

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 9 Number 12 • November 14, 1994

The 50th Anniversary of the G.I. Bill



In the wake of the G.I. Bill, cramped quarters greeted new students at the Armory.

If you have trouble finding a parking space in crowded lots, can't register for a class long filled, or have to wait in line for eternity for any service, think of an earlier generation at the University of Maryland in the summer of 1946. It was a busy season on campus.

Following the end of World War II in 1945, millions of soldiers returned home, many of whom enrolled in college. And thousands arrived in College Park.

This year—the 50th anniversary of the G.I. Bill, formally known as the Servicemen's Readjustment Act of 1944—imagine what would happen if enrollment were to jump by 82 percent. It happened before: between June and September, 1946, enrollment shot from 6,080 to 11,050.

"Everything was as tight as a shoe-horn," says Lee Hornbake, retired vice president for academic affairs. "It wasn't very comfortable.

"But there was also tolerance. We were all here in great numbers, and we had to make the best of it," he adds.

University enrollment grew by approximately 1,500 a year and continued at that pace for 10 or 12 years, says Francis Stark, retired provost of agriculture and life sciences.

When Stark returned from the war in 1945, the university wasn't the same place he remembered. Enrollment had been about 3,200 when Stark came to College Park in 1940. Upon his return in 1945, enrollment was approximately 5,000. It quadrupled to nearly 20,000 by the mid-1950s and continued to grow after that. By the mid-1970s,

enrollment reached 37,000 and has since remained "fairly static," Stark says.

The G.I. Bill was immensely popular with the public, which saw it as a way to thank U.S. servicemen by offer-

ing education as a bonus for a job well done, says Keith Olson, a history professor who has studied the G.I. Bill.

In addition, bitter memories of the Great Depression and the bonus marches by angry World War I veterans in the early 1930s served as a powerful incentive in the 1940s when President Franklin D. Roosevelt demanded that Congress "do its duty" and pass the bill.

Following two raises, allowances totaled \$75 per month for unmarried G.I.'s and \$105 for those who were married, says Olson.

The federal legislation also stimulated the state's interest in education,

—continued on page 6



If only the food were worth the wait. Students stood in long lines for meals.

Intercollegiate Athletics Department Scores High in NCAA Self-Study

They're getting the job done.

After eight months of self-scrutiny, the department of intercollegiate athletics (ICA) is winning the game.

In February, the university volunteered to take part in the first leg of the NCAA's self-study program which determines whether the association will grant accreditation, a new NCAA requirement, to College Park's athletic department.

"I think this has gone very well," says steering committee chair Chuck Sturtz, who is also vice president for administrative affairs. "The test's structure allowed us to focus the purpose and attention of the work groups so they didn't wander around trying to figure out what to do.

"The study has allowed us to assess whether the improvements we've made in the last five or six years have been worthwhile. And the sense I get is that the answer is yes."

Four subcommittees reviewed the financial and ethical condition of ICA and found the department to be in "substantial conformity" with the principles of the NCAA. The reformation of ICA—in the wake of NCAA violations and subsequent sanctions a few years ago—has strengthened the athletics program.

Each subcommittee advised specific ways in which ICA operations could be improved.

Sturtz is encouraging faculty and staff to contact him or subcommittee chairs with feedback on the following recommendations before the NCAA report is drafted in December.

Subcommittee chairs are: Charles Wellford, professor of criminal justice and criminology, Academic Integrity; Samuel Lawrence, assistant vice president for administrative affairs, Fiscal Integrity; Susan Bayly, president's legal staff counsel, Commitment to Equity; and Ben Holman, professor of journalism, Governance and Commitment to Rules Compliance.

Due to space limitations, *Outlook* has published a synopsis of each subcommittee's recommendations.

Academic Integrity

A. Not Big Enough

Space currently allocated to academic support is insufficient for student athletes. A significant upgrading of the Academic Support Unit (ASU)

should be considered in plans to renovate Cole Field House.

B. Revitalize Oversight

The ASU is funded by the office of the provost but reports to the director of ICA, with oversight provided by an academic committee. This creates problems in integrating student academic support into the general campus community. There are two options to address this issue: (a) revitalize the policy committee for the ASU; and (b) remove academic support from the athletic department and have it as part of the provost's office.

C. Academic Advising

Student athletes should receive intensive academic advising from ASU personnel who understand the special requirements student athletes must meet. That advising should be overseen by the appropriate academic unit. Also, coaches should not provide primary academic advisement.

D. Orientation

New student athletes should receive an orientation that includes explicit instruction about the eligibility requirement that they must meet.

E. Hostile Faculty

Many times, student athletes must contend with unsupportive faculty. The subcommittee urges the campus to remind faculty that when student athletes are participating at the university's request and cannot attend class, faculty must allow those students to make up missed assignments.

F. Practice Policy

Class attendance should always take precedence over practice.

G. Coaches Review

The subcommittee calls for a formal annual review of each coach's performance in recruitment and the academic performance of their students.

H. Practice/Competition Eligibility

The option of allowing some students to continue to practice even when they are not academically eligible to participate in competition should be adopted by the council.

—continued on page 2

End quote

What is your least favorite dish that traditionally makes its way to your Thanksgiving table?



"It's brussels sprouts. I really never liked them. My mother served them every Thanksgiving. My sister continues to serve them each Thanksgiving, and she and her husband will eat a few of them, but there's really only one person in the family who eats them. She's kept the tradition going and serves them anyway."

—**Edith Walsh, administrative aide, department of animal sciences**

"When you're the one who's responsible for the menu, you make certain that the items you don't like aren't there. For instance, there are certain kinds of stuffing—like stuffing with oysters and stuffing with chestnuts—that other people enjoy, but because I'm doing the menu, won't be there."

—**Betty Day, humanities bibliographer, McKeldin Library**



"Beets. Anything with beets. I just don't like them."

—**Anne Kimrey, faculty research assistant, department of poultry science**

"I do not like greasy foods. I avoid the whipped cream people put on the pumpkin pie and I also avoid the fat and grease in the turkey dish."

—**Inder Vijay, professor, department of animal sciences**



"Actually, for the meals that we have at Thanksgiving, I usually like everything that's there. It's usually with my immediate family and there's turkey, dressing, mashed potatoes, several different vegetables, a couple different cranberry sauces or relishes, rolls and usually several pies for dessert."

—**Robert Miller, assistant to the dean, College of Business and Management**

"I don't like pumpkin pie. I love sweet potato pie, but I don't particularly care for pumpkin pie. I'm in the minority in my family."

—**George Uzzle, traffic manager, central receiving warehouse**



Pumping Iron to Beat the Clock

Ben Hurley is trying to discover if the Arnold Schwarzeneggers and Florence Griffith-Joyner of the world are actually reversing the aging process through strength training.

Hurley, associate professor of kinesiology, is embarking on a four-year study to determine if strength training can slow down the muscle deterioration associated with aging. He is also looking at how strength training affects age-related changes in metabolism, bone density and hormonal levels.

"There has been a lot of research recently demonstrating that as people get older they tend to have problems related to the loss of muscle mass and strength that affect their functional abilities and health status," Hurley says.

The \$784,000 study, which is funded by the National Institute on Aging, will attempt to answer two questions: What is the mechanism of muscle loss and muscle strength with age and can strength training prevent the age-related deterioration of health status and functional ability by preventing the loss of muscle mass and strength?

Hurley and his associates recently published several papers all finding substantial improvement in strength, muscle mass and health status as a result of strength training. The papers serve as the basis for the comprehensive study, he says.

