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Longwood

A MAGAZINE FOR THE ALUMNI
AND FRIENDS OF LONGWOOD COLLEGE



THE WRIGHT STUFF ...

HELEN CODY WRIGHT,
CLASS OF 1938

From the Editor

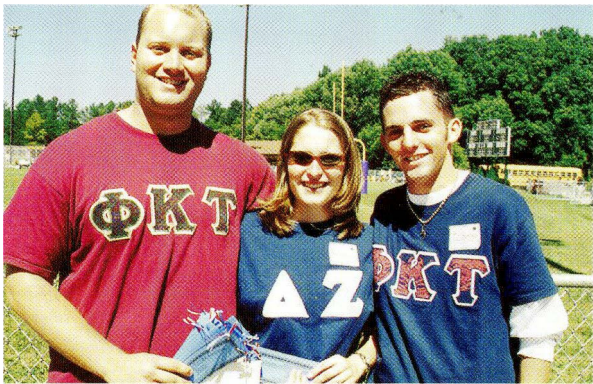


A NEW GENERATION OF LEADERS

The primary mission of Longwood College is to develop “citizen leaders who are prepared to make positive contributions to the common good of society.” That goal was abundantly clear recently during Citizen Leader Day as students rallied in support of the victims, survivors, and families who suffered from the September 11 terrorist attacks on America.

Originally, the focus of Citizen Leader Day was to participate in the national Coastal Cleanup Day, according to Sarah Schoper, Assistant Director of Leadership Programs and Commuter Affairs. “We were planning a program that would include a presentation by Katie Register, Executive Director of Clean Virginia Waterways, followed by a clean-up operation on the Appomattox River ... but Tuesday changed all of that.”

After the devastating terrorist attacks on New York City and the Pentagon, Schoper and her student leaders decided to refocus the efforts of Citizen Leader Day. “This was a unanimous and cooperative decision – our students felt the need to do something to help,” said Schoper.



On the Friday night following the attacks, over 1000 students gathered in front of the Lankford Student Union to participate in a candle light vigil. Students were encouraged to share their feelings about the recent events. Many read poems, but most spoke from the heart about how this tragedy had affected them. Following a stirring rendition of “Amazing Grace” by student Jessica Jones, the students began a slow candlelit progression around campus.

I joined our students on this walk of remembrance around campus and I was impressed by their sincerity and heartfelt sympathy. Although this generation has never faced the uncertainties and fears that earlier generations have, I believe they are up to the challenges ahead.

On Saturday morning, students made red/white/blue remembrance ribbons and sold them around town while other students visited local businesses to solicit donations for relief and recovery. All proceeds were sent to the American Red Cross and, according to Schoper, the students raised \$4,455.62.

The *Greatest Generation* might be a tough act to follow, but these Longwood citizen leaders are off to a good start.

DENNIS SERCOMBE
EDITOR

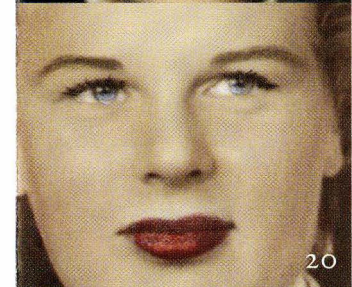
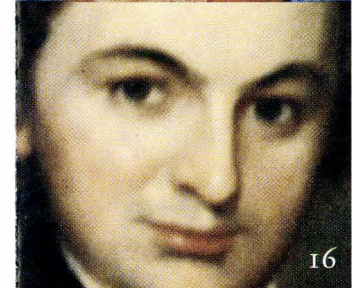
Longwood Students Matt Youngsma, Lori Beauchamp and Bryan Goode sell ribbons for the Red Cross.

Longwood

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Cover Photograph of Helen Cody Wright '38 by Kent Booty.



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From the President

DEAR FRIENDS:

IN AUGUST, LONGWOOD EMBARKED UPON A NEW ACADEMIC YEAR WITH OUR LARGEST ENROLLMENT EVER – 4000 STUDENTS – and with designs underway for growing, rebuilding and unifying the campus.

That optimism continues but has been tempered by events on September 11. Each of us has been touched by the terrorist attacks in some way. Many of our students have friends and family who work at the Pentagon; some friends worked at the World Trade Center. One of our students, Laura Henry, is spending an honors semester in New York City. She was in the subway close by when the first tower was hit. Laura was stranded in Manhattan for hours but was unharmed. September 11 was her twentieth birthday. Alumna Kaddy Feast '91 saw the towers burning from 5th Avenue and 48th Street and then was evacuated from Rockefeller Center as Manhattan shut down. Kaddy also was unharmed. And finally, we sympathize with the family, friends and colleagues of Longwood alumnus Joe Anchundia '97, who was killed in the World Trade Center.

Each of us now has an altered perception of our nation's future. The country's economy was, and will continue to be, altered by the counterattack on terrorism. But our goals for Longwood have not been altered. We are proceeding with designs for rebuilding Grainger Hall and the Ruffner complex as well as for converting Pine Street to Brock Commons. I anticipate that, within two years, the Longwood campus will be transformed.

In addition to providing gathering spaces and improved facilities, we want to give our students scholarships and expanded programs and more of the most talented faculty we can find.

Thanks to support from alumni and friends, Longwood is advancing toward these goals. Fiscal year 2001, which ended on June 30, was the most successful fundraising year in the history of the college, with over \$6 million in gifts from 7,490 donors. I am proud to say that, at Longwood, 29 percent of our alumni are annual donors compared to 19 percent at similar institutions. The Rotunda Fund, at the beginning of November 2001, had reached \$388,221. As I have said before, our students become donors because we are a "name-brand" institution and our alumni support our goals and aspirations – we give them a reason to give.

Longwood magazine gives you a closer look at some of our programs, students, faculty and alumni. Features in this issue on alumnae Helen Cody Wright '38, Patricia Stewart '41 and Kathleen Ranson '36 reveal lives of character and leadership. Our School of Education and Human Services and Dr. David Smith as dean are recognized as national players in issues of education and teacher preparation. Our students in internships and practica make Longwood proud. I take heart from what I see exemplified here – dedication and excellence. I hope the magazine conveys some of this encouragement to you.

Please do not hesitate to write, e-mail or call with your questions, comments and ideas. We are a better institution because of the guidance of those we serve.

PATRICIA P. CORMIER
PRESIDENT



HELEN CODY WRIGHT,
CLASS OF 1938

THE WRIGHT STUFF ...

81-YEAR-OLD ALUMNA MIXES TEACHING CAREER WITH CONCRETE BUSINESS

KENT BOOTY
ASSOCIATE EDITOR

HELEN CODY WRIGHT IS NEARLY 82, taught school for 36 years, and for more than 20 years has run a successful concrete business behind her home in Amelia County, where she's lived for all but the two years she attended Longwood in the late 1930s. She works 12 hours a day, five days a week, and has no plans to slow down.

"I'll keep working as long as I'm physically and mentally able," she says. "I don't know how long that'll be. I had never been to the hospital until I broke my hip in June of 2000 and had to have a hip replacement. The accident happened here at the plant. I was in a hurry, hooked my foot and stumbled. I was back at work in five weeks, though."

Mrs. Wright is the president of W.F. Wright Inc., which operates as Wright's Ready Mix and was started in 1964 by her late husband, William Francis Wright, whom she refers to as "Mister Wright." The only office employee except for a woman who helps with the bookwork in the afternoon, and whose father she taught, Mrs. Wright answers the phones, takes orders and directs her drivers via radio.

"Let's just say I manage the office," she says. "I get over here every morning between 5:30 and quarter to 6, and I stay until the last truck comes in at 6, 7 or whatever. I have about a 12-hour day, most of the time. I have a Richmond

phone line and an Amelia line, and one of them's ringing most of the time. I'd be lost if I didn't have the business. I enjoy working and enjoy contact with the public. When Mister Wright gave me the business, I was determined that it wouldn't go backward, and it hasn't. It's grown, which is the reason for the long hours I put in. I didn't want to let it go."

The business is in a bucolic setting at the crossroads of routes 669 and 681 in the Truxillo (*pronounced Trucks-illo*) area of Amelia, within sight of Truxillo's Store and less than 100 feet behind the brick house where she's lived for 67 years. She was born in a house on the same spot; the one there now replaced that one after it burned down in 1934. "So, I'm a native of Truxillo," says the woman who'll turn 82 on December 20.

Mrs. Wright, who is distantly related to the legendary William F. "Buffalo Bill" Cody, is the epitome of a dignified Southern lady, and several times during an interview she modestly protested that she wasn't worth a story. "I really don't think I have much of a story to tell." To one question, she responded "Are you writing a history of the company?" Nevertheless, in between phone calls and employees dropping into her office, she talked about both of her careers.

“For years I had my office in the house, but I needed more space. This (office) used to be the lean-to section of an old barn. I just closed it in and made it into a garage at one end, where we store and work on the equipment, and an office on the other end.” Asked the distance between her back door and her office, she glanced out the office window next to her desk. “Why, it’s no more than a ’hoop and a holler.”

“When Mister Wright started the business, I kept the books and helped full-time in the summer. I did the office before and after school. I helped full-time beginning in 1974 after retiring, as Mister Wright’s health declined. He retired about 1980, and since then I’ve had complete management.”

She attended Longwood, then the Farmville State Teachers College, from 1936 to 1938 and graduated with a Normal Professional certificate, a two-year program for future teachers. “That’s the longest I was away from here, the two years I was at Farmville.” She attended several summer school sessions at Longwood and night classes at the University of Virginia and the Richmond Professional Institute (now Virginia Commonwealth University) to renew her teaching certificate. “All I ever wanted to be was a teacher. My 6th grade teacher, Mazie Lee Hines, also a two-year Longwood girl, had inspired me to be a teacher. She was the best teacher I ever had.”

The first five years of her career, Mrs. Wright taught 3rd through 5th grades at Promise Land School, a three-room school. “The School Board had a rule then that if you had attended school in the village (Amelia Courthouse, five miles away), you couldn’t teach in the village, because you might know some of your students. That rule was rescinded and then I moved to Amelia Elementary School in the village, where I taught 4th grade for 24 years. Later, I taught 4th grade at Russell Grove Elementary for seven years and retired in 1974.”

Amelia Elementary, no longer a school, is called the Hindle Building and is used by the Amelia Historical Society for art shows and classes. Russell Grove, which had been a school for African-Americans before integration, currently houses Amelia Middle School.

“I loved every day I taught. Some days were better than others, of course. I keep in touch with lots of former

students, and some are customers. Some visit me regularly, which I enjoy. Some of the students I taught, I wouldn’t have given you two cents for in the fourth grade, but they have done remarkably well.”

Among her students were Judge Valentine Southall, the Juvenile and Domestic Relations Court judge in Amelia; Dr. Betty Jo Simmons (’60), a longtime Longwood education professor and former Amelia County School Board member;

Dr. Helen Warriner-Burke (’56), a current member of the School Board and former supervisor of foreign languages for the Virginia Education Department; and Darlene Selz, the chief financial officer of the Longwood Foundation.

“Mrs. Wright is one of the primary reasons I decided to be a teacher,” Dr. Simmons says. “Of all my early teachers, she’s the one of whom I have the fondest memories. She did a wonderful job teaching Virginia history. She was not only an effective teacher, but she’s always been such a gracious lady, and someone who was interested in rural kids.”

Wright’s Ready Mix makes and delivers concrete and also septic tanks. The company has 16 employees and nine trucks. At least once a day, and sometimes two or three times, their supplier, Roanoke Cement Co., delivers cement and blows it, hydraulically, up into their silo, where it’s mixed with sand, stone, water and various admixtures. The yellow silo, just behind the office, can hold three tanker loads of bulk cement. The tanker usually delivers 55,000 pounds.

“When Mister Wright started the business, I kept the books and helped full-time in the summer,” she says. “I did the office before and after school. I helped full-time beginning in 1974 after retiring, as Mister Wright’s health declined. He retired about 1980, and since then I’ve had complete management. He died in 1984. I’m proud of the business. We have customers not only in Amelia, but also in Chesterfield and Powhatan, and even in Nottoway and Cumberland. Before we started, if you wanted cement in Amelia you had to go to Blackstone or Crewe, and sometimes you had to wait several days.



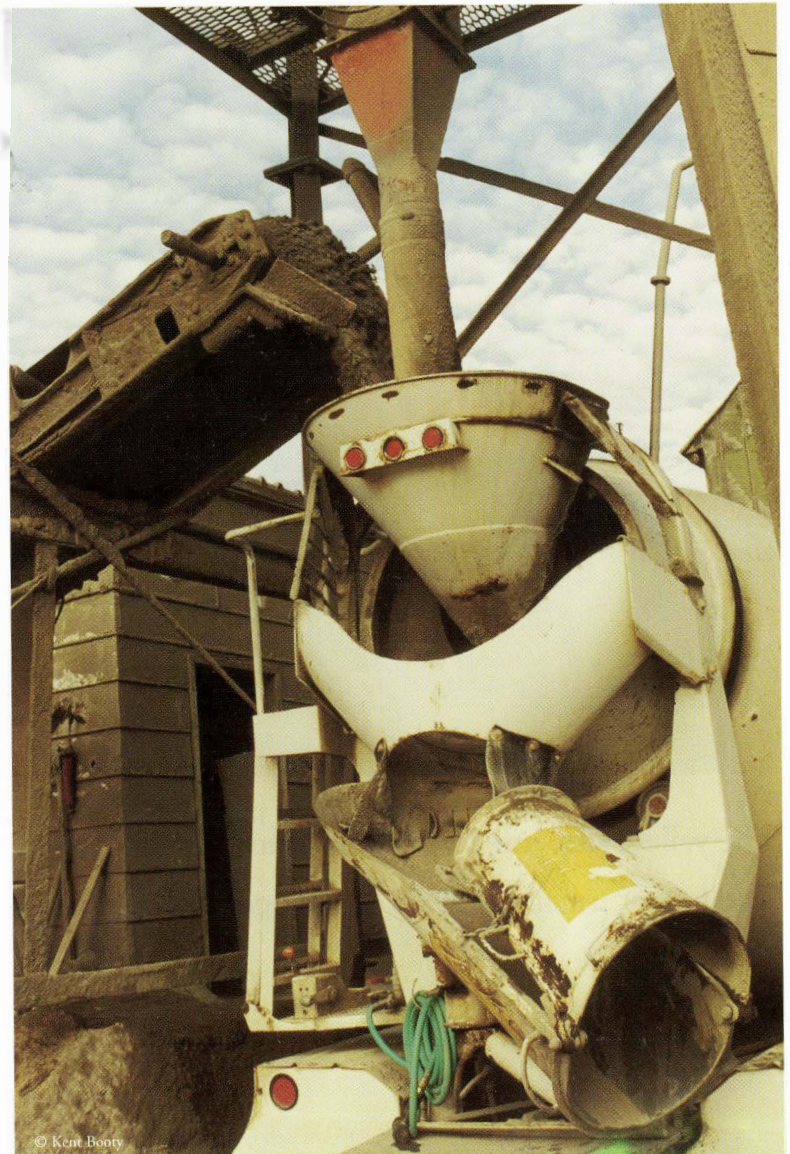


The yellow silo, just behind the office, can hold three tanker loads of bulk cement. The tanker usually delivers 55,000 pounds.

WRIGHT'S
READY-MIX
561-2721 OR 739-2128

AMELIA, VA.

