

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 8 Number 27 • May 9, 1994

Once upon an M

When giving directions or naming campus landmarks, the M at the circle on Campus Drive is one of the first locations recalled. No ordinary M, it rests on a gently sloping hill, announcing to all who pass it: You are here.

The landscaped landmark spends the spring and summer awash in blooms—in hues of Maryland red and gold, of course. But this blossoming gothic letter that is so familiar to most on campus is but a freshman. It was only 18 years ago that the M came to be.

At the site, "there was a flat traffic circle full of sidewalks and weeds," says Kevin Brown, assistant director of grounds maintenance in Physical Plant, who came to work at the university about the time the M evolved. Prior to the traffic circle, there was a four-way stop.

But in 1975, Bob Hafer, then director of

Physical Plant, was determined to do something about the traffic circle. It was Hafer who convinced the administration to support a blooming M at that location.

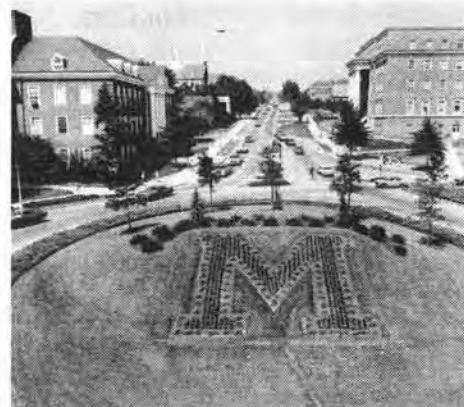
According to Dick White, Physical Plant's construction crew manager and one of the original builders, the M was designed and built in-house, and was dubbed Physical Plant's bicentennial project to beautify the campus.

"We hauled in tons of sod and soil," says Brown. "There were about 100 truckloads carrying three yards [one yard is equal to 1.5 tons]."

As part of the original design, there were Japanese yews surrounding the M, but they did not thrive. Three years later, willow oaks were planted, says Brown, but one was hit by a car. "The willow oaks that are there now are the original ones," says Brown.



This flat traffic circle preceded the M.



In 1976, that circle took on a new look.



Eighteen years later, the blooming beauty serves as a colorful campus welcome sign.

Keeping the M in bloom requires some 1,400 bulbs or annuals, depending on the season. Bulbs are planted in the fall, by horticulture students. The annuals will be planted prior to Commencement, says Brown. "We try to have color from Commencement to the last home football game," he says.

And begonias are the flower of choice this time of year. "It's the only thing that survives," says Brown. Physical Plant keeps plants of various sizes on hand to replace the blooms that mysteriously disappear from the M.

"Vandalism hurts us," says Brown. "We've had the M burned and blown up over the years." Recently, vandals used an acidic agent to burn the letters

"TV" next to the M, in honor of cable TV's music channel MTV.

The Class of 1987 raised several thousand dollars toward the \$8,500 cost of illuminating the M. Although vandals quickly took to knocking in some of the lights, the lamps have since been replaced with more durable ones that nightly shine on Maryland's famed M. "It really looks good at night," says White.

Soon, White says, people will begin stopping by the familiar site.

"Summertime and Commencement seem to be the most popular times for people to take photographs," says White. "I see a lot of visitors up there taking photos then."

MBA Students Enter Workforce to Solve Real World Problems

With both national business school enrollments and the job market shrinking, business schools are trying to give students what employers need most: experience.

The MBA program in the College of Business and Management is responding to this call by providing field projects in which teams of students solve real world problems for small businesses.

"Imagine the training of a medical doctor," says Assistant Professor Haluk Unal. "They have lots of training—but with lectures and tests and so on—but they also see patients. This is to show business students some patients so they can practice their knowledge."

There are two parts to this new experienced-based curriculum: the field projects and experiential learning modules, which last a week and take stu-

dents out into the workplace for first-hand learning. Offered as a pilot program this spring, the new curriculum will kick into full force in the fall.

Unal and students under his direction have been working with Riverdale International, a small company that owns property in the Chinatown section of Washington, D.C. They are trying to estimate what the best use of the company's property would be.

Glenn Golonka, a graduate of College Park, is one of the owners and had Unal as a professor. "We felt obligated as graduates to give something back to the university. This is something that will be permanent and can be used as a case study."

In fact, Unal has already used the field project in his classes, and plans to use it as an assignment when the students complete it.

Meredith Weatherly, a graduating MBA student, is a member of the team assessing Golonka's company. "The rhythm has been different than that of the academic world," she says. "The dynamics of the group come out, as well as the individual strengths of the students. It's project management from start to finish."

It's this real world experience that can be very valuable when students graduate and try to find a job.

"It definitely has helped me," says Ken Artis, a second-year MBA student. "I've already [spoken with] a number of consulting firms about what we're doing and they seem to be impressed by it."

Artis has been working on a field project for a manufacturing company called Graphic Fine Color, which makes ink. "We looked at their processes and

flow-charted it all to show where the waste is and the bottlenecks are."

Associate Professor Frank Alt, who is in charge of the field projects, says this program will give students an edge that they might not have had otherwise.

"Although quite a few of our students have work experience, it allows them to integrate their academic experience with the real world. They may get the chance to attend a board meeting. That's something you can't get from a textbook."

Another field project that has been in existence since last spring has been an ongoing effort to implement Total Quality Management at Mitchell Systems, a consulting firm in Arlington, Va. Kristin Shaver, corporate planning and quality assurance manager, says that they plan to continue their relationship

—continued on page 6

How to Float a Concrete Canoe

Sink like a rock is not a phrase uttered by civil engineers on the university's concrete canoe team.

On April 24, Maryland's team won first place in the 20th annual regional concrete canoe competition on the Potomac River. The 12-member team will go on to the national competition in New Orleans in June.

The regional contest included 600 meter women's and men's distance races, a 200 meter co-ed sprint race, a presentation about how the canoe was built, along with a cross sectional display of the boat and a 10-page paper on the canoe's innovative construction.

Concrete canoes are made with a combination of cement, water and, instead of using regular gravel, an aggregate of glass micro-balloons with a density lighter than water. Reinforced with 20 pounds of steel mesh, the 18-foot boat weighs 100 pounds. Two people paddle at any one time. The canoe's long length helps the boat steer straighter in the water, according to team member Claudia Marx, a graduate student in civil engineering.

