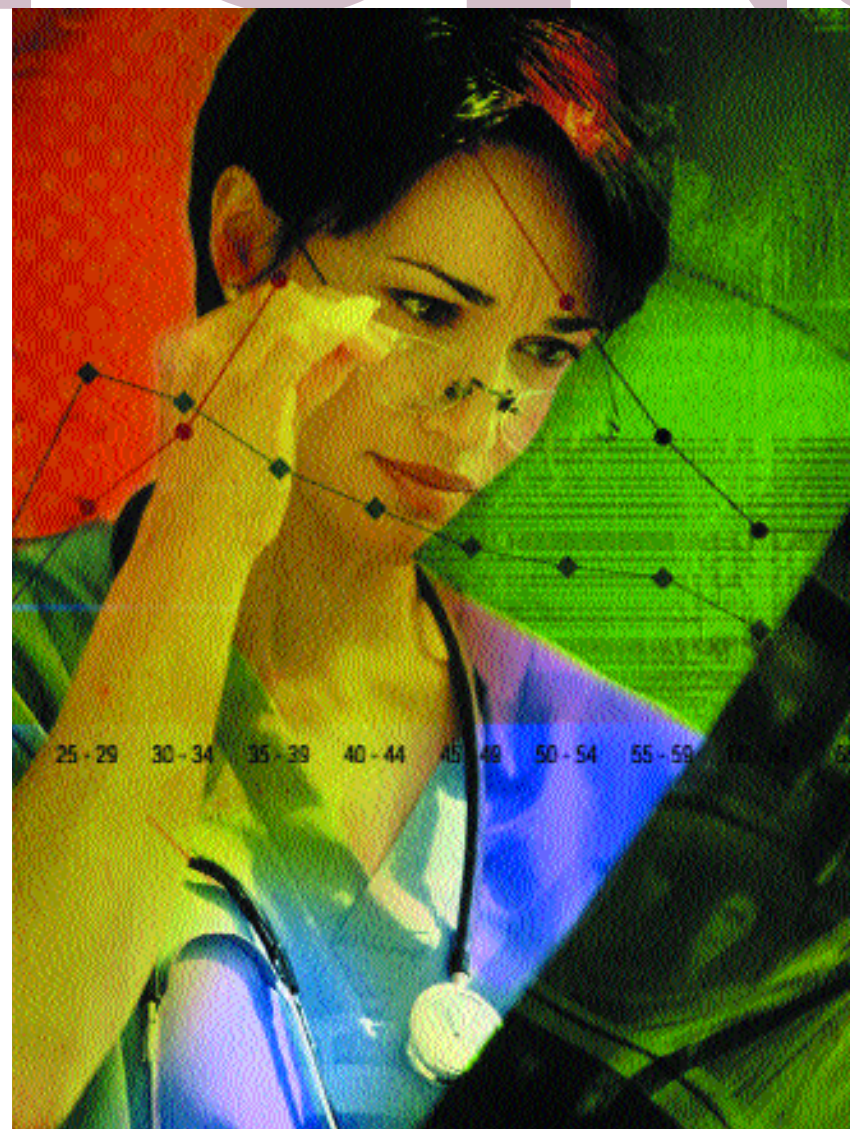


THE COLLEGE OF NEW JERSEY

M A G A Z I N E

TCNJ



The Nursing Shortage
Family Values: Love Knows No Boundaries
Beyond the Viewbook
Telescopes and TV Scripts: Students at Work

VOLUME SIX . NUMBER ONE . AUTUMN 2001

FROM THE PRESIDENT'S DESK

B E G I N N I N G T O H E A L

WE WILL BE

JUDGED AS

A GREAT

PEOPLE

IN HOW WE

UNDERSTAND

THIS HISTORY

AND HOW

WE ACT AS

A NATION .

Just as this magazine was going to press, the September 11 terror attacks shocked the nation and our campus community. On behalf of the entire TCNJ community, I offer my condolences to those of you who experienced this national tragedy on the most personal of levels.

Two weeks have not yet passed, and we continue to struggle together as a community to understand these events, to provide support to those in greatest need and to one another, and to return to some semblance of normalcy. I know that we will be able to regain our equilibrium and, over time, we will heal, for we are a strong nation and a strong community.

I was very proud of how The College responded in the face of the attacks. On September 11, our Student Government Association, supported by the administration, held a gathering on the lawn in front of Paul Loser Hall at 3:30 P.M., attracting perhaps 1,000 students, faculty, and staff. Student life staff and campus ministries provided places for groups to gather and support one another and counseling for those who sought help. In support of President Bush's call for a national day of prayer on Friday, September 14, The College held a memorial service at noon in Kendall Hall, with overflow crowds watching the Washington, D.C., memorial service in Brower Student Center.

Students have collected several thousand dollars for relief efforts; three blood drives were held; campus life staff collected food clothing and donations; athletic teams collected donations at each of their games and organized a 5K run/walk to raise money for relief efforts; and care bags were prepared and delivered to relief workers in Liberty State Park.

Surely our national landscape has changed forever, both figuratively and literally. In years to come, we Americans will come to understand our history as before September 11, 2001, and after September 11, 2001.

The horrific events of that Tuesday exist as images and stories that speak to the depth of depravity and to the height of heroism. They also exist in personal realities of pain, anger, and fear as well as in an historical complexity that we are obligated to learn, to appreciate, and to memorialize. We must not, we cannot, simplify what cannot be simplified.

But one truth remains—that in the face of the enormity of these events, we must reach out to all suffering in the pain of the moment and resist foolish, dangerous, wicked stereotyping. We will be judged as a great people in how we understand this history and how we act as a nation. While I know much will be expected of us as a nation and as a college community, I am confident that we will continue to respond with compassion and wisdom.

Most sincerely,

R. Barbara Gitenstein

R. Barbara Gitenstein
President

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on the cover:
Nurses provide most of the
health care in America, but
a serious shortage looms.
See page 4.



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Foundation honors three

The College of New Jersey Foundation in April honored a local corporation and two longtime volunteers for their service to the institution. The awards were announced at a "Spring Gala" event designed to reflect the theme of "Continuing the Tradition of Excellence" by recognizing outstanding service to The College and the community. The honorees are:

- Janssen Pharmaceutica, a subsidiary of Johnson & Johnson located in nearby Hopewell Township. The company long has been a large recruiter of TCNJ students and enjoys an international reputation as an innovative company with superior community and employee relations. It was named "Corporation of the Year," an honor accepted by company President David Y. Norton.
- James Shissias, a member and former board chairman of the TCNJ Foundation, which raises and manages private funds for The College. For more than a decade he has been closely involved with such projects as the fall TCNJ Golf and Tennis Classic. He was honored as "Citizen of the Year."
- Robert A. Gladstone, who recently completed a term as chairman of the TCNJ Board of Trustees, and who remains a member of both the board and the TCNJ Foundation. Gladstone, a partner in the law firm of Drinker Biddle & Shanley, was named "Presidential Honoree of the Year."

Some 200 guests attended the reception and dinner at the Trenton Country Club. The Foundation board expects to host the event annually. College President R. Barbara Gitenstein, Foundation Chair Susanne Svizeny '79, and State Senator Peter Inverso shared in the presentations, and each of the honorees spoke briefly. An excerpt from Gladstone's remarks may be found on the back cover of this issue.

Honorees at the 2001 Spring Gala were (from left): David Y. Norton, president of Janssen Pharmaceutica; James Shissias, and Robert A. Gladstone.



Looking back and saying thanks

Fourteen of New Jersey's best high school teachers last spring won some unexpected recognition, thanks to students they had taught who now attend TCNJ.

A year ago, entering freshmen were asked to identify a high school teacher who not only was an excellent educator, but also had made an important impact on their lives. The newly enrolled students nominated 65 teachers, who then were subjected to interviews and other forms of appraisal.

Cristin Campbell, coordinator of processing and off-campus recruitment, managed what is expected to be an annual event and said it was designed to honor a group of professionals whose work often is taken for granted. In May, College President R. Barbara Gitenstein held a special reception at her Pennington residence where she presented each of the 14 with an engraved paperweight. The honorees are:

Sister Mary Ann Betiska, Immaculata High School; Gail Cerelli, Ramapo High School; David DeStefano, Williamstown High School; Vincent Farinaccio, St. Augustine Preparatory School; Salim Fayad, Red Bank Catholic High School; Pamela Hyatt, Toms River High School North; John Graf, Pequannock Township High School; Joan Iervese, Susan E. Wagner High School; Robert Johnson, West Morris Central High School; Lynn Lubrecht, Morris Knolls High School; Joan Mechura, Ocean Township High School; Gale Motaski, Passaic High School; Mary Perrotta, Nutley High School; and Larry Silano, Wayne Valley High School.

Academic changes afoot

During the past year, the Office of Academic Affairs, faculty, and students have been involved in an intense study and restructuring of the academic program that is designed to improve both teaching and learning at The College. Much of the fall semester has been devoted to obtaining faculty, student, and administration contributions to the changes, which are expected to:

- Reduce from four to three the number of classes most faculty members must teach;
- Reduce the number of course units students must complete for graduation from the present 40-42 to 32-34; and

- Improve the quality of the educational experience by making courses more rigorous and rich, with more independent study, collaborative research, and internship experiences.

For students who express frustration with The College's extensive general education requirements, likely changes in that area are expected to produce some relief.

Faculty discussions last spring generated a variety of concerns, many linked to assuring a reasonable, but flexible, balance between a professor's classroom teaching, independent scholarship, and community involvement. By June, however, the vast majority had agreed to proceed during the fall with a detailed analysis of how best to achieve the new goals. Assuming no insurmountable problems, Provost Stephen R. Briggs, who also is vice president for academic affairs, plans to announce the new system of faculty and student work by January 1, along with a timetable for implementing the many changes, probably over 18 months.

According to Briggs, similar systems characterized by fewer student course requirements and reduced faculty teaching loads already are in place at such institutions as Swarthmore, Amherst, Williams, Duke, Princeton, and Bucknell.

Commons takes a new name

After nine years, the building known as Community Commons has been renamed Harold W. Eickhoff Hall in recognition of Eickhoff's 19 years of service as TCNJ president.

Board of Trustees Chairman Walter Chambers said the trustees found it fitting to name a student-centered building for Eickhoff in view of his long and full commitment to student development. Opened in 1992, the centrally located structure combines residences for 215 students, an 800-seat, sky-lit dining area; a health center; psychological services; and offices for students with disabilities.



Acting Governor Donald DiFrancesco was on campus August 15, to kick off a statewide student safety program sponsored by Prudential Financial. While here he modeled a TCNJ cap.

In addition, the building is the site of The 1855 Room, formerly 31 South, an upscale restaurant open to the campus community and general public.

As president from 1980 to 1998, Eickhoff directed and oversaw substantial changes in the design of the campus, curriculum, and mission of The College. During his years, the national reputation of the institution rose unmistakably. Today he serves as a distinguished professor of humanities, teaching courses within the First-Year Experience Program.

Another good admissions year

Although the figures were still preliminary, the Office of Admissions looked back during the summer on its recruiting of the sesquicentennial Class of 2005 with pride. A key number—the percentage of accepted candidates who actually enroll—rose this year into the low 40s, meaning that more of the students we were anxious to have at TCNJ decided they wanted to be here rather than elsewhere. The net result will be a first-year class slightly larger than the 1,207 who started out as the Class of 2004.

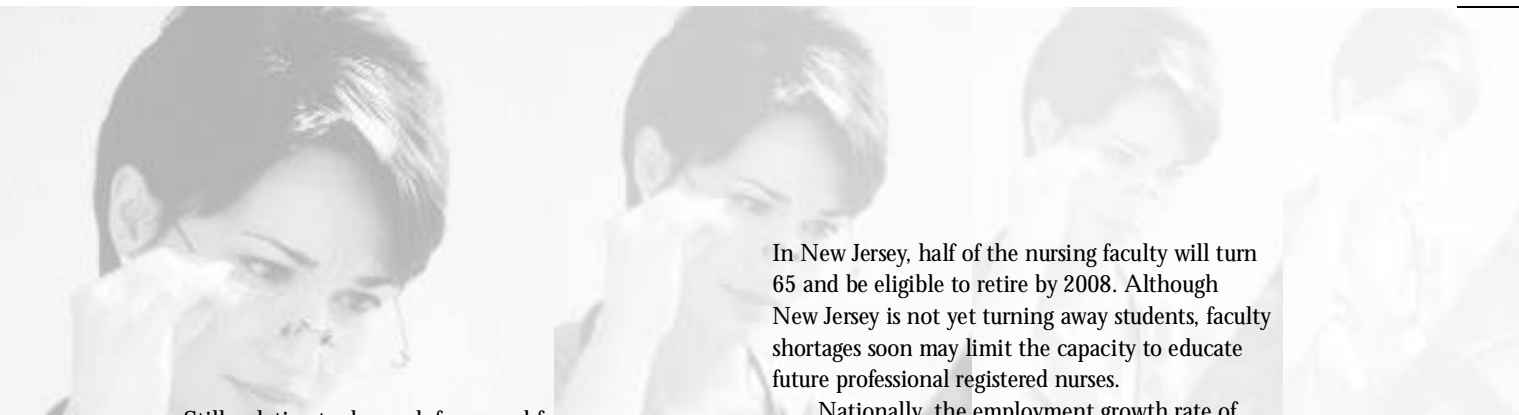
Lisa Angeloni, director of admissions, said The College's strengths as an institution "continue to attract some of the finest undergraduate applicants in the region, not only fine young scholars, but students who represent the best across the board, both academically and co-curricularly."

Among the entering class this fall are 420 students classed as Outstanding Student Scholars, who qualified for merit-based scholarship aid totaling more than \$2 million per year. Of these, 61 will receive support for full tuition, fees, room, and board. Also admitted were 66 National Merit Scholars, some of whom are included in the 420 scholarship recipients. The average SAT score of the accepted class was 1250, up from 1240 last year. On average, the students ranked in the top 10 percent of their high school classes.

The Class of 2005 also consists of many students who were involved outside the classroom. Many in the class were Eagle Scouts, Girl Scouts, National Honor Society and Habitat for Humanity members, class presidents, all-state or all-conference athletes, and served with the New Jersey Junior Philharmonic, International Exchange, Governor's School, Junior ROTC, and many others.



Readers interested in having a prospective student sent admissions information are asked to contact the Admissions Office at 609/771-2131, or www.tcnj.edu.



Still, relative to demand, fewer and fewer nurses are entering the workforce. In 1995, 96,610 people took state nursing board licensing exams, according to the American Association of Colleges of Nursing. Last year, 71,475 did, a decline of 26 percent. Moreover,

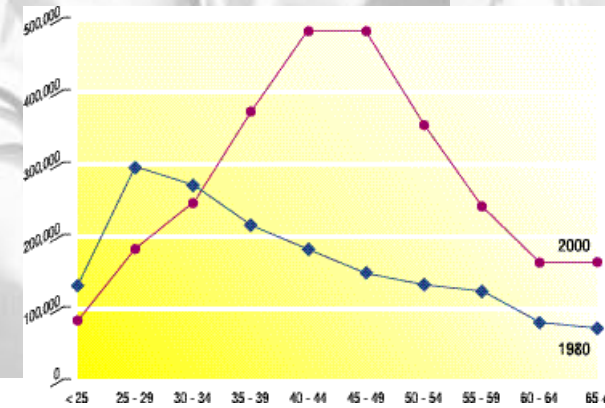


Table 1: Age Distribution of Nurses
Source: U.S. Health Resources Administration, 2001.

there is an inadequate supply of baccalaureate-prepared nurses (BSNs) and others with training and skills needed in the critical care, operating room, labor and delivery, neonatal intensive care, and emergency departments.

Reasons for this growing shortage of high-calibre talent include expanding career opportunities for women, the failure to attract more men into nursing, and a persistent image of nurses as having subordinate roles in health care. Other causes involve bright students who are being guided away from nursing because it is not seen as intellectually challenging, and hospital-based nurses who are so dissatisfied with their work environment that they are working outside of hospitals or leaving nursing entirely.

Shortages of nurse educators and managers also are being reported. American Association of Colleges of Nursing survey data for 2000–2001 show the mean ages of full-time, doctorally prepared nursing faculty at the assistant, associate, and full professor ranks are 50, 53.2, and 55 years respectively. Some states report turning away students due to faculty shortages.

In New Jersey, half of the nursing faculty will turn 65 and be eligible to retire by 2008. Although New Jersey is not yet turning away students, faculty shortages soon may limit the capacity to educate future professional registered nurses.

Nationally, the employment growth rate of RNs through 2008 is projected to be above the all-occupations' average (21.7 percent and 14.4 percent, respectively). Nursing also is expected to add the most new jobs over the 10-year period (450,864, or 2.2 percent, of total job growth). Several sources using different methodologies have published supply and demand projections for RNs. In general, they predict national shortfalls of 13 percent to over 20 percent by 2020. The New Jersey Colleagues in Caring project, headed by Geri Dickson from Rutgers College of Nursing, projects the demand for registered nurses in New Jersey in 2006 at 74,550 and a supply of only 60,600, an 18 percent shortfall. By 2020, the projected shortfall is 30 percent, or 24,100 RNs.