© Kent Booty



© Kent Booty

We started with one used truck, then several used trucks – we would drive ‘em all day and work on ‘em all night. Then we got to the point where we could buy new trucks. We have three drivers who have been here more than 30 years. We don’t have much turnover.

“As a teacher, I had a reputation as a strict disciplinarian, but I don’t think I’m as strict with the business, though the other day I told one employee I was

For about 20 years Mrs. Wright has served on the board of directors of the James L. Hamner Public Library in Amelia. “I’ve always been interested in children’s literature and I funded the children’s reading room in that library, which was named in my honor last July. I’m proud of that.”

She also is a member of the Amelia Industrial Development Authority, the Amelia Business Association, the DAR, and the Virginia Historical Society, and she is a charter

“As a teacher, I had a reputation as a strict disciplinarian, but I don’t think I’m as strict with the business, though the other day I told one employee I was going to make him stand in the corner.”

going to make him stand in the corner,” she says, smiling. “Jim Teneffoss is our vice president and will eventually take over. He’s been here since very shortly after we started. His son Randy also works in the business.”

Jim, who took a break from doing welding on a truck to give a visitor a tour, was asked how long he’s been with the company. “Forever,” he laughed. In January of last year he flew to Minnesota to pick up the company’s newest truck, which weighs 30 tons full and 15 tons empty. “They’re not hard to drive,” he says. Most of their trucks are made by International Harvester, and all are adorned with the company’s logo on both sides of the cab: a black, oval-shaped “Wright’s Ready-Mix” sticker superimposed over a horizontal red line, with thin blue lines above and below.

Mrs. Wright was asked if it’s unusual for a woman to run a concrete business. “Everyone refers to it as ‘Miz Wright’s Concrete,’” she replied with a smile, adding that most women in this line of work run a business with their husband rather than on their own.

Mrs. Wright has established scholarships at Longwood; Richard Bland College, which was named for an ancestor of her husband’s; and Amelia County High School (ACHS). The Longwood scholarship, which is endowed and was created in 1990, is awarded annually to an academically deserving student from Amelia. The ACHS scholarship is given to graduates who will attend Longwood, William & Mary, or a trade school. “Most of those scholarships have gone to sons and daughters of former students,” she says. “I taught the mother *and* the grandmother of one. Another recipient, Roy Lankford, went to Nashville diesel school and returned to come to work here as a mechanic.”

member of Tau chapter of Delta Kappa Gamma, an education honor society. In 1995 she was selected to the Amelia High School Hall of Fame, for which one must be an exemplary role model for youth, and has served on the First Virginia Southside Bank’s board of directors for several years.

Mrs. Wright is unabashed in her love for her longtime surroundings. “My brother, who moved away from here, once told me I was in a rut; I said it’s a comfortable groove. I’ve always liked Amelia and have always been interested in its history. Huntington Church, the oldest church in Amelia, which probably dates to before 1750, was located on what is my property (she owns 400 acres). When they named the road out in front here, I recommended that they name it Huntington Church Lane, which they did. The first Amelia courthouse, which began in 1735, was only 200 to 300 yards away, on adjoining property.

“My only real hobby is genealogy. I have a season ticket to Swift Creek Mill Playhouse, and, through my husband’s nephew, who grows Polled Hereford cattle, about every other year I go to meetings around the country of the Polled Hereford organization. I like cattle and really want to be a farmer, I guess. I’m also interested in boating. Mister Wright and I used to have a 35-foot boat that we kept in Gloucester, but he got rid of that. Then we got a 28-foot boat, which I also got rid of after he died.”

In front of Mrs. Wright’s home is a 35-foot flag pole with U.S. and Virginia flags. “Every year on Mister Wright’s birthday, May 5, I put up a new (U.S.) flag, since he was a veteran (he served with the Army in New Guinea in World War II). They last about a year. When I give people directions, I usually tell them about the 35-foot flag pole.”

Rachel Thomas has always been fascinated by the Land of the Rising Sun. In an internship there this past summer, the senior finance major from Lynchburg studied the language and soaked up the culture.

She participated in the traditional bamboo craft of making flower vases, did some origami and calligraphy, tried on a kimono, and slept on a traditional Japanese mat. "It's a beautiful country. Sweet people. Culturally rich," she says.

Rachel was the first Longwood student to take part in a seven-year-old internship program sponsored by the International Communications Institute in which American involvement is coordinated by the Center for International Business & Studies (CIB). The CIB is a subsidiary of HANCOCK INTERNATIONAL, Global Investments & Exports, whose president, Dr. Samuel Lee Hancock of Richmond, is a member of the Corporate Advisory Board of the School of Business and Economics.

"The students go to learn conversational business Japanese and the culture," says Dr. Hancock, an Asia specialist. "It involves intensive language study and a cultural overview."

Rachel's internship July 2 – 21 was based in Nabari, a city of about 85,000 in Mie Prefecture (a prefecture is similar to a state), 45 minutes from Osaka. In the mornings she took language classes, and in the afternoons her professors took her and others to businesses and cultural sites. Her host family picked her up in the evening.

"It was me – the lone American – and 11 Danish students, from the Copenhagen Business School. Only one of the other Danes was in class with me; the others had had language training in their program. I still talk (via e-mail) to all of my three language teachers, one in particular, and to my host family, Jara and Natsuko Fujiyara. He's an elementary school teacher and she's a part-time translator for her father's company. She studied English in the United States about 10 years ago."

Nabari, she says, is small for a Japanese city. "It's comparable to Lynchburg. Nabari has a McDonald's; I didn't like the teriyaki burger, but the french fries were pretty good. The area around Nabari is the birthplace of the art of Ninja." Nabari was chosen because it's close to Osaka, Japan's business capital, and the nearby city of Nara is "the Jamestown-Williamsburg of Japan," says Dr. Hancock.

Even though Rachel's host family lives in a modern two-story house, her sleeping arrangements bowed, figuratively, to the national custom. "I slept on a typical *Tatami* mat. The floor is *Tatami*, which is a tightly woven bamboo, and on top of that is a pallet, like a futon. Actually, it's comfortable. The only thing

I didn't like about Japanese homes is there's no central air-conditioning. It's extremely hot and humid, especially since it was the beginning of the rainy season when I arrived. Sometimes during the rainy season it rains cats and dogs; one day I got caught in a pouring rain and the bottom of my jeans was soaked. I had an umbrella, but it didn't help."

She spent an entire day at a junior high school, where she sat in on English classes. She visited Japan's first commercial steelmaking company, Nabari's main cable and Internet service provider, the national nature center for children, a dam, a farm, the Danish Trade Council and the Nojima Fault, built to preserve part of an active fault which surfaced at the time of the devastating 1995 earthquake that killed more than 6,400 people in and around Kobe. She met the mayor of Nabari, the governor of Mie Prefecture, which is between Osaka and Nagoya and is home to more than 1.8 million people, and a representative of the Japan External Trade Organization.

Visiting Kyoto was one of the highlights. "Kyoto, the ancient capital, is like a foreign New York – it's a big city, with shopping *everywhere*," she says. "I was there during the Gion Matsuri festival, which runs for the entire month of July. It's a celebration of health and happiness that dates to the 9th century, when people asked the gods to stop a plague that was sweeping the city. The festival includes a procession of 20 decorative floats which are either carried on the shoulders of several men on long poles, or pulled by men and young boys. It attracts a lot of foreigners and people from all over Japan."

She observed the Japanese work ethic ("They work six days and 80 hours a week"), learned there are nuances in how they say things ("Yes," for example, can mean different things), and was impressed by their stores. "The supermarkets sell everything. It's like a Sears, several trendy clothing stores and a grocery store all under one roof. There were six or seven of these in Nabari alone."

How much Japanese did she learn? "I know more than I thought I did. After I returned, I saw the film *The Next Karate Kid* on HBO, and there was a part with Japanese dialogue, and I understood all of it."

Rachel is a member of the Dean's Advisory Board of the School of Business and Economics, and last year she was her hall council president. After graduating next May, she wants to work in investment banking and financial planning, preferably in New York or Japan.

"Or I might want to work for a global exporting firm," she says. "I plan to attend the American Graduate School of International Management, in Glendale, Arizona (commonly known as Thunderbird), and earn both an MBA and a master's in international management. You have to wait three years before you can apply, so you can gain some work experience."

She also is interested in returning to Japan to work as a teacher or coordinator in the JET Program, which invites young



Rachel Thomas '02

college graduates from overseas to participate in international exchange and foreign language education throughout Japan.

Longwood is one of several institutions where Japanese students have studied since the CIB began in 1975 and was formally launched in 1983. "It began as a two-way exchange between the United States and Japan and now involves several other countries as well, including South Korea, Taiwan, China

and Russia," says Dr. Hancock. "Over 500 Japanese students have studied in the U.S. since 1975. Three Japanese students will be at Longwood in the CIB program next year." ✂

Kent Booty
Associate Editor

Leading and Teaching by Example: J. David Smith and the School of Education and Human Services

Teaching teachers is an important part of what Longwood has been about since 1839. Educators say that every K-12 student in the Commonwealth, at some time, is taught by a Longwood alum. Preparing tomorrow's teachers is the work of the Longwood School of Education and Human Services, and the scholar-leader of this school, since 1997, is J. David Smith.

Dean Smith has led the school into new funding, new programs, a new emphasis on community partnerships, and a new emphasis on technology. Although, in recent years, less federal and state funding has been available for education programs in higher ed, Longwood has garnered more. Says Smith, "We target opportunities where we can do something special." (See "EHS Special Ops," page 15)

Something special also describes the faculty of the School of Education and Human Services. Says Smith, "This faculty is remarkable – the hardest working faculty I've ever been associated with. They put in many hours beyond what is required. They are out in the school districts and social service agencies, sharing experiences with working professionals."

Dean Smith has a broad basis for comparison. Before coming to Longwood he chaired the Department of Educational Psychology at the University of South Carolina, taught as a professor of education and human development at Lynchburg College, and worked as a clinical instructor in the Child Study Center at Columbia University. He also taught at Brooklyn College in New York and Virginia Commonwealth University as well as teaching and counseling in the Richmond public schools. He was a teacher and a teacher trainer for the Peace Corps, assigned along with his wife, Joyce, to Port Antonio, Jamaica, for two years. He holds degrees from Columbia and Virginia

Commonwealth universities and teaching certificates in special education, psychology and sociology. He is a licensed professional counselor.

Having devoted his professional life to education and in particular to the education of special needs children, Smith tells a poignant story of how it all began in his latest book *Inclusion: Schools for all Students*. (See "The Story of Nan," page 12.) *Inclusion* is a textbook for teachers of children whose special needs may be due to learning disabilities, mental retardation, behavioral disorders, physical disabilities, speech and language disabilities, vision or hearing impairments, or special gifts and talents. Preceding each chapter is a gift – a story, usually drawn from Smith's life, worthy of Mark Twain or an Appalachian raconteur, but with excellent diction.

Inclusion, published in 1998, is the latest of 11 books authored or co-authored by Smith. The yellow pad he carries along on trips to conferences also yields chapters and articles for books and professional journals. These include *The International Encyclopedia of the Social and Behavioral Sciences* and close to 100 others.

In recognition of service, scholarship, teaching, mentoring and concern for humanity, the Council for Exceptional Children, Division on Mental Retardation and Developmental Disabilities, honored Smith with the 1999 Burton Blatt Humanitarian Award. This national honor is presented annually to an individual "who has exerted exceptional effort in furthering the cause of persons with mental retardation and/or developmental disabilities."

Behind Smith's professional work, prolific publishing and leadership of the School of Education are a few well-defined tenets.

First is his esteem for teachers. He says, "People sometimes forget a most basic truth about schools – that teachers are the soul of the educational process. I believe that a loving teacher is one of the most powerful and positive forces there can be in any society."

Second are his beliefs on what it takes to make a good teacher: "You've got to love to teach – love the process, the feeling, the exchange. You've got to love what you teach. Love who you teach."

He believes that a school of education can prepare this kind of teacher, "by conveying the philosophy and modeling the philosophy that every child has the right to be seen as a person with potential. Every child deserves to be seen as a person who can learn, who can become a happy and productive citizen.

"The [Longwood] President and Provost and I are actively involved with the faculty in expanding the variety of programs and the quality of programs at Longwood to produce citizen leaders prepared to take their place in society, prepared to make a living and make a life for themselves.

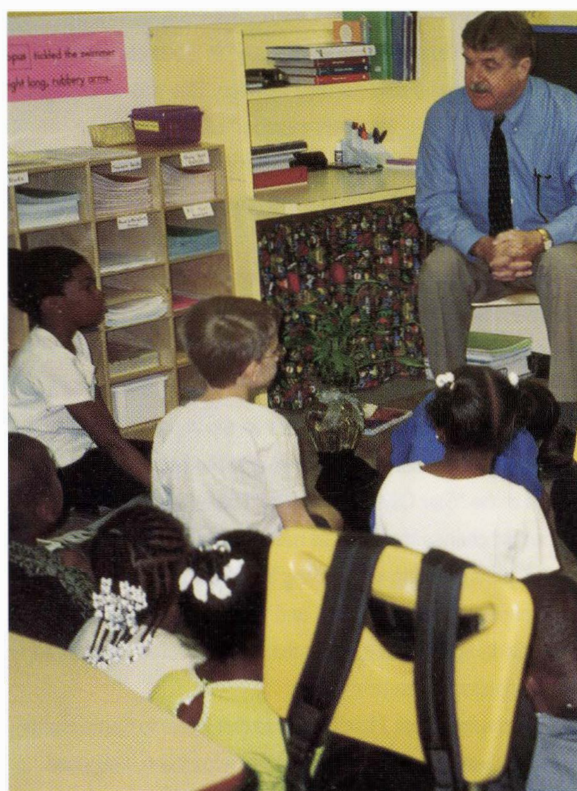
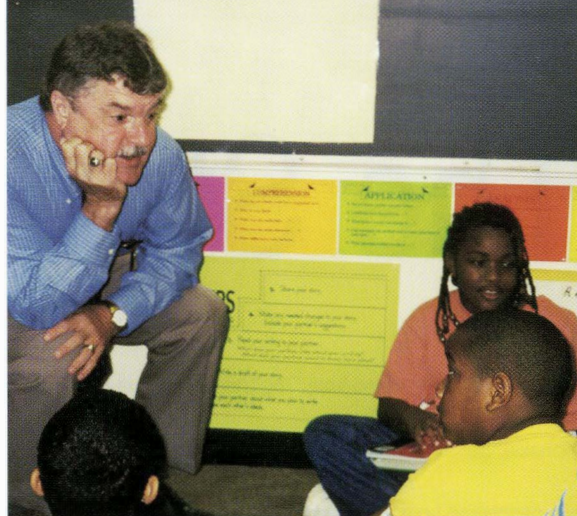
"The Longwood experience and the School of Education and Human Services prepare people who understand that what they do can make a difference. We prepare excellent teachers who can teach information and skills while inspiring a desire to learn that transcends facts and statistics."

And, finally, he believes in the value of public schools: "Public schools are central to maintaining a democracy. We have to support them, put great teachers in them, because the health of our democracy depends upon it. Schools are the places where children come together and have certain shared experiences that prepare them to be contributing members of a democracy. What they learn enables them to be active participants in their society, to share in its benefits and to assume their responsibilities as citizens."

Smith has built his life's work upon these beliefs. In the epilogue to *Inclusion*, he reminds teachers, "In the rush and complexity of our work, we can easily forget the values that originally motivated us to become educators. Occasionally, however, it is important that we pause and recall that we started on this journey believing in the worth of and the possibilities in the lives of the students we teach. We need to recognize that our belief in the promise and potential of all people continues to be what is truly miraculous about our profession."

