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Pandey "ACE's" 1.3 Million Dollar Federal Grant



Dr. Anjali Pandey,
Department of English

Of 130 awards made this year alone for discretionary grants out of the Office of English Language Acquisition, (OELA), a sub-unit of the United States Department of Education, only two grants were awarded to Maryland,

one of which was for the proposal: "Professional Development for the 21st century: The Accelerated Career Enhancement (ACE) Model," written and submitted by Dr. Anjali Pandey, an applied linguist in The Department of English.

The project sponsored for approximately 1.3 million dollars will span a period of five years. The project will be launched in January 2003. The grant award was made in October and preliminary groundwork is underway in its implementation.

The new grant comes out of the newly enacted "No Child Left Behind Act," a law signed on January 9, 2002 by President Bush. The 1,080 page statute has as its main premise the closing of achievement gaps in education over a period of 12 years via a model operating on the premises of accountability, flexibility and choice.

For rural educational establishments, this law permits for increasing the quality of instruction in schools via an increase in the quality of teachers in expert areas. For the first time in U.S. history, 650 million was specifically allocated by Congress to serve America's English Language Learners.

Being bilingual herself and having been raised in over five different countries in the multilingual continent of Africa, and having traveled in three continents, Dr. Pandey is very aware of the extent to which linguistic knowledge can be viewed as a resource to be preserved rather than as a problem to be overcome. This was the motivation behind the writing of the grant—a passionate but very engaging project she embarked upon for two straight weeks late last spring. The result: The ACE program.

The Accelerated Career Enhancement (ACE) model utilizes collaborative faculty expertise on a number of Higher Institutions in the area of linguistics and second language acquisition at the graduate level and provides a niche program of graduate expertise in rural linguistic concerns for rural educators.

Dr. Pandey utilized five major arguments to make the case for federal support for this project.

Legal arguments. There has been a strong legal precedent in the United States for lawsuits linked to linguistic inequities. Strongly basing her argument on the Office of Civil Rights statement which states that "a recipient may not in effect relegate LEP students to second-class status by indefinitely allowing teachers without formal qualification to teach them while requiring teachers of non-LEP students to need formal qualifications," she argued for increased funding for expert ESOL training in the iso-

lated rural Eastern Shore counties.

Demographic growth trends: Statistical growth trends of LEP students on the Eastern shore seem to be growing at an exponential rate relative to the almost inverse growth rate of trained experts in linguistics/ESOL. As an example, Talbot County reports a 75% growth rate of LEP students and has as listed only 1 certified ESL teacher, 1 part-time teacher and 4 ESL tutors.

Accountability Pressures: "The No Child Left Behind Act" demands a disaggregated reporting of performance of all students including LEP students. Ef-



The first summer English Language Institute corrective language acquisition can only take place if teachers are trained in linguistic principles. We are told that schools not making progress toward 100 percent proficient students will suffer escalating sanctions that could result in federal intervention.

Curricular arguments: For effective language teaching to proceed, expert knowledge has to be developed through advanced education—one that is embedded in a theoretical and empirical knowledge base. The aim is to create a

Exploring the Meaning of Fair Representation

By Dean Timothy O'Rourke

The purpose of this essay is, quite simply, to invite interested faculty to join me in planning and seeking major funding for a week-long conference on the voting rights and representation, to be held in early 2004. If the following commentary strikes a chord with you, please contact me as soon as possible. One grant application deadline (for the National Endowment for the Humanities) looms on the near horizon (February 3, 2003).

"One person, one vote" is, today, a defining element of American democracy. As a constitutional doctrine, however, the concept is a mere 40 years old, dating back to an extraordinary series of U.S. Supreme Court decisions beginning with *Baker v. Carr* in 1962 and *Gray v. Sanders* in 1963. In the latter case, Justice William O. Douglas coined the phrase when he declared, "The conception of political equality from the Declaration of Independence, to Lincoln's Gettysburg Address, to the Fifteenth, Seventeenth, and Nineteenth Amendments can mean only one thing—one person, one vote." In early 1964, the Court applied the "one person, one vote" rule to the U.S. House of Representatives, holding in *Wesberry v. Sanders* (a Georgia case) that congressional districts within states must be comprised of equal populations. Later that year, in *Reynolds v. Sims* (an Alabama case), the Court ruled that both houses of state legislatures must conform to the equal population principle. At the time of *Wesberry*, Maryland's largest congressional district had more than 700,000 people; its smallest, fewer than 250,000. When *Reynolds* was decided, the Maryland senate was so badly apportioned, that a mere 14 percent of the population could elect a majority of seats. The *Wesberry* and *Reynolds* decisions effected a "Reapportionment Revolution," forcing wholesale changes in congressional and state legislative districts across the nation. Over the next several years, the Supreme Court extended the application of "one person, one vote" to county, city, and school elections in every state.