"If the finished canoe is done right it almost looks like a regular canoe. It doesn't look like concrete," Marx says. "It looks like a big painted canoe."

Marx says engineers join the team to gain hands-on experience with the materials they will use in their field



J.R. Wheeler and Zach Leonard.

after graduation. "It's not a class," she says. "It's more fun than regular school-work."

This year, University of Maryland's canoe, an all-green boat modeled on an Olympic racing skull, is named "Kappa Psi Psi" (capsize). Last year, students called their boat the "Good In-tension" because it is notoriously difficult to get tension in cement. And the previous year the university's canoe was the "Hardship."

End quote

Where is your favorite summer vacation spot? Will you be going there this summer?



"I usually don't take summer vacations. Just long weekends. We'll go to a motel in Western Maryland, in the very western part of the state. Out to Deep Creek Lake, away from the madding crowds. We go hiking or walking, generally just absorbing the scenery."

—Jon Kasner, research facilities manager, Agriculture Experiment Station

"Ocean City, for the sun, the beach and the girls. I will be going for a week again this year. I own a condominium that is right on the beach. Right where the girls go up and down."

—Robert Kalski, storekeeper, procurement, Central Receiving Warehouse



"My favorite place is Wisconsin. All of my family is from Appleton, between Green Bay and Milwaukee. I'm the only one who left. The people are friendlier there. And it's wonderful to get out of the terrible heat of D.C. Summer here is god-awful. Wisconsin has crisp, cool air. Growing up there, now, I appreciate how nice it was. We stay right on the lake and go sailing. It's beautiful. We're going home to Wisconsin for 10 days at the end of June and to Germany in July, for two weeks, where my husband is giving a talk. It's always been my dream to go to Germany."

—Carol Vander Velden, secretary, Department of Health and Human Performance



Language Shock: Why Multiculturalism Isn't Working

A linguistic anthropologist at the university says the recent history of multiculturalism has had the tragic consequence of dividing people, rather than joining them. "No one quite knows what to do about multiculturalism, and as a result rich differences are converted into threatening deficits," says Professor Michael Agar.

In his new book, *Language Shock*, Agar offers his solution for turning rich differences in language and culture into opportunities. "People need to stop assuming that anything foreign to them

is in some way wrong, and instead begin to ask how they can understand that which is foreign," he says.

The starting point is language, which Agar explains is much more than grammar. He uses as an example travelers to a foreign country, who despite formal instruction in that country's language and a good dictionary, are unable to communicate. "Grammar is not enough to communicate, and communication can occur without all the grammar," he says. "Language tells us who we are, how we think the world works, what is

important in the world, and why.

Language is culture."

Language and culture are so intertwined that Agar has coined the term "languaculture" to describe the culture of conversation.

Agar has traveled extensively and uses real life experiences to explain how to overcome misunderstandings in communication. According to Agar, we all use frames, which he describes as a way of thinking that allows people to make connections between that which is different and that which is familiar in order to arrive at a level of understanding. These frames, which are constructed from expectations, allow people to extend meaning beyond language, thereby melding language and culture.

When people encounter a situation that is not readily understandable, they need to figure out what frame the other person is using, and if necessary, change their own frame.

"All of a sudden the world has configured itself in global, multicultural terms," says Agar. "The way the world works now, the only alternative to truly embracing multiculturalism is isolation," he says, "but the way the world works now, isolation is no longer an option."

And while Americans are regarded by others as isolationists with a serious 'number one' attitude, they also have a good reputation for their can-do attitude, notes Agar. "Here is a chance for Americans to use this positive trait to turn a breaking point into a turning point."



The Spirit of Christmas Comes Alive in April

Volunteers from the College of Education spent April 30 rehabilitating and repairing the home of an elderly, wheelchair-bound Takoma Park woman as participants in the Christmas in April project. The last Saturday in April is set aside for volunteers to rehabilitate the homes of low-income elderly and handicapped people so that they might live in dignity in their own homes. From left to right: Tom Myers, Steve Wolfe, Sabrina Marchall, Walter Mietus, and Charlie Pozonsky.

For Your Information:
The final spring semester issue of Outlook will be published on May 23. Please note that the calendar will cover the period from May 23 through June 20. Two summer issues will follow on June 20 and July 18. The deadline for articles for these two issues is June 10 and July 8, respectively.

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

Outlook is the weekly faculty-staff newspaper serving the College Park campus community.

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Keeping the Peace: Ombudsman Mediates Faculty Disputes

Joel Cohen is a mathematician by trade, but he probably should have been a counselor or lawyer. Having served as the university's ombuds officer for the past three years, he's had to wear the proverbial hats of both professions in trying to mediate disputes.

Created just three years ago, the ombuds officer position was borne of the need for faculty to have someone to whom they could turn to resolve problems. "The classified and associate staff have a grievance procedure through the personnel office," says Cohen, "but there was none for faculty."

Separate from tenure issues, Cohen's role is to work with faculty members when problems arise between them and their administrators. "We'll work with the dean or department chair and see if we can reasonably resolve the issue," Cohen says he is the first step in the grievance procedure as outlined in the Appointment, Retention and Tenure document. But of the roughly 140 cases Cohen has had, only one has gone to a grievance panel.

"Of the cases I end up mediating," he says, "probably half are really straight down the line following the official rules of what I'm supposed to be doing. Other cases are faculty asking my help with something I don't do [such as tenure]."

Cohen, who is professor of mathematics, was appointed to the role in 1991 by President William E. Kirwan who was concerned about "people falling through the cracks," says Cohen.

In one case Cohen mediated, two people in a department hadn't spoken a civil word to one another in five years, "but they needed each other because of their roles within the department. I got them both in here and, little by little, we worked out a procedure for them to start talking on a regular basis. It resolved what seemed like insurmountable problems."

Some cases can be solved in an hour or two with phone calls, says Cohen. "But some cases have some very serious long histories behind them and take months to resolve."

In one of Cohen's lengthiest cases, and probably his most unusual, he was "defender of the bees," he says. The beekeepers felt they were getting short shrift because the university, over a period of time, had lowered the rank of the chief beekeeper. "I don't know if I had any effect, but I was fighting for the bees and learned about the importance of bees to Maryland agriculture."