Judy McReynolds

Associate Editor



Dr. David Smith, Dean of the Longwood School of Education and Human Services, enjoys a close encounter with a third grade reading class. Photographs by Judy McReynolds.

Editor's Note: *Dean Smith has accepted the position of Provost and Senior Vice Chancellor at the University of Virginia's College at Wise, effective June 1, 2002. This opportunity is a testament to the leadership he has demonstrated at Longwood for the past five years. He will be missed.*

The Story of Nan

The following is excerpted from "The Story of Nan" in the book

Inclusion: Schools for All Students (1998), by J. David Smith,

with permission from Wadsworth Publishing Company ...

My only other experience with "diversity" in those elementary school years was a little girl I will call Nan. She was what might have been called an "honorary member" of my classes for several years. Nan did not come to our classroom except on special occasions ... At school assemblies, Nan was rolled in after the lights were lowered.

Nan had no arms, and her legs were short – one more so than the other ... I don't think I ever got close to her – I'm sure that I never spoke with her.

A few years passed; my family moved from the city to the country; and I found myself focused on the importance of being a teenager ... One day, while listening to the best rock and roll station in the "Star City of the South," I heard an announcement that would change my life. Just how much, I didn't realize at the time. A summer camp was looking for "junior counselors." No experience was necessary, and you only had to be sixteen years old to apply. I wrote down the number, called, and asked that an application be sent to me.

Two weeks later, I hardly noticed that it was to Camp Easter Seal that I was sending my employment application. I suppose that I had some vague notion that it was "crippled kids" who attended the camp. The important thing, however, was that this was my chance to get away from home for the summer. It worked. In early June I was on the road to adventure with the opportunity to be the independent adult I was convinced I could be.

The first few days at Camp Easter Seal were glorious. There were lots of other "adults" like me there, both male and female. There were even some college women. The summer held great promise.

On the second day of orientation for new counselors, we went to various activity areas to see what the children would be doing, and how we were to assist ... Our final stop was arts and crafts.

We were met at the door by the very enthusiastic director of the program. She was bright, beautiful, and imbued with the

spirit of popsicle-stick baskets and mosaic tile ashtrays. She was one of the college women. I was immediately dedicated to doing all that I could to promote the arts that summer.

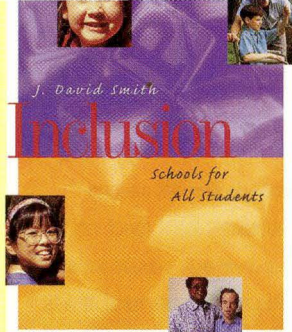
I was so occupied that I did not notice the young woman sitting on the table at the back of the room until the director introduced her as the assistant director of arts and crafts. She had no arms, her legs were very short, and she was mixing tempera paint with a tongue depressor that she held between her toes. Her smile was radiant. Nan had been coming to the camp since she was ten. After six years as a camper, she had been hired as a staff member. I immediately recognized her, but embarrassment held me back from mentioning to her that we had met before. In a real sense, of course, we had not. It was weeks later that I finally told her that we had been "classmates" at Morningside Elementary.

Through the summer, I came to know Nan as a talented and captivating person. She had learned to use her feet for most of the things that "normal" people use hands to do – and more. She typed, played an electric piano, and was learning guitar. The counselors and the children were drawn to her. She was a great talker, a sensitive listener, and a marvelous laughter. We talked of politics and religion and philosophy as we knew them at that time in our adolescent lives ... By the end of the summer, Nan ... had become a person to me, and somehow her disabilities had faded from my perception of her. My understanding of people and my vision of life were transformed.

Nan was an important part of the change that took place in me that summer, but there were other factors ... Through my work that summer with children with mental retardation, physical disabilities, and speech impairments, I learned ... that work could mean doing something that was critical to the growth of another human being. Things were never quite the same for me again ...

Each summer, a core group of "regulars" returned to the camp staff. Nan and I were "regulars." We grew in the responsibilities we assumed and in our closeness with each other. Nan was central to the camp. She provided us with inspiration through her optimism and courage. Most important to me, she was a reliable friend ...

One day toward the end of my third summer at the camp, Nan asked me if we could talk after lunch ... Nan had been



having difficulty making a decision and working out arrangements for going to college in the fall. She had finally decided on the same school where I would be going ... She knew, however, that there were going to be problems. Some of the buildings had long flights of steps at the entrances. She was also sure that some of her classes would be in second-floor rooms. Getting around in her wheelchair would not be easy. I was quick to reassure her that things would work out with no major difficulties. I was certain we could arrange classes so that I could help her with any barriers that might exist. Things were going to be fine ... and being at college with Nan would be a little like being at camp. How neat!

Things did work amazingly well the first week of college. As it turned out, another friend and longtime neighbor of Nan's was also there ... One of us would meet Nan at the steps outside a classroom building, carry her up, go back for her wheelchair, and repeat the procedure at inside stairs if necessary. Nan waited outside her classrooms for the trip down the stairs after the bell. Often the way was crowded with other students, but most were courteous and made sure we had ample room.

Going to college was a great social adventure for me, perhaps more so in my mind initially than an academic event. I had purchased my clothing carefully. I wanted to "look college." I had visions of the new girls I would meet, the guys I would be hanging around with, and the parties I would be invited to. I was ready to be, not necessarily a Big Man on Campus, but a solidly "cool guy."

Sometimes, as I was carrying Nan or her wheelchair to a class, however, I felt people were staring. It bothered me ...

Camp Easter Seal had been a special place. I am sure that I was not aware while I was there of the many ways it was different from the "real world." The camp was an isolated culture unto itself. Disabilities had a way of disappearing from our perception of people there. As I have said, Nan became, in that environment, a person who was interesting and fun to be with. The fact that she lacked arms, that she did manual things with her feet, became unimportant. But I had known Nan only in that separated, caring, understanding place ...

What I now had to admit was that I was embarrassed being seen carrying Nan up and down the steps between classes. I knew that other people at the college didn't understand. Their

stares convinced me that I was becoming associated with her disability. They didn't understand about Nan; they wouldn't understand our relationship; I would be stigmatized. What would happen to my college social life?

I detested myself. How shallow I must be. What I had thought was conviction was only convenience. It had been so easy to talk and act as an advocate for people with disabilities in the seclusion and safety, and segregation, of the camp. Now with the slightest test of my beliefs, I was selling out, at least emotionally.

Beliefs and commitments, genuine beliefs and commitments, must be public and primary.

Just as I was about convinced that my social life was headed for the rocks, there was a glimmer of hope. I was invited to the party of the fall season. It was what we termed a "cabin party" – music and dancing in a rustic and romantic venue. The invitation came from a socially prominent source: All the really "neat" people would be there. Wonderful! What an opportunity to meet the key people on campus. Maybe I would even have a chance to make them understand why I was regularly seen carrying an armless girl.

I arrived at the Friday night event fashionably late and in my best madras shirt. As I entered the large, open room, I looked around for familiar faces ... Most people, however, were standing with their backs to me at the far end of the room. I walked in that direction. When I got close enough, I tried to subtly peek over a shoulder to see what the center of attention was. It was Nan! She was sipping her drink through a straw and telling jokes.

That night, through Nan, I met many people. They were all impressed that I knew her so well. That night, also, Nan unknowingly taught me a lesson that has lasted: Beliefs and commitments, genuine beliefs and commitments, must be public and primary. Nan's lesson has been a connecting thread to the discrete events of my personal life and of my career ...

J. David Smith

Dean of the School of Education and Human Services

Soccer may be Juan Bernedo's first love, but he has learned that he loves teaching too.



© Judy McReynolds

With Dr. Kirk's encouragement, Bernedo had his second teaching practicum during spring semester 2001 teaching kindergartners and first graders in a multi-age classroom at Cumberland Elementary School. The setting was rural, it was ethnically diverse, and the kids were a lot younger than Bernedo had imagined himself teaching. He says of the experience, "I saw it as a chance to see a different point of view." He adds, "And I wasn't sure if I wanted to teach younger grades. But I loved it."

Bernedo was a "pre-service teacher" in one of the partnership programs between the School of Education and school districts in surrounding counties. Dr. Kirk piloted the first partnership with Dillwyn Elementary School in Buckingham County in the spring of 2000. It was such a winning program for all involved that a second partnership was established in the fall of 2000, this one with Prince Edward County. With improvements in pupils' standardized test scores and other positive feedback, a third partnership was established with Cumberland County schools.

For pre-service teachers, it's a short walk from theory to practice.

Juan Bernedo grew up in Alexandria; he attended K-12 private schools then Fairfax County High School. His milieu was urban and mostly homogenous. Five year olds were not an important part of his world. But he came to Longwood and decided he wanted to become a teacher; that's when he came under the influence of Dr. Luther R. Kirk, assistant professor of education.

Bernedo says, "Dr. Kirk helps students find ways to develop their own teaching philosophy. He opened a lot of doors for all of us. He tries to get to know each of us, and everything is always positive with him."

As of fall 2001, the partnership program has been extended to Charlotte County.

The partnerships allow Longwood students and their professors to spend four days per week at the partner school site. For one-half of each day, Longwood students have on-site classes with the professors to learn methods of teaching; for the other half, they practice these methods in an elementary classroom. Most education students have a partnership practicum during their junior year.

Dr. Betty Jo Simmons, professor of education and partnership coordinator, says, "We have a field experience for our pre-service teachers every single year they are here – freshmen have a three-week field experience at the end of their first year to see whether they really want to teach or not. After their sophomore year, they again spend three weeks working with small groups and then large groups of pupils. In their junior year they have the partnership semester for methods and practicum, and in their senior year a semester of student teaching. This type of program almost **guarantees** that our students will be extraordinarily well prepared for the classroom."

EHS Special Ops

In addition to Dr. Kirk, four other professors serve as partnership instructors: Barbara Chesler, Deborah Frazier, William Owings and James Riley. In each partnership, the support of the public school administration and the classroom teachers has allowed these professors and the Longwood students to do something special.

So special that teachers, professors and Longwood students have written articles for publications and made presentations to national conferences about their partnership experiences. Dr. Kirk and students Stacie Crooks, Cynthia Frazier, Kelley Gilbert, and Melissa White presented "Testimonials from the Field" to a national education conference at the University of South Carolina in March 2000. Last summer, teachers Michelle Angle and Loretta Cencia accompanied the partnership professors to a conference in St. Louis to showcase their work. Professors Chesler, Kirk and Frazier along with teachers from Prince Edward County and partnership students will discuss the program at a national conference in Baltimore this fall.

The partnership semester held valuable lessons for Juan Bernedo. He says that he learned how to team teach, and he also learned that there are many aspects to being a good teacher, including taking work home, attending faculty meetings and even planning a PTA "Family Night." He adds, "Teaching really requires a lot of paperwork. It made me realize you definitely have to develop good time management to be a teacher. It's a lot of work."

Juan's eagerness to add to his schedule a few hours per week of individual tutoring at the elementary school and his eagerness to be back at Longwood for a semester of student teaching confirm that he found the rewards to be well worth the work.

Judy McReynolds

Associate Editor

Dr. David Smith, dean of the School of Education and Human Services says, "We target opportunities where we can do something special." Special opportunities include the following:

The Southside Virginia Learning Network, supported by a U. S. Department of Education (DOE) grant of more than \$1 million

The project uses Lightspan technology to connect Longwood and St. Paul's College with 11 school districts in Southside Virginia. Coordinator Julia Butler says that the purpose of the network is "to provide a technology network for professors, future teachers, K-12 teachers, and K-12 students to work cooperatively on engaged learner projects." One major goal is to "close the digital divide that exists between Southside Virginia schools and schools across the nation."

The Institute for Training Teachers through Technology and Innovative Practices, received \$1 million in federal funds

This project serves Halifax and Pittsylvania counties and the city of Danville. Director Carole Inge also received a \$75,000 grant to survey technology needs of adult learners in Virginia.

InTime – Integrating Technology in the Methods of Education, \$1,579,191 awarded by U. S. DOE to a consortium of five schools over three years

Dr. Deborah Frazier, assistant professor of education, coordinates Longwood's participation in this program which helps education professors integrate technology into their teaching strategies and model these strategies for tomorrow's teachers.

Restructuring Longwood's student teaching program, nationally funded by \$350,000

Dr. Frank Howe, Dr. Stephen Keith and Dr. Betty Jo Simmons lead this initiative in conjunction with The Renaissance Group, a national group of colleges and universities devoted to excellence in teacher preparation.

The Southside Virginia Special Education Partnership, supported by more than \$750,000 from the Virginia DOE

This partnership prepares teachers in Southside Virginia for licensure in special education.

The Virginia Comprehensive Health Education Resource Center, funded by more than \$100,000 from the Centers for Disease Control and Prevention and the Virginia DOE

Dr. Chrys Kosarchyn coordinates this center, in the Longwood Library, which acquires and houses a variety of accurate, up-to-date, research-based materials and resources for use by anyone involved in school health education in Virginia.

Training school social workers

The Virginia DOE contracts with Longwood's social work program to train school social workers for the Commonwealth.

Training mentor teachers, funded by nearly \$200,000 from the Virginia DOE through 2002

This program trains mentor teachers and clinical faculty.

Summer Institutes

Dr. William Owings, associate professor of education, directs a growing program of summer institutes for K-12 administrators and faculty. Sessions of the Center for School Improvement and of the Principals Institute teach best practices in analyzing and interpreting standardized test scores and using the scores to build strategies for improved student learning and better schools.

The Longwood Center for the Visual Arts – A Legacy of Visionary Education



K. Johnson Bowles

Director of the LCVA

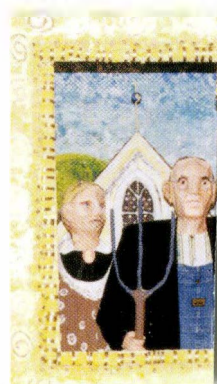
Anyone who knows Longwood College knows that it is an institution constantly looking to the future, envisioning a society peopled by community-minded leaders well educated in the meaning and worth of good citizenship and personal responsibility. The College has long understood that education is more than a means to earn a living. It is a means by which to live a life – a life of learning, beauty, and hope. The arts are key to the quality of life for every individual in every layer of society. The Longwood Center for the Visual Arts (LCVA or the Center) is a prime example of Longwood College's vision. Although the LVCA has had a permanent home only since 1998, its origins go back more than a century. Today it is known throughout the College, Southside Virginia and the State as an important and innovative study and research center for visual arts. Its prestige and influence, just as with the College, continue to expand. Already this year more than 6,500 children and adults have enjoyed exhibitions, tours, classes, workshops, and lectures offered by the Center. Also more than 600 volunteers and interns worked with LCVA staff to create exhibitions, provide children's programs and family workshops, continue research on the permanent collections, and help promote the Center to its varied constituents. The Center owes its success to generations of thoughtful faculty, alumni and community members who make its work today, and from now on, possible.

Longwood College has been accumulating its museum collections since the late 1800s. The earliest acquisitions were portraits depicting honored Longwood administrators and faculty. A College-appointed committee established the Contemporary Virginia Artists Collection in 1951. Since then, works by the finest Virginia artists have been collected by the College on a regular basis. The Center is the only collecting institution in the Commonwealth of Virginia with work by Virginia artists and

artisans as its primary focus. In 1971, a 19th Century American Collection was established with the gift of nine works by Thomas Sully by Jeanne Sully West, a descendent of Thomas Sully. Thomas Sully is one of the U.S.'s most important 19th century American portrait painters. Since its start 30 years ago, the 19th Century Collection has grown to 428 works.