The "Reapportionment Revolution" played out against the backdrop of another revolution, this one affecting minor-

ity voting rights. Within the span of few years (roughly 1964 to 1966), a series of actions swept away major barriers to African American participation in the political process. The Twenty-fourth Amendment, ratified in 1964, banned the poll tax in federal elections and the Supreme Court, in 1966, declared the practice invalid in state elections as well. The Voting Rights Act of 1965 suspended use of the literacy test as a prerequisite for voter registration in much of the South and thereby transformed, almost overnight, the shape of Southern politics. (African American voter registration in Mississippi, the most dramatic case, rose from 7 percent in 1964 to 59 percent in 1968, according to figures reported by David J. Garrow.) The Act not only generated a surge in the number of African American voters, but also stimulated a sharp rise in the number of black office-holders.

While the focus of the original Voting Rights Act was discrimination against voting per se (before the passage of the Act, African Americans were denied this fundamental right in many parts of the South), subsequent changes in the law shifted its emphasis to discrimination affecting the influence or weighting of the votes of minority voters (including Latinos and Native Americans, as well as African Americans). In a sense, by the early 1980s, the Reapportionment Revolution and the Voting Rights Revolution had converged. When Congress renewed and extended the Voting Rights Act in 1982, it included new language, applicable nationwide, that prohibits election practices that deny minority voters an equal opportunity "to participate in the political process and to elect representatives of their choice." The 1982 amendments generated a wave of highly successful litigation against state legislatures and local governing boards, with the aim of opening these bodies to more minority office-holders. Many of the lawsuits forced the abandonment of local at-large elections, including some in the Eastern Shore (such as Somerset County and the City of Salisbury).

In the 1990s, the Supreme Court's voting rights jurisprudence took a new turn when the Court recognized the right of voters, under the guise of Equal Protection, to bring "reverse discrimina-

tion" suits against bizarrely-shaped majority-minority legislative districts. The current decade promises to bring new representational questions before the courts.

The fortieth anniversaries of the Reapportionment Revolution (1964) and the Voting Rights Act (1965) provide an appropriate occasion for ordinary citizens, politicians, scholars, and journalists to consider their impact on American politics generally and on Maryland politics in particular and to examine continuing controversies in the realm of voting rights law.

Sculptures For Salisbury

Urban Salisbury is a non-profit organization that is dedicated to the revitalization of the historic district of Salisbury. A sculpture selection committee that is part of Urban Salisbury asked the art department to design models of sculptures that could eventually be fabricated in large scale downtown installations. Three designs were selected from 2-D design classes taught by Assistant Professors Jinchul Kim and Brooke Rogers.

The Art students whose designs were selected will each receive \$200.00. Their final pieces will be 8 feet tall and will be mounted 8 feet off the ground along Highway 13 in the Historic District. The Vocational Tech program at Parkside High School is welding the framework for these sculptures. Urban Salisbury is currently presenting other student design proposals to corporations and area businesses so that they will have an opportunity to sponsor more of these pieces.



Departmental Reports

Art

Jinchul Kim is showing two works in a group show at the Gala Gallery, a newly instituted commercial exhibition space at Chesapeake East on 501 W. Main Street. The exhibition runs through January.

Brooke Rogers has been awarded a Professional Development Mentors Program grant for 2002-03. His proposal includes funds for a digital video camera and an eMac computer with DVD burner. As a part of the grant program, students in one of Rogers' design courses will each keep a personal Video Research Journal documenting instances of design that significantly effect their everyday lives. Research subjects might include architectural design, product packaging or any useful consumer goods. The resulting video presentations will be screened at the end of the spring semester.

Communication and Theatre Arts

On October 29th, students enrolled in *Janet Horne's* class, CMAT 430: Political Communication, attended a broadcast of CNN's "Crossfire" program on the campus of The George Washington University in Washington, DC. Paul Begala and Robert Novak hosted the program that night. The students were very enthusiastic about the experience, with one student commenting that it was "the best field trip since kindergarten when we went to the pumpkin patch!" The field trip was sponsored by PACE and the Department of Communication and Theatre Arts.

Also, earlier in the semester, Drs. *Len Robinson* and *Greg Cashman* of the Department of Political Science made a joint guest appearance in the same course, discussing current issues in foreign policy and how they might affect the recent campaign.

Andrew Sharma's proposal, "Enhancing Student Learning Through Collaborative Artistic Productions" for the Professional Development Mentors Program (02-03) has been funded by the Faculty Development Committee. The project aims to

create more synergy between the Mass Media and Theatre students. It involves developing a new curriculum program component designed as a symbiotic integration of Mass Media and Theatre students in to one cohesive unit.