"People generally reach their peak strength levels between the ages of 25 and 35," says Hurley. "Muscle strength stays the same until about age 45, and then it begins declining, at a rate of about 15 percent per decade. About 50 percent of peak strength values are lost by age 80."

Hurley says similar declines occur in other areas, such as glucose metabolism and bone density (a risk factor for osteoporosis and hip fractures). Numerous studies have shown that muscular strength predicts falls and fractures in older people.

Hurley and his associates will use a variety of techniques to evaluate the amount of muscle and fat mass in volunteers, young and old, male and female, who have undergone a strength training regimen.

NCAA Self-Study

continued from page 1

I. Returning Athletes

Establish an adequate budget for the returning student athletes program.

Fiscal Integrity

The Fiscal Integrity Subcommittee established that for the ICA, certain past events and an aging physical plant have saddled the department with a cumulative operating debt approaching \$7 million. Further, the subcommittee concluded that ICA faces a "perhaps essentially insurmountable challenge" in that it is required to fully cover costs with program-generated resources.

The subcommittee suggested: (a) development of a new multi-year financial plan that will address the existing revenue/expense imbalance. ICA's present 10-year financial plan, adopted in 1990, no longer provides a realistic guideline for ICA operation. A new plan is required to address the structural revenue/expense imbalance imbedded in the current ICA programs.

(b) Cultivation of private donations. ICA's voluntary private support contributes a significantly smaller portion of total revenue than is characteristic of ACC institutions. UMCP must more effectively cultivate external support for its intercollegiate program, including development of major capital gifts, broader alumni support, corporate sponsorship and more revenue from ticket sales and use of ICA facilities.

(c) A full review of expenses with an eye toward controlling costs. The subcommittee believes ICA's overall expense level to be consistent with that of its ACC peers and recommends against attempting tightly constraining expenses. However, some economies may be gained by integrating certain administrative support and facility operations with activities on campus.

Equity Subcommittee

The equity subcommittee proposed a plan to strengthen weakness in the areas of gender and minority issues and student-athlete welfare.

A. Gender Issues

To gauge ICA compliance with the NCAA's gender equity principle, the committee recommended ICA submit an annual evaluation to the Athletic Counsel. The initial report would measure proportionality between sports participation rates and undergraduate enrollment rates by gender; and show a practice of program expansion which is responsive to women.

ICA's report to the Athletic Counsel would also address the allocation of monies for each team.

B. Minority Issues

The subcommittee urged ICA to revise the 1995-96 report to include data by race as well as by gender.

In 1992, the university began requiring that each college and division report to the campus equity counsel about recruitment and retention of minority students, faculty and staff. ICA has not filed these reports. Beginning this fiscal year, the director will be responsible for submitting the report. The committee also found that ICA is not formally addressing equity issues.

By January 1995, the director will name a departmental equity officer.

C. Student-Athlete Welfare

Funding for support programs is below the level of the more ambitious programs in the ACC. The subcommittee advises that the ICA director review the allocations and make recommendations to the Athletic Counsel in time for the next budget cycle.

By autumn 1995, the ICA director shall develop a program for student athletes and coaches which explains the implications of ICA budget and program decisions related to race and gender equity.

The Athletic Council shall conduct student-athlete exit interviews this academic year as a test project to increase participation. ICA has conducted exit interviews since 1990, but students have been reluctant to participate.

Governance and Commitment to Rules Compliance

The subcommittee's suggestions are:

(a) A formal adoption by the Board of Regents of a policy delegating operations authority for the athletics program to the president, along with a formal statement prohibiting interference by board members.

(b) Addition of designated staff support for the faculty representative assigned to advise the Athletic Council.

(c) Assignment of a specifically designated compliance staff member to support the compliance committee as it works to insure compliance with NCAA rules.

The NCAA deadline for the self-study document is Jan. 25, 1995. That will be followed by a peer evaluation.

A small group, selected by the NCAA, will conduct a site visit on campus from May 7 to 10. Then, the NCAA's decision about accreditation will be given within 60 days.

—RITA SUTTER

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

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

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Online Publication Puts Moving Images on the Small Screen

When thumbs-up movie critics Siskel and Ebert review a motion picture, they offer the best—or worst—film clips to support their arguments. Critics whose reviews are only in print, however, lack such a visual advantage.

English professor Robert Kolker may be changing all that. A bit of a film critic himself, Kolker recently published an essay in film studies in Oxford University Press's online journal *Post Modern Culture*. Kolker says he believes it's the first such essay in which "the reader can actually see a moving image example of the films under discussion."

The essay is on the Internet, accessible through Mosaic.

An admitted Martin Scorsese fan, Kolker has been studying the director for years and has written about Scorsese's work in earlier books on film. His online essay compares Scorsese's work to that of directing great Alfred Hitchcock.

Kolker says he knew Scorsese admired Hitchcock's work. While watching "Cape Fear," he says "I kept seeing another movie. Finally, in watching [Hitchcock's] 'Strangers on a Train,' I found that movie. I could see what Scorsese was thinking."

For the reader of Kolker's online essay, his comparative point is driven home when the reader views two film clips that mimic styles. For example, as the reader follows Kolker's prose, he directs the reader to a still from "Strangers on a Train."

Click on the still and the famous tennis match scene comes to life, complete with dramatic music and the popping sounds of the tennis racket meeting the

ball. In the scene, a crowd of fans follows the ball back and forth across the net, their heads moving side to side. Yet one man is standing bolt upright, staring straight ahead. The camera shifts to the protagonist whose face registers alarm.

The camera returns to the villainous figure and slowly Hitchcock zooms in on the man in the crowd. The film clip ends and the reader returns to Kolker's discussion of the two films.

Using a clip from "Cape Fear," Kolker demonstrates that "Scorsese is really thinking about the earlier Hitchcock film."

Click on a still of Robert DeNiro in a crowd of parade watchers and once again a scene comes to life. Like the scene in "Strangers on a Train," DeNiro's maniacal character stands out amidst the group. Panic registers on the face of protagonist Nick Nolte and the camera then returns to DeNiro and zooms in on the viciously delighted villain.

Publishing online, using Mosaic, says Kolker, "film scholars can quote from films the way literary scholars quote from novels."

In the past, says Kolker, "formal matters had to be taken on faith. This offers the imperative that [film scholars] know what we're talking about."

Kolker uses this online connection of prose to moving images to compare Steven Spielberg's "camera strategy" in "Jaws," to that of Hitchcock's in "Vertigo." In a discussion of editing techniques, the reader watches a clip from "Citizen Kane." Works by Paul Schrader and other Scorsese films, such as "Goodfellas," are featured in other online discussions.

In putting together his essay, Kolker says he and the editor of *Post Modern Culture* worked strictly by computer. "No paperwork was traded," he says. "It's all PC-based."

Kolker loaded the images off his own software at his office and home. And for his cover "page," Kolker superimposed Alfred Hitchcock into the back seat of Robert DeNiro's cab in a still from Scorsese's "Taxi Driver."

Kolker hasn't kept this somewhat new-found technique to himself. Rather, he's introducing it to students in his course on written text, visual text and the computer. This first-ever UMCP upper level course in hypermedia theory and production teaches students the technology and practice of computer-based multimedia.

Students in the class, which takes place at the IBM Teaching Theater, are producing online projects such as a campus guide to the College of Arts and Humanities, the history of animation and a study of works by L. Frank Baum.