Cohen also finds himself helping associate and classified staff, and students. "I do it because there isn't an ombudsman for these groups," he says. Cohen notes that the grievance procedure for associate and classified staff is through the office of personnel, but there is no specific ombudsman. "Personnel represents the administration. Officially, they are not neutral."

Cohen devotes some 15 to 20 hours per week to his ombuds officer role. Most of his work is done over the phone, he says. "I take notes at the

computer, with extensive files of conversations." He also spends time meeting with people. "An important part of my job is going out in public to remind people of this position."

Many faculty are not aware that there is an ombudsman on campus. "My clients don't come to me because they have a problem and say 'Ah, ha! We have an ombuds officer!' Usually someone talks to two or three people and finds out about me and my role."

His is an unusual position on a college campus, as most university's do not have an ombuds officer. Even within the UM System, College Park is the only campus with such a person. He has been called in to assist in cases outside of campus. "My very first case was another campus," he says.

The University of Illinois at Chicago recently called Cohen because they were interested in modeling their ombuds officer position along the lines of Maryland's," says Cohen. "And University of Michigan has a very different process. They have an ombuds officer for every college."

At the time Cohen was appointed to the ombuds officer position, he also was president of the Faculty Guild. "When I was president, a lot of my work was doing grievances," he says. "I was acting in the absence of any ombuds officer, unofficially. There was no reason why a dean had to return my phone calls, but they did and were very nice and talked about issues. I think it seemed natural that I take on this role."



Joel Cohen

Cohen also served as the legislative chair for the faculty council, representing all the UM System campus's faculty to the legislature.

"As ombuds officer and faculty guild representative, I'm fighting for faculty rights at many different levels," he says.

Every case that Cohen handles is confidential, he stresses. "There are certain things which, by law, are not confidential if an administrator knows, but I am not an administrator. I remain completely faculty."

Cohen's term as ombuds officer ends next year, but he hopes his successor will be named early so that he can spend a few months "letting them look over my shoulder."

1994 Annual Report of the Ombuds Officer

I am happy to present the third annual report of the ombuds officer, which is called for in the grievance procedure. The informal part of my job continues to be, by far, the most important and the one that occupies most of my time. The principle role of the ombuds officer is to attempt to settle grievances in a mediation stage, that is, before it reaches the formal grievance hearing. I will spend a virtually unlimited amount of time in mediation before I will finally give up, withdraw myself, and let a case go forward to the formal procedures.

I have been involved in about 140 cases in my almost three years as ombuds officer. Of these, only one has gone to a formal grievance panel. Every other case has been settled or is in mediation right now. There are about 20 continuing cases.

Most of the disputes I deal with have at their base some misunderstanding; two sides that have talked past each other, one side or both not hearing what the other was saying or writing. I have acted as a conduit of information, allowing people who often cannot talk to each other to communicate. In almost all cases I have been able to help a bit, and in most cases solve the problem.

Perhaps the most important aspect of the existence of the ombuds office is that everyone knows that there is a place to turn where one's voice can be heard, while preserving confidentiality. Sometimes this by itself is enough to make a grievant feel empowered, even while the process of resolving the problem is continuing. Regardless of the out-

come, the empowerment process itself, the intervention by the ombuds officer by its own nature is of help to the grievant.

I continue to spend about 15-20 hours a week on work directly related to being ombuds officer. In past years, I had done a considerable amount of strictly informal work on tenure and promotion questions. I say "informal" because there is a wholly separate appeals process for the Appointment, Promotion and Tenure (APT) procedures in which the ombuds office has no official role.

In the last two years, however, we had been literally between APT procedures. The new document had been passed in the Senate and signed by President William E. Kirwan in 1991, but because it was not signed by the chancellor until 1993, only took effect this academic year. Due to the confusion this had caused, I was frequently consulted, and I acted as an informal intermediary for procedural information during that period. This year, there was very little need for this type of consultation, because the new document is fully operational. Acting Assistant Provost Adele Berlin has spent a great deal of time explaining the procedure.

Faculty salaries and other departmental fairness issues continue to keep the customers coming in. I am, however, hopeful that the new more democratic faculty salary policy, which is largely going into effect throughout campus this year, will help relieve this problem to some extent. The fact that there is a bit of merit money and a 3 percent COLA should also help, although there

are some natural tensions that will always remain. Some inequities are unavoidable, but others may be averted. All chairs and deans should think very carefully about the full effect of their decisions on the campus community as a whole.

I am called the campus ombuds officer, but my official duties cover problems brought to me by faculty only. Because of the title of the office, however, many students and staff come to me for help.

I have done a great deal of informal work with graduate students and associate staff this year, and occasionally with classified staff. Because of the informal nature of most of my work, I can generally offer some kind of help. Almost all of these problems are reduced in some manner. Of course, I could not take on all possible such cases, because it would probably overwhelm my official role. But the success that I have had in the perhaps 30 or 40 such cases I have been involved with convinces me that it is time to start thinking about having two more ombuds officers, one for staff and one for students.

There are already many procedures in place designed to help students resolve their problems. Despite this, there are still many cases that just don't fall under any one particular jurisdiction. There were several cases that I was involved with and resolved that would probably have had no resolution without going outside the university and making legal claims.

For the staff, there is already in place a grievance procedure, but it lacks a mediation process under the auspices

of a neutral party. The very overworked staff in the Personnel Office (here I am thinking particularly of someone like Rythee Wilkes, assistant director of personnel) do try very hard to mediate disputes. They are, however, constantly forced to remind the grievant that they represent the university management. The staff member lacks a neutral campus adviser in the present processes. The unions, especially AFSCME, do a wonderful job in filling in for this lack, but the union representative lacks the legal standing that could make that role much more effective.

I hope that in the next year or two some thought will be given to means for making such roles possible.

Despite all the cases I have been involved with, I am afraid that there may be many people who do not yet know about the office. It has seemed to me that most of those who come to me have heard about me almost by accident. Most of the faculty still do not know about the role of the ombuds officer. I urge all faculty members, especially department chairs and campus senators, to make sure that everyone in their department is aware of the ombuds office.

This year again has been successful because of the cooperation and the advice I receive from faculty members, chairs, deans, from the provost's office and the president's office. I want to thank all those who make my job so much easier.

