hope for future economic growth."

Anderson believes everyone has, in one way or another, contributed to the educational crisis in which the United States now finds itself. Parents have not wisely or actively participated in guiding their children toward courses of study or career choices. Students, having avoided math and science courses in high school, then find college engineering and science programs closed to them. Teachers may not be knowledgeable in their subject areas or may fail to generate enthusiasm for learning. Institutions may have allowed their standards to erode under the pressures of social turmoil, and classroom laboratory equipment may be old or unavailable.

Anderson warns that the public must realize America has "reached a crucial fork in the road. If we continue down the same old education path, it will only be a matter of time until we forfeit the technological leadership upon which this country's future economic growth depends."

A recent study by 600 research scientists, which Anderson cites, concluded that although America is still superior to Japan in 72 types of

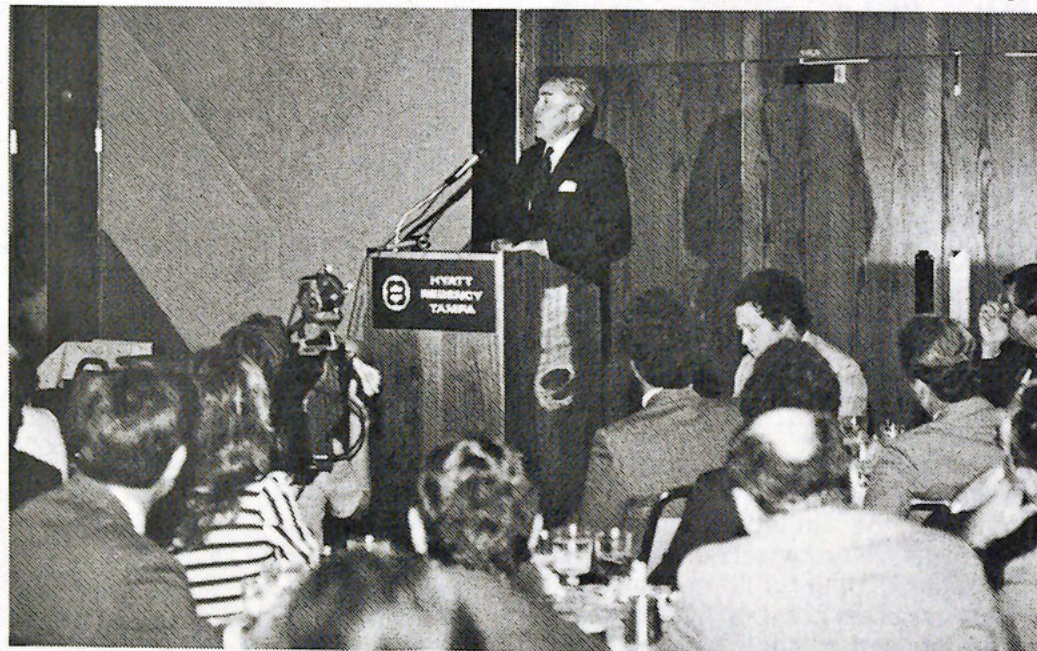


# Winning with Technology

industrial products, Japan has now surpassed United States technology in 54 product categories and is equal in 60 others. Meanwhile, competition from foreign products is forcing higher priced American products out of markets they once dominated, creating serious unemployment among blue collar workers.

Anderson suggests that the solutions to America's economic problems depend upon changes in education, business and industry, and government.

**Education** must place more emphasis on science and engineering instruction at all levels. Anderson is not suggesting that liberal arts educations are outmoded, however. "Is there any reason we cannot enhance the opportunities for our young people to make a living at



the same time they are learning how to live?" he asks.

In addition, facilities and equipment must be upgraded. Computers, for example, capable of dramatically advancing the instructional process, are at the present time only in minimal use as classroom tools, probably because most educators have little knowledge of what they can do.

Finally, more and better teachers are needed in science and technology courses. Good teachers will come only with increased compensation; a financial dilemma, he admits, for institutions faced with budget cuts and decreased enrollments, but necessary nonetheless.

**Business and industry** must share financial responsibility with the academic world. Because industrial competition for technically



trained people is intense and salaries have escalated, competent educators have been enticed from the classroom. If the brain drain continues, the supply of engineering and science talent upon which business and industry depend, will eventually dry up.

Corporations can help in a number of ways. NCR, for example, now earmarks 40 percent of its corporate contributions in support of education, particularly science and engineering programs. Companies can contract for on-campus research projects; they can lend engineers and scientists to teach classes and equipment to supplement training; they can establish scholarships and departmental awards; and they can work closely with career guidance counselors. "We [at NCR] look upon these activities as an investment — probably one of the best investments we'll ever make," Anderson says.

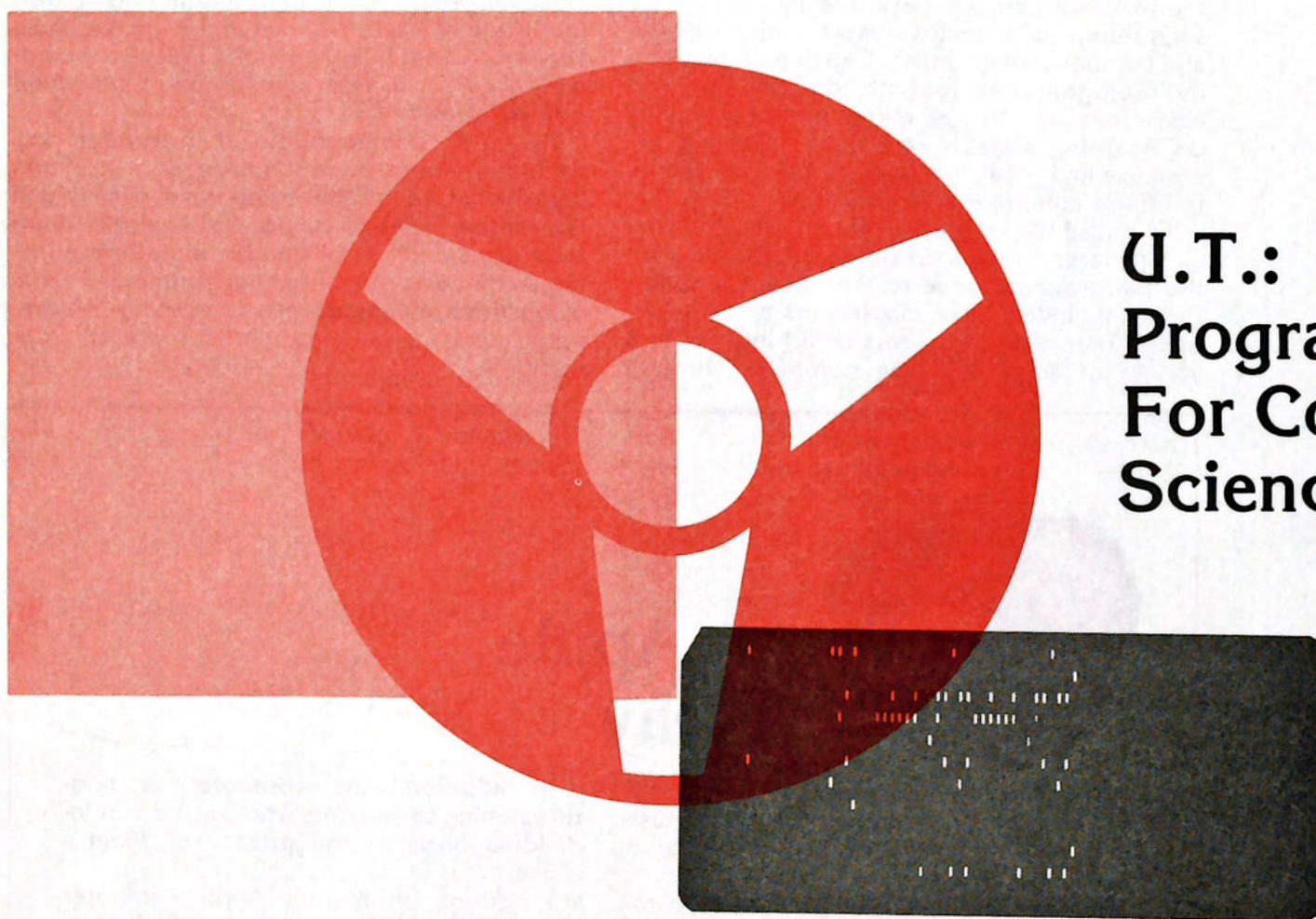
**Government** must face up to the fact that a problem exists. Although every other major industrial power has a national policy for the development of future scientists and engineers, the United States does not. The federal government must be made to see the seriousness of the problem and take steps to alter it. Specifically, federal funds must be redirected to the areas of greatest need. Anderson believes, however, that state and local governments are more likely to deal responsibly with the problem.

Education, business and industry, and government — all must work together, and more closely than they have in the past, to stem the tide. The United States *must* win the technology race. "The alternative," warns Anderson, "is to allow this country to become a second-class power. I don't think that's an acceptable alternative. It's certainly not acceptable to business and industry. I'm sure it's not acceptable to the academic community. And I'm equally confident it's not acceptable to our elected representatives and public administrators."



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*Our schools and universities must keep abreast of economic and social change and adjust their curriculums accordingly. I think you have here in Tampa an outstanding example of what can be accomplished in that direction in a short period of time. The University of Tampa's Computer Sciences Program and its new Computer Resources building are not only a valuable asset to your local business community; they are also regarded as one of the finest computer educational centers in the South. — William S. Anderson, chairman of the board, NCR Corporation*



## U.T.: Programmed For Computer Science

**I**n the world of computer technology, five years is a lifetime. It takes that long for the average software to become obsolete. In that sense, two full lifetimes of computer technology have evolved since U.T. first became affiliated with NCR, the corporation which last year awarded the University more than a million dollars in computer hardware and software, the largest corporate grant in the history of Tampa. The gift enabled U.T. to add three computer majors to its curriculum in a program already drawing more than 100 students in its first year of operation.

But 10 years ago there were no more than 10 students enrolled in a new course offered by the University called "Introduction to Data Processing." Each Saturday morning the instructor took the group to a run-down facility many blocks off campus where the students could get a few minutes of "hands on" experience using the University's new NCR Century computer.

Programmed for processing payroll, personnel reports, budgetary accounts, and student grade reports, the Century was not capable of handling a classroom load.

For this reason the introductory course did not include any programming. But a few students did learn the FORTRAN and COBOL computer languages in use at that time.

Five years later the University acquired the NCR 8550, a fourth generation computer representing the latest available technology. The new computer was capable of storing up to 200 million characters of information on discs, four times the capacity of the old Century. It could transfer a character of information in 112 millionths of a second, three times faster than the Century. A character is a single digit, letter, or symbol.

But more importantly, the new system had "on line" capabilities. Seven new terminals for student use opened up many new avenues in



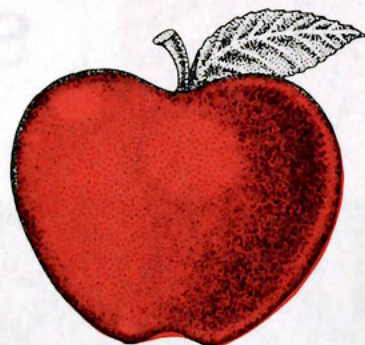
# Winning with Technology

the world of computer-assisted instruction for such things as statistical research and analysis and composition of music. Capable of handling multi-programming for both administrative and classroom use, the new computer made "hands on" learning a viable part of the learning experience and made it possible for the University to offer a computer science minor.

To house the computer system, the University renovated the old Conservation Building on the Fairgrounds property. The new Computer Center included three classrooms and the terminal room where students could interact in a variety of ways with the computer through

video screens. A year later, another computer, the NCR 8200, was installed in the Center, and a cooperative agreement with NCR gave the company access to a classroom for use as a regional training center.

By now, computer-assisted instruction was becoming more commonplace as instructors became aware of the computer's widespread capabilities. Biology classes, for example, were studying the effects of smog or mutations utilizing a computer-simulated environment. Teams of business students were competing in computer games simulating market-place environments.



## An Apple A Day

A student pokes his head in the second floor McKay Auditorium office. "Can I use the Apple?" he asks Associate Professor of Music Terry Mohn.

The "Apple" in Mohn's office is the computer which he uses as an instructional tool for all his music theory classes. Students have access to it at least one hour a day and use it for a variety of drill purposes.

Mohn acquired the Apple over a year ago with the aid of a U.T. Faculty Development Grant. He then spent an entire summer in learning to operate it and developing lessons in ear training. He now has 10 different programs which he has developed plus many others that have been purchased.

Because not every music student has the same background, the computer has been an invaluable aid in helping to bring all students up to standard. "Music is one area where drill is essential," said Mohn. "The computer has been a lifesaver for me, reinforcing hours of classroom drill." Mohn said it provides a way for students to catch up and practice skills without having to wait until midterms to learn whether or not they have mastered a skill.

