

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 9 Number 2 • September 6, 1994

Promises, Promises, Promises

Gubernatorial Candidates Talk Tough on Crime and Education

Helen Delich Bentley, the Republican front-runner in this year's governor's race, will not be soft on Maryland's criminals if elected.

"I will catch you, I will incarcerate you, and if need be, I will have you put to death," she said at a gubernatorial debate held in Tawes Theatre on Aug. 29.

Bentley, who is a member of the U.S. House of Representatives, also pledged her support for a "two strikes and you're out" program that would give repeat offenders of violent crimes two chances before life imprisonment. *"The Baltimore Sun* described my plan as the strongest of all of the candidates," she said.

The debate was sponsored by the School of Public Affairs and the Maryland League of Women Voters, and was carried live by Maryland Public Television. It was intended to stimulate and increase voter participation in the primary election on Sept. 13.

Democrats Mary Boergers, Parris Glendening, American Joe Miedusiewski and Melvin Steinberg; and Republicans Bentley, Ellen Sauerbrey and William Shepard participated in the debate.

As well as portraying themselves to be tough on crime, all candidates expressed their support for education.

"Education is my number one priority," said Glendening, Prince George's County Executive and an associate professor of government and politics here at the university. "I've been teaching for 27 years and...this Thursday I'll start a class here again. I think it is disgraceful that Maryland is the fifth wealthiest state in the country and 42nd in the country in percent spent toward education."

But Mary Boergers, a Democratic member of the Maryland State Senate, doesn't believe that more spending is the answer. "Over the last eight years, we have doubled the amount of state education spending and there isn't a teacher, a parent or a student who believes that education has gotten better."

Bentley agreed. "I was told that an elementary school in Baltimore City did not have any books in its library, and didn't have any textbooks for its first- and second-grade children," she said. "How can these children ever learn if they can't have textbooks that they can call their own?"

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Setting the stage for Debate '94 are Jeff Salkin (MPT moderator), Patty Pollard (League of Women Voters), Mary Boergers, Parris Glendening, American Joe Miedusiewski, Melvin Steinberg, Helen Delich Bentley, Ellen Sauerbrey and William Shepard.

Performance Review and Development Program Gets the Green Light

In 1993, when the UM System introduced the new Performance Management Program (PMP) to its member campuses, the University of Maryland at College Park found itself a less than willing participant.

After many complaints about the "goodness of fit" between PMP and the campus, the university sought permission to develop and implement its own new performance management system, one that the campus deemed fairer and

better suited to the needs of its non-faculty employees.

The university enlisted the services of Susan Taylor, a professor of management and organization in the College of Business and Management. Taylor is an expert in performance appraisal personnel systems and has conducted similar studies for several hospitals, the Maryland Department of Employment and Economic Development and the city of Norfolk, Va.

Late last summer, after assessing some of the weaknesses of the PMP, Taylor and the Personnel Advisory Committee (PAC), began meeting regularly to develop a program consistent with the needs of the campus's employees and supervisors.

That new system, dubbed the Performance Review and Development (PRD) Program, was presented to the President's Cabinet last May. In July, the cab-

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Worker Falls to His Death at Construction Site

One man died and another was injured in two unrelated construction accidents that occurred on campus Sep. 1. Both were employed with private contractors.

Fifty-four-year-old Peter Miodusewski was painting the front of the Main Administration Building at about 1:20 p.m. when, witnesses say, he fell 15 to 20 feet to the ground. Paramedics attempted to resuscitate him using CPR. He was taken to Washington Adventist Hospital in Takoma Park, where he was pronounced dead at 2:16 p.m.

The cause of Miodusewski's death will not be known until an autopsy is performed.

At the North Fields renovation site, 30 minutes later that day, a second construction-related accident occurred. There, workers were using a crane to remove 30-foot light poles that were to be replaced. William Creel, a sub-contractor for Glenn Construction, was operating the crane when it began to tip over, losing its balance with the excess weight of the pole being lifted.

Creel, 45, had cuts on his face and complained of back and neck pains. After being transported to Washington Adventist Hospital, he was reported to be in stable condition.

End quote

What didn't you do this summer that you had hoped to do?



"I had a very good summer. I frequently feel like I don't get enough accomplished, but this summer went very well."
—Dr. Phillip Burke, professor & chairperson, Special Education

"Get a real job in sports. I want a job where I can make some money."
—Todd Seidel, intern, Sports Information Office



"I would have liked to have gotten out more. I would have gone to the Outer Banks and stayed for two weeks. I'm going soon, but I'm only staying for one week. And when I come back it'll be fall!"
—Carol Proctor, accounting associate, Institute of Physical Science and Technology

"I didn't get my office completely caught up and my files purged like I like to do in the summer. Outside of the office, I didn't get a chance to go camping with my family as often as I would have liked."
—Ruth Ann Flynn, administrative aide, Dean for Graduate Studies



Promises

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Sauerbrey, a member of the Maryland House of Delegates, wants to "virtually abolish" the Department of Education and force schools to compete for students by allowing taxpayers to choose the schools that their children attend.

"We need to remember that our schools are fundamentally responsible to the parents and to the local community," Sauerbrey said. "Competition is the best thing that we could do to our public schools."

William Shepard, who was the Republican candidate in 1990, would like to "take the politics out of education" and get rid of legislative scholarships.

Several candidates offered to sacrifice for their programs. Sauerbrey said that if she could not keep her promises of a 24 percent cut in personal income tax and a \$1,000 increase in the personal income tax exemption, she would turn back her entire salary next year. Boergers pledged to cut \$1 million from the governor's office budget.

While applause was discouraged (MPT's Jeff Salkin, who moderated the debate, pleaded early on for audience members to hold applause until the end), the loudest went to Kira Sconion of the group Kids Voting. Sconion read an audience question which asked how candidates would deal with Maryland's \$1 billion structural deficit, and ended

with: "Please cite at least three specifics."

Miedusiewski, who said that he has a health care plan that can provide for all of Maryland's citizens, challenged the other candidates to talk about their health care plans. Democratic Lt. Gov. Steinberg responded with: "First, I want to give you a copy of my book," which outlined his plan.

Glendening, who is the Democratic front-runner, does not have state-wide experience. During the cross-questioning period late in the debate, Boergers asked if candidates thought that would be critical for the next governor to have.

"In all candor, I believe that what is needed is a new approach," Glendening said. His Democratic colleagues, he said, "have made the decisions that have gotten us here."

Sauerbrey admonished the other candidates by implying that they would perpetuate the incumbent governor's administration.

"Do you want true change, or a different shade of Schaefer?" she asked.