—JOEL COHEN



For the Children

You wouldn't expect to find President William E. Kirwan leaving his hand prints in wet cement or cutting paper chains, but when you're at the university's Center for Young Children, do as the children do. Kirwan was one of several officials who attended the dedication of the center on April 29. As part of the festivities, flowers and trees were planted and participants both tall and small left their hand prints in fresh cement outside the building.

In lieu of ribbon cutting, students held four rows of handmade, colorful paper chains for Kirwan and other dignitaries to cut through, making the center official. Pictured left to right, doing the honors, are: Willis Hawley, dean of the College of Education; Susan Bredekamp, National Association for the Education of Young Children; Robert Hardy, chair of the Department of Human Development; and Kirwan.

Hispanic Faculty and Staff Association Strives for Change



William Rivera

Even in the midst of the hottest day of the year William Rivera looks as if he just got dressed. His white shirt is immaculate. His red tie seems to have been stapled on. There isn't a silvery hair out of place.

All around him is end-of-the-semester chaos. Students pop into his office at Symons Hall with alarming regularity. A disk is lost, a paper isn't finished. But Rivera, a professor in the College of Agriculture, bears these strains with all the aplomb of Cary Grant.

So when he says, in speaking of the aims of the Hispanic Faculty, Staff and Graduate Student Association, "All we can do is keep leaning against the wall," don't let the phrasing fool you.

Rivera is merely being gracious.

Perhaps only a handful of those outside the campus Hispanic community have even heard of the HFSGSA. It's only a year old. And like most new groups, it's still going through its growing pains. Predictably, money is scarce. And membership isn't quite what they would like it to be.

Which is not to say that there haven't been successes already. There have.

There's a newsletter called *Presente!*

There's the group's colloquium series which recently presented "Coca, Cocaine and Alternatives: Stories from the War on Drugs." The speaker was Valentin Gutierrez, the leader of coca growers in Bolivia.

There's the continuing involvement with the local business community, particularly with LAMA, the Latin American Management Association, which has resulted, thanks to a willing CEO, in the creation of a scholarship for a Hispanic student.

But the group, says Rivera, is, and must be, more than a way of bringing together members of a community within a community.

As a list of recommendations that will soon be sent to the administration makes plain, the HFSGSA clearly hopes to establish itself as a legitimate, active presence, one capable of effecting immediate, across-the-board changes.

The recommendation appears three-pronged: to improve retention of Hispanic students, to bolster Hispanic faculty, and to promote Latin American culture generally.

Among its primary concerns, the group is calling for an Office of Hispanic Affairs, which Rivera says would "encourage retention" and "per-

Calendar May 9-18

Arts

University of Maryland Jazz Ensemble Outdoor Finale

Concert: Tue., May 9, Chris Vadala, director, 5:30 p.m., Tawes Courtyard. (202) 282-2120.

Spring Koto Concert: Sun., May 15, Washington Toho Koto Society, 2 p.m., Tawes Recital Hall. 434-4487.

Lectures

Entomology Colloquium: Mon., May 9, "Dietary Self-Selection by the Corn Earworm," Nathan Schiff, Bee Research Lab, 4 p.m., 0200 Symons. 5-3911.

Meetings

President's Commission on Women's Affairs Meeting: Mon., May 16, noon-2 p.m., Maryland Room, Marie Mount. 5-5806.

Miscellaneous

Tea on the Terrace: Mon., May 9, "Trends in the Use of Languages Other Than English," Jeffrey Munks, director of marketing and sales at AT&T Language Line Services, 3:30 p.m., Language House (St. Mary's Hall). 5-4926.

Last Day of Classes, Spring Semester: Mon., May 9. Contact Gene Ferrick, Academic Affairs, with questions. 5-5252.

University Book Center Book Buy Back: Mon., May 9 through Thu., May 19, during regular store hours, Tortuga Room, Stamp Student Union. 4-9219.

University Book Center Cap & Gown Sales: Monday, May 9 through Thu., May 19. May 9-13, 8:30 a.m.-5 p.m.; May 14 & 15, noon to 5 p.m.; May 16, 8:30 a.m.-5 p.m.; May 17 & 18, 8:30 a.m.-7 p.m.; and May 19, 8:30 a.m.-2

p.m., Room 1143, Stamp Student Union. 4-9219.

Final Exam Study Day, Spring Semester: Tue., May 10. 5-5252.

Final Examinations, Spring Semester: Wed., May 11, through Wed., May 18. 5-5252.

Colonnade Society Faculty/Staff Recognition Reception: Wed., May 11, 3:30 p.m., The Garden, Rossborough Inn. 5-7740.

Jewish Holiday: Shavuot (Feast of Weeks): Mon., May 16, through Tue., May 17. (410) 235-9006.

President's Distinguished Alumnus Dinner: Wed., May 18, 7 p.m., Dr. Kirwan's Home. 5-4674.

Seminars

Space Science Seminar: Mon., May 9, "A Study of Auroral LF-HF Radio Emission Using Ground-Based Instruments," Allan T. Weatherwax, Dartmouth College, 4:30 p.m., 1113 Computer and Space Sciences. 5-6232.

Community Planning Program Saturday Seminars: Sat., May 14, "City Farming: Growing Resource," Jack Smit, Urban Agriculture Network, 10 a.m.-noon, 2W11 School of Social Work, University of Maryland at Baltimore. Attendance is compulsory for first year planning students. 5-6790.

Calendar Guide

Calendar phone numbers listed as 4-xxxx or 5-xxxx stand for the prefix 314- or 405- respectively. Events are free and open to the public unless noted by an asterisk (*). For more information, call 405-4628.

Listings highlighted in color have been designated as Diversity Year events by the Diversity Initiative Committee.

sonalize education for Hispanics," along with the hiring of a Hispanic or bilingual counselor/recruiter for undergraduate admissions. According to the HFSGSA, of the students that enroll in any one five-year period, fewer than 50 percent graduate.

"Our hope," says Rivera, "is that we can bring this to the attention of the administration, and that they'll recognize the need for it, and act on that need."

In this cultural climate, voices must be raised if they are to be heard at all. It is no small irony that the man who himself speaks in careful, measured tones, understands this so well.