In addition, the computer is non-threatening to students who use it on an individual basis in the privacy of Mohn's office.

Programs for Mohn's Apple computer give students a "menu" from which they can select appropriate drills. They can also choose the number of problems they desire and the degree of difficulty within a particular area. The computer identifies right and wrong answers and visually shows mistakes. It is capable of auditory as well as visual feedback.

In a more creative vein, Mohn uses the computer in conjunction with the synthesizer to produce a variety of sounds from full organ to individual instruments. The impulses received by the computer are transferred to an electronic code which in turn drives the synthesizer.

Although he has little statistical data to provide the computer's value in the classroom, Mohn said he knows it works and he believes in its use. "But no computer is good enough to use by itself without a teacher. Reinforcement, drill — that's where the value lies."



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**T**oday U.T. has one of the finest computer education centers in the South, thanks to NCR's million-dollar grant. The NCR 8450, recently installed in the Computer Center, offers the latest in technological advances and even greater flexibility to the academic world. Says Steve Magriby, director of the Center, "We have enough of a variety of computer systems that it gives us the viability of having a major in computer science, supporting more students, and offering higher level courses. We couldn't offer a major without the most modern technology available and still be marketable . . . A computer science major is only as good as the equipment it's learned on."

The 8450 has allowed the University to upgrade its in-house system by placing terminals directly in administrative offices around campus. A total of 20 terminals now are or soon will be available solely for student use. In addition to the seven in the Computer Center, there are three terminals in the Science Wing of Plant Hall, four in the library, two in Smiley Hall, and one in the psychology lab. Two more are scheduled to be installed in the psychology lab. One has been installed off campus at the MacDill branch.

The NCR grant also allows the University to continually upgrade its system. "We are a pilot/testing sight for NCR," says Magriby. "We have for our use all NCR software currently available and any that will be developed in the future. Our faculty has available any of the courses NCR teaches at this facility."

**W**hat is the next step? According to Magriby, higher level courses are a possibility. This would mean bringing in people capable of teaching those courses.

Microcomputers offer another area for exploration. The American Language Academy already houses its Apple computer lab in the Center. Magriby hopes the University will soon offer courses in the general use of microcomputers, as well as specific types of programs that can be used with them.

Of U.T.'s computer system, Magriby says proudly, "We're one of the best programming facilities in this area for a school this size. But we can only get as big as we can support. The time may come when we'll need a separate computer system just to support the programming students."

With 105 students already enrolled in the computer science program, that time may not be far off.

## speaking at U.T.:

*Today's curriculums need to be reevaluated for their relevancy to today's requirements. — William S. Anderson, chairman of the board, NCR Corporation*

*Companies must provide more compensatory training, and educational institutions must rethink their purpose. — John Naisbitt, publisher of Trend Report*

*Today only two institutions of 3000 colleges and universities require computer programming and no teachers' colleges do so. — Arthur Harkins, director of the Graduate Concentration in Future Cultural and Educational Systems, University of Minnesota*

## Science at U.T.: Are We Keeping Current?

Is America's education system archaic? In recent years far-sighted educators and businessmen have spoken out in support of changing curriculums to meet the demands of the high technology society in which we now live. Yet, there is evidence to suggest that education is failing in this responsibility. Many American students, for example, have never used a computer in their classrooms or been exposed to curriculums which might better prepare them for working in a knowledge-intensive environment.

This year the University added a computer science program to its curriculum. What impact will this have for U.T. students, and what other changes are occurring, particularly in the sciences?

Wayne Smith, professor of biology, George Jackson, professor of chemistry, and Jack Munyan, associate professor of business, offer their comments on what's happening at U.T.

**Dr. Smith:** What we're trying to do is make every student that leaves here in demand either by graduate schools or employers.

We know that there are more positions becoming available in cellular biology. We've had a strong ecological [marine science] orientation over the years. Now we're trying to build up a better program in the cellular approach to biology.

That doesn't mean we will de-emphasize our



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ecological approach; we're going to put an additional emphasis on the cellular and molecular level.

Right now we're trying to add a new course on immunology that will greatly help med techs [medical technology majors], who need the course, to get into internships.

We're also considering several seminar-type courses to prepare students for research positions. They will incorporate things like how to do library research, how to write research papers, and some statistical analysis.

These are little changes that come along periodically. What works, we keep. What doesn't, we throw out.

*Last year the Conn Foundation gave the science department a \$50,000 equipment grant. Do such grants affect the overall effectiveness of the department?* We've had a want list made up by our faculty for over five years. Some of the things were long-standing requests. That grant enabled us to buy some equipment that we had no other way of getting. The grant was larger than the annual department budget. Without it, we would have never been able to afford some of those pieces [a high pressure liquid chromatography unit, a block of 25 microscopes, and a research microscope with camera]. We're got some pieces now we can be proud of. The grant brought us to the point where at least we have adequate facilities. One more like it and we'll be sitting pretty well. But you can't evolve a program without developing your faculty along the way. Our faculty has gotten much stronger.

*Concerning the use of computers:* A lot of the faculty are employing computers in their lab work. It starts from our basic biology course 204 up to genetics 405. More and more will be using it as more software becomes available.

**Dr. Jackson:** We're trying to develop a biochemistry major along the same lines of the molecular biology major, but with more of an emphasis on the chemistry.

We're also trying to incorporate computers into our chemistry classes, especially in the upper level courses like physical chemistry and analytical chemistry.

Mainly what the computer is going to do is make analysis of lab data easier for the stu-

dents, as well as affording them some "hands on" experience.

*Concerning the growth and development of the University's science majors and their marketability:* It will continue to be steady.

**Dr. Munyan:** The impact of computers on business and economics majors is very, very important. In fields of accounting and finance, knowledge of computer science is invaluable. In business management, it's a natural to minor in computer science.

More and more accounting systems and firms are computer-based. I can't think of a business that isn't somehow touched by computers.

I think the experience of working with computers is invaluable. Once you get into business, you find out you're a couple of steps ahead of everyone else because you understand computers. Knowledge of, and exposure to, computers is vital to any major. The more you know about them, the better off you are.

*About jobs and job placement:* Right now we're working with the SCOPE office [Student Career Opportunities and Employment] in developing work programs and internships. We're also working with NCR users at getting students and graduates entry level programming jobs as junior programmers.

A couple of our interns have been offered full-time positions, and one company is so pleased with their interns, they're thinking of making a donation to the University.

We're seeing immediate benefits of our program [as far as students gaining employment], not two years down the road.

A student says, "Education is great, but I need something I can use." If we can combine both, then I think we've achieved our objective.

*Why is U.T.'s computer science program superior to others?* Number one, "hands on" equipment with \$1 million worth of equipment. Number two, small classes, which are invaluable. Number three, we have a business base. We're in the Business and Economics Division. Most other schools went the route of math, engineering, and sciences because, at the time, that's where computers were. Number four, our work program and internships. We almost offer on-the-job training.



Richard Cheshire, president of the University, was on hand to greet new students as they arrived on campus this fall. Here are excerpts from his welcoming remarks.

## “Welcome to Our Company of Free Persons”

There are three reasons why we ought to talk about freedom on this day of arrival at the University of Tampa. Freedom is a central fact of your life here. Freedom is your personal property. Freedom necessitates your responsibility if you are to succeed.

Your freedom takes many forms. Freedom of thought. Freedom of speech. Freedom of assembly. Freedom of work. Freedom of worship. Our freedoms are codified by law in the Bill of Rights of the U.S. Constitution.

But do you know that before freedom is any of the above, it is basically a state of mind? That is to say freedom is a product of your spirit and thinking power combined. In the final analysis, your greatest freedom radiates from your inner strength.

This inner strength of yours is what is constantly tested in the innumerable encounters of your everyday lives. This is why your freedom is your most precious possession. It is yours to fight ignorance and arrogance (the twin enemies of freedom), to find truth and to attain peace.

And I repeat, nobody can take it from you, because nobody has given it to you. You were born free. And you can grow more and more free as you exercise your capacities as a person. It is very important for you to know that people can help you do this — your parents, your teachers, your friends. But only you can reach inside yourself for the power to be and to do.

No one knows who discovered freedom. But we do know that the teachings of the wise prophets of the great faiths have laid the foundations for human freedom. And we do know that the authors of the Declaration of Independence, the Bill of Rights, and the Emancipation Proclamation, for example, helped translate the teachings of the prophets into the law of our land.

Recalling this is not meant to be a quaint reminder of historic trivia. We forget at our peril. The roots of freedom carry the lifeblood of justice and peace in this day or any day. Cut them off and we would suffer a disastrous loss of memory which could only lead to misery. We do well to pay our respects faithfully and regularly to our great legacies.

We are in the midst of Tampa, one of the most dynamic cities in one of the most dynamic



states in all America. We are closely connected to business, to government, to education, and to the arts in our host city. And we occupy its National Historic Landmark building, long a symbol of the city to the wider world. We are a collegiate university where undergraduate liberal arts-based teaching is the specialty. Our purpose, therefore, is to help you become more truly a free person through close working relationships with your professors on a campus where you are a familiar face among friendly people. You will find that more is expected of you, that you will probably work hard (or wish you had), and that you really can find out what you are worth.

What you are worth, of course, is a judgment of value. To determine that is your responsibility, as I am sure you know. And that sums up the final point about your freedom: You can capture it only as you develop your responsibility. With your gift of freedom goes your duty to put it to good use. So you must consider your habits. All of us are creatures of our habits, especially the older we become. Our habits are our discipline and our discipline leads to our success.

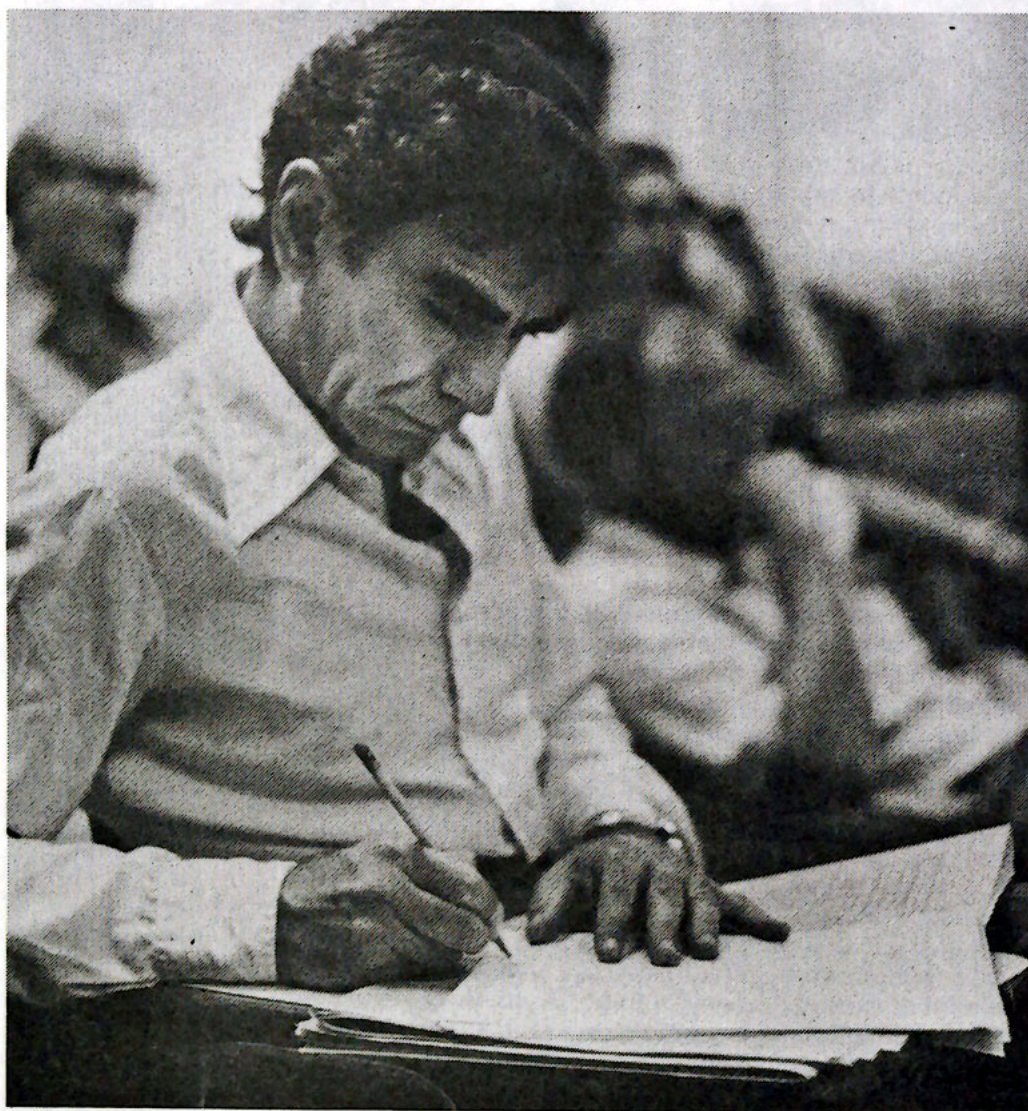
All of us at U.T. welcome you here to nurture and to fashion your gift of freedom and talent into all that they can help you to be as you work toward your graduation from the steps of Plant Hall in the spring of 1986.

