

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 8 Number 28 • May 16, 1994

Jehan Sadat Delivers 1994 Commencement Address

On Thursday, May 19, more than 5,400 students will officially earn their undergraduate and graduate degrees at the university's 212th Commencement. Approximately 3,000 of those graduates are expected to attend the 9:30 a.m. ceremony in Cole Student Activities Building.

Jehan el-Sadat, international spokeswoman for peace and a leader for social reform, will deliver the Commencement address and receive an honorary doctor of public service degree. Allen Krowe, president and chief financial officer of Texaco, will be honored with a doctor of science degree in business and management.

The 1994 Distinguished Alumnus Award will be given to Joseph Hardiman, who graduated in 1959 with a degree in government and politics. Hardiman is president and chief executive officer of the computerized NASDAQ stock market and its parent company, the National Association of Securities Dealers, Inc. (NASD).

Hoping to convey to her fellow graduates the importance of seizing opportunities, Susan Ator, a 4.0 student earning dual degrees in math education and Spanish, will present the student address.

The 9:30 a.m. ceremony will feature the graduates, led by student marshals, processing into Cole. Faculty in full regalia also will march in the processional. Separate college or department

graduation ceremonies will take place at noon, 2:30 p.m. and 3 p.m., at sites across campus on the 19th. From 11 a.m. to 3 p.m., a reception for graduates and their families, faculty, staff and special guests will be held on McKeldin Mall.

Of the 5,400 degree candidates, some 530 are earning their doctoral degrees, the majority of them Ph.D.'s. But it will be a melancholy moment for the family of Rafaela Coello, who will accept their mother's Ph.D. posthumously at Commencement.

Coello, age 84, was a candidate for a Ph.D. in health education, but died April 14, following an illness, and was unable to defend her work.

"She was a real inspiration to everyone," says Sharon Desmond, assistant professor of health education and Coello's advisor. When asked what she would do with a Ph.D. at her age, Desmond says Coello always replied "I'm going to put it on my wall and look at it."

Coello was known for her laughter and kind words, says Fran Gover, a secretary in health education. Gover says Coello often commented that "old wine is called vintage and old people are just called old."

Among the 3,629 undergraduate candidates will be Roy and Michael Biesecker, a father and son team who

—continued on page 8



Jehan Sadat

Honoring a Life of Public Service

A "gnawing desire to serve and to help one's people" lies at the heart of the numerous social welfare projects spearheaded by Jehan Sadat. In her various roles as teacher, author, activist, and humanitarian, Sadat has championed the cause of the oppressed and disabled, following the lead of her late husband, the statesman and peacemaker Anwar Sadat.

Jehan Sadat began her social welfare activities several years before her husband became president of Egypt. She started a women's emancipation movement in her village of Talla, aimed at helping women become more self-sufficient and employable. Since then, her work has been instrumental in reshaping Egypt's attitudes and laws affecting women. She pushed legislature, commonly known as "Jehan's Law," through the Egyptian parliament that gives women greater power to control the fate of their families in case of divorce. She is also the founder of the Arab African Women's League in addition to participating in numerous international conferences on women's rights.

Her efforts in providing care for veterans of war began in 1967 when she was among the first to reach the Suez front to comfort the wounded. Sadat went on to found the Al-Wafa Wa Amal (Faith and Hope) Society which built the largest hospital and medical rehabilitation center in the Middle East for the treatment of handicapped veterans and children. Supported totally by dona-

tions from throughout the world, Al-Wafa Wa Amal is a fully integrated city, complete with clinics, rehabilitation centers, vocational training departments, and recreation areas for its 2,000 patients.

Her social activities extend to helping orphaned children, as well. In 1977, she initiated the idea of S.O.S. Children's Villages in Egypt. The villages offer orphans the opportunity to lead a family life within a nurturing atmosphere.

Jehan Sadat believes "the most precious capital any country can have is an educated citizen." To that end, she established sweeping programs in Egypt to eradicate illiteracy. In her own quest for knowledge, she earned a B.A. degree from Cairo University at the age of 40. She went on to earn an M.A. and a doctorate in Arabic Literature from Cairo University where she has also taught for a number of years.

At the university, Sadat is currently a senior fellow at the Center for International Development and Conflict Management. Through that office she co-chairs, with former U.S. Sen. Joseph Tydings, the committee for the establishment of the Anwar Sadat Chair for Population, Development, and Peace. When fully funded, the Anwar Sadat Chair will bring together political and academic leaders to conduct research, teach students, and provide recommendations on matters of peaceful development in the Middle East and other troubled regions.

Women's Studies Now a Major

After having rejected a proposal by the Women's Studies Program in November, the Maryland Higher Education Commission (MHEC) last week approved the bachelor of arts undergraduate degree in women's studies.

"Having a major means that there will be students who will take many women's studies courses and become specialists in this field," says Claire Moses, director of the women's studies program.

"It's an opportunity for those who want that kind of specialized knowledge to get it. We have the opportunity to form a community of students whose intellectual interest is women's studies," says Moses. "It means being able to talk about 'our' students. And it opens up the possibility of networking with career implications."

Last spring, the major was approved by the university and by the UM System, but MHEC denied the request, informing Moses that the department had not "convincingly shown the necessity for this degree program in this region." After women's studies provided additional information, though, MHEC reversed its decision.

The degree will require 39 credits in women's studies or classes cross-listed with women's studies, as well as the regular campus requirements. The department has the number of faculty needed to implement a major, so there is no need to hire additional faculty.

Women's studies will continue to offer its undergraduate and graduate certificate program for people who are interested in women's studies but who want to major in another subject.

Campus Vandalism: The Writing is No Longer on the Wall

If money budgeted for vandalism eradication is an indicator, today's college students are more considerate of state property than those who attended Maryland in the 1970s through the mid-1980s.

Graffiti is no longer a significant problem at the university. Common area furniture is staying in one piece and in one place. Mobs of drunken 18-year-olds—heady with the freedom of living away from home for the first time—tossing chairs out resident hall windows are a thing of the past.

The biggest headache for today's Physical Plant employees are the advertisements, sheets of paper attached to doors, columns and walls with "new and nifty" glues, difficult and costly to get off," says Frank Brewer, director of Physical Plant. He says there was more costly destruction of furniture, buildings and grounds in recent decades past. People used to treat the facilities with much less respect, Brewer remembers.

In those days, vandalism cost Physical Plant over \$125,000 a year. In 1994, Physical Plant budgeted \$25,000 to replace stolen pine trees, flowers and trashcans and to repair minor damage.

Department of Resident Life was budgeting approximately \$100,000 as well in the 1970s and early 1980s. That figure is down to \$20,000 for 1994.

It was common in the 1970s and early '80s to see litter everywhere, Brewer recalls. The trash on campus was not collected. The grounds were run down. Paint was peeling from windows and doors. "The place had a forlorn appearance," he says.

Jan Davidson, assistant to the director of resident life, has also seen a

decline in "outrageous, deliberate behavior that results in damage to equipment" over the past 10 years. Incidents of lounge furniture being thrown from highrise windows are nonexistent these days. There is the occasional broken bathroom fixture, or busted light globe, but cases of vandalism are neither as frequent nor as aggravated as in the past.