Nursing shortages are not new, but this one is both quantitatively and qualitatively different from past shortages. The shortages primarily affect hospitals since that is where most RNs work. Historically, hospital nurse shortages were due largely to low wages and/or increased demand for services. The pool of available nurses was adequate, so higher pay brought more nurses from the labor pool back to work or encouraged them to work longer hours. Unless we act promptly, the nursing labor pool itself will be drying up in the near future. There will be few RNs available to attract with higher pay. Many will be retiring. Job prospects outside hospitals will be more appealing. Finally, the march of technology will lead to more complex patient care situations, requiring smarter, better prepared nurses, as well as more of them per patient in the hospital setting.

Nursing education

In all states, registered nurses must graduate from a basic nursing program and pass a national licensing exam. Basic education occurs at three levels: a two- to three-year hospital-based diploma program, a two-year community college-based associate degree in nursing (ADN) program, or a four- to five-year bachelor of science in nursing (BSN) program, which is the entry level into professional nursing. Graduates from all three may take the registered

nurse licensing examination. At the master's level, nurses specialize in clinical areas, administration, or education.

Developed in the 1950s, the associate degree programs were designed to educate technical nurses for hospital-based care. In 2000 about 40 percent of RNs reported having received their basic nursing education at this ADN level with the rest equally divided (about 30 percent each) between baccalaureate and hospital diploma programs. Agreements between educational institutions, known as articulation agreements, exist to encourage non-degreed RNs to pursue the BSN degree. Unfortunately, they have little effect. Nationally only a third of registered nurses hold a baccalaureate degree and about 10 percent have a master's or doctorate. In New Jersey, 82 percent of new nursing graduates are non-college educated and only 15 percent of the associate degree nurses continue their education.

Why are these numbers significant? A predominantly non-college educated workforce is at a disadvantage in terms of salary, power equity with other health disciplines in health care systems, and in maintaining a professional image. This disadvantage may be helpful to managed care organizations and health care cost cutters, but it bodes ill for the nursing profession and public health. It will lead to more dissatisfaction, more stress, and more resignations as morale and respect decline. Clearly, our present system of nursing education is flawed.

In New Jersey there has been a steady decline in entry-level RN graduates since a peak in 1995 with 12 percent decreases between 1997-1998 and 1998-1999. Table 2 shows the numbers and distribution of RN graduates by program type for 1997-1999.

The College of New Jersey School of Nursing (SON) has had a fairly stable class size over the same period. From 1998 to 2001, the number of first-year nursing majors was 19, 22, 21, and 26. Transfer students and RN students seeking the BSN add to the enrollment so that graduating class sizes for those years were 48, 35, 32, and 33.

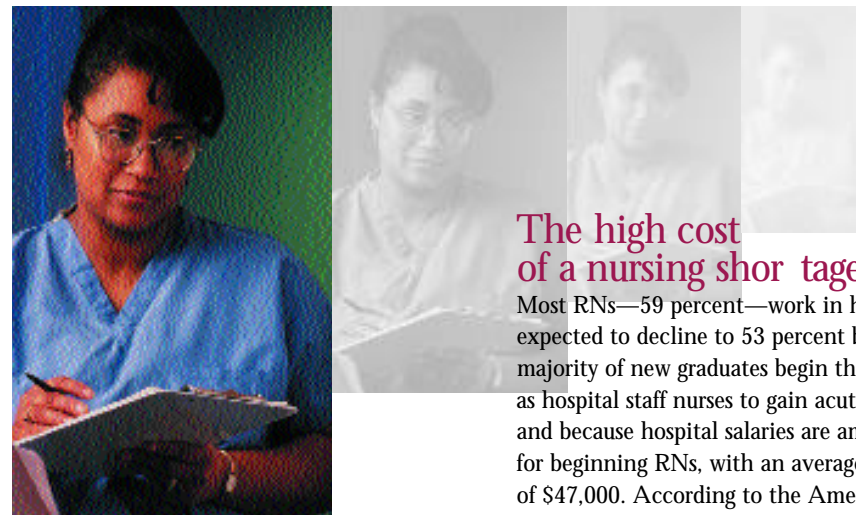
Nearly all new graduates of the SON at TCNJ begin their careers in hospitals. Hospitals that offer salary and role differences based on educational preparation and that offer tuition support for lifelong learning opportunities are especially attractive to BSNs. Englewood Hospital in New Jersey has been hiring only BSN-prepared RNs since 1995. Edna

Cadmus, a doctorally-prepared nurse and Englewood's senior vice president for patient care, realized the increasing complexity of hospitalized patient care needs in 1994 and proposed a new patient care delivery model to match those needs. At that time approximately 35 percent of the RNs employed at the hospital were BSN-prepared. By 1999, 55 percent of Englewood Hospital's RN workforce were BSN- or master's-prepared. The demand for nurses with baccalaureate degrees is increasing due to the complexity of patient care requirements and organizational role changes requiring more technical knowledge, critical thinking, and human resource management skills.

Outside the hospital setting also, baccalaureate-prepared RNs especially are in demand for their knowledge, leadership potential, and community-based and non-acute care skills. TCNJ BSNs, for example, begin their careers with a college education and are prepared for graduate study and career advancement. As RNs, they can advance and succeed clinically, in administration, research, and education. They can pursue master's and doctoral degrees in nursing or related fields. An RN with a master's can be an advanced practice nurse (clinical nurse specialist, nurse midwife, nurse anesthetist, nurse practitioner), health care consultant, health economist, hospital executive, or nurse educator. A doctorate opens up careers as nurse scientists, researchers, top-level executives, consultants, and college professors. The numerous opportunities open to these nurses are an often-overlooked but exciting reality of professional nursing.

RN Graduates	1997	1998	1999
Associate Degree	1,046	990	890
Diploma	663	552	457
BSN	397	337	306
Total	2,106	1,879	1,653

Table 2: The Education of New Jersey RNs. Source: *N.J. Colleagues in Caring*, 2001.



The high cost of a nursing shortage

Most RNs—59 percent—work in hospitals. This is expected to decline to 53 percent by 2008. The vast majority of new graduates begin their nursing careers as hospital staff nurses to gain acute care experience and because hospital salaries are among the highest for beginning RNs, with an average in the Northeast of \$47,000. According to the American Hospital Association (AHA), nurses provide 95 percent of the care a patient receives while hospitalized.

A recent federal Department of Health and Human Services study found that the number and mix of nurses in a hospital make a difference in the quality of care patients receive. Researchers analyzed 1997 data of more than five million patient discharges from 799 hospitals in 11 states. A strong and consistent relationship was found between nurse staffing and five outcomes in medical patients—urinary tract infection, pneumonia, shock, upper GI bleeding, and length-of-stay. Simply put: The more nurses on staff, the fewer problems. The results further showed a strong and consistent relationship between nurse staffing and “failure to rescue” in patients hospitalized for major surgery. Failure to rescue was defined as a death among patients with shock, sepsis, pneumonia, deep vein thrombosis/pulmonary embolism, or GI bleeding. A higher number of RNs in these cases was associated with a 3- to 12-percent reduction in rates of adverse outcomes. Given the considerable costs of every adverse outcome, this definitive study shows that adequate skilled nurse staffing is cost-effective for hospitals. It also teaches us that, unless prevented, the coming nursing shortage will bring with it serious quality of care and economic problems.

Nursing turnover in hospitals creates challenges in retaining experienced nurses. The primary reason for turnover found in a 1999 study was “increased market demand” exacerbated by underlying causes such as “dissatisfaction with the job, the supervisor, or career prospects.” The second most cited reason for turnover was “workload and staffing.” Work environment issues must be addressed if strategies to increase the overall supply of nurses are to succeed.

Strategies to reverse the trends

Without measures to reverse these alarming trends, the U.S. in general and New Jersey in particular are in danger of serious breakdowns in health care delivery in the not too distant future. We need action on many fronts at once—data-gathering, the work environment, education, and government help—four areas identified by the Tri-Council for Nursing, which consists of four major national nursing organizations.

As much as we know about health care delivery, there is an urgent need for better data and more research into topics related to the existing and future nursing workforce. Compatible and consistent national, state, and local data collection must be conducted to enable accurate and appropriate workforce planning. Our ability to make accurate workforce predictions is limited by the data available. We need more research studies on patient outcomes related to levels of nursing practice. Lawmakers should be aggressively supporting this data collection through agencies such as the National Institute of Nursing Research, and by further research on nursing, nurse staffing, and patient outcomes. Management specialists and technology researchers must help find ways to keep our older nursing labor pool productive and effective. We need professional market research to help counteract negative perceptions of the nursing career and to enable educators to better recruit bright young men and women into the profession.

If health care employers are to make an effort comparable to other businesses to attract and keep the best nursing staff, they have many ways to do so. The best educated nurses expect competitive wages, but most of them also seek opportunity for advancement, compensation based on educational preparation, flexible work schedules, and support for further education. Variable shifts, adequate ancillary personnel to perform non-nursing tasks, adequate staffing to address work levels and the need for overtime, and professional development and advancement—all these are needed if employers expect to retain experienced nurses. To enable an aging workforce to continue to deliver direct care services, employers should be willing to consider redesigning the work environment. Targeted state and federal legislation may be essential to bring about some of these improvements.



Family Values

LOVE KNOWS NO BOUNDARIES

By Meg and Shawn Crawley
Both Class of 1990



The call came at nine o'clock on a normal Tuesday night in June while Shawn and I were watching television. "You have a son!" we were told. After much hugging, we marveled over our good fortune to have completed our family with the adoption of John, our fourth child, who is African American. He would join Ryan, 7, also adopted, and our two biological daughters, Sarah, 4, and Grace, 2. This is the story of how Shawn and I, both raised in all-white neighborhoods, came to have a multiracial family.

Growing up in Haddonfield, I never imagined I would someday be the mother of two African-American boys. My childhood was the typical white, middle-class experience: two brothers, one sister, summer vacations at the Jersey Shore, holidays spent with grandparents, and church on Sundays. The elementary schools I attended were all white with perhaps two African Americans in my high school. My first meaningful exposure to race came when my Aunt Kathy, with whom I am close, announced her marriage to an African-American man.

At the time, the marriage met with a great deal of resentment from our family. Though I was a young teenager at the time, I remember wondering why, if

Bob, her husband, was good to her and loved her and she loved him, the color of his skin was such an issue? Surely there are more important components to a lifelong commitment. This was my first exposure to racial prejudice and I found it difficult to comprehend.

When Bob and Kathy adopted a bi-racial baby girl, their communication with our family improved, as everyone seemed to want to welcome Katie to the family. Apparently children make good diplomats.

I was not exposed to true diversity, however, until 1986, when I entered Trenton State College. There I worked as a resident assistant and as an assistant to the residence director, alongside African Americans, and people from other countries as well. All of the people on staff were friends. All of us had a common purpose and we often got together in my campus apartment for meetings and to socialize. Some of my fondest college memories are of being on the residence life staff and getting to know so many different people.

I also worked for the Collegebound program as an English tutor for two summers. In this program, young, mostly minority, students live on campus for four weeks, going to classes and workshops designed

Education initiatives in New Jersey should focus on increasing the supply of baccalaureate-prepared nurses and moving nursing graduates through graduate studies more rapidly. Supply initiatives must focus not simply on the entry level nurses, but also on preparing educators, researchers, and advanced practice clinicians. Since there will be fewer registered nurses in the future, more baccalaureate and graduate degree nurses will be needed to lead teams of care providers.

Attending college should be viewed as the norm for nursing education with articulation agreements as the alternative. The college setting is best prepared to offer the range of programs required to meet the changing nature of the nursing profession. TCNJ, for example, offers a four-year baccalaureate program, an RN-to-BSN track, a post-baccalaureate school nurse certificate, and graduate study to become a family nurse practitioner. A master's track for non-BSN-prepared nurses and an adult nurse practitioner track are in the final phases of approval. A planned critical care simulation lab will prepare students for critical care, operating room, and emergency department roles. At the same time, a \$100,000 Helene Fuld Trust grant allows us to partner with the Parish Nursing Network of St. Francis Medical Center to enhance community-based nursing education.

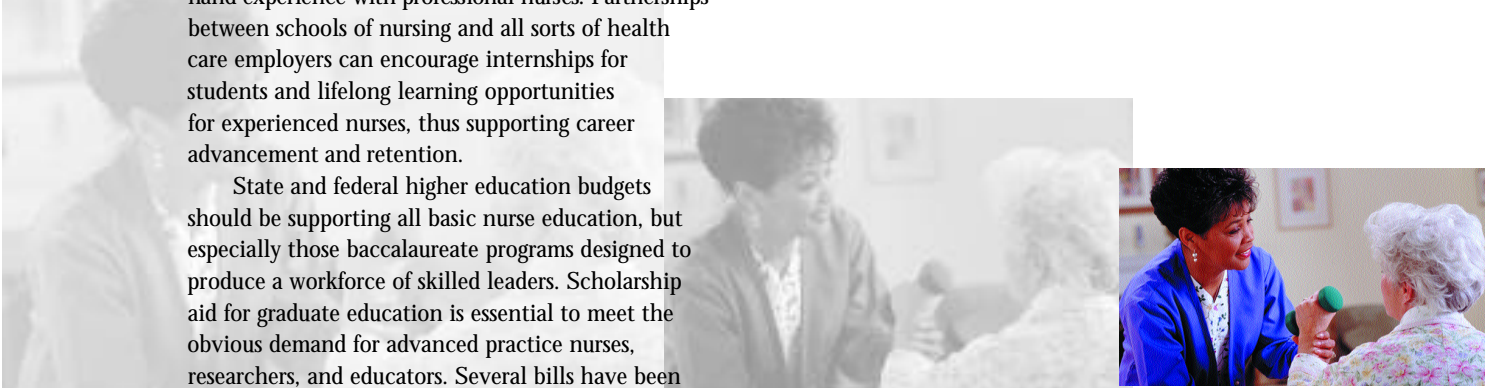
To counter the decline in students choosing a nursing career, national and state marketing and recruitment efforts must target the full range of prospects: elementary, middle, and high school students; experienced RNs; and those seeking second degrees or career changes. As part of our School of Nursing's new marketing and recruiting emphasis, Assistant Dean for Student Services Patrick Roger-Gordon is reaching out to secondary school youth, offering them opportunities for first-hand experience with professional nurses. Partnerships between schools of nursing and all sorts of health care employers can encourage internships for students and lifelong learning opportunities for experienced nurses, thus supporting career advancement and retention.

State and federal higher education budgets should be supporting all basic nurse education, but especially those baccalaureate programs designed to produce a workforce of skilled leaders. Scholarship aid for graduate education is essential to meet the obvious demand for advanced practice nurses, researchers, and educators. Several bills have been

introduced in the New Jersey Assembly that would provide scholarship funds specifically for educating nurses. That would be especially helpful at TCNJ where it would significantly enhance scholarship support and attract more of our best and brightest into this vital workforce. Graduating with minimal debt would be a powerful career incentive and would encourage more nurses to pursue graduate degrees sooner. The average age of a nurse completing a doctorate now is 45, much higher than in other fields of science.

Focusing on recruiting and educating more nurses is only one strategy needed to head off the impending shortage. Changing the work environment and retaining experienced nurses is equally important. Educators, hospital administrators, researchers, nurses at all levels, state and national policy makers, health care insurers, and consumers must be involved in planning and implementing actions to maintain a highly skilled professional nursing workforce. We can see the problem developing; a crisis is looming but is not yet inevitable. Every effort focused on prevention will help to insure that Americans will have access to and receive high quality health care services.

Susan Bakewell-Sachs earned her BSN at the University of Pittsburgh and PhD at the University of Pennsylvania. In addition to administering TCNJ's School of Nursing, she maintains a weekly "faculty practice" at Children's Hospital of Philadelphia where, as a pediatric nurse practitioner, she gives primary care to children born prematurely and conducts research.



THE BELIEFS THAT I LIVE BY TODAY

to motivate and prepare them to continue on to college. That experience proved once again that you get back what you give. I respected those youngsters for studying during the summer, and they, in turn, respected me as a tutor.

SC

I came to college pretty much a stranger to the East, having been raised in the small northern Indiana farm town of Argos, population 800. We had 45 students in my ninth-grade high school class. Most everyone in town was either Southern Baptist, as I was, or Methodist. I didn't have much opportunity to meet people of other races or cultures.

My parents divorced when I was 15, and my mother, my sister, and I moved back to New Jersey during my sophomore year of high school. To say this was a culture shock is an understatement. We moved to Flemington and thought we had moved to "the city." It was at Hunterdon Central High School that I first learned what "racism" meant. I had a sociology teacher I will remember for the rest of my life. Through his teaching I came to understand the world I came from and that people of other races and religions could be friends. I began to form my own opinions and the beliefs that I live by today and try to teach my own children.

Trenton State College was a whole new world. There I found I could be friends with people of other races and could learn to feel and care for people with beliefs different from those instilled in me. It was there I began to associate with people different from me.

However, what changed my views most dramatically was meeting Meg Cummings. The day I met her my life changed forever. She, in her willingness and desire to



accept people of all walks of life, opened my eyes to a world of diversity I never knew existed. Meg was different from anyone I had dated before. She opened my heart as no one else ever had done.

MC

After I graduated in 1990 with a BA in English, I had made the decision to return to The College for my graduate work. It was shortly after graduation that I met Shawn on a blind date. Now, I truly do not go in for clichés of sentiment, but I knew, from the moment I met Shawn, that he would be important in my life.

We married in June 1992, exactly two years after our first date. Shawn had been working for Kemper Insurance in Summit during my years in graduate school. Unable to find work in the editorial field, I secured a position as a nanny, having had experience working with children during summer and holiday breaks.