Again, welcome to our company of free persons.

Myla Uppercue greets students as they arrive at Smiley Hall



# Faculty Development: An On-Going Process at U.T.



Dr. Hamid Shaafi, associate professor of finance

Who teaches the teachers?

Is there an alternative to the lecture approach that has dominated American classroom teaching?

Can one college make fundamental changes in the way it teaches so that its students can improve their chances of success in the way they learn?

These challenging questions were answered just before the 1982-83 academic year began at U.T.

The week prior to the beginning of the fall semester found U.T. faculty members back on the campus, going to school themselves. The "class" was the latest activity in an on-going faculty development program funded in part by a \$49,500 grant awarded to U.T. last year by the Exxon Education Foundation. The program aims to familiarize faculty members with teaching styles that are particularly applicable for the bimester system.

Presenters at the colloquy came from six colleges and universities ranging in size from a state university more than four times as large as U.T. to a small private college of approximately 1200 students. During the five all-day sessions, faculty members were introduced to several methods of teaching involving small groups. They also heard various views on the merits of the intensive study calendar, an explanation of an effective registration system, and an overview of the special instructional needs of high risk students.

When the University began implementing the bimester system two years ago, both faculty and administrators knew the transition would not be without difficulties. A student taking courses only on the bimester format would pursue two four-semester hour courses each seven-week period. Classes, meeting daily for two hours, would be more intense, requiring greater accountability from students and faculty alike.

Scheduling changes, course content revision, the need for increased attention to various individual learning styles, in some cases even



changes in the physical classroom environment — these were some of the problems faculty members faced in adapting to the calendar change.

Faculty members whose experience lay in more traditional methods well suited for teaching in a semester format needed to learn techniques which would be more effective in the new classroom format. Not just stretching one-hour lectures into two, but fostering active student participation through multidimensional learning — discussion, seminars, tutorials, demonstrations, experimentation, brainstorming, field trips, as well as lectures.

The faculty development program initially began with a workshop focusing on small group learning techniques for the 25 faculty members involved in the bimester. Responses to the workshop were enthusiastic. "It was a genuine growth experience for me" . . . "For those of us who have taught for 20 years or more, using the classical method of lecture and seminar, the concept of allowing the student to handle more of the load is interesting and should produce not only analytical thinkers but leaders" . . . "I believe this faculty will take the initial ideas and activities from the workshop and develop plans, methods, attitudes, and interactions to suit themselves both individually and collectively."

Nevertheless, not all faculty members were receptive to the calendar change, and not as much teaching and learning enrichment was taking place as the new calendar plan was supposed to make possible.

There was strong statistical evidence to support a change to teaching styles that would more actively involve students in the academic process. According to a 1977 report by the Cooperative Institutional Research program of the American Council on Education and the University of California at Los Angeles, "Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other student or institutional characteristic . . . Efforts to increase in-

The bimester academic calendar, first introduced at U.T. two years ago, provides additional flexibility in meeting individual student needs. Since University courses are offered in both semester and bimester modes, students have the option of taking them either way.

Basically, a bimester course differs from the most traditional semester course in two distinct ways: Courses are taken over a shortened period of time, usually seven weeks instead of 14; and class periods are extended, usually

to two hours instead of one.

A bimester course offers several advantages:

- \* More individual attention since teachers generally have only half as many students at any time as under the semester system.
- \* Less fragmentation, more intensity and concentration in learning.
- \* More active student participation in the learning process through a variety of teaching methods.

volvement will not only enhance the student's ability to persist but also will intensify the impact of the undergraduate experience on the student's personality, behavior, career progress, and satisfaction." Data for the report was gleaned from 200,000 students in 300 institutions over a ten-year period.

University administrators believed that positive faculty response was critical to the success of the bimester system. They realized that real change would not come about by administrative edict alone, that peer support was paramount to lasting, effective change.

With financial backing from Exxon, the University was able to explore in depth ways in which to more directly involve faculty in the growth process. Two teams of three faculty members — one from each of the six academic divisions — were selected to make a study of teaching methods used by other institutions familiar with intensive study calendars.

Specifically, committee members were seeking advice on such aspects of small group learning as: (1) how to accommodate differing student learning styles and needs, (2) how to differentiate between those courses requiring traditional classroom formats and those best suited to the bimester format, and (3) how to assure coverage of course content while still allowing full participation by students.

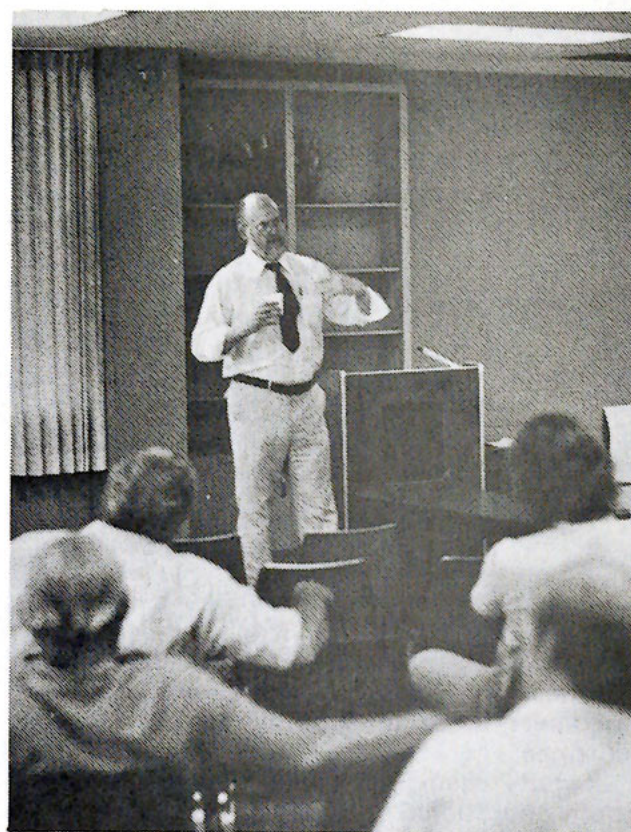
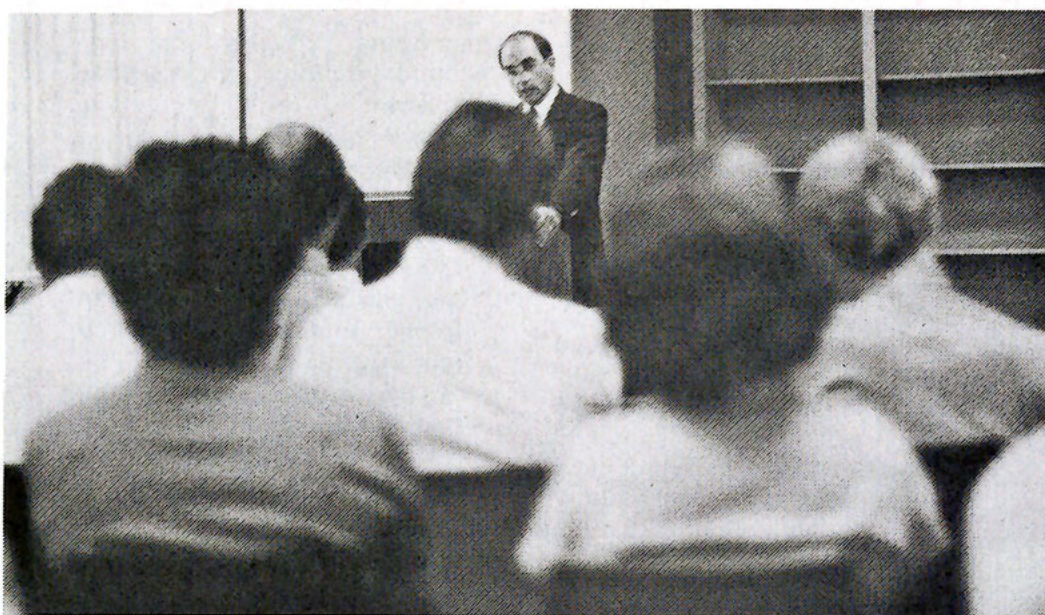
The Exxon Committee visited Evergreen State College and Pacific University in the West; the University of Wisconsin at Oshkosh and Saint Olaf College in the Midwest; Worcester Polytechnic Institute, New Hampshire College, and Mount Vernon College in the East. They also visited Eckerd College in Florida. All of these have, or at one time had, an intensive study calendar. Along with the U.T. faculty who made these trips, representatives from six of these institutions became the resource people for the week-long colloquy.

And the result?

Several concrete suggestions developed from the retreat, and Provost Edwin Wilde has



## U.T. People



summarized these in the form of six recommendations for future study and/or action:

1. Charge the Curriculum Committee with devising a comprehensive developmental education program with Dr. Milton Spann, director of the Center of Developmental Education at Appalachian State College, as consultant.
2. Appoint an ad-hoc committee, in consultation with the Faculty Committee, to propose bimester options for the faculty to consider in the spring.
3. Institute a regular series of faculty presentations concerning sabbatical activities, faculty development activities, and effective teaching methods.

4. Bring together faculty members on a financially-supported basis to share teaching techniques, and thus to work toward the overall improvement of teaching.
5. Appoint an ad-hoc committee to investigate the registration system in use at the University of Wisconsin at Oshkosh, and to develop a viable computer-based registration model for U.T.
6. Encourage the development, through the Dean of Students office, of student-run study groups.

Overall, most conference participants felt the retreat was valuable. Said one first-year faculty member, "I think the seminar week was a wonderful device for stimulating individual and group ideas on improving our teaching and curriculum. Whether or not it will generate immediate changes, I was refreshed and challenged to see in action a process of concerted mindfulness toward our various academic modes . . . We saw a refreshing vitality, enthusiasm, and responsiveness toward a veritable gamut of ideas and comments . . . I have taught at institutions (all too recently, I'm afraid) where such faculty participation would have been unthinkable. Our college community, and especially its administrators, took good note, I hope, of the high pliability and morale of U.T.'s faculty."

Whether or not the conference will initiate any measurable change in classroom style remains to be seen. But in the words of one faculty participant, "For better or for worse, you've got the faculty thinking about change, and that's healthy."



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## Let 'Em Eat . . . Turkey

### The story of the crisis that erupted when the Veep missed Thanksgiving dinner in Korea

by Walter M. Turner

**B**y 1030 hours on Thanksgiving Day, 1951, I had completed my early-morning reconnaissance of the most likely avenues of Communist attack and was heading back to my battalion area. I was commanding the First Battalion of the Seventh Infantry Regiment, Third Infantry Division. We had just returned the day before to frontline regimental reserve positions after spending three weeks in Eighth Army reserve in the Seoul area.

As my jeep approached the battalion area, I could see that something extraordinary was going on. The whole area was a beehive of activity. Double squad tents were being erected where no tents had been before. More than a dozen vehicles which didn't belong to us were parked along the road, with the star tags of a general officer showing conspicuously. I immediately recognized the general and the division artillery commander, both of whom were standing in Company B area.

My driver pulled over to the side of the road, and before I could dismount, the general, whom I knew from Fort Benning, Georgia, shouted to me as he rushed over. "Turner, thank goodness you're here. We've been trying for over an hour to contact you!"

"General," I interrupted, "what in the world is going on that's important enough for you to supervise personally?"

"We're having somewhat of an emergency," the general said. "At ten hundred hours this morning we were notified by Eighth Army that the Vice President and his wife were making a special trip to spend Thanksgiving with the troops in Korea. The Third Division has been selected as the host. The Vice President and his party will be briefed by officers from corps

headquarters in the double tents being erected in Company B area."

"Well, general," I said, "we're really flattered that corps is going to conduct its briefing down here—they've probably never been this close to the front lines before. But why here? Why not at division headquarters?"

The general appeared a little exasperated. It was obvious that he felt I wasn't understanding the problem.

"Turner," he said not too softly, "time is our problem. The theater commander will be here, the Eighth Army commander will be here, the corps commander will be here, the division commander will be here, and I will be here—not to mention the Vice President and his wife—and they will all be here within the hour! We don't have time to take them back to division headquarters for a briefing after dinner."

As the general said "dinner," I started to see the problem differently than he did. Time was not the major problem. With the sinking feeling of a guy who knows the cause is lost, I said, "Sir, is the Veep planning to eat dinner with us?"

"That's right, Turner," responded the general. "He has expressed a desire to have his Thanksgiving dinner with a combat battalion at the front. Yours is the only one in the division which can be visited with any degree of safety today, and he has already been notified accordingly. The newspaper, radio and newsreel people are on their way here right now to cover it."