This change in undergraduate behavior, Davidson says, can be attributed to three things. First is the increase in the university's admission standards. Second was legislation that, in 1984, raised the legal drinking from 18 to 21 years of age. Davidson maintains that most vandalism is committed by students who consume too much alcohol. And the third reason that students are defacing less property, Davidson says, is that they are made aware of the rules before they move into the residence halls.

The rules, along with punishments for violators, are published and explained to prospective occupants before they move in. There is no tolerance of underage drinking. If someone under age 21 is caught with alcohol he or she must pour it out in front of the resident assistant and is put on housing probation.

Brewer believes vandalism is down because pride in the campus has increased. He believes the turnaround began in the early 1980s with a facilities renewal program that transformed the fountain on the mall, Tawes Plaza, Hornbake Plaza and the Student Union. "I'd like to think that the campus appears better maintained today," he says. "People verbalize respect for the campus. That didn't used to be the case."

End quote

What would you do to encourage more students and faculty to attend Commencement ceremonies at Cole Field House?



"My bet would be to communicate with the advisor and the department chairs in encouraging faculty and staff to attend, to see what a graduation ceremony is really like here. You're there for support. Or [organizers] could gear it around lunchtime when people can get out of the office. No time is ideal, but lunchtime is a more relaxed time."

—Lovant Hicks, architectural drafter, Agricultural Engineering

"It is probably the case that some students and faculty will never come to Commencement: they have another commitment or they have no sense of wanting to be part of a community rite or of being wanted to be a part of it."

The university-wide Cole Field House commencements I have attended I have found disturbing. People come and go and wander through the tiers as if it were an open house. Do people wander in late because they truly can't get here on time or because there is no expectation that you need to be on time? Can the doors be closed and opened once or twice as is the case at concerts and the theater? Has anyone tried a later hour—between college ceremonies instead of before? I realize Cole Field House is probably the only space of sufficient size on campus, but the atmosphere doesn't seem conducive to the purpose.

Our college commencement, in the equally unglamorous Reckord Armory Gymnasium, is almost always packed. It probably suffers more from lack of faculty than lack of students. I generally attend the college commencement, perhaps because I regret having skipped two of my own commencements. Also, I find participation in sending off graduating students, their new beginnings, one of the few signals of 'an end, a finish,' to the teaching occupation."

—Anna Graeber, associate professor, Curriculum and Instruction

"UMCP community members need to be encouraged to interact more frequently. Greater interaction will foster more of a camaraderie among diverse groups. At present, most people seem to conduct their affairs in isolated cliques. The more that UMCP members know each other the greater the incentive will be for them to attend graduations, where they can see their friends or formal acquaintances symbolically enter the next phases of their lives. Also, offers of free food will entice the most disinterested of UMCP community members to attend graduation ceremonies."

—John Penn, senior, Government and Politics



AD Search Committee Members Named

William "Bud" Thomas Appointed Acting Athletic Director

The members of the committee charged with conducting the university's search for a new athletic director were announced by President William E. Kirwan last week.

At the same time, Kirwan has appointed William L. Thomas, vice president for student affairs, as acting athletic director.

The 14 members of the athletic director search committee are: Marie Davidson, executive assistant to Kirwan and chair of the committee; Javaune Adams-Gaston, director of academic support services in the Department of Intercollegiate Athletics; Monica Adams, from Oklahoma City, Okla., a senior in kinesiology and member of the women's basketball team; Cordell Black, assistant vice president for academic affairs and associate professor of French and Italian; Sasho Cirovski, men's soccer coach; Jonathan Claiborne, a Baltimore attorney and member of the board of directors of the M-Club and a member of the Terrapin Club; J. Richard Crouse, a Frederick dentist who also chairs the Maryland Educational Foundation, and is a member of the board of directors of the M-Club and a member of the Terrapin Club; Ed Downey, a magazine publisher who is president of the Terrapin Club and an honorary member of the M-Club;

William Mayer, dean of the College of Business and Management; Don Piper, director of graduate studies and professor of government and politics; David Raderman, a Baltimore attorney and president-elect of the university's alumni association and Terrapin Club member; Betty Smith, professor of material and nuclear engineering and chair of the university's Athletic Council; Cynthia Timchal, women's lacrosse coach; and Jackson Yang, professor of mechanical engineering and a member of the M-Club.

The search committee held its first meeting last week to address organizational and procedural considerations. Kirwan's goal is for the committee to identify top candidates nationally in early summer, and to have the new athletic director in place by the start of the Fall 1994 semester.

"We want to conduct a thorough search," Kirwan said, "but we also want to complete the process as early in the summer as possible. The committee will be looking for a person whose philosophy is consistent with the university's intent to build a winning athletic program on the foundation of high academic standards and institutional integrity. The new athletic director also is expected to establish Maryland as a national leader in addressing such

issues as gender equity and cost containment, two principles that will continue to be essential parts of our future athletic program."

William "Bud" Thomas assumed the acting athletic director position May 16 upon the departure of current athletic director Andy Geiger. Thomas will continue his duties as vice president for student affairs.

"Although there are a number of people within the athletic department who could have served effectively as acting athletic director," Kirwan said. "I did not want to distract them from the important and demanding work they already perform. It is my intent to maintain the very positive momentum of our athletic program through this transition period, and diverting any of the key players from the good work they currently are doing might slow our progress."

Kirwan noted that "Bud Thomas is a logical choice to fill the acting athletic director slot both because he is a very experienced administrator and because his responsibilities for student life and extra-curricular activities mesh well with intercollegiate athletics. Organizationally, the appointment makes sense."

Correction: The May 9 article on Elisse Wright (page 8) should have included photo credits for Bill McAllen.

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

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

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End of the Year College Park Senate Report



Hank Dobin

I believe 1993-94 has been a good year for the College Park Senate. Beginning with the Executive Committee retreat in October, we fulfilled our intention for the Senate to be more proactive than it has been in past sessions. Rather than reacting to crises and controversies, the Senate established its own agenda for the year and successfully completed almost every item of business on that agenda. Not that the 1993-94 Senate session was without crises and controversies, but at least they were of our own making!

May 5 and May 9 Meetings

Let me begin at the end—with what was supposed to be the final meeting of the year on May 5. The Senate considered three major reports from committees, each of which represented the culmination of months of committee work. First, the Senate approved additions to the bylaws to establish the University Library Council, the first of the new university councils. The Library Council has the task of reviewing and making recommendations concerning the policies, operations, and services of the libraries. The Council, jointly appointed by the Provost and the Senate, will replace the current structure of duplicate administration and Senate advisory committees. The Council will have various reporting responsibilities to the Senate, to the Director of the Libraries, and to the Provost.

Second, the Senate approved a joint report on undergraduate academic advising from the Student Affairs and Educational Affairs Committees. Based on the premise that, despite genuine

progress, there is still a pressing need for strengthening academic advising across campus, the committees presented three resolutions. The first calls for publishing, in both the Undergraduate Catalog and the Schedule of Classes, a set of "Expectations for Advising" detailing the rights and responsibilities of students and their advisors. The second calls for the Provost to allocate "the appropriate resources where needed to achieve uniform excellence in undergraduate advising," and the third appeals for increased dialogue about advising, especially successful initiatives and techniques, among academic units.

