Bayboro Briefing: 1990: June

University of South Florida St. Petersburg.
Interim dean resigns

Dr. Karen Spear will leave her position as interim dean of the University of South Florida St. Petersburg to become dean of the School of Arts and Sciences at Fort Lewis College in Durango, Colo., beginning July 1.

Dr. Winston Bridges, coordinator of USF St. Petersburg's College of Education was named new interim dean by USF Provost Gerry G. Meisels. Bridges will assume his new post July 2.

Spear served as associate dean at USF St. Petersburg since October 1988. She was named interim dean in August 1989, after campus Dean Lowell E. Davis suffered a stroke and later died. She formerly was an associate dean of Liberal Education and an English Professor at the University of Utah.

Spear said her professional goals could be better met through the new position.

"The campus faculty, the Campus Advisory Board and the St. Petersburg community" See SPEAR on page 4

New interim dean named

The new interim dean at the St. Petersburg campus of the University of South Florida will be Dr. Winston Bridges, USF Provost Gerry G. Meisels announced.

Bridges will begin his new post July 1.

Bridges, coordinator of the College of Education and an associate professor of education at the St. Petersburg campus, will assume current interim dean Dr. Karen Spear's position. Spear is leaving to become dean of the School of Arts and Sciences at Fort Lewis College in Colorado.

Bridges, 49, began his career at USF St. Petersburg in 1970 as an assistant professor in the College of Education. As a professor of social and philosophical foundations of education, his special interests include the philosophy of education and moral education. Named coordinator of the College of Education in 1981, he has supervised as many as 11 full-time faculty members and 25 adjunct professors and overseen between 50 and 60 courses per semester.

Bridges will continue to serve as coordinator of the College of Education while serving as interim dean, he said.

Bridges' agenda as interim dean will be to implement many of the plans set forth by

See NEW DEAN on page 7
A new graduate program in journalism is being developed at the University of South Florida St. Petersburg.

Beginning in summer session, graduate courses in journalism will be offered at the campus. These courses are the first step toward establishing a new master’s degree track in journalism studies, joining two existing tracks in mass communications – media studies and public relations studies.

All graduate students in mass communications are eligible to take these courses, as are graduate students from other disciplines.

The program is part of an effort to distinguish the campus as a center for writing and literacy, said Dr. Karen Spear, Interim dean of USF St. Petersburg.

The Poynter Institute for Media Studies, a private teaching and research facility adjacent to the campus, has endorsed the program, offering the use of its library and classrooms. Instructors from the Poynter Institute will be available to lecture and advise. Robert Haiman, president of the institute, said the institute is prepared to provide up to four fellowships per year for graduate students to work with Poynter faculty.

Dr. Michael Killenberg, a journalism professor at USF St. Petersburg, designed the program.

“Journalism education frequently is criticized for being unimaginative and outdated. The USF program will be creative and exploratory,” said Killenberg, who envisions the full program excelling in three ways:

- A strong focus on interdisciplinary studies would give students insight in covering complex social issues.
- An emphasis on other cultures would give students more in-depth understanding of a world rapidly becoming more global in perspective.
- Students would be trained to look at the big picture and anticipate emerging problems when covering stories, rather than merely reporting and reacting to a single happening.

“A graduate program in journalism should be dedicated to educating reporters who are acutely sensitive to impending changes and issues and who are sufficiently competent to tell the public what to expect and how to cope,” said Killenberg.

Students would develop a reporting expertise in such areas as international trade, medicine, Third World or urban life.

Some features of the program would be a mentor system in which students would be assigned to outstanding professionals, and topical seminars which would allow students and faculty to react quickly to emerging issues in journalism.

Graduate study in journalism is in high demand, according to enrollment figures published last year in Journalism Educator.

Although USF has a master’s program in mass communications on the Tampa campus, it mainly emphasizes mass media theory and research methods and public relations. The journalism program at the St. Petersburg campus will become the third emphasis in the existing degree program.

The program planned for the St. Petersburg campus will educate a small, select number of highly motivated students. Contact Michael Killenberg at 893-9174 for more information.

Campaign from page 1

Individuals continue to understand the great importance of higher education in our ever-changing society.

"When you consider that this campus has done little or no formal fund raising in the past, it is even more significant that we've been able to raise over $7 million," said Dr. Ralph L. McKay, USF St. Petersburg's director of development.