My heart hit bottom. "General," I said with the full feeling of a man about to lose his head, "I hate to tell you this—and I certainly wish that I didn't have to—but we ate our Thanksgiving dinner last Sunday."

"You did what?"

"We served our Thanksgiving dinner last Sunday at Seoul," I repeated, "because we weren't sure we would be able to serve it at all today. We're serving corned-beef hash today."

The color had drained from the general's face, and he took on the expression of a man awaiting execution. "Hash!" he exclaimed. "No!"

At that point my battalion intelligence officer, Lt. William A. Richmond, who had the

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*Walter Turner, director of admissions at U.T., is a retired colonel from the United States Army. He established the University's Army ROTC detachment in 1971 and was the U.T.'s first professor of military science. He was also instrumental in setting up the Florida Military Collection in the Merl Kelce Library as well as establishing the Pershing Rifles, a national military fraternity. Turner assumed his current position upon retirement from the Army on July 1, 1974.*

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Post*, November  
24, 1962



Points in every bad situation, joined the conversation, chiming in merrily, "It's a good hash."

The general almost exploded. His expression changed rapidly from that of a man condemned to that of an executioner. Richmond retired in great haste with no further comment—for which I will forever be thankful.

With Richmond gone, the general turned on me. My instincts told me to follow Richmond, but since I felt obligated to remain as a matter of principle, I simply closed my eyes and waited for the shock wave. The general was, however, regaining his composure. He said, with almost a sickening sweetness, "Every battalion commander in Korea is serving Thanksgiving dinner when it is supposed to be served—on Thanksgiving Day—except you. And we chose you. Why, why, did you have to be different and serve it on Sunday?"

"General," I replied as I felt myself becoming angry, "it may appear stupid today, but it made sense last Sunday. Then I thought my battalion would be in frontline battle positions today and perhaps fighting. For some of my men, that Thanksgiving dinner was going to be the last holiday meal they'd ever eat, and I wanted it served with a little peace and quiet and with all the trimmings I could find—and that's the way it was served."

"Additionally, I'll bet that if you had been commanding this battalion, you would have made the same decision."

The general looked at me for a moment as his composure returned. He said, "You're right. The question is, what's the best thing to do now?"

"General," I said, "there are several artillery battalions only a half mile from here. They will be serving Thanksgiving dinner. Why not take the Veep and his party to one of them for dinner and then drive on down here for the briefing?"

### Support From Artillery

The general's eyes lighted up. He looked like a man who had just received a reprieve. "Turner," he said, "I can tell you're thinking. You almost came up with a perfect solution. However, the Veep didn't say he wanted to eat with an artillery battalion—he said an infantry battalion. And so did Van Fleet."

"What we'll do," he continued, "is pick up the Thanksgiving dinners from the artillery and

give them to you."

I simply stared at the general, too shocked to reply. The division artillery commander, however, came to life for the first time since I had arrived. It was his turn to take on the look of a man about to die, which he managed to combine effectively with the look of a man about to murder.

"This is no time for jokes," he said.

"I'm not joking," exclaimed the general. "You go back to your artillery battalions and have them send their Thanksgiving dinners up to Turner—pronto."

"My God," the artillery commander shouted, "we can't do this! It's already too late for those units to prepare anything else in time for dinner. Surely you don't expect them to eat C rations on Thanksgiving, do you?"

"Of course not," the general replied impatiently. "Have them pick up Turner's 'good' hash when they bring the turkey." The die was cast. The First Battalion was about to eat its second Thanksgiving feast for 1951.

With the main problem now out of the way, the general turned his attention to other local problems. Under his supervision, the large and small stones which abounded in the area were picked up and used as borders for the paths which were established. Small trees were cut from the mountainside and "planted" in the area. Clean or new fatigues and field jackets arrived from the quartermaster and were quickly issued to the men in Company B, the unit scheduled to serve the dinner to the Vice President.

The area was changing appearance rapidly, but it was obvious that another great problem was bothering the general.

"Turner," the general said, "there's one aspect of this operation that is bothering me."

"What is that, sir?"

"As you know," he said, "the Vice President is bringing along his wife, and they'll be here for about two hours. It may be that we'll have a requirement for a ladies' room while they are here."

The prospects of such a request frankly had not crossed my mind. "General," I said, "this could be a delicate problem, but you know that we don't have any facilities up here for a lady."

"What do you expect me to say if I'm asked for directions after dinner?" said the general. "Point to the woods?"

"OK, sir, OK," I said. "We'll build something



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**“General,” I said, “this may be  
a delicate problem,  
but you know we don’t have  
any facilities here for a lady.”**

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that will do in an emergency.”

After a pause I told him, “I’m glad you brought up this topic of latrines, because I have a problem in connection with another aspect of the subject. You can solve it for me.”

“What’s that?” asked the general.

“Well,” I said, “privacy is something we don’t bother with up here. We need latrine screens now, however, and my supply officer has told me that the quartermaster won’t issue them to us, because they’re not authorized for units on line.”

“Can’t you tell the troops to just hold it while the Veep is here?” he asked.

“We can try,” I replied, “but if it works for two hours after all that turkey, it’ll be the greatest biological stoppage of the war. Also, who’s going to give these ‘hold it’ instructions to the Veep?”

“Call ‘em,” he said, as he pondered that prospect. “Call the quartermaster immediately and tell them I said to issue the screens.”

At 1145 hours artillery trucks began to arrive, and by 1200 hours American history’s first transfer of artillery turkey for infantry hash had been completed. As the glum-faced artillerymen headed back toward their units, the mess sergeant of Company B turned to me and said, “You know, major, I have the feeling that the artillery mess sergeant who delivered these beautiful birds to us didn’t quite understand or have an appreciation for our problem.”

By 1215 the meal was ready to be served—but the guests had not arrived, and we were glad. Our ladies’ room was not ready, and the latrine screens had not arrived from the quartermaster. We received a call about 1220, telling us that the Veep could be expected about 1315 hours. We redoubled our effort, and by that hour all the screens were in place, and our ladies’ room, a one-holer fashioned from ammunition boxes and complete with oil heater, was ready for use. The sign on the little building read:

LADY ONLY  
THE ONLY POWDER ROOM NORTH  
OF THE 38TH PARALLEL

At 1320 the general was called to the phone. When he returned, his long face indicated his displeasure with what he’d heard. “Turner,” he said, “the Vice President and his party have been delayed and will not be here today. They will, however, be here tomorrow.”

### **Back to the Kitchen Again**

“Circumstances will prevent the Veep from eating a Thanksgiving dinner at all today. Eighth Army wants him to be served a Thanksgiving dinner with the troops tomorrow.”

“Gosh, sir,” I said, “we just don’t have any means of saving this meal for dinner tomorrow.”

“Hell,” he exploded, “I know that! Serve this meal right now and then draw another complete Thanksgiving ration to serve tomorrow.”

And so the battalion started preparing to serve its third Thanksgiving dinner.

Thanksgiving night was a big one for the mess personnel. Preparation of a roast-turkey dinner under field conditions is a major undertaking. No one slept, but by noon the next day another feast was ready.

All the rocks in the area had been nicely rearranged. The division engineers had been hauling beautiful white river-bottom sand into the area so that it looked more like a beach than a Korean hillside. The road into the area had seen its first road scraper of the war—not one, but seven—and was beginning to approach super-highway proportions by Korean standards. The “powder room” had been striped with the division colors, blue and white—not the seat, just the outside. The entire area was a garden of hewn evergreen trees. There could be no doubt left of the manner in which frontline troops lived.

At 1215 the call came again—no Vice President. However, he would be up tomorrow for dinner.

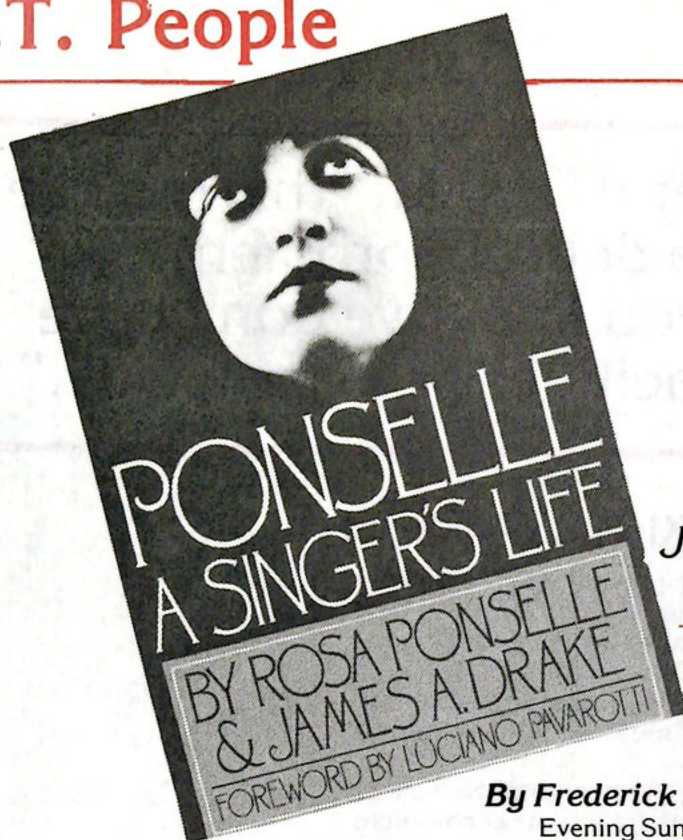
“General,” I mumbled, “I hope he’s managed to find a turkey somewhere today. These men couldn’t look a turkey in the eye tomorrow, much less eat one.”

“Yes,” he replied, “they took care of him at Eighth Army.”

He continued, “You’ll draw steak for tomorrow’s meal.”

We drew the steaks, but by the time the Veep got there, we were gone. The Chinese had attacked the Seventh Infantry Regiment’s positions, and that night the First Battalion went back into the shooting war, leaving behind our freshly manicured area, one beautiful blue-and-white privy and mounds upon mounds of turkey bones. We were probably the first Army outfit in history that actually looked forward to eating C rations.





*Jim Drake's newest book is  
the story of an operatic legend*

## Ponselle: A Singer's Life

**By Frederick A. Judd**  
Evening Sun Staff

**B**ACK IN 1970, James A. Drake had no idea that 12 years later he would be the author of the first definitive book about Rosa Ponselle, the Metropolitan Opera Company's great dramatic soprano who made Baltimore her home for 40 years.

The book is *Ponselle — A Singer's Life*, by Ponselle and Drake, published by Doubleday & Co. and due in the nation's bookstores Sept. 22.

It all started in 1970 when, as part of his job as a consultant, Drake was putting 150 old Caruso records on tape for Capital University in Columbus, Ohio.

The diminutive Drake — 5-feet-5 and 148 pounds — now a dean at the University of Tampa in Florida, recalls his repugnance at the task.

"It was a completely loathesome experience," he said. "I was strictly a jazz and popular music fan, and I could not understand why anyone would buy these things, modern or not."

Then, because of an amplifier hum, he had to do nearly 50 of them over. The second time around "I became a little fascinated with things like 'Pagliacci,' 'La Boheme' and a little song by Paolo Tosti called 'a vucchella,' which means 'little rosebud of a mouth,' and made some copies for myself.

"I amassed 4,000 to 5,000 old 78s and began to collect Victor Red Seals of the teens and '20s. Rosa Ponselle was prominent on many of them. At this time I was in Columbus, my home town, working on my doctorate at Ohio State University. (Drake's doctorate is in philosophy of education. Although he has no formal training in music, he was good enough to be appointed adjunct faculty member at Ithaca, teaching a course on appreciation of singing — "appreciation of voice, really," he said.)

"Then, early in '72, when I was teaching at Ithaca College in New York, I wrote a letter to Rosa, asking for an interview. About a week or

10 days later, I received a letter on robin's-egg blue stationery, signed by her secretary, saying she 'would be happy to see you as soon as it's convenient.'

"In my naivete, I thought it would be in a couple of weeks. It was a year and a half. Of course, I hadn't realized she was recovering from an extremely debilitating . . . bronchial infection . . . at the same time suffering from a bad mental depression after her 75th birthday."

Drake had been assured by Milton Cross, the announcer for many years for the radio broadcasts of the Metropolitan Opera, that "if I were patient, she would probably see me, but that she had a lot of requests for interviews at Villa Pace and that she could not accommodate them and that she was necessarily reclusive and private."

"In March of 1973, about 1 o'clock in the morning, being sound asleep although I was not necessarily a person who would be asleep at that hour, the phone rang. I picked it up groggily, thinking it must be some sort of an emergency. I said 'hello.' A woman's voice said, 'Is this you?' I said, 'I'm sorry, whom do you mean?' The voice said, 'Is this Professor Drake?' I said, 'Yes, it is.' She said, 'Good, this is Rosa Ponselle.'