—STEPHEN SOBEK

Leading the Way: Scholnick Named Assistant on Women's Issues

It's a time of advancement for women at the University of Maryland and Ellin Scholnick is pleased to play a pivotal role in continuing that trend. Scholnick was appointed President William E. Kirwan's new assistant on women's issues in July.

"There are two things that have happened recently which ought to delight every woman," she says. "Women are moving into the highest reaches of administration. For the very first time, we have a woman athletic director and the new dean of the graduate school, the assistant provost for faculty development and the assistant provost for planning are each women."

The second exciting development, Scholnick notes, is that women's studies has become a major. She sees this as a step toward ensuring that feminist views are integrated into the intellectual life of the campus.

Scholnick has been at the university since 1967 as a professor in the psychology department. She received her bachelor's degree from Vassar College and her doctorate from the University of Rochester. At Johns Hopkins University School of Medicine, she worked in the research lab and was a faculty member before coming to Maryland.

For the last three years, she has been active on campus in senate executive committees, salary committees for women and the Center for Young Children advisory board. She also has chaired the CORE Liberal Arts and Sciences Studies Program committee. She says these activities led to a concern about women's issues.

"This is the place where I went from assistant professor to professor," Scholnick says. "You begin to be aware of



"Women are moving into the highest reaches of administration."
—Ellin Scholnick

what the issues are, and like it or not, begin to serve as a voice," she adds.

As the president's assistant on women's issues, her primary role is to serve as a liaison between the President's Commission on Women's Affairs and the president's office. The commission addresses issues such as child care, leadership for women and resources available for women throughout the university.

This year marks the commission's 20th anniversary, to be celebrated on campus Oct. 16 and 17. Plans for the weekend include a forum to discuss how attempts to deal with diversity affect the university's future, athletic

events and a dinner.

Scholnick sees her second task as facilitating the work of the Greer Committee, a group she says is at the forefront of recommending a long-term approach for studying women.

In 1988, the Greer Committee issued a report evaluating the status of undergraduate women in the university and recommending several courses of action. Scholnick is helping to carry the work of the committee forward, taking the next steps.

She says a small number of women are enrolled in areas typically dominated by males such as computer science and engineering. The number of women who are enrolled in these areas decreases from the freshmen level to the master's level, then drops off even more at the Ph.D. level.

"One of my concerns is for the university not only to look at what happens in terms of recruiting undergraduates, but also to look at the graduate school experience, particularly at the master's level," she says.

"You begin to wonder what there is about the graduate school experience that leads fewer women to apply and to follow through," she adds.

According to Scholnick, a disparity exists among faculty as well.

"One of my goals is to call attention to these phenomena and to discuss why women aren't going through the academic pipelines."

Her second personal objective is to ensure that there are a variety of programs for women throughout the university. Scholnick and the commission will work jointly to assess the current programs and get that information out to the campus.

One of the main things to remember, Scholnick says, is that "we are living in an era where there is not a monolithic student body anymore. All women are not alike either. Issues like ethnicity and age are important too."

"The women's movement articulates the whole broader issue of diversity," she adds. "Society is not homogeneous."

JANET CHISMAR

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

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

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Once, Twice, Three Times A Winner



Walter Gassaway

Honor often comes to those who have achieved and excelled. But to earn three distinguished honors is, in itself, an extraordinary achievement. Entering freshman Walter Gassaway is a model of such accomplishment.

The Baltimore County freshman comes to College Park with Maryland's three most prestigious scholarships to his credit: Key (College Park's highest merit award), Banneker (the merit scholarship for high-achieving students who are African American) and Regents' Scholarship, awarded to the most meritorious students in the entire UM System.

Gassaway speaks of his good fortune with quiet poise—until he's asked what he most looks forward to about college and College Park. Enthusiastically, he replies: "Freedom."

In addition to that new-found freshman liberty, his awards mean freedom from financial worries. All expenses, including tuition, fees, room, board, books and more will be covered for

this 4.0 honors graduate with SAT scores of 1300, from Oakland Mills High School in Howard County.

"I don't think I would be going to a school like Maryland without the scholarships ... I would have gone someplace a little cheaper. Plus, I received a Maryland Distinguished Scholarship so I really wanted to stay in state."

In describing College Park, Gassaway says: "I really think it will be a comfortable place to live because there's so much to do around here. And it's a very beautiful campus. If you just want to go sit under a tree, you can do that. It's very relaxed. That makes the environment very good for getting an education."

Gassaway got a glimpse of dorm life the summer following ninth grade when he spent four weeks at Hood

College. He was selected for a science enrichment program, sponsored by the National Cancer Institute, for minority students with promise in math and science. And although he has taken numerous advanced placement courses in both areas, it is the challenge of business that intrigues him now.

In addition to academic pursuits, Gassaway knows already that he wants to pledge Kappa Alpha Phi fraternity. ("They gave me a scholarship," he grins.) He has already looked into refereeing intramural sports as well as playing as many as possible and, he's considering golf lessons. After all, he's only played that sport on his video system.

And how's his game? "Good," he says.

Naturally!

Professor Helps Schools Fight Violence

The ambulance pulls away from the curb carrying yet another student seriously wounded in a schoolyard battle. It's a scene being repeated more and more often in an increasing number of school districts across the country.

Teachers, school administrators and local communities seem to have few answers, however, as they confront the question "How can we control the violence in our schools?"

Peter Leone is helping many schools begin to find the answers.

Leone, associate professor of special education, heads the Center for the Study of Troubling Behavior, a technical assistance project designed especially to help schools and school districts across Maryland deal with problems of increasingly violent disruptions.

"I don't think violence is more prevalent in schools today than in the past," Leone says, "it's just more lethal. Where students used to fight it out with their fists, today they carry semi-automatic weapons."

Because the stakes have reached life or death proportions, Leone encourages schools to build their first line of defense around programs aimed at prevention of disruptive behavior in the early stages.

The key, he says, is building a school environment which acknowledges and respects today's youth culture and gives students some level of involvement with decision making so they have a stake in the educational process.

Leone says that by-and-large the increasing violence in schools is rooted in a growing disconnectedness between the schools and the students who inhabit them.

"More and more, kids don't see school as having an important, meaningful place in their lives beyond a place to meet their friends," Leone said. "Schools are just too often out of sync with this generation of kids. In some cases they are still doing things the same way they did 30 years ago."

In his work with schools having problems, Leone urges them to first take a look at the total school environment, focusing especially on making sure every student is receiving appropriate instruction.

"For many kids, being 'bad' is better than being 'dumb'," Leone says. "Students who need additional or a different kind of instruction will often act out

rather than be embarrassed in class."