Before we married we talked of having kids. I'm not sure we ever seriously discussed how many; we just knew children would always be a big part of our life. I suspected, due to irregularities in my cycle, that I would have problems conceiving. I was right. I visited an ob/gyn to discuss these issues. Due to my age, 25, I was told to relax, that I would get pregnant. Before long, I became frustrated by what I felt was the condescending attitude of my doctors. That, coupled with our own pro-adoption attitude, started us on our journey toward Ryan, our first child.

We investigated several agencies in New Jersey, but either we hadn't been married long enough, didn't have the right religion, or simply could not

WE FELT THE NEED THERE WAS THE GREATEST

afford the costs. Frustrated, we temporarily put adoption on the back burner. Also, at that time, New Jersey was not supportive of transracial adoption. Shawn and I were interested in a child of another race because we felt the need there was the greatest. We had made the decision that rather than sink a ton of money into doctors and tests, we could serve a child far better by providing a home he or she might not otherwise have. There are lots of people on waiting lists for white babies from here or other countries, but few are waiting for African-American babies.

SC

We spent a great deal of time discussing adoption and how it would affect us and our families. Meg's family already had experience with adoption and transracial families. For mine, it was new territory. My family held the belief that "blood is thicker than water" and saw adoption as a "great thing other people did." In general, they did not openly accept the idea of me adopting. The idea of adopting a baby of another race generated a tumult. In my heart, though, I knew the decision to adopt was part of my reason for being. I knew that in time, my family would accept what was to come. They may not understand it, but their love for me eventually would open their hearts.

MC

Shawn's job took us to Charlotte, NC, in 1993. It was there, in my position at a day-care center, that I came into contact with several families that had adopted a variety of children. We found no difference between the behavior of the adopted and biological children or the feelings these parents had for their children. Our actual experience with



adoptive families renewed my interest in adoption and Shawn and I began to search for an agency to conduct the required home study.

We hit the jackpot with Catholic Social Services. They could indeed conduct our home study and they could work with us on the entire adoption process, including placement. We hadn't expected that, since we were not practicing Catholics.

Sharon Davis was our social worker, an African American who didn't raise an eyebrow when we told her of our interest in a child of another race. She reviewed the process that would involve extensive interviews both together and separately, the payment of fees, and the probability of a six- to 12-month wait. Shawn and I both felt comfortable with Sharon and began our home study the following week.

For us—two rather private people—the home study process was difficult at times. We were asked questions about our childhood, families, marriage, child-rearing philosophies, etc. I felt a great deal of guilt associated with my infertility. Here was someone I loved beyond any bounds I had known and I felt I was denying him an inalienable right: biological children. But I knew there was a child out there for us. I could feel it. That is what gave me, gave us, the strength to move forward.

As the home study progressed and the adoption became more of a reality, Shawn and I began to tell our friends and families of our plans. Friends were easier to tell. They were supportive. Some wrote references for our home study. Our families were more cautious. After all, we were about to change the look of our families. Many were concerned about

IT'S YOUR DECISION. YOU HAVE TO KNOW

perceived social difficulties for both us and the child. I think the general attitude could be characterized by, "It's your decision. You have to know what you can handle and we support you." It was not the warm, fuzzy reaction you get when you announce a pregnancy, but neither did it shut any doors.

So then we had to wait. Wait, until a baby became available and the birth parents had relinquished their rights.

When a woman gets pregnant, the family has nine months to prepare. When adopting a baby, lives can change with the ring of a telephone. And that's what happened just a few months after our first meeting with our adoption social worker. I was preparing my day-care class for the playground when I was told I had a call. My heart stopped. I knew. I ran to the phone. It was Sharon saying, "You have a son." This was the day I had been waiting for. I was someone's mother.

Ryan, as we named him, was six months old when we adopted him. He had been with the same foster family since birth. He is biracial and one of the most beautiful children I've ever seen. We had to wait a week to see him because his foster family was on vacation with him. It was one of the longest weeks of our lives. Finally, we drove to Winston-Salem, NC, to meet Ryan and bring him home.

We were nervous, anxious, excited. We knew the foster family would be there and that this would be a bittersweet day for them. But when Shawn and I walked into that office and saw Ryan in the crib, laughing at the mobile over his head ... well, nothing can prepare you for that overwhelming feeling

of love and protectiveness. Ryan smiled at us and laughed when Shawn kissed his belly. We were a family.

Life settled in. Ryan adjusted beautifully. Good wishes came pouring in, and cynics raised their ugly heads. We expected it. Obviously, not everyone is going to be in favor of a white couple adopting a black child, especially in the South. We were deliberately stared at, told by co-workers that they could never do it, asked if Ryan had been tested for AIDS, etc. But

you know what? It was OK. At the end of the day, I had my husband and my beautiful baby boy. All I felt was lucky.

SC *Our families were happy for us. We finally were able to start our family. One of our greatest wishes was being fulfilled. Some were cautious and distant, until they saw and met Ryan. He has a sweetness about him that literally draws you in. My mother and sister absolutely fell in love with him; still, they had some trepidation about his being African American and what they, and we, would encounter. But in time those*

fears dissipated. My father was less than supportive. Given his deep Southern roots, our action was simply beyond him. It wouldn't be until the birth of my first daughter nearly three years later that he actually would meet and get to know Ryan. Nevertheless, eventually he would come to love and accept Ryan as his grandson.

We had brought our families into a world of multiculturalism without their permission. There have been challenges; but, all in all, love has proven to have no boundaries.

SC When Ryan was 13 months old, Shawn's job brought us back to New Jersey. We were happy about



WHAT YOU CAN HANDLE AND WE SUPPORT YOU

coming "home," where Ryan would be closer to his new cousins and grandmother. However, we were nervous about losing our contact with Catholic Social Services. We wanted to expand our family through adoption and our previous experience in New Jersey had not been positive. But as before, we believed events would transpire as they were meant to.

We settled into life back in the North. We

updated our home study for Catholic Social Services, but had one adoption after another fall through. It was during a routine physical that my new doctor in Flemington told me that if I wanted to get pregnant it wouldn't be a problem. It was simply a matter of taking the right dosage of a medication called Clomid at the right time of my cycle. We were skeptical, but decided that since our attempts at adopting again weren't working, perhaps this was an avenue to re-explore.

Three months went by on the medication and nothing had changed. We were not surprised. I don't think either Shawn or I actually believed I would conceive. But then, on my fourth month it happened. I was pregnant. To say I was in a state of disbelief doesn't begin to describe it. I must have done five home pregnancy tests! To me, it was miraculous. Ironically enough, two days later, we received a call from Catholic Social Services telling us that our latest birth mother had decided to keep her child. Once again, events seemed to be happening according to plan.

Sarah was born February 15, 1997, after 28 hours of labor. Ryan, then age 3, was enamored of his new baby sister. He was often the one who could get

her to stop crying by singing to her. There were those who assumed that our feelings for Sarah would be stronger than those we had for Ryan. Maybe only adoptive parents can understand this, but our love for Ryan is so strong that having a child born to us in no way diminishes it. Adoption is its own miracle. It involves a great deal of faith and trust, often between people who have never met. And when you see your baby for the first time, whether it be adopted or born

to you, the feelings are the same. We were filled with love and gratitude that God had trusted us with these children.

Then, in January 1999, while living in South Florida due to Shawn's job, our daughter Grace was born. Needless to say we were busy. Ryan was 5, Sarah was 23 months and now we had Grace, who had colic for her first 12 weeks. It's fair to say we were not thinking about adding to our family again.

Though our stay in Florida was short, it was a wonderful place for us. We were living in Plantation, a suburb of Fort Lauderdale

and Miami. The area is a huge melting pot of cultures and languages. Not one person questioned whether Ryan was ours. It was assumed he was. The mood in South Florida was relaxed; the attitude of the people was welcoming. It was a wonderful feeling to be accepted immediately, without any need for explanations.

SC *In 1998 I had been presented with a tremendous opportunity to work on a special project for Kemper Insurance. I would be part of a small team working to replace the company's claim system. The only catch was*



WHY DO YOU THINK YOUR PARENTS LOVE YOU?

that it meant being far from home for 12 to 18 months. Having learned not long before that our third child was on the way, we decided the whole family would temporarily relocate to Florida. I couldn't imagine being away from my wife or kids two to three weeks at a time.

We had no idea what to expect in regard to racial attitudes or what our son and family would encounter. Seeing life through the eyes of my African-American son can be both awesome and heart wrenching. At the time of our move, Ryan was 4 years old. Until then we had encountered blatant racism only rarely, although the subtle variety was much more prevalent. We did not want to move him from Flemington, where he had been accepted, to a location that would be painful.

South Florida was the only place I have ever lived where the kids feel comfortable enough to ask, "Is he yours? Why is his skin different?" Much to everyone's dismay, kids really do notice differences at a very young age. Children are sponges, soaking up every last detail. They are not color-blind, nor should they be. We are all different. We try to teach our own kids that it is these differences that make us who we are. We should not try to ignore pieces of the whole, for if we do, we surely will miss a very important part.

MC

It was difficult for us when Shawn learned the Florida project he was working on was being moved to the home office of Kemper in Long Grove, IL, a northwest suburb of Chicago. With a mixed-race family, moving can be especially disconcerting, prompting wonder and worry about what the acceptance level will be.



Although our new community in Illinois was not as immediately welcoming and friendly as South Florida, fortunately our move has been positive. We are in a wonderful school district, which emphasizes character and teaches children how to express it in daily behavior.

Ryan, though one of the few children of color in his school, has done very well. He has not found it difficult to make friends and, when they ask why he

doesn't look like the rest of his family, he is comfortable explaining that he is adopted. This is not to say that Ryan doesn't wish sometimes that he looked like his peers. We explain it is because of his intelligence, caring, and sportsmanship that his friends like him and his sisters love him; it's not because of what he looks like. And we also say, of course, that what he looks like is part of who he is. Recently at church, during children's circle with the pastor, Ryan was asked, "Why do you think your parents love you?" His answer: "Because of who I am."

Shawn and I did wonder if Ryan would benefit by having a sibling of similar race. The reading we had done on transracial adoptions had confirmed that having siblings of similar race is beneficial. Other people we knew who had adopted children of another race were either part of a transracial family already, or adopted siblings of the same race.

Regardless of where we might live, Ryan still has to come home each night to a family who looks different from him. No matter how strong we believe Ryan to be, we couldn't help but think having a peer of similar heritage would be helpful. Our adoption case worker agreed it would benefit his self-esteem. We

BECAUSE OF WHO AM

committed to each other when we adopted him that we would do our best not only to give another child a loving home, but also to give Ryan a sibling he could relate to in ways we never could. Shawn and I had no preference for a boy or a girl, but our social worker at St. Mary's Services here in Arlington Heights wanted Ryan to have the brother he longed for. We didn't have to wait long. Two months into our adoption program, John Peter

Crawley was born June 24, 2000, and came home to us four days later.

The kids came with us to pick up John at St. Mary's. From the beginning, we had explained the adoption process to them, but seeing their faces when they saw John was priceless. Sarah kept asking, "Can we take him home now?" They all wanted to hold and feed him.

I think it was good for Ryan, especially, to see the

joy adoption brings. He had witnessed all the gifts pouring in with Sarah and Grace, but now he could see for himself that the adoption of a child is just as joyous as birth.

There is a song from the movie Tarzan that Ryan and I have designated as "our song." It's titled "You'll Be in My Heart!" Part of the lyrics say, "Why can't they understand the way we feel? They just don't trust what they can't explain. I know

we're different but deep inside us we're not that different at all!"

That is the philosophy Shawn and I try to leave with our four wonderfully unique children. We all have different feelings; we all pursue love and friendship. What one looks like on the outside is merely a cover for the miraculous story within.



Meg Cummings, an English major, and Shawn Crawley, criminal justice, both graduated in 1990. While Shawn joined Kemper Insurance, Meg stayed on to get her master's in 1992. They married the same year and now live in Illinois.

Beyond

the viewbook: college life today

"The College of New Jersey is located on 289 tree-lined acres in suburban Ewing, New Jersey. Current enrollment at TCNJ is 5,666 full-time undergraduate students, 342 part-time students, and 851 graduate students. Fourteen residence halls provide a variety of living experiences for all students, with a total of 3,507 beds on campus. The average combined SAT score for all regularly admitted entering freshman for the 2000-2001 academic year was over 1,250. TCNJ participates in NCAA Division III competition in 21 sports (11 men, 10 women). You may choose from more than 40 programs of study offered through The College's seven schools" (from TCNJ's Web site).

But, who needs us to tell you this? Pick up a viewbook and there it is. What you really want to know is what's behind the façade. What's college like today? What happens when you get off Route 31, drive in the main entrance and turn onto the circular drive we know as Metzger? Having been there and done that more than a few times recently, we remember thinking that all we need in the entire world is right here in the circle, which is why we could go months without seeing real food or even our parents (unless we needed money). Let us tell you about it. Come along for the ride as we look back on what could prove to be the best years of our lives.

Freshman Year

So you spent the summer preparing for college by buying new clothes, hunting down those extra long sheets, getting a message board, having that uncomfortable summertime phone conversation with your new roommate, explaining that The College of New Jersey used to be Trenton State College (not Rutgers!), and finding a refrigerator that measured 21 by 28 inches. Now you're here in the parking lot, and two looming towers await you—so begins the "college experience." If you're a girl, you wonder how you'll fit a carload of stuff into a room not much bigger than your trunk. If you're a guy, you're amazed at how spacious the rooms are, and you're excited

about once again sleeping on the top bunk. Your parents either kiss you goodbye or stick around way too long, not wanting to let go. Everybody is tearful, but you don't want to cry because, frankly, who wants to be known as the uncool kid?

The friendliness of your CA* and ambassador helps, and they keep talking about Welcome Week activities. Embarrassing name games, group dinners, convocation (the opposite of graduation), and Play Fair, that mass gathering of freshmen on the football field getting to know each other, await you. All of this you remember, but the thing you remember most is hanging out in the dorms, making new friends. These friendships will either last a lifetime, or end when somebody turns the lights out, and steals your towel when you're in the shower, leaving you to walk back to your room wrapped in the shower curtain. Welcome Week is a period without classes, and one of the best weeks of your college experience. Then, when you think the entire campus is already at capacity, the upperclassmen move in. They're not quite as scary as expected; besides, they have cars.

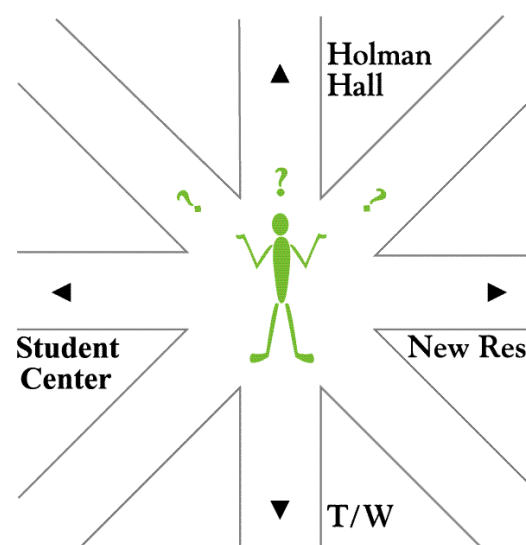
The First-Year Experience is comprised of different parts, like Athens to New York,* Service Learning, Faculty Fellows, and living together on a floor with other freshmen. At least that's what they say. It also consists of chatting with new friends all night about relationships, eating chicken cheesesteaks in T/W* at 11 P.M., and adjusting to starting papers late the night before they're due. The main lesson of the first-year experience is that you are now friends with completely different types of people than those you hung out with in high school. It's actually kind of fun when you get written up* for playing ball in the hallway or even just talking during quiet hours.*

On occasion, academic study also is part of college. Requirements include science, math, history, art, and rhetoric to broaden your perspective of the world, so if you're an accounting major you naturally wonder why you have to take a history course. A large part of the freshmen experience involves Service Learning,

about which nearly everyone has some good or bad story to share. You could either luck out and play with children for hours, or fold dirty clothes in a shack in Trenton.

Suddenly, the year is over, and you can't imagine living without your roommate, and your new friends. When you once again have tears in your eyes, moving out of your freshman room, you realize that college is going to fly by.

*"East 19? Where are you... Commons?**
*234... Where's Chef Gene?** ... *I have to stop*
at the C-Store... 8 A.M. class?... I missed*
*Destinos!** ... *Who won? Rowan?... It's snowing!*
Is class cancelled?... I have to hike it to
Armstrong... What did I just step in? Those*
*geese!** ... *Is it Friday yet?... What's going on at*
*Kendall? The Rat?** ... *Wanna go to AMC?...*
Gotta meet my group... Big presentation
tomorrow... What floor program?..."



Chemistry and Modern European Literature await! Better get on ASTRO* or TESS* and sign up for SET.*

This also is the time when many of the students who choose to become a part of Greek life pledge a fraternity or sorority. Or, as some have done recently, start a new one. During pledge season, it's not uncommon to see brightly colored bandanas denoting their group of choice tied to the bookbags of tired-looking students. More entertaining, however, is trying to talk to many of the pledges who are under an onus of silence for the season. Not surprisingly, this is the time when the genitalia of the library's lion statue endure a variety of paint jobs and a T/W security desk may take a dip in Lake Ceva. For the pledges who survive, Greek life has a plethora of activities from fundraising "slave" auctions, to annual semifinals, to the more traditional celebratory events.