"I didn't know what to say. I was caught completely off guard. I was trying vainly to wake up. Then she said, 'I understand you want to see me.' And I said, 'Yes, I want to interview you.' And she said, 'Well, how can I be helpful to you? What do you want to talk to me about?'

" 'I'd like to talk to you about your debut at the Metropolitan,' " I replied.

" 'Well,' she sighed, 'I've only told that story about 500 times. Could you spare me 501? I just gave it to Mr. Schonberg [Harold C. Schonberg, the music critic] and it was printed in the *New York Times*. I'll have it sent to you.' "

"At this point, she covered the telephone. I



should explain that I have a rather lyrical speaking voice and not a very commanding one at that, and, at that time, even less so. At 1 o'clock in the morning and with nervous anticipation, I sounded like Dennis Day.

"I heard her say [Elayne Duke, her representative, was in the room at the time] 'This is no college professor. This is some 13-year-old.' "

"I tried my Ezio Pinza impression, trying to make my voice sound deeper. And I couldn't. I thought she was going to terminate the conversation. Then, out of desperation, I blurted out the first thing that came to me: 'What did you think of Stracciari?' That question saved me."

"'Oh,' she replied excitedly. 'Stracciari was one of the great voices. You must listen to the Trovatore duet I recorded at Columbia with Riccardo Stracciari. Although the record doesn't do justice to either of us, it gives a hint of the quality of his voice.'

"The interview was granted and the next day I was at Villa Pace."

In what Drake calls "the pleasant conspiracy" with Ponselle's friends to bring about a book, he wrote articles pointing toward what he told Ponselle would be "a monograph" until, when he was well into the book and showed her a draft of her childhood reminiscences, she finally consented to the book.

Many others would have liked to have written the book on Rosa, especially Francis Robinson, late public relations man for the Met. But, because of his busy schedule he did not have the time to do so, although, Drake says, he is sure it would have pleased Ponselle if her old friend could have done the job.

More than a bit Falstaffian in stature when he met Ponselle — he carried 241 pounds on his short frame — Drake has since lost 93 pounds and stays on a strict diet. His barrel chest pays tribute to his weightlifting regimen.

He points out that he is "very pleased with the book as it is. It was a compromise on all our parts, even the publisher.

"In theory, a straight biography would have been best because I would have been allowed the luxury of unlimited commentary and analysis. On the other hand, it would have been my product entirely and not Rosa's and, as all the publishers [four were in the running] said, for a living person an autobiography is much more marketable. So we did agree on a rather hybrid form in which I write a fourth of it in my first person, commenting on and analyzing the twists and turns of her life because I was interested in the family story that lay behind it.

"The rest of it is written by Rosa in the first



person, although we make it very clear in the book that it is not a verbatim transcription of tapes. That wouldn't sell very well. You obviously have to make it aesthetically pleasing and literarily right.

"And so I am pleased with it because it is in that form. I would have been displeased had I not had the opportunity to analyze the major moments of her life as I saw them as a biographer. But, having that opportunity, I feel pleased about it."

Drake said the Ponselle saga was a "multifaceted story: There is the artistic Rosa Ponselle and the person Rosa Ponselle, and you could subdivide that into the child and the adult. And then you could take the adult and look at her in terms of her administrative shrewdness, her emotional makeup; Rosa Ponselle as a woman and lover — there are so many facets you can take.

"I was particularly interested in Rosa Ponselle, Italian-American, and what her Italian-American roots and her near-immigrant status did to her in terms of her family."

Last weekend Drake was interviewed by the press, the Voice of America and the British Broadcasting Corp. Soon he will be the toast of the television network talk shows and will tour the nation being further interviewed on local TV after his book hits the bookstores.

Will success spoil Dr. James A. Drake? No, says Drake.

"I lead two lives. I have for the last six or seven years. I write and I am a university administrator. I write both scholarly and commercial things. And since writing is part and parcel of the academic process, it's a fine place to be. And I've no qualms about that.

"Oh, if someone gave me the opportunity to do nothing but write I would probably think very hard about it. But I'm extremely interested in universities, and I'm beginning to think that the role of universities in modern life is changing so much that it needs stewardship from people who really understand what universities are and aren't and what universities should and should not be. I think I have a reasonable grasp of that, particularly with private universities."

Drake at black-tie New York launching of Ponselle, with former Met soprano Claudia Pinza, daughter of Ponselle-contemporary Ezio Pinza.

## "A 'must' under every opera fan's Christmas tree

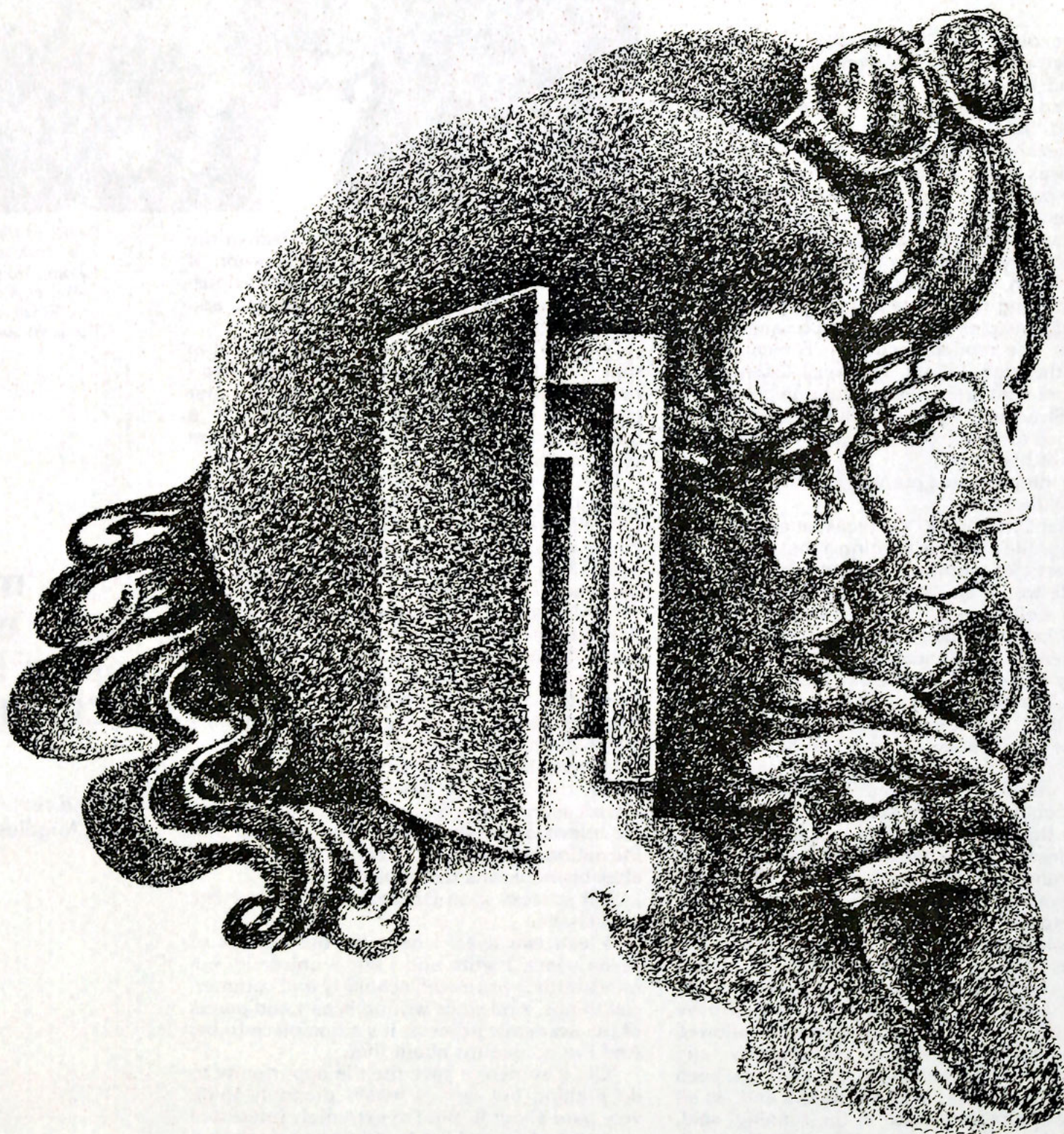
from the review in the Los Angeles Times.



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## Focus on Education

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# Conference Pinpoints Needs In Florida Higher Education

Richard Cheshire, president of the University, attended the two-day semiannual conference of the Florida Council of 100 at Palm Beach which focused on "Meeting Florida's Needs for Post Secondary Education."

The prime issue that surfaced repeatedly, he said, is the urgent need for higher academic quality in Florida institutions. And the prime means of achieving better academic quality, according to several nationally recognized educators who spoke at the conference, is through greater academic rigor in teaching at all levels and in all sectors of higher education.

## HIGHER EDUCATION THE KEY

Speakers cited the need to make Florida more competitive in attracting and holding top industry and better leaders, managers, and workers, Cheshire said. In order for this to happen, the means must first be found to increase productivity. That will happen only when the state's public and private institutions graduate better educated students who will stay in the state and direct their talents toward raising production levels. "Higher education is the key" to the whole process, Cheshire said.

Only by seriously attending to our investment in people — which means our investment in education — can we deal with the technological challenge facing America today, David S. Saxon, president of the University of California at Berkeley, told the Florida Council of 100 members. Saxon, twice a Guggenheim Fellow, a Fulbright scholar, and recipient of several honorary degrees, said that society will become more dependent on technology in years ahead.

Indiana Commissioner for Higher Education George Weathersby stressed the need for higher education to keep abreast of a rapidly changing, increasingly complex society. Failure to do so may lead to the further

destabilization and decline of higher education, said the man responsible for reviewing the academic programs and budgets of all Indiana public colleges and universities.

In the liberal arts area, former U.S. Commissioner of Education Ernest L. Boyer stressed the need to develop values, discipline, and work habits. He said that interest, enthusiasm, zest, and energy will develop on the part of students when higher education demonstrates greater clarity of purpose. Boyer, one of the nation's top educators according to *U.S. News & World Report*, stressed the need to integrate liberal and career values and strongly supported the centrality of the core curriculum.

## MASTER PLAN: NO MORE MEDIOCRITY

A major part of the conference was devoted to presentation and discussion of "The Master Plan for Florida Postsecondary Education" presented by Preston H. Haskell, chairman of the Postsecondary Education Planning Commission, and Barbara W. Newell, chancellor of the state university system of Florida. The Commission spent two years developing this first statewide Master Plan.

In summarizing the major points of the Master Plan, Haskell stressed the "absolutely critical" need for "differentiated institutions" if the state is to develop a wide range of quality institutions with only limited financial resources. Cheshire said the Master Plan strongly emphasizes that colleges and universities distinguish themselves from their competitors in programing, teaching style, student clientele, and location.

Newell reinforced the need for high academic quality by noting that the Master Plan calls for the state universities to reach a Phi Beta Kappa academic programing standard by 1985. Members of the Council agreed that the



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# Focus on Education

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the most important thing in Florida today is final agreement on the new Master Plan for all higher education in the state.

## CHESHIRE ENCOURAGED

"I was very encouraged by the meeting, both because it showed significant interest in higher education on the part of civic and business leaders throughout the state and because I believe U.T.'s institutional strategy is responsive to the competitive challenges noted in the Master Plan and by the major speakers. More specifically, we are moving toward higher

standards, more intensive study, merit evaluations, integration of liberal and career values, and attracting increasingly talented students so as to be in a better position to graduate more able people into the economy," Cheshire said.

"I feel that our recent efforts to develop our own distinctive approach to teaching and learning is very much within the spirit of the Master Plan. My conclusion is that we need to continue refining our strategy and accelerating the pace of our implementation.

"In essence, I believe the Master Plan — and the conference strongly concurred — is calling

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## Master Plan for Postsecondary Education: Key to Quality in Florida

"By 1990 Florida will be the fourth largest state in the nation. Its goals for economic, social, and cultural advancement are impressive, as they should be. They are linked to the development of an outstanding educational system."

Basic to these goals "is a plan that will indicate priorities for growth and change, one that will chart the movement of Florida's system of postsecondary education to a higher plateau."

With such a plan as its objective, the Postsecondary Education Planning Commission spent two years in developing Florida's first Master Plan for Postsecondary Education. Based on the needs of the state through the year 2000, it recognizes that a focus on improving the quality of institutions and programs should be the highest priority. Therefore, most of the recommendations in the Plan point to ways to make existing services better.

The Plan also recognizes that teaching and learning are central to quality education in Florida. Logical structures of authority, better organization, and improved coordination and management can lead to a higher quality of education, but only to the extent that their major functions encourage better teaching and learning.

Because the state's goal to improve quality in the context of limited resources requires that priorities be carefully set, the development of distinctive institutional

roles is an important theme of the Master Plan. Suggesting that differentiation is the key to quality, the Plan recommends avoiding unnecessary duplication to insure high quality programs.