Domestic Partnerships

The report from the Human Relations Committee to extend benefits to university employees in domestic partnerships has received much attention in the press. The Committee presented three resolutions: 1) to extend family benefits controlled by the College Park campus, including library privileges and the use of recreation and child care facilities, to domestic partners, 2) to request the Board of Regents to review the benefits it controls, tuition remission and family leave, with the aim toward extending those benefits to domestic partners, and 3) to request the State of Maryland to review the benefits it controls, health and pension benefits, with the same aim.

[Editor's Note: For the purposes of the resolutions, domestic partners are defined as two individuals who live together, as a couple, in a long-term relationship of indefinite duration with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other's common welfare and share financial obligations. Each partner will sign an affidavit of domestic partnership stating that he or she

1. is at least 18 years old;
2. has been in a spousal relationship for at least one year;
3. shares a mutual residence with her/his partner;
4. is not legally married and does not have another domestic partner;
5. is not related to his/her partner closer than would bar marriage in his/her state of residence;
6. can provide documentation, if requested, of common residence and financial interdependence.]

Resolution One provoked heated debate on the floor. Several amend-

ments failed, including one to restrict the benefits to domestic partners of the same sex only. After more than an hour of debate, a quorum call from the floor ended the meeting when a headcount proved six senators short of a quorum. That 64 voting members of the Senate were still present at 6:45pm testifies to both the significance of the issue and the dedication of the Senate membership.

On Friday morning, May 6, the Executive Committee met in an emergency session. The 1994-95 Senate was scheduled to convene for the transition meeting only three days later on Monday, May 9. The committee felt strongly that the Human Relations report should come to a vote before the 1993-94 membership, who had debated and heard the arguments pro and con, rather than before the membership of the new Senate. Therefore, the Executive Committee called a Special Meeting for May 9.

More than 80 voting members of the Senate attended the Special Meeting despite almost no advance notice. At that meeting, debate continued until a motion to call the question, requiring a two-thirds vote, passed with only 20 minutes remaining. In a series of rapid votes, all three domestic partner resolutions passed by a wide margin. With that dramatic finale, the 1993-94 Senate session was gavelled to a close.

Fifteen minutes later, the 1994-95 Senate convened for its first session and Professor Chris Davis assumed the responsibilities of Chair. For the first time in its history, the Senate had held two meetings in a single day!

The Year in (Quick) Review

At the first Senate meeting in September 1993, I outlined four major objectives for the year. With the possible exception of Number 4, those objectives have been met. First, the Senate set out to correct pressing problems—most notably a considerable shortfall of seats—with the CORE Advanced Studies program. After some controversy and debate, the Senate did revise the CORE program in December.

Second, the Senate hoped to establish at least the first of the new University Councils, and accomplished that goal with the creation of the University Library Council on May 5.

Third, the Senate has worked all year on revising its Bylaws to conform to the newly adopted Plan of Organization and to make Senate operations more effi-

cient and effective. We made at least three very significant changes: the revision of the Senate calendar so that the Senate session begins in May rather than September, the change to route all graduate program proposals through the Senate Programs, Curricula, and Courses (PCC) Committee, and the change to make all adjunct committees into general standing committees.

And fourth, the Senate intended to continue pressing for a major role for the campus community in decision-making about parking issues. Whether we succeeded remains an open question. There is some uncertainty whether the newly revived Campus Parking Advisory Committee has been as fully involved in planning and decision making as we had hoped. Next year's Senate must remain vigilant and must continue to insist on full participation in decisions about parking fees and facilities.

The Senate has also had many other major accomplishments. The foremost must be the approval of the Workload Policy. That whole process was a model of consensus building and shared governance. However, the Senate's work on the issue is far from complete; we must continue to play an activist role as the System and College Park develop their policies.

On the issue of continuing education—also an issue that will require careful attention next year—the Senate passed a crucial resolution to ensure quality, controls, and faculty participation in new programs, and we passed a policy on differential tuition. The Senate passed a resolution to support the President's Diversity Action Plan and responded promptly to administration requests for action to revise the policies on repeating courses and on double degrees/double majors. And finally, the Senate passed the resolutions on undergraduate academic advising and the resolutions to extend benefits to domestic partners.

I want to thank the many dedicated people who made the 1993-94 Senate session a success—especially the members of the Executive Committee, all of the chairs of the Senate committees, and Kathleen Smith, Marty Schrecengost, and the Senate Office staff. And I wish Professor Davis, the new Chair-Elect, the Executive Committee, and all the members of the 1994-95 Senate the best of luck.

—HANK DOBIN

University Debuts Hybrid Electric Vehicle

The university's Hybrid Electric Vehicle, which will be unveiled on Tuesday, May 17, is a new concept in car design that will please everyone—performance enthusiasts, economists and environmentalists.

Designed to equal current performance standards for most cars, it is also expected to get 70 miles-per-gallon from its power-assist engine. And although part of the engine is electric, it never needs recharging, which is good news for those who believe recharging needs will be too expensive and keep electric cars from becoming a reality.

The car, a converted Saturn SL2 sedan donated by Saturn of Marlow

Heights, will be "rolled-out" May 17 at 10 a.m. on the Engineering Building's front lawn. It will then leave for a grueling round of tests in Ann Arbor, Mich., culminating in a June 14-20 race against similar cars from 12 North American colleges and universities.

"This is the car of the future. It is what we will be driving in 10 or 15 years, or something very similar to it," said David Holloway, professor of mechanical engineering and supervisor of the project that involved more than 60 engineering students. "This car will be far superior to any being driven now in terms of emissions, and once fully developed it will have twice the fuel

economy of the stock vehicle with equal performance."

Sponsored by the U.S. Department of Energy (DOE), and Energy, Mines, Resources (Canada), the 1994 Hybrid Electric Vehicle Challenge consists of nine events that evaluate the designs and performance of the vehicles: energy efficiency, emissions testing, range, acceleration, urban maneuverability, driveability, written design report, vehicle design inspection, and oral presentation of design.

In a power-assist vehicle, an internal or external combustion engine (fueled by a methanol/gasoline combination) must provide the primary source of

power, while an electric drivetrain provides auxiliary power during acceleration, high-load situations and other instances requiring peak power. Because power-assist HEVs never need to be plugged in, recharging facilities are unnecessary.

In addition, power-assist HEVs provide high fuel economy, produce low emissions, employ smaller engines and therefore weigh less than electric vehicles, and are the least expensive and the easiest HEV technology to implement.

Technical objectives of the challenge include significant improvements in fuel economy, emissions reductions, and conventional levels of performance.

Calendar May 16-25

Arts

Maryland Boys Choir Spring Concert: Fri., May 20, 8 p.m., Tawes Recital Hall, Tawes Fine Arts Building. 5-5545. *

University of Maryland Chorus Christmas Concert Rehearsal: Tue., May 24, Open Rehearsal of Verdi's Requiem, 7:30 p.m., Memorial Chapel. 5-5545.