One student is creating a visual museum—"a virtual art gallery," says Kolker. It's an exciting project for the students, he says. "All of the students have some computer experience, but not in this field."

Kolker says the response to the course has been "very cheering," from students, teachers and others. Undergraduate Studies has given him a curriculum grant "as a prototype of other kinds of teaching material for which this could be used."

Indeed, the possibilities are endless.

This semester, a professor from University of Virginia visited Kolker's class and shared information about his-



Robert Kolker

torical documents being put online. The advantage of such a process is that it enables researchers and historians to view the often delicate and valuable documents without having to touch the papers, says Kolker. In addition, "crossed-out lines or erasures often can be retrieved when digitized this way."

Kolker says colleague Martha Smith is preparing to publish an online piece about Emily Dickinson. "The actual manuscripts can be placed into the online article," he adds.

Were this type of online publication up for their review, no doubt Siskel and Ebert would give it a thumbs up.

—JENNIFER HAWES



Maryland's Ambassadors for Peace

Nearly 100 students visited the Israeli Embassy on Nov. 3, as part of a proactive statement of support for the Israeli-Palestinian peace effort in the wake of several violent attacks aimed at derailing the peace process. Israeli Ambassador Itamar Rabinovich accepted a letter of support developed by participants in the College Park Scholars (CPS) in International Studies Program, and a poster featuring the Center for International Development and Conflict Management's dove of peace. Pictured above, left to right, are Rabinovich, Paul Abu Ziad, Edy Kaufman, director of the CPS international studies program, and Demetrios Zacharopoulos.

Computer, Math and Physical Sciences Receives \$1 Million IBM Shared University Research Award

Conversion of inordinate amounts of environmental data into information researchers can use; up-to-the-minute, wireless news gathering on a portable computer; and computers that can recognize specific objects in an image. These are some of the anticipated results from the \$1 million IBM Shared University Research (SUR) award which the university recently received.

"Recent times have seen emerging relationships between universities, industry and federal laboratories," says Richard Herman, dean of the College of Computer, Mathematical and Physical Sciences. "These relationships represent significant opportunities for generating new research activities and, in times of increasing financial stress, a way to share resources for mutual benefit."

James McGroddy, IBM's vice president of research and a campus alumnus who earned his doctorate in physics in 1965, will be on hand on Nov. 29 to visit the new facilities being set up as a result of the SUR award.

According to Joseph Ja'Ja', electrical engineering professor and director of the UM Institute for Advanced Computer Studies (UMIACS), this year's award has been put toward enhancing collaborative research efforts between the university and IBM in two main areas: High Performance Computing and Mobile Computing. Each project has numerous uses and is currently at

various stages of development.

The High Performance Computing project will involve the development of techniques to address the challenges of inadequate software tools for writing efficient parallel programs, as well as the problem of incorporating large amounts of data that do not fit into the main memory of the parallel machine.

The latter is a problem that confronts UMIACS researchers as they attempt to analyze the loads of data that they constantly receive as part of the NSF Grand Challenge project on land cover dynamics. The University of Maryland is one of only 16 universities nationwide to receive a grand challenge award. Understanding land cover dynamics represents one of the most important challenges in the study of global change.

"We want to be able to automatically generate global databases of land cover on an annual basis," says Ja'Ja'. "We are developing the technology to allow the environmental scientists to extract the information from the large amounts of data that are continuously generated by satellites. There is a difference between information and data."

The IBM grant supplements a \$1 million NSF infrastructure award to the department of computer science and UMIACS. Professor Larry Davis of UMIACS and computer science is the principal investigator on the two NSF grants.

Approximately 20 faculty from computer science, electrical engineering and geography are involved with these and related projects.

Another project underway is Mobile Computing. "By establishing 'network entry points' where a portable computer can send a signal to log onto the latest information available—on whatever topic—no matter where the user happens to be. Such an easy access would be godsend to reporters and businesspersons who are constantly out of the office.

"You can transmit to receive the information immediately, you can edit it, do whatever you want," Ja'Ja' says. "You communicate whatever you have, even images, directly to anywhere and anybody with a portable computer." UM researchers, led by professor Satish Tripathi, chair of the department of computer science, have been working with IBM researchers on network protocols for mobile computing.

Another project covered under the SUR award is "context-based recognition," a project that attempts to enable computers to discern a particular object if it exists from a database of images. "This work is developing a new methodology for the efficient indexing into a database of knowledge and subsequent recognition."

—CHAD CAPELLMAN

Calendar Nov. 14-30

Arts

Photo Exhibit: Through Jan. 6, "Flashbacks: Moments at Maryland," an exhibit of photographs by Al Danegger, campus photographer, Katherine Anne Porter Room and Maryland Room, McKeldin Library. 5-9058.

Monday Night Music Series: Mon., Nov. 14, Guarneri String Quartet Open Rehearsal, 7:15 p.m., Memorial Chapel. 4-9866.

AIDS Awareness Month Multi-Media Exhibit: Mon., Nov. 14, through Thu., Dec. 1, "Women and AIDS," runs Mon.-Fri. 10 a.m.-5 p.m., Parents Association Gallery, Stamp Student Union. Exhibit expresses concerns regarding women and AIDS in the contemporary world. 4-8493.

Significant Losses: AIDS Awareness Monthly Reading Series: Mon., Nov. 14, "The Literature of AIDS," 7:30 p.m., Parents' Association Art Gallery, Stamp Student Union. 5-3820.

Significant Losses: AIDS Awareness Dramatic Reading Series: Wed., Nov. 16, "Undeniable Understandings," adapted and directed by Sharon Grosshart, at noon and 7:30 p.m., Art Gallery, Art/Sociology. 5-6692.

Writers Here and Now Reading: Wed., Nov. 16, "Share Our Strength: Writer's Harvest," 7:30 pm, University Book Center, Stamp Student Union. Suggested donation of \$5 will be donated to Share Our Strength, which benefits the hungry. 5-3820.

Reading Lecture: Thu., Nov. 17, Veno Taufer, 3:30 p.m. 1120 South Campus Surge Building. Reception to follow in 3101 Surge. 5-2853.

Maryland Opera Studio Concert Performance: Fri., Nov. 18, 8 p.m., and Sun., Nov. 20, 3 p.m., "La Boheme" by Giacomo Puccini, University of Maryland Symphony Orchestra, William Hudson—conductor, Leon Major—director, Tawes Theatre, Tawes Fine Arts Building, \$16, \$10 students and seniors. 5-2201.*

The Concert Society at Maryland Chamber Music Series: Sat., Nov. 19, Alexander-Angeles Octet, 8 p.m., Auditorium, UMUC Center of Adult Education, \$19, students \$9. 403-4240.*

Washington Writers on AIDS: Mon., Nov. 21, 7:30 pm, Parents Association Gallery, Stamp Student Union. 4-8493.

Monday Night Music Series: Mon., Nov. 28, Broadway Melodies and Sing-Along, Elaine Hughes, 7:15 p.m., Memorial Chapel. 4-9866.

University Theatre: Wed., Nov. 30, through Dec. 3, "Leonce and Lena" by George Buchner, translated by Eric Bentley, 8 p.m., Tawes Theatre, \$10, \$7 students and seniors, \$5 student and senior groups. 5-2201.*

Lectures

Astronomy Colloquium: Mon., Nov. 14, "ASCA Observations of Clusters and Groups of Galaxies and Models of Dark Matter," Richard Mushotzky, GSFC, 4 p.m., 2324 Computer and Space Sciences. Lectures are preceded by coffee in Rm. 0254. 5-1531.