—TODD KLIMAN



DIVERSITY
AT UMCP
MOVING
TOWARD
COMMUNITY

Finding the Artist in You

The Art Center Offers Summer Courses

You could spend the summer lounging poolside or picnicking in the park. Or you could learn how to cane a chair, throw pottery, or dance the Bharatnatyam, a classic Indian dance.

Beginning mid-June, The Art Center is presenting a series of classes on painting and drawing, photography, pottery-making and leisure learning.

The sessions are available to all faculty, staff and students at a modest fee. The following is a list of programs and classes offered.

For information about any of the courses, call 314-ARTS.

Painting and Drawing Classes

Basic Drawing

This course deals in the basics of line drawing. Emphasis will be on understanding perspective using the tools of contour, negative space and the elements of basic line drawing. Supplies purchased by students. Saturdays, 10 a.m. to noon, 10 weeks beginning June 18. (\$90).

Intermediate Drawing

In this course, the student will develop an understanding of perspective and line. Intermediate Drawing will regard value through gesture, mass and line, gradation of tones and value scales. Mondays, 6:30 to 8:30 p.m., 10 weeks beginning June 13. (\$90)

Figure Drawing

This course explores gesture through line and value. Ideas include proportion, balance and weight. Through the use of the model, students will study the figure's relationship to the environment. Thursdays, 6:30 to 8:30 p.m., 10 weeks beginning June 16. (\$90)

Illustration

Why is the ceiling of the Cistine Chapel an illustration but the Mona Lisa isn't? How do you go about transforming a word, story or idea into an image? How can a picture be elegant? These and other questions are answered in this introduction to the meaning and making of illustration. Thursdays, 6:30 to 8:30 p.m., 10 weeks beginning June 16. (\$90)

Painting: Landscape/The Figure

Five locations will be chosen in College Park, and two sessions will be spent at each site. Each session will

cover issues of the figure as well as of the particular landscape. The four-hour block of time should be viewed as an open studio, with lectures taking place during the middle of the class. Supplies to be purchased by students. Wednesdays, 5 to 9 p.m., 10 weeks beginning June 15. (\$90)

Printmaking

For all levels, with and without press. Students will explore techniques of printmaking including relief, engraving and mezzotint. Mondays, 6:30 to 9:30 p.m., 10 weeks beginning June 13. (\$90)

Printmaking/Silkscreen

Through the use of the press, screen and additional materials such as photography and hand-printing tools, explore the idea of the creation of a printed image. Tuesdays, 6:30 to 8:30 p.m., 10 weeks beginning June 14. (\$90)

Pastels

Where the worlds of drawing and painting meet head-on. Work from still lifes, landscapes, and the figure. Prior drawing experience is recommended. Saturdays, 1 to 3 p.m., 10 weeks beginning June 18. (\$90)



Open Studio

Work from the model. Work without instruction: studio monitor available to give individualized instruction based on need and aptitude. Tuesdays, 3 to 5 p.m.; Wednesdays, 6:30 to 8:30 p.m.; Thursdays, 3 to 5 p.m.; and Fridays, 2 to 4 p.m., 10 weeks beginning June 14, 15, 16 or 17. (\$70)

Pottery Classes

Introduction to the Wheel

Step-by-step instruction enables beginners to make functional pottery using the wheel. Basic skills are devel-

oped through practice. Class size is limited to six students. Mondays, 5 to 7 p.m., or Wednesdays, 7:30 to 9:30 p.m., 12 weeks beginning June 13 or 15. (\$125)

Beginning Pottery

This course includes coil pots, slab building and demonstration of wheel thrown pottery and glazing. Mondays, 7:30 to 9:30 p.m.; Tuesdays, 7:30 to 9:30 p.m.; or Wednesdays, 5 to 7 p.m., 12 weeks beginning June 13, 14 or 15. (\$125)

Advanced Pottery Open Lab

For the student with independent skills in pottery or sculpture. Student must arrange for an introductory orientation meeting with the studio manager

or assistant before using the facility. Monday through Friday, 12:30 to 4:30 p.m., 12 weeks beginning June 13. (\$125)

Photography Classes

Beginning Camera

This course is designed to provide basic information on the use of 35 mm

cameras. Camera control and features, film characteristics, composition, theme development, color and black and white visualization exercises, and basic lighting techniques will be introduced. Tuesdays, 5:30 to 7:30 p.m., June 14-August 17. (\$95)

Photographic Techniques

Designed to demystify the conceptual and technical attributes of still photography to translate theory into practical application. Hands-on experimentation as well as specific lecture presentation will give the student the confidence and ability to control the medium. Topics include lighting ratios, depth of field perspective, luminance range and exposure latitude, and camera anatomy. Tuesdays, 7:30 to 9:30 p.m., June 14-August 17. (\$95)

Leisure Learning Classes

Indian Classical Dance

Learn the basic techniques of classical and folk dance, improve communication and perfect movements. History and evolution of Indian dance will also be discussed. Learn about Bharatnatyam, Kathak, and Manipuri, three different classical styles from India. Thursdays, 6:30 to 8 p.m., eight weeks beginning June 16. (\$40)



Improvisation

Stimulate creativity and spontaneity, enhance public speaking skills, alleviate stage fright and reduce stress through improvisation. Also strengthen listening, communication, interpersonal and problem solving skills. Tuesdays, 6 to 8 p.m., nine weeks beginning June 21. (\$40)

Chair Seat Caning

An opportunity to cane your own antique chair using the traditional seven step weaving process. Nominal materials fee; bring chair to class first evening. Tuesdays, 7 to 8:30 p.m., seven weeks beginning June 21. (\$40)

Introduction to Computer Graphics

Limit five people per class. Two hour demo/lecture with hands on lab time. Learn an introduction to graphics packages available on Macintosh including Aldus Freehand and Quark Express. Tuesdays, 6:30 to 8:30 p.m.; and Wednesdays, 6:30 to 8:30 p.m., 10 weeks beginning June 14 or 15. (\$40)

Art in Local Cultures

Examine the role of art in populations throughout the region. Topics include Indian Classical Dance, Israeli Folk Dance, tattoos and lawn art. History, religion, stylistic developments and functions will be discussed. Thursdays, 6:30 to 8 p.m., four weeks beginning June 16. (\$40)

T'ai Chi Chuan

Learn the basic skills of this Chinese art which combines body movements, breathing and mental awareness to promote health and self-defense. Mondays, 6 to 8 p.m., eight weeks beginning June 20. (\$40)

Basic Writing Skills

Refresher course stressing writing skills and applications for the college student or professional. Traditional development patterns include narration, process analysis, and argumentation/persuasion. Mondays, 2 to 3:30 p.m., eight weeks beginning June 20. (\$30)

Business Correspondence Applications

Basic business writing including resume writing, official piece correspondence, cover letters, memos and annual reports. Tuesdays, 2 to 3:30 p.m., eight weeks beginning June 21. (\$30)



How to Make Friends and Influence People

Annapolis Lobbyist Teaches Students the Tools of His Trade

Gerard Evans began his career as a lobbyist when he was a Maryland student intern in the state senate. His first year on the job was for university credit. He "caught the political bug" and went to law school.