Meetings

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

Miscellaneous

University Book Center Cap and Gown Sales: Mon., May 16 through Thu., May 19. May 16, 8:30 a.m. to 5 p.m.; May 17 & 18, 8:30 a.m. to 7 p.m.; and May 19, 8:30 a.m. to 2 p.m., 1143 Stamp Student Union. 4-9219.

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

Undergraduate Studies Professional Development

Community Brownbag Lunch:

Tue., May 24, "Family Leave Act," Terry Roach, noon, Maryland Room, Marie Mount, part of the Women's Commission 20th Anniversary Celebration. 5-4743.

Capitol Hill Reception: Thu., May 19, Sen. Paul Sarbanes, 5 p.m., U.S. Capitol. 5-7740.

Special Events

Commencement: Thu., May 19, 9:30 a.m., Cole Field House, 5-4637.

Centennial Symposium at College Park: Fri., May 20, "The Engineer's Future Roles: 1994 and Beyond," 9 a.m. to 4:30 p.m., University of Maryland University College Center for Adult Education. 5-3861. *

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.

Camping Out at The Arts Center

Help your child be a happy camper this summer at The Art Center's Summer Camp. Children ages 8 to 12 are invited to participate in classes such as Fine Arts Fun, Finding the Art in Mathematics, The Art of Logic and Puzzle Solving, Tribal Arts, Art Safari and Sculpty Bead Making. For seven- to 11-year-olds there's a session called Fabulous Fairy Tale Fun.

Each session is 10 days long and runs either 9 a.m. to 3 p.m., or 3:15 to 5:15 p.m. This summer of fun and adventure gives campers the opportunity to paint a mural, sing in French, make ice cream, create optical illusions, bury a time capsule, design a costume, and make their own beads. In addition to artistic activities, campers will go swimming twice a week, have picnics and show work at an open house at summer's end. The following is a list of courses and the UMCP affiliate cost:

Fine Arts Fun, \$270.
Finding the Art in Mathematics, \$90
Hands On Experiments, \$245
Art of Logic and Puzzle Solving, \$80
Tribal Arts, \$270
Finding the Art in Mathematics, \$90
Art Safari, \$270
Art of Logic & Puzzle Solving, \$90
Fabulous Fairytale Fun, \$270



Sculpty Bead Making, \$90

Deadline for registration is May 31. Further questions about the camp should be directed to 314-ARTS.

Fun for the Whole Family

Also available at The Arts Center this summer are Family Arts Classes. Sessions begin mid-June and are aimed at children ages 6 through 12. Courses offered include Computer and Video Multi-Media Technology for Kids (\$75); Introduction to Color (\$65); Traditional Chinese Ink Painting (\$65); Connecting through Clay (\$85); and Family Photography (\$25). High school students, ages 16-18 who are in need of SAT help may benefit from the center's course: Math Preparation for SAT (\$100).

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

National Archives Offers Film and Lecture Series

In celebration of the National Archives' 60th anniversary and the dedication of its College Park facility on May 12, a film and lecture series entitled "The American Vision: Sixty Years of Film" will be presented in May and June.

The programs will be held in the auditorium of the Archives' College Park facility at 8601 Adelphi Road, and will be free to the public. Ample free parking will also be available.

Films

Tuesday, May 17, noon. "The River," 1937. This classic documentary chronicles the exploitation and misuse of one of our greatest natural resources, the Mississippi River. Directed by Pare Lorentz, 32 minutes.

"The City," 1939, is a call to rebuild America's cities in the form of planned communities. Area residents should note that much of the film was shot in Greenbelt, Md., 33 minutes.

Wednesday, May 18, 7 p.m. "My Man Godfrey," 1936. Considered one of the funniest of the "screwball comedies" of the 1930s, this classic film also conveys some important messages about the Depression and human dignity. With William Powell and Carole Lombard, 94 minutes.

Monday, May 23, noon.

"The Homefront," 1988. This award-winning documentary examines the social stresses and changes on the American homefront during World War II, 90 minutes.

Monday, May 23, 7 p.m.

"Casablanca," 1942. This story of wartime intrigue and sacrifice has become one of the most beloved American films. It is a three-time Academy Award-winning film starring Humphrey Bogart, Ingrid Bergman and Claude Rains, 102 minutes.

Wednesday, June 1, 7 p.m.

"A Streetcar Named Desire," 1951. This powerful adaptation of the Tennessee Williams' play stars Marlon Brando, Vivien Leigh, Kim Hunter and Karl Malden. Directed by Elia Kazan, 122 minutes.

Thursday, June 2, noon.

"Atomic Attack," 1954. This episode of "Motorola TV Theater" portrays the effects of an atomic blast on a family living 50 miles from ground zero—New York City. Stars Walter Matthau, 50 minutes.

Tuesday, June 7, noon.

"Malcolm X: Make It Plain," 1993. This ambitious documentary examines the life of one of the most influential and

complex figures of the 1960s. Produced and directed by Orlando Bagwell. From the American Experience series, 150 minutes.

Wednesday, June 8, 7 p.m.

"Monterey Pop," 1969. This record of the 1967 Monterey Pop Music Festival features performances by Jimi Hendrix, the Jefferson Airplane, the Mamas and the Papas and many others, 88 minutes.

Tuesday, June 14, noon.

"Gates of Heaven," 1978, is a delightfully offbeat documentary about California pet cemeteries and the people who run them. Directed Errol Morris, 85 minutes.

Wednesday, June 15, 7 p.m.

"Annie Hall," 1977, is considered by many to be Woody Allen's best film. It is filled with hilarious observations on life and love in the 1970s. "Annie Hall" won four Oscars, including Best Picture, 94 minutes.

Wednesday, June 22, noon.

"To Render a Life," 1991, is director Ross Spear's documentary that updates writer James Agee and photographer Walker Evans' classic 1941 book about poverty in rural America, *Let Us Now Praise Famous Men*, 88 minutes.

Wednesday, June 22, 7 p.m.

"Tootsie," 1982, is not only one of the funniest comedies of the 1980s, but also a delightfully wry commentary about sexism in America. With Dustin Hoffman and Jessica Lange. Directed by Sidney Pollack, 116 minutes.

Lectures

Tuesday, May 24, 6 p.m.

"A Look at the 1940s" will feature a lecture by James Giese, former city manager of Greenbelt, who will discuss his book: *Greenbelt: The Roosevelt Years*. He will be introduced by Greenbelt Mayor Antoinette Bram. Also, Timothy Mulligan of the National Archives will discuss his book *Lone Wolf: The Life and Death of U-Boat Ace Werner Henke*, published by Praeger.

Tuesday, June 21, 7 p.m.

James Dilts, an independent scholar, writer and expert on the historical architecture of Baltimore, will discuss "The Great Road: The Building of the Baltimore and Ohio, the Nation's First Railroad, 1828-1853."

The National Archives cafeteria hours will be extended for these lecture programs only so that dinner may be purchased between 5 p.m. and 6:30 p.m. For more information, call (202) 219-1250.