Computer Sciences Fall Distinguished Lecturer Series: Mon., Nov. 14, "Secure Network Protocols," Sandra Murphy, Trusted Information Systems, 4 p.m., 0111 Classroom Building. 5-2661.

Physics Colloquium: Tue., Nov. 15, "Doing Physics in Cyberspace," Larry Smarr, University of Illinois at Urbana-Champaign, 4 p.m., 1410 Physics. 5-4804.

Current Issues in Planning Fall Brownbag: Nov. 16, "Planning in the New Russian Economy," Marie Howland, noon-1:15

pm, 1179 Lefrak. 5-6798.

Center of Population, Gender, and Social Inequality: Wed., Nov. 16, "Meditations on the Measurement of Inequality in a Multicultural Context: The United States, 1940 to 1990," Omer Galle, University of Texas, noon, 2115 Art/Sociology. 5-6403.

Astronomy Colloquium: Wed., Nov. 16, WFPC Results, Jeff Hester, 4 p.m., 1113 Computer and Space Sciences. Lectures are preceded by coffee in Rm. 0254. 5-1531.

Environmental Awareness Lecture: Wed., Nov. 16, "The State of the Chesapeake Bay," Christopher Rizak, Chesapeake Bay Foundation, 6:30 p.m., Basement Lounge, Dorchester. Refreshments will be provided after the lecture. 4-3100.

Center for Renaissance and Baroque Studies Lecture: Thu., Nov. 17, "Blue Stockings: Love Them or Leave Them: Representations of Women and Learning on the 17th-Century Stage," Louise Fothergill-Payne, University of Victoria, Canada, 5 p.m., 1105 South Campus Surge. 5-6830.

Entomology Colloquium: Mon., Nov. 21, "Evolution of Eyestalks and Antlers in Flies," Gerald S. Wilkinson, 4 p.m., 0200 Symons. 5-3911.

Entomology Colloquium: Mon., Nov. 28, "Biosystematics and The Evolution of Gall Formation in Hackberry Psyllids, Pachypsylla (Homoptera: Psylloidea)," Man-Miao Yang, 4 p.m., 0200 Symons. 5-3911.

Physics Colloquium: Tue., Nov. 29, "Does How We Teach Match How Students Learn?" Lillian McDermott, University of Washington, 4 p.m., 1410 Physics. 5-4804.

Astronomy Colloquium: Wed., Nov. 30, "IR Spectroscopy," Michael Skrutskie, University of Massachusetts-Amherst, 4 p.m., 1113 Computer and Space Sciences. Lectures are preceded by coffee in Rm. 0254. 5-1531.

Meetings

Counseling Center Research and Development Meeting: Wed., Nov. 16, "Grief and Loss in Children and Adolescents," Janice Krupnick, Georgetown, noon-1 p.m., Counseling Center Testing Room, Shoemaker. 4-7690.

Counseling Center Research and Development Meeting: Wed., Nov. 30, "Women, Images and the Media," Paula Matabane, Howard University, noon-1 p.m., Counseling Center Testing Room, Shoemaker. 4-7690.

Miscellaneous

Phi Delta Kappa Teleconference: Mon., Nov. 14, "Core Values in Education," 8 p.m., 0306 Benjamin. A short reception precedes the broadcast at 7:30 p.m. 5-2338.

University Book Center Book Sales: Through Fri., Nov. 18, The McGraw Hill Bookfair, the University Book Center will offer a 20 percent discount on all McGraw Hill titles, excluding textbooks. 4-BOOK (4-2665).

Diversity Video Series: Through Sat., Nov. 19, "The Yamaguchi Story: Buddhism and the Family in Contemporary Japan," discusses the relationship between traditional Buddhist beliefs and modern life in Japan. 48 min. Nonprint Media Services, 4th floor, Hornbake. 5-9236.

University Book Center Book Sales: Through Wed., Nov. 30, in celebration of Native American Heritage Month, the University Book Center will offer a 20 percent discount on all Native American related titles, excluding textbooks. 4-BOOK (4-2665).

University Book Center Book Sales:



Alexander and Angeles Quartets Join Forces

Two of America's leading string quartets join forces to perform popular and rarely-heard music for four and eight strings when the Angeles and Alexander Quartets appear together at the UMUC Center of Adult Education on Saturday, Nov. 19, at 8 p.m.

The *San Francisco Chronicle* calls the Alexander Quartet (pictured above) "a treasure to be cherished" and, following their 1985 debut at Wigmore Hall, the *London Guardian* called them "destined for greatness." The *Boston Globe* has praised their "dream-come-true performances." They are the first string quartet to win a number of major international music competitions: the Concert Artists Guild International Award; Britain's Portsmouth International String Quartet Competition (first American quartet to win); and the Minnesota Composer Forum Competition. They have performed at Lincoln Center, the 92nd St. Y, the Metropolitan Museum of Art and Merkin Hall in New York, among many other venues.

Tickets to the Angeles and Alexander String Quartets are priced at \$19 full price, \$16.50 for seniors and \$9 for students with I.D. Call 403-4240 for info.

Through Fri., Dec. 23, in support of "Significant Losses: Artists Who Have Died from AIDS" and AIDS Awareness Month, the University Book Center will offer a 20 percent discount on all AIDS-related titles, excluding textbooks. 4-BOOK (4-2665).

National Archives Film Series—"A Year on Film: 1944": Wed., Nov. 16, "Cover Girl," Jerome Kern-Ira Gershwin musical starring Rita Hayworth, 7 p.m., College Park National Archives Auditorium, 8601 Adelphi Road. (202) 501-5000.

The Great American Smokeout: Thu., Nov. 17, sponsored by the Student Health Advisory Committee and the American Cancer Society, 11 a.m.-2 p.m., East Foyer (near Roy's), Stamp Student Union. 4-8103.

National Archives Film Series—"A Year on Film: 1944": Thu., Nov. 17, "The Battle of China," part six of Frank Capra's "Why We Fight" series of orientation films for World War II servicemen, noon, College Park National Archives Auditorium, 8601 Adelphi Road. (202) 501-5000.

National Videoconference: Thu., Nov. 17, "Commuter Students: Who's in the Driver's Seat?," Walter Bumphus, Arthur Chickering, Barbara Jacoby and Keith Miser, noon-2 p.m., Grand Ballroom Lounge, Stamp Student Union. 4-5274.

Published Women Luncheon: Fri., Nov. 18, "Spiritual Spectacles," Sally Promey, noon-1 p.m., Rossborough Inn Carriage House, \$10, reservations required - call 4-8013. 5-9178.*

Diversity Video Series: Sun., Nov. 20-Sat., Nov. 26, "Religious Experience, Parts 1 and 2," introduces the question of what it means to be religious in Japanese society and discusses the major religions of Japan. 60 min. Nonprint Media Services, 4th floor, Hornbake. 5-9236.

AIDS Show and NAMES Project: AIDS Memorial Quilt Exhibition: Mon., Nov. 21, opening reception 4:30-7:30 p.m. through Fri., Dec. 2, 8:30 a.m.-4:30 p.m., The West Gallery, Art/Sociology. AIDS Coffeehouse on Dec. 1, 4-8 p.m. 5-1442.

Significant Losses: AIDS Awareness Monthly Reading Series: Mon., Nov. 21, Washington Writers on AIDS, 7:30 p.m., Parents Association Art Gallery, Stamp Student Union. 5-3820.