Gifts to date include a $500,000 gift from Edward L. Cole Jr., $600,000 from Elsie S. Knight and family, $640,000 from Florida Progress Corp., $400,000 from the St. Petersburg Times, and $175,000 from Citizens and Southern Bank. Some of the gifts were matched with state funds through the State of Florida Major Gifts Matching Challenge Grant Program.

Of the $7,034,429 pledged, $5.7 million is slated for endowment purposes including scholarships, professorships and eminent scholars positions. The balance will be used for special projects and specialized equipment.

The campus has already begun the second phase of the campaign by setting a $3 million goal that includes establishing an endowed chair in Judaic studies.

As the campaign progresses, volunteers will expand fund-raising efforts to a general solicitation through direct mail and telephone campaigns.

"The real key to our success," said McKay, "is broadbased community participation. We want everyone to have the opportunity to give - and to learn more about the terrific future of USF St. Petersburg."
A rangey figure ambling the halls between classes, Professor Herb Karl might easily be mistaken for an Old West anachronism—Marshall Dillon of Bayboro.

But aside from his duties as an educator of teachers-to-be and those seeking to enhance their writing skills, Karl is a self-described "closet media ecologist."

He prefaches this intriguing label with "closet" simply because he doesn't claim the specific degree in this nascent discipline. Karl received his Ph.D. from Florida State University and has been a professor of education at USF since 1971.

But there are those who do consider him a media ecologist—the Australians, for instance. Not one to toot his own horn, Karl spent three weeks last fall as a guest lecturer in Australia. There he is a media ecologist worth listening to, so much so the Australians were willing to pay for the privilege. The tour was sponsored by the Australian-American Education Foundation. Not long after his return, he addressed a gathering at a brown bag lunch at USF St. Petersburg.

Media ecology is the creation of Neil Postman, who now heads the graduate program in media studies at New York University. Media ecologists are an amalgam of social scientists, anthropologists, media critics, and—most importantly—general semanticists.

With the average 16-year-old spending as much time in front of a TV set as in a classroom, media ecologists are interested in the effects TV, film, radio and the computer have on all of us. Media ecology looks at how content and form shape the perceptions and thinking of those exposed to it.

There is increasing concern that the electronic media is turning the minds of America to mush. There's nothing wrong

with making a video of Moby Dick, but some students are reluctant to read the book, says Karl. They see no point to it; the video serves as animated Cliffs Notes.

Karl points out, "If we're promoting literacy, then the video is fine as a supplement to the book, not a substitute for it."

Increasingly, the significance of reality is linked to its entertainment value, Karl says. But TV compresses time and distorts reality; problems are solved in the span of a 30-minute show.

"TV is an excellent educational tool; whenever someone turns it on, I immediately look for a good book."

Groucho Marx

Compared to the convenient televised version of life, students often consider reading difficult or boring, Karl says. Rather than pick up a book and exercise their ability to think, they opt for TV torpor.

But media ecologists are interested in all media, and printed media is hardly exempt. As the first media editor of the English Journal, and an inaugural member of the Doublespeak committee, Karl served with John Lutz, author of the bestseller Double-speak. Each year the Doublespeak committee bestows an Orwell award for the most obtuse English phrase. Or as Karl puts it, "stupid language."

Examples include the military's euphemistic reference to the Grenada invasion as a "vertical insertion," and a beleaguered President Carter dubbing his abysmal economic policy an "incomplete success."

Such elusive explanations are familiar to anyone who has tried to make sense of a politician's slippery statements, says Karl.

Frowning, Karl observes, "We're all confronted with this sort of thing in our everyday lives. Try going into a camera shop to buy a modest camera, or even more exasperating, how about shopping for a computer?"

For the uninitiated, the answers provided by sales personnel could just as easily be in Swahili.

"They know it, and they like it that way. The use of cryptic language enables politicians, lawyers and salespeople to keep the upper hand," Karl says. "When pressed for clarity, the response is often a condescending stare which says, 'Have you been living in a cave?'"

Fortunately, there are exceptions. Stephen Jay Gould, the renowned Harvard evolutionary biologist and paleontologist, not only writes for scholarly journals, but frequently contributes to the popular magazine Discover. In evidence on Karl's desk is a copy of A Brief History of Time in which theoretical physicist Stephen Hawking makes cosmology accessible to the curious common man. Sadly, says Karl, the number of experts who make esoteric concepts palatable to the public is a distinct minority.