Now, as one of the top lobbyists in the state, he has come back as a senior fellow and adjunct faculty member at the Center for Political Participation and Leadership to teach students how to influence lawmakers.

"A lot of [my students] see the lure of big money," Evans says. "I don't think that's bad. The money is vastly overstated, though. Expenses take a lot away."

But Evans still believes that the votes of lawmakers can't be influenced by gifts or campaign contributions.

"[Contributions] play a critical role in elections," Evans says, "but some who receive money act differently than what the contributions would dictate."

Evans sees lobbyists as "conduits for information" and teaches his students that honesty is the most important char-

acteristic they can take with them to their careers.

"If you get a reputation in Annapolis of not being forthright, you can kiss your job goodbye," Evans says. "Your job is to express the interests of [your

"Your job is to express the interests of your client, but legislators want to know the downside, too."

—Gerard Evans

client], but legislators want to know the downside, too."

Evans' course, which he first taught last fall, focuses on state government and goes back to the founding fathers and the Federalist Papers for the basis of the profession.

"Even in the formation of the

Republic," Evans says, "there was protection of interests, especially business interests."

Students are taught how to wage a successful lobbying campaign from start to finish, and their final project is to testify before mock legislators on the topic of gun control. He makes sure that they are asked the tough questions to see how they perform under fire.

"I expect them to be my competition soon," Evans says.

It would be hard for them to compete, though. Evans is the youngest member of the university's Board of Visitors

and the chairman of the Prince George's County Democratic Party, in addition to his other jobs. And from time to time he represents the university's interests in Annapolis, pro bono.

But Evans says there are some interests that he won't represent, no matter how much money they may offer him.



Gerard Evans

"I can't lobby for tobacco clients or other things that are completely outside of my moral fiber," Evans says. "You have to believe in your clients and their causes to be an effective lobbyist."

—STEPHEN SOBEK

MBA Students in the Workforce

continued from page 1

with the university, including hiring graduates.

"We have a very extensive recruiting process," she says. "We make it available to students at the beginning of their semester with us."

Students are also gaining experience solving university-related problems. One field project involved designing a marketing program for the university's Trademark Licensing Program, which licenses the university's logo to manufacturers of everything from sweatshirts to golf balls. Brian Darmody, assistant to the president, is in charge of the program.

"[The students] were a valuable resource," Darmody says. "It was a real world project for them. This is a big business."

Other field projects include a marketing plan for a chemical company, a fuel analysis for PEPCO (the College Park area's utility company) and an analysis of customer service for MCI.

Several Experiential Learning Modules, high-powered mini-courses that focus on specific topics, were offered this spring, with more to come this fall.

One, called the "Washington Experience," had students meeting with Capitol Hill staffers and participating in mock committee hearings. They also attended briefings at the Environmental Protection Agency and the Securities and Exchange Commission, and heard from lobbyists who represented business associations and labor unions.

—STEPHEN SOBEK

MBAs Compete, and Win, for Charity

Don't let people tell you that all MBA students are just out to make a buck. The University of Maryland's MBAs have a reputation for giving freely of their time and effort on behalf of worthy causes.

This past semester alone, MBAs participated in several fund-raising efforts for charitable organizations, including So Others May Eat (SOME), Special Olympics, the "I Have a Dream" Foundation, and the Maryland Wheelchair Athletic Organization.

The University of Maryland MBA basketball team won first place in the Georgetown MBA Invitational, an annual tournament involving 24 of the nation's top business schools. In the final four, the Maryland MBAers defeated the University of Virginia's Darden School, and for the championship, the Wharton School.

Thirty students traveled to Williamsburg, Va. to participate in the MBA Athletes for Charity Weekend sponsored by William and Mary. In addition to working with Special Olympics athletes, students competed against other MBAs in a number of events. Not only did the University of Maryland students win every competition, they also raised more money than any other school invited to the event.



Inprint

Inprint is a new column highlighting the university's newest authors. Each month, Outlook will feature an updated list of authors and their books. If you or someone you work with has recently published a book, please forward the information to Outlook for publication in Inprint.

Richard Etlin: *Frank Lloyd Wright and Le Corbusier: The Romantic Legacy* (Manchester University Press)

Frank Lloyd Wright and Le Corbusier are widely considered the two greatest architects of the 20th century. Although the major buildings by Wright and Corbusier date from this century, the architectural world to which they belong extends back to the Romantic

revolution of the early 19th century.

This lavishly illustrated book presents the fundamental principles of Wright's and Corbusier's architecture in relationship to 19th-century progressive architectural thought.

Etlin is a professor of architectural history and has been awarded three prestigious book prizes from the Society of Architectural Historians, the Association of American Publishers, and the American Institute of Architects.



Frank Lloyd Wright and Le Corbusier

Melvin Levin: *Outside Looking In: Immigration and Development* (Dac Press)

In his new book, Levin, professor of Urban Studies & Planning, presents a comprehensive and compelling analysis of what the United Nations warns is "the human crisis of our age."



Unwritten U.S. policy has traditionally provided few barriers to illegal immigration due, in part, to the weakness of real border control, ease of transportation from the Third World and lack of internal passport control. The awesome prospect facing the U.S. by the end of this decade is that this condition will be magnified 300 to 400 percent above current level.