National Archives Film Series - "A Year on Film: 1944": Wed., Nov. 23, "Gaslight," suspense thriller starring Ingrid Bergman and Charles Boyer, 7 p.m., College Park National Archives Auditorium, 8601 Adelphi Road. (202) 501-5000.

Happy Thanksgiving: Thu., Nov. 24.

Diversity Video Series: Sun., Nov. 27-Sat., Dec. 3, "Europe: The Barbarian West," traces the origins of Western culture through Greece and Rome and how it dominated, not only through its own genius, but by borrowing from the legacies of the original five old world civilizations. 57 min. Nonprint Media Services, 4th floor, Hornbake. 5-9236.

Center for Young Children First Annual Holiday Bazaar: Wed., Nov. 30, 10 a.m.-3 p.m. Start your holiday shopping early while helping to support the center. Featuring children's books, toys, personalized gifts and crafts. 5-3168.

National Archives Film Series—"A Year on Film: 1944": Wed., Nov. 30, "Meet Me in St. Louis," a charming musical starring Judy Garland and directed by Vicente Minelli, 7 p.m., College Park National Archives Auditorium, 8601 Adelphi Road. (202) 501-5000.

Seminars

Conversations About Teaching Seminar: Wed., Nov. 16, "Outstanding Teaching and Curriculum Innovations on Campus: Samples from Various Content Areas," noon-1:30 p.m., Maryland Room, Marie Mount. 5-9368.

The Committee on Africa and Africa in the Americas Panel Discussion: Wed., Nov. 16, "Viewpoints on Africa," 3-5 p.m., Maryland Room, Marie Mount. 5-2118.

Physical Chemistry/Chemical Physics Seminars: Wed., Nov. 16, "Molecular Structure Research," Istvan Hargittai, Hungarian Academy of Science, 4 p.m., 1325 Chemistry. 5-1867.

Seminar in Materials, Reliability, and Radiation Effects: Thu., Nov. 17, "Software Reliability," Carol Smidts, 4 p.m., 2110 Chemical and Nuclear Engineering. 5-5208.

Geology Seminar: Fri., Nov. 18, "Taconian vs. Acadian Metamorphic Styles," T. Armstrong, U.S. Geological Survey, 11 a.m., 0105 Hornbake Library. 5-4089.

Botany Seminar: Fri., Nov. 18, "Host-Derived Flavonoids Regulate Fungal Gene Transcription and Developmental Response during Plant Pathogen Interaction," Y. Ruan, noon, 2242 H.J. Patterson. 5-1588.

Mental Health Service Lunch 'N Learn Seminar: Fri., Nov. 18, "Trauma and Dissociation," Patricia Siraganian, 1-2 p.m., 3100 E University Health Center. 4-8106.

UMIACS Seminar on Algorithms: Fri., Nov. 18, 2-3 p.m., 2120 A.V. Williams. 5-6722.

Community Planning Program Saturday Seminars: Sat., Nov. 19, "Community Based Planning: Empowering Southeast Baltimore," David Casey, SECO, 10 a.m.-noon, 2W11 School of Social Work, University of Maryland at Baltimore campus. Attendance is compulsory for first-year planning students. 5-6790.

AIDS Awareness Month Personal Stories Panel: Mon., Nov. 21, noon-1:30 p.m., Prince George's Room, Stamp Student Union. 5-2840.

Physical Chemistry/Chemical Physics Seminars: Wed., Nov. 30, "Ultracold Photoassociative Spectroscopy: When Atoms Go Bump in the Light," Paul D. Lett, NIST, 4 p.m., 1325 Chemistry. 5-1867.

Sports

Women's Basketball: Tue., Nov. 15, Thu., Nov. 17, Sat., Nov. 20, and Tue., Nov. 22, National Invitational Tournament, 7:30 p.m., Cole Field House, students free, faculty/staff half-off. 4-7070.

Men's Basketball: Wed., Nov. 16, v. Verich Reps, 8 p.m., Cole Field House. 4-7070.

Women's Basketball: Sat., Nov. 26, v. Mount St. Mary's, 2 p.m., Cole Field House, students free, faculty/staff half-off. 4-7070.

Men's Basketball: Tue., Nov. 29, v. Loyola College, 8 p.m., Cole Field House. 4-7070.

Workshops

AIDS Awareness Month Workshop: Mon., Nov. 14, "Wet, Wild, and Well: Safer Sex for Lesbians," noon-1:30 p.m., Parents Association Gallery, Stamp Student Union. 4-8129.

Peer Computer Training: Mon., Nov. 14, "WordPerfect for Thesis Writing, Part 1," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941.*

Peer Computer Training: Tue., Nov. 15, "Introduction to WordPerfect Windows," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941.*

Peer Computer Training: Wed., Nov. 16, "Introduction to Unix," 6-9 p.m., 4352 Computer and Space Sciences, \$5. 5-2941.*

Peer Computer Training: Thu., Nov. 17, "Information Resources," 6-9 p.m., 4352 Computer and Space Sciences, \$5. 5-2941.*

Peer Computer Training: Mon., Nov. 28, "Introduction to Windows," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941.*

Peer Computer Training: Tue., Nov. 29, "WordPerfect for Thesis Writing, Part 2," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941.*

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.

Opera Performance Highlights Faculty Talent, Raises Funds

The hauntingly beautiful songs of Puccini's "La Boheme" will delight opera fans Friday, Nov. 18, at 8 p.m., and Sunday, Nov. 20, at 3 p.m., in Tawes Theatre. William Hudson will conduct the University of Maryland Symphony Orchestra and Leon Major will direct the performances which will raise funds for the Faculty/Artist Benefit Scholarship.

"La Boheme" spins the sad tale of Mimi and Rudolpho, impoverished lovers in late-19th century Paris. Designed to showcase the vocal talent of the music department faculty, the all-Italian production will be staged with minimal costumes and props.

Music professors Dominic Cossa and Linda Mabbs will perform, as well as James McDonald who is chair of voice/opera faculty; Myra Merritt, music department lecturer; Eugene Galvin, a doctoral candidate and Byron Jones, a former master's student.

This marks the first time long-time friends and sopranos Mabbs and Merritt will be appearing together on stage, but Merritt is no stranger to "La Boheme"—she's played the role of Musetta hundreds of times at the Metropolitan Opera. And Cossa has also played Marcello at the Met and New York City Opera.

Music students say they are proud to be part of a department that can boast faculty talented enough to perform "La Boheme." "There aren't many faculties in the country that can do this," Cossa and Mabbs agree.

Ticket prices are \$16, \$10 for students and senior citizens and are tax-deductible. All proceeds will be donated to the scholarship fund. For more information call 405-2201.



James McDonald



Myra Merritt



Linda Mabbs



Dominic Cossa

Pride of Baltimore Featured in Flagship Channel's Thanksgiving Weekend Programming

"Pride: Legacy of the Baltimore Clipper," a stirring documentary about Maryland's beloved Pride of Baltimore and Pride of Baltimore II, will have its Washington-area premiere on Wednesday, Nov. 23, at 3:30 p.m., on the Flagship Cable Channel (channels 59/12 in Montgomery County and 32A and 30B in Prince George's County). The documentary is part of a special programming lineup for the Thanksgiving holiday weekend.