In Transition: Despite Hurdles Transfer Students Do Well



Barbara Riggs and Mary Killmeyer help transfer students make the transition to the university.

After Margaret Molineaux, a 23-year-old senior journalism major, completed her sophomore year at Virginia Tech, her parents decided they could no longer afford to pay tuition.

Leaving Virginia Tech and all the new people she met was difficult, she says. And coming back home to the University of Maryland for the Bowie native was too much like a high school reunion.

To add to her anxieties, when she first transferred from Virginia Tech Molineaux hated it here because "people weren't helpful." Getting her Virginia Tech courses transferred was difficult and today she is still struggling to get credit for one statistics class. "They just gave me the runaround," she says.

Regardless of the runaround Molineaux experienced in her first days as a Maryland transfer student, she has now found a niche on the campus through her sorority and enjoys the attributes of the campus.

Although the needs of incoming freshmen and transfer students may seem similar, "transfer students still need to be drawn into the campus community," says Mary Killmeyer, assistant director of undergraduate admissions.

"They don't have as many options for individual courses."

To find out more about transfer students' academic characteristics and how best to support them, the Provost's Advisory Committee on Course Enrollments, Statistics and Strategies (ACCESS) last March conducted an academic background study on transfer students at Maryland.

They found that like freshmen students, transfer students need to know that their required classes are being offered and that enough seats are available in these classes, says Barbara Riggs, associate director of records and registrations.

According to the study, transfer students comprise more than 50 percent of the newly enrolled students each year. The majority transfer from Maryland two-year colleges. The rest transfer from out-of-state two- and four-year colleges and Maryland's four year colleges.

Statistics from the study reveal that 73 percent of transfer students have been achieving GPA's of 2.5 or better since fall 1987. In their first semester at the university, almost 30 percent of part-time and full-time transfer students combined received a GPA of 3.0 or higher.

One student who transferred from a two-year community college is John Dewey, a 21-year-old senior government and politics major. Dewey came to Maryland in the fall of his junior year from Harford Community College in Bel Air. Transferring from a community college was fairly easy, he says, because the majority of students at Maryland are

commuter and transfer students. "You don't really feel excluded from anything," he says.

That he graduated from a two-year community college helped Dewey's transition into the university. According to Killmeyer, the Maryland Higher Education Commission requires students coming from in-state community colleges to have a minimum of 56 credits and 2.0 GPA.

For transfer students to qualify for admission, they must be coming from a regionally accredited institution.

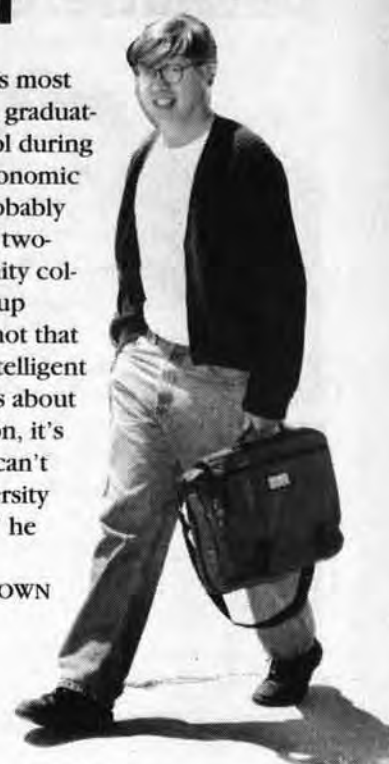
Transfer students who do not meet the minimum 3.0 GPA requirement are admitted based on space availability.

The hardest part of the transfer process was getting used to the larger classes, says Dewey. At community colleges, "teachers are there to teach and not to do research," Dewey says.

"There is more one-on-one contact."

Dewey says most students who graduated high school during the recent economic downturn probably started out at two-year community colleges to save up money. "It's not that you're less intelligent or less serious about your education, it's just that you can't afford a university [right away]," he says.

—MARCY BROWN



John Dewey

One College's Credit Isn't Necessarily Another's

To help meet the needs of Fall 1994 transfer students whose credits also need to be transferred, the offices of undergraduate admissions and records and registration have jointly opened the new Transfer Center on campus.

The Transfer Center's purpose is to help evaluate college courses from other institutions and record them for future reference, according to Barbara Riggs, associate director of records and registration. By filing the evaluation results on computer, university staff have the evaluation information available for the next student who comes in from the same college with the same course, Riggs says.

"The center has been a joint effort with the campus community," says Riggs. "It's really started to pay off."

The Transfer Center works with the CORE committee to examine such issues as whether general education credits from the other institution count towards Maryland's CORE requirements. The center also works with academic departments to determine how the credits will be transferred and whether they will count toward the student's current major, according to Riggs.

The major goal of this program is to help benefit transfer student advising, says Riggs. By having the Transfer Center as the centralizing unit for information on course equivalency, says Riggs, "the students will get feedback a lot quicker."

Quicker processing is a boon to prospective transfer students, says Mary Killmeyer, assistant director of undergraduate admissions. "Through the center, we will be able to insure that the students we are trying to attract to Maryland will get complete and timely information."

Bowie Baysox Make Shipley Field Home Base

Kevin Costner once heard a voice say: "Build it and they will come," when he built a baseball field in the movies. One local minor league baseball team, the Bowie Baysox, is discovering that building it can sometimes be the hardest part.

The Baysox have been homeless since their season opener this year on April 12. Prince George's Stadium, their new and final home base, was expected to be completed by then, but was delayed by the extreme weather this winter. They would play in their previous park, Memorial Stadium, but it's being renovated to house Baltimore's new Canadian Football League team.

Starting with a seven-game series from May 20-26 the Baysox will be playing an "indeterminant" number of their home games at Shipley Field, the home field of the Terps, says Dave Collins, spokesperson for the Baysox.

In the meantime, they've been playing their home games in Frederick, Wilmington, Del., and at the Naval Academy in Annapolis.

"Fans and advertisers haven't been happy," says Collins, "but they've been pretty understanding. There have been some who have followed us around."

Collins says that they hope to have



Rick Forney

Prince George's Stadium completed by early to mid-June, but stresses that when they've set a date in the past, it's been delayed. The Baysox could end up playing another seven-game series from May 30 to June 6 at Shipley Field. Any games past that date are highly unlikely.

"At this point we're still twisting in the wind, we don't really know," Collins says.

A double-A farm team for the Baltimore Orioles, the Baysox are currently 16 and 12 and in second place in the Southern Division of the Eastern League, which includes Harrisburg, Pa.; Canton-Akron, Oh.; Trenton, N.J.; and Reading, Pa. They were in first place, but lost seven of their last nine games.

"We are expected to compete," Collins says. "We've got some of the Orioles' better prospects on this club."

Lights will be installed at Shipley Field for the Baysox, who normally play their games at 7:05 p.m., except Sunday games, which start at 2:05 p.m.

Admission will be \$5 for adults and \$3 for children and seniors, Little-league players who wear their uniforms get in for free. For more information, call (301) 805-6000.