Hardly an anti-media curmudgeon, Karl acknowledges that just as the printing press was a revolutionary extension of handwriting, and the camera for the eye, the computer magnifies memory. But he questions using the computer to replace teachers.

Yet Karl is not blind to the opportunities computer technology brings to the classroom. He cites international electronic mail as one of the most positive functions of the computer in education.

"Imagine students in this country communicating with those in Europe, exchanging ideas about environmental projects—for about the cost of a Big Mac."

To some degree, this already has been implemented. The Blue Triangle, a project involving U.S. and Australian educators, enables schools from Australia, Canada and the United States to communicate by computer, Karl says.

He even envisions students using computers to research and compose their own textbooks. Although he sees limits to the role of the computer as teacher, he doesn't entirely discount the use of television to instruct students.

"Talking heads have questionable merit, but inspiring series, such as The Ascent of Man, and NOVA, stimulate viewers to investigate further."

Karl believes that a principal task of educators is to "blow the whistle" on the harmful effects that media have on all of us.

"By training youth to be critically analytical, they will be capable of judging the media, and they'll be aware of attempts to turn our fantasies into needs."

Media, used responsibly, educates and entertains; irresponsibly, it enravels, Karl says. As technology accelerates the world's pace, the need for prudent judgment has become more urgent, he says.

Karl cautions, "Media awareness is not a luxury, it's a necessity. We have only our souls to lose."

Bill Ansejo is a graduate student of liberal arts at USF St. Petersburg.
Quick Takes

83 years of service! Three longtime members of the USF St. Petersburg faculty have retired: Dr. William Garrett, a professor of English and a Blake scholar, after 30 years; Dr. Jack Robinson, a professor of education and astronomy, after 27 years; and Dr. John Briggs, a professor emeritus of marine science, after 26 years.

Deserving folks. 18 scholarships and four fellowships were given to USF St. Petersburg students in April at the second annual alumni/scholarships awards dinner. Robert Haiman, chairman of the Campus Advisory Board, received the Dean's Citation Award for outstanding service to the campus.

Silver Season. The campus is swinging into its 25th anniversary this fall. Watch for details on upcoming events.

That's dedication. The Campus Activities Center dedication on Jan. 26 ended with the unveiling of a huge banner declaring "There's Class in St. Pete."

Spear from page 1

Community have extended extraordinary friendship and confidence in my leadership. Both personally and professionally, I deeply regret departing from that kind of support," Spear said.

Spear's work at USF St. Petersburg earned high praise.

"Dr. Karen Spear has provided excellent leadership as interim dean of the St. Petersburg campus, following Dean Lowell Davis' untimely illness and death," said Meisels. "We will miss her insights and her leadership on issues of liberal education as well as her talents as an administrator."

Spear is credited with helping launch an extensive public lecture series on urban issues that brought a new level of prominence to the campus. She also has been working to establish a National Writing Project site at the campus, a program tied to the Poynter Institute for Media Studies that is planned to begin in 1991. The program will offer writing workshops for teachers, in conjunction with a summer writers' camp for Pinellas school children. Other projects in the offing include the development of a business minor for liberal arts majors and a liberal arts minor for business majors.

A national search for a permanent dean will be initiated in the fall. A permanent dean will assume office by mid-1991.

Putting prejudice in perspective

Women's Studies stirs interest

By Deborah Kurelik

There's a sense of urgency about Dr. Ruth Whitney that is evident the moment one steps into her classroom. Whitney, an adjunct professor who teaches women's studies at USF St. Petersburg, speaks swiftly and purposefully to her class about the changes in women's roles throughout the course of history.

In her view, there's no time to waste.

"Women's history was very neglected, and a lot of it was lost," Whitney tells her class. "Published books written by early women were belittled and devalued and went out of print. As feminists, we can't let that happen anymore."

She recaptures that erased history for her students, with verve.

"I love these women and I hope you will, too," she says as she covers the territory from women as earth goddesses to women as CEOs. Notable feminists as well as the obscure all have a place in the course.

The course marks the first time USF St. Petersburg has officially offered a women's studies class at the campus, and Whitney is trying to establish an undergraduate program on women's studies here.

"There's so much to tell you and we don't have enough time," says the bespectacled, middle-aged woman who smiles often and gestures spiritedly with her hands to punctuate her remarks.