Because the morale of teachers has a significant impact on the spread of disruptive behavior, schools should also be concerned about how they treat teachers and staff.

"We very often find the highest levels of violence in schools where the teaching staff feels demoralized because they have little discretion in the classroom and limited involvement in decisions about curriculum," Leone says.

He noted problems are also generally more acute in larger schools than in smaller ones, and in cases where there is not a strong bond between the school and the surrounding community.

Teachers play an important role in bridging the gap between the school and the community. "Teachers have got to get to know their students and their families," Leone says. "If they can't get to them all, target the ones who are the most disenchanted."

He also challenges teachers to deliver exciting and engaging lessons that tap into the youth culture whenever possible. Rap music, for example, was used by one of the teachers Leone worked with, to teach multiplication tables.

"As long as we are respectful of the youth culture, kids will respond positively when it's included in the learning experience," he says.

When problems do occur, Leone says schools should be prepared with punishments that are consistently applied and that don't take students out of school. He says suspension and expulsion are clearly not the answer. In most cases it only makes matters worse for the students and society when they are left unattended with nothing to do.

Options such as in-school suspension or alternative school sites are viable solutions being tried in some areas. Peer mediation programs which have students to intervene to resolve disputes, have also been successful. The concept of an ombudsperson or student advocate is also being explored.

What all these programs have in common, Leone says, is a proactive approach to establishing clear expectations for students and staff and the development of an atmosphere of mutual respect.

When 'Just Do It' Just Isn't Enough

"But why should I exercise?" This question is asked much more frequently by Prince George's County students than "what kinds of exercises can I do?" Unfortunately, most programs that address the exercise needs of youngsters attempt to answer the second question without answering the first.

The result? "Mostly failure," says Catherine Ennis, associate professor of kinesiology, who has come up with an innovative approach to addressing the needs of the county's diverse school children.

Ennis' approach is to give youngsters a reason to exercise before telling them how to exercise, and then making the exercise fun and relative to the special needs of the county's multicultural, urban population. Sixty nine percent are African Americans, 20 percent are Hispanic, and many live in urban areas close to Washington, DC.

"Their teachers tell us many of these kids are not supervised at home and are not exercising or playing outside as much as kids were 10 years ago," Ennis says. "They are sitting or lying down in front of the television, and even if they do muster the initiative to go outside and play, many of them can't because of safety reasons."

Add to this the bravado typical of most adolescents, who are convinced that they are immortal, and you have a population that is one of the most difficult to motivate to exercise, Ennis says.

Working with seven public schools in the county, Ennis has developed a teacher training module that is a requirement for attaining a teaching certificate from the College of Education.

Directed from the Department of Kinesiology, the program gives teachers-in-training hands-on experience in dealing with a highly diverse population of students. Many of them will work directly with students from multicultural backgrounds during their careers, but most education programs don't address the issue adequately, Ennis says.

"The university students love it.

They realize it's a very unique experience and that they don't have the opportunity to do this in other classes. They see it as a great way to translate theoretical principles into practical situations in a real school setting."

Ennis says that because many adolescents aren't concerned about personal health, the activities are connected with such extrinsic values as appearance and weight management.

Since these ideas still don't have much of a "shelf-life," they are used as a foundation upon which to build intrinsic, long-term values such as improved body image and a healthier, longer-lasting life. "We have to get them off the bench first," Ennis says.

When they are "off the bench," the students are not subjected to the traditional repetitive exercises such as jogging and rope-jumping. "The number-one goal is to make it interesting and enjoyable with a wide variety of physical activities."

Activities may include giving them a map and a compass and sending them on an orientation exercise around campus; or introducing them to rollerblading or other non-traditional forms of exercise. "We want them to have choices and give them a chance to discover what they find enjoyable. We want it to be individualized to each student."

One activity that has worked in Prince George's County almost sounds like a medical exercise. The students are encouraged to try 10 different activities for a short period. After each one, they record their own heart rate, plot it on a graph, and then calculate their target heart rates and try to reach that target during exercise.

"It's concrete and individualized," Ennis says. "They can actually see their performance results and compare them with their personal goals. Ownership is very important to these kids. It's much more effective than doing jumping jacks."

Ennis says that the program, which is in its second year, could serve as a model for other programs across the country if it continues to be successful.

Sports Connection

After a long, hot summer, it's time for the fall sports season to begin. While the football team plays host to the defending national champion Florida State Seminoles, the Terps have a national champ of their own to tout.

The Terrapin field hockey team, which beat North Carolina for the NCAA title last season, will defend its national title on the new Astroturf Field. The men's and women's soccer teams will be in action on Denton Field, adjacent to the West Fields Complex, a new track/soccer/lacrosse facility which is still under construction.

Both the volleyball team and the men's and women's swim teams begin another season against Atlantic Coast Conference as well as local opponents, and compete at home in Cole Field House.

Dates and opponents for the fall sports are listed below. For game times, call the phone number listed with each sport. For other information, please call the sports information office at 345-4764.



Football (314-9642)

Sept. 3	at Duke
Sept. 10	FLORIDA STATE
Sept. 17	at West Virginia
Sept. 24	WAKE FOREST
Oct. 1	at Clemson
Oct. 15	at UNC
Oct. 22	GEORGIA TECH
Oct. 29	TULANE (Homecoming)
Nov. 5	N.C. STATE
Nov. 12	at Virginia
Nov. 19	at Syracuse

Field Hockey (314-3895)

Sept. 4	AMERICAN
Sept. 6	TOWSON
Sept. 10	Iowa @ Virginia
Sept. 13	at Delaware
Sept. 15	at Richmond
Sept. 17	WAKE FOREST
Sept. 18	DUKE
Sept. 22	PENN STATE
Sept. 24	at Old Dominion
Sept. 28	at Virginia
Oct. 1	at North Carolina
Oct. 2	at Duke
Oct. 7	at Rutgers
Oct. 11	JAMES MADISON
Oct. 15	North Carolina @ Virginia
Oct. 23	TEMPLE
Oct. 25	PENNSYLVANIA
Oct. 29	Virginia @ Wake Forest
Oct. 30	at Wake Forest
Nov. 4-6	ACC Tournament @ Virginia
Nov. 10-13	National Playoffs
Nov. 19-20	National Championships

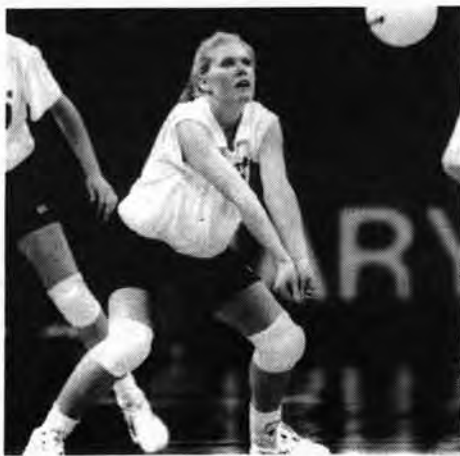
Men's Soccer (314-4161)