Sophomore standing also confers one of the highest privileges at TCNJ, a parking spot for a car on campus. Never again will you be stuck at Quaker Bridge Mall, a victim of the unreliable TCNJ mall shuttle service. But where can your newfound vehicular freedom take you? Depending on your budget, anywhere from 7-Eleven to a club in New York City. The udderly delicious Halo Farms (home of the one-dollar ice cream pint) is so popular the mere mention of a "Halo run" produces a stampede of students waving singles and screaming flavors. For a little more pizzazz (and money) many students make the trip to Princeton for dinner, shopping, or just a walk down Nassau Street. If it's dinner and a movie, then you'll find most at the AMC Hamilton, with 24 screens, five-dollar student prices, and all-you-can-stand butter for your popcorn.

On the other hand, what upperclassman would want to leave his comfortable, spacious new digs? Although the freshmen are relegated to Travers/Wolfe and Norsworthy, sophomores have more choices. Most enjoy the suites in Decker and Cromwell, next to T/W. It's usually a couple of months into the semester before you discover the bathrooms aren't cleaned for



you anymore, and you start missing freshman year. The other sophomore housing option has gender-segregated hallways, quirky plumbing, and a distinctive odor. It is named Centennial Hall, but residents affectionately refer to it as "Centenni Hell." Its rumored renovation or demolition has tantalized students for years, but to collective dismay, it still stands, barely. (Late news flash: In June our trustees announced Centennial will indeed be demolished; but the new proposed date? July 2005. Just enough time to squeeze each of the current classes into those decrepit rooms before they hit the dust.)

Ever-hopeful sophomores look forward to the next two years, when they can have the ultimate in on-campus housing, the townhouses. They're new. Most importantly, they're singles! One or two with a roommate, many crave the privacy of the townhouses. Added bonus, they seem less strictly controlled than other housing. Hark, is that a party I hear? For those who can't handle the long trek from the townhouses, Commons and New Residence Hall provide a step up. At this time, you're either praying to get on-campus housing, or can't wait to move off.

"What's your IM screen name?... Did you read his away message?... Is Dawson's a rerun? Yeah, but ER is new this week... Do we have practice today?... Are you staying this weekend?... I have to do laundry... Who has quarters?... Do you really have to separate the lights and the darks?... Yes, mom, I am taking my vitamins. I promise I will call more often. By the way, can you send some money?... Meet you at the Student Center for lunch... Call maintenance, our sink is backed up... I can't believe I locked myself out of the room again... When are phone bills due?"*

Junior Year

So it's junior year. You're halfway through. Or maybe not, since the five- and six-year academic programs are not uncommon. In any case, things have changed. If you hit the housing lottery,* you're in your own room in the townhouses. Otherwise, you're just glad to have housing at all. Of course, some of your friends are living off campus now and you wonder why you're still eating at Commons and T/W. You wonder what ever happened to all that free time you had as a freshman. Your classes are in some

building you have never heard of, and that building you had class in last semester just disappeared. Things are changing. Things are winding down. You have to settle into your major. You have to start thinking about what you want to do in your life. Scary.

So the work piles up, you're doing group projects, studying, and have become a lean, mean, paper-writing machine. But wait: College is definitely not all work. Maybe it's just catching



Alfonso's band at the Rat, watching *Scream 9* at the AMC, slouching in your friend's room watching *Pretty Woman* for the 10th time or *WWF Smackdown*, heading out to the Olive Garden, hanging out in Princeton, or breaking out the tight black pants and good cologne for Kat-man-du.* There's always something to do, and if the MAC machine in the student center is working, it's your lucky day! With each passing year, the campus seems to shrink. You get to class late because you run into what seems like everyone you know on the way. But, then again, it's nice that way. As a freshman, college seemed so intimidating; now you realize, "Hey, I own this place." Well, almost. One more year ...

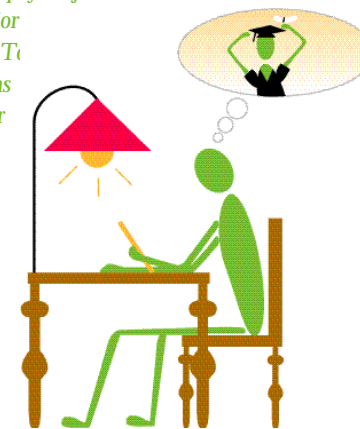
"Where's my roommate?... Rugby game tomorrow?... I'll send out a silent message... Someone stole our marker again... Can we stop at Quaker Bridge?... I'm late for work... So, are you from North, Central, or South Jersey?... Can't, I have a meeting... What class should I take next semester?... Does that count as non-Western, Gender, English, History?... Is TESS working? ... Let me check my e-mail... Where are we going this weekend?... I need to use the ATM ... I need a job... I need to see my adviser... I'm changing my major!..."

Senior Year

How often have you heard that in just a few years this construction* would be over and that pile of rubble would be this fantastic building? Well the rubble is still there, only now it's in the shape of a building frame. But, hey, it's senior year. By this time, you've figured out what you want to do and what you like. Maybe you switched from business to education, or even joined a club to do something like act out medieval battles. You've experimented with this and that, and figured out answers to questions like: How long can I wait before a paper is due to start writing it? How little sleep can I have and still manage with three classes in a row? How many times can I wear a pair of jeans without washing them? How many days in a row can I eat chicken fingers at T/W? How fast can I make it from the townhouses to my class in Forcina? How many beers can I handle before looking dumb in front of the hot girl from the burrito line?

Other questions look to the future: Should I stay with my girlfriend/boyfriend, or look somewhere else? Since I finally shaved off the goatee and grew out the crewcut, should I get a new ID?* You've probably got an internship now, possibly commuting to the city. You are almost done. Where did those four years go? You thought you had all the answers, but now all you have is questions. What am I going to do? Where am I going to work? Why are the door handles in Holman Hall so big? Why is the Forcina elevator so slow? Am I going to graduate? And, most important ... What's next?

Susan Alsamara '02 attends medical school at UMDNJ at Newark; Elizabeth Keohane '02 is a biology and philosophy major; Melissa Camacho '02 is an English major special thanks to TESS a communications studies major, for his contributions.



CNJ lingo made easy:

CA—Community Adviser. Students who work as residential advisers. They plan floor activities and have the power to write you up.

Athens to New York—A required freshman course in Western civilization that can take many forms. Includes a service learning component.

T/W—Travers and Wolfe Halls, the freshman dorms. The complex includes a gym and dining hall (open until midnight).

Written up—What happens to you when you are noisy during quiet hours or play Frisbee in the hallway. Consequences, if any, depend on the offense and frequency.

Quiet hours—Designated hours when noise is supposed to be kept down and doors kept closed. In T/W even the hall lights turn off.

Commons (aka Eickhoff Hall)—A plush residence hall and main dining hall. Also where Health Services, Residence Assignments, and other offices are located. Renamed Eickhoff Hall after the former college president, leaving students to wonder why the much older "New Residence Hall" remains unnamed.

Chef Gene—"The Boss with the Sauce." A former chef at TCNJ and an all-time favorite.

The C-store—A convenience store attached to Commons, where you can buy Quick Chek products at Gucci prices.

Destinos—A Spanish soap opera that beat out *Sabado Gigante* for inclusion in the Spanish curriculum.

Armstrong—Imagine the farthest place you've ever walked to and then double it. That's Armstrong, also known as the engineering building.

Geese—Although kept under control by the geese police (a lady and her dogs), they frequently make their mark on campus.

The Rat—A restaurant/bar in the student center that also offers bands, comedy acts, etc.

ASTRO—The archaic telephonic course-registration system.

TESS—Computer program used to register for classes and check grades. Known to crash at inopportune times.

SET—Science, Ethics, and Technology, one of the less popular required courses.

IM—AOL Instant Messenger. A program used to chat online with your friends. Basically, the greatest homework distraction ever invented.

Housing Lottery—Determines whether third- and fourth-year students get campus housing, and if so, where.

Kat-man-du—A popular night spot in downtown Trenton.

Construction—At TCNJ, we have lakes, trees, buildings, and construction—a permanent feature of the landscape.

ID—It gets you food, it gets you into your building after midnight, but the picture stays the same until you graduate.

TCNJ—Where the "T" stands for "The."

From telescopes to TV scripts: interns try out the workplace



Tom Riles '01, right, interned as a script assistant with comedian Conan O'Brien of NBC Television

Each fall, hundreds of TCNJ students temporarily leave campus to sample life in the world of work.

In some schools and departments (business and education, for example) internships are an essential part of the program, with paid staff coordinating and managing dozens of students in the field every semester working for a changing roster of firms and agencies. The College's Office of Career Services and its Student Employment Program are heavily involved in helping students explore internship opportunities.

Most students enter internships with the blessing and guidance of their professors or academic advisers. Most, but not all, earn academic credit for their effort. Frequently, however, students simply hear about an opportunity and apply on their own, hoping somehow to work the experience into their regular academic programs. Sometimes money is involved, either as regular take-home pay or as a stipend awarded after the fact. Most often no money changes hands; the reward to the student is the credit earned and/or the experience gained.

While practice teaching probably is the most common internship at TCNJ, other types abound. Some students intern right on campus—for example, counseling other students as an assistant in the TCNJ Alcohol and Drug Education Program—while others work many time zones away in Germany or South Africa or a dozen other lands.

Most internships involve one student going into the workplace to observe and participate as much as possible, usually supervised by an employee in the office involved.

In one unusual situation, however, six mathematics majors studying to be secondary school teachers went as a group to Hightstown High School at the invitation of that school's math department. Participating in that spring 2000 program were seniors Kimberly Callaert, Michael Cimorelli, Katherine Dahlquist, Christopher Gregory, Thomas McCafferty, and Ron Szymanski.

Instead of working under only one teacher, the interns in this practice-teaching "cluster" each moved among several classes, teaching at various grade levels and meeting regularly with both TCNJ professors and the host school math professionals.

Virtually every academic department in

The College has students involved in internships. In recent months a wide variety of such experiences has come to our attention. Here is a sampling of some unusual ones:

Tom Riles '01, a communication studies major, worked four nights a week last spring as a member of the tech crew for NBC television's *Late Night with Conan O'Brien* program, helping to coordinate the scripts used by the participants.

Jessica Evans '02, a physics major, was one of 20 students nationwide selected for a paid, nine-week internship at the Stanford Linear Accelerator Center in Palo Alto, CA. She worked on NASA's Gamma Ray Large Area Space Telescope.

Joe Loeffler '01 and Carmen Lefever '01, mathematics majors, took part in the summer Research Experience for Undergraduates at Lafayette College and Williams College, respectively. Each has published the results of the research.

Christina M. Holmes '02, women's and gender studies/philosophy, worked for the New Jersey State Chamber of Commerce Foundation researching data and collecting studies that would be used to establish a summer camp for young girls with an aptitude for and interest in math and science.

Josh Breunig '01, a biology major and now a PhD/MD student at Yale, was one of several students interning at Bristol-Myers Squibb, working on the pharmaceutical company's cell research projects.

Margo Bresnen '03, history, did a summer internship as a volunteer docent at the William Trent House, built in 1719 by the reputed founder of the City of Trenton. Her 50-page report details both the history of the house and its owners, as well as her personal experience with the museum. She continues to lead more than 100 tours a year as a paid guide.

Another who turned a summer job into an internship and part-time employment is Lindsey Young-Lockett '02, a fine arts major with an

interest in photography. She worked at Seward Johnson's Grounds for Sculpture in Hamilton Township on a new museum project designed to house three-dimensional renditions of famous old master paintings.

Political science majors long have been serving internships with the New Jersey Legislature and government offices. Last year, for example, Al Ribeiro '02 and three seniors—Tom Leach, Lissy Velarde, and Bill Quirk—spent their fall semester working 12 to 15 hours a week in the office of former Gov. Christine Whitman. Typical duties involved working on data bases, preparing briefings for the governor, responding to inquiries from legislators and local officials, and attending meetings and press conferences for the governor.

Erin Donohue '00, a health and physical education major, won a highly competitive internship allowing her to work last fall as an assistant to the director of information and publications for the New Jersey Devils, the professional hockey team.

Evan Seavey, a graduate student majoring in counselor education, spent 18 to 20 hours a week at the private Bonnie Brae Residential Center in Liberty Corner, Somerset County. He did individual and group counseling with troubled adolescent boys.

After doing an independent study project on literacy for her English major, Christine Peluso '01, accompanied Michele Tarter, assistant professor of

Wolfgang, a history and early childhood education major, taught history at the American International School of Johannesburg, South Africa, and also worked with South African children at the nearby River Sands School.

Mark Van Horn '01, a technological studies major in the School of Engineering, did an internship at Hunterdon Central High School, where he taught pre-engineering to four sections of 20 students each. In addition, Van Horn was employed as a weightlifting coach, so he typically spent 14 hours a day at school during the fall term of his senior year.

Melanie Falco '01, law and justice, spent the spring semester working part time with state Sen. Diane Allen, a Burlington County Republican who has been active as a sponsor of justice-related legislation. She researched a variety of police training and prisoner employment issues, attended meetings and generally served as a legislative aide.

Cara Peterson '00, a business major, had worked at G5 Technologies in Cherry Hill during the summer of 2000. G5 creates and operates virtual enterprises active in collaborative e-commerce. In the fall, she returned to school, but did a part-time internship as a Web developer with G5 until graduating in December. She now works there full time as an applications engineer.

Bryn Markovich '04, a sociology major,

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Flanking former Gov. Christine Whitman at a Christmas reception held at Drumthwacket are, from left: Albert Ribeiro '02 and seniors Thomas A. Leach, Lissy Velarde, and William J. Quirk. The four were interns in the governor's office during the fall of 2000.



TRUSTEES ADOPT A \$250 MILLION MASTER PLAN

By Susan M. Long

As the president notes in her letter in this issue, the Board of Trustees in June approved a \$250 million facilities master plan as a conceptual framework for campus construction over the next nine years.

The planned projects can be financed in part through fee increases and state-supported bonds. As important, President Gitenstein notes, such a plan offers a vision that should challenge and intrigue potential donors who recognize the promise of The College.

One goal of the facilities plan is to support the educational, residential, and recreational needs geared to an entering class of the optimum size. A study of the most competitive colleges and universities in the nation, as defined by *Barron's*, reveals that among the institutions that specialize in undergraduate education, TCNJ's existing class target of 1,200 for each freshman class is one of the three largest in the nation. New Jersey already is one of the highest net exporters of college students in the country. And, projections show that by 2008 New Jersey will have 18,000 more college-aged students than in 2001. Given these facts, the trustees believe TCNJ must respond appropriately—by increasing its enrollment within its mission parameters. Since one of TCNJ's aspirant peers, The College of William and Mary, has successfully maintained its mission with a freshman class of 1,300, TCNJ has concluded that it, too, could grow its first-year student enrollment to 1,300 over a four-year period beginning with the fall 2004 entering class. Today our residential facilities meet about 90 percent of the demand, even as we guarantee housing for all first- and second-year students who want it. This plan will phase in additional housing to accommodate a slightly larger enrollment and meet 98 percent of projected housing demand by 2010.

In addition, the plan has been designed to minimize the disruption to students, faculty, and staff. For example, new student apartments will be constructed on campus to provide at least the same

amount of student housing that will be lost as Travers Hall, then Wolfe Hall, undergo reconstruction. Similarly, renovations to the original library building will be completed to allow administrative staff to relocate out of Green Hall while that building is renovated.

As it carries out this plan, TCNJ is committed to constructing state-of-the-art buildings while preserving a large amount of green space throughout the campus. The improvements will include new sidewalks, plazas, seating areas, plant materials, and lighting.

The capital letter prior to each project corresponds to the map on the following pages. To view the entire plan, point your Web browser to <http://pio.intrasun.tcnj.edu/facilities/plan2001.html>

PHASE I (Fiscal Years 2002–2003)

A. Science Complex

Plagued by contractor problems, the Science Complex is again under construction and slated for occupancy in fall 2003. The complex will house the departments of chemistry, mathematics, and physics, and include faculty research laboratories, instrumentation rooms, a planetarium and observatories.

M, B, N. New Parking Garages

Three parking decks are crucial to the facilities plan. The decks will allow more cars to park in a smaller footprint, alleviating crowded parking and providing space for new structures. One deck (M) located near Pennington Road on college-owned property, will hold 668 cars. It will replace current student parking on lots 6, 7, and 8, which will become the site of new student housing. A deck (B) on an existing parking lot next to Forcina Hall will accommodate 275 vehicles. This project will allow for a re-alignment of a sharp curve in Metzger Drive along Lake Sylva, enhancing recreational use of the lake

and safety for motorists. Finally, a 300-space parking garage (N) will be built adjacent to the Travers and Wolfe residence halls to replace and augment the present staff and resident parking lot. All three decks are expected to be complete by late summer 2002.

O. New Apartments

Three new buildings will be built on current parking lots 6, 7, and 8 to accommodate 586 students. With two to four students each, apartments will include a complete kitchen, a living/dining room, and a full bathroom. Construction is expected to begin late spring 2002.

Y. Green Lane Playing Fields

The fields will be improved in phases to provide continuity of use for the intercollegiate and recreation programs. Some of the improvements include new soccer, football, field hockey, and softball fields as well as new jogging/walking paths along Lake Sylva and throughout the playing fields.

PHASE II (Fiscal Years 2003–2005)

C. New Library

After much discussion, plans call for a new three-story, Georgian-style library, located between the existing library and Eickhoff Hall, with construction beginning in summer 2002.