English

Jim Welsh, Professor of English and Editor of Literature/Film Quarterly co-directed the annual conference of the Literature/Film Association at Dickinson College in Carlisle, Pennsylvania,

16 to 20 October, along with David Kranz of the Dickinson English Department. Besides introducing plenary speaker Christine Whittaker of the BBC Television archives in London (whom he had approached personally about coming to the Dickinson Conference last June), he also presented a paper on the topic of biography and film. Christine Whittaker currently serves as President of the International Assn. for Media and History, which has recently held its international congresses in Berlin and Leipzig, Germany, and, in 1977, at Salisbury University, thanks to Jim Welsh.

Later, in November, Welsh also served as "area chair" for film adaptations at the Film & History League Conference on the American West in Kansas City, Missouri, 7 to 10 November 2002. His paper was entitled "The 'Twilight' Western in the Shadow of Vietnam" and was, of course, a great success. The book exhibit area in the Kansas City Country Club Plaza Marriott featured four books on which Welsh had been involved that were published by Facts On File and its subsidiary, Checkmark Books, this year:

Shakespeare Into Film, The Encyclopedia of Filmmakers, The Encyclopedia of Stanley Kubrick, and the Encyclopedia of Alfred Hitchcock.

Welsh was pleased to be at the Kansas City conference in company with two Salisbury colleagues, *Donald M. Whaley* and

Maarten Pereboom of the History Department. According to Welsh, "Professor Whaley persuaded the Kansas historians to think in new and different ways about Zen fascism



Jim Welsh, flanked by film scholars Don Staples, left, and John O'Connor, founding editor of Film & History, are seated at the American West Conference luncheon in Kansas City in November.

and anarchism in the tradition of the samauri film and the revisionist Western." Editors representing five specialized, academic journals were represented at the conference: Literature/Film Quarterly, Film & History, The Journal of Popular Culture, The Journal of Popular Film and Television, and Wide Angle.

John Wenke published "Melville's Indirection: Billy Budd, The Genetic Text, and 'the deadly space between'" in New Essays on BILLY BUDD, ed. Donald Yannella (Cambridge University Press). This essay details and examines the compositional process by which Herman Melville produced, and left finished at his death, Billy Budd, Sailor (An Inside Narrative); he also published a short story, "The Decomposing Log," in Volume 21 of Words of Wisdom. He has a memoir essay forthcoming from North Dakota Quarterly and short stories forthcoming in Riversedge and Delmarva Quarterly. Wenke was recently a featured guest on "To the Best of our Knowledge," a national syndicated radio show produced by Wisconsin Public Radio. The hour-long

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program explored the life and legend of J. D. Salinger. Other guests included Garrison Keillor and Margaret Salinger.

Wenke is author of J. D. Salinger: A Study of the Short Fiction.

History

Don Whaley presented a paper, "Zen Fascist: The Western Films of John Milius," at the conference of the Film and History League in Kansas City. His article on Oliver Stone has been published in *The Encyclopedia of Great Filmmakers* (Checkmark Books).

Modern Languages and Intercultural Studies

The Department of Modern Languages celebrated National French Week on campus during the first week of November. La Société Française met at Adam's Ribs on November 1st for conversations in French. This is an organization of francophones and francophiles which meets monthly. Dining Services prepared an excellent French dinner on November 5th. On November 7th, SU students who had studied abroad in France shared their memories, souvenirs and scrapbooks with students from the public schools, SU and UMES students. On Monday November 11, *Dr. Wayne Ackerson* of the History Department did a Power Point presentation of his trip to Senegal this past summer. The festivities ended with the viewing of the French film, "La Gloire de Mon Père" on November 12th.

Arlene White recently returned from the Montreal Museum of Fine Arts where she toured the special exhibit on 17th century French art, "Richelieu - Art and Power." White was doing research for her art and civilization course to be taught next year.

During November, students from White's Intermediate French and French Conversation classes spent an entire day speaking French as a class project. Students met at the Philosophy House and spent the day developing their speaking skills through a variety of activities - games, skits, story telling and discussions. International students, Laurent Gallois, Sylvain Barrain and Thierry Latere, joined the groups for lunch.

Music

See inside articles on the Wind Ensemble and other upcoming performances

Philosophy

Richard England of the Bellevance Honors Program graciously accepted the invitation of the student Philosophical Society to be the featured guest at the annual Fall Cookie Colloquium. His presentation, which occurred on the afternoon of November 14th, was attended by more than 80 students and faculty members. Dr. England's remarks addressed the moral and political issues raised by genetic engineering, as it currently is being practiced in agriculture.

Joshua Gottwalt (Philosophy, '02) just notified the department that he has been accepted into the graduate program in Philosophy at St. John's College in Annapolis. Dr. Chris Diehm (Philosophy, '95) reports that he received a fellowship this Fall to lead a seminar on Environmental Philosophy at PACE University in New York.