Sept. 3	OLD DOMINION
Sept. 7	UMBC
Sept. 11	at Virginia
Sept. 14	AMERICAN
Sept. 18	at NC State
Sept. 21	TOWSON STATE
Sept. 25	DUKE
Sept. 28	at James Madison
Oct. 2	at Wake Forest
Oct. 6	MT. ST. MARY'S
Oct. 9	BUTLER
Oct. 14	Princeton @ UVA
Oct. 16	Dartmouth @ UVA

Oct. 19	at George Washington
Oct. 23	at Clemson
Oct. 26	LOYOLA (MD)
Oct. 30	ROBERT MORRIS
Nov. 6	NORTH CAROLINA
Nov. 10-13	at ACC Tournament @ Clemson
Nov. 15-25	National Playoffs

Women's Soccer (314-7034)

Sept. 3	at North Carolina
Sept. 5	UNC-GREENSBORO
Sept. 9	at SMU
Sept. 11	Texas A&M @ SMU
Sept. 15	at Princeton
Sept. 18	NC STATE
Sept. 21	GEORGE WASHINGTON



Sept. 25	DUKE
Sept. 29	at James Madison
Oct. 1	at Wake Forest
Oct. 5	GEORGE MASON
Oct. 7	VIRGINIA
Oct. 12	LOYOLA (MD)
Oct. 15	UMBC
Oct. 21	Florida International @ GMU
Oct. 23	Indiana @ GMU
Oct. 26	at William & Mary
Oct. 30	at Clemson
Nov. 4-6	ACC Tournament @ UNC
Nov. 12-13	NCAA Regional Finals
Nov. 19-20	NCAA Championships

Men's & Women's Swimming (314-7031)

Oct. 21	at NC State
Oct. 22	ACC Relays @ UNC
Oct. 28	Metro Relays @ GW
Nov. 11	at Duke
Nov. 12	at UNC
Nov. 19	UMBC
Nov. 20	JAMES MADISON

Volleyball (314-7009)

Sept. 2-3	Va Tech Tournament @ Va Tech
Sept. 7	DELAWARE
Sept. 9-10	MARYLAND TOURNAMENT
Sept. 13	at Georgetown
Sept. 16-17	LSU Tournament @ LSU
Sept. 23	CLEMSON
Sept. 24	GEORGIA TECH
Sept. 27	at Virginia
Sept. 30	at NC State
Oct. 1	William & Mary

Calendar Sept. 6-14

Arts

Exhibit Opening: Wed., Sep. 7, "Crosscurrents '94: Lingua Pittura," featuring Christopher French, Inga Frick, Greg Hannan, Raimundo Rubio and Jeffrey Smith, 5:30-7:30, The Art Gallery, Art/Sociology. Exhibit will run through Oct. 16. 5-2763.

Exhibit Opening: Wed., Sep. 7, "Portraits of a Sacred Maya Cave: Photographs of Naj Tunich, Guatemala," a travelling exhibition organized by the University of Wisconsin-Milwaukee, 5:30-7:30, The Art Gallery, Art/Sociology. Exhibit will run through Oct. 16. 5-2763.

Miscellaneous

Labor Day: Mon., Sep. 5, University closed.

Meetings

Campus Senate: Mon., Sep. 12, 3:30 p.m., 0200 Skinner. 5-5805.

Seminars

Peer Computer Training: Tue., Sep. 6, "Introduction to UNIX," 6-9 p.m., 4352 Computer and Space Sciences. \$5. 5-2941.*

Peer Computer Training: Wed., Sep. 7, "Introduction to Windows," 6-9 p.m., 3330 Computer and Space Sciences. \$5. 5-2941.*

Peer Computer Training: Thu., Sep. 8, "Introduction to Macintosh," 6-9 p.m., 3332 Computer and Space Sciences. \$5. 5-2941.*

Space Science Seminar: Mon., Sep. 12, "Spatial Organization of Solar Flare Distributions," T. Bai, Stanford University, 4:30 p.m., 1113 Computer and Space

Sciences. 5-4855.

Peer Computer Training: Mon., Sep. 12, "Network Tools," 6-9 p.m., 4352 Computer and Space Sciences. \$5. 5-2941.*

Peer Computer Training: Tue., Sep. 13, "Introduction to MacWrite," 6-9 p.m., 3332 Computer and Space Sciences. \$5. 5-2941.*

Peer Computer Training: Wed., Sep. 14, "Introduction to WordPerfect Windows," 6-9 p.m., 3330 Computer and Space Sciences. \$5. 5-2941.*

Sports

Field Hockey: Tue., Sep. 6, vs. American University, 1 p.m., Astroturf Field. 4-3895.

Men's Soccer: Wed., Sep. 7, vs. UMBC, 4 p.m., Denton Field. 4-4161.

Volleyball: Wed., Sep. 7, vs. Delaware, 7 p.m., Cole Field House. 4-7009.

Maryland Volleyball Tournament: Fri., Sep. 9 and Sat., Sep. 10, Cole Field House. 4-7009.

Football: Sat., Sep. 10, vs. Florida State, noon, Byrd Stadium. 4-9642.

Men's Soccer: Wed., Sep. 14, vs. American University, 4 p.m., Denton Field. 4-4161.

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.

Men's & Women's Cross Country (314-7457)

Sept. 10	at Navy
Sept. 17	at Virginia
Sept. 24	at George Mason
Oct. 1	MARYLAND OPEN
Oct. 8	Paul Short Invitational @ Lehigh
Oct. 15	MARYLAND COLLEGES INVITATIONAL
Oct. 28	ACC Tournament @ Atlanta, GA
Nov. 12	NCAA Districts @ Greenville, SC
Nov. 21	NCAA Championships @ Fayetteville, AR



Oct. 7	DUKE
Oct. 8	NORTH CAROLINA
Oct. 14	at Clemson
Oct. 15	at Georgia Tech
Oct. 18	TOWSON STATE
Oct. 21	FLORIDA STATE
Oct. 22	NC STATE
Oct. 26	at George Washington
Oct. 28-29	MARYLAND TOURNAMENT
Nov. 4	at Florida State
Nov. 11	at Duke
Nov. 12	at North Carolina
Nov. 18-20	ACC Tournament @ UNC



Funding and Five-Year Plan Make Diversity a Permanent Fixture

If you thought Diversity Year was a one-time phenomenon, think again. A five-year plan is already on the table, and increased funding has been approved for another year of programs, events and activities.