Another dominant theme is the emphasis on linkages which suggests that one key to better student learning is found in closer ties among all the different sectors of education. The education process is measurably strengthened by regular and significant involvement of the business, industrial, social, and cultural agencies of a community.

Following are excerpts from the Commission's recommendations which have particular application to U.T.:

### Coordination and Cooperation in Using Resources

Florida must develop ways to organize and manage all of its educational resources to meet the great number of diverse needs with affordable investment. Assuming that distinctive roles for different educational resources will be developed, ways must be found to coordinate these varied resources by building linkages between institutions, systems, and the community.

Quality in postsecondary education is directly linked to the effectiveness of K-12 education in preparing students. Postsecondary education should elevate its own admissions and curricular standards to cause similar actions in the K-12 sector.

Florida profits from strong and independent private postsecondary education. The state should recognize and use this important resource and encourage stronger link-



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for Florida to shed its old image of mediocrity in higher education in favor of a new image of distinctive quality based on imaginative approaches to academic needs."

With attendance at the conference, Cheshire concluded a four-year term on the Florida Council of 100. Members, appointed by the governor, are limited exclusively to chief executive officers or the equivalent representing a cross-section of business, industrial, and educational leadership. The Council works closely with the governor and other branches of the state government to promote the quality of life in Florida with emphasis on economic

development. It is chaired by H.L. Culbreath, head of TECO and former U.T. trustee. This semiannual meeting was organized for the Council by Tommy Bronson, U.T. trustee and immediate past board chairman.

Others who spoke at the conference included Joseph A. Boyd, chairman and chief executive officer of the Harris Corporation in Melbourne; George C. Roche, III, president of Hillsdale College; B. Frank Brown, program director for the Institute for Development of Educational Activities and chairman of the Governor's Commission on Secondary Schools; and the Honorable Bob Graham, governor of Florida.

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ages between the public and private educational sectors. The independence of these institutions should be maintained in pursuing their greater recognition and use by the state.

The state should adopt a policy of avoiding unwarranted duplication in the public sector of programs already being offered by independent institutions when the independent programs can be used to meet the state's goals in terms of both needs and quality.

Postsecondary education should be linked more directly to the state's economic development goals. Programs should be related directly to needs. Education and industry should share resources when appropriate.

#### **Financing and Evaluation**

A clear state tuition policy must be determined to enable students, postsecondary education institutions, and the state to plan more effectively.

The 1983 Legislature should adopt a new state policy on student financial aid, in light of economic and social changes since 1970 and recent federal developments.

#### **Undergraduate Education**

The quality of undergraduate education should be improved through additional resources, heavier university emphasis, and the more effective transfer of students from community college to university programs. *The key to higher quality, however, is greater academic rigor. There is no shortcut to raising standards and expectations.*

Entrance standards to universities and community colleges must recognize that

not all students are prepared for the higher academic challenges. Universities should continue to raise their admissions standards on traditional measures.

*The value and position of liberal arts education as the basis for higher education and as a guide for effective living should be recognized and strengthened.*

There should be greater emphasis on the critical skills of writing, discourse, criticism, logical thinking, scientific inquiry, and mathematical reasoning.

Colleges and universities should identify a core curriculum which reflects essential areas of knowledge in the social sciences, humanities, and the natural and physical sciences.

#### **Strengthening Faculty**

The salaries of faculty in the various segments of Florida postsecondary education should be in the upper quartile of states by 1985.

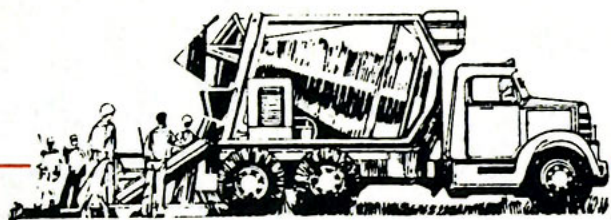
Merit should be defined in terms of effective performance on a range of important faculty activities. Effective teaching should be granted more weight than given now in the reward process.

#### **In Conclusion**

Florida's first statewide Master Plan recommends many guidelines, directions, and priorities for strengthening postsecondary education. Recognizing that we move into the future by making decisions on current programs and budgets, the Commission offers these guidelines to be used by sector and institutional boards and by the State Board of Education and the Legislature in making those decisions.



# UPDATE: Fall 1982



## The campus

The first stages of the twenty-year Master Plan for the development of the campus are underway.

Unattractive and unnecessary Old Fairgrounds buildings have been demolished.

There is an all-new soccer field and two new recreation fields, with new tennis and racquetball courts on the way--and a new Spartan Sports Center being planned.

Plant Park has enjoyed \$134,000 worth of redesign and beautification.

The old Fine Arts Annex along the river will soon come down, to be replaced by a new Saunders Center for the Arts along North B Street.

## Florida

The University has undertaken a major new student recruitment effort in Florida.

With generous support from the community through the Forward Fund, a new scholarship program for Florida students has been established.

The number of Florida students in the Freshman class has jumped from 109 last fall to 256 this fall.



## Our students

- \* The average Scholastic Aptitude Test score of entering freshmen is up from 904 last year to 950 this year.
- \* Ten years ago 8% of entering students had a high school grade average of 3.0 or better; this year 39% do.
- \* The retention of continuing students improved 14.9% over the previous year.
- \* The total student body numbers 2206, up from 2103 last year, but the full-time equivalent enrollment has increased only from 1,777 to 1,781 because of a slight drop in full-time students and a large increase in part-time students.





## Finances

The year-end operating surplus has averaged \$432,750 in each of the last four years, while it averaged a minus \$88,200 in each of the previous five years.

Student accounts receivable dropped from \$260,000 in

1979 to \$56,000 in 1982.

Annual gift income through the Forward Fund, not counting recent major gifts for capital purposes, has jumped from \$202,120 in 1976-77 to \$1,011,153 in 1981.



## New programs

U.T. and Tampa Preparatory School have launched a new School of Music this fall for gifted teenagers.

The Bachelor of Science in Nursing program begun in January now has 91 students.

Our three new computer programs already have 105 declared majors.

The Women's Re-entry Program enrollment has jumped from 27 to 42 students.

The Center for Management and Human Resources Development, located at the Seminar Center, lists more than 100 special short-term courses in its catalog.

## Partnership

The University is continuing to develop and implement its "partnership" philosophy in learning, governance, and community affairs. The Bimester calendar, meant to foster active classroom partnership between professors and students, has been endorsed by grants from five foundations. The City continues to cooperate closely with U.T. in campus improvement projects as well as such mutual efforts as the H.B. Plant Museum.





## Class Notes

1939

**William Henry Allor, Jr.** is a research engineer, Metallurgical Research Division of Reynolds Metals Company, Richmond, Virginia.

1942

**Miriam Quarles Hubbard** is the director of WGYL Radio Corporation and lives in Vero Beach.

1949

**H. Phil Kurtz** is a vice president, installment loan department at the Florida National Bank in St. Petersburg.

**Robert E. Larmon** is president of Musselman Steel Corporation in Tampa.

1952

**Bessie Jo Hawes Almerico** is dean of students at Tampa Catholic High School and lives in Tampa.

1954

**Robert Edgar Hancock** is a consultant for resource development, Division of Vocational Education for the state of Florida Department of Education in Tallahassee.

**Selburne Yates** has been appointed southern regional manager of Janssen Pharmaceutica, and will be headquartered in Atlanta. He and his family will relocate from Bridgewater, New Jersey, where, for the past two years he has been manager of sales training and development for the same company.

1956

**Robert E. Lovely** is director of housing at Salisbury State College in Salisbury, Maryland.

**Al E. Berry** is owner/manager of WPLA radio station in Plant City.

1958

**D. James Kennedy** is senior minister of Coral Ridge Presbyterian Church of Ft. Lauderdale and president/founder of the Evangelism Explosion International.

1960

**William Ernest MacKinlay** is sales manager of Neumann Oil Company, Distributor of Kendall Lubricants, located in Tampa. He lives in Dade City.

**Renata Ludwig Martynienko** received a MLS degree from the University of California at Los Angeles and is librarian at the Los Angeles Public Library.

**William T. McLean** is a realtor-associate with the B.W. Coleman & Associates firm in Naples, Florida.

1963

**Kenneth Charles Kane** lives in Valrico and is an Internal Revenue agent working out of the Tampa office.

1964

**Bruce Kimmel** is retail sales manager for WKTU-FM radio in New York City, New York, and lives in Fort Lee, New Jersey.

1965

**Alfred C. Laubsch** is a supervising investigator for the state of New Jersey Treasury Department, Division of Taxation. He lives in Vineland, New Jersey.

**Richard R. Massey** is president/owner of For-mit Steel Company and Metfab Industries, Inc., Hagerstown, Maryland, and lives in York, Pennsylvania.

1966

**James C. and Elizabeth Frank Abruzzion** live in Miami. Frank is retail manager for J. Byrons department stores and Elizabeth is a social worker with the Children's Home Society of Florida.

**John P. Larrison** is president of Chase Southeast Corporation, Koger Executive Center, St. Petersburg. He lives in Clearwater.

1968

**Dave L. Agresti** is an assistant professor of criminal justice at the University of South Florida and lives in Tampa.

**Dennis Wayne Kayden** is the director of business technologies at the Terra Technical College in Fremont, Ohio.

1969

**James E. Hansen** is an ophthalmic technologist with the Newmann Eye Institute in Deland.

**Laura Lee Pullara Jones** teaches in District 6, Paul M. Dorman High School, Spartanburg, South Carolina, and lives in Spartanburg.

**Clifford W. Korn, Jr.**, lives in Windham, New Hampshire, and is market administrator for health care and lodging for the New England Telephone Company in Bedford.

1970

**Sheldon Jaffee** and wife **Deanna** proudly announce the birth of a baby daughter, Allyson Courtney, at South Miami Hospital. They live in Miami.

**E. Kenneth Kemple** lives in Beverly, New Jersey, and is sales and marketing manager for Jonathan Temple, Inc., located in Hackensack.

**Lawrence J. Kutney** is a special agent for the Pennsylvania office of the attorney general, and lives in Doylestown.

**Warren Alan White** is living in Moorestown, New Jersey, and is manager of advanced surveillance systems for RCA, Government Systems Division, MSR.

1971

**Dr. Forrest L. Hayes** is director of counseling, testing and student services, Matanuska-Susitna Community College in Palmer, Alaska, and lives in Anchorage.

**Noreen Marie Hayes** is a social and rehabilitative counselor II with HRS Developmental Services for the state of Florida and lives in Tampa.

**Robert Alan Kastenbaum** lives in Seal Beach, California, and is the city planner for El Monte, California.

**Charles Michael Leigh** is vice president of North America Mutual Corporation located in Tampa.

**John R. Lopez** is head athletic trainer for the Baltimore Colts Football, Inc., and makes his home in Reisterstown, Massachusetts.

**James Phillip McAvoy** is an optometrist with an office at the Hazleton Office Campus, Hazleton, Pennsylvania.

**Bernard Joel Rubenstein** lives in Largo and is employed by the Veterans Administration Medical Center in Bay Pines, Florida, as an accountant.

1972

**Marvin M. Kaplan** is a chemist with International Laser Systems, Inc., in Orlando and lives in Winter Park.

**Keith Gordon Kehler** lives in Lakeland where he is employed as a registered pharmacist for Donatelli's Drugs.

**Major Robert Vincent Magnuson** is assistant professor of military science at Mercer University in Macon, Georgia.

1973

**Captain Hursel A. Dennison**, U.S. Air Force, is director of recruiting for the southeast, stationed at Maxwell Air Force Base, Alabama.

The Reverend **William Edward Knight** lives in St. Petersburg and is minister of the Seminole United Methodist Church.

**Joseph S. Macel, III**, is loss control representative for the Continental Insurance Company located in Pittsburgh, Pennsylvania.

1974

**David M. Hyde** and **Eileen Rose Murphy** live in Somerset, New Jersey. David is a computer programmer for American Telephone & Telegraph and Eileen is employed by the United Jersey Bank of Lakewood.

**Steven A. Kidd** lives in Deerfield Beach and is chief investigator, legal section, Consumer Affairs, Broward County, Florida.

**Richard C. Kjellsen** is a business planner for International Business Machines in Atlanta, Georgia. He lives in Marietta.

**Ralph D. Klein** lives in Arlington Heights, Illinois, and is senior sales representative for R.J. Reynolds Industries, Inc., located in Schaumburg.

**Robert C. McGirr** is president and owner of the C.H.T. Clayton & Son Funeral Home, Inc., Adelphia, New Jersey.

1975

**Captain Susan J. Hellriegel** is in the United States Army and presently attending Transportation School at Fort Eustis, Virginia.

**Stuart G. Kadesh** is president of Star Travel Agency, Inc., in Wayne, New Jersey.

**John G. Kiesling**, Lieutenant Colonel, U.S. Air Force, is stationed in Dover, Delaware.



Major **Michael Adrian Lindquist** is with the United States Army in Frankfurt, West Germany.