—STEPHEN SOBEK

Unshattered Myths Belie the Anxieties of Asian Students



"The myth is that Asians are better prepared. In this office, I see a lot of students who are borderline, just getting by."

—Will Liu,
Office of Multi-Ethnic
Student Education

One of the more persistent stereotypes around college campuses and in educational circles is also one of the more pernicious, all the more because so many refuse to acknowledge it as stereotype.

It goes something like this: Asian students are uniformly diligent, disciplined, driven to succeed, the epitome of academic excellence, the very ideal for other minorities looking to get ahead.

Like most stereotypes, there is a kernel of truth to it, as any proponent of the "model minority myth" freely admits. In fact, that Asian students are seen as hardworking and successful is a sign that Asians as a whole have become, in academic administrative jargon, a "critical mass." In other words, a community within a community, capable of commanding not only respect but also increased attention.

But, says Will Liu, a coordinator in the Office of Multi-Ethnic Student Education who works with Asian students, "The numbers, the percentages, conceal so much."

Though few students will talk openly about it, there is a general feeling among them that the narrow, simplistic view of their academic lives that persists even among those who would like to believe themselves open-minded, is clearly more fiction than fact.

Liu knows firsthand. There is, he says, a terrific anxiety and feeling of alienation in the students he meets. "They have internal strife and conflict and problems with their parents just like everybody else," he says. A recent study by Bennett and Okinaka of Asian students at a large midwestern university found that those who stayed all four years were, on the whole, as Liu says, "basically unhappy."

The burden of expectations is one of many reasons for this unhappiness. "The myth," says Liu, "is that Asians are better prepared. In this office, I see a lot of students who are borderline, just getting by."

Liu's informal findings are supported by recent research in the field. A study of Asian students at a private college on the East Coast, published in the *Journal of Cross-Cultural Psychology* by Toupier and Son, exploded conventional wisdom. With class differences held constant, Asians performed no better than their peers. In fact, they frequently received lower scores and grades.

Proponents of the myth say that until such findings are common knowledge, and until more such studies are undertaken, Asians will continue to find themselves being taken advantage of.

Says Gloria Bouis, who works in the office of human relations, many people find Asians a convenient means of castigating other minorities—in effect, "perpetuating the status quo. You know, there must be something wrong with blacks and Hispanics. Really," she says, "it's a kind of blame-the-victim situation."

Bouis says the model minority myth is attractive to many because it makes it easier to ignore the more thorny systemic problems.

Those who see Asians succeeding, she says, are seeing only those who have been in this country long enough to have carved out relatively stable, middle-class lives for themselves and their families. More recent immigrants—the many Laotians and Vietnamese who have come over in recent years—are struggling mightily.

The danger to all this, says Liu, is that, because "there aren't enough resources to go around," Asian students are often left in the lurch, without adequate funding. University administrations, he says, tend to believe Asians will succeed regardless, and so choose not to spend money where they don't think they have to. Schools with a larger Asian American population to draw from—Stanford and Berkeley—have even placed caps on Asian student admissions.

At College Park, "they feel they need to focus on African Americans, and to

broaden the focus is to potentially dilute it," says Liu, while acknowledging that retention and recruitment of African Americans is critical.

In the spring of 1992, Asian student population overtook that of African Americans. Asian students currently make up 13 percent of the undergraduate population.

As Liu acknowledges, one of the problems colleges are currently facing is not only the changing role of higher education, but also the changing face of those it serves. What that means to a campus like UMCP is that the old rules don't apply.

"In this region, and on this campus," he says, "we're so focused on the black-white dynamic. But now, with the influx of Asians and Hispanics, it's testing the paradigm."

Outside of educational circles, where it is only now being talked about, the model minority myth has received little public attention. The reason, say Liu, Bouis and others, is that, at least on this campus, there are few Asian leaders with the charisma and vociferousness to demand change now. The larger problem is that Asians have yet to become, in Liu's words, a "solid, identifiable constituency."

Demographers have recently speculated that by the year 2020 Asian population on the East Coast will have more than doubled, bringing the figure from 1 million to 2.5 million. That, says Liu, should bring many potential payoffs, especially where higher education is concerned. More Asians means a more solid economic voting base, which could mean more council members who have a say about how, and on what, monies get spent.

—TODD KLIMAN



School of Architecture Hosts Mayors' Institute on City Design

When the mayors of seven northeastern cities descended upon Baltimore this past weekend to discuss their respective cities' design plans and problems, the School of Architecture was a proud sponsor. The event was the Northeast Regional Mayors' Institute on City Design and Matthew Bell, architect and assistant professor in the School of Architecture, was co-director.

Held once a year in the south, midwest, west and northeast regions, these institutes are part of a series of small forums dedicated to improving the understanding of the design of American cities. Participation is limited to 20 people, including the mayors and a resource team of 10 urban design experts. Included among the design experts are public policy specialists and planners, preservationists and historians. All have years of experience with projects in municipalities throughout America.

Maryland joined forces with Morgan State University in competing to host the event. "We were selected over Harvard, MIT, Pratt and Penn," says Bell. Fourteen students from both cam-

puses were involved in preparing for the event. Architecture students conducted the research and developed profiles of each of the mayors for the briefing books distributed at the institute.

The University of Virginia serves as the setting for the national mayor's institute held twice yearly. Regional mayor's institutes, such as the one in Baltimore, are held once a year. At these regional institutes, the participants target smaller cities and are able to address regional themes.

"Each mayor presents a special design problem from his or her city," says Bell. These issues range from developing a bike trail through downtown to redevelopment of a waterfront area, he says. The mayors and designers discuss generic and specific problems facing cities today, and explore how the public and private sectors can work together to improve the condition in the cities. "We invite resource people from each area to give feedback to the mayors."

This year's northeast regional institute included the mayors of Reading, Pa.; Frederick, Md.; Wheeling, W.Va.;

Groton, Conn.; New Bedford, Mass.; Nashua, N.H.; and Wheeling, W.Va. Bell says the mayor of Frederick presented his master plan for Carroll Creek Park.

"We want to attract mayors who have time left in office, who can get things done," says Bell. "Sometimes a mayor gets told something they don't want to hear," he says. But, in the long run, it's advice that serves the mayor—and city—well.

The Mayors' Institute on City Design was established by the National Endowment for the Arts in 1986. The institute is sponsored by the National Endowment for the Arts Design Arts Program; Schools of Architecture (University of Virginia, University of Maryland, Morgan State University, Washington University—St. Louis, and UC Berkeley) the Jefferson Institute, Los Angeles; and the U.S. Conference of Mayors.

The mayors who participate represent a broad cross-section of geographical regions and backgrounds. Some mayors understand urban design while others do not, but all attend to increase their knowledge about how the design



Matthew Bell

process can help their cities. Through the institute, mayors have often found useful allies and guidance.

According to Bell, the intention of these institutes is to provide education and establish a dialogue about design. "Mayors are at the mercy of their professional staff," he says. "The institute gives them someone to talk to who has a outside perspective on the design issues concerning their cities."

Take note

Program Helps Students Get On College Track

With the help of some dedicated teachers and a new partnership program, some District of Columbia high school students have a better shot at a college education.