Jerome Miller, currently the chair of the University System of Maryland Faculty Diversity Network, took part in organizing a conference on "Teaching Diversity/Thinking Diversity" in October at Towson University. About 125 faculty members from throughout the system attended, as well as the new chancellor, Dr. Kirwan, who spoke at the luncheon. As part of the conference program, Dr. Miller gave a presentation on "Teaching African American Philosophy: An Exercise in Self-Consciousness."

Political Science

No Political Science news? Contact Michael O'Loughlin to read all about it in our next issue!

Psychology

Bob Graff attended the Peace and Security Conference in Brussels, Belgium (Sept). His contributions focused on the the psychological impact of terrorism

Natalie W. Hopson was the honorary inductee and guest speaker at the 25th Salisbury University Phi Eta Sigma in-

duction on November 3. Phi Eta Sigma is the national honor society for outstanding first year students. The student inductees selected Dr. Hopson as the outstanding teacher of first year students.

Marcy Losonczy presented a poster entitled: "Are Discrete Emotions Differentiated by Latency and/or Intensity of Expression?" at the conference entitled *Emotions Inside Out: 130 Years After Darwin's The Expression of the Emotions in Man and Animals* sponsored by the New York Academy of Sciences at Rockefeller University in New York City on November 16, 2002.

Rayburn, C. A. & Osman, S. L. (2002, July). Spirituality, morality, life choices, and peacefulness in north american women. Paper presented at *the Annual Convention of the International Council of Psychologists*, Manila, The Philippines.

Chesapeake Quilting owner *Debra L. Truitt*, of the Psychology Department provided two special homemade quilts for the Algonquin program at SU. The Algonquin quilt was part of a fund raising effort that raised \$850.00 at auction. A second quilt was topped and stretched by Debra and the Psychology Department, with a special thanks going to *Natalie Hopson* and *Gene White*. This quilt was presented to Dr. Thompson, History Department for the NABB Research Center. It will be used as tactile learning experiences while developing a quilted historical collection. Blocks and patterns for the quilt will be a community effort and will remain with the center in perpetuity.

George Whitehead attended an Atlantic and South Cluster Commissioner Development Conference in Washington, DC. He served on the planning committee for the conference. Speakers included Leslie Lenkowsky, CEO, Corporation for National and Community Service, and Rosie Mauck, Director of AmeriCorps.

Sociology

No Sociology news? Contact Charles Cipolla to read all about it in our next issue!

The Practical Path, Too, Can Be High-Minded

By Richard M. Freeland (president of Northeastern University)
[Copyright 2000 by [The Chronicle of Higher Education](#), from the issue dated September 15, 2000]

Last year, the American Academy of Arts and Sciences devoted an edition of its journal, *Daedalus*, to an exploration of the challenges faced by liberal-arts colleges. The topic appears to have hit a nerve; the journal sold out of its 19,000-copy run. Central among the challenges discussed was what one contributor called "the pressure of purpose" that such colleges face as more and more students see undergraduate education primarily as a chance to prepare for lucrative careers rather than to develop a philosophy of life.

In an article summarizing the *Daedalus* issue, *The New York Times* stated the problem sharply: Should liberal-arts colleges "shift their focus from ... [an] education-for-its-own-sake approach to a more down to earth, job-oriented curriculum ...?" Colleges were being forced to choose, according to the *Times*, between the "high-minded route" and "the practical path."

The idea that preparing students for the world of work is not only different from nurturing the life of the mind, but intrinsically unworthy, has a long history within elite academic circles. I remember my surprise when I first encountered that notion as an undergraduate at one of the nation's top liberal-arts colleges during the 1960's. Although my reasons for attending that college were at best poorly formulated at the time, I would certainly have put preparing myself for adult employment high on the list.

I quickly realized, however, that such priorities were more likely to be ridiculed than respected by the professors in the rarefied world I had entered. I learned to keep such thoughts to myself. Over time, I came to share the fashionable undergraduate contempt for the bourgeois world of working, and of earning to support a decent standard of living.

In recent years, the historic tension

between the values of liberal education and the world of work has taken on an even greater prominence in academic discourse, as the idea has taken hold among educators that today's youth are more materialistic, less idealistic, and more self-interested than their predecessors. How often do we open the pages of one of our academic trade magazines, or scan an op-ed by a college president in the daily newspapers, to encounter some variation on the theme of the *Daedalus* issue?

The line of discussion varies. Sometimes the writer is patronizing, pointing out that a liberal education really is the best way to prepare for practical work. Sometimes the tone is moralistic, condemning as shallow the careerism of the young. But the central message tends to remain the same: The best and highest form of education is the liberal arts and sciences in the form they have traditionally been offered, and those who question that precept are either uninformed or misguided.

I believe that the endless rehashing of those tired arguments reveals a serious failure of imagination on the part of academics and an abrogation of our responsibilities to students. It is time to listen to young people about their job concerns rather than to lecture them. We should stop denigrating their entirely sensible yearning to find their places in the non-academic world and to prepare themselves for adult responsibilities.