The one-hour documentary, narrated by James Earl Jones, traces the history of the Baltimore-borne clippers and their involvement in the battle at Fort McHenry; the building and travels of the original Pride; her fatal sinking in May of 1986; Maryland's reaction to that tragic news and the building of the Pride of Baltimore II and her travels. The airing of the documentary coincides with the return of the Pride of Baltimore II to Maryland waters this month.

"Pride: Legacy of the Baltimore Clipper" also will air on Nov. 24 and 27 at 6 p.m., Nov. 25 at 8 p.m., and Nov. 26 at 7 p.m. Produced by SOBO Video Productions, the program won a Telly Award in 1993.

The special programming continues with an encore broadcast of the first edition of "Maryland State of Mind," a coproduction of Maryland Public Television and the UM System. Join host Scott Simon as he explores activities, issues and people within the uni-

versity system.

"Maryland State of Mind" airs Wednesday, Nov. 23 and Thursday, Nov. 24, at 7 p.m. Repeat broadcasts are scheduled for Nov. 25 at 5 p.m., Nov. 26 at 8 p.m. and Nov. 27 at 5 p.m.

Other weekend highlights include Maryland Women's Basketball, Maryland vs. Mount St. Mary's, Saturday, Nov. 26, at 2 p.m.

The Flagship Channel also will air a recent panel discussion on "The Crime Bill: Will Anyone Notice it Passed?," presented by the School of Public Affairs. The panel discussion airs Wednesday, Nov. 23 at 8 p.m., and will be repeated Nov. 24 at 1 p.m. and 8 p.m., Nov. 25 at 11 a.m., Nov. 26 at 9 a.m. and 5 p.m. and Nov. 27 at 11 a.m. and 8 p.m.

Outlook's Holiday Publication Schedule

Outlook will not be published the week of Nov. 21 due to the Thanksgiving Holiday. Publication will resume on Monday, Nov. 28 and continue weekly through Dec. 12.

Following the winter break, *Outlook* will resume its regular, weekly publication schedule on Tues., Jan. 17. (The university will be closed on Monday, Jan. 16 for the Martin Luther King Jr. holiday).



Just a few months after they formed, the Angeles Quartet was praised by the *Los Angeles Times* for their "perfect intonation, natural balances, clean attacks and a degree of unanimity and polish that might be envied by quartets with years of experience." They will release their first recording in late 1994.

Maryland and Russia Team Up for English Language Project

At the Maryland English Institute (MEI), multicultural interaction is everyday business. To most people involved, however, it is more than that. It is an opportunity.

Alevtina Morozova is one of many people who are benefitting from MEI's work. Morozova, chair of the English faculty at Samara State Pedagogical University in Russia, wants to say "thank you, thank you, thank you" to the MEI for its partnership project with her institution.

The \$460,000 project enables Morozova to send up to 28 teachers—including herself—to the University of Maryland to work on an English language textbook while experiencing American culture.

For the MEI, which also prepares foreign students for their coursework at Maryland, the project is not unusual. The institute has trained employees from off-campus organizations such as Nissan Inc. and the U.S. Postal Service.

Nevertheless, the two-year cooperative effort with Samara has distinct appeal, according to MEI's project coordinator Lois Lanier. "It's an opportunity to expand our knowledge of English as a Second Language teaching and to learn from Samara University. It's also intellectually stimulating for our faculty."

The cooperation of the two institutions resulted from a romance between a teacher from Samara and a man from College Park, says Lanier. "In 1988, we hosted a group of Soviet teachers. One of them met a man, and two years later they married. When a friend who was teaching at Samara University visited her, she made contact with our institute." Since then, three American faculty members have spent a semester in Samara to hold workshops and exchange ideas.

This past August, the United States

Information Agency awarded the two universities a \$201,000 grant, and the University of Maryland promised to supply another \$250,000. Samara is providing whatever it can under the difficult economic conditions in Russia.

Morozova and her colleague Natalia Dementyeva, assistant professor at Samara, are currently in College Park to coordinate the project and collect material for the textbook and for their university's library.

According to Morozova, the other English faculty members will come within the next two years to observe classes and learn more about methodology. They also will participate in an extensive cultural program including travels, meetings with American families and visits in schools.

"It's a unique project for Russia because the whole faculty is involved," says Morozova.

According to Marsha Sprague, MEI's assistant director, only three or four members of Samara's English faculty have ever been outside of Russia, making it difficult to convey culture and language to students. Another problem is that the Samaran university has almost no material in its library except two English textbooks. A large part of the funding money will be spent on new books, says Sprague. The university also will receive computers, electronic mail and fax machines.

One student who came to the United States from Moscow three years ago agrees that English instruction in Russia is often ineffective. Elena Spivak, who attended the Moscow University of Linguistics for two years before transferring to the University of Maryland, says most children start learning English when they are 10 years old, but "after they graduate they know how to say brother and mother and that's it."

"Most teachers don't keep up with



Visiting Russian faculty Alevtina Morozova and Natalia Dementyeva.

the language," says Spivak, an English literature and Germanic languages major. "They live in some city and teach what they learned 20 years ago."

She also complained about the absence of current cultural topics in English lessons. "The texts were about English people drinking tea or the fog in London," she says. "Once we had a guy from England who looked at the book and just laughed."

"The texts have to be changed to cover more American topics because that's what the world looks at. The only thing we always learned was about poor black people and racism."

Spivak says English classes at the Moscow University of Linguistics are very good, but only because it is an elite school that was founded "to train spies or agents." Students there have the opportunity to visit Britain or the United States if they can afford it. However, she says she had heard from students at other universities that teach-

ers pay no attention to aspects of the language such as pronunciation.

Morozova says the joint project will take care of these problems at Samara Pedagogical University, and she hopes that the effects of that effort will trickle down to secondary schools through the teachers who graduate from Samara.

One way to immediately improve English classes is to establish pen pal friendships between Russian and American school children. Morozova brought a stack of 200 letters from Samaran fifth-graders to be distributed in Maryland schools, and she has already received 80 responses. "Russian children are very interested in other people's cultures," she says. "The letters are simple—flowers and stuff. I hope to have answers for every one of these and that one day they will become real friends."

—AXEL KOLLING

50th Anniversary of the G.I. Bill

continued from page 1

Hornbake says. "Maryland had treated its education rather modestly." But in 1945, state legislation extended education, adding a year in middle schools, he says.

In addition, a "different population was moving into Maryland and had different expectations" of education following the war, Hornbake says. "It was a very interesting period, a very . . .

At a time when preregistration did not exist, students showed up at the armory to find out which class sections had been assigned to them.

As the representative of the dean of agriculture during the first wave of new students, it fell to Stark to convince faculty members to open more sections to accommodate the crush of new students.

"It was pretty hectic. That's what I remember," he says. "It was a frantic time. We were adding too many stu-

dents each year, more than we could handle."

Administrators and faculty came up with the idea of encouraging faculty members to offer lectures and require graduate students to teach sections.

"We just couldn't find faculty. They weren't there," says Stark.

For example, English had always been offered as an introductory course, Stark says. Although teachers tried to keep enrollment to 30 or 35, they often had to raise it to 40. Or, to reduce the number of students in a class,

another section or two were added.

But beyond the numbers is another story. The new students, just out of the armed services, were "quite a tolerant group," Hornbake says. "They faced privation in the service. It wasn't unusual for them to fit into tight places as they did in the service," he says.

In addition, "they were one of the



G.I. housing, such as this, was set up along Route 1, following the war. Married soldiers received an allowance of \$105 per month.

most motivated groups of students ever," he says. The ex-servicemen had lost several years in the service and did "not want to lose more time . . . They were the best students we ever had. They were very productive, mature people."