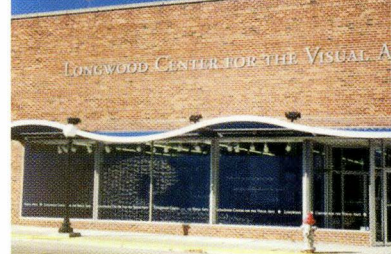
In addition to staging beautiful, enriching exhibitions of art selected from Virginia, the United States and the world, LCVA is also known for its innovative educational approach.

Because of their understanding of the key relationship of the arts to a balanced education, The Longwood College Board of Visitors chartered the Longwood Center for the Visual Arts in 1978. A major effort began immediately to insure establishment. Funds were raised by a group of dedicated faculty, alumni and community members with plans to build a facility on campus. Barbara L. Bishop, former Art Department Chair, was appointed part-time director for the Center. She remained as the part-time director until her untimely death from cancer in 1992. In 1993, with a renewed commitment to the establishment of a permanent site for the Center for the Visual Arts, College President Dr. William S. Dorrill and the Board of Visitors made a decision: instead of constructing a new building, the Center would be located in downtown Farmville. There the Center would physically and symbolically represent a bridge between the College and community.





In 1993 a lease was taken on a 25,000 square foot facility (formerly a Roses department store) at the corner of Third and Main Streets in downtown Farmville. The building became the Longwood Center for the Visual Arts.



In the 1990s the Center's collections grew to include a Campus Loan Collection and a Study Collection. The Campus Loan Collection was designated to fulfill needs for an aesthetic presence in College offices, classrooms and public spaces. The Study Collection was established as a means of educating students about particular areas of art through small but significant collections. Study collections are placed on permanent exhibition in locations across campus. Today, two significant study collections exist – a Chinese Art Collection and an African Art Collection. The Rowe Collection of Chinese Art, consisting of beautiful and ancient ceramics, bronzes and scrolls, is on display in the Lancaster Building. These works were given to the College by alumnus Bernice Beazley Rowe ('70) and her husband Dr. Henry Rowe in 1996. Friends of the Longwood Center for the Visual Arts established the Zigler and Brumfield Collections of African Art. In 1997 Robert Zigler, a longtime resident of Africa, set up a collection of African Art with 26 pieces. In 1999, Thomas and Donna Brumfield provided 88 works of African art. In the near future, this African Collection is planned to be on permanent display in the lobby of Jarman Auditorium.

In 1993 a lease was taken on a 25,000 square foot facility (formerly a Roses department store) at the corner of Third and Main Streets in downtown Farmville. The building became the Longwood Center for the Visual Arts. Here the Center has made great progress – developing a master plan, completing initial cataloguing of the collection, establishing collection procedures policies and garnering support from the community. In 1998 Longwood College entered into an agreement to purchase the building and make it the permanent home for the Center for the Visual Arts. LCVA has become an anchor in the community and has dedicated itself to serving the College, school children and adults in Southside Virginia.

In addition to staging beautiful, enriching exhibitions of art selected from Virginia, the United States and the world, LCVA is also known for its innovative educational approach. Participatory education is the foremost objective of the Center's programs. In conjunction with exhibitions, the Center provides self-guided and docent led tours, a hands-on activity room, classes, workshops, events, lectures as well as off-site programming. A year-round Community Art School, serving pre-schoolers through adults,





Longwood College students in many disciplines are provided museum learning experiences. Students broaden their horizons and expand their understanding of the inter-relationship of different courses of study. Every month, classes participate in tours of exhibitions of national significance and lectures by visiting scholars.

offers sequential classes and one-day workshops led by local artists and visiting instructors. Free family open houses and special workshops are also provided by the Center. With each series of temporary exhibitions, the Center constructs a hands-on environment where children learn more about topics and methods observed in the exhibitions. The Center also sponsors monthly "Art for Lunch" lectures and periodic trips to regional galleries and museums.



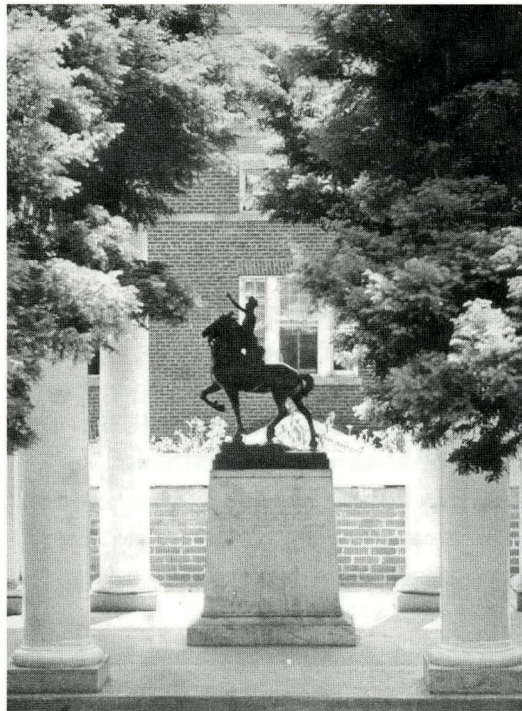
The Center is a partner with public schools. It serves as the host for the Annual Youth Art Month exhibit, which showcases approximately 350 works from 24 schools in 8 counties. In association with Prince Edward Schools, the Center sponsors two programs – ART Kids and the Art Print program. ART Kids (Apply, Resolve and Thrive) is a program for at-risk children who have been identified by school counselors as failing to thrive. The Art Print Program brings art appreciation classes into the elementary and middle schools. For teachers, the Center offers Teacher Institutes as well as professional development workshops in support of re-certification requirements.

Longwood College students in many disciplines are provided museum learning experiences. Students broaden their horizons and expand their understanding of the inter-relationship of different courses of study. Every month, classes participate in tours of exhibitions of national significance and lectures by visiting scholars. The Center also provides experience in museum careers through work-study positions, volunteerism and internships. Interns from marketing and business, sociology, anthropology, history, art history and studio art help the Center achieve its annual goals. Education majors serve as volunteers for the ART Kids program and special workshops. Through these experiences not only do Longwood College students learn about

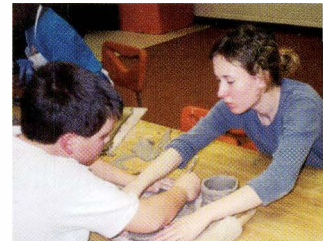
art, history and culture, they learn that their community participation is important, no matter what their planned career.

As Longwood graduates spread through the world, the 21st Century offers much promise for the role the Longwood Center for the Visual Arts will play in the education and enhancement of everyday life. Today the College is reaffirming its commitment to a visionary approach with continued preparations for the future of the Center. Strategic planning is underway to renovate the Center's permanent home on Third and Main and to provide financial security through an endowment. This crucial endowment will insure appropriate care and preservation of the art works in the Center's collections, and for the fostering and fulfillment of LCVA's educational role at the College and communities-at-large. To garner such support for daily operating fund needs, membership and business campaigns are held annually and other community support, through donations of time and resources, is sought and welcomed. With a solid foundation of good planning, patience, hard work and professionalism, the Longwood Center for the Visual Arts, like Longwood College, is destined to be a positive influence to the end of this century and beyond.





As Longwood graduates spread through the world, the 21st Century offers much promise for the role the Longwood Center for the Visual Arts will play in the education and enhancement of everyday life.



All photographs illustrating this article are digital and are courtesy of K. Johnson Bowles.



Thanks for the Memories (Part 2)

LONGWOOD ALUMNAE answered the call during WWII, serving on both the homefront and the front lines.

Mrs. William Scott Stewart –
(Patricia Gibson Stewart), Class of 1941,
recalls what it was like “over there” –
a time that would eventually shape
our future and our world.

Long before she was Lt. Gibson, she was Miss Gibson, teacher in Powhatan County.

Having completed her degree in 1941 at State Teachers College where she played varsity basketball, taught swimming, and served as the editor of *The Rotunda*, Patricia was eager to use her teaching skills. “I was teaching two levels of English, two levels of biology, one sociology class, coaching girls basketball, and sponsoring the Junior Red Cross – all that for \$85 per month.”

After Pearl Harbor, Patricia felt the need to do more. “I remember hearing the radio bulletins about Pearl Harbor – you simply couldn’t believe they would do that to us. I was still

Patricia Stewart and some of her wartime colleagues have kept touch over the years and they see each other whenever they can.

teaching in Powhatan and at nighttime we would all search for German planes. Powhatan would observe the blackout every night, but that didn’t take much effort. We had five churches, one bank, and a general store.”

It wasn’t long before Uncle Sam put out the call for physical therapists. With her degree and experience, Patricia qualified easily and was accepted into the program as a volunteer. “At first, we were to be civilians, as part of the Civil Service, with a two-year commitment. But we were in just three months and they decided that we would be commissioned as officers.” Patricia’s training in physical education and general science at Longwood would soon serve her well as a physical therapist, but first, there would be months of special training at Walter Reed Hospital – learning how to deal with both the physical and psychological trauma of war.

Patricia and her colleagues worked very closely with the wounded GIs and sometimes the best therapy was a smile and a sympathetic ear. Friendships would naturally develop and she and her friends would occasionally date the soldiers. “My friend went out with a fellow who had lost a leg and he was now getting used to a wooden leg. He put his leg on her foot – didn’t mean to, he just couldn’t feel anything. My friend was too shy and young to say ‘get that thing off of me,’ and, to this day, we still kid her about that.”





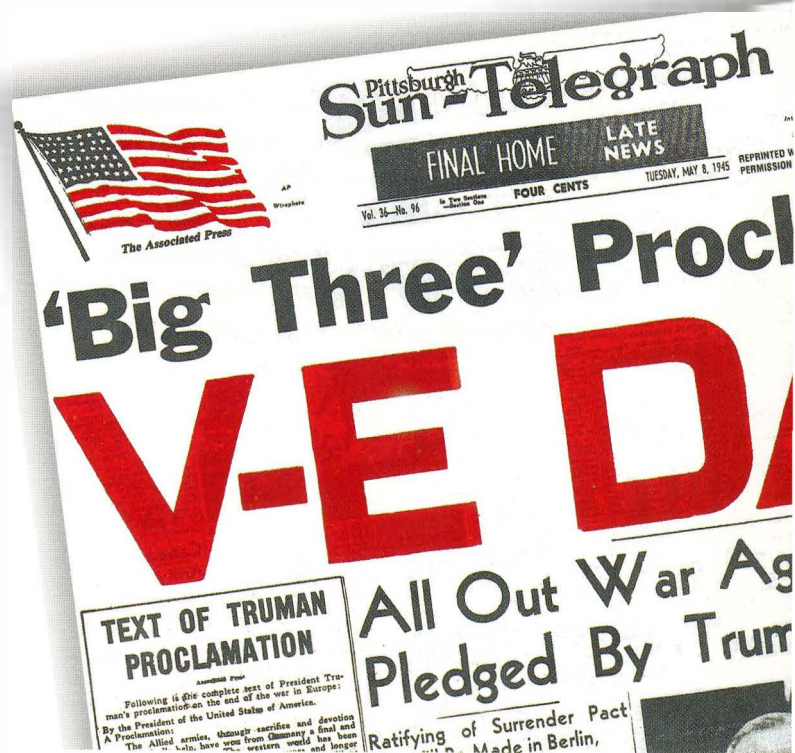
Patricia Stewart, Class of 1941, at right, departs on an excursion to Lourdes, France during WWII.

Lieutenant Patricia Gibson's first assignment during WWII was on January 1, 1944 at the Breakers Hotel in Palm Beach Florida, where she was a physical therapist for six months. The Breakers, a four-star hotel, had been converted to an army hospital – Ream General Hospital – and was receiving American casualties from the North African campaign.

After an admittedly "cushy" tour of duty in Palm Beach, Patricia was transferred to Indiana and helped set up Wakeman General Hospital which provided service to veterans of the 106th Infantry Division and the 101st "Screaming Eagles" Airborne Division. By now, she had been promoted to 1st Lieutenant and was supervising a staff of 18.

Lieutenant Gibson would soon see the war up close and personal as she volunteered for duty in France and shipped out on Christmas eve, 1944. "This was just after the Battle of the Bulge so we were wondering how things would be when we got over there. We sailed aboard a troopship in convoy and you could hear the destroyers dropping their depth charges on the German U-boats. We were young and it was exciting. Besides, there were 10 of us women on board a transport with over 5000 men! We were the first hospital ship to land directly in France after the invasion."

When the convoy eventually arrived in LeHavre, France, Patricia was billeted in a French chateau in Normandy along with 68 other roommates, including shell-shocked veteran nurses from the Anzio campaign in Italy. "By now," she stated, "the allies had broken out of Normandy and the big push was on to the Rhine. You could see signs of the invasion all over – damaged buildings, equipment, and all kinds of materiel. What we didn't see were any dogs. Refugees and townspeople were so hungry they were eating anything."



As the allies pushed eastward, the hospital unit was assigned to support the 82nd "All American" Airborne Division and moved forward to Suippes in the Burgundy region. Here they helped rehabilitate American soldiers who had been liberated from German POW camps, along with wounded GIs. She recalls, "Some of them were so thin you wouldn't believe it and we really worked hard to get them back in shape. They were so young and sweet. I was fascinated because some of them would give up and turn their face to the wall in the hospital and other guys would say, 'all right, I'll do this. I have an obstacle, and I'm either going over it or around it.'"

Rehabilitation consisted of various types of therapy to get the mind, body and spirit back in shape. The physical therapists, or PTs as they were called, would use electrical stimulation, therapeutic exercise, and water therapy, depending upon the nature of the soldier's injury.

Patricia recalls there never seemed to be enough staff and they would look for help wherever they could find it. "Some German POWs were assigned to me and they were delighted to help. For them, anything was better than being captured by the Russians."

After VE-Day, Patricia was sent to Aix-en-Provence in southern France where preparations were being made to ship out to China. "It was hard to get news. We were lucky to see a Stars and Stripes newspaper once a month but we knew the war was still going on in the Pacific." In fact, the allies had already drawn up plans for a land invasion of Japan and Lt. Gibson and her colleagues would be needed in China to treat American casualties. "I remember one day someone had a radio and she came up to me and said, 'I think the war is over – we've dropped some special kind of bomb on Japan.'" The war was, indeed, over and Lt. Gibson, graduate of the State Teachers College in Farmville and head therapist in the European Theatre of Operations, was shipped home from Marseilles in January 1946.

In November 1945, she received a letter of commendation from Lieutenant Colonel R.B. Chrisman, Jr., Commanding Officer of the 220th General Hospital, which stated, "I wish to take this opportunity of commending you on the superior work which you did as Head Physio-Therapist in the 220th General Hospital. Your service in the department of physio-therapy has contributed greatly to the general successful operation of this hospital unit."



Patricia would eventually earn her Master's degree from Columbia, marry a Navy man, move 23 times in 16 years, and raise two children – Scott and Patricia. In fact, Patricia's grandson, Joshua Boytek was among the graduating class of 2001.

Patricia and some of her wartime colleagues have kept touch over the years and they see each other whenever they can. It's usually a rendezvous or trip to some location like Niagara Falls, Topsail Beach or Amish country. Inevitably, the memories return, but it's usually the good times that overshadow the hard times of the war years. "It was a wonderful time of my life and I was glad to be a part of it. We all wanted to do something to help out."