At a time when 60 percent of young Americans attend college, we should recognize that curricular models created when higher education was reserved for social and economic elites need to be rethought. We should move beyond the shopworn opposition of liberal and professional education and seek ways to nurture in our students both the impulse to grow intellectually and the desire to prepare for the practical and material challenges of adulthood. It is time for academe to recognize that occupations apart from primarily intellectual pursuits can be, and are for many people, a rich source of meaning in their lives.

A critical first step in rethinking traditional academic views of work is to recognize the externalities that today's students face. They understand, perhaps in a way that their elders do not, that a college education has become an indispensable precondition of economic opportunity. That is a relatively new phenomenon in American culture. It was not true when

my parents were growing up in the 1920's and 30's, and it was not true for me to anything like the degree it is for students today.

Contemporary students also see a far-less-settled, far-less-secure world than did I at their age. The United States may dominate the globe economically, but many young people have seen one or both of their parents restructured or downsized out of jobs. They know in their bones that economic life is unpredictable and dangerous. Should we really be surprised, against that background, that many students come to college eager to arm themselves for survival in an uncertain professional world? And what right do we have, given the realities they confront, to declare that impulse base?

Our goal must always be to empower students to lead the fullest and most rewarding lives they can. The high value we claim for liberal education derives directly from these fundamental purposes: that we free the mind from bias, that we cultivate rigorous thought, that we teach not only tolerance of difference but appreciation of diversity, and that we give our students the tools they need for a lifetime of intellectual adventure and social contribution. Let us affirm those purposes, but let us recognize that necessary to them is a student's economic independence. That's the first condition of personal freedom and therefore must be a fundamental goal of liberal education.

But the discussion must cut deeper than an acknowledgment that today's students face a different world than did their parents and grandparents, or that personal freedom requires economic independence. We need to confront an apparent bias among academics against the practical world as somehow less full of meaning and creative possibility than academic life. Writes the *Daedalus* essayist: "Call it vocationalism, credentialism, or even dollarizing -- students and their families have defined undergraduate education in starkly utilitarian terms. Young people do not go to college to become fuller persons, better citizens or more lively intellects. In postwar America, college education is justified by the additional lifetime income it will produce."

Why must we assume that to be concerned with preparing for the world of work is to lack interest in becoming

"fuller persons, better citizens, or more lively intellects?" The practical and the cerebral are not in opposition, at least they needn't be. For most of us, the workplace is much more than a place to make a living. It is often at work that our lives take on value beyond ourselves and our families, where we are able to make a broader contribution to society. It is also the place where intellectual ideas are honed for, and through, their application.

Instead of disparaging students' interest in their careers, we should help them see how the work they do can be an arena for personal growth, intellectual adventure, social purpose, and moral development. We should help students see how the values of intellectual honesty, personal integrity, and tolerance can strengthen the institutions in which they will work.

We should help students build bridges between the intellectual concerns they encounter in our courses of philosophy, literature, and history and the decisions they will have to make as business people, lawyers, or government officials. We should, in the end, celebrate their determination to find a niche in the turbulent and competitive contemporary economy.

We may romanticize the days when graduates could focus on a calling and not worry about an income. But it would be more realistic, and certainly more helpful, to awaken students to the callings they can find within their work.

Ángel Exhibit Opens

The Office of Cultural Affairs and Museum Programs presents "Félix Ángel: Selected Works 1991-2002" until Monday, December 16, in the Fulton Hall Gallery. Born in Medellín, Columbia, Ángel settled in the United States in 1977. His paintings, drawings, engravings, prints, murals and collages have earned international accolades for nearly three decades. The exhibit, part of SU's fall Latin-American Culture Series, is free and open to the public. Fulton Hall Gallery hours are Tuesdays-Fridays, 10 a.m.-5 p.m. and Saturday-Sunday, noon-4 p.m. For more information call 410-548-2547.

Pi Gamma Mu's Fall Initiation



Maryland Gamma, Salisbury University's chapter of Pi Gamma Mu, the International Honor Society in the Social Sciences, recently held its 2002 fall initiation and inducted fifty-five (55) new members. In a candlelight service held in the Bistro of the Commons, the inductees were welcomed into the society by Dr. Clara Small, the Chancellor of the North Eastern Region and a member of the Board of Trustees, by Dr. Timothy O'Rourke, Dean of the Fulton School of Liberal Arts, and Dr. Maarten Pereboom, Chairman of the History Department.