Levin's book has two central themes. The first is the difficulty encountered in helping economically lagging areas to move into the advanced mainstream. The second is the arithmetic of mainstream and poverty: advanced nations have their own substantial lagging regions (including city slums) and much of the world is poor and misgoverned and shows no early prospect of providing a better life for its residents

Roald Sagdeev: *The Making of A Soviet Scientist: My Adventures in Nuclear Fusion and Space—From Stalin to Star Wars* (John Wiley & Sons).

Sagdeev, a top-ranked international scientist, professor of physics and director of the East-West Center for Space Science, authors this classic memoir as an insider of the Soviet military industrial complex.

He was the youngest full member of the USSR's prestigious Academy of Sciences. As the first top decision maker to leave the Soviet complex, he exposes the extraordinary extent to which the scientific community was used to foster objectives of the Communist party and the military establishment. This account of the corruption and hypocrisy of the Brezhnev era and its affect on Gorbachev and his failed perestroika provides an unprecedented portrait of the era.



Take note

When it Comes to Finals Freshmen Are All Wet

Final exams will not include pencils and papers for 150 freshman engineering students. Instead, their final test will be to demonstrate that their own designs of human-powered water pumps could be used for irrigation in Third World nations. The course is part of the National Science Foundation's Engineering Coalition of Schools for Excellence in Education and Leadership (ECSEL).

Since January, students have been working in teams of six with names such as Sprung-a-Leak, Mad Pumpers, Pumps of Steel and Major Flood. Pump performance will be rated according to the efficiency of delivering water from a holding tank to a receiving tank, five feet up. The three most efficient projects will be sent on to MIT for display and further competition.

Former Political Refugee Wins Goldwater Scholarship

Veronika Hubeny, a double degree student in mathematics and physics, has received a Barry M. Goldwater Scholarship for science and mathematics. In 1986, Hubeny and her family escaped from a seven-mile long railway tunnel. Her family arrived in the United States in 1987 as political refugees with no assets. At that time, Hubeny spoke almost no English. She was unfamiliar with Western culture.

Today, Hubeny is active in particle physics research. After graduation, she plans to continue research in theoretical physics working toward her Ph.D.

There were more than 1400 nominees from nearly 600 colleges and universities for Goldwater scholarships.

Hubeny's scholarship was one of 250 awarded.

Campus Holds Disability Issues Award Ceremony

The President's Commission on Disability Issues Awards Reception and Ceremony was held May 4 in the Maryland Room of Marie Mount Hall. President William E. Kirwan and Stephen Loeb, chair of the commission, presented the 1994 Student Disability Achievement Award to Lorette Weldon, and the 1994 John W. King Disability Achievement Staff Award to David

Donaldson Jr. for their outstanding contributions in making the campus more accessible and hospitable to persons with disabilities.

Counseling Pioneer Given Outstanding Alumni Award

Meredith Strohm has been awarded the Thomas Magoon Distinguished Alumni Award. The Magoon Award, which was named after Professor and University Counseling Center Director Emeritus Thomas Magoon, honors College Park alumni working in higher education who represent the best of scholars and practitioners in college personnel.

Strohm began her professional career as coordinator of residence education at Virginia Commonwealth University. Currently, she is provost of the New College of Global Studies at Radford University. At Radford, Strohm is building a program, hiring faculty and staff and designing an innovative study of the world through this new addition to the university which she was instrumental in founding.

In 1987, Strohm received her doctorate in education from University of Maryland at College Park, where a few years prior she was director of the graduate internship program.

Innovations in Health Care and Virtual Reality Sweep 1993 Technology Awards

University technologies with applications in healthcare data storage, virtual reality and vaccine preparation recently won 1993 Invention of the Year awards at a reception sponsored by the university's Office of Technology Liaison (OTL). The awards were presented to the top inventions disclosed in 1993, voted upon by an independent panel, in OTL's three technology areas—information, physical and life sciences. Each winner received a plaque and a cash award.

The 1993 Information Science Invention of the Year, a portable medical information card, allows health professionals to store, retrieve and modify patients medical records in a timely, efficient and confidential manner. The card was developed by Sammy Joseph, Nancy Grauzlis, and Sepehr Behram of the Department of Microbiology.

Virtual reality has been aided by the Physical Science Invention of the Year, a 3-D computer video mouse. The technology, developed by Daniel DeMenthon of the Center for Automation

Inbrief

Wanted: Faculty and Staff to Participate in Focus Groups—Share your opinions and comments about College Park's Comprehensive Plan. Meet with a small group to discuss traffic and parking problems; social and cultural environment; housing; and crime and safety issues. Participation at the May 11 conference is limited. Pre-registration is required. Call the City of College Park Planning Department at 277-3445.



The 1994-95 Lilly Fellows, pictured left to right are: Shelley Wong, Denny Gulick, Bernie Cooperman, Robert Yuan, Don Piper, Anne Warren, [Sandy Mack, one of the Lilly-Center for Teaching Excellence Fellowships coordinators], Phyllis Butler and Cynthia Martin. Not pictured: Richard Cross, Ray Sangeeta and Charles Stangor.

Research, is a three-dimensional computer vision system which allows the user to manipulate the position and 3-D orientation of objects on the computer screen.

The Life Science Invention of the Year, developed by Daniel Stein, of the Department of Microbiology, and C. Kendal Stover, is an improved vaccine delivery system. The invention is a method for the bacterial production of immunogenic proteins in their natural conformations. These non-living immunogenic proteins are incapable of causing an infection in a patient. Also, they are more effective than vaccines produced through current purification techniques.

Theater Major Accepted to Renowned Acting Program

Anita Dashiell has been accepted to pursue graduate studies in drama at New York University's Tisch School of Arts, widely considered among the world's most prestigious graduate programs for acting. Dashiell will complete her undergraduate degree in May and begin the Master of Fine Arts program in acting at New York University in the fall. The Tisch School of Arts is one of the top two acting programs in the nation. Up to 1,000 people apply to the program. About 60 people were called back this year and 20 were accepted to the school.

Dashiell is one of 125 students enrolled in the university's Theater Department. When asked about her time spent studying at the university, Dashiell said, "I feel very good about the education I've received at the University of Maryland. I believe I have a strong liberal arts foundation with a well-rounded knowledge of studies outside my major as well as the different areas within my major."

Most recently, Dashiell was one of

six cast members in University Theatre's production of George C. Wolfe's "The Colored Museum."