Like other universities, Maryland had to cope with space problems—not only housing for students and their families, but also for classrooms. During the Depression, a National Youth Administration center was built on campus near where the Patterson Building now stands, Hornbake says. The Depression-era agency was established to train jobless youth in machine, welding and foundry skills; the building was adapted by the engineering department following the war, he says.

Originally made of sheet metal, the building was later covered with brick "to be consistent with the rest of the campus," Hornbake says.

Housing had been built during the war on Route 1 between the campus and Riverdale, Hornbake says, adding that the area was soon dubbed "cardboard" junction, presumably because of the quality of the housing.

But 50 years after the start of the G.I. Bill, it takes some prompting for those



Despite crowded living and learning conditions, Maryland students in the 1940s were described as being "a very tolerant group" by faculty of that era.

who witnessed the astonishing changes to recall the difficulties, the troubles, the inconveniences. What everyone remembers immediately is that the G.I. Bill was an unqualified success.

—STEPHEN SINGER

Take note

Lifting Voices on World AIDS Day

As part of the AIDS Awareness Month activities, a ceremony is planned for the remembrance of people who have died of AIDS and who have touched our lives in some way. This ceremony, titled "Lifting Our Voices," will take place on Thursday, Dec. 1, from 12:30 to 1 p.m. in the atrium of the Art/Sociology building.

The university community is asked to participate in this ceremony by submitting the name or names of those who have touched your life in some way. The name could be of someone you personally knew, or someone whose death caused a void in your life by the loss of their contributions to a particular part of society.

Representatives of faculty, staff and students will both read the names submitted and share reflections on the losses the AIDS epidemic has created. Names should be sent by Friday, Nov. 18, to Gail Miller (gmiller@umd5-emd.edu), Computer Science Center, Rm. 3355. Miller also can be reached at 405-2590.

The entire campus is invited to the "Lifting Our Voices" ceremony on Dec. 1. In addition to President William E. Kirwan, many faculty, staff and students will be in attendance. Lining the Art/Sociology atrium that day will be hanging panels from the NAMES Project AIDS Memorial Quilt. The atrium is located just outside The Art Gallery, where the exhibition "Significant Losses: Artists Who Have Died from AIDS" is on display.

University Breaks Ground on African Cultural Center

The university held a ground break-

ing ceremony Nov. 1 to celebrate the construction of a new Nyumburu Cultural Center to expand programs and activities that enhance the knowledge and understanding of African American history and culture.

President William E. Kirwan was joined by African American students and alumni at the ceremony outside the Mill Building.

Scheduled for completion in October 1995, the new building will be more accessible to students and have ample space to serve African American students, faculty and alumni. Currently located on the third floor of the South Campus Dining Hall, the new center will feature an Afrocentric setting with the facade of the building simulating a West African Motif. An Art Gallery, amphitheater, expanded multipurpose room and meeting rooms for student and alumni organizations, will all be in the new building.

According to Otis Williams, director of the center, "The university is trying to make strides in diversity issues and the new Nyumburu Cultural Center will further those efforts. The center will be a resource for all students and hopefully, will evoke questions and a dialogue about African American culture."

Maryland Charity Campaign of State Employees

Just a reminder to all faculty and staff that the 1994 Maryland Charity Campaign of State Employees sign-up sheet is currently being circulated.

New this year, you will be able to make a gift to the University of Maryland Foundation. The foundation provides the university with much needed funds for scholarships, fellowships, research activities and other worthwhile programs.

Even small gifts pay off in big ways. For example, a payroll deduction of just \$6 per pay provides three weeks of



The dirt was flying at the groundbreaking for the new Nyumburu Cultural Center.

social work for a person coping with AIDS; \$10 per pay helps a battered woman receive legal help to secure a protective order against her aggressor; and your \$14 deduction could go to provide 182 nutritious meals for homeless men, women and children.

Make a difference and select a charity or charities you would like to support this year. Please contact your office or department's charity campaign coordinator for more information.

Society of Women Engineers Conference

The campus's Society of Women Engineers (SWE) section will host the 1994 SWE Region E conference from Nov. 18-20. The conference reflects the theme "Developing Dynamic Directions," by incorporating unique workshops, tours, mock interviews and a career fair which offers opportunities to explore various engineering disciplines.

The first day of the conference—registration, welcoming reception and evening entertainment—will be held at the College Park Holiday Inn. After breakfast, a shuttle will take participants to campus for the workshops. There are workshops which include: college to professional life transition; diversity in the workplace; buying a personal computer; stress management; women in leadership; interviewing skills; women in academia; total quality management and electronic job search on the Internet.

Those who would rather take a tour or two have that option as well. The four tours, that run at the same times as the workshops, include: a walking robot demonstration; the natural buoyancy facility; the society of automotive engineering laboratory and the waves laboratory.

To date GE Information Services Inc., TRW and Hughes Network Systems have confirmed that they will be interviewing at the conference's career fair.

The conference registration fee is \$40.00 per student, which includes hotel costs for two nights, four meals (Saturday breakfast, lunch, and banquet dinner and Sunday breakfast) and registration materials.

North-South Center Formally Established

The North-South Center for Sustainable Development (NSCSD) has been formally established at the university, to assist in science and technologi-

cal exchange between the industrialized nations (the North) and the developing nations (the South).

This North-South Center is similar to the renowned East-West Center at the University of Hawaii. The East-West Center has established academic, cultural and political relationships with Asian and Pacific Rim nations. NSCSD's primary goals are complementary, focusing on furthering sustainable development and Agenda 21 (the plan for global development put forward at the 1992 United Nations Earth Summit held in Rio De Janeiro) through providing training in science and high technology to students and professionals from the Third World.

NSCSD marks a continuing effort by international organizations such as the Third World Academy of Sciences (TWAS) and the Third World Network of Scientific Organizations (TWNOS) to use scientific study and research to assist the South.

Currently, TWF and NASA are working together on two programs: "Telemedicine" and "Global Monitoring and Human Health." Telemedicine is based on cellular/satellite communication which will provide developing countries with immediate access to expert medical advising and diagnostics from physicians thousands of miles away. Global Monitoring uses a global satellite system to monitor the spread of vector-borne diseases, like malaria, by detecting the environmental conditions that give to these parasitic epidemics; in this way, an early warning system can be created to alert populations in threatened areas.

The North-South Center will attract world class research projects to Maryland, generate new business opportunities for the state, assist in the transformation of defense assets to high-value civilian uses and promote exports and job creation by opening new markets for area business in the developing world where 75 percent of the world's population lives.

Furthermore, the center strives to achieve the following: fostering scientific collaboration between developed and developing nations; integrating scientific disciplines and developing new models for sustainable development; contributing towards the implementation of 20 scientific research institutions around the world with assistance from federal and private sector agencies; and convening workshops to address developmental challenges in Third World countries and share the solutions with the global community.

UM Pit Crew to the Rescue

It's 9:00 on a cold, rainy night and you're kicking yourself for leaving your headlights on and for postponing a AAA membership. Your battery is dead and you have no money to pay for a jump start. What do you do?

In the past this could constitute a serious dilemma, but not any more. While it's still a good idea to sign up with an emergency road assistance club, the department of campus parking has a solution for those automotive emergencies that can leave you a in bind.

The UM Pit Crew, which was formed four years ago and currently consists of 10 students, offers assistance to anyone stranded on campus. This past September, the department added a "motor assist vehicle" which the crew uses to jumpstart cars, inflate flat tires and drive stranded motorists to get gas. And they often come to the rescue of those who lock their keys in their cars.