The initiates were: Christopher Jerome Abraham, Lauren Beth Abrahamsen, Ashley Mariel Altman, James Robert Back, Corey James Ballard, Jennifer Marie Banham, Kevin E. Birch, Stacy Lorraine Blanchard, Tiffany Beth Brusino, Jesse Micheal Brushe, Catherine Patricia Chatfield, Pamela Knox Collins, Ryan Charles Cox, Laura Beth Cundiff, Brndan John Dawson, Jonelle Lynn Desormeau, James John Dragos, Andrew Clayton Ecton, Kathryn Elizabeth Elmore, Dean J. Fafoutis, Rebekah Lynn Fitch, Eric Conrad Gemmer, Stacy Ann Godfrey, Jennie Elizabeth Gouker, Jamie Leigh Hackett, Richard Samuel Hostetter, Charles Timothy Howard, Haley Regina Hurson, Sarah Elyse Israel, Crisman Peter Jespersen, Kristen Nicole John, Katherine Anne Kinsey, Jennifer Naomi Koester, Rachel Anne Laurie, Creston S. Long III, Geoffrey Edward McCool, Lawrence McDonald, Gary Shane McGill, Erin Anne McKenzie, Kathryn Rose Morrison, Jeremiah Lee Mowen, Lesley Elizabeth O'Brien, Joseph Wilmoth Parsons, Susan Marie Quade, Zachary W. Richards, Katie Melissa Ross, Marilyn Ann Schneider, Sarah Christine Sprague, Aubrey Lynn Tarrant, Melissa Taylor, Matthew Thomas-Claude Thompson, Marie Suzanne Toussaint, James Wingfield Walker II, Jennifer Lynne Ward, and Michelle Marie Weiler.

Membership in the society is confined

to juniors, seniors, graduate students, faculty and administrators, who have had at least 20 semester hours of social science with an average grade of not less than "B" or 85 percent. The twenty semester hours are in the five core disciplines of history, political science, sociology, economics and international relations. The original list has been expanded to include criminal justice, social psychology, social philosophy, the history of education, and human geography. In addition, an eligible student should be in the top 35 percent of the class.

The officers for the 2002-2003 academic year are: President, Ryan Cox; Vice President, Cynthia Marrufo; Secretary, Stacy Godfrey; and Treasurer, Dr. Clara Small. The advisors for the chapter are Drs. Richard Bowler, Michael Lewis, Melanie Perreault and Clara L. Small.

Ecuador Program In Its Eighth Year



Gerry St. Martin, Professor of Modern Languages and Director

of our Winter Term study abroad program in Cuenca, Ecuador, has nineteen students signed up for courses ranging in levels from third semester Spanish language to advanced study of the Hispanic Short Story. Several of the students will be taking a course leading to TEFL (Teaching English as a Foreign Language) certification. All courses will be offered at the Centro de Estudios Interamericanos in Cuenca in January 2003. The planning for this year's effort began in early May.

Dr. Doug Ball from the Siedel School of Professional Studies will also be in Cuenca with the group to lay the ground work for internships and other Education Department related experiences for students in Cuenca in the coming years. We hope to be able to offer a Photography course in Cuenca next year as well.

Faculty from any discipline interested in teaching a course appropriate to Cuenca in 2004 should contact Gerry now so that advanced planning may begin.

Wind Ensemble Performance

On December 10, 2002 the Salisbury University Wind Ensemble will perform at 7:30 p.m. on the stage of Holloway Hall. The performance is free and open to the general public. Guest artist includes soprano, Ms. Beth Holder, a graduate of Salisbury University who received her Bachelor of Science degree with honors in physical education with a focus in the exercise science field. Ms. Holder also minored in music performance while at Salisbury University. She has studied voice with Kathleen Turner-Barlow and Dr. Sandra Jarrett. While on campus, Ms. Holder performed as a member of the Chamber Choir and the University Chorale. She was a member of Mu Phi Epsilon, the international professional music fraternity. Ms. Holder was also recognized on the national Dean's List. She performs as a soloist for the Easton Choral Arts Society and performs in numerous recitals and performances throughout the Eastern Shore area. Ms. Holder will perform Four Maryland Songs for soprano and wind ensemble written by composer, Jack Stamp in 2001.

The Salisbury University Wind Ensemble will also premiere the 2002 Ballerbach consortium commission entitled, *Pater Noster*, written by composer, John Franzen. The composition was composed in response to the tragedy of September 11, 2000 and is based upon the Gregorian chant, "Our Father." John Franzen currently teaches music in the public schools in the Severna Park area of Maryland.

The Salisbury University Wind Ensemble is under the direction of Dr. Richard L. Johnson, professor of music, director of instrumental music and chair to the Department of Music. Dr. Johnson teaches courses in undergraduate and graduate conducting, orchestration and arranging, instrumental methods, and music education. Dr. Johnson has appeared internationally conducting works by the Hedwig Van Ameringen Rome Prize Fellow David Rakowski at the American Academy in Rome, Italy. He also lectured at the Ferenc

Liszt Academy in Budapest, Hungary at the invitation of Liszt Academy conductor, Lazlo Marosi. Dr. Johnson is well known in the central Atlantic states as a conductor of contemporary wind music. World premiere performances include a chamber version of *Act II Scene III* of Peter Westergaard's opera **The Tempest**, James Syler's *O Magnum Mysterium* for solo soprano and wind ensemble, Beth Wiemann's *The Shortness of All the Notes* for ten winds and tape and *Pater Noster* by John Frantzen.