Dashiell received full tuition last fall through the Creative and Performing Arts scholarship program which recognizes students for their artistic talent as well as academic achievement.

Lilly Center for Teaching Excellence Names Fellows

The Lilly Center for Teaching Excellence has selected 11 fellows for the 1994-95 academic year. Open to all faculty on campus, the fellowship provides a group of faculty with the opportunity to meet regularly during the year and address a wide array of interests and concerns about teaching.

In the past the focus has tended to swing from personal issues of classroom expertise and innovation to campus issues concerning the lack of adequate attention to and reward for excellent teaching.

Each Lilly fellow applies by outlining his or her commitment to and interests concerning teaching issues. A stipend of \$3,000 comes with the fellowship award.

Recipients of 1994-95 fellowships are: Phyllis Butler, Spanish and Portuguese; Bernard Cooperman, History/Jewish studies; Richard Cross, English; Denny Gulick, Mathematics; Cynthia Martin, Germanic and Slavic Languages; Don Piper, Government and Politics; Ray Sangeeta, English; Charles Stangor, Psychology; Anne Warren, dance; Shelley Wong, curriculum and instruction; and Robert Yuan, microbiology.



Team Institutional Advancement, pictured above, was one of 25 university teams that participated in this year's six-mile March of Dimes Walkathon on April 24 at Watkins Park.

Vintage Treasures

Living in the Chic Clothing
of a Stylish Epoch



In Elisse Wright's retro clothing dream, she happens upon the home of a Hollywood wardrobe mistress who has saved all the outfits of the female stars of the '40s and '50s. In her fantasy, Wright alone discovers the crinoline and fabric confections, pantsuits, scarves, complicated hats, gloves and Trifari jewelry that characterize the accessorized golden age of fashion.

"The house is untouched, like King Tut's tomb. And there's all this stuff from old movies," she says wistfully. "I'd be Lewis and Clark."

Wright, the assistant dean of the School of Public Affairs, has been collecting vintage clothing for 11 years. Her passion began when she was 22 and about to move to California for law school. She was cleaning out a relative's house, hoping to collect the domestic supplies necessary for setting up a civilized life, or at least a breakfast table, on her own—a toaster, dishes, silverware. Wright found those things but what excited her didn't come from the kitchen. She fell in love with a dress—a flared, swirling, taffeta number. Blue-gray. Embroidered with polka dots of the same color.

Since then Wright has explored the racks of many a used clothing boutique. She's squeezed her size eight body into the size eights of a different, more petite, generation of women. Selectively, she buys, carting off the best for her collection.



Wright's sense of style began in kindergarten when her mother insisted she dress for dinner. "I was the first grandchild and my grandmother and my mother bought me wonderful clothes," she says. In high school, Wright sported hats when young people weren't wearing them. Even now she suspects hats (baseball caps excepted) will never make more than a slight comeback. She doesn't let it deter her.

"I was so glad when Princess Di started wearing hats. Finally, here was a very young woman wearing hats and looking fashionable," Wright says. "It has only been in the last two years that I finally realized that if I waited for an 'occasion' I'd never wear mine. So I began wearing hats to work. I had no where else to wear them."

Wright's greatest buy ever was a mustard-colored jumpsuit for \$9.95 at Retro Vintage Clothing in the Fells Point section of Baltimore.

Most of the people who shop for vintage clothing are post-punks with nose rings, or grunge kids. The shops do not charge much because they are catering to a crowd that cannot afford to pay it. Wright says she has no use for grunge.

Even if I were the current age of the people into grunge, I wouldn't be into it. When I was in high

school and college the Flashdance look was in, sweatshirts with ripped collars and that sort of thing. That was never my style," she says. "I think style is more personal. Fashion tends to be dictated by designers. Style is not as transient as fashion."

Wright also found that today's size four was yesterday's size eight.

"Twenty years ago, a size eight hip line was 34 inches. Now, it's 38 inches.

Baby boomers are spreading but designers don't want to tell them," Wright says.

Wright wears complete vintage clothing ensembles about once a month. "But I do mix old and new. I have a wonderful outfit for Saturdays: a new white turtleneck and beige stirrup pants, and pin striped wool riding jacket and a beige fedora from the '40s. I look like I'm ready to go riding.



I sit there in the dark at the movies in this outfit."

The years between 1965 and 1975 were the worst for fashion according to Wright. "Most of the '70s we can just write off," she says, what with vinyl go-go boots, ultra-mini skirts and graphic print shirts in unflattering colors.

Whenever she wants to embarrass her mother, Wright threatens to bring out photos of her in white go-go boots and thigh-high dresses. "In the '70s, she wore those to work. Everybody went to work that way," Wright says incredulously. "My mother wasn't a radical. This was normal."

In Wright's closets, structured clothes of the '40s and '50s, with the



in Columbus, Ohio, she did not buy a perfect bedroom set of retro furniture. There was the vanity with circular mirror, an armoire and matching headboard for \$500.

"It was stunning. You can not imagine how much I regret not buying that."

Wright finds today's fashions uninspiring. "In the 1950s what you wore to work was not what you wore to the dinner table," she says. "People don't



exception of a few Chinese-inspired '60s dresses, dominate.

A scene in "To Catch a Thief," in which Grace Kelly wears a black tank swimsuit, black pedal pushers with a white overskirt, and a black head scarf with a wide, white straw brim is one of her favorite fashion films. "This is what she wore to the beach," Wright says. "She's meeting Cary Grant to go swimming. She comes in and everyone in the lobby looks up. She owned that lobby."

"Notorious," with Ingrid Bergman and Cary Grant, is another movie Wright remembers for its wardrobe.

"Bergman wears this beautiful formal gown. It has a low V in the front and the back is a dropped waist with a gold chain belt around it. She also has a matching gold chain around her neck, and a gold chain barrette in her hair."

Truth told, if she could, Wright would fill her house with furniture from the '30s, '40s and '50s.

"One of the greatest regrets of my life happened on Labor Day weekend in 1987," Wright says, recalling the woeful tale of how, when visiting her parents

dress up anymore. So some people feel uncomfortable with my clothes. They say 'oh, you're so dressed up.' But it helps me through the day. Some mornings, getting dressed is the most creative thing I do."

—RITA SUTTER