The thrust of the course, American Women II, is about prejudice against women. The biases against poor and minority women, reproductive freedom and the feminist movement are examined in detail. Wife-beating, child-abuse and incest, and "If we say what we're thinking out loud, society's responses to them, are also studied.

American Women II is also considered a history course, but Whitney is not big on dates. She points to 1848 as the year of the first women's convention in Seneca Falls, N.Y., when Elizabeth Cady Stanton and Susan B. Anthony introduced the women's bill of rights including the right to vote.

And she talks about 1920, the year the suffragettes finally got the vote.

"What is significant about the two dates," Whitney says, her voice swelling with controlled anger, "is that it took 72 years for women to get the vote. That is outrageous."

Although she delivers a brief, snappy lecture at the start of each class, the podium doesn't appeal to Whitney - she is more interested in what her students have to say. During her opening remarks, she refers often to the discussion period that follows, as if it is her raison d'être.

She spends as much as an hour and a half of each two-hour session on class discussion - an acknowledgment that students are intelligent enough in their own right and can learn from each other as well as the teacher and the textbooks.

"Lecturing is an oppressive method, assuming the teacher is the know-it-all, and the student like an empty glass that needs to be filled," she says. "Education is supposed to empower students, not crush them."

She finds her students say a lot about the "thinking" questions she poses for discussion. Is the personal political? Are politics and morality inseparable? Are we rendered powerless by our prejudices?

She doesn't provide the answers. She prefers students to come to their own conclusions, which she says are just as valid as hers.

"I don't pounce on them for their prejudices. Often we're not even aware we have prejudices because they are rooted so deeply inside of us."

"If we say what we're thinking out loud and hear other points of view on it, then we can possibly rethink our positions."

She has created a "safe" environment where class members can spill their thoughts.

"Too often students will say all sorts of things over coffee, but are more guarded in class," says Whitney. "This group is close. We've created a comfortable rapport that leads to honest discussion."
But if there were a barometer measuring bigotry in the class, Whitney says, it would read like this: Sexist comments seem more acceptable than racist comments, and it seems that students are biased against welfare mothers and gays.

She hopes the discussions bring about a shift in consciousness that is prejudice-free.

"Our prejudices keep us separate, yet all fates are interconnected. Feminists make connections."

The frank discussion periods do set the stage for consciousness-raising, however—sometimes when the class least expects it.

One day, the discussion shifts to gay people and Whitney asks for some reaction from the class. The assigned readings strongly imply that Jane Addams and Lillian Wald, two progressive social reformers who established successful settlement houses in the early 1900s, were lesbians. Does this, asks Whitney, demean the significance of their work?

"So we agree there is prejudice against homosexuals in society," she says. "I don't ask you to admit your own prejudice, but what do you think about homosexuality?"

One woman says some of her friends are gay but she doesn't think it's normal.

"What's normal?" retorts a young man.

Another young woman says the sickness is in the person who can't accept some people are gay.

"I wouldn't touch the subject with a 10-foot pole," says someone else.

Then one woman speaks up. "I am a gay woman," she says matter-of-factly. "But I feel more homophobia today than I've ever felt in my life."

It's the first time USF St. Petersburg has offered a women's studies course at the campus, and the class is filled. Women of all ages, and two men, sit the chairs.

But Ruth Whitney, the adjunct professor who teaches the course, is not a neophyte with the material. She has taught women's studies at Rutgers University, Eckerd College, the University of Tampa and USF's Tampa campus, where a complete bachelor's degree in women's studies is offered.

American Women II has been so successful at USF St. Petersburg that Whitney has been invited to teach another class in the fall, an introductory course to women's studies. Her goal is to get a full-fledged undergraduate program established on the campus.

Whitney's been an activist for 30 years. An adventurer and idealist who was one of the country's first Peace Corps volunteers, she spent two years in West Africa with the Ashanti tribe.

She's a freedom fighter who worked for civil rights in the 1960s and the civil rights movement in the 70s. She also joined the feminist movement in the 70s, after reading about a New York march for women's rights.

"I remember hesitating before I joined, wondering what kind of women would be there. Would they be wearing horns?" She raises her forefinger and little finger over her head, waving them devilishly.

"What I saw were women who were trying to correct injustices against women. The more I attended NOW meetings, the more I became aware of the injustices."