The project will provide a comprehensive library to accommodate the 25-year expected growth of The College's print and non-print collection. Some highlights include non-print media and computer support services, a multi-purpose room, a 24-hour study room, and a café/food space.

D. New Chapel

To make room for the new library, the master plan calls for the construction of a new chapel. The single-story structure will provide a large multi-purpose room to accommodate religious services, plus a few, small meeting rooms. It will be located near Norsworthy and Decker Residence Halls.

E. New Art Building

The College will add a new art building across from the Music Building, on part of a current faculty/staff parking lot. The proposed three-story structure will house, among other things, the College Art Gallery, various art studios/class laboratories, and studio support rooms. Construction is expected to begin in 2003.

R, S. Travers/Wolfe Projects

In addition to complete interior renovation, both Travers and Wolfe Halls will get lateral additions to their 11-story towers and a Georgian exterior makeover. On completion they will provide beds for 144 additional students, thus serving all first-year residents. This will be done in phases starting in 2002. The new apartments (O) will allow each wing to be unoccupied while construction proceeds.

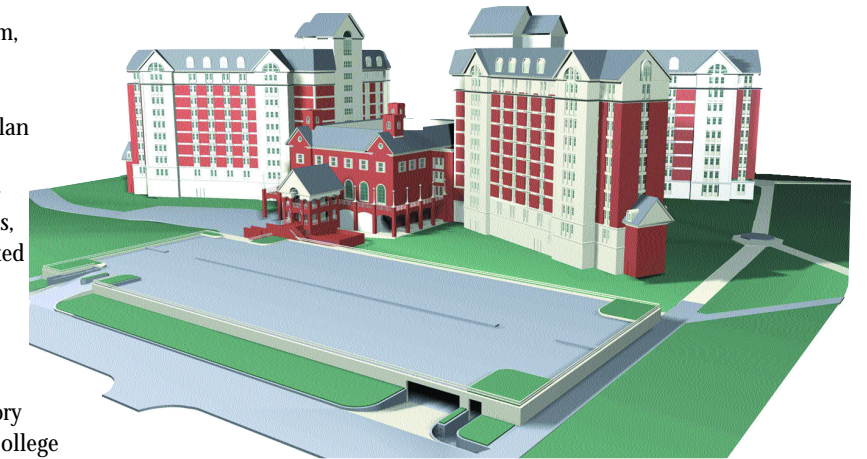
A new two-story addition of the T/W link will allow for an expansion of the ground floor dining room in a new classically detailed atrium and the construction of first-floor entrances on the south and north sides.

T. Pennington Road Parking Garage Two

Accommodating 512 vehicles, construction is expected to be complete by late summer 2004.

Z. Brower Student Center Expansion and Event Center

A major addition to the student center will provide a new structure for events such as convocation, admissions open houses, concerts, sporting events, and visiting speakers. It will seat 2,400, with an additional 400 removable seats on the main floor. The addition also will provide more seating for the dining area of the Food Court and Rathskeller, new kitchens for the Food Court and Rathskeller, a ticket booth, and a performer/team dressing room. Construction is expected to begin late spring 2003.



A rendering of the Travers/Wolfe towers with the new parking deck as it will look



The map above locates existing and proposed building projects. Letters on the buildings correspond to explanations on pages 22-25.

PHASE III (Fiscal Years 2006-2009)

F. New Education Building

A School of Education building is slated for construction on the site of Holman Hall. The art, mathematics, and computer science departments, all currently in Holman, will move to new facilities before Holman is torn down.

G. Old Library Renovation

Currently, the library has two distinct architectural styles—an original Georgian section built in 1930 and a modern 1968 addition. The original building will be renovated and serve as offices for the president and other administrative staff. The 1968 annex will be demolished and the site will become green space.

H. Forcina Hall Renovation

The existing one-story annex to this building will be renovated and include an addition to house the Department of Computer Science, now in Holman Hall.

I. Green Hall Renovation

Green Hall, which serves as an administrative building, will be renovated to provide space for the student services and information technology functions. The administrative staff that presently occupies Green Hall will be relocated to the renovated library during renovation of Green.

U, V, W, X. Other Student Housing Projects

Centennial Residence Hall (U) is slated to be torn down in 2005. On the northern part of that site an academic building will go up, while a new residence hall is built on the southern portion. The latter will replace Centennial Hall and will house about 100 students in single rooms with suite-style bathrooms.

Renovations of Decker (V) and Cromwell (W) halls will provide single rooms for upperclass students. Norsworthy Hall (X) is scheduled for complete renovation to house upperclass students in double occupancy rooms.

AA. Student Ice Rink

To increase the number of student recreational facilities, The College has plans for an ice rink to be built on the current site of the softball field, which will move to Green Lane Playing Fields. It will be an open two-story facility with a collegiate-size rink and seating for 750.

Susan M. Long is TCNJ's director of public information and marketing.

Lions' Roar

Brenda Campbell recalls the '70s

As Brenda Campbell drove onto the campus of Trenton State College in July 1969, she listened to radio reports of Neil Armstrong walking on the moon. Arriving to teach physical education (and do some coaching of tennis and swimming on the side), she recalls thinking that she, too, was taking an awfully big step.

She had accepted the job over the phone, without ever seeing The College. That wasn't important at the time because she only planned on staying long enough to save money for medical school.

Today, with 32 years of coaching behind her, Campbell has retired to Kure Beach, in her native North Carolina, with her German shepherd, Shiloh, several boxes of photographs and piles of other mementos of a career that helped make TCNJ's women's sports program one of the nation's best. Her swim teams placed in the NCAA Division III Top 20 four times in the '90s and in 1997 TCNJ's Diane Maise won the diving competition. Her tennis teams had a win-loss record of 335-79 and were the 1986 Division III National Champions.

She admits that her first impressions in 1969 were rather negative. She had been used to coaching in Florida, where both tennis and swimming were high-powered, big-time sports. At TSC, she found only seven tennis courts and a 25-yard pool with four lanes so narrow that swimmers interfered with one another when they did the butterfly. Even though the pool was among the best in the state, how could a team do serious training in such a small facility?

But the women, many of whom were physical education majors, turned out to be both talented and

dedicated athletes. While a great many college tennis players of the 1970s tended to come up via private lessons and country-club tournaments, most of Campbell's students had come for academic reasons, and just happened to be good athletes and quick learners. There was no recruiting of athletes in those days, and many women who showed up to try out were not ready for serious competition. However, those who didn't quit in the early going responded well to Campbell's no-nonsense

training regimen, team approach to winning, and boundless enthusiasm.

Swimming then was far different from today's sport. The longest races were only 100 yards, so that starts, turns, and sprints were the key training elements. A long practice session might see swimmers doing 2,000 yards once a day, five days a week. Today, training demands up to 7,000 yards, usually twice a day, six days a week. When Campbell became head coach in 1970, practices began about Nov. 1 and the season ended in February. Now practice begins Sept. 1, and the competition runs from Nov. 1 through mid-March.

It was during Campbell's tenure that women coaches around the country broke away from the male-dominated athletic scene and went national under the aegis of the Association of Intercollegiate Athletics for Women. She was a driving force in AIWA, which had a strong regional and national program until the NCAA opened its doors to women.



Brenda Campbell



The pool in use when this photo was taken in 1985 was so small that butterfly contestants often made contact.

Campbell gives full credit for the strength of TCNJ's women's athletic program to the coaches and administrators who preceded her. Long before federal Title IX laws required it, The College had been committed to making sure that not only did men's and women's programs have equal funding, but a fair allocation of facilities and practice times as well. It was those early decisions to ensure that women's sports got strong support, she said, that have produced the successful program of today.

We're number 3 of 395

For the third straight year, the Lions of TCNJ ranked third in the annual Sears Directors' Cup competition for the best Division III college athletic program in the nation during the 2000-01 academic year.

With the contest based on each institution's finish in Division III competition in up to 18 sports, The College's rank was helped along by the fact that women's soccer earned 100 points for winning the Division III national championship.

Williams College in Massachusetts and Middlebury College in Vermont took first and second in the final standings among the 395 eligible Division III institutions. This marks the sixth straight year TCNJ has ranked among the top five in the Sears race.

During the year, TCNJ sent 14 of its 21 varsity teams to the Division III Championship competition, and finished the year with an overall record of 209-85-1, a .710 win percentage. In addition to the superb showing by women's soccer last fall, the wrestling, field hockey, and women's basketball teams all posted fifth-place finishes. Other teams' standings were: women's cross country, 11th; men's cross country, 19th; men's swimming, 15th; men's golf, 19th; women's outdoor track and field, 12th.

Erica DiStefano, breaking the TCNJ record and winning the high jump at the Penn Relays in April. Photo by C. W. Pack Sports.

Erica DiStefano, another champion

It's not every day that a track and field contender from a Division III college shows those big-time Division I athletes how it's done. But that happened at the famed Penn Relays in April when TCNJ junior Erica DiStefano took a convincing first with a 5' 9 3/4" high jump.

Not only did her leap set a college record, but she is believed to be the first-ever winner of that event from a Division III college. Earlier in the year, at the NCAA Division III Championships in Wisconsin, Di Stefano became TCNJ's seventh individual national champion in indoor track, with a jump of 5' 7 1/4".

Di Stefano now is a four-time All-American track athlete. In addition to winning this year's indoor high jump championship, she took second in the outdoor high jump. In last year's NCAA Division III Championships, she placed in both the high jump and 100-meter high hurdles.

Di Stefano, a graduate of Trenton's Notre Dame High School, now is a senior majoring in health and physical education. She was featured in the "Faces on the Crowd" section of the summer issue of *Sports Illustrated for Women*.



CALENDAR OF EVENTS

Mark your calendar and treat yourself to an afternoon or evening of cultural excellence and entertainment at The College. This academic year offers wonderful exhibitions and performances in art, theater, dance, and music.

Unless indicated otherwise, all events take place at the Music Building Concert Hall and are free of charge.

November 14–December 12
The Political is the Personal: Perspectives from the Latin American Diaspora
 College Art Gallery, Holman Hall
 Monday through Friday noon–3 P.M.
 Thursday 7–9 P.M.
 Sunday 1–3 P.M.
 Opening reception, Nov. 14, 6–8 P.M.



▲ Artwork by Gloria Rodriguez

November 16
 Radio Play: **The War of the Worlds**
 with SITI Company
 Kendall Hall Main Stage
 Tickets required, 8 P.M.
 Senior Music Recital
 Lisa Miller, Violin, and
 Amy Troxel, Piano
 8 P.M.

November 17
 TCNJ Orchestra



Philip Tate,

Conductor
 Tickets required, 8 P.M.
 November 18
 Senior Music Recital
 Eileen Kier-Dilks, Mezzo-Soprano
 8 P.M.
 November 30
The Messiah, sung by The Mendelssohn Club Choir and TCNJ Music Faculty Soloists with the TCNJ Orchestra
 Philip Tate, Conductor
 Kendall Hall Main Stage
 8 P.M.
 Tickets required

December 1
 TCNJ Percussion Ensemble
 William Trigg, Director
 8 P.M.

December 2
 Senior Music Recital
 Jennifer Aldrich, Flute, and
 Michael Bartlett, Saxophone
 4 P.M.
 TCNJ Chorale
 Michael Mendoza, Director
 Tickets required, 8 P.M.

December 5
 Collegium Musicum
 Robert Guarino, Director
 Tickets required, 8 P.M.

December 6
 TCNJ Jazz Ensemble
 Gary Fienberg, Director
 Tickets required, 8 P.M.

December 7
 TCNJ Choir and Women's Ensemble
 Michael Mendoza, Director
 Tickets required, 8 P.M.

December 8
 TCNJ Concert Band and Wind Ensemble
 William H. Silvester and
 George Balog, Conductors
 Tickets required, 8 P.M.

December 9
 Senior Music Recital
 Susan Guckin, Clarinet, and
 Robin Keyes, Euphonium
 8 P.M.

January 23
 Martin Luther King Day Celebration
 Events to be announced

January 23–February 20
National Drawing Exhibition
 College Art Gallery, Holman Hall
 For hours, see Nov. 14
 Opening reception, Jan. 23, 5–7 P.M.



▲ John Amos

February
 Black History Month
 Events to be announced

February 1
 John Amos in **Halley's Comet**
 Kendall Hall Main Stage
 Tickets required, 8 P.M.

February 2
 Greater Princeton Youth
 Orchestra Concert
 Tickets required, 8 P.M.

February 9
 Music Faculty Recital
 Robert Guarino, Tenor
 8 P.M.

February 27–April 3
 The Ancient House
 College Art Gallery, Holman Hall
 For hours, see Nov. 14
 Opening reception, Feb. 27, 5–7 P.M.

February 28–March 3
 Opera Theater of TCNJ Presents
 Rodgers and Hart's
The Boys from Syracuse
 Robert Parrish, Artistic Director
 Kendall Hall Main Stage
 Feb. 28, March 1 and 2, 8 P.M.
 March 3, 4 P.M.
 Tickets required

March
 Women's History and
 Jewish Awareness Month
 Events to be announced

March 5
Copenhagen
 Kendall Hall Main Stage
 Tickets required, 8 P.M.

March 6
 Multicultural Lecture:
 Mary Kennedy Cuomo
 Kendall Hall Main Stage
 12:30 P.M.

April 13
 A Gala Evening of Music of the Stage
 Robert Parrish, Artistic Director
 Tickets required, 8 P.M.



April 17–May 1
Art Student Exhibition
 College Art Gallery, Holman Hall
 For hours, see Nov. 14
 Opening reception, April 17, 5–7 P.M.

April 19
 TCNJ Jazz Ensemble
 Gary Fienberg, Director
 8 P.M.



▲ Robert Guarino

April 20
 Collegium Musicum
 Robert Guarino, Director
 Tickets required, 8 P.M.

April 23
 The Washington Ballet
 Kendall Hall Main Stage
 Tickets required, 8 P.M.

April 27
 TCNJ Choir and Women's Ensemble
 Michael Mendoza, Director
 Tickets required, 8 P.M.

April 28
 TCNJ Wind Ensemble and Concert Band
 William Silvester and George Balog,
 Conductors
 Tickets required, 8 P.M.

May 3–17
Senior Fine Arts Seminar Exhibition
 College Art Gallery, Holman Hall
 For hours, see Nov. 14
 Opening reception, May 3, 5–7 P.M.

May 3
 TCNJ Percussion Ensemble
 William Trigg, Director
 8 P.M.



Radio Play ▲

May 4
 TCNJ Orchestra
 Philip Tate, Conductor
 Tickets required, 8 P.M.

May 5
 TCNJ Chorale
 Michael Mendoza, Director
 Tickets required, 8 P.M.

Information subject to change.
 For more information, tickets,
 or to confirm any scheduled event,
 please contact the appropriate office
 listed here:

Art Exhibits—609/771-2652
 Music Events—609/771-2775
 Theater Events—609/771-2775
 Box Office—609/771-2775
 For additional events,
 point your Web browser to:
www.tcnj.edu/calendar



▲ Philip Tate

In Focus

Students

- The Austrian Fulbright Commission has awarded Kristin Mellage '01 an Austrian Ministry of Education Teaching Fellowship for this academic year. A political science major with minors in history and international studies, Mellage eventually plans to attend law school.
- A recent call from the Robert Wood Johnson University Hospital at Hamilton for volunteer artists to paint scenes in the facility's stairwells prompted responses from two TCNJ students. Kerry Donovan '03, art/education, celebrated healthy exercise with a scene showing a jogger running through a wheat field, while Luis A. Ramos Jr. '05, graphic design, painted people enjoying a healthy meal in a café.
- The Army Reserve Officers Training Corps has awarded TCNJ students with four-year scholarships that include full tuition, a monthly \$250 stipend, and a yearly book allowance of \$600. Now sophomores, they are: Michael Fogler, an economics major; Audrey Hsieh, a political science major; and Jacqui Pruszinski and Evan Eidelberg, law and justice majors.
- In April, Dana Drag '01 and Lorraine Juzwick '01 participated in a competition for best poster presentation at the northeastern conference of the Consortium for Computing in Small Colleges held at Middlebury College in Vermont. Their project, "Cluster Computing: Development of a Small-Scale Cluster and Learning Modules for Undergraduates," had been described as one of the top submissions in the contest.
- Betsy Houston '01, president of the Gay Union at TCNJ until her graduation last spring, spent part of her spring semester helping to run a national Day of Recognition for Abortion Providers on March 10. As an intern for the Reproductive Freedom Task Force of Refuse and Resist!, she helped manage what has become an annual expression of thanks to medical professionals who continue to provide legal abortion in the face of sometimes violent intimidation.

- By definition, a TCNJ "scholar-athlete" is one who has achieved a 3.3 grade point average or better while competing as a member of a varsity team. During the 2000–01 academic year, for the first time the number of such students reached 100. Each year a male and female student are singled out for what is now called the Harold W. Eickhoff Outstanding Senior Scholar-Athlete Award. Last spring the award went to two varsity soccer players: Shawn Fleming '01, captain and goalkeeper of the men's team, who had a 3.93 GPA as an engineering science major; and Rebecca Pearson '01, a quad-captain of the women's team, who earned a 3.79 GPA as a psychology major.
- A new chapter of Habitat for Humanity took shape at TCNJ last spring, guided by Kimberly Meginn '02 through the process of approval by the Student Government Association. Students expect to cooperate with the established Trenton/Princeton Habitat office to expand local housing opportunities for the poor.
- Biology students continue to shine on the national scene. Vijay Bhoj '02 is one of seven New Jersey students and 300 nationwide to win a \$7,500 Goldwater Scholarship for advanced study. He intends to study cellular biology and work toward an MD or PhD degree. Joseph E. Burgents '02 is one of 12 students accepted by the National Science Foundation for last summer's highly competitive research program at the Marine Biological Research Laboratory at Woods Hole, MA. Heather A. McMahan '03 won a competitive \$5,000 Maurice Udall Foundation scholarship. McMahan, who has been active in major environmental projects at TCNJ, is one of 80 students preparing for a career in environmental service selected for their outstanding knowledge and commitment.
- Emily M. Gibson '03, a computer science major, spent the summer at NASA's Goddard Space Flight Center in Green Belt, MD, working at the Information System Technology Center.
- Three senior graphic design majors won scholarships offered by the Art Directors Club of New Jersey in its annual spring competition.