Dr. Johnson holds advanced degrees in performance and music education from the University of Illinois at Urbana/Champaign and Michigan State University at East Lansing.

Brian Balmages is an active performer, arranger, and composer. He received his bachelor's degree in music from James Madison University and a master's degree from the University of Miami (FL). Mr. Balmages' works have been performed internationally at conferences such as the Midwest Band and Orchestra Clinic, the Southeastern Tuba-Euphonium Conference, the International Trombone Festival, and the International Trumpet Guild Conference. He is currently composer-in-residence for the Mid-Atlantic Wind Conductors Conference and Skyline Brass Music Festival.

An accomplished trumpet player, Mr. Balmages performs with the Miami Symphony Orchestra, Florida Chamber Orchestra, and the Skyline Brass. He has performed at Walt Disney World and the Henry Mancini Institute in Los Angeles, and is currently an active performer in the Miami area.

Balmages describes his incentive for writing *Winter Dances*, "winter is a time of year that can provide lasting memories, such as joy, anger, grief, and excitement. From the first hard snow of the new year to a leisurely walk through a snow-covered forest, *Winter Dances* depicts the spirit of this powerful season." The work, as a none-commissioned piece, was published in 2001.

Johann Sebastian Bach first used this chorale, *Schmücke Dich, O Liebe Seele*, in 1724 when Bach began the

Leipzig tradition of writing chorale cantatas. The melody itself is by Johann Franck, and dates from 1649. Bach wrote Cantata No. 180 of this name during 1740 in the traditional manner keeping the chorale melody intact in the first and last stanza. Bach wrote an elaborate contrapuntal setting for the opening chorus, with the chorale tune sung by the sopranos, and concluded the cantata straight homophonic chorale to close the cantata. The remaining stanzas of the chorale were transformed into solos, duets, etc. for the intervening movements of the cantata.

The chorale also appears as #22 in the 371 Bach-Riemen-schneider collection of harmonized chorales. It is also worth noting that although the chorale appears in Bach's Cantata #180 of the same name in the key of F-Major, it is transposed to E-Flat Major in the "371" collection. Alfred Reed's setting remains in the key of the version published in the collection of harmonized chorales. Johannes Brahms also used the chorale melody in the nineteenth century as the basis of his fifth of eleven chorale preludes for organ that Brahms wrote shortly before his death in 1897. This collection of chorale preludes was published in 1902, five years after his death, as his Opus 122. Alfred Reed's contemporary (1990) setting of this chorale is described as "a quiet, contemplative, almost dreamy mood." The extensive imitation is carefully observed in a manner almost as if based upon improvisation techniques utilized by organists when performing other Bach chorale preludes. Far from the monumental storms and passions of other examples of this genre, wherein, as one writer once exclaimed, "Bach seems to be storming the gates of heaven and demanding to be let in," gracefulness and dignity dominates the mood of one of Bach's most serene chorale settings.

Four Maryland Songs was commissioned by the University of Maryland chapters of Kappa Kappa Psi and Tau Beta Sigma (the honorary band service fraternity and sorority). The commission honors the Director of Bands, John Wakefield's thirty years

on the College Park campus. The composer wrote the work based upon poetry about Maryland found in the collection *Maryland in Prose and Poetry*. J.P. Gelletly writes the poem, "At the Edge of the Choptank River". Gelletly brings religious symbolism into the text. "A Maryland Road," written by W. C. Thurston is pastoral and reminiscent of the music of Aaron Copland. "On the Chesapeake Shores: A Fisherman's Sonnet," written by Albert Dawling, takes a humorous look at the 'afterlife with and without fishing. "The Sirens of Seventy-Six" by Rev. John N. McJuton reflects upon the forefathers and their strife for independence. Between McJuton's verses, composer Jack Stamp intertwines a quote from "Maryland, My Maryland."

Dr. Jack Stamp is Professor of Music and Conductor of Bands at Indiana University of Pennsylvania where he conducts the Wind Ensemble, Symphony Band, and teaches courses in undergraduate and graduate conducting. Dr. Stamp received his Bachelor of Science in Music Education degree from IUP, a Master's in Percussion Performance from East Carolina Uni-

versity, and a Doctor of Musical Arts Degree in Conducting from Michigan State University where he studied with Eugene Corporon. Dr. Stamp's primary composition teachers have been Robert Washburn and Fisher Tull, though he was strongly influenced by his music theory teachers at Indiana University of Pennsylvania and East Carolina. Recent studies include work with noted American composers David Diamond, Joan Tower and Richard Danielpour.



