

JONATHAN DORFAN

As director, Dorfan will also oversee the upgrade of the lab's SPEAR 3 synchrotron, well as fledgling plans for an interconsornational tium to build a 35 km long linear collider (ten times

Stanford Linear Collider). This "next linear collider" would collide electrons and positrons at energies comparable to those of the quark collisions planned for CERN's Large Hadron Collider.

For his part, outgoing lab head Richter says, "I will go happily out of the director's office on 31 August." Richter wants to keep a hand in both science and science policy, and says that he plans to lobby the government to increase funding for science, especially for long-term research. For the country, as for a lab director, says Richter, "one of the most important things is not to let urgent things get in the way of important things."

TONI FEDER

Isolation Hampers Physics Teaching at Two-Year Colleges

Physics faculty at two-year colleges tend to be happy with their work and enjoy career stability, but they also experience "a widespread sense of separation from and lack of acceptance by the broader academic physics community," according to a recent report on physics education at US two-year colleges. Conducted by the American Institute of Physics and funded by the National Science Foundation, the report is based on a survey of the approximately 1000 two-year campuses (out of a total of 1800) where physics is taught, and it offers the first comprehensive picture of who teaches, and who takes, physics at those institutions.

About 2700 full- and part-time physics instructors are employed by two-year colleges (also known as community or junior colleges), and a majority of campuses have only one fulltime physics instructor. Being the sole physics instructor means "you have nobody to talk to about physics or physics teaching," notes Tony Zito, a physicist at Dutchess Community College in Poughkeepsie, New York. "And there's nobody to back you up on what equipment or technical support you may need." It can also lead to a tooheavy teaching load. Even so, nearly

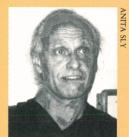
New Physics Fellowship Honors Free Speech Activist Mario Savio

Tario Savio earned his place in history back in 1964, when, as an undergraduate Lat the University of California, Berkeley, he helped form the Free Speech Movement, to protest the administration's ban on political activities on campus. Over the course of several months, the movement staged rallies and sit-ins, and Savio emerged as a charismatic leader whose impassioned speeches, whether delivered from atop a police car or on the steps of Berkeley's Sproul Plaza, gave voice to students' outrage and inspired them to act. The Free Speech Movement became a model for the Vietnam War protests that followed. And Savio, who was suspended by the university and sentenced to prison for his activities, became a national symbol of the Sixties protest movement.

For readers of a certain generation, that piece of history is familiar. What is perhaps less well known about Savio, who died two years ago of heart failure at the

age of 53, was his deep love of physics, which he pursued at San Francisco State University during the 1980s. Now, the SFSU physics and astronomy department has established a student fellowship in Savio's honor. Intended for undergraduates and graduate students who, like Savio, are returning to their studies "at an advanced age"—over 30, that is—"and after a significant break," the one-year, \$15 000 fellowship is one of the largest offered by the school.

Savio's interest in physics was a longstanding one, says SFSU's Oliver Johns, who helped establish the new fellowship. As a high school student in New York City, Savio had been a Westinghouse Science Talent Search finalist, for a project on the propagation of sound in seawater, and he studied physics at Manhattan College



MARIO SAVIO

and Queens College before transferring to Berkeley as a philosophy major. "I think that Mario returned to physics . . . partly because he was haunted by a sense of undeveloped potential," says Johns. "But he had a deep philosophical interest in physics as well.'

Savio was "so talented, so severely honest, so penetrating in his investigations," recalls Johns. "He could have been a research physicist of the very first rank." But, after earning his BS (graduating summa cum laude) in 1984 and MS in 1989, Savio decided that his health was too fragile to pursue a PhD.

Instead, he took a teaching job at Sonoma State University. The school's director of graduate studies, Elaine Sundberg, was Savio's supervisor and soon became a close friend. "Mario was one of my heroes when I was in high school," Sundberg recalls. "And then, in 1990, he walked into my office, looking for a job. I was amazed." In addition to teaching math and logic, Savio developed seminar courses that combined philosophy, physics and literature.

Return to activism

After the Free Speech Movement was disbanded, Savio, always a reluctant leader, tried to avoid the political limelight. But in the several years before his death, he reemerged as an outspoken critic of California's Propositions 187 (which denies public health and educational services to undocumented immigrants) and 209 (which ended affirmative action in state-supported education, hiring and contracting). One of his last public battles was over a proposed student fee hike at Sonoma State. "It was a very divisive issue on campus," says Sundberg. "Mario felt that the administration was trying to intimidate students and faculty into supporting the fee increase." As a nontenured lecturer, Savio knew he was risking his own job security, Sundberg says. "But he was rarely motivated by self-interest." The fee hike was defeated.

Information about the Savio fellowship is available from the Physics and Astronomy Department, SFSU, 1600 Holloway Avenue, San Francisco, CA 94132; e-mail physics@stars.sfsu.edu.

JEAN KUMAGAI

three-quarters of the full-time faculty reported that they would "still choose to go into two-year college teaching."

During the 1996-97 academic year, about 120 000 students took physics at a two-year school. Many of those students eventually transfer to four-year schools, and yet, notes AIP's Michael

Neuschatz, the report's senior author, "many university-based physicists regard two-year college instruction as lying outside the 'mainstream' of physics education." The types of physics courses offered at two-year colleges are similar to the introductory courses taught at four-year schools, the survey