Tracey Norlen took first place, winning \$1,500, while Colleen McKay won \$500 for second place in the Smith Design Packaging competition. Steven Bailey won the \$1,000 AGCD Scholarship funded by Allan Gorman.

- During the summer, two seniors majoring in political science attended prestigious programs. Horacio Oliveira attended the Ralph Bunch Summer Institute run by the American Political Science Association at Duke University, while Robert L. Young attended the Gerald R. Ford School of Public Policy and International Affairs at the University of Michigan.
- Christopher N. Brown, Peter Jaworski, and Beth McCahill, senior psychology majors, formed a team that took second place in the intercollegiate Human Resource Games held at Rowan University in the spring. TCNJ beat teams from Drexel, Temple, Slippery Rock, Rowan, and Robert Morris universities, but lost to the returning champion, Penn State University.
- Lisa M. Miller '02, a music major, has been awarded a \$2,500 Thomas H. Kean Scholarship by members of the Garden State Arts Center Foundation, based on her nomination by TCNJ's Department of Music and her high academic standing.
- The three TCNJ juniors who had been preparing for the Graduate School of Criminal Justice at Rutgers University were accepted for that program and are taking their senior years there this fall. Each is expected to receive a bachelor's degree from TCNJ in May and a master's in criminal justice from Rutgers in December 2002. They are Kristopher Arnold, Heather Buchanan, and Melissa D'Arcy.

Displaying their college spirit, nine students and two advisers from TCNJ's Residence Hall Association orchestrated a 30-second role-play of the making of a movie at the National Association of College and University Residence Halls Conference in Los Angeles in May. Our students approached other delegates and asked them to be in TCNJ's movie, playing parts as director, camera person, actor, and the like.

The students also presented three program sessions at the conference, the theme of which was "Be a Star," and took an active role in a community service project in which participants worked at a local elementary school. Pictured are, from left, adviser Patrick Roger-Gordon, Marisa Rotino, Mike Costabile, Caitlin Mara (with mustache); standing in back are Ryan Farnkopf, Mathew Ruggiero; in front of them, RHA President Amanda Sargent, Kimi Suarez, adviser Michelle McCroy. Not pictured: Rachel Murphy and Matt Tomala.

- Pablo Barry '03, an accounting major, is one of 42 recipients nationwide in this year's PricewaterhouseCoopers' Minority Scholars Award program. Barry was selected from about 100 applicants based on a GPA of at least 3.2, success in key courses, and a required interview with a member of the sponsoring international CPA firm. The \$5,000 renewable scholarship was presented in July at the Minorities in Business Leadership Conference in New York.

Faculty

It is with sadness that we report the death of several members of The College community in recent months:

- E. Donald Longenecker, professor of special education at The College from 1967 to 1974, and chairman of the department for most of that period, died Feb. 28 at the Veterans Administration Medical Center in East Orange. He was 76 and had lived in Yardley, PA, since 1956. A paraplegic as a result of a German bullet wound in World War II, Longenecker oversaw a substantial expansion of and improvement in the special education department. In 1974 he became director of the The College's Child Development Clinic and taught off and on until illness forced his retirement in 1977. He had earned his undergraduate degree at Stanford University and his PhD from the University of Texas. He also taught at Penn State and maintained a private practice in clinical psychology for 15 years before retiring in 1999.
- Benjamin J. Warner Jr., 54, of the building services department, died March 12 of injuries sustained in an automobile accident two days earlier.



Warner, who also owned Club 10 in Hamilton, joined the staff in 1993 and held a variety of positions, including building attendant, assistant housekeeping supervisor and principal storeroom clerk. Colleagues knew him as a loyal, considerate, and friendly co-worker and supervisor.

- Gerhard Hagan, since 1987 an adjunct member of the faculty of, first, the mathematics department and later the computer science department, died Feb. 2 following a heart attack. Hagan was an admired and particularly dedicated teacher.

- Michael Ekizian, a popular and versatile retired professor of English, died May 11, at the age of 62, following a long illness. He began his teaching career at Hobart College in New York, joined The College faculty in 1964 and, after retiring in 1994, continued to teach part time. While Ekizian taught creative writing and the usual English and American literature courses, he created new ones as well, covering mythology, Afro-American blues and ballads, Kerouac and the Beat Generation, and D.H. Lawrence. He wrote and published his own poems and stories, and a book, *Chomaklou*, on village life in an Armenian village in Turkey, influenced by family ties to that land. He enjoyed all forms of music, played piano with a local jazz and blues band, and entertained often at The College, sometimes with his original blues compositions. He is survived by his second wife, Joan.

- Michael S. Kline '36 (E), director of career planning and placement at The College from 1959 to 1977, died at his home in Bridgewater on June 12 at the age of 85. As a State Teachers College undergraduate, Kline earned many awards, was the business manager of *The Signal*, editor-in-chief of *The Siren* and a member of the Student Executive Board for four years. He taught and coached in Princeton public schools for many years, and was principal of Garfield High School in 1958. He earned a master's in education at Columbia and a doctorate at Rutgers before joining the administration at The College in 1959 as director of student teaching and placement, a position that evolved into a larger career planning role in 1972.

Among many other interests, Kline founded the Cub Scout movement in greater Princeton; wrote a popular text, *Master Guide for Student Teaching*; played fast-pitch softball with a five-time state champion Somerville team; and organized golf tournaments in Somerville for 23 years.

In retirement, he ran a small sporting goods firm, MHK Sports Products. In 1994, Kline received the Alumni Citation Award, the alumni association's highest honor, in recognition of his many contributions to The College and community.

- Janice Bossart, assistant professor of biology, spent much of her summer in what are known as the "sacred forests" of Ghana in West Africa doing research on butterflies. Supported by grants, first from the Zoological Society of Philadelphia and more recently from the National Geographic Society, she used fruit-baited traps to characterize and identify butterfly communities in different forest groves. Bossart is collaborating with the Forestry Institute of Ghana and an international expert on butterfly taxonomy, who is doing a book on West African butterflies. Many of the forests involved have long been protected, not by government, but by religious taboos, myths and legends, and may harbor previously unknown species.



Janice Bossart photographed this *Euphaedra sp.* butterfly in Ghana.

- Celia Chazelle, associate professor of history, has received an appointment to the Institute for Advanced Study at Princeton for the spring semester of 2002.

She will be writing a book tentatively titled *The Carolingian Renaissance: The Rhetoric and Reality of Reform in the Eighth- and Ninth-Century West*.

- Men's indoor track and field coach Steve Dolan was named Coach of the Year for the NCAA Division III Atlantic Region after guiding his team to both the New Jersey and Eastern College athletic associations' indoor championships.

- Charles Fenwick, associate professor of law and justice, has accepted an appointment as a senior associate faculty member at St. Anthony's College, Oxford University, for its April to July 2002 spring semester. Fenwick's specialty is East/West comparative criminology. He will both research and lecture on his "general opportunity structure" theory of crime at St. Anthony's, Keble College, and Oxford's Oriental Institute. In July 2000, Fenwick lectured at St. Anthony's Jubilee Conference, celebrating the 50th anniversary of the founding of the college.

- Jo-Ann Gross, associate professor of history, has been elected secretary-treasurer and an executive board member of the new Association for the Study of Persianate Studies (ASPS), a professional organization for researchers interested in societies based on the Persian language. She helped organize the first international conference of ASPS, which took place in October in Shiraz, Iran, and is launching the association's new annual journal, *Studies on Persianate Societies*.

- Dawn Henderson, head coach of women's basketball, was named 2000-01 Coach of the Year by the District 3 Women's Basketball Coaches Association. Henderson's team made the NCAA Division III final eight and won the New Jersey Athletic Conference title during the winter season.

- Stuart Koch, associate professor of political science, served on a state Senate Task Force on Internet Access to Sex Offender Registration Information that made recommendations leading to a state law passed in June that regulates how sex offender information will be made available on the Internet.

- Matthew Lawson, assistant professor of sociology, and six students in his research methods course, participated in a survey of Trenton's South Ward during the fall of 2000. Lawson helped design the survey of an area occupied by 10,000-12,000 Latino, white, and African-American residents. Volunteers from the community and other local colleges interviewed a sampling of residents, while TCNJ's students entered and analyzed the data collected. The survey revealed problems of concern to the residents and their views of what services are most needed in the area.

- Claire Lindberg, associate professor and coordinator of the nurse practitioner program, has been appointed director of clinical services for HiTOPS in Princeton, a non-profit agency providing education and clinical services to young adults ages 13-23. The agency is extending its reproductive health services to adolescent males. Her services there are supported by a contract between The College and HiTOPS. Lindberg also has been named to U.S. Rep. Rush Holt's Healthcare Advisory Committee.

- Don Lovett, associate professor of biology, recently published an article about the effects of osmotic stress in the green crab in the journal *Comparative*

Biochemistry and Physiology. The article was co-authored by former biology majors Michael Verzi '00 and Patrick Clifford '99.

- Charles McVicker, assistant professor of art, added to his many honors with an award at the 39th annual Watercolor USA exhibit held at the Springfield (MO) Art Museum. Of 1,068 entries, only 110 were accepted for the show. McVicker recently has won awards at three other national shows: the American Watercolor, National Watercolor, and Adirondack National exhibitions. Early this fall, he was a juror for the 2001 Adirondack show, held at Old Forge, NY.



Charles McVicker's prize winning watercolor, *Deep Purple*.

- Michael Robertson, associate professor of English, and David Holmes, associate professor of mathematics and statistics, have co-authored, with Roxanna Paez '99, a former statistics major working under a Minority Academic Career Grant, a study of newspaper articles that they attribute to the American novelist Stephen Crane. Published in Volume 9 of "Stephen Crane Studies," the paper applies traditional authorship attribution and non-traditional stylometric techniques to analyze 17 previously unknown articles published anonymously in the *New York Tribune* between 1889 and 1892.

- Rajib Sanyal, professor of management in the School of Business, has authored an article entitled "The Social Clause in Trade Treaties: Implications for International Firms" in the February 2001 issue of the *Journal of Business Ethics*.

- Glenn A. Steinberg, assistant professor of English, gave one of the keynote addresses for the Fu Jen Medieval Conference held in March at Fu Jen University in Taipei, Taiwan. He spoke on current trends in Chaucer scholarship in the U.S.

- Jean Wong, assistant professor of language and communication sciences, presented a paper entitled "A Discourse Analysis of '(the) same' in English Conversation" at the annual international conference of the American Association for Applied Linguistics in St. Louis.

ALMA MATER

A few thoughts regarding our Alma Mater

by Franklin Grapel '33

When I entered college in 1929, I believe our school song ended with "The State schools, the State schools forever/ Three cheers for the Blue and the Gold." I remember having to sing it, along with the other freshman men in the Clinton Avenue dormitory as part of our "initiation."

It was a good rhythmic song, but at that time the Normal School was being phased out, and we were soon to be in the process of becoming a four-year college, the State Teachers College at Trenton. Feeling that the words to the song would not fit the new status of the school, Miss Mabel Bray, chair of the music department, offered a prize of \$25 for a new alma mater song.

As part of our curriculum, all the music students had voice lessons, usually taken in pairs. Sometime in 1931, I think, a fellow student, F. Van Lier Lanning, mentioned to Miss Bray during our voice class that I had the beginning of a tune that might make a satisfactory alma mater. There were no words, and only about four complete measures. When I played this fragment for Miss Bray, she thought it had possibilities. So, I was encouraged to write some words and complete the song.

My conception of alma maters leaned toward the Cornell song, which begins "Far above Cayuga's waters..." and is a sort of dignified hymn-like tune with words that express feelings for the college.



Franklin Grapel, '33, outside his home in Cottekill, NY.

The first draft of the text had to be shown to Dr. Charles Rounds, head of the English department. He made a few suggestions. One was that I hadn't mentioned Trenton in the song, just "alma mater." Thus the start of the second verse was revised to "Trenton College, Blue and Gold," which now, of course, would be incorrect. Also, he noted that my "Thou will guide" was not in the correct style, so I had to change it to "Thou wilt guide." He was correct, of course, but I've never liked this because the

"t" followed by the "g" is hard to articulate when singing. Regardless of style, I still prefer "Thou will."

Next the music was submitted to Mrs. Eleanor Sabary, our piano instructor. She thought it was good, with the exception of three ascending notes on "years unfold," which lead to a different ending for the melody. I felt my notes gave the closing measures a more dramatic lift, but I was overruled. Needless to say, I was angered by the change. Now, I'm not sure whether she or I was right.

At last, the song was finished, accepted, and printed. I was given the \$25 (big money in those days), and the new alma mater was presented to the school by Miss Bray at one of our assemblies. The whole school sang back then. I did not attend, but could hear it, with mixed feelings, from one of the music rooms on the third floor.

(continued on page 36)

Alma Mater

The College of New Jersey
Ewing, New Jersey

Words and Music by
FRANKLIN GRAPEL
Music '33

With dignity

Piano

f *rit.*

1. Al - ma Ma - ter, Blue and Gold! Fa - mous as in days of old!
2. T C N J, Blue and Gold, Thy brave spir - it ne'er grows old,

a tempo

cresc. *rall.*

Hearts we pledge that thou shall be shin - ing thru e - ter - ni - ty,
And though far our steps may lead, thou will guide our thought and deed

cresc. *rall.*

a tempo *D.S. al Fine*

bright - er as the years un - fold, Al - ma Ma - ter, Blue and Gold.
on to heights as yet un - fold, Al - ma Ma - ter, Blue and Gold. *Fine*

a tempo *Fine* *D.S. al Fine*

Pno.

Alumni News

I have been particularly pleased twice when I have returned to The College. At my 50th reunion, as I walked across campus, hearing my tune played on the carillon was an exciting surprise that stopped me in my tracks. Then in 1999, at the inauguration of President Gitenstein, I was really thrilled to hear the beautiful, intense rendition sung by Sarah McClean '00, accompanied by The College Wind Ensemble.

I would have appreciated being contacted when the necessary changes in the text were being considered. To me, "We enjoyed those days of old" seems somewhat prosaic compared to the original "Name still blazing as of old." Also, how can those new words really apply to students still in college? If it's not too late, may I suggest that that line be changed to "Famous as in days of old," or something

similar? The other revisions are appropriate and well expressed.

Finally, some of the words written back in the '30s have had a prophetic aspect that could not have been anticipated. Our college continues to shine "brighter as the years unfold." In addition, even "though far our steps may lead," we can never forget the enormous debt we owe for the guidance, education, and inspiration we received, and continue to receive, from our revered alma mater.

Editor's note: Following graduation, Grapel, a music major, taught in northern New Jersey for several years before taking a post at De Witt Clinton High School in the Bronx. He taught there for 29 years before retiring and moving to Cottekill, in Ulster County, NY. Now 89, he mows his own lawn, golfs, bowls, and is active musically, playing the flute, piano, and drums, and singing.

Changes through the years

Original 1932 words	Revisions of 1997
Alma Mater, Blue and Gold! Name still blazing as of old! Hearts we pledge that thou shalt be Shining through eternity. Brighter as the years unfold, Alma Mater, Blue and Gold!	We enjoyed those days of old. Mem'ries cling as years unfold,
Trenton College, Blue and Gold Thy brave spirit ne'er grows old, And though far our steps may lead, Thou wilt guide our thought and deed On to heights as yet untold. Alma Mater, Blue and Gold.	T C N J, Blue and Gold!

The Alma Mater author writes it his way.

As Franklin Grapel explains in the accompanying recollection, he never did like it back in 1932 when an English professor insisted on "Thou wilt" instead of "Thou will"; nor was he all that pleased with the revisions made in 1997 to accommodate the name change. When she read his account of writing the song and the subsequent revisions, College President R. Barbara Gitenstein found herself in full agreement with his views. As a result, we now are able, pleased, and proud to publish our official alma mater, words and music by Franklin Grapel '33.

'53

Bill Burke (AS) has been retired since 1988 from his career in foreign service, but not from the adventure of living. He has completed a five-month road trip from his current home in Oregon to pursue his love for skydiving in Florida. Then he was off to Paris for a backpack trek across Europe to Capri, with a pause in Germany to hang glide in the Alps. Bill's message to his classmates: "We all have to get older but we don't have to get old."

'57

James Michael Maloney (E) published his second

detective-mystery novel in August 2000 through Briarwood Publications, a small press in Virginia. The book is titled *Stump Man*, and takes place in South Jersey. Jim and his wife, Helen, recently moved to Whiting.

'61

Patricia A. Daly (E) retired July 1 as the director of health, physical education and athletics in New Brunswick. Her 40 years of service with the New Brunswick public schools included positions of teacher, coach, and administrator. Two major awards she received this year are: the

Greater Middlesex Conference Athletic Director of the Year, and the Bill Denny Football Hall of Fame Award as Educator of the Year. She looks forward to traveling around the globe in her retirement.

