

D' MENSIONS

The D'Youville College Magazine



a message from the president



Many years ago a dear friend of mine shared a card with me on which was written, “The Teacher’s Prayer.” It said, “Someday I would like to teach many and beautiful things to just a few people that would help them someday when they teach just a few people.”

Because of the importance of the focus of this issue of *D’Mensions*, I have considered teaching from many perspectives. We all believe we know what teaching is, but ask yourself the following questions:

- What constitutes a great teacher?
- Is a teacher great, even if students do not learn?
- Is teaching an action or an interactive process of teaching and learning?
- When is teaching effective?
- Do we teach subjects, skills, or something more subtle and infinite?

Recently I have spoken to faculty about teaching and to alumni about what they learned from their D’Youville education. In each instance, the focus was not so much on the subject matter as on the “awakening” that occurred. The comments were not about learning English literature but about learning to love English literature, not so much about learning science as about becoming stimulated by the desire to delve more deeply into scientific research, not about ethical problems so much as about learning to ponder situations and to make ethical decisions. It is about having our ears opened, having scales removed from our eyes, and having an unquenchable fire lit inside us that will not allow us to be complacent.

Being influenced by fine teachers enables us to become excited not only about what we learn, but also about learning itself and to then become enthusiastic teachers ourselves. Teaching becomes a link with the past and with the future, handing on to the next generation what we have learned from the past and what we hope for the time ahead.

As you read this issue of *D’Mensions* think of several of the teachers who influenced you and recall a few of the people your D’Youville education has helped you to challenge and to inspire.

Enjoy your reading,

Sister Denise A. Roche, GNSH, Ph.D.
President

SUMMER 2005 contents



6



8



12



4

D'

D'Mensions is published by the
Department of Institutional
Advancement in conjunction with the
Communications Office.
D'Youville College
631 Niagara Street
Buffalo, NY 14201
www.dyc.edu
716.829.8000

For comments and suggestions, con-
tact the editor at 716.829.7802

Editor-in-Chief
Patricia Lyons Van Dyke, '52

Graphic Design
Cher Ravenell

Contributors
D. John Bray
Director of Public Relations

Frank Brathwaite, Ph.D.
Sr. Paula Fox, OSF
Eric Little, Ph.D.
Canio J. Marasco, Ph.D.
Amable Paulino, Ph.D.
Penelope Prentice, Ph.D.
Patricia M. Smyton, '65
Marjorie Hunt Van Dyke
Peter Van Dyke, '85
Lauren M. Waukau-Villagomez, Ph.D.

Publications Mentor
Marilyn Gohr McTaggart, L.H.D.



Photo by Robert Kirsham

COVER:
Baccalaureate 2005, Holy Angels Church

2 message from the president

class of 2005

4 baccalaureate and
commencement

honored alumna

6 life above the clouds
Ann Wood-Kelly, '38, LL.D. (hon.)

8 college notebook
Valued vice-president announces
retirement, SIFE students finish in top 20,
Senior captures scholar awards,
P.A. program expands, Tuition agreement
with NYSUT, Sports teams, Two faculty
authors, Chiro continuing education
program, Study abroad 2005, Urban
education symposium, Middle States
reaccreditation

folio

12 creativity in teaching at NYC

28 book review
Thomas L. Friedman's *The World is Flat*

30 alumni events
Graduate brunch, Boston & Rochester
chapters, Spring luncheon, Delta Sigma
honorees