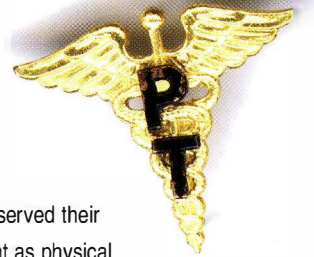
Dennis Sercombe

Editor





Physical Therapists: The Girl Next Door Goes to War



During WWII, thousands of American women served their country on the front lines and on the homefront as physical therapists (PTs). PTs served in every theatre of war: the European, Pacific, Mediterranean, and China-Burma-India. They served in combat zones, on hospital ships, and at stateside hospitals. They served with courage, ingenuity, dedication and the "can-do" spirit that has come to symbolize their generation.

As Major General Jeanne M. Holm (USAF ret.) writes,

"They served selflessly – healing the injured in locations more global, more varied, and more distant from their homeland, than had any American women in their professions before them. They were awarded military decorations for heroism in North Africa, Sicily, and the Pacific. They were all volunteers, either as civil service personnel at the war's beginning or volunteering to serve as commissioned officers after legislation was passed. They were well educated. Some were married, some single, and, yes, some met their husbands in the military. They loved their country and enriched its traditions with their bravery. They were the girls next door."

– From: *In Defense of a Nation: Servicewomen in World War II* by Major General Jeanne M. Holm, USAF (ret), Vandemere Press, 1998.



Lt. Patricia Stewart in uniform at top and below with some of her friends who strike a pose in the Pyrenees Mountains.

Recent Longwood graduate **Kindle Higgins** reflects on her study abroad experiences in

Costa Rica – A Land of Enrichment

Editor's note: Kindle Higgins, Class of 2000, visited Costa Rica during three different study abroad programs while she was a student majoring in psychology at Longwood College. The following story is taken from her daily journals.

PART I: ATENES

La vida del campo (or, life in the country)

I am not quite sure when I became aware that my life would take such a major turn through what seemed like such a small step. Maybe it was being on an airplane that was preparing to touch-down in a country where there appeared to be little of civilization as I had known it in my life until that day. Miles and miles of dark vegetation and sprawling hills were all I could see – no buildings, no infrastructure, no vehicles. As the landing gear locked into place, I thought, “What have I gotten myself into?”

I would soon realize that the vast areas of dark green growth were not dangerous jungles, but a variety of rainforests where I would spend the next two months exploring, learning, and living in an old chalk factory on the side of a canyon in a little village called Atenes.

I remember stepping off the airplane that first day, and I must admit that's where my “international education” truly began. Never had I seen a country so proud of its culture, yet so anxious to become immersed in my own. Costa Ricans, more typically and affectionately called “Ticos,” flooded the airport eager to exploit the growing industry of tourism. Here I was in a strange country, all by myself – grabbing my luggage, not knowing who was meeting me, hearing a loud barrage of unfamiliar Spanish (was this the same language I studied at Longwood?) and fighting my way through a gauntlet of shouting taxi drivers who competed for my business. Now this was education.

PART II: HEREDIA

La vida de la ciudad (or, life in the city)

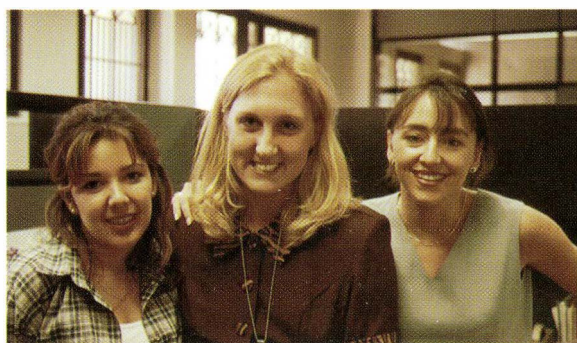
My second trip to Costa Rica gave me a much different perspective. This time I would live and learn in the more “civilized” city of Heredia, “The City of Flowers” which truly lived up to its name. No matter how small the house, there was sure to be some type of flower garden or beautiful shrub meticulously placed to decorate the entrances of most houses that were all gated. I could never get used to the gates. In a country that appeared to be so safe, all houses were subject to vandalism and other crimes. This was my first impression of what life was like in the city.

I would also witness the most perilous driving I had ever seen, and learn to love the truly reliable bus lines. For about a dollar a day, I could travel on the bus within a 50-mile radius and that meant just about anywhere in Costa Rica.

Throughout my time in Costa Rica, I remained great friends with the American students, but we all faced a struggle to separate from the comfort of our group. If we were to have a valuable learning experience, we had to abandon that comfort and try to associate with Ticos of our own age.

It should come as no surprise that being a tall, light-haired female in Costa Rica provided me with a different yet interesting experience – I was very different from the typical “Tica.” I not only learned that opinions were formed about me based upon my sex and hair color – but that stereotypes were formed about Americans as a group.

To my surprise, catcalls from men that might seem outdated in the U.S. are alive and well in most parts of Costa Rica. Such verbal attention often left me more insecure than confident. It made me miss my first simple home on the side of a canyon in Atenes. I learned quickly to





take these verbal callings as a form of flattery, never to make eye contact, and to keep on walking, offering a smile if it felt right. That was during the day. If I were to walk alone by myself at night, I learned that would put me in another category entirely – stupid. Although Costa Rica is considered one of the safest countries in Latin America, common sense applies here just as well as it does in the States. But there is

I was now the minority, the outsider, viewed as a stereotypical American female.

Whether I was in the city or in the country, life in Costa Rica was like living in a fishbowl – not only are all eyes upon you, but there is this invisible divider that separates you from the locals. Most of my American friends felt the same way.

During the time that I lived in Costa Rica, I believe I endured a “rite of passage” more difficult than any adolescent struggle I would have faced in my previous world. This type of education, well, you just can’t get it at home.

also a cultural taboo about women being out alone at night.

As a college student, I noticed that the Costa Rican girls that I would see at school during the day would virtually vanish at night. In fact, I wondered if these girls ever went out and learned that most did not, especially after 9 p.m. Though a “night out with the girls” might seem harmless to me, in their eyes, I was one of those wild American students – with no social conscience, etiquette, or morals. Being prejudged was a new experience for me.

It was culture shock of the first order, but this fishbowl effect would gradually, almost imperceptibly, recede. Perhaps it was because our Spanish was getting better every day. There’s nothing like being surrounded by the language to improve your skills. Maybe it was because the Ticos are friendly people. Or, maybe it was just because we were beginning to love and appreciate the beauty and mystery of Costa Rica.

In Photographs ... A colorful mode of transportation – this antique ox cart is representative of early transportation. Carts pulled by animals were always hand-painted in festive colors. Kindle Higgins, pictured at left, with friends Mary Vargas and Laura Calzada. All photographs courtesy of Kindle Higgins.

Men and women are still considered far from equal in this country, but such social inequality is improving, an evolutionary process in which the whole country is participating. Progress, like the pace of life here, is a little slower than back home.

During the time that I lived in Costa Rica, I believe I endured a “rite of passage” more difficult than any adolescent struggle I would have faced in my previous world. This type of education, well, you just can’t get it at home.

The internship that brought me back to Costa Rica for the third time proved to be my most educational experience. I lived within sight of my workplace – the United States Embassy – nestled in the higher elevations of an area known as Escazu.

PART III: ESCAZU

The internship that brought me back to Costa Rica for the third time proved to be my most educational experience. I lived within sight of my workplace – the United States Embassy – nestled in the higher elevations of an area known as Escazu. Considered posh by most locals, Escazu is the neighborhood of choice for diplomats, business executives, and employees of the foreign embassies in Costa Rica. Although considered somewhat safer, it was still dangerous to walk by myself at night, and because of its affluence, this area played host to a variety of American fast food chains. The influence of my “mother country” never quite escaped my time in Escazu. It seems the “golden arches” are just around the bend no matter how far from home you travel. Working as an intern for the United States Embassy was the opportunity of a lifetime. Thinking back, a flood of emotions return, starting with my first day on the job. There were so many new responsibilities to learn, so many new people to meet. When I close my eyes, I can still hear the heavy “clank” of the Embassy’s iron gate that would let me enter and exit every day. Always the guards smiled – they have such an important job, but they always remained super friendly.

From the moment I first entered the Embassy, I knew my life would be guarded, protected, and even more than I had expected, observed! The Embassy looks like a fortress,

overwhelming to most Ticos because of its immense size and elaborate design. I came to take such security for granted – maybe it was that iron gate and those guards. I was trained thoroughly on embassy defense, security, and other matters – from identifying every possible type of bomb to the many facets of terrorism. Never before had I appreciated national security more than I did that very first weekend. I had a newfound respect for my government and what it means to be an American.

While attached to the Embassy, I worked for Mr. Franklin Foster, Senior Commercial Officer in the Department of Commerce. He was a great boss, a wonderful, brilliant mentor, and – surprise – a Virginian. In fact, he grew up only a few miles from my home in rural Virginia. What we shared in common, however, hardly helped to alleviate the intimidation generated by his amazingly professional mannerisms and perfect way of just doing about everything. I generally admired him more and more everyday. During my internship, I thoroughly enjoyed performing all the specialized duties for Mr. Foster and my co-workers – even the grunt work was fun.

I was able to meet daily with new people, successful businessmen and even aspiring entrepreneurs in Costa Rica, who dreamed about what business could mean for them in the United States. Learning about their hopes, dreams, fears, and perceptions of our economy was the most worthwhile and humbling experience I have ever had. My daily routine often included editing commercial reports and industrial sector analysis reports, giving tours, answering phones (sometimes very important calls!), as well as conducting market research – all of which was all done *en Español*, of course.

Most people will tell you that visiting a foreign country (especially a developing country) is a unique experience – one that can leave you with a sense of patriotism and renewed pride in your home country. Although I consider


Local Landscape ... Kindle Higgins visits one of the many cashew groves in the area.



Costa Rica my second home, arriving on U.S. soil after a long trip abroad brings a feeling of comfort, even if it's just coming home to familiar plumbing or an ice cold CocaCola – seemingly little things that we take for granted. It's a feeling that can match the intensity of the fear you may feel when stepping on foreign soil for the first time by yourself.

Living and working on my own in a foreign country taught me how important it is that we Americans represent ourselves in a proud and humble way. In most developing countries, Americans are seen as over-worked, materialistic, and status conscious – devoting little time to family-centered activities. Some of these characteristics are now viewed by Ticos as popular and desirable, representing new indicators of success. However, Costa Rica lacks the resources and infrastructure that could promote widespread material, educational, and economic growth.

From Ticos, I learned many things, many lessons that still leave my heart yearning for the simplicity of my life in Costa Rica. My adopted family in Heredia taught me how to spend hours at the dinner table, not eating but talking, laughing, reviewing the day. My friends at the Embassy taught me that in Costa Rica, it was okay to kick back around 4:30, because the work day really was over. Lunch became a long, restful, and even celebratory time of the day, sometimes longer than an hour and never to be taken at a desk by Costa Ricans. And I truly learned to admire the way Ticos valued their friends, often greeting each other with genuine hugs or kisses and none of the emotional baggage that we Americans often tote around. This, too, was part of my education.

During the last part of my Embassy internship, I was able to work in the consulate, where Ticos can interview and apply for a U.S. visa. This was not an easy job because consulate workers are literally determining the fate of someone on the basis of a few words and a short interview. It is a screening process that is necessary to evaluate the hundreds of desperate Costa Ricans who apply daily for a visa, sometimes waiting for hours just to get to the front door. The daily sight of a long line of Ticos winding around the Embassy remains fresh in my mind. When I would introduce myself to someone outside the embassy, I could almost always predict the response. As soon as they found out I worked at the Embassy, the conversation would inevitably focus on the possibility of acquiring a visa. As much as I love Costa Rica, Ticos share a passion far greater than mine to visit the U.S. It really made me appreciate the bounty of opportunities we enjoy as U.S. citizens. This kind of education, well, you just can't get it at home. 

10 things you should know before you go ...

There were some things that took me quite a while to learn and now, thankfully, I can smile back on them. Here is my personal top ten list for survival in Costa Rica ...

- ★ I should never hail a cab without making sure that the driver knows where I want to go. I should also check his eyesight and hearing in advance.
- ★ I should ride the bus always with pants on, even if it is just a short ride to arrive at a local park where I jog (shorts are frowned upon).
- ★ It's okay – even expected – to be aggressive when trying to get on a bus, even if it means running after it.
- ★ Even though drivers appear to be rehearsing for a demolition derby, they are not suicidal (Costa Rica does, however, have the second highest fatality rate in the world for car accidents).
- ★ It's okay to take a little extra time for lunch, even though I could never get used to the full hour.
- ★ Never say, “Hasta la vista, baby!”
- ★ It's OK to drink the water, but it's safer to drink the cerveza (beer).
- ★ It's okay to be at least 15 minutes late ANYWHERE in Costa Rica, except when you have an appointment with an AMERICAN. Ticos call this “la hora gringa” and that means be there at 7 a.m. if you say 7 a.m.
- ★ Four words: “Donde esta el bano?” (Where is the bathroom?)

And finally...

- ★ It really is OK for guys to pay for everything.

Grainger Hall to be Rebuilt not Renovated

Officials at Longwood College have decided to reconstruct, rather than renovate, Grainger Hall, which suffered extensive damage during the April 24 fire that swept through the historic center of the campus. According to Dave Harnage, executive vice president for administration and finance, “constructing a new building will serve Longwood better and be more cost effective and efficient in the long run.”

The decision to reconstruct Grainger came nearly five months after the April 24 fire that completely destroyed the historic Rotunda and Ruffner complex. Although adjacent Grainger Hall survived the fire, the building sustained extensive fire, smoke, heat, and water damage that included the collapse of the roof onto the top floor. Damage displaced 30 faculty members and destroyed years of research and personal belongings.

During the recovery phase, the interior of the building was gutted and additional infrastructure problems were discovered that might have existed before the fire. According to Harnage, “We had structural problems with that building. We couldn’t renovate the building to its previous status without addressing these structural issues. Plus – there’s no guarantee that if we renovated, Grainger would not have developed sick building syndrome a few years down the road. It’s all about structural integrity and having a safe environment for our students and faculty.”

It took over four months to dry and dehumidify Grainger Hall in order for structural engineers to make an accurate assessment of the building’s safety and future potential. The college pursued an independent and intensive study and evaluation of the existing structure that included three different structural analyses and a material analysis of the existing bricks, mortar, wooden supports, and perimeter walls.

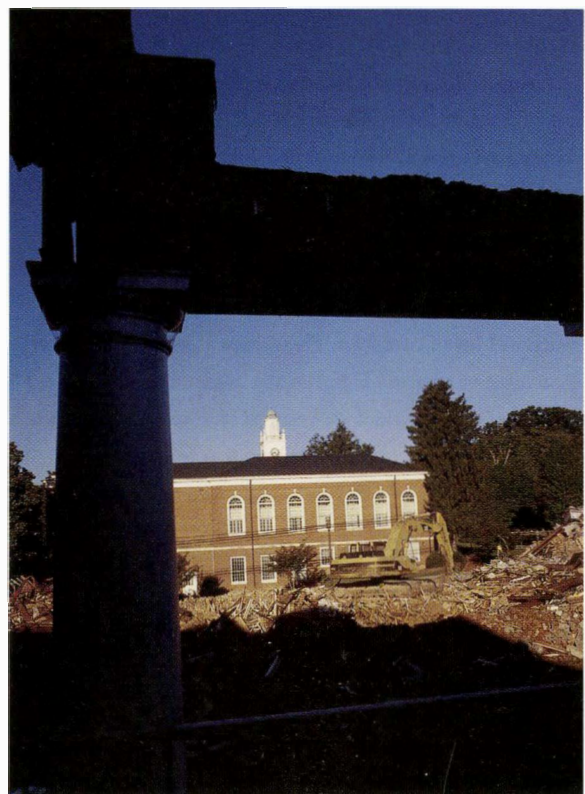
Based on the final reports from architects, structural engineers, and insurance officials, Harnage stated that, “a newly constructed Grainger Hall will serve the long-range interests of Longwood College much better than a “renovated” Grainger Hall. A new building can be designed to look like the Grainger we knew, but it will also incorporate a re-programmed and designed interior and infrastructure that will be safer and more efficient.”