The service has been a welcome one for a large number of campus motorists. For their efforts, the pit crew received an award from the American College Personnel Association for the best public relations program.

"A lot of people, when we finish a service for them, will ask, 'How much do I owe you?'," says Raymond Stoner, manager of development and public relations for the department. "Well, they're kind of surprised when they find out it's free."

In addition, pit crew members work for the office of executive programs, opening the gate to Lot U, a special guest parking lot by Van Munching Hall. Crew members also work at the information desk in the lobby of the campus parking office in Parking Garage 2.

The motor-assist vehicle service runs from 9 a.m. to 10 p.m., Monday through Thursday, and 9 a.m. to 4 p.m. on Fridays. Should you need the pit crew's assistance, call 314-4CAR.



Jen Shafer, of the UM pit crew, helps a locked-out Jennifer Berger.

—CHAD CAPELLMAN

Elizabeth Shearn's Divine Mathematical Intervention

Elizabeth Shearn wants you to admit that you hate her class. When you tell her, the math teacher will simply look you in the eye and ask you why.

What she usually hears is: "I can't do math. I've tried and failed because I must be stupid. Besides, I won't be able to pass this class anyway."

But Shearn wants you to forget your math anxieties and start with a fresh approach, saying instead, "I'm going to learn one thing today."

Students who are anxious about their math abilities frequently start out with a negative attitude, Shearn says. Part of her approach is to get it out in the open, because ignoring it may keep them stuck in a vicious cycle of failure and avoidance.

"They don't see themselves in a positive way as math learners. The more negative the self-image, the more they avoid doing math, the more their skills decline," she says.

As a math counselor with Learning Assistance Services, Shearn sees students with a variety of concerns: math anxiety and phobia, cognitive or conceptual difficulties, test anxiety and "rusty" math skills. She also works with students to develop an individualized math program to satisfy the undergraduate math requirement.

Shearn has studied the math confidence issue for decades, first in the classroom as a math teacher and later, in her 1982 dissertation.

But Shearn wears more than one hat, so to speak. Not only is she a math counselor and an instructor in math and educational curricula, she's also a Roman Catholic nun from the Sisters of St. Joseph's Convent in Baden, Pa.

The multiple roles evolved from her developing professional talents as well as the changing nature of Catholic religious life, Shearn says. In 1978, she came to campus as a doctoral student and has found her work here ever since.

The work she does today is very different from the traditional religious life she knew as a young nun in the 1950s, Shearn says.

At that time "[the sisters] were very much divorced from the public and from the people of the church. We did our thing and went back to the convent," Shearn says.

By the 1960s, the Vatican II conference issued reforms aimed at redefining the Catholic Church in the modern world. The church became more "the people's church," inviting lay members to assist during church services. Mass was conducted in English, not just Latin. And priests and nuns were encouraged to look at and address social issues in the wider community.

In some situations, it simply became more practical to live and work within the community, Shearn says.

Shearn says it's not important that students know she's a nun. In fact, she usually doesn't mention her background because she's aware that many have "preconceived ideas" of nuns that come from watching TV shows such as "The Flying Nun" or listening to Phil Donahue's frequent descriptions of paddle-wielding sisters in Catholic school.

"The students I see are already in difficulty. They are nervous enough about coming here," says Shearn. She doesn't



Shearn says it's not important that students know she's a nun. In fact, she usually doesn't mention her background because she's aware that many have "preconceived ideas" of nuns that come from watching TV shows such as "The Flying Nun" or listening to Phil Donahue's frequent descriptions of paddle-wielding sisters in Catholic school.

want a stereotype to get in the way.

Shearn's love of math and problem solving began early. Born four years after the Great Depression, the last of five children in an Irish Catholic family, she was essentially "an only child" whose siblings had already grown and left to raise their own families.

At the dinner table, her father would ply her mind with math riddles as a form of family entertainment.

"I remember sticking a fork in the table cloth, and him saying 'No, no, you have to do it in your head,'" she says.

According to the 1993 counseling center report, more than 650 students visited the remedial math service last year, and the number is increasing every year.

One student, Dan Khabie, says he came in with "a serious math confidence problem." Khabie, a speech communication major, was facing a battle with the required Math 110.

During the first class, he recalls thinking, "I'm a math reject and I deserve to be in second grade. There is no possible way I'm even going to get a 'D' in this class."

Khabie says he swallowed his pride

and made an appointment with Shearn. She introduced him to an interactive video system which allowed him to review tapes of his class. She also linked him up with a peer tutor and counseled him on specific study techniques to improve his recall of math formulas.

After much hard work, Khabie says he got an "A" not only on his first test, but also in the class. The first success was crucial, he says, in gaining confidence.

"Math is very emotional," Khabie says. As a student-worker with Learning Assistance Services, he has seen students come in crying because they've failed math.

But Shearn, he says, is very committed to helping, especially those who have failed several times and have stopped believing in themselves.

"When I become successful some day, I'll remember her," he says.

Vivian Boyd, director of the counseling center, says that the Learning Assistance Service is one of her favorite components of the holistically-oriented counseling center program.

Concerns about reading and study skills, time management, exam anxiety

and math ability sometimes overlap with a student's personal issues, Boyd says. Attending to both the cognitive and emotional arenas increases the chances that a student will have a positive, successful experience at Maryland.

"It makes me feel better that students aren't falling between the cracks," Boyd adds. "I like to kid her and ask her if she has a halo around her head," she says of Shearn.

Still other colleagues, such as supervisor John Van Brunt, call Shearn a "con artist."

"She's a math educator, which is different than being a mathematician. She's interested in how people learn...and helping them feel good about what they're doing to learn mathematics. She 'cons' the students into feeling good about what they're studying," says Van Brunt, who is director of Learning Assistance Services. Students find out they're dealing with a pro when they work with Shearn, he says.

Shearn appears amused at the con artist label.

"It's true that I encourage students to say to themselves, 'I'm an intelligent person and I can do math, and I'll try my hardest,'" she says.

Recent studies by the College Board in New Jersey indicate that success in high school math is a significant predictor of later success in college. Those who fall behind early, say in junior high, usually are unable to cross the threshold to college, Shearn says.

Equity 2000, a College Board-funded project, is an effort to promote math and science learning among these "at risk" populations in the Prince George's County middle and high schools. Since 1991, Shearn has been working closely with the schools to develop math learning programs for teachers as well as numerous workshops on improving learning and confidence in math.

In recognition of her commitment to Equity 2000, Shearn received the university's Presidential Award for Outstanding Service to Schools last May.

"It's important to think in terms of what we can do to give everyone an equal chance" for success in society, Shearn says.

Part of the challenge in meeting that goal involves battling the negative effects of math myths, Shearn says. Mothers tell their daughters they aren't capable enough to do math, or that it's not important to learn it. Fathers hold themselves up as examples of success, telling their children that they don't need math to earn a living.

Building the math confidence of these and other at-risk students will require dealing with them on three levels: emotional, behavioral and cognitive. Teaching the value of positive self-talk, effective study skills and conceptual analysis rather than rote memorization is the key, says Shearn. If a student is taught how to process math information, he or she will become more confident and feelings of "math anxiety" will naturally diminish, Shearn says.

For decades she's been telling students, "I don't care if you love math, but I want you to love yourself as a math learner." To which she adds, "I think it puts things in perspective for them."