Some of those wrongs included the lack of female representation in government and job discrimination. In the late 1970s, just 7 percent of women were doctors, just 4 percent were lawyers. Violence against women was escalating in the form of rape, incest and wife-beating.

Whitney set to work. She campaigned for Shirley Chisholm, who in 1972 was the first black woman to run for president. In early 1979, she resigned from Rutgers University to spend the next several years working full time to get the Equal Rights Amendment ratified. She saw its defeat in 1982.

She remains effusively optimistic, and frequently draws on women's history to keep buoyant her goals.

"Part of what gives me hope is in the history. Patriarchy has been going on for thousands of years. These women kept fighting and fighting—I admire people who keep up the good fight."

She is writing a book, Love, Be Safe, and Grow, about how people can be more loving and less destructive. Whitney has a great vision of the way life would be: Homes would teach love, schools would teach equality and justice, and a social system that affirms love for self and others would be replaced by the current one that values "power over" above everything else.

She believes it will happen, although maybe not in her lifetime. Meanwhile, she works on a more concrete agenda locally. She is active in the St. Petersburg chapter of NOW, the National Organization for Women, and is a crisis counselor for rape victims.

She sits on a county-wide task force on domestic violence, and the Pinellas County Health Department's rape advisory council. She helps organize "Take Back the Night" rallies that protest violence against women and children in the streets and in the homes.

"We know women do get beaten and do get raped in their homes. We've got to stop the violence now."

Her efforts have led to more sensitive treatment for rape victims in Pinellas County, and to more harsh treatment for domestic violence offenders. She has lobbied for and gotten passed a county-wide "Preferred Arrest" policy toward spouse abusers. If police respond to a domestic violence call and there is probable cause, the suspect must be arrested. Whitney and NOW are also working to set up a mandatory 26-week counseling program for spouse abusers.

"Studies show that arrest is the best way to reduce domestic violence. If we can get them into counseling, that is two ways to stop the violence in Pinellas County."

She also is working to ban corporal punishment in the schools.

"The feminist movement is good people with good values who are working to make a better world. We want respect and dignity for women, children and men - for all people. I believe we can make the changes."
Sixteen years ago, there were no women faculty members in the USF College of Engineering.

Then along came Dolly Gooding. A maverick in the male-dominated world of engineering, she likes to say there's nothing a woman can't do.

She should know. She became an engineer before women were accepted in the profession. She now directs USF's Engineering Technology Program, overseeing engineering programs on four campuses.

"A lot of students come up to me and say, 'I've never met a female engineer before,'" Gooding says. "There still are a lot of myths out there about women engineers."

Myths that paint women in unglamorous shades. Murky assumptions like women can't handle the work. They don't have the mental capacity for math and science. Or, they are too emotional for a high-pressure job.

The sexism starts in elementary schools, she says.

"In the books, every woman is a nurse or a teacher. There is no exposure to engineering as a career." She says guidance counselors also tend not to push engineering as an option to female students.

The result is that today's women engineers don't hold top management spots.

"The top managers didn't go to school with women, and they weren't exposed to women" as colleagues, she says. "Men at the top are not necessarily intentionally non-supportive of females. I think they just need to be educated."

But things are changing.

"In the past eight years, a tremendous number of women have entered into the engineering profession," Gooding says. "There is room at the top. Women just need to reach up."

A cautionary note creeps into her voice.

"But if women are going to make sexism a defense, they're not going to make it. Being a woman isn't the issue, being a good engineer is."

Across the country, 22 percent of all engineering students are female. Male engineering students are competing for top graduation honors with women. They're competing for scholarships, and working with women who hold offices in student organizations.

She predicts the next wave will make the difference.

"When these fellows move to the top, women will move right along with them. Women have the aptitude, the intellect and the go get 'em that is necessary," Gooding says. "And women need to show other women, and men, that they can be leaders."

Gooding has proved this point. This polished professional doesn't take a backseat to anybody.

For 13 years, Gooding was virtually the only female faculty member in the USF College of Engineering. Before that, she was one of only a handful of female students taking engineering classes at USF.

While a student in 1971, she founded the Society for Women Engineers, a statewide support group whose members encouraged each other to pursue a field where few women dared to venture.

It took Gooding a year to form the group - she first had to scour the state to find enough women at other universities who were taking engineering classes. She finally found 12. They became mentors to other women, and made presentations about engineering careers to high school girls. Today, the society has chapters popping up all over Florida.