**James F. Lowstuter** is vice president, construction-sales manager for Adlow Corporation/Westwood Realty located in Annandale, Virginia.

**David A. Luhrsen**, a real estate and mortgage broker, is president of American Business Locations, Inc., in Tampa.

**Ronnie Martuscelli** lives in Neptune, New Jersey, and is physical education director for the Association of Retarded Citizens of Monmouth County.

Captain **Gary M. Reinhold** is a pilot in the U.S. Marine Corps stationed in Kaneohe, Honolulu, Hawaii.

**Neil Allen Alspach** lives in Montgomery, Alabama, where he is employed by the Montgomery Police Department as an investigator, Youth Aid Division, Juvenile Section.

#### 1976

**Jose Luis Baltierra** is in the United States Air Force stationed at Camp New Amsterdam, Holland.

**Fred B. Bellet** lives in Clifton, New Jersey, and works as a freelance photographer for the *Tampa Tribune* and Tampa suburban newspapers.

**Roger William Duffy** lives in Manhasset, New York, and is assistant to the vice president, Queens Division, Consolidated Edison Company of New York.

**Douglas L. Hart** lives in Tampa and is a lieutenant with the Tampa Police Department.

**Aaron C. Harvey, II**, lives in St. Petersburg and is an emergency service supervisor with the Pinellas Emergency Mental Health Service, Inc.

**George Paul Kickliter**, United States Air Force Lieutenant Colonel (Retired), is a practicing attorney-at-law in Tampa.

**Alan Richard Klispie** lives in Punta Gorda and is employed as a band director for the St. Charles Borromeo Catholic School of Port Charlotte.

**Kenneth M. Lindberg** is project manager and research analyst for the Illinois Institute of Technology Research Institute located in Annapolis, Maryland.

**Frank John Mattes, III**, lives in Brandon and is employed as a controller by the Gardner Asphalt Corporation of Tampa.

**Timothy Paul Mazzei** is a Suffolk County District Attorney with offices in Riverhead, New Jersey, and lives in Blue Point.

**Robert Maurice Radlein** is an assistant chief of communications and electronics operations at MacDill Air Force Base in Tampa.

**Rande Arthur Ridenour** lives in Sarasota and is employed as an account executive for Smith, Barney, Harris, and Upham.

**Barbara Ann Rubin** lives in Savannah, Georgia, and is employed as an investigator for the Georgia State Office of Fraud and Abuse.

#### 1977

**Bruce Fendell** is sales manager for Libco/Adidas in Springfield, New Jersey, and lives in New York City.

**Leslie E. Hill, Jr.**, is a software engineer for ITT North Telecommunications located at Cape Canaveral and lives at Satellite Beach.

**Mark J. Lowit** is vice president of ABC Office Equipment, Inc., located in North Miami.

**Stephen A. Macy** lives in LaPorte, Indiana, and works as a CPA with the Al Hinton CPA firm.

**Jermone and Linda Como Matisak** live in Towaco, New Jersey, where Jerome is employed as a salesman for NuGraphics, Inc. Linda is a bookkeeper for the same firm and is working for a masters degree in learning disabilities.

Major **Charles R. McGill** is in the United States Marine Corps and is stationed in San Diego, California.

#### 1978

**Stephen P. Hedlund** is a management information systems analyst for the U.S. Nuclear Regulatory Commission in Washington, D.C.

**Stacy Anne Irving** is a crime prevention and security consultant with the Philadelphia City-wide Development Corporation and is enrolled in the masters program at Antioch University.

**Jane Randolph Jennings** is a resource teacher with the exceptional student education program in Tampa.

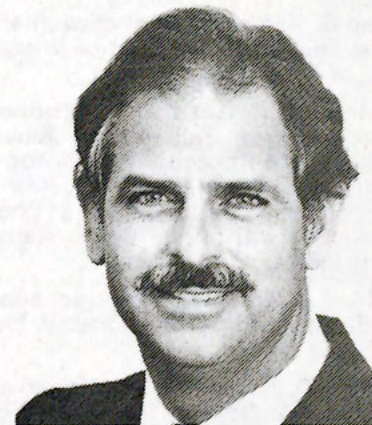
**Linda Lee Knopf** is a claims adjuster for Fireman's Fund Insurance Company located in Louisville, Kentucky.

**Gayle Holley Law** lives in Plant City and is department head, humanities department, Plant City High School.

**Stephen F. Magriby** is the director of computer services at the University of Tampa.

**Holly Eisele Mattioli** is an administrative assistant at the CPA firm of Dearolf and Ziesler in Tampa.

**James A. Rice** lives in Circleville, Ohio, and is employed as personnel director for Owens-Illinois, Inc., Forest Products Division.



## A Message From The Alumni Director

As is the case in any investment, an investor is concerned with the return on his investment. A college degree is no exception. The time and effort obtained in achieving a degree is satisfied by intangible benefits such as satisfaction for improving ones self or by tangible benefits such as a position, power or money.

Our University of Tampa education was a good investment for all these reasons.

As alumni we need to continually be concerned about the investment in our U.T. education.

There are several ways we can increase the return on this investment. First, by recommending quality students to attend our Alma Mater. The quality of today's student is directly proportionate to our investment. Second, by aiding in the career counselling and placement of our graduates. The more prestigious the career opportunities are for our graduates, the more prestigious our education becomes. Third, by contributing to the U.T. Forward Fund. The Forward Fund is an annual giving program established to encourage contributions of unrestricted funds to academic scholarships. As financial support has been increased for this program over the past 5 years an increasing number of students with high school grade point averages of "B" or better have been able to enroll at U.T.

The overall result of these efforts is an increasingly more marketable education and therefore a greater return on our investment.

### SPECIAL NOTE: Alumni in the Admissions Office

Margaret McCarty '80	Assistant Director of Admissions in charge of Correspondence
James Sobalvarro '81	Assistant Director of Admissions for Recruiting
Mark A. Catz '80	Admissions Representative for Recruiting
Vincent S. Falcone '82	Admissions Representative for Recruiting
John P. Lowth, III '82	Admissions Representative for Recruiting



# Alumni

1979

**Forrest Allen Dray** lives in South Burlington, Vermont, where he is a graduate teaching fellow in the department of zoology at the University of Vermont.

**Carol Lee Hinds** lives in Bloomington, Indiana, and is a law student at Indiana University.

**Lori Beth Long Hunter** is a graduate student at the University of Virginia in Charlottesville.

**Steve S. Kahne** is a cost accountant for Blue Cross Blue Shield United of Wisconsin, and lives in Milwaukee.

**Darlene L. Karmazin** studied police photography at Palm Beach Junior College and law enforcement photography at Eastman Kodak in Rochester, New York. She is presently employed as a photographic specialist with the Boca Raton Police Department.

**Richard J. Korner** is a contract administrator for Burns and Roe, Inc., Oradell, New Jersey, and lives in Demarest.

**Michael D. Kreager** is the general accounting manager for General Telephone Company of the Midwest in Grinnell, Iowa.

**Donald M. Laughran** is regional real estate manager for the McDonald's Corporation in Metairie, Louisiana.

## National Alumni Association News . . . from Alice Carter Lawton '64, President

The following alumni have been elected to serve as officers or regional directors of the National Alumni Association:

President-elect

Rick Thomas '72, Tampa, FL

Secretary/Treasurer

Vincent Tata '58, Fort Myers, FL

Regional Directors:

New England

Peter Cammick '79, Amesbury, MA

Kathy Hoyne Smith '76, Greenville, CT

Middle Atlantic

Alan S. Charles '82, Yonkers, NY

Marion Parks Gillot, Charleroi, PA

Albert E. Heiles, Jr. '73, Pittsburg, PA

Suzanne M. Moore '77, Voorhees, NJ

Otto VonEilbergh '77, Morris Plain, NJ

Mid West

Penny Donaghue DeLoca '66, Dekalb, IL

Mark H. Lynch '80, St. Louis, MO

West

Thomas G. Frinzi '78, Houston, TX

South

Jerry R. Draluck '79, Atlanta, GA

George Watson '66, Atlanta, GA

Vincent Hoover '73, Corbin, KY

Clarence W. Spivey, Jr. '76, Alexandria, LA

Robert L. Denson '81, Fort Myers, FL

Robert B. Spence '68, Hollywood, FL

Joseph M. Hernandez '72, Miami, FL

Greg Bonfe '69, Tampa, FL

Fredric A. Britt '71, Tampa, FL

Edward Caldwell '72, Tampa, FL

**Michael R. Lawrence** is a second lieutenant in the United States Army Infantry stationed at Fort Benning, Georgia.

Lieutenant **Odin F. Leberman** is with the United States Marine Corps stationed in Irvine, California.

**Tasha L. Hair** and Dr. William J. Lohman, associate professor of English, were married in September of 1981. They are announcing the birth of a son, William Thomas, October 5, 1982.

**Ronald M. Markowski** is a patrolman for the Boca Raton Police Department.

**Martha Strickland Replogle** is an employment interviewer for the Florida Department of Labor, Florida State Employment Service in Dade City. She lives in Odessa.

**Charles B. Roth** is a financial analyst with the Sun Oil Company in Philadelphia, Pennsylvania.

1980

**Donna J. Carter Hain** lives at Stone Mountain, Georgia. She is a distributor of Christian books for Word Publishing, is also in asset management sales for A.L. Williams Company, and teaches music to private students on a part-time basis.

Lieutenant **Steven M. Hart** is an executive officer in the United States Army stationed at Fort Benjamin Harrison, Indiana.

**Julia Lynn Hatch** is employed by the *Mount Dora Topic* Newspaper as ad compositor, typesetter, and artist circulation director.

**Kathy A. Kinney** is an adaptive physical education and swim teacher for Northwest Indiana Special Education Cooperative in Crown Point, Indiana.

**Sandy "Jed" Lehrer** is physical education teacher and soccer coach for the Hillsborough County School Board, working at Grady Elementary and Plant High School in Tampa.

**Michele Elaine Lowe** is the music director, music and art teacher for Our Lady of Perpetual Help Church and School in Morton, Pennsylvania.

**Mark Hughes Lynch** lives in St. Louis, Missouri, and is employed as a service technician for Allied-Kelite Products Division.

**Victor F. Mallens** is a junior auditor with the international public accounting firm of Pannell Kerr Forster — Certified Public Accounts located in Hato Rey, Puerto Rico.

**Paul Martaus** is vice president and director of special services at the First Federal Savings and Loan of Largo.

**Fredrique Bentley Martin** is enrolled at Stetson University School of Law in St. Petersburg, expecting to graduate in 1984.

## U.T. Alums Take Care of Their Own

When U.T.'s rowing team travelled to Atlanta recently to participate in the annual Fall Regatta on the Chattahoochee River, two U.T. alumni were on hand to give team members a special welcome.

Peter Peck ('64) and George Watson ('67), owners of W.D. Crowley's restaurants, hosted the team in grand style. "These guys really took care of us," reported oarsman Willie Kuhlman, a 1982 varsity Dad Vail champion. "We had an eventful evening with a festive atmosphere and a bunch of great people. The food was great, the drinks were great, and the stories were great." And to top it all off, Kuhlman said, "We also won the Varsity 4 race by a 17-second margin, and Jody Gardiner took first place in the women's singles event."



## Mayor Honors Alum

Mayor of Tampa Bob Martinez, himself a U.T. alumnus, presented 1982 graduate Joseph Hooten with a recognition award during half-time ceremonies at the Parents' Weekend soccer game in November. Hooten was honored for his assistance in apprehending a robbery suspect.

Last spring Hooten and two U.T. students, Willie Kuhlman and Joe Mutusiak, jumped from their crew shell into the Hillsborough River to help a police officer capture the robbery suspect who had attempted to escape by jumping into the river.

Kuhlman and Mutusiak were not present for the award ceremony. Still students at U.T., they were in Atlanta participating in a crew race on the Chattahoochee River.



**Robert Charles McDowell** is a latent fingerprint specialist employed by the city of Tampa Police Department.

**William "Rusty" Richardson** lives in Oxford, Ohio, and is the chapter consultant for Phi Delta Theta Fraternity.

**1981**

**Howard R. Heyman** is enrolled at the University of Rhode Island working for a PhD in chemistry.

## Welcome Back, U.T. Hall of Fame

After a nine year hiatus, the University of Tampa Athletic Hall of Fame is being resurrected, thanks to a committee headed by Gene King. Eleven new inductees will join the ranks of the all-time greats at special ceremonies during Homecoming Hall of Fame Weekend, Feb. 4 through 7.

Formed in 1962, the Hall of Fame includes 59 representatives of four different categories, chosen from the rosters of University athletes and contributors to sports. The 11 new inductees who will join the select group include two athletes-at-large, Fletcher Carr and Lou Piniella. Football greats include Jack Marley from the 1953-57 years; John Mooring and Charlie Coleman from 1957-69; and Leon McQuay, Freddie Solomon, and John Matuszak from the 1969-74 era. John Pellegrino is the lone representative of basketball. Frank Curci and Dr. Leonard Annis will join the Hall of Famers in recognition of their contributions to U.T. sports.