A new Grainger Hall will also be more aesthetically compatible with the reconstructed Ruffner complex and Rotunda. “All the bricks will match,” Harnage stated, “and, better still, we will have a complete, integrated complex that will meet our programming needs for the next 40-50 years.”

Dr. Patricia Cormier, president of Longwood College, stated, “It will cost us more to rebuild, but that will be money well spent. The safety of our students is our first priority.” The college will have to pay the difference between what the insurance company will pay and what reconstruction will cost. The total cost will not be determined until the design phase is completed. The college will then submit a request to the General Assembly to provide funding for that differential.

Demolition of Grainger Hall, which was constructed as part of the Ruffner complex and opened in 1903, began on September 24. Workers preserved certain architectural elements such as keystones, columns, pedestals, lintels, and decorative masonry work that adorned the façade and portico of the building.

Construction priorities over the next few months will be the renovation of Main Tabb residence hall that has been fitted with a new roof and should be ready for occupancy by the beginning of the spring semester. Next on the agenda will be the reconstruction of Grainger Hall in order to accommodate the 30 faculty members who were displaced to temporary offices as a result of the fire. *R*





The cleared site ... looking East from the top of Lancaster Hall with the Colonnade in the background.

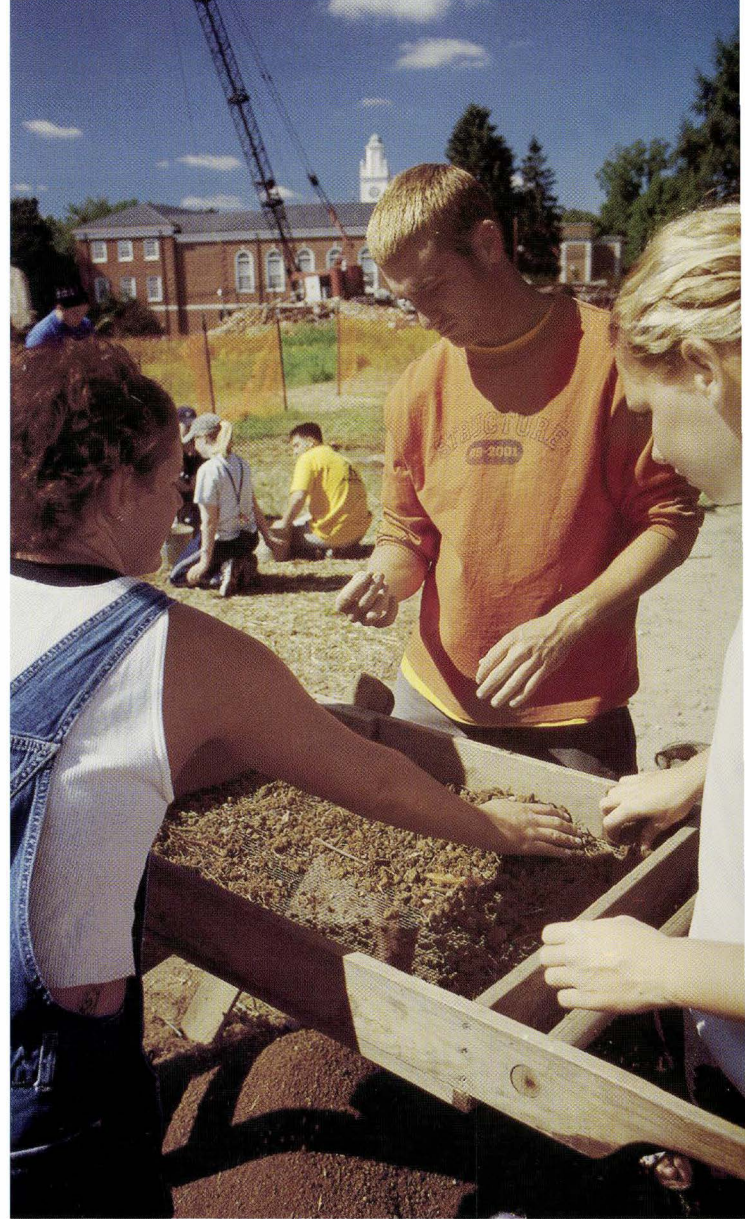
Artifacts Unearthed

For almost 100 years, students walked on the crushed shell, then gravel, then concrete walkway from High Street to the Rotunda. On October 6, the Longwood College Archaeology Field School concluded 500 student hours of digging for artifacts at this site.

Students in Longwood Seminar joined students from introductory and honors anthropology courses in the dig. They marked the area into 40 by 4 foot trenches then began the meticulous process of “lifting” four inches of soil, carrying it to screens and sifting for artifacts. Archaeology Field School Director Dr. Brian Bates and Professor of Anthropology Dr. Jim Jordan supervised the process.

The “first lift” uncovered square nails and other artifacts related to the building. The “second lift” – the next four inches of soil – yielded personal artifacts including a gold brooch, a silver thimble, part of the porcelain face of a doll, metal buttons and tumbler glass, common in drinking glasses of 100 years ago.

Plans for the artifacts include a presentation in February during a Longwood alumni event at the Virginia Museum of Fine Arts. (See page 32.)

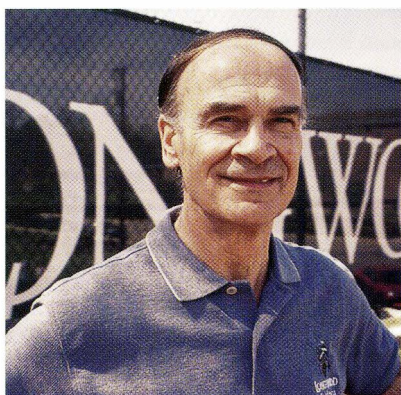


Treasures from the past: left – a sterling silver thimble; right – a pin with a decorative gold overlay.

Photographs © Dennis Sercombe

Longwood Men's Basketball Ranked in Preseason Top 10

The Longwood men's basketball team has been ranked No. 9 in the Basketball Times magazine preseason Division II National Poll. The Lancers of third-year head coach Mike Leeder return four starters, including Basketball Times preseason Top 20 player Jason Pryor. Pryor, a 6-2 senior guard, is the leading returning scorer in Division II (24.8) and is a candidate for All-America and National Player of the Year honors for this upcoming season. Longwood finished 23-8 a year ago, winning the program's first-ever CVAC Tournament Championship while advancing to the NCAA Regional semifinals.



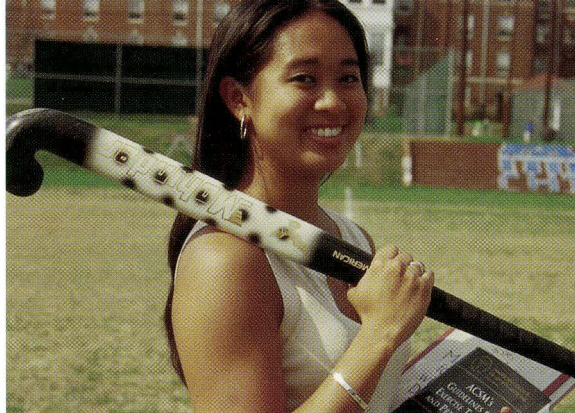
Don Lemish To Retire

Longwood College Director of Athletics Don Lemish has announced his retirement effective January 1, 2002. He will complete 20 years within the Virginia higher education system December 31. Lemish had returned to Longwood in September 1999 as interim AD, and became the institution's director of athletics in April 2000.

Lemish stated that a desire to devote more time to his family and outside business interests in Harrisonburg prompted his decision to retire. Before his return to Longwood, Lemish was the director of athletics at James Madison University from 1993-99, and vice president for advancement at JMU from 1987-93. He was previously Longwood's VP for advancement from 1982-87.

"I am going to miss the student-athletes," said Lemish. "After all, that's who it's all about. I am deeply appreciative of the opportunity I had to return to Longwood and hope that I have made a significant contribution to progress in the athletic department."

The schedules for Longwood Basketball, along with information for all Lancer sports teams can be found on the Athletics Website:
<http://www.longwood.edu/administrative/athletics/athhom.htm>



Claire Reyes Named 2001 NCAA Virginia Woman of The Year

Longwood graduate Claire Cunanan Reyes '01 – featured in the special summer edition 2001 of *Longwood* magazine – was selected as the 2001 NCAA Woman of the Year for the Commonwealth of Virginia. A two-time National Field Hockey Coaches Association (NFHCA) first-team All-American (2000, 1999), she earned her May 2001 degree in physical education, including a concentration in exercise science. Reyes, also a three-time NFHCA National Academic Squad honoree (2000, 1999, 1998), graduated from Longwood with a 3.75 GPA.

The 2000-01 Longwood College Female Athlete of the Year, Reyes was a four-year starting defender for the NCAA Division II Lancer field hockey team, competing from 1997-2000. She started 75 of 76 career games, totaling two (2) goals and four (4) assists for eight (8) career points, along with six (6) defensive saves.

Fall Athletics Update

Longwood began its 2001-02 campaigns in intercollegiate sports with the fall seasons involving field hockey, men's & women's golf, men's & women's soccer, and the debut of men's & women's cross country as the newest teams sports. Through September, the women's soccer team had remained unbeaten and ranked No. 15 nationally in the NSCAA Division II National Poll. The female Lancer booters of head coach Todd Dyer '93 were looking for their first-ever CVAC Tournament Championship and also the program's first-ever NCAA Tournament appearance. Cross Country began on a high note as the Longwood women's team opened with a second-place team effort at its first-ever competition – an invitational hosted by Averett University.

GREG PROUTY, SPORTS INFORMATION DIRECTOR

Alumni Events

Presents from the Past:
Discoveries at the Rotunda
Archaeological Site

Presented by Dr. Jim Jordan,
Professor of Anthropology

Virginia Museum of Fine Arts
in Richmond

Tuesday, February 19

Dr. Jim Jordan will present and discuss artifacts uncovered in a Longwood Archaeology Field School dig adjacent to the main walkway to the Rotunda.

Alumni and guests are invited to a reception in the Members' Dining Room at 6 p.m. followed by the presentation at 7 p.m. Admission is \$12 per person. Registration is requested before Thursday, February 14, by calling 1.800.281.4677, Extension 3; e-mailing lcalumni@longwood.edu; or visiting the alumni web site at www.longwood.edu/alumni.

Alumni Day at Lancer Hall

Saturday, January 26

Pregame Party at 11:45 a.m.

Men's game at 2 p.m.

Women's game at 4:00 p.m.

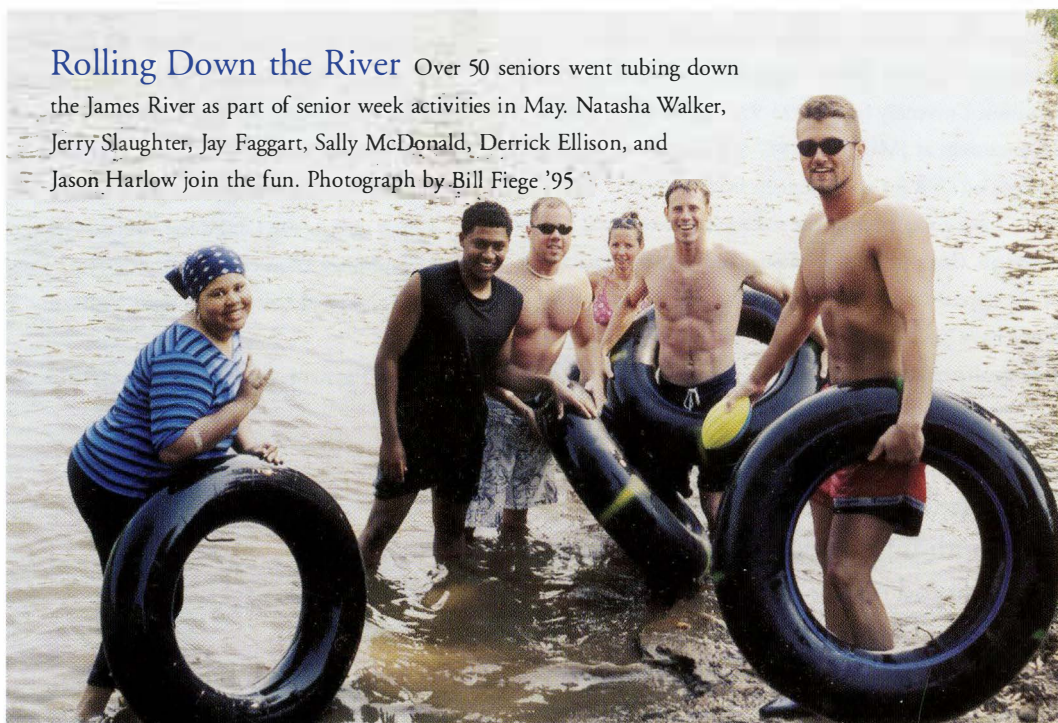
Live basketball action between conference rivals Mount Olive and Longwood. Admission is \$2 for alumni and their guests who pre-register (\$5 for those who do not) by noon, Friday, January 25. Alumni and guests are invited to meet at Charley's Restaurant for a pre-game party starting at 11:45 a.m. Registration is requested by calling 1.800.281.4677, Extension 3; e-mailing lcalumni@longwood.edu; or visiting the alumni web site at www.longwood.edu/alumni.

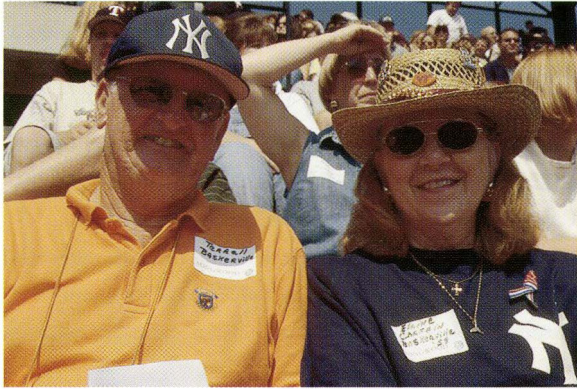
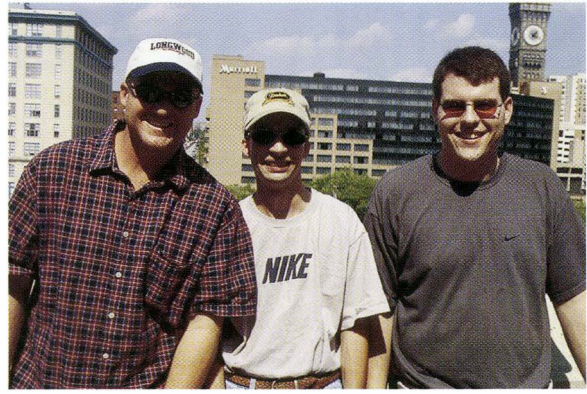
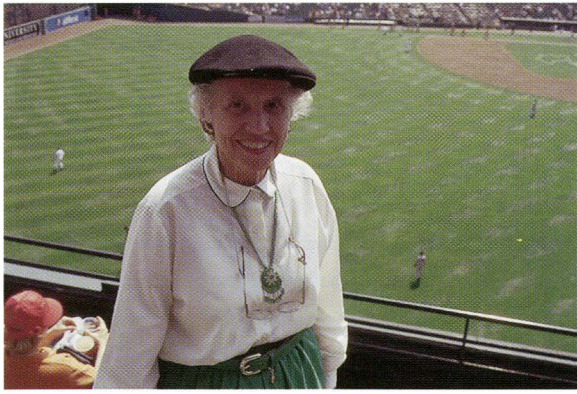
Spring Weekend will be April 12. Full details will be posted on the alumni web site when available: www.longwood.edu/alumni

Ireland in 2003

Plans are in the works for a one-week alumni trip along Ireland's coast in June of 2003. Look for details in future publications. To request a brochure, when it becomes available, please contact the Alumni Office and give your full name, mailing address, and e-mail address.