Nine students from Dunbar, Anacostia and Wilson High Schools will participate in the Coca Cola Access to Higher Education Program sponsored by the Coca Cola Company, the university, and the D.C. public schools.

This mentoring program, developed jointly by Maryland's College of Education and the District's school administration, targets students who have demonstrated the potential to succeed in college, but who face barriers that are likely to keep them from even applying. The program provides intervention, beginning in the junior year, to help the students begin to see college as a real possibility for themselves.

"Many times students who have real potential, don't readily see themselves going on to college," said Green, one of the coordinators of the program at Maryland. "They face many kinds of obstacles. This program is designed to give them a partner to help overcome those obstacles, whatever they may be for each individual."

Funded by a \$100,000 grant from the Coca Cola Foundation, this program is a part of the company's decade-long \$50 million commitment to advance education in the 1990s.

At the heart of the program are D.C. teachers who voluntarily commit to establish and maintain a structured mentoring relationship with a student for two years. They participate in a year-long training course at the university which helps them fine-tune their skills in motivation, self-esteem enhancement and behavior modification.

"They learn techniques and strategies to help the students manage the pressures and change the behaviors that often short-circuit higher education aspirations," said Rodwell Catoe, a professor who co-teaches the class.

Catoe, a specialist in human behavior, recently retired as an assistant police chief in the District. He said he continues to be interested in the youth of Washington, and sees this program as a way he can still contribute to helping them succeed.

Those students who complete high school are eligible for a scholarship of up to \$2,500 from Coca Cola. If they elect to attend the university they will also be enrolled in the Academic Achievement Program which provides academic skills enhancement and a structured, comprehensive academic support system to help ensure that they succeed in college.

Airplane Crash Update

A bent propeller might have caused a plane to crash into the university's Maryland Fire and Rescue Institute on April 23, killing all four North Carolina residents aboard, safety officials said. The 1975 Beechcraft B-24R bounced three times on the runway during an initial landing attempt at College Park Airport. The plane's propeller might have scraped the ground and become bent, which would have prevented

enough of an air flow to keep the plane aloft. The crash, about 350 yards from the runway, occurred while the plane was circling to attempt another landing.

Bugs Begone And Other Science Projects

Imagine keeping crops insect and disease free without pesticides. Westinghouse Electric and university researchers are trying to do just that. The project, if successful, will take microwave technology already developed for defense and apply it to agriculture. The Westinghouse project is one of 25 projects funded in areas from biology to computer technology in the 13th round of Maryland Industrial Partnerships (MIPs) awards.

MIPs, a program of the university's Engineering Research Center, awards matching funds of up to \$70,000 annually for faculty to research technologies or processes for a company. Each MIPs project is chosen by a panel of industry, government and academic experts based on technical soundness and economic benefit for the state.

In addition to the Westinghouse project, a collaboration with the German-based Hughes Network Systems could move the information superhighway closer to reality. College Park researchers are developing a way for people to receive information by satellite from the Internet. The company is hoping to sell devices people could attach to their computers to receive information, sound and video images more than 100 times faster than currently possible over telephone lines.

And in a project that combines high tech and high school, Edvotek, a biological supply firm in Bethesda, is studying the use of genetically-altered plants in biology class laboratory experiments.

Keeping Up With Constantly Emerging New Technologies

Strategic alliance partnerships among high-technology industries are gaining in popularity says Sanjit Sengupta, a business professor who has studied 98 of these relationships in the computer and semiconductor industries since the mid-1980s. "Even the largest firms cannot maintain cutting edge positions in all the technologies of interest to their end-users. So they take advantage of the specialized resources of other companies to create a more potent force in the marketplace without extending themselves beyond their core competencies," Sengupta says.

The three key things that businesses considering a strategic alliance need to remember, advises Sengupta, are balance, compatibility and project payoff.

Most important is that there be balance of power and equity in resource allocation. "What this means is that smaller firms should think twice before entering into an alliance with a larger, better established organization," he says. Second, partners need to have compatible goals, objectives, operating philosophies and corporate culture. And third, both partners should benefit significantly from the alliance.

Children At Risk Visit Fire and Rescue Institute

On May 6, 20 six-to-11 year olds from the university's CARing (Children at Risk) Project learned about fire safety, how to prevent fires and how to protect themselves if a fire breaks out.

Inbrief

Wanted: American Homes For Japanese Students—Volunteers are needed to host one or two Japanese students from Aoyama Gakuin University in Tokyo for an overnight stay in late July. From July 27 to August 14, the students will be participating in the Maryland English Institute's (MEI) English language and Cultural Orientation program. This will include lectures and workshops on such topics as American cultural patterns, American families, U.S. political issues, and diversity and ethnicity in U.S. culture and art. MEI would like to offer the students an opportunity to stay overnight in American homes. Tentative plans are set for hosts to pick up their students at 10 a.m. on Saturday, July 30 and return them Sunday, July 31. For more information call Denise Burns 405-8634.

Experiential Laboratory For Stress And Coping—During fall 1994, a small group course will be offered to help faculty understand personal stress and coping experientially in relation to self, family, peers, authority figures, committees, environment, and society. The class, limited to a maximum of 10 people, is designed to help people face their stressors and learn new strategies and tactics for coping. The laboratory takes place during 12 weekend days (three hours each) plus three weekend class sessions each of approximately eight hours duration in the Health and Human Performance Building. The prerequisite is consent of the instructor following an interview. Leave name and phone number with Fran Gover, Department of Health Education, 405-2464 to arrange an interview or call Sam Silbergeld at 946-4825. The course is offered free of charge and is open to spouses.

Aided by puppets from Children's Hospital, fire protection specialists from the university's Department of Environmental Safety delivered the life-saving information with help from volunteer fire fighters from Berwyn Heights, Hyattsville and College Park. Also, an emergency medical technician used an ambulance to demonstrate emergency treatment procedures.

Engineering Wins Technology Grants

The College of Engineering has won four Technology Reinvestment Program (TRP) awards. TRP grants are given by the Defense Advanced Research Projects Agency for projects which can help defense-oriented companies make the transition to a post-Cold War-era economy. Two TRP awards will help revamp engineering's curriculum. Another award will put more of the university's Technology Extension Service agents out in the field to help Maryland businesses solve technical problems. Another grant will support a three-year project meant to prepare engineers for "manufacturing in the 21st century." Students will work in teams to develop products with defense and commercial companies.

Faculty from engineering and the College of Business and Management will focus on teaching what students need to know for their projects, instead of just following a traditional curriculum. And another grant will help develop a new freshman course in product engineering and manufacturing.

A fourth TRP award is for developing training for employees in electronics manufacturing. The project will help improve electronics manufacturing and will be run by the College of Engineering's Electronic Packaging Research Center.

Technology Extension Service Gets Support

The university's Technology Extension Service (TES) received a Technology Reinvestment Program award for its participation in the Maryland Manufacturing Modernization Network. The network links Maryland businesses with state resources and assistance, including government agencies and universities. Under the grant, TES will hire four more field engineers, boosting its staff by more than 50 percent. For the first time, TES will tap the resources at Johns Hopkins and Morgan State Universities. TES also will expand its activities tapping resources in regional federal laboratories.