Some of the members on the selection committee are themselves members of the Hall of Fame. In addition to King, a 1972 inductee, they are: Paul Straub and Bill Minahan, both chosen in 1962; Lowell Freeman, a 1966 pick; Dick Harte, a 1970 inductee; and Charlie Downie, selected in 1974. Other committee members are Nash Higgins, U.T.'s first athletic director and football coach; Chuck Smith; Armando Flores; Rick Thomas; and Darlee Nelson.

Hank Furr, president of the Tampa Alpha Alumni Chapter, Bob Birrenkott, U.T. athletic director, Tom Feaster, alumni director, and 1966 Hall of Famer Sam Bailey, former U.T. athletic director, are working with committee members to coordinate the Feb. 4 Homecoming Hall of Fame banquet at Tampa's Hyatt Regency Hotel to honor these and former Hall of Fame members.

**Paul Thomas Horgan** is employed as a CPA with the firm of Rogers W. Osborne, Sr., PA, in Tampa.

**Andrew T. Libby, Jr.**, is president of Financial Management Consultants, Inc., located in Tampa.

**Ralph D. Lindblad** is a microbiologist in charge of quality control for the Chamberlain Corporation in Largo.

**John A. Rachel** is the manager of James H. Lynch, Inc., an irrigation and landscaping company in Southampton, New York.

**Lynda J. Riccio** is the cosmetic and accessory manager at D.M. Read's in Orange, Connecticut.

**1982**

**Elizabeth A. Gavula** is a member relations representative with the Greater Tampa Chamber of Commerce.

**Shelly Reyne Havas** is employed by Taylor Publishing Company in St. Petersburg and lives in Tampa.

**Steven W. Illgen** is a second lieutenant in the United States Army Signal Corps stationed at Fort Gordon, Georgia.

**Jeanie L. Locicero** is a music educator for Baldwin Music Company and church organist at St. Paul's Catholic Church in Tampa.

**Darren A. Waters** is a student at Northwestern University School of Law in Chicago.

### IN MEMORIAM

Joe Ellis  
Betty Jo Mims Hance

Class of '75  
Class of '39



**Alums  
Party at  
The Gate  
in Tampa  
September 9**

Tampa Sheriff  
Walter Heinrich  
( '70) and Jim  
Magee ( '82)

Eddie Caldwell  
( '72), member of  
the board of direc-  
tors of Tampa  
Alpha and chair-  
man of the fund-  
raising committee,  
and Richard  
Schmidt, head  
basketball coach



Don Bostic, assis-  
tant basketball  
coach, and Roy  
Wilcox ( '60)



## Women's Hoop Coach: Glad The Men Are Around

Between some men and women college basketball coaches the competition off the court is as steamy as it is on. Who's team is better? Which one deserves more attention and recognition?

Fortunately, at U.T. there's only joyful harmony between Jan Boxill, now in her second year as Lady Spartan head coach, and Richard Schmidt, the man at the helm of the new men's basketball program. Not only are they professionals on the hardwood, but more importantly, they are friends off the court as well.



### Spartans Receive Bid to National Tournament

On Thursday, Nov. 11, came the official word that everyone at U.T. already unofficially knew — the Spartans would, for the third straight year, be competing in the national tournament to decide the NCAA Division II Soccer Champion.

It hardly came as a big surprise. After all, the Spartans had just finished a season where they had topped the Division II national rankings from day one, where they had set a record by winning their 34th consecutive game, finished with an 18-1 mark, outscored their opponents 73-12, and had broken into the top 10 in the Intercollegiate Soccer Association of America rankings, a poll that rates all the schools

Peter Johansson scores against Eckert College in U.T.'s win in last game of regular season.

in the nation that play soccer, regardless of division or affiliation.

The fact that the Spartans also happened to be the defending national champions probably didn't hurt, either.

As the *Muezzin* went to press, the Spartans were slated to host the University of Central Florida, the team that snapped their winning streak at 34, in the first game of the playoffs.

U.T. will be competing with Florida International, Rollins College, Cheyney State of Missouri, Oakland University of Michigan, and Indiana State at Evansville for a berth in the championship game on Dec. 4.

There are no "This town ain't big enough for the two of us" lines at U.T., and Boxill wouldn't have it any other way. Although the men's program doesn't begin until the 1983-84 season, the recruits are allowed to practice this year, and already Boxill is benefiting from their presence. "Having the men's basketball program is very helpful to the women," Boxill says. "The men in the gym help out with the things that don't get enough attention, such as posting, which will make us better. Seeing the men do things will influence our players."

But the helpfulness of the men doesn't end there. Coach Boxill also benefits from the recruiting trips of Coach Schmidt and Assistant Coach Don Bostic as both have kept their eye and ears open for possible future Lady Spartans.

Both Boxill and Schmidt are in agreement that they are helping each other at the moment. The Lady Spartans keep basketball exposed at U.T. which will eventually help out Schmidt and Company next fall. The men, in turn, plan women/men doubleheaders for next November which will attract more spectators and attention for the Lady Spartans. And that suits Boxill just fine.

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Now about 1982-83. The Lady Spartans will be able to judge whether working with the men has helped a little or a great deal as they have a very challenging slate of contests set up. It all begins on Nov. 23 when small college power Davis & Elkins invades George B. Howell Fieldhouse. After that, the Lady Spartans will tackle nine Division I schools: South Florida, Bethune-Cookman, Stetson, Dartmouth, Tulane, and a host of others at the University of South Florida Christmas Tournament. In addition the tough Sunshine State Conference schedule looms just ahead in mid-January.

Will the 1982-83 Lady Spartans be able to bounce back from their unimpressive 9-16 season last year? "We'll be competitive," Boxill says. "However, it is unfortunate that we will be without Dorrene Wolf because of the transfer rule until January. She has looked very good in preseason action and would be a big help against our major opponents."

But Boxill isn't throwing in the towel. "Overall, we'll be a much better shooting ball club with the addition of three 'hot shot' freshmen in Terri Shettle, Shawn Gorsin, and Sharon Knight. With these three plus solid returnees the likes of Linda Hadfield, Cherlyn Paul, and Kim Lawrence, we could surprise some people."



# Back Page

Sylvia Vega, U.T. Trustee, and author Ann Shively chat with President Richard Cheshire



## Publication Party Benefits U.T.

Amidst a backdrop of airplanes and beautifully decorated tables, U.T. supporters turned out on Oct. 9 to welcome novelist Ann Shively and enjoy a festive evening at Hangar One in Tampa. U.T.'s Jazz Ensemble, under the direction of Don Zegel, provided music for dining and dancing. Approximately 220 guests who attended the Whirlwind Gala, held in honor of Shively's recently published novel *Whirlwind*, received autographed copies of her book.

Models portraying the book's main characters arrived via a Beechcraft plane to star in a dramatized fashion show featuring scenes from the book narrated by the author.

All proceeds from the evening will benefit U.T.'s scholarship fund.



Honored at the Whirlwind Gala for their contribution to the Tampa real estate industry were: Annette Bohannon, Carrollwood Village Homes and Realty Inc., Mary Smith, Smith and Associates Investment Company, Realtors; Doris L. Killian, TamBay Realty Inc.; Barbara N. Wilcox, Barbara Realty Inc.; Dorothy Yates, Merrill Lynch Realty; and Mary Ann Fara, Coldwell Banker Residential Real Estate Service and president of the Tampa Board of Realtors



Author Ann Shively with Greg Sheridan, Mary Kay Ross, and Bernell Gardner, players in dramatization



## Calendar of Upcoming Events

<b>Dec. 2</b> 8 p.m.	FLORIDA GULF COAST SYMPHONY, Orchestral Showcase, McKay Auditorium, ticket information: 877-7380	<b>Jan. 7</b> 8:15 p.m.	EDBERG DUO RECITALISTS, Ballroom
<b>Dec. 2-4</b> All day	VOLLEYBALL, NCAA Division II Regional Tournament, location to be announced	<b>Jan. 14</b> 2:30 p.m. 7 p.m.	MUSIC IN THE PARLOR, H.B. Plant Museum, \$5 donation OPENING RECEPTION, University of Georgia Faculty Exhibit, Sculpture, Lee Scarfone Gallery, through Jan. 25
<b>Dec. 3</b> 7 p.m.	OPENING RECEPTION, U.T. Fine Arts Faculty New Work, Lee Scarfone Gallery, through Dec. 17	<b>Jan. 16</b> 4 p.m.	DAVID ISELE, faculty organ recital, Hyde Park Methodist Church
<b>7:15 p.m.</b>	SUZUKI VIOLIN CONCERT McKay Auditorium	<b>Jan. 20</b> Jan 21-22 8 p.m.	MINARET SOCIETY DINNER LE PETIT THEATRE FRANCAIS, "Cheri" in French with introductions before each act in English, David Falk Theatre, ticket information: 879-3599, 253-2387, or 839-5659
<b>Dec. 3-4</b> 8 p.m.	SHOW CHORUS, "Encore!" David Falk Theatre	<b>Jan. 22</b> 8:15 p.m.	COMMUNITY CONCERT ASSOCIATION, Jack Daniel's Original Silver Cornet Band, McKay Auditorium, ticket information 839-0616
<b>Dec. 5</b> 8 p.m.	SPANISH LITTLE THEATRE, "Man of La Mancha" in English, McKay Auditorium, ticket information: 248-3594, 223-7341	<b>Jan. 30</b> 8 p.m.	SPANISH LITTLE THEATRE, "Luisa Fernanda" in Spanish, McKay Auditorium, ticket information 248-3594, 223-7341
<b>Dec. 6</b> 7 p.m.	BASKETBALL, season home opener with Piedmont College, Howell Gymnasium	<b>Feb. 2</b> 5:25 p.m.	JEAN MARIE MAGI, senior voice recital, Ballroom
<b>Dec. 6-7</b> All day	ANIMATED ART, exhibition and sale, University Union	<b>Feb. 3</b> 8 p.m.	FLORIDA GULF COAST SYMPHONY, pianist Etsko Tazaki, McKay Auditorium, ticket information: 877-7380
<b>Dec. 7</b> 8:15 p.m.	COLLEGIATE CHORALE Christmas concert, Ballroom	<b>Feb. 4-7</b> Feb. 10-13	HOME COMING, Hall of Fame Weekend TAMPA BALLET, "Swan Lake" and Repertoire, David Falk Theatre, performance times and ticket information: 229-8637
<b>Dec. 9</b> All morning 8:15 p.m.	FORECAST '83, David Falk Theatre, ticket information, 253-8861 ext. 441 WIND ENSEMBLE concert, McKay Auditorium	<b>Feb. 11</b> 2:30 p.m.	MUSIC IN THE PARLOR, H.B. Plant Museum, \$5 donation
<b>Dec. 10</b> 2:30 p.m. 7 p.m.	MUSIC IN THE PARLOR, H.B. Plant Museum, \$5 donation RECEPTION, Friends of the Gallery print presentation, Lee Scarfone Gallery	<b>Feb. 13</b> 3 p.m.	VALENTINE JAZZ CONCERT, University of Tampa and Hillsborough Community College bands, McKay Auditorium
<b>Dec. 11</b>	CHILDREN'S WORKSHOP, H.B. Plant Museum, call for information, 253-8861 ext. 400	<b>4 p.m.</b>	ELLEN LANDIS, organ recital, Hyde Park Methodist Church
<b>Dec. 12</b> 4 p.m.	COLLEGIATE CHORALE, Christmas concert, Hyde Park Methodist Church	<b>Feb. 17</b> 3:30 p.m.	U.T. FORUM, location to be announced
<b>Dec. 14-16</b> 6-9 p.m.	CANDLELIGHT TOURS, H.B. Plant Museum	<b>Feb. 20</b> 8:15 p.m.	BONNIE MURRAY, senior voice recital, Ballroom
<b>Dec. 16</b> 8 p.m.	FLORIDA GULF COAST SYMPHONY, duo pianists Richard and John Conti- Guglia, McKay Auditorium, ticket information: 877-7380	<b>Feb. 22</b> 8:15 p.m.	COMMUNITY CONCERT ASSOCIATION, guitarist C.C. Ryder, David Falk Theatre, ticket information: 839-0616
<b>Dec. 16-19</b>	TAMPA BALLET, "The Nutcracker," David Falk Theatre, performance times and ticket information: 229-8637	<b>Feb. 25-26</b> 7 p.m.	BASKETBALL, Sunshine State Conference Tournament at Florida Southern
<b>Dec. 30</b> 8:15 p.m.	HOFFMAN STRING QUARTET, Ballroom		
<b>Jan. 6</b> 8 p.m.	FLORIDA GULF COAST SYMPHONY, Lynn Harrell, cellist, McKay Auditorium, ticket information: 877-7380		

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