Rolling Down the River Over 50 seniors went tubing down the James River as part of senior week activities in May. Natasha Walker, Jerry Slaughter, Jay Faggart, Sally McDonald, Derrick Ellison, and Jason Harlow join the fun. Photograph by Bill Fiege '95





Out at the Orioles Games

Nearly 300 alumni and guests attended the Baltimore Orioles versus New York Yankees game on September 22 and over 100 attended the game on August 11 between the Orioles and Boston Red Sox. A pre-game party before each contest included food and beverages.

Clockwise from top left: Frances Stallings Ramsey '69 takes a break in between innings; Mike Paschall '94, Brian Andrews '98, and Matt Craft '98 at the pre-game party; Roy and Jane Markuson '50 enjoy their lunch in the Camden Yards Warehouse Banquet Room prior to the Orioles/Red Sox game; Terrell and Elaine Chaffin Baskerville '59 enjoy the action.

Longwood Area Code Changes to 434

In compliance with the FCC and the Virginia State Corporation Commission, Longwood College is converting from the existing area code 804 to a new area code 434 over the next year. This split of area code 804 is necessary due to increased consumer demand and will affect Longwood College, Farmville and some nearby areas. Richmond will retain the 804 code.

The introduction of the 434 area code began with a "permissive" dialing period on June 1, 2001. Longwood College has made special arrangements with Sprint to have a one-year grace period for full implementation. Callers can use either the old 804 or the new 434 area code to place calls between the 804 and the new 434 calling areas by dialing just seven digits during this transition period.

Mandatory dialing of the 434 area code will begin on June 1, 2002.

Spotlight on Alumni

SARA STAFFORD GAYHART IRBY '58 retired from the Department of Education and turned her hobby into a business. She sells artwork in her studio in Fredericksburg and paints wall murals and tiles on commission.

CLARE BAXTER '78 was inducted into the Mercer County Softball Hall of Fame and the United States Specialty Sports Association (USSSA) New Jersey Hall of Fame.

KATHY MURPHY CARROLL '78 choral director of Rockdale County High School in Georgia, was one of twelve winners in the *Atlanta Journal-Constitution's* Honor Teacher Awards. Nearly 500 teachers were nominated this year from metro Atlanta and the state. The four top-place winners each received \$10,000. Mrs. Carroll was one of eight other finalists, each of whom received a \$2,500 award.

JIM CRITES '79 has two patents issued for his development of processes and equipment for GaAS (gallium arsenide) wafer chips. He serves on the Board of Directors for the ManTech Conference, a worldwide conference on development and manufacturing of GaAS communication chips.

PAULA JOHNSON CARD '81 her husband and three friends began the South Central Virginia Genealogy Society in 1999. The society, which focuses on 13 counties, has a web site – www.rootweb.com/~vascvg/.

DR. R. KENNETH MARCUS '82 Professor of Chemistry at Clemson University, won the 2001 Governor's Award for Excellence in Science for outstanding achievement in the field of scientific research. His work has been crucial in the development of new chemical instrumentation to analyze materials. He recently served as chairman of the Piedmont Section of the Society for Applied Spectroscopy and serves on committees of the national society. Dr. Marcus also serves on the Editorial Working Team of *Spectrochimica Acta B (Electronica)*.

CHANEL VAUGHAN LESLIE '87 has been named one of 12 recipients of the NASA/NAFFO Louis Stokes Fellowship. The purpose of the fellowship program is "to strengthen the delivery, management and program outcomes of NASA-sponsored research and educational programs in historically black colleges and universities and other minority institutions."

BRIAN KENNETH BROWN '90 won the 2000 best in show award from the Virginia Press Association for a four-part series on speeding. This series was chosen by judges from the New York Press Association as the best among weekly newspapers in the state.

CHARLIE FULTZ '92 was featured in the August 2001 issue of *Golfdom Magazine*, a national golf publication. Fultz is superintendent at the Country Club of Culpeper and is known for his skill in repairing greens in poor condition.

JAMES BECKLEY '00 was named Southeast Region Outstanding Earth Team Volunteer for his efforts with the Piedmont Soil & Water Conservation District. These activities, begun during his years as a student, led to full time employment with the Piedmont Region TMDL (Total Maximum Daily Load) Initiative.

MANDY BEAMER '01 won the Virginia Women's Amateur Golf Championship in July.



Troy Littles '84 (left), Dr. Edna Allen, and Charlease Hatchett '87 come together at a dinner sponsored by the African-American Alumni Special Interest Group (AAASIG) to honor Allen and formalize the group's scholarship in her name.

Alums Celebrate Scholarship Honoring Dr. Allen

The Dr. Edna Allen Scholarship was formalized on July 28 at an on-campus dinner honoring Dr. Allen. Funds to endow the scholarship were raised by the African-American Alumni Special Interest Group (AAASIG) with kickoff contributions from Charlease Hatchett '87 and J. Harold Hatchett III '83 and Jerome Kersey, professional basketball player, who attended Longwood in the early '80s.

Charlease Hatchett, one of the founders of AAASIG, traveled from London to attend and asked other alumni to "emulate Dr. Allen's example and become a role model, mentor and friend" to students. Hatchett lives in London with her children and husband, Harold, who is chief operating officer for Shell Financial Services.

Troy Littles '84, current president of AAASIG, came from MacDill Air Force Base in Tampa to praise Dr. Allen – "She would hold your hand, tell you not to quit, not to go home. Those were turbulent times, and she was one constant." He added, "As soon as I got here I kept hearing everyone talk about this 'Edna.' Edna was always in our business ... I appreciate you being in my business." Littles is a Lt. Col. in the Army. He and Hatchett, along with Melanie Lee Littlejohn '87 planned the event.

Allen, associate professor of social work, has been a member of the Longwood faculty since 1980, after teaching as an adjunct in the '70s. A licensed clinical social worker, she directs field services for the social work program and chaired the college's Evolving Scholars Committee from 1983 to 1999 to promote minority access. From 1972 to 1980, Allen held various positions with the Virginia Department of Mental Health and Mental Retardation; previously, she worked as a psychiatric social worker in California and New York. Longwood President Patricia Cormier said, "Dr. Allen was the single most powerful advocate for access at this college, and I dare say throughout Virginia, for equal opportunity for others previously denied."

The Allen Scholarship was awarded twice before being fully endowed, both times to Jammie Jackson '99 who now attends the Marshall-Wythe School of Law at William & Mary. Henceforth, the scholarship will be awarded annually to a full-time undergraduate who has demonstrated academic potential and is "actively involved in activities that make positive contributions to the common good of the campus or community," with preference for those with financial need. *R*

Recent Longwood Alumni Reunions

During the Decade of the '70s Reunion luncheon, four alumni received awards. The Distinguished Alumni Community Service Award was presented to Kay Rilee Ohmberger, '70, for her work with the Albuquerque, New Mexico, Court Appointed Special Advocate program.

The Alumni Achievement Award was presented to Pamela Carmines, '77, Barbara Gawinski, '78, and Barbara Bannin Kelley, '74.

Dr. Carmines, Professor of Physiology and Biophysics at the University of Nebraska College of Medicine, is working on four active grants, three from the National Institute of Health and one from UNMC.

Dr. Gawinski, Associate Professor in the Department of Psychiatry at the University of Rochester School of Medicine, is the author of books and articles and a board member of the American Association for Marriage and Family Therapy.

Ms. Kelley is Chair of the National Board for Professional Teaching Standards and was named in the 1999 Teacher Magazine as one of the 10 people who shaped the decade in American education.

Martin Luther King Jr. Symposium Scheduled for January 23, 2002

Candlelight Walk from Dining Hall to Jarman at 7 p.m.

Symposium in Jarman Theatre at 7:30 p.m.

Keynote speaker will be Judi Hampton, President of Judi Hampton Public Relations, Inc. Hampton also is President of the Board of Directors of Blackslide Inc., producers of *Eyes on the Prize*, an award-winning documentary about the Civil Rights movement. Hampton was last year's Woodrow Wilson speaker for the Longwood School of Business and Economics.

Faculty Members Honored at Convocation

Five faculty members were honored recently at Convocation for their teaching.

Dr. Deborah Welch, assistant professor of history, received the Maude Glenn Raiford Teaching Award. Four others – Dr. Lee Bidwell, associate professor of sociology and chair of the Department of Sociology and Anthropology; Dr. Stephen Keith, assistant professor of education; Dr. Wayne McWee, professor of business and chair of the Department of Management, Marketing and Computer Information Management Systems; and Dr. Bruce Montgomery, professor of music – received Fuqua Excellence in Teaching Awards.

The Raiford Award was established in 1990 by philanthropist J. B. Fuqua of Atlanta, a Prince Edward County native, in honor of his 3rd-grade teacher, a Longwood alumna ('21) who died in 1991. He created the Fuqua Award in 1994. Both involve a \$5,000 cash award, and the Raiford Award winner also receives a medallion.

License Plate Sales Benefit Students

For each Longwood College license plate purchased from the Virginia Department of Motor Vehicles, the college gets \$15 for academic scholarships. To support future Longwood students by ordering a plate, contact any DMV office or their web site at www.dmv.state.va.us.

Legislative News ...

We are excited to announce that the College now has a Legislative Issues web page that allows us to provide you with periodic alerts on issues affecting Longwood College. The new web site also provides you the capability of communicating with legislators on key issues. You will find the icon for Legislative Issues on the blue banner at the top of Longwood's home page (www.longwood.edu).

The Legislative Issues web page will allow us to communicate with you quickly when key issues arise in Richmond and Washington, D.C. As you are aware, the General Assembly sessions at the state level and Congress at the federal level move at a rapid pace and this new tool will enable us to keep you informed of critical issues quickly.

For those of you who do not have access to the Internet, I will be happy to send out notices through the mail if you will provide me your name and address.

There are several major issues facing Longwood as we head into the upcoming session. There is, of course, the great uncertainty of the revenues that will be available. As you know, the General Assembly ended its last session without approving an amended budget for the current fiscal year. This means that the funding for our new science building has been frozen, there were no additional funds for our current enrollment (95% are Virginians), and our faculty and staff did not receive salary increases.

During the upcoming session, we will be seeking the restoration of the funding for the new science building; maintaining the previous appropriation for the Ruffners (to supplement the fire insurance monies); additional funds to reconstruct Grainger, as well as a number of other projects from our six-year capital plan. On the operating side, the College supports and endorses the Base Funding Adequacy Model developed by the Joint Subcommittee on Higher Education Funding Policies, which would bring the College up to the level of funding that it should have. Additionally, we will be seeking additional operating funds for the Southern Virginia Higher Education Center in South Boston; replacement of the College's information systems; student financial aid; and, to develop two new degree programs.

We look forward to keeping you better informed of Longwood's needs and issues and hope that you will support us in these endeavors. ✂

BRENDA L. ATKINS
EXECUTIVE DIRECTOR OF GOVERNMENTAL AFFAIRS
AND SPECIAL PROJECTS

434.395.2027 or batkins@longwood.lwc.edu



Betty Johnson Walters '71 talks with Wendy Kirkpatrick '00 and Amy Eaton on the return trip to Reedville.

Photograph by Bill Fiege '95.

Trip to Tangier

Forty-four alumni and guests cruised from either Reedville or Onancock to Tangier Island on Saturday, July 21. Everyone gathered for an all-you-could-eat meal of crab cakes, clam fritters, ham, and much more at the Chesapeake House. The restaurant is owned by Bette Bee Nohe, whose granddaughter Amy Eskridge is a freshman at Longwood.



Thank you

Our enthusiastic group of Longwood student telephone representatives would like to say THANK YOU to the more than 4,000 alumni, parents and friends of the College who made a gift during our Fall Telefund. Thanks to your generosity, we had the most successful Fall Telefund calling session ever! Your contributions to the Longwood Fund will provide vital flexible annual funding for a host of programs including scholarships, academic departments, presidential initiatives, public relations and publications, and alumni programs.

Did we miss you during our calling session? You can still make a gift by going online at www.lwc.edu, you can call the Annual Giving staff at 1.800.281.4677, extension 3, or you can mail your gift to the Longwood College Foundation Inc., 201 High Street, Farmville, Virginia 23909. We look forward to talking to more of you in February when our Telefund resumes and we give more Longwood friends the chance to "Answer The Call" through a gift to the Annual Fund.

2001 Best Fundraising Year Ever

Fiscal Year 2001, which ended on June 30, was the most successful year for fund raising in the history of Longwood College, according to Bobbie Burton, the college's vice president of Institutional Advancement. More than \$6 million in gifts from 7,712 donors was recorded.

"In the past, Longwood typically raised between \$1.2 million and \$1.8 million," Burton said. "The previous high was in 1998 when a single gift of \$3.4 million boosted the total to \$4.5 million. Last year (FY2000) was a very good year at over \$2.4 million."

During FY2001, the Longwood Fund – the college's only source of unrestricted funds – increased by 25 percent,

and the total number of donors exceeded the FY2000 figure by 12 percent. Record increases also were posted in restricted annual support, capital/endowment funds and bequests.

In early January 2002, alumni and friends of Longwood College will receive a President's Report that includes an Annual Report of Gifts with a complete listing of all gifts between July 1, 2000 and June 30, 2001. The President's Report will summarize many of the College's accomplishments over the past five years, as well as provide a preview of some upcoming plans.

To learn more about giving opportunities at Longwood College, visit us on the web at: <http://www.longwood.edu/advancement/default.htm> or call 434.395.2028.

Dr. Mark Crabtree Elected Board Rector

Dr. Mark Crabtree of Martinsville, whose wife is a Longwood alumna, has been elected rector of the Board of Visitors.

Dr. Crabtree, a member of the Board since 1998, is a dentist and the mayor of Martinsville. He is a past president of the Virginia Board of Dentistry and a former member of the Board of Visitors at Wake Forest University, his alma mater. His wife is the former Rebecca Williams, an Urbanna native who graduated from Longwood in 1981 with a B.S. in therapeutic recreation.

Also during the Sept. 8 meeting, Ann Green Baise ('74) of McLean was elected vice rector, and the Board presented resolutions honoring outgoing Board members Alice Cheatwood Stallard ('59) of Midlothian and Susan Harwood of Farmville, whom Dr. Crabtree replaced as rector. Mrs. Baise and Mrs. Stallard also are former rectors.