Diversity is here to stay, says Gladys Brown, co-chair of the Diversity Year Initiative.

"It's a response to the realities of the coming decade," says Gloria Bouis, also co-chair of the initiative.

Looking back over the triumphs of the past year, Bouis and Brown have reason to be confident.

The past year was one that saw diversity grow from a two-week-long event into a university-wide initiative that brought together all units of the campus for a common purpose. And it was a year that saw the word "diversity" enlarged to admit a variety of viewpoints, issues and concerns.

"A lot of people tend to think of diversity only as affirmative action," says Bouis. "But we've brought gender issues and sexual orientation and age discrimination into our definition."

The goal now, says Brown, is to move beyond visibility to accountability, evaluation, and assessment.

Visibility, the primary goal of this past year, has been achieved, says

Brown, through vibrant Diversity Year posters, which paper the walls of nearly every building on campus; through a weekly column in this newspaper that focused on diversity-related issues; and through a matching grants program.

President William E. Kirwan invited each unit to sponsor a program, says Brown, and 136 units responded. The "multiplicity of units participating," she says, was encouraging.

Thanks to the matching grants program a number of exciting projects and activities enlivened the campus this year. Among them: a Chinese Culture Week; a polyseminar on gender issues; and the creation of a gay and lesbian resource center.

The different units "liked being part of it all," says Vicky Foxworth, Diversity Year Initiative co-chair and member of the matching grants committee. "We promoted their program."

Of the 22 surveys that were returned by sponsors of Diversity Year Initiative Programs, "approximately 91 percent said they would be willing to sponsor or co-sponsor another program," Foxworth says.

For Lafayette Barnes, chair of the fundraising committee, one of the successes of this past year was the interdisciplinary response to diversity. He cites

the work between the College of Business and Management, Afro-American Studies and the School of Public Affairs in putting together the Diversity in the Workplace conference.

"Working together," says Barnes, "is what diversity is all about." He hopes that a symposium on race relations at University of Maryland, scheduled for this fall, will encourage participation from many departments.

Diversity will continue to touch the lives of faculty, staff and students in many different ways. The initiative's steering committee is committed to bringing classified employees and students into the fold.

Employees can look forward to a workshop series on cross-cultural sensitivity and awareness. There also will be a fair on aging and eldercare. And, at least two student traditions will be enlivened by diversity-related themes. The Diversity Initiative will participate in Homecoming, not to mention that longstanding semester kick-off, the All-Nighter.

At this year's Visit Maryland Days, the nearly-thousand high school students who come to campus can expect to attend one diversity workshop or another—a golden opportunity, Brown decided, to "get these students excited

about the community of College Park."

And, finally, thanks to the Internet, diversity will go on-line this year with the Diversity List Service. Those seeking information about activities, not to mention ideas and issues that are being debated and discussed by campus policymakers, will have access via their computers.

One of the goals of the Diversity Initiative is to develop "on an evolving, long-term basis...additional ways to measure the degree to which diversity is institutionalized and embedded into campus life beyond sponsored scheduled programs or events; to determine whether or not campus climate, as it pertains to diversity issues, has changed, in what way it has changed, and the reasons it has changed."

"What we want," says Bouis, "is to show that diversity is a legitimate goal that should be treated the way you would treat other campus goals—for example, recruitment and retention of faculty, staff and students. Diversity is part of the fabric of the university."

Foxworth agrees. "As with other campus goals," she says, "we are trying to encourage shared campus responsibility for progress, creating a more inclusive campus climate."

—TODD KLIMAN

Time capsules

When Freshmen Wore Beanies...

Although the exact year of this photo is not known, it was probably taken sometime during the 1950s on Freshman Day, then an annual tradition. Upperclassmen forced frosh to wear beanies, and by the looks of this photo, taken in front of the old Annapolis Hall, they actually enjoyed it!



...and Lines Went on Forever

Scenes like this one, at registration in Reckord Armory during the same period, could be seen as recently as a few years ago at drop/add and wait-list times. With the advent of the MARS system, which allows students to register electronically by phone, such scenes are all but a memory.

PRD Program

One employee described the proposed system as being "head and shoulders above the old state system which provided for only one-way communication."

continued from page 1

inet gave its approval. And, following some modifications, the program should be fully implemented by May of 1995.

Taylor says she and her technical team, headed by doctoral student Suzanne Masterson, began gathering data last September. "We conducted 50 interviews across campus to see what people wanted," she says. One subtle change was in the name itself which was revised to put a much greater emphasis on employee development, says Taylor.

Last November, a pilot program was initiated to test the new performance management system for all non-faculty employees. The pilot program included matched pairs of 200 employees and 200 supervisors, drawn from across the entire campus.

Part of this group continued to use their existing performance management system, while another part received training in procedures and policies of the PRD program and then put the system to practice for three months.

According to Taylor, under the new PRD process, each supervisor and employee pair meets one-on-one to discuss and come to agreement on the employee's work goals for the next year. Six months later, the two meet again to assess the employee's accomplishments to date. These meetings are meant to foster a dialogue between the two, where questions and concerns can be addressed. This midway feedback session is optional but strongly recommended.

Before the final review meeting, the employee conducts a self-assessment.

The proposed evaluation form to be used by supervisors and employees currently consists of a three-point scale of measurement: "does not meet expectations," "meets expectations," and "exceeds expectations." Following the pilot study, Taylor and her technical team determined that one to two more evaluation dimensions need to be added to make fine discriminations in levels of performance.

The supervisor defines "meets expectations" in each category in which the employee is to be rated after joint discussions with the employee. These performance categories include such factors as job knowledge, quality of work, communication skills, cooperation and training.

The new PRD program will be different for associate staff and administrators, says Erytheia Wilkes, assistant director for employee relations and training. In the past, she says, these employees had no evaluation form. "Classified staff had the standard blue-and-white form for evaluations, and associate staff were welcome to use it, but they were not required to do so."

But it's not the piece of paper that's

most important; it's the process, says Wilkes. "This [process] gives the supervisor and employee a chance to sit down and discuss their performance and gives each participant feedback from a two-way conversation," she says.

Also new to employees and supervisors is the schedule for evaluations. In the past, says Wilkes, evaluation forms were distributed to supervisors in January and were due back to personnel in March. When the new PRD system is fully implemented, however, forms will be distributed in April.

One employee who participated in the pilot study, described the proposed system as being "head and shoulders above the old state system which provided for only one-way communication." Another liked discussing job expectations in advance "because supervisors tend not to tell you this. With the PRD method, you don't have any surprises like with the current system, and it tends to get rid of some of the politics." Other employees noted that it helped the employee-supervisor working relationship.