Sunwatch UM.

Faculty, staff and students viewed last Tuesday's solar eclipse via telescope and funky glasses. It reached its peak at 1:26 p.m., blotting out about 80 percent of the sun. The next solar eclipse won't take place until May 20, 2012.



Alumnus Allen Krowe to Receive Honorary Doctor of Science Degree



Allen Krowe

Allen Krowe says that his dedication to higher education is his way of investing in the future. He is continually inspired by the potential of young people as they work to better their minds through higher learning. "I think of each young person as a fresh canvas," he says. "With each canvas there are no lines, no colors, yet each holds the potential to be a Rembrandt."

Krowe, who will be honored with a Doctor of Science in Business and Management, is president and chief financial officer of Texaco. Since graduating from the university with a B.S. in

accounting and economics in 1954, his dedication to the future of young people at College Park has been significant.

In establishing the Allen J. Krowe Awards for Teaching in the College of Business and Management in 1986, Krowe sought to recognize the important influence of strong professors on a student's education — something he credits with his own success. "When a wonderful school has wonderful teachers, it can wind the clock spring of a student very, very tightly," he says. "And that winding can last a long time. It really can have a tremendous boost in one's career, and I've never forgotten it."

Krowe also served as chair of the extremely successful University System Campaign for Maryland raising more than \$278 million, \$78 million above the original goal. He is a long-time director of the University of Maryland Foundation and most recently became a member of President William E. Kirwan's Board of Visitors.

In addition to his continuing work for the university, Krowe serves on the boards of The Business Council of New York State, the Business Committee for the Arts, Infomart, IBJ Schroder Bank and Trust Company, PPG Industries, Inc. and the Westchester-Putnam Council of the Boy Scouts of America.

Commencement 1994

continued from page 1
are graduating with bachelor's degrees in general business.

For Roy Biesecker the pursuit of a college degree followed more than 28 years in the military, the last 15 of which were spent at Andrews Air Force base as superintendent of presidential communications. When the Vietnam veteran retired in 1989 he decided to use his VA money to get a degree. He earned two AA degrees in secondary education and business management at Prince George's Community College before coming to the university. "Finishing college is something I've always wanted to do," says Roy.

After graduating high school in 1990, Michael joined his father at PGCC to pursue AA degrees in business administration and general studies, with a concentration in history.

The duo say they hadn't intended to pursue their degrees together, but "it just kind of happened."

While both Bieseckers graduated

from PGCC at the same time, Roy let Michael shine in the spotlight that day. This time, Roy plans to enjoy his day in the sun. But Michael is quick to note that he'll earn his degree first—his name comes before Dad's alphabetically.

"I had no idea it would work out with our graduating at the same time," says the elder Biesecker, "but it's nice. And he'll never forget his graduation!"

Initially, Roy and Michael commuted together from their Camp Springs home, but soon decided it would be best for Michael to live on campus. Rarely, however, did the two study or share a class together. They did, however, turn to each other for advice. "He'd help me out with math," says Roy. "We conferred on different things," says Michael.

Down the road, both hope to seek MBAs. For now, Michael has a solid lead on a civilian job with the military. He expects to fly out to Texas soon after graduation for a 20-week training program.

In turn, Roy considers himself marketable for industry-related government work. "I have a pretty solid resume," he says. But he's got his sights set on the day, some eight years from now, when he and his wife can move to southeast Tennessee and enjoy their retirement.



Michael and Roy Biesecker

Commencement Schedule

Wednesday, May 18

College of Life Sciences—Memorial Chapel, 7:30 p.m.

Thursday, May 19

Campus-wide Ceremony—Cole Field House, 9:30 a.m.

Reception—McKeldin Library Mall, 11 a.m. to 3 p.m.

College of Arts and Humanities:

Art History—2309 Art/Sociology, noon.

Dance, Music and Theatre—Tawes Theatre, noon.

Art Studio Design, RTVF and Speech—Hoff Theatre, noon.

History—0200 Skinner, noon.

Philosophy—1119A Skinner, noon.

English Literature/Comparative Literature—University College, noon.

Foreign Languages/Classics/Linguistics—0130 Tydings, noon.

American Studies—1120 Surge Building, noon.

College of Agriculture: Memorial Chapel, noon.

College of Architecture: Architecture Auditorium, noon.

College of Behavioral and Social Sciences: Cole Field House, noon.

College of Education: Reckord Armory, noon.

General and Individual Studies: Maryland Room, Marie Mount Hall, noon.

College of Health and Human Performance: 2240 HLHP, noon.

College on Library and Information Services: 1240 Zoology/Psychology, noon.

School of Public Affairs: Tyser Auditorium, Van Munching Hall, noon.

College of Business and Management: Cole Field House, 2:30 p.m.

College of Computer, Math and Physical Sciences: Memorial Chapel, 2:30 p.m.

College of Journalism: Tawes Theatre, 2:30 p.m.

College of Engineering: Reckord Armory, 3 p.m.

Student Speaker Urges Fellow Graduates to Seize Opportunities

Susan Ator is going somewhere. She doesn't really know where, but she says she'll find out when she arrives.

The student speaker at Commencement this year, she is graduating with an unlikely double degree in math education and Spanish.

"When I came into college as a freshman, I really didn't know what I wanted to do," Ator says. "I wasn't willing to take risks and I ended up in math education because I was comfortable there."

Having taken Spanish in high school in Reisterstown, Ator started taking it in college to provide a mental relief from the stress of her math education classes.

But it's Ator's zest for life that sets her apart from her peers. She rides motorcycles, scuba dives, works in an animal shelter and helps to repair people's homes that have been damaged by disaster or neglect during her semester breaks.

"I get bored with myself very easily," she says. It's this restlessness that has prompted her to travel, her true passion. Through the Study Abroad Program she spent a summer in Madrid, Spain; she has scuba dived off of the coast of California and through her involvement with the humanitarian group Habitat For Humanity helped repair homes damaged by Hurricane Andrew in Florida. She even spent last summer driving across the country.

But where would she like the winds to take her now that she will be free from the responsibilities of college life?

"Everywhere," she says. "But I know I can't go everywhere." Instead, she will either enter the Peace Corps or the United States Coast Guard. Or with her recent experiences working at an animal shelter, she might go to veterinary school. Ator's is a life truly bubbling with options.



Susan Ator

With her degree in math education, she could also become a math teacher. She has taught both middle and high school students already, earning the Outstanding Math Teacher Award from the National Council of Teachers of Mathematics.

"I like relating to the older [high school] students," she says. They are more into quieting down and doing their work, she says. "I really do enjoy it, but there are so many more things that I want to learn."

Graduating with a perfect 4.0 grade point average, she was a member of the Spanish and math honor societies and was recently inducted into Phi Beta Kappa, the most eminent honor society in America. She also lived in St. Mary's Hall, the "Language House," which helped to immerse her in the languages and cultures of other societies.

"My education at College Park has awakened in me a desire to learn more things," Ator says. "What I realized is I don't want to stop now."

—STEPHEN SOBEK