Robert Kraft (E) retired as Professor-Emeritus from the University of Delaware after 26 years. He also taught at the College of William and Mary and Syracuse University. He will be living in South Florida during the winter and Delaware during the summer.

'65

In July 2000, Nancy Glenz (E) was named chairperson of the Department of Graphic Communication Systems and Technological Studies and promoted to full professor at North Carolina A&T State University, Greensboro, NC.

'69

Michele Krajewski Ferrier (AS) has retired after 32 years in education, the last 12 as a high school principal. Her daughter is graduating from college and will be entering the teaching profession in North Carolina. She hopes to spend a lot of fun time with her husband, Alan.

'71

Barbara Brown Kennedy (AS) has moved from Chicago to Raleigh, NC, where she has enrolled in North Carolina State University to pursue a career in horticulture. William Alan Rieser (AS) has published a new science fiction novel, entitled *GAM*. He says he has "evolved through several careers," first in music, and second in electronics engineering. He now teaches electronics and

communications at the college level. Bill moved from New Jersey to Chicago, and, he says, "was roped in by a wild Texas woman," in 1996. Sandra and Bill now live in Fort Worth, TX, with their two Siamese cats.

'72

Elaine Cohen Sigal (AS) lives in California while running a large tutoring company in Westfield, NJ. She has three children: Josh, 23, a graduate student in an MFA program at DePaul University, Chicago; Yari, 19, a sophomore at Brandeis University; and Adam, 17, a senior in high school. She celebrated her 30th wedding anniversary in June. She would love to hear from other speech/theater/English people.

Mureen Burke Travagline (N) earned a master's in education from Widener University, Chester, PA, in May, and is a certified school nurse in the Philadelphia public schools.

Susan KurzWydner (AS) received her master's in counselor education at TCNJ in May.

'74

Aldonna Ambler (E) continues to stay in the news as an entrepreneur and business consultant. Last winter she was one of five women honored as National Business Woman of the Year (2001) by Office Depot at a fancy event at Miami's Doral Resort. Others were cited for their contributions to women's sports, technology and government, while she was recognized for leadership as a woman entrepreneur. She also has completed a book for the business owner

Two careers—and then some

One career was not quite enough for Joanna Sullivan Burris (E), a Cherry Hill resident who graduated in 1948, accepting an offer to teach mathematics and coach drama in the Moorestown Junior and Senior High School. After teaching on and off for 32 years, she took up the law and now, at the age of 73, is 20 years into that phase of her busy life.

Along the way she found time to earn a doctorate in mathematics from the University of Pennsylvania, serve on a board of education, raise a family, become a college professor, publish a textbook, run a busy law practice, and raise two of her four grandchildren.

Two years out of college, she married Robert Burris, and together they built a life in Cherry Hill, where he was the township clerk. While raising two daughters, Burris taught math in several schools, eventually winning a fellowship to attend graduate school in Philadelphia. After earning her doctorate in 1969, she joined the original faculty at Burlington County Community College, eventually heading its math department. There she taught statistics and developed a course in remedial mathematics. Her textbook, *Basic Mathematics*, was published in 1972 and sold well for more than 10 years.

Burris decided to use her first sabbatical to see whether she might like a law degree. The "experiment" prompted her to cut back on her teaching load and, in 1980, become a lawyer. She and another teacher/lawyer formed a small partnership, and she focused on matrimonial law. Although she retired from teaching in 1990, she says, "the best thing about practicing law is that you never have to retire."

Now a widow (her husband had suffered from multiple sclerosis and died in 1983), she maintains an active legal practice in Moorestown, doing a lot of estate planning, trust work, and occasionally serving as a court-appointed guardian. Being a mathematician in the courtroom has its advantages, she says. Judges have been known to advise an opposing counsel to be cautious when discussing numbers around Mrs. Burris.

Bruce B. VanDusen



Joanna Burris '48

Share your memories

We all have a favorite college professor or, to put it another way, a favorite story about one of our professors. How about sharing your memories of a former teacher with our readers? Please send your contribution of no more than

300 words to:
The Editor, TCNJ Magazine
Green Hall 202
The College of New Jersey
P.O. Box 7718
Ewing, NJ 08628-0718

earned his MBA from Rutgers and now is working in Marlton as assistant controller for MedQuist Inc., the nation's largest medical transcription and electronic document management company.

Lori B. Lewellen (AS) is pursuing her law degree at Nova Southeastern University, Shepard Broad Law Center in Fort Lauderdale, FL. Kathleen R. McMorrow (AS) is senior vice president of Rubenstein Associates Public Relations in New York City. She oversees publicity and marketing campaigns for clients in the real estate, architecture, investment banking, retail, and hotel industries. Lisa Ann Myers (AS) has returned to The College as media relations manager in the Office of College Relations. She joins the staff of The College from a feature-writing position at *The Courier-Post* of Cherry Hill. Julianne Roe (AS) earned a doctorate in English from Lehigh University in June and is now an assistant professor at Cedar Crest College, Allentown, PA, teaching writing and 20th-century British literature. Todd Smith (AS) married Devon Onraet Hale of Coral Gables, FL, in May, in New Hope, PA, after completing his master's in history at North Carolina State University with a 4.0 GPA. He now is a teaching assistant and PhD candidate in history at American University in Washington, D.C. Mary Elizabeth Tietjen (AS) is in her fourth year of work toward a PhD in the Molecular and Cellular Pathobiology Program at Wake Forest University School of Medicine. '93 Andrew J. Anderson (AS) teaches in the Continuing and Professional Education Department of Ocean

County College. His second book, *Images of America: Seaside Park*, has sold out. Michele Auletta (AS) completed the Registered Municipal Clerks program at Rutgers University and earned the RMC certification from the New Jersey State Division of Local Government Services. Regina S. Brown (AS) worked for the Illinois state Division of Child and Family Services as an organizational consultant. She also has become a licensed clinical professional counselor. Karlyn Dziemian Olsen (AS) is now balancing being coordinator of communications for the Woodrow Wilson School at Princeton University and caring for her daughter, Alexis, born in February 2000. She and her husband, Dave, have been building a house in Hainesport, near Mount Holly, and hope to be there by the time this is in print. Dave is an IT manager with the New Jersey State Police. Michael Sabbatini (B) married Jaime Scotto of Manchester, NH, at the Immaculate Conception Church in Trenton in October 2000. The couple honeymooned in Hawaii and now live in Lawrence Township. Karriem Salaam (AS) is completing his medical residency at Yale University. Gerald Wargo (E) has been promoted to dean of admissions at DeVry College of Technology in North Brunswick. '94 Safiyah Butler (AS) is a financial aid administrator at the Chubb Institute. Lynn Wallace Coco (E) graduated from Georgian Court College in Lakewood with a master's in educational administration and supervision. She continues to teach fifth grade in the Howell Township public schools. Jacqueline Giorzano (AS)

earned a master's in counseling from Kean University and now teaches psychology in the Woodbridge Township schools, while working as a part-time counselor at night. Stephen Charles Halpert (AS) recently completed a postdoctoral fellowship at the University of California at Berkeley's Counseling Center and was to take the psychologist licensure exam in October. Bob Mantz (AS) has become the senior recruiter for RCN, a facilities-based telecommunications firm with headquarters in Carnegie Center, West Windsor. John B. Stephenson (AS) moved to Dublin, Ireland, in May 2000 to serve as vice president of operations of an internet start-up, and recently was promoted to director. He completed a master's degree at Seton Hall University. Daryl Minus-Vincent (AS), having earned his MBA, is an education program development specialist in the New Jersey Department of Education. Christopher Wargo (AS) has been promoted from director of admissions at DeVry University in Long Island City, NY, to the same post at DeVry University in Arlington, VA. Bernadette Zimmermann (AS) teaches language arts and math to students with learning disabilities at Thomas O. Hopkins Middle School in Burlington Township. Last year she was named her school's "Teacher of the Year." '95 Cheryl Lynn Baird (AS) earned her PhD in biochemistry from the University of Utah in October 2000 and now is a postdoctoral fellow in the university's Core Facility for Protein Interaction. When Kristen Baksa (B) married Ian Hamilton in May 2000, the bridesmaids included Susan Pawelek '95

(B) and Erin Soule Gardner (B). Kristen and Ian live in Morristown. Claudio Colajacomo (AS) writes from Rome, where he was born, that he's a technical manager with Synlec EMA on the Via G. Pacchioni. After TCNJ, he earned a master's in engineering physics at Stevens Institute of Technology in Hoboken, and spent a year in Austria beginning work on a doctorate in physics. In 1999 he accepted an offer for the position he now holds. Six years after graduation, Ayeola Gamble Elias (AS) has traveled quite a bit, married, settled in Levittown, PA, and won an award for the alumni magazine she edits at The George School in Newtown, PA. Her magazine, *The Georgian*, took last year's CASE Gold Award for independent school alumni publications in the mid-Atlantic states. Since 1997, she has served the co-ed Quaker school as its public relations and Web site director in addition to editing and writing for the magazine. Immediately after graduation, she spent a year at the University of Frankfurt, Germany, conveniently near Frank Elias, whom she had met when he was an exchange student with her in Mexico during her junior year. They married in October 1997, and have been living in Levittown. Frank is a corporate trainer for Higher Check, a Lawrence Township firm that helps companies check on prospective employees. Travel has been high on Ayeola's agenda, having been to Costa Rica and Japan in addition to Europe. Last summer she accompanied a student group to Cuba where they worked on improvements to a Quaker meeting house in the city of Holguin. Linda Ann Williamson Sobieski (AS) was promoted to clinical research associate

in the Schering-Plough Research Institute in Kenilworth. She earned a master's in biology at Montclair State University in May. Mary Ammann Vargas (E) writes from Silver Spring, MD, to bring us up to date with her activities. After graduation, she attended University of Connecticut School of Law in Hartford, graduating in 1998. On a Skadden Fellowship, she worked at the National Association for the Deaf Law Center in Silver Spring for two years and has stayed on as a staff attorney. She represents people who are deaf or hard of hearing in cases with nationwide impact alleging discrimination on the basis of disability. She is the co-author of *Legal Rights: A Guide for Deaf and Hard of Hearing People*, published in 2000. She and her husband, Nelson, a lawyer with the Department of Justice working on immigration matters, live in Gaithersburg, MD. '96 Greg Coleman (AS) was promoted to general manager of the Modesto As, a Class-A team for the Oakland Athletics professional baseball team. John Harris (AS) received his DPM from Temple University School of Podiatric Medicine in May. He is serving a three-year surgical residency in the Oakwood Healthcare Systems, Dearborn, MI. Following their wedding last fall, Lisa Horne Fox (AS) and Dan Fox (B) live in Lodi. Lisa is a senior project director for Market Measures Interactive, a health care industry marketing research firm in Livingston. She is completing work on a master's in corporate and organizational communication at Fairleigh Dickinson University. Dan is a software developer for Ernst and Young

Try keeping up with Sheila

In July, Sheila Callaghan '95 (AS) left New York for a year's residency at the Playwrights' Center in Minneapolis, where she and four other winners of Jerome Fellowships are living a dream: They have been given the time, stage, and resources—including actors and directors—to write and test out their dramatic creations.

Since moving to Manhattan in 1999, Callaghan had been one busy woman, making her living as a freelance Web designer while writing a variety of one-act plays for small theater groups in the hand-to-mouth world of off-off-Broadway. Last year, her play *Kate Crackernuts* won her the \$7,500 Princess Grace award and the sort of recognition that led to the Jerome Fellowship, valued at \$9,000.

In February she flew to Bucharest, Romania, to research some Turkish baths that will figure in an opera cycle she's writing that involves three women who turn into concrete, metal, and wood. (We don't have space to explain.)

Back in the Big Apple, she joined an intense, full-time workshop in which five writers, five composers, and five actors combined and exchanged talents to write and later perform a whole lot of original songs.

Later in the spring she worked with an ensemble active in musical theater and puppetry, wrote for a new troupe of Northwestern University grads called "Singularity," workshoped one of her earlier plays for possible performance by the New Jersey Repertory Theater, and did a public reading at a new play festival in Costa Mesa, CA.

Callaghan often uses fantasy in her writing to explore issues of personal identity and the limitations of language. She likes myths and legends and says her work tends to be rooted in conventional story telling, with more reliance on poetic and visual effects than on witty dialogue. Still, she says, her audiences seem to have a good time.

Just now she's working on a full-length play about a family who lives with an old and ornate, possibly valuable, and rather ugly table lamp. As she says, "it can go in a lot of directions." As for Callaghan's own direction, it seems to be up.

Bruce B. VanDusen

and expects to complete his master's in management information systems from Fairleigh Dickinson in December. Melissa Foley Miller (AS) has been working as a seventh-grade teacher at a Catholic school in Bellmawr. She married Robert in 1999 and recently left teaching to have her first child, Jonathan Daniel, on March 29.

With great sadness we report the death on Feb. 14 of David Meister (AS), of Blairstown, who suffered from muscular dystrophy from the age of four, but lived a full life and earned the admiration of a great many friends and

co-workers. While attending The College, he headed the Students with Disabilities Association. During his senior year, he and his family, all avid New York Yankee fans, visited the Yankees during spring training in Florida. While there, he came to the attention of the team executives, who for several years gave him special access to games, players, and the celebrities who attended high-profile events. After graduation, Meister became a systems analyst in the information services department of Merck & Co. in Cokesbury, to which he commuted an hour each way until the day before his death. A few years ago he also contracted leukemia, but told very few people outside his family circle. In a note to Meister's family, a Merck co-worker wrote that David had "a rich, inquisitive, analytical mind, a strong indomitable spirit, major stubbornness, and people who counted on him every day."

Beth Adler (AS) has graduated from the University of Pennsylvania College of Veterinary Medicine and is now a practicing veterinarian, living in Bridgewater. Christine McDevitt Burke (N) is an RN specializing in critical care, and works with the HealthSkill agency in the Allentown, PA, area. She lives nearby in Bethlehem. Joseph Falk (AS) earned his Master of Arts in Teaching from TCNJ in May and is pursuing a law degree at Quinnipiac University in Hamden, CT. Tara Jakubik (B) is an MBA candidate at Rutgers Graduate School of Management while working for Merrill Lynch.



Sheila Callaghan '95

Kerri Redmond (N) has an apartment in Red Bank from which she commutes to her job as a staff nurse at Robert Wood Johnson University Hospital in New Brunswick. Stephen Thompson (AS) earned his master's in education from Marygrove College in Detroit, finishing with a 4.0 GPA. Diana L. Timmons (N) is a public health nurse with the Visiting Nurse Association of New York, working on Staten Island.

Robert Witheridge (AS) became assistant director of human resources for Kean University in November 2000. '98 Melissa Barber (E) has moved to Mays Landing, and teaches science at Egg Harbor Middle School. John Brophy (EN) is a senior product development engineer for



David Meister '97 and his dog, Ladd, were a familiar sight to many on campus. Ladd was awarded an honorary degree in computer science for having attended all of the required classes.

Metex Corp. in Edison, while pursuing a master's in engineering management at the New Jersey Institute of Technology. Erik Daniels (E) was featured in an article in *The Times of Trenton* on March 9 in connection with his work as a special education teacher in West Windsor-Plainsboro High School South. Diana G. Johnson (AS) is pursuing a master's in entomology at Washington State University and expects to graduate next year. Amy Marie Smith (AS) is in her third year of teaching third and fourth graders in the South Brunswick

Township School District. She is also the assistant women's soccer coach for Middlesex County College. '99 Marisa Ferraro (AS) will be graduating from Rutgers Law School-Newark in May. She spent the summer working as an associate in the NYC law firm of Dewey Ballantine. Matthew Johnson (AS) graduated from Rutgers in January with a master's in communication and information studies. He managed to earn a 3.70 grade point average while working part time at Johnson & Johnson. Now he's a Web consultant for Johnson & Johnson's Advanced Communications Group. Lisa Kim (AS) is a part-time graduate student in art history at Columbia University and lives in Hoboken. After graduating, Matthews Ntuthuko Mazibuko (E) taught fifth grade for a year in his native country of South Africa, and has returned to the United States to work toward a doctorate. He teaches sixth grade in the Hopewell Valley Regional

School District while pursuing his master's. John Patrick Mosca (E) is pursuing a master's in physical therapy at Columbia University. Gregory Volpe (AS) won first place in the New Jersey Press Association 2000 Better Newspaper Contest in the government reporting and writing category for a series of stories on municipal spending in Stafford Township, Ocean County. He is a reporter at *The Press of Atlantic City*. Courtney Wilson (E) lives in West Trenton and teaches at Bear Tavern Elementary School in the Hopewell Township school system. Patrick Wing (AS) has just completed his master's in Middle Eastern studies at the University of Chicago and this fall began work on a PhD in Near Eastern languages and civilizations. "At the moment," he writes, "my interests are in tribal politics and organizations in medieval and premodern Central Asia and Iran. Although I have no definite plans, I hope to travel next summer to Iran or Turkey. My ultimate goal is to teach Middle Eastern history

at the college level." '00 Michael Robert Ahrens (B) is a financial advisor with Morgan Stanley Dean Witter in Lawrenceville. Victor Alcindor (E) teaches eighth-grade English at Roosevelt Middle School in West Orange. He is also beginning a graduate program at Rutgers University (Newark) in the fall. Jennifer Armiger (AS) has entered the University of Delaware's doctoral program in history. Nicole Casciola (AS) is in her second year at the Dickinson School of Law of the Pennsylvania State University. After Joe DiLuzio (AS) graduated with honors in history, he entered a master's program in classical archeology at Tufts University, with plans to go on for a doctorate. After spending part of last summer on a dig in Tuscany, and the rest teaching Latin at the Camden campus of Rutgers University, he's back in Boston for another round of classes. Krista Garofalo (AS) is at the University of Georgia

pursuing a master's of public administration with a concentration in women's studies. Shawn Gerum (AS) worked as a medical laboratory technician in the genetics department of the University of Washington, and is now pursuing a doctorate in genetics at the University of Utah, Salt Lake City. Nicole Sabbatini Serino (AS) is an executive assistant at TIG Insurance in Tinton Falls. Heather Patricia Vander Berg (B) passed the CPA exam in November 2000. Sabrina Wittenber-Wilfrid (AS) teaches English at Central Regional High School in Bayville, while working on a master's in English at TCNJ. '01 Five members of the class, all psychology majors, this fall began graduate programs leading to doctoral degrees. Helma De Vries (AS) is at the Univ. of Maryland, where she is studying international relations and comparative politics. Kimberly Fairchild (AS) is at Rutgers studying social psychology. Neil Albert (AS) has begun a doctorate in behavioral neuroscience at the Univ. of California at Berkeley. Gwendolyn Seidman (AS) is studying social psychology at New York University, while

weddings

Donald A. Woodward '86 (E) wed Kate Gers May 19, 2001. Gwendolyn Van Sciver '87 (AS) wed Thomas McCrory '92 (AS) April 17, 2001. Brian Hurwitz '92 (AS) wed Erika Corbin April 9, 2000. Todd Smith '92 (AS) wed Devon Onraet Hale May 27, 2001. Darrel Kasper '93 (B) wed Karin Walpole '94 (E) March 31, 2001. Michael Sabbatini '93 (B) wed Jaime Scott Oct. 14, 2000. Tracy Jones '94 (B) wed Jeffrey Henriksen April 29, 2000. Barbara Ann Matagrano '94 (AS) wed Richard Vargas Oct. 23, 1999.