From the supervisor's perspective: "It forces a manager to spend time giving employees the feedback they need and helps them to communicate needed changes in priorities and performance expectations," said one supervisor. "Initially, having to set expectations made my job harder, but a lot of misunderstandings came out in our expectation-setting meeting and clearing these up then made my job easier."

In order to help implement and manage the new PRD process, Marvin Pyles, project coordinator, Performance Review and Development System, has joined the university. Pyles, who begins his new position on Sept. 6, comes to the university with nine years of experience in training and development.

Pyles, who earned both his bachelor's and master's degrees at the University of Maryland, has spent the past two years as an organization development specialist with Hechingers. Prior to that, he served as an independent consultant to a variety of organizations including the Federal Aviation Administration and the Community College of Baltimore.

Wilkes says Pyles will be responsible for coordinating and planning all aspects of the PRD training. "He'll be talking with the units about the process to find out what their concerns are," she says.

Pyles and a staff of trainers will undertake the task of helping some 1,500 supervisors become well versed in the PRD program. Each supervisor will attend one six-hour session, followed by a four-hour follow-up session at a later date. Wilkes says class size will be kept small to maximize learning and discussion.

Additionally, the university's 4,000 employees will have the option of

attending a one-day training session as well, says Wilkes. "They'll receive training on how to negotiate with their supervisors and learn communication skills," she says.

Taylor hopes to finalize the program by October at which time it will be turned over to Pyles in personnel. Training is expected to begin in January with entire units being trained together. All units should be trained by March.

But according to Taylor, implementation of the PRD System will not be an easy sell. "Both the control group and the PRD group experienced a [approximately] 25 percent drop-out rate [even after training and careful handling]," she says. In addition, supervisors tended to be more cautious about the PRD

process than employees, expressing concern about the amount of time required.

"Control group supervisors also reported no real need to change their current informal method of managing performance," says Taylor. Nevertheless, she says that the pilot project provided strong evidence that once through the entire cycle, both supervisors and employees reacted favorably to the PRD system.

Taylor also noted that virtually all the participants felt that the PRD System must provide input for the allocation of valued outcomes such as merit pay, training and development, recognition and discipline in order for the new system to have any meaning

—JENNIFER HAWES

A Note of Support from the President

The PRD Pilot project was completed in April and its results presented to the vice presidents and me in May. The finding showed that both supervisors and employees who used the PRD reacted positively to this system, as compared to a control group who continued to use their existing method of performance management.

On the basis of these results, the vice presidents and I have enthusiastically endorsed the campus-wide implementation of the PRD as the performance management and development program for all non-faculty employees at the university.

Our endorsement includes the approval of a set of policies supporting the PRD effort, the allocation of funds for the initial training needed for program implementation, and the continuing allocation of funds to support increased opportunities for training and development for our employees. We believe the PRD has the potential to help both the university achieve its objectives in a time of scarce resources and to assist individual employees meet personal career and self-development goals.

—WILLIAM E. KIRWAN

Here's to

Maurine Beasley, professor of journalism, for receiving the Outstanding Contribution to Journalism Education Award from the Association for Education in Journalism and Mass Communications' Commission on the Status of Women in Journalism Education.

William Higgins, associate professor of zoology, for his nomination by the university for the Carnegie Foundation for the Advancement of Teaching 1994 U.S. Professor of the Year award, which is administered by the Council for Advancement and Support of Education (CASE).

Mancur Olson, distinguished professor of economics, for being chosen by the Political Organizations and Parties section of the American Political Science Association to receive the Leon Epstein Outstanding Book Award, for his book *The Logic of Collective Action*.

Stanley Presser, professor and director of the Survey Research Center, for recently being named a Fellow of the American Statistical Association. This year 49 of the 19,000 members of the association were given this honor.

Mady Segal, sociology professor, for winning the first-ever Behavioral and Social Sciences (BSOS) Award for Excellence in Teaching Mentorship.

The award, established through a generous gift of an alumnus of the college, recognizes faculty members "who have demonstrated exemplary performance as a role model in mentoring undergraduate students and faculty colleagues about undergraduate matters."

Steven Selden, director of the Center for Curricular Development in the Department of Education, Policy and Planning, for being named a Fulbright Lecturer in the People's Republic of China for the fall semester. He will offer courses on curriculum theory and education policy at the Beijing Normal University.

Bridget Starkey and Jonathan Wilkenfeld, whose program "The International Negotiations Seminars Project" has been selected as the first place winner in the instructional category for the 1994 Maryland Association of Higher Education Distinguished Program Awards. Starkey is associate director of project ICONS for the department of government and politics, and Wilkenfeld is professor and chair of the department.

Clarence Stone, government and politics professor, for winning the career achievement award from the American Political Science Association's Organized Section on Urban Politics.

Take note

Former Engineering Educator Dies

William Arthur Wockenfuss, formerly associate dean of engineering at the university, died Aug. 5. He was 69.

Wockenfuss was born in Baltimore in 1925. He worked in industry and taught in public schools and at the University of Maryland. He was also a consultant and authored several articles and books.

At the university, Wockenfuss was professor of mechanical engineering; assistant provost of mathematical, physical sciences and engineering; and associate dean of engineering. He was well-known for developing innovative programs offering opportunities for women and minorities in engineering.

As a member of the American Society for Engineering Education (ASEE), Wockenfuss served on various committees, both nationally and regionally, and he was awarded the organization's Centennial Certificate. He was president of the Maryland chapter of the Honor Society of Phi Kappa Phi, and was a member of various other academic honor societies. As a staff sergeant and World War II veteran, he served in the Air Force and the Pacific Theater.

Wockenfuss is survived by his wife Mary Ann Gnagey Wockenfuss; brother Milton of Missouri; sister Doris Hofmeister of Baltimore; daughter Lynn Brace of Friedens; and two grandchildren.

Services were conducted Aug. 9. Interment was at the St. Paul Wilhelm Cemetery in Meyersdale, Pa. Memorial contributions may be made to: St. Paul Wilhelm United Church of Christ, RD-1 Meyersdale, PA 15552; and/or Alzheimer's Disease Research, Johns Hopkins School of Medicine, 1620 McElderry St., Baltimore, Md. 21287.

Architecture Student Receives Award in National Architecture Competition

Finding affordable housing is an issue for many families. But Serge Plishevsky has done more than recognize the problem; he is striving to find a solution.

Plishevsky is one of three University of Maryland architecture graduate students who collaborated on a project to design affordable new housing on vacant lots in Salt Lake City, Utah. The project was part of a national competition which netted Plishevsky one of four honorable mention awards.