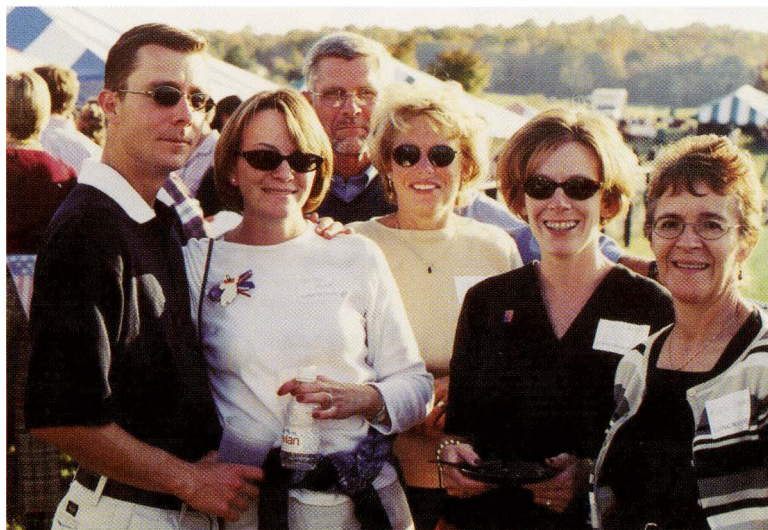
Enrollment tops 4,000 for the First Time

Longwood's overall enrollment has topped 4,000 for the first time in its history.

The total enrollment, for both on- and off-campus, is 4,127 for this fall, an increase of 166 over last year's figure of 3,961, which was the largest enrollment at the time.

On-campus enrollment is 3,873, as opposed to 3,650 last year. This year's freshman class is 895, almost identical to last year's freshman class of 896, also the most ever. Longwood's strategic plan calls for an enrollment of 5,000 by the year 2007.

Not only the quantity but also the quality of incoming students is improving. The average SAT for freshmen increased from 1,065 last year to 1,073 this year, and the average grade-point average rose from 3.16 to 3.2. Average SAT scores for freshmen have increased by 33 points since 1996, says Dr. Ed Smith, director of assessment & institutional research.



Gold Cup Races The Longwood College Alumni Association hosted a tent for the second consecutive year at the International Gold Cup Races in Northern Virginia on October 20. Michelle Bloxton '90, owner of R&R Catering in Springfield, catered the event for the 50 alumni and guests in attendance. Pictured are John Joback, Carianne Joback Dunnett '95, Richard Thornton, Peggy Thornton, Jennifer Thornton Gilbertson '95, and Martie Dunnett.

Longwood Moves Up in National Rankings

Longwood has moved up in the *U.S. News & World Report* rankings of America's Best Colleges for 2002. Among "Best Universities—Master's" in the South, Longwood moved from number 11 to 10 for public universities, and also moved into the top tier for combined private and public universities, from number 42 to 33. *U.S. News* college rankings, widely referenced by students and parents, are based on indicators for academic reputation, retention of students, faculty resources, student selectivity, financial resources, and alumni giving.

Longwood is included in the category of institutions that provide a "full range of undergraduate- and master's-level programs, and few, if any doctoral programs." Some 573 schools, are in this category. Schools in this and the other three categories are broken down into four regions; the South consists of 11 states.

President Patricia Cormier called the rankings, released in early September, "a reflection of Longwood's progress in academic excellence and an affirmation of our reputation among the institutions of the South."

Mary Kathleen Ranson, Class of 1936, Touches the History and the Future of Longwood

“Kathleen Ranson’s fees for the quarter are OK – from Miss Hiner”

These words, hand-written on a piece of paper and not dated, covered tuition for Mary Kathleen Ranson through four years at State Teachers College in Farmville, now Longwood College.

She began making the two-and-a-half-mile walk to campus when she was four years old. That was when she entered kindergarten at the “lab school” of the college. Her home was Scott Green, 250 acres with a house built in 1776, just outside of Farmville. She attended the school through fourth grade, then entered public school.

Ranson was a good student and as a high school senior was salutatorian of her class, “but times were difficult.” Her mother took her to see the man who had been the college president since 1902 – J. L. Jarman. It was a fruitful meeting, for at the end, Dr. Jarman reportedly said, “Anybody as eager to go to college as you, we’ll certainly find a place for you here. Go to Miss Hiner’s desk and tell them I sent you, so that you can get enrolled.” In response, Miss Winnie Hiner, college treasurer, wrote the note that Kathleen Ranson still has today.

Looking back to her first years in college, Ranson says, “I majored in elementary education. Everybody assumed I’d stop after two years. But I had no intention of stopping. I just kept taking one step at a time.” Her interests beyond elementary education included the study of French and athletics. She says, “I played everything – varsity field hockey, basketball, tennis (I was the only freshman to make the varsity team), plus softball and volleyball.”

Even for an athlete, it was a long two and a half miles home after a day of classes and a basketball game. Ranson remembers that sometimes Coach Olive Iler gave her a ride

home: “Sometimes she’d get stuck. We had to get the mules to pull her car out, oh, half a dozen times.”

By her junior year, Ranson was working to pay her fees and to repay the college. She had a job in the chemistry lab and as an assistant to Coach Iler.

In 1936 she was graduated from the State Teachers College at Farmville with a bachelor of science degree in elementary education and physical education. She left for Augusta County where she taught elementary school at Spotswood and coached the high school basketball team. During her first year of teaching, she paid back the balance of her college tuition and fees. She taught in Bedford and then at Georgia State College. In 1939 she started graduate work at Peabody College of Vanderbilt University and earned a master’s degree in 1941.

That year, she “thought it would be interesting to do something else,” so she joined the Navy. She chose communications in Norfolk, coding and decoding messages. “We had to take pistolry lessons. We had to wear pistols if we were carrying a secret message to a ship. Well, of course, that just advertised what we were carrying. I’ll never forget going out to a big aircraft carrier, with thousands of sailors on deck. I ‘begged permission’ to board. As soon as I went on board, the sailors, who had been at muster, were dismissed. All of them looked at me and as if on cue started singing, ‘pistol-packing momma, put that pistol down.’”

WWII ended and Ranson was eager to get back to teaching. She left the Navy but stayed in Norfolk and started working on a doctorate. She took courses at night while teaching as director of a reading clinic as well as teaching psychology and counseling. Then she moved to Missouri and earned a Ph.D. from the University of Missouri, Columbia. She was 37 years old.



Mary Kathleen Ranson '36 saved a very important note from Miss Hiner.

Dr. Ranson soon joined the faculty at Central Missouri State College, near Kansas City. Specializing in reading and educational psychology, she was a professor of education there until she retired in 1981. During this time she served as consultant to several Missouri education associations and worked on professional journals and publications. She initiated the University's off-campus student-teaching program and set up a reading and study skills clinic for students there.

In 1986 Longwood honored Dr. Ranson with the Distinguished Service Award, citing her as "an example of a lifetime of learning and teaching." Dr. Ranson has honored

Longwood with gifts, including the Kathleen Ranson Scholarship in elementary education and the M. Kathleen Ranson Professorship in the School of Education. The current Ranson Professor is Dr. Betty Jo Simmons who helps prepare some of the finest educators in the Commonwealth.

In 1932, Dr. Jarman made an investment in the education of Mary Kathleen Ranson. Her "lifetime of learning and teaching" is the return. ✍️

JUDY McREYNOLDS
ASSOCIATE EDITOR

RECENT PUBLICATIONS BY LONGWOOD FACULTY, STAFF, STUDENTS & ALUMNI

CEREMONY OF THE SOUPS

by Dr. Douglas M. Young, *Professor Emeritus of Speech and Theatre*

This collection of seven one-act plays includes the Greensboro Trilogy, commissioned by the Greensboro (N.C.) Bicentennial Commission in the 1970s, about the civil rights movement and based on Dr. Young's experiences as a reporter for the *Greensboro Daily News* in the mid-1960s. "I was probably the first reporter to see Jesse Jackson demonstrate," he says. One of the plays, *Miss Doris Anderson*, has been produced at the Back Alley Theatre in Washington, D.C., and at Longwood and two other colleges. The other plays, about relationships, are new. Dr. Young, who taught theatre and directed plays at Longwood for 27 years before retiring in 1997, has written numerous plays and the book *The Feminist Voices in Restoration Comedy: The Play-Worlds of Etherege, Wycherley and Congreve*. Published by Storehouse Publishing, softcover, 192 pages

CIVIL WAR ACOUSTIC SHADOWS

by Dr. Charles D. Ross, *Associate Professor of Physics*

This book "successfully intertwines scientific reasoning and historical research in an easily understood format" to explain how the "strange behavior of sound waves impacted the decisions" at six Civil War battles, says the publisher. "Combining weather records with soldiers' diaries," says a review in the September issue of *Discover* magazine, "Ross re-creates six dramatic battles and shows how conditions of terrain and atmosphere served to divert sound in unexpected directions, forming an 'acoustic shadow.'" His interest in the subject (featured in the Spring 2000 issue of *Longwood* magazine) evolved from the research for his first book, *Trial by Fire: Science and Technology in the Civil War*. Published by White Mane Publishing, hardcover, 174 pages

A NOTE SLIPPED UNDER THE DOOR: TEACHING FROM POEMS WE LOVE

by Nick Flynn and Shirley Powell McPhillips, *Longwood alumna ('62)*

This book seeks to help teachers "bring poetry into the classroom and help students build a writing life that includes finding and crafting their own poems." Ms. McPhillips, a literacy consultant and staff developer, and Flynn answer such questions as "How do we read a poem?" and "What can we teach from a poem we love?" A native of the Richmond area, Ms. McPhillips taught for many years in Fairfax County, upstate New York and Tenafly, New Jersey, and co-directed the Reading and Writing Project at Teachers College, Columbia University. She works in New York and lives in nearby Dumont, N.J. Published by Stenhouse Publishers, softcover, 241 pages

ALTERNATIVES TO RETENTION AND SOCIAL PROMOTION

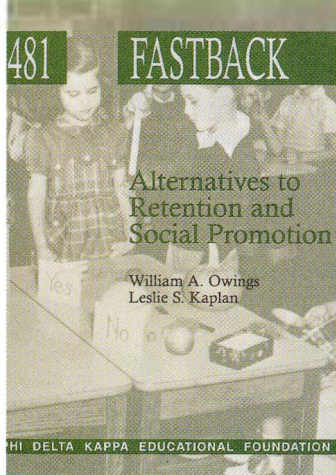
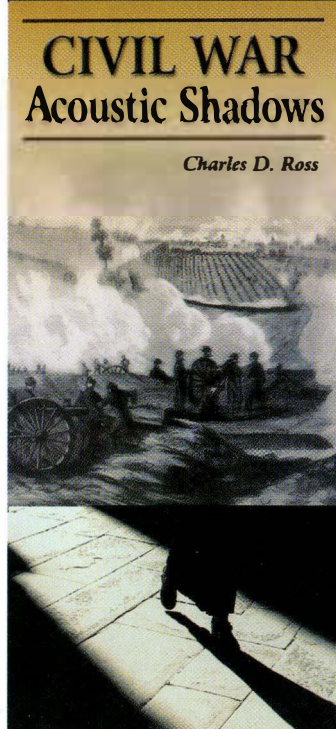
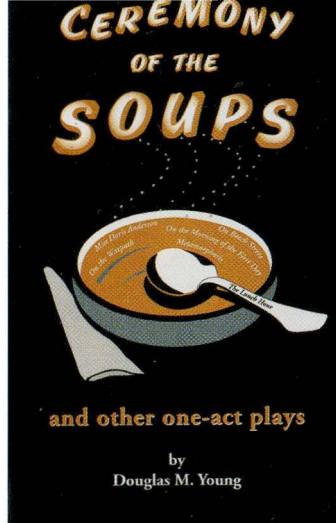
by Dr. William A. Owings, *Associate Professor of Education*, and Dr. Leslie S. Kaplan

This is part of Phi Delta Kappa's Fastback series, which offers short treatments on various educational topics. Dr. Owings has been a teacher, an elementary and high school principal, and a superintendent. Dr. Kaplan is the assistant principal for instruction at Denbigh High School in Newport News. They have written and spoken together at conferences for five years, and next year the Fastback series will publish another book of theirs, *Enhancing Teacher and Teaching Quality*, which will be turned into an expanded book. Published by the Phi Delta Kappa Educational Foundation, softcover, 48 pages

A SMILE UP MY SLEEVE

by Page Burnette Johnson, *Longwood alumna ('50)*,
with illustrations by Allen Franklin, *Longwood Postmaster*

This is a collection of humorous poetry by a retired teacher who over the years has written poems for "family, friends, coworkers, anyone I came in contact with." A resident of Cumberland County just outside Farmville, she taught for 37 years, the last 20 at Prince Edward Academy (now Fuqua School). She ran a kindergarten in her home for 10 years and still teaches piano six days a week. Two of her daughters, Judy Bolt and Kay Baber, and a son-in-law, Dale Bolt, also are Longwood alumni. Published by Witty Pen Publishing Company, softcover, 158 pages



in remembrance

JOE ANCHUNDIA, class of 1997, perished in the September 11 terrorist attacks on the World Trade Center. Mr. Anchundia worked for Sandler O'Neill & Partners. While at Longwood, he was a psychology major and was a member of Pi Kappa Phi fraternity. He was the son of Elias and Christine Anchundia of Syosset, New York. The Longwood community mourns his loss.



Where Were You in WWII?

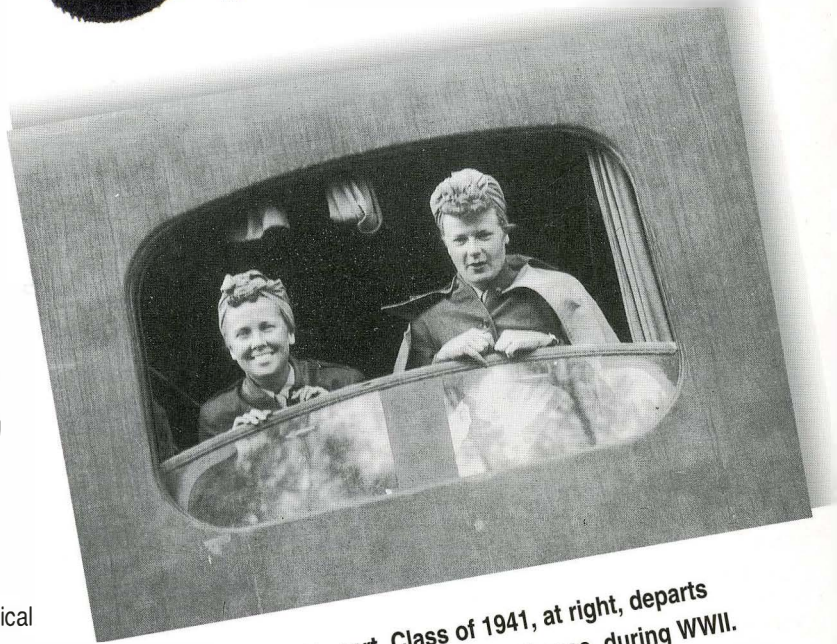


This issue includes the second in a series of articles about our alumnae during World War II. Patricia Stewart, Class of 1941, served as a physical therapist in the European Theatre and the United States,

where she put her STC degree to very good use. Her story begins inside on page 20. We hope you will enjoy this story about another Longwood member of *The Greatest Generation*.

Special thanks to all of our alumnae who participated.

Dennis Sercombe
Editor



Patricia Stewart, Class of 1941, at right, departs on an excursion to Lourdes, France, during WWII. See story, page 20



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