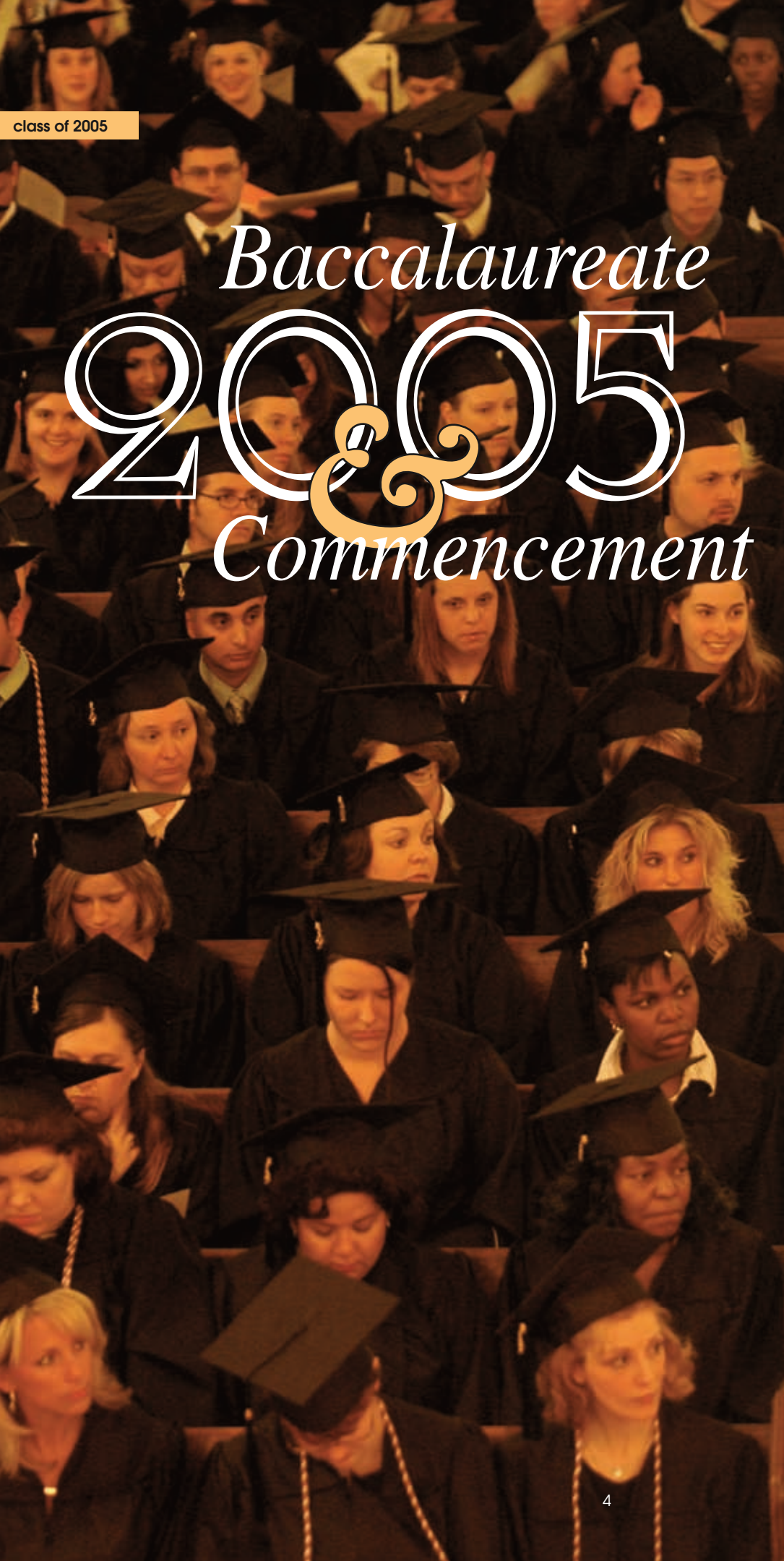
32 class notes

33 life transitions

36 taking action

38 intelligent giving

BACK COVER:
Alumni events for the season ahead



class of 2005

Baccalaureate *2005* *Commencement*

Bathed in the golden light in Holy Angels Church, the class of 2005 celebrated its interfaith baccalaureate. The theme for the service, “Let us build, Let us welcome and Let us serve,” was well defined throughout the service in the readings from Proverbs, from the Book of Matthew and from the tradition of Islam, in the music including the opening song, “All are Welcome,” and in Sister Denise Roche’s remarks.

In her reflection, Sister Denise contrasted the position of our graduates of 2005 and that of St. Marguerite d’Youville. She was left a widow with two small children and virtually in ruin when she established a small shop to support herself and her family. Later, she opened her home to the poor and homeless. She became so well known for her generosity and ability to cope and get things done that the church and civil authorities in Montreal asked her to restore and run the hospital that had been a refuge for the sick and the poor. Sister reminded our graduates today that they are equipped with an education that will enable them to provide for themselves and their families. She urged them to be cognizant of those who have so much less. “Use your education to provide for the poor and the needy,” she said. She suggested that they

take Marguerite's message of compassion to the marginalized, neglected, rejected and forgotten, wherever they are and wherever you call home.

Several members of the faculty were requested by students to assist with the hooding ceremony.

Rev. Thomas A. Ribits, OSFS, director of campus ministry, closed the baccalaureate with a benediction consonant with the ceremony theme.

That same theme was evident at the commencement ceremony when 490 graduates crossed the stage of Kleinhans Music Hall to receive their degrees from D'Youville's President, Sister Denise A. Roche, GNSH, Ph.D., at the college's 97th Commencement.