The students' project involved designing three single-family houses on small lots in keeping with given specifications. Their design allowed for highly individualized houses which provided, as a group, support and connection to the existing neighborhood.

Directing the students were Professor Ralph Bennett and Mark McInturff, a 1971 graduate of the School of Architecture who now practices in Bethesda.

Kodak VP Supports Slaughter Endowment

William Cassidy, vice president and general manager of Eastman Kodak, recently presented the university with a \$5,000 contribution in support of the

John Slaughter Endowment for Science, Technology and the Black Community. Sharon Harley, associate professor and chair of the Afro American Studies Program, accepted the contribution on behalf of the university.

Maryland Professor Elected President of the American Society of Criminology

Charles Wellford, professor and chair of the Department of Criminology and Criminal Justice, has been elected president of the American Society of Criminology (ASC) for 1995-96. He will serve as president-elect in 1994-95.

In his leadership role within the ASC, Wellford plans to take advantage of his proximity to Washington, D.C. "My goals are to make ASC's research better known to policymakers, to increase funding for research, and to work closely with the federal government on policy issues related to crime," he said.

Wellford has been a member of the ASC for more than 25 years and also is a member of the Academy of Criminal Justice Sciences, the Law and Society Association, and the American Correctional Association. An expert on crime, especially criminal sentencing, Wellford has served as director of the Maryland Justice Analysis Center since 1984, and on many of Maryland's crime- and justice-related committees, including the Maryland Police Training Commission; the Maryland Advisory Committee on Corrections, Probation and Parole; the Governor's Task Force on Violence and Extremism; the Governor's Advisory Committee for Drugs in the Workplace; and the Governor's Justice Advisory Board.

He recently completed a study of convenience store robberies in Maryland and is conducting a national study of responses to carjacking.

The ASC is the oldest, largest and most prestigious organization in the world devoted to the study of the causes, prevention and control of crime and delinquency and the improvement of juvenile and adult justice systems. The organization promotes research on crime and justice issues and the use of such research; publishes the premier research journal on criminology and criminal justice; advises government agencies on research policy; and holds an annual meeting to discuss and review the latest research findings.

Wellford will organize the ASC's 1996 annual meeting, which will be held in Chicago.

Maryland Residents Say Heroin and Marijuana Use are Increasing

Maryland residents say drug use is increasing in their state, and believe that the best way to win the war against drugs is through education and prevention. These are some of the findings of a telephone poll recently conducted for the Center for Substance Abuse Research (CESAR). A similar poll was conducted in 1992.

More than 1,000 Maryland residents aged 18 or older were polled by the university's Survey Research Center this spring, and in the spring and fall of 1992.

The poll found that the proportion of people who believe that heroin and marijuana use are increasing has risen in the past two years. Fifty-one percent

polled this year say heroin use is increasing, compared with 36 percent in 1992. Forty-four percent of those polled this year say marijuana use is increasing, compared with 29 percent in 1992. The proportion of residents who believe cocaine and PCP use are increasing changed little between 1992 and 1994.

The poll found that personal use of marijuana is becoming more accepted. Since 1990, there has been a 48 percent increase in the proportion of Marylanders who think adults should be able to possess small amounts of marijuana for personal use without criminal penalty (up from 15 percent in 1990 to 22 percent in 1994).

Medicinal use of marijuana (prescribed by a physician) also would be accepted—by 84 percent of those polled—if the drug was proven to be effective in treating some health conditions.

Fifty-nine percent of those polled believe that people convicted of first-time possession of illicit drugs for personal use should be sent to a treatment program, as compared to 4 percent who believe they should be sent to jail. Thirty percent believe they should be sent to both.

Forty-four percent of those polled think that policymakers should study and debate eliminating criminal penalties for possession of small amounts of drugs.

To win the war on drugs, 39 percent of Marylanders say that education and prevention programs should receive the most money and effort, followed by 31 percent who say the greatest amount of money and effort should go into reducing the flow of drugs into the country. Eighteen percent would put the most money and effort into law enforcement, and 11 percent would use it on drug treatment programs.

The poll also found an increase in the proportion of residents favoring needle exchange programs to reduce the spread of AIDS—up from 49 percent in 1992 to 55 percent this year.

Greenberg Honored With Scholar Award

In honor of his outstanding scholarly activity, Jerrold Greenberg was presented with a Scholar Award by the Association for the Advancement of Health Education. The Scholar Award is the highest honor conferred by that national professional organization.

Greenberg is the director of community service for the College of Health and Human Performance and a professor in the department of health education. He has been with the university since 1979.

At the award luncheon in April, Greenberg kept company with Surgeon General Joycelyn Elders, who received an award for her contribution to health education.

Greenberg has written more than 28 books on topics such as stress, sexuality, health, physical fitness, health education ethics and methods of health education. In addition, he has published more than 70 articles in professional journals and lay magazines.

University Chosen for NEA Program

The university has been selected to participate in the Teacher Education Initiative Program of the National Education Association's National Center

for Innovation. The goal of the program is a comprehensive restructuring of teacher education.

This collaborative effort is composed of two parts — a one-year program spotlighting teacher education institutions with exemplary efforts that offer promising practices to advance educational change, and a five-year program linking colleges engaged in comprehensive, systematic restructuring of teaching and learning.

Dedicated to the premise that traditional teacher preparation must undergo fundamental change, these higher education institutions have joined together to learn from each other how best to prepare the country's future teacher corps. In this effort, they are promoting partnerships between P-12 schools, colleges/universities, and the National Center for Innovation. They are upgrading the content and process of teacher preparation and linking those aspects more directly to current and future needs of schools and their staffs.

Campus Plays Host to Preservationists

The National Trust for Historic Preservation held its Washington area staff picnic at the university this past summer. Approximately 200 staff and their families from the Trust's Washington office and nearby historic properties were welcomed to campus by President William E. Kirwan and H. Joanne Harrar, director of libraries.

Randi Dutch of the Rossborough Inn managed the entire program.

In the past, the trust has held its annual picnic at one of its historic properties in the Washington area. This is the first time that the group has chosen the College Park campus for this affair.

First Scientific Study of Anti-Gay Discrimination

An independent study on the impact of anti-gay job discrimination has found that gay men and lesbians earn less than their non-gay counterparts with similar education, training and occupations. The findings refute the stereotype of gay people as an "affluent elite" unworthy of equal rights under the law.

Federal civil rights laws do not protect Americans from being fired, refused work, paid less or otherwise treated unfairly in the job market solely because of their sexual orientation.