In 1972, Gooding co-founded the USF Engineering Expo, an impressive annual event run by students that promotes the engineering profession to high school students and the public.

Professors and engineering professionals in the private sector started paying attention.

"I was noticed and I was remembered. But I knew that if I didn't perform well, that would get around extremely fast, too."

In between her projects and studies, she worked closely with the Yugoslav scientists who come to USF. When the scholars return to their homeland, they often fill key positions in government and education.

"I'm a macro-person. I like to organize a project, and then see it grow and develop into something." Gooding thinks her biggest accomplishment was inspiring her offspring. One of her daughters is a civil engineer and another is studying electrical engineering. Gooding is urging her youngest daughter to consider the profession as well.

"I keep telling my youngest she should go into mechanical engineering - we would have four disciplines covered and we could open our own firm."

"I felt I could make a bigger contribution to the profession by being the role model women needed," she says.

So she began setting some examples.

While teaching in the Industrial Engineering Department, she got a grant from NASA and created a program that provides university and space-oriented technology to industry. The NASA Southern Technology Applications Center has since grown so large it now has a full-time director who works with hundreds of companies across the state.

Gooding also implemented a Yugoslav exchange program at USF. She began by sending four USF engineering students to Yugoslavia each summer for study. Now she works closely with the Yugoslav research scholars who come to USF. When the scholars return to their homeland, they often fill key positions in government and education.

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Painting the town green ... and merry
Singers bring musical comedies to elderly
By Deborah Kurelik

E very year around St. Patrick's Day, the USF St. Petersburg Singers paint the town green.

The shamrock-toting singers take their show on the road, stopping at 15 area nursing and retirement homes to share some music and, of course, a good bit of the blarney.

In December, the singers trade their shamrocks for Christmas costumes. They spread their cheer by crooning carols and performing skits at 25 senior citizen centers and nursing homes.

The slightly schizophrenic troupe comprises about 20 alumni, staff, faculty and students. Although some of the faces have changed, the group has been performing for 17 years. The members say they can't help themselves, bound as they are by an abiding love of Celtic music that peaks in spring, and by their annual addiction to Christmas noels.

"Early on, we felt that USF had the obligation to be good neighbors. We wanted to give back to the community some of what USF receives," says Sudsy Tschiderer, the troupe's director and coordinator of student services at USF St. Petersburg.

One might call the group a rent-a-party with no fee. "We like to be something of a spectacle," Tschiderer says.

The group relies on the musical comedy format to entertain, but adds quirky twists that breathe life into tired fare. The win-some productions, a little corny but clever, are unfailingly upbeat, reminding one of Bob Hope's specials.

The titles of the shows are telling. The Case of the Missing Mistletoe or Irish Seaside Shenanigans foreshadows the madcap plots.

The original scripts are written by group members, although Tschiderer, the self-described "wicked witch with the poisoned pen," does the final editing.

The Singers often spoof famous characters. Between rounds of Jingle Bells, for instance, Inspector Clouseau, Sherlock Holmes and Dr. Watson search for the missing star of the annual Christmas show in Any Town, U.S.A.

Other characters apt to pop up during a performance are Mae West, Greta Garbo, Judy Garland, Judy Holliday, The Tin Man, and Charlie Chaplin — all on one stage, trilling traditional tunes that glue the 45-minute show together.

A St. Patrick's Day offering might combine old American cowboy songs with Irish folk music. A rousing jig caps the performance.

There are plenty of poignant moments as well. Tschiderer recalls the day she was on stage singing a solo when a wheel-chair bound man in the elderly audience began wailing, loud and long.

Nurses, with tears streaming down their faces, rushed to the man. A rattled Tschiderer gamely kept up her part of what now is a discordant duet, and the USF St. Petersburg Singers continued with the rest of their show. Afterward, the troupe learned the man's moaning was his first sound in six months.

"The show, and especially Tschiderer's solo, had triggered the man's memory enough to evoke the deep response. "I considered that a wonderful present to myself," Tschiderer says. "Each member of the group has a special memory like that."

During their many programs, the troupe has encountered audience members who performed in vaudeville or with the Ziegfeld Follies. Once the singers performed for a woman who was formerly with the Metropolitan Opera. "If that didn't put us on edge!" Tschiderer says.