Department of Music performance

New Student Experience Proposals

Would you like to help a new student succeed at Salisbury University? Do you feel that retention of our students is paramount to the future success of the University? Did you know that bonding with faculty and staff is an essential part of a new student's academic, social and personal success at SU during their first semester? Then become a part of the SU success story.

The Office of New Student Experience is seeking faculty and full-time exempt staff to develop New Student Experience seminars for our new student population for the fall 2003 semester. Tie the curriculum of the NSE seminars to a major or a minor. If you have a passion for a particular service-oriented program, turn that passion into a NSE seminar that will benefit you, our students and the community.

If you are interested in pursuing this call-for-proposals, contact Lawanda Dockins-Gordy, director, Office of New Student Experience, Guerrieri University Center Room 222, to schedule an appointment at 410-543-6100 or ldgordy@salisbury.edu.

Dec. 10	7:30 p.m.	S.U. Wind Ensemble Concert Performance	Holloway Hall
Dec. 11, 12 & 13	8:00 p.m.	Musical Theatre Production "Broadway's Bombs & Best Kept"	Black Box Theatre Fulton Hall
Dec. 14	8:00 p.m.	Salisbury Symphony Orchestra	Holloway Hall

Take a break and be entertained!

“Voices of Adoption” Premiered in November

Dennis Leoutsakas and Ann Wilmer of the Communication and Theatre Arts Department hosted Salisbury University's first-ever Voices of Adoption event, Monday, November 25 at 8 p.m. in the Fire-side Lounge of Guerrieri University Center.

In addition to Leoutsakas and Wilmer, presenters included G. William Troxler, Ph.D., president of Capitol College in Laurel, MD, who discovered he was adopted at age 46. Other adoptees presenting were SU senior, Kelly Hager, and Kristin Glassman, of Georgetown, DE. Elaine Harrington, a birth mother who lives in Salisbury, also shared her story with those who attended.

"Voices of Adoption" was developed by the CMAT professors to help other triad members - adoptees, birth parents and adoptive parents- find connections with one another.

Leoutsakas, who grew up in foster care, said he hopes to create "a home base for people to go, to feel comfortable in talking of adoption experiences." Hearing and telling our stories will help others realize they are not alone, he said.

Wilmer, who is an adoptee, said the event was scheduled to coincide with Nation Adoption Awareness Month.

News from Career Services

Salisbury University is a member of the "Selective Liberal Arts Colleges," a group of nine schools from Maryland and Virginia. We have developed an opportunity for students to visit a number of potential employers to explore job and internship possibilities and to learn more about the organization. The organizations include:

- Datatel, Inc.-Fairfax, VA
- MedImmune-Frederick, MD
- Weber Shandwick-Baltimore, MD
- Circuit City-Richmond, VA
- Hyatt Regency-Cambridge, MD
- Chesapeake Bay Maritime Museum, St. Michaels, MD

To learn the particulars of the site visits click on:

<http://www.salisbury.edu/careerservices/slac/default.htm>

Additionally, through the "Eastern Association of Colleges and Employers," our students are afforded other opportunities to register for site visits to Hershey, Cendant Mortgage, WITF, Bloomberg, NSA, The Philadelphia Zoo, Museum of Science, National Science Foundation, Chubb Group of Insurance Companies, Cherry Lane Music, Infinity Broadcasting, Comcast, and RF Binder Partners. There will be a special presentation on "Liberal Arts Power: Liberal Arts Internship and Job Search Made Simple, Not Necessarily Easy". For more information go to:

<http://www.eace.org/networks/liberalarts/SiteVisits.htm>

Thanks to the *Exchange* Representatives

Art	Ursula Ehrhardt
Communication & Theatre Arts	Jody Morrison
English	Connie Richards
History	Richard Bowler
Modern Languages & Intercultural Studies	Arlene White
Music	Karen Noble
Philosophy	James Hatley
Political Science	Michael O'Loughlin
Psychology	Alfred Witkofsky
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**Special thanks to Duplication Services for their cooperative efforts on each and every issue.*

Submit to Literary Magazine

SU's literary magazine, the Mid-Atlantic Review, is accepting submissions for spring 2003 publication. Submissions may be hand delivered to the Mid-Atlantic Review's mailbox in the English Department, Holloway Hall Room 339, or you may send it to MAR c/o English Department. Eligible submissions include fiction pieces, poetry, creative nonfiction, as well as black and white artwork or photographs. Please send only proofread, typewritten manuscripts. Include cover letter with name, local address, e-mail address and phone. Deadline for submissions is Sunday, December 15. Any questions may be directed to Monica Shores, mss5781@salisbury.students.edu.



*See you
next semester!*