The study, "Economic Evidence of Sexual Orientation Discrimination," marks the first scientific economic research conducted on the problem of job discrimination on the basis of sexual orientation. The study found that gay men earned 11 to 27 percent less than non-gay counterparts with similar age, education, occupation, marital status and residence. Lesbians earned five to 14 percent less.

"Far from having some mysterious advantage in the labor market, gay workers face discrimination that actually hits them where it hurts—in their paychecks," said Lee Badgett, assistant professor in the School of Public Affairs.

Improving on Einstein: *From Billiard Balls to Pasta*



Sylvester James Gates Jr.

Sylvester James Gates Jr. fancies himself a mad scientist, guessing how the world works and making up a mathematical language to explain the pictures in his head.

In Gates' job, which he confesses is more like play, the theoretical physicist has considered superspace geometry, supergravity, even the matter of supersymmetric matter. And, that the smallest elements in our universe wiggle and jiggle like spaghetti is evident in Gates' superstring theory. He says his postulate is no big deal as far as practical (read that money-making) applications go. Now. But just wait a hundred years.

Today, Gates is wrestling with issues that have to do with the structure of our universe at the subatomic level.

"Einstein gave us a wonderful theory of general relativity that explains how gravity works. His theory is marvelous and predicts things that were many wide ranges of size," Gates says.

"But if you start asking questions about the force of gravity between objects that are the size of electrons, Einstein's theory can't give you an answer."

During the early '80s, Gates and a collaborator wrote a series of papers describing a set of mathematics for a new theory of gravity, known as supergravity. By the mid-'80s, when physicists found that supergravity didn't quite solve the gravitational problem of subatomic particles, they invented a new class of mathematical theories called string theories.

String theories that incorporate supersymmetry are called superstrings. Gates works with superstring theories which seek to explain a complicated universe in the simplest terms.

"The picture that has come out of superstring theory is that at the very fundamental levels, the building blocks of nature are constructed from little strings," Gates says without hint of a smile. "Quite literally," he assures, "that's what we think are the smallest things in nature."

Until now, science's model for the smallest parts of nature has been billiard balls. "All the physics that we've done for about 2,000 years has been based on the notion that when you get matter in its smallest pieces, essentially, you're looking at billiard balls. That is what a point particle is."

But this picture had gravitational limitations. "Gravity wouldn't go together on the small scale with this model," Gates says. "If you replace the notion of tiny billiard balls with tiny pieces of spaghetti, it seems to work."

Gates' particle physics community is, roughly speaking, divided into three groups. The experimentalists build things like the "late lamented super collider" and perform experiments. The phenomenologists look at experiments for results and also look at the mathematics that are produced by the third group of physicists, the theorists. As a member of the third group Gates speculates about the universe.

Born in Tampa, Fla., Gates is the old-

est of four children. His father, a career army man, served in World War II as a driver in a segregated division known as the Redball Express, a unit that transported material to the front lines.

Although he had moved six times by the sixth grade, Gates enjoyed his childhood. But when he was in fifth grade, after a long illness, Gates' mother died of cancer. As an escape from grief, he invented a vivid fantasy life, playing games of space travel and rockets.

Gates' mother's death made clear the difference between reality and fantasy, he recalls. "When my mother died I grew up immediately, emotionally."

Gates' initial interest in science began when he was about eight years old. The moon and stars became real places for Gates when his father bought him some books about planets. At that point he began reading science fiction, as well as watching popular television shows like "Rocky Jones Space Ranger" and "Men in Space."

He was also fascinated with the experimental plane program that preceded America's space program. In particular, Gates followed *National Geographic's* articles on the X-15. Whenever his father bought him a copy with a airplane pictorial it would hold his imagination for days.

His father's attention also pushed him in the direction of science.

"When I was a kid, I had lots of wild questions. And I cannot remember my dad ever saying that he did not have time to answer. The remarkable thing was, it seemed like he always knew the answers and they made sense."

The final reason Gates chose to become a physicist, was his high school experience.

After his father remarried, the Gates family moved to Orlando, Fla. where, for the first time, he and his siblings were subjected to segregated schools. "I had been used to living with people from many different cultures. It was not an issue in my life. Suddenly we were moved to an environment in which we were forced to go to all-black schools," he says.

"I never understood what the issue of racism was until we lived in a segregated environment. I could see very starkly the differences of opportunity that were available to African Americans," he remembers. "Our textbooks were usually several years out of date and we did not have the type of up-to-date equipment that one could find in the white high schools."

"But what we did have that made up for all of the other deficiencies were some great dedicated, caring black teachers."

In eleventh grade Gates took a physics course with a teacher who was alive with a passion for the discipline.

"I had always regarded mathematics as part of that world of play. When I took my first course in physics I saw mathematics used to describe stuff that was out there in the real world. Here, suddenly, was this thing called physics going across this boundary."

"Two weeks into that physics class I knew that was what I wanted to do with my life."

And it's a fulfilling life for the president of the National Society of Black Physicist. He is husband to a pediatri-

"I came from an intact family with a father who was an excellent role model. And yet, by the time I was a senior graduating from high school I had bought into the idea that this society would not afford me the opportunities it did for other bright kids."

—Sylvester James Gates Jr.

cian and is father to two year-old twins. Doubts come only when he views society outside of his supportive world.

"It is not clear to me that we do a good job in getting our kids to understand that education is the basis of high-tech industry and the basis of their future. I see messages that say, 'become a basketball player, become an entertainer, you'll make millions of dollars.'"

There is also an incredible amount of hostility to the idea of a black intellectual in this society, Gates says. "I came from an intact family with a father who was an excellent role model. And yet, by the time I was a senior graduating from high school I had bought into the idea that this society would not afford me the opportunities it did for other bright kids."

When it came time to apply to college Gates' fear of rejection made him reluctant. Colleges had been sending Gates invitations to apply to their schools as soon as they saw his SAT scores. MIT—Gates' dream college—was one of those schools. But Gates didn't submit an application until his father pushed him.

"In personal terms I understand why many black kids don't even try. The way the issue of race plays out in this society, complicates matters for African American young people."

Another trial for African American children, Gates says, is the lack of good elementary and secondary educational institutions. "It has nothing to do with culture," Gates says. "The schools are terrible."

When Gates addresses junior high students he gives them one dreaded soundbite of advice: take algebra.

"I tell them that if as a ninth grader you choose not to take an algebra course, 57 percent of the possible jobs you could have had will no longer be accessible. You have a choice. You can choose to be poor in this society or you can choose to get an education. And it starts with algebra."

At this Gates turns to his computer which is alternately playing "The Twilight Zone" and asking "You rang?" in Lurch's baritone from the "Addams Family." James Gates is rapt before the monitor, contently lost in superspace.

—RITA SUTTER