These encounters keep the troupe humble, she says.

"The audience may look aged and frail, and their bodies may be in pain, but they have had rich and diverse lives. It gives you perspective on the continuum of life — every piece is valuable."

New dean from page 1

Spear and the faculty during the 1989-90 academic year, he said, "We need to continue to develop some of the recent themes that center around our interdisciplinary potential," Bridges said.

He intends to revive an honors program on campus that was discontinued in 1984 when university officials made it a four-year program. He also plans to establish a business minor for liberal arts students, and nurture the growth of public lecture series such as the recent program on cities and urban problems.

"We need to provide more outreach to the community through our offerings and courses," Bridges said.

Bridges' professional affiliations include: The American Educational Studies Association; Southeast Philosophy of Education Society; John Dewey Society; Florida Educational Research Association; St. Petersburg Singers: A rent-a-party with no fee. Says director Sudsy Tschiderer, in foreground, "We like to be something of a spectacle." the faculty during the 1989-90 academic year, he said, "We need to continue to develop some of the recent themes that center around our interdisciplinary potential," Bridges said.

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the community through our offerings and courses," Bridges said.

Bridges' professional affiliations include: The American Educational Studies Association; Southeast Philosophy of Education Society; John Dewey Society; Florida Educational Research Association; Florida Foundations of Education and Policy Studies Society; and Kappa Delta Pi honor society. Bridges is also outgoing president of the board of directors for Head Start of Pinellas County, a program designed to meet the educational needs of disadvantaged children. The Pinellas Head Start is considered a model program across the country.

Quick Takes

Commencement 1990 featured founding dean Lester Tuttle Jr. and 500 graduates who received degrees. Bandit, a dog used in therapy to help communicate with emotionally disturbed children, stole the spotlight as he strode the stage to graduate along with owner and pet therapist Irene Seybold.

Birth and Rebirth: The Cycle of the City, a 13-week public lecture series on urban problems that featured such notable speakers as urban critic William Whyte and Pulitzer-Prize winner Frances Fitzgerald, was so successful that another series is planned for spring semester 1991. The lecture series will focus on the Bill of Rights, coinciding with its 200th anniversary.
Make your commitment to USF St. Petersburg now

By Ralph McKay, development director

This is my last column for Bayboro Briefing. I will be leaving USF in June to accept the challenges of raising a $10 million endowment for a private, liberal arts university.

As I look back over the last 3½ years, I am deeply gratified with the success we have had in raising over $7 million during the first phase of our comprehensive campaign: “Opportunities for Excellence.”

But what’s ahead for USF St. Petersburg is even more challenging. Phase Two of our campaign is already underway, and our goal is to raise over $3 million, including a chair in Judaic Studies for the St. Petersburg campus.

What I would like you to consider is a commitment to the St. Petersburg campus. We have made every effort over our 25-year history to offer to the community quality academic programs, stimulating special events such as the recent lecture series on cities and urban problems, the Brown Bag lunch lectures and inspiring Alumni/Scholarship dinners.

During our recent Alumni/Scholarship awards dinner, I encouraged the 350 people assembled for the dinner that if they had been thinking about making a commitment to the university, they should do it now. “When you look around the room and realize,” I said, “how much each donor’s contribution has meant to the students of USF St. Petersburg, and to the individual donors represented here, you appreciate the benefits of giving.” I assure you that your contribution to this university will go on forever helping its students and its programs.

What USF needs at this point is more people making financial commitments to its future. A contribution to our scholarship fund will enable more and more students to successfully complete their education. A contribution to our annual fund will enable us to enrich the quality of our academic, as well as our special events programs.

So, if you have been thinking about making a contribution to USF, whether it is to show your appreciation for its service to the community, or to ensure its financial future, do it now. We need you. We would like you to be a part of our growing community family, which over the last decade has grown beyond most peoples’ expectations. Join in by making any size contribution. Use the enclosed coupon and send it today.

On behalf of the nearly 3,000 students on the St. Petersburg campus, I thank you very much.

_______________________________
USF St. Petersburg campus administrators:

Karen Spear
acting dean

Ralph McKay
development director

Herm Brames
director of finance and administration

Steve Ritch
director of student affairs

Sam Fustukjian
director of Poynter Library

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ADDRESS CORRECTION REQUESTED

The University of South Florida is an affirmative action equal opportunity institution.

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