Lynn Wallace '94 (E) wed Robert Coco June 30, 2001. Matthew P. Anesh '95 (B) wed Kimberly DeAngelis in September 1999. Kristen Baksa '95 (B) wed Ian Hamilton May 28, 2000. Mary Canto '95 (AS) wed Michael Rice Aug. 12, 2001. Dawn Krompascik '95 (AS) wed Michael Porten Dec. 9, 2000. Kathleen Mack '95 (AS) wed Jason Riha '96 (AS) July 15, 2000. Linda Ann Williamson '95 (AS) wed Brian Sobieski July 15, 2000. Melissa Foley '96 (AS) wed Robert Miller Jan. 9, 1999.

April Ellen Hild '96 (E) wed Jonathan Jay Krihak July 1, 2000. Lisa Horne '96 (AS) wed Dan Fox '96 (B) Oct. 8, 2000. Kristen Anne Ingling '96 (E) wed Keith Hass June 24, 2000. Allison Meschke '96 (B) wed Joseph Corn '96 (AS) July 15, 2000. Jill Iozzi '97 (E) wed Jonathan Rocco '98 (B) July 27, 2001. Cheryl Jakubowski '97 (N) wed Jason P. Tansky Sept. 30, 2000. Scott LeFante '97 (B) wed Tammy Guzio Oct. 28, 2000. Cari McGaffney '97 (E) wed Robert Bonner June 17, 2000. Cheryl Diane Menold '97 (B) wed Christopher Bertuccini '97 (AS) Sept. 3, 2000. Cheryl Babrisky '98 (B) wed Gregg Ziliani '95 (AS) Oct. 14, 2000. Gabrielle Carbone '98 (E) wed Matthew Errico '96 (AS) Oct. 15, 2000.

Nicole Alexandra Lorenz '98 (E) wed Iwan Furyk, Jr. Dec. 30, 2000. Michele McClure '98 (E) wed Chuck Green '96 (B) Aug. 20, 2000. Stacey Ward '98 (AS) wed Thomas Culley, Jr. Dec. 30, 2000. Alex Falzone '99 (AS) wed Melissa Price Oct. 28, 2000. Megan Plachinski '99 (AS) wed Daniel D'Orvilliers '99 (AS) Oct. 9, 1999. Jaime Woronka '99 (E) wed Jason Fitzgerald '99 (AS) in July 2000. Shawn Gerum '00 (AS) wed A'Lissa Richards Jan. 12, 2001. Nicole Sabbatini '00 (AS) wed Michael Serino March 31, 2001. Sabrina Wittenber g '00 (AS) wed Damien Wilfrid Feb. 12, 2000.

Brian Hurwitz '92 and Erika Corbin; Michael Sabbatini '92 and Jaime Scott; Linda Williamson '95 and Brian Sobieski; Kristen Baksa '95 and Ian Hamilton; Dawn Krompascik '95 and Michael Porten; Greg Ziliani '95 and Cheryl Babrisky '98; Lisa Horne '96 and Dan Fox '96; Gabrielle Carbone '98 and Matthew Errico '96; Michele McClure '98 and Chuck Green '96



Tonita Under due (AS) is in the clinical psychology program at Long Island University. Each of these graduates will receive full financial support from the universities involved. A lot of medical school decisions were made during the spring. Here are the outcomes we have been able to confirm: Esther Ahn (AS) is at New York University. Richard Brodsky (AS) enrolled at UMDNJ-Robert Wood Johnson in New Brunswick. Jessica Galandak (AS) went to New Orleans, home of Tulane University's School of Medicine. Josh Breunig (AS) has begun a PhD/MD program at Yale University. Susan Alsamarai (AS), Ritu Sharma (AS), and Michael Link (AS) have begun their medical studies at

UMDNJ-Newark. Sydney Seinfeld (AS) is studying to be an osteopathic physician at the New York College of Osteopathy. Sumra Masood (AS) is pursuing an optometry doctorate at SUNY-State College of Optometry, while Jessica Zak (AS) is on the same track at the Philadelphia School of Optometry. Valay Desai (AS) is pursuing a master's in molecular genetics at Johns Hopkins University, while Kham Vongpaseuth (AS) is at University College of Dublin, Ireland, working on a master's in botany that focuses on "plant fungal interaction." Brian Policastro (AS) is studying to be a physician assistant at the UMDNJ-School of Health Related Professions.

Michael Reynolds (AS) and Jennifer Stampfel (AS) both are enrolled in the physical therapy program at Arcadia University in Glenside, PA. Emelynn Fajardo (AS) has taken a lab technician position at MCP Hahnemann University Hospital in Philadelphia. Indushree Ghosh (AS) is doing clinical laboratory work at Bristol-Myers Squibb in Lawrence Township, while

Douglas West took a position with Merck & Company in Bluebell, PA. Gregory Salmieri (AS), who won the Department of Philosophy Cummings Prize for the best essay in philosophy as a senior, is at the University of Pittsburgh, working toward a doctorate in philosophy. Rosemarie Connelly (AS) works in New York City on the editorial staff of Nature Publishing Group, publishers of the magazine *Nature* and many other journals. A reliable source reports that Leigh Belz (AS), a journalism/professional writing major, was offered a job just five minutes after graduating at Lions' Stadium last spring. She took it and now is an assistant editor at *Elle* magazine in Manhattan.

Her job-hunting discoveries are chronicled in an essay in *unbound*, the TCNJ student online magazine. It can be read on the Web at <http://unbound.intrasun.tc.nj.edu/unbound/fall01/belz/index.html>. Richard Grippaldi (AS) has won a full fellowship to pursue a doctorate in military history at Temple University, which history department chair Daniel Crofts describes as "one of the top places" for that discipline. Joanna NewDeck is in Washington pursuing a law degree at American University. Christine Strahan (EN) commutes from home in Turnersville to Hancocks

Dorothy Drake Oldis '21	Audrey Ader '37	Jean Ann Koenig Steiber '71
Lucy Territo Dileo '24	Arthur Geilfuss '41	Dennis L. Schick '73
Ruth G. Miller '24	Dena Alvino Dodson '42	Barbara McCullion '79
Wilma Aronson '25	John H. Callan '43	Mary Jo Young '82
Catherine N. Huether '25	Ruth Ann Shoaf '50	Albert Michael Punk '89
Boris Zisman '25	Rose Marie Purves Venturini '56	Michael R. Mills '91
Rose Dewan Innes '27	Robert C. Marince '58	David R. Meister '97
Ethel Hazel Hoffman '28	Julia Sibilis Williams '60	
Annie Tindall Raab '28	Ruth M. Macphedran '62	
Elizabeth Merrick Campbell '29	Elsie R. Dole '65	
A. Margaret Sayre Welden '35		
Mary Baker Cottrell '36		
Orville G. Parrish '36		
Charles Yennie '36		

In Memoriam

new arrivals

Edward Michael Marhefka '79 (AS) and wife, Laura: a daughter, Svetlana, Nov. 28, 2000.

Len Cipkins '83 (AS) and wife, Ann Marie: a daughter, Kali Lauren, Nov. 27, 2000.

Dayna Jones Mundy '86 (E) and husband, Al: a daughter, Julianne May, March 20, 2001. Julianne joins sister Samantha, 4, and brother David, 2.

John Neveling, III '86 (E) and wife, Michelle Carlson Neveling '95 (E): a daughter, Kaci Alexis, April 17, 2001.

Dr. Charles Augustus Potter '86 (AS) and wife, Michelle: a daughter, Julia Patricia, Dec. 10, 1999.

Carol D. Morrison Beyer '87 (AS) and husband John: a son, Gunnar James, Dec. 29, 2000. He joins sister Madison and brother Cole.

Maryanne Proto Tarrant '88 (E) and husband, John: a son, John Gerard, July 18, 2000. John joins brother, Anthony, 6, and sister, Julianne, 3.

Shari Garfinkel Sullivan '89 (E) and husband, Michael: identical twin daughters, Julia Rose, Oct. 10, 2000 and Olivia Grace, Oct. 11, 2000.

Lynn Jacoutot '90 (BS) and husband, Kevin: twin girls, Kate and Lauren, June 5, 2001. They join their brother, Kevin Jr.

Meg Haller-Kennedy '90 (AS) and husband, John: a son, Brian Matthew, Jan. 3, 2001. He joins sister Nicole Lynn.

Jennifer Vreeland Maney '90 (E) and husband, Michael Maney '91 (AS): a daughter, Allison Grace, Aug. 2, 2000.

Juliet A. Howat McGuinness '90 (AS) and husband, David McGuinness '91: a son, Liam Patrick, Oct. 31, 2000.

Mary Jane Reynolds Custy '91 (E) and husband, David Custy '91 (EN): a son, Peter James, June 12, 2000. He joins brother Andrew.

Lori Winans Donaldson '91 (E) and husband, John: surviving triplets, Ashlyn Margaret and Kaylee Maria, Oct. 1, 2000.

Larissa Kelly Milligan '91 (B) and husband, Robert: a son, Robert Joseph, April 8, 2000.

Katherine Gatti Mottola '91 (B) and husband, Frank: a daughter, Alexa Concetta, July 26, 2000.

Marcelene Dragos Barratt '92 (AS) and husband, Ronald Barratt '92 (AS): a son, Brendan, April 13, 1999.

Anton Bodner '92 (B) and wife, Tina Salvatico Bodner '93 (B): a daughter, Cassandra Paige, Nov. 3, 2000.

Brita Ludvigsen '92 (AS) and husband, Lars: a daughter, Sarah Michelle, April 8, 2001. Dianna Ackerman David '93 (E) and husband, Stephen '94 (AS): a daughter, Jordyn Leigh, April 19, 2001.

Krista Nitti Devers '93 (E) and husband, Brian Devers '93 (AS): a son, Cameron Matthew, Aug. 29, 2001.

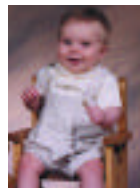
Melanie Ruhl Miranda '93 (B) and husband, Ken: a daughter, Isabella Catherine, Feb. 12, 2001.

Karyn Dziemian Olsen '93 (AS) '95 (MED) and husband, Dave: a daughter, Alexis Hannah, Feb. 21, 2001.

Colleen Purcell-Tappen '93 (AS) and husband, John: a son, Luke James, Feb. 27, 2001.

Meredith Filinuk Sawyer '93 (E) and husband, William: a daughter, Abigail Elizabeth, Jan. 20, 2000.

Nicole DeVincenzo Taylor

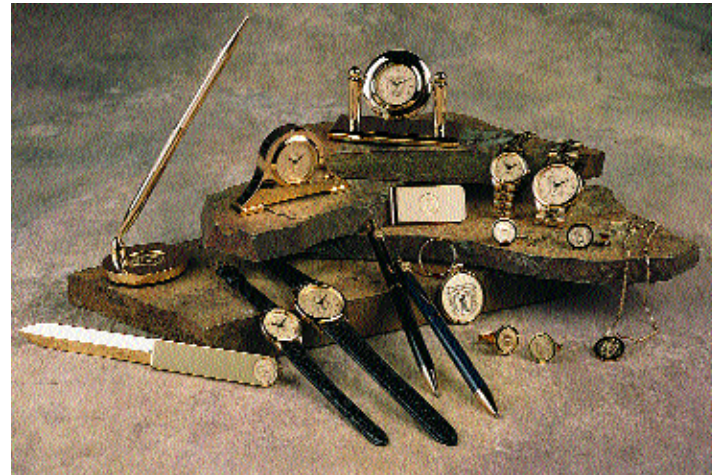


Julianne May, daughter of Dana Jones Mundy '86 and Al Mundy; John Gerard, son of Maryanne Proto Tarrant '88 and John Tarrant; Allison Grace, daughter of Jennifer Vreeland Maney '90 and Michael Maney '91; Kaylee Maria and Ashlyn Margaret, daughters of Lori Winans Donaldson '91 and John Donaldson; Cassandra Paige, daughter of Anton Bodner '92 and Tina Salvatico Bodner '93; Cameron Matthew, son of Krista Nitti Devers '93 and Brian Devers '93; Isabella, daughter of Melanie Ruhl Miranda '93 and Ken Miranda; Alexis Hannah, daughter of Karyn Dziemian Olsen '93 and Dave Olsen; Susan Elizabeth, daughter of Dianne Martello Brethauer '95 and Jeb Brethauer; Natalie Theresa, daughter of Kim Tesouro '99; Francesca Gabrielle, daughter of Fabio Lucolino '99 and Jennifer Lucolino

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Lion's Tale

Two buildings, one site

This fall faculty and students moved into the new three-story Social Sciences Building on the site of the former Bray Hall, which students from 1963 to 1995 will recall as the home of the Department of Music.

Named for Mabel E. Bray, professor of music from 1918 to 1948, Bray Hall was one of several structures completed during a rush of construction in the early 1960s. Clarinetist Roger W. McKinney, a professor of music since 1957, recalls Bray cost about \$338,000 at the time, and was overcrowded from the day it opened. It included, besides faculty and staff offices, five classrooms, 10 practice rooms, and a rehearsal space. He also remembers the small recital hall with its green, plastic, cafeteria-style chairs, a tiny stage, and very poor acoustics. Despite the modest facilities, music instruction prospered, with the faculty more than doubling from 13 in 1962 to 28 a decade later. When the new Music Building opened

next door in 1993, the Department of English occupied Bray until it was demolished in 1999.

The three-story Social Sciences Building would have dwarfed the former Bray Hall, but now fits in with the other large structures nearby: Green Hall, the Brower Student Center, Kendall Hall, and the Music Building. Its 76,000 square feet of interior floor space is more than three times that of Bray. It is home to five academic departments: law and justice, sociology and anthropology, psychology, history, and political science.

Every full-time faculty member (56 at last count) has a private office, with additional space for part-time faculty and office staff. The air-conditioned building houses 12 general classrooms, seven seminar rooms, and a computer lab. On the ground floor and basement levels, the Department of Psychology has several research rooms and some spaces for clinical, social, and physical study of children.

On the left below is a 1990's view of Bray Hall from the wooded grove behind Green Hall. At the right is the new Social Sciences Building, photographed in September from the same location.



A few thoughts about our students ...

At a special dinner in April, former Board of Trustees Chairman Robert A. Gladstone was honored as TCNJ's "Presidential Honoree of the Year." As he accepted the award, Gladstone made some comments about today's students, who are the beneficiaries of gifts to the TCNJ Foundation, of which he also is a board member. He said:

The young men and women we help today will succeed to the leadership of their own generation, as we have to ours. They can expect:

- To virtually eliminate genetically based disease;
- To realize the dream of a sustaining, cheap, and clean energy source;
- To extend a well-cared-for life beyond the allotted three score years and ten;
- To provide sources of nourishment for the population of the entire world;
- To expand our understanding of who we are, how we think, what the universe was before the moment of its conception, and where it is traveling; and
- To be responsible for bringing safely home, hostages held by a hostile force on the other side of the earth

They will be charged with the awesome task of communicating the wisdom of the ages and advances of our technological marvels to all people—everywhere. They will be responsible for fairly, equitably, and ethically deciding how and among whom the fruits of our society are distributed. Most importantly, they will bear the burden of teaching all that they have learned to the generation that follows them.

I have met the students of TCNJ, and I have worked with them. They are up to these tasks. I thank all of you for being here to support them.

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