Wolf Blitzer, the honored speaker, a Western New York native and University at Buffalo graduate, serves us all in providing news coverage as anchor of the nightly *Wolf Blitzer Reports* and as host of *Late Edition with Wolf Blitzer* on CNN. He was awarded a Doctor of Letters degree (Litt.D., hon.).

Ann Wood-Kelly, '38, was honored with a Doctor of Laws degree (LL.D., hon.). In the early 1940s, she opted to serve when she joined the British Air Transport ferrying planes from factories to air bases in England and France. At the very start of World War II, she was honored for her pioneering role in women's aviation. Mrs. Wood-Kelly's degree was accepted *in absentia* by Dr. Ray Raymond, political officer from the British Consulate in New York. In his remarks he noted, "Great Britain is in debt to the women who served in the British Air Transport for theirs was a service that contributed to the survival of the country. The British government is honored to participate in this recognition of Ann Wood-Kelly."

A stirring salutatory was delivered by Loreto (Jojee) Osorio, Jr., '05, M.S. in international business.



In her baccalaureate address, Sr. Denise reaches heavenward in imitation of St. Marguerite.



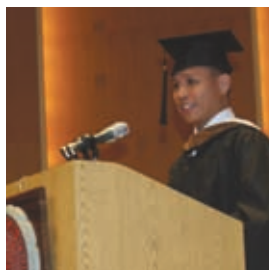
Carla M. Bisceglia, '07, campus ministry club president, welcomes the classes and introduces the speaker.

Commencement participants, Hon. Kevin Dillon, chair, board of trustees; honorand Wolf Blitzer, guest speaker; Sister Denise Roche, GNSH, president; and Dr. Ray Raymond, British Consulate, New York City, accepting for honorand Ann Wood-Kelly, '38



The hooded class of 2005 pours out of Holy Angels Church.

Dr. Robert J. Gamble, chair, department of education, hoods one of his joyful students.



Loreto (Jojee) Osorio, Jr., '05, delivers the salutatory oration.

ABOVE THE CLOUDS



Ann in her Spitfire

Ann is pictured with Lord Beaverbrook, grandson of Lord Beaverbrook, minister of aircraft production, WWII, and Winston Churchill, M.P., grandson of Sir Winston Churchill at St. Paul's Cathedral in London at award ceremony.



Ann at home with her son Woody Kelly, 1994

Raising the Air Transport Auxiliary flag, WWII



Ann with friends at Remembrance Day Parade, 1992

E LOUDS

Life Above the Clouds with Ann Wood-Kelly, '38, LL.D.



*Ann with
ATA pilot,
Peter George,
at St. Paul's
Cathedral
Ceremony,
1992*



*Ann receiving her D'Youville LL.D. (hon.) from
Sister Denise Roche, GNSH, accompanied by
long-time friend Patricia Lyons Van Dyke, '52*

The 1938 *D'Youvillian* could be described as prophetic in relation to the remarks about one member of the class. In the first few lines of the class prophecy, Catherine Brady wrote, "[W]hile I was dining at the Hotel Ambassador, I was accosted by a very gay voice, the owner of which turned out to be Ann Wood. It seemed that Ann was in Washington for only a few days; after that she was to return to New York; whence she was to sail for Paris to resume her duties to the French Ambassador. She spoke animatedly of her return to Paris and of the social and business events that awaited her."

No, Ann did not reside in Paris, but in London. No, she was not an assistant to the French Ambassador but she was, after World War II, first assistant to America's first Civil Air attaché based in London.

The commencement citation details briefly why Ann received an honorary degree but it merely scratches the surface of a woman whose jaunty exterior conceals her unflinching courage, unstinting patriotism, and eternal optimism: traits that have carried her through her daredevil life adventure.

However, there is another side to this woman glimpsed only by her good friends. Beneath the regal posture is a heart filled with caring and compassion. A very young woman in the days of a terrible conflict picked strawberries to take to fighter pilots about to take off on a dangerous mission. She knew many would never enjoy another strawberry. She is a woman who offers comfort and assistance to a friend dealing with the impending loss of a loved one bringing small gifts, a reminder of her presence and love. There is so much more to this grand lady, Ann Wood Kelly.

The citation, when her honorary degree was conferred, states:

"One of the nation's first and youngest female aviators, Ann graduated from D'Youville College in 1938 and her classmates describe her in these words, 'our genial, all round girl and born leader; unruffled in manner and savoir faire.'"

Two years later she was in the Civilian Pilot Training Program at Bowdoin

College where she earned her private pilot and commercial license as well. With only eight hours of flying time, she soloed. She then became a flight instructor to male students.

In 1942, Ann joined the British Air Transport Auxiliary, one of only 24 women. They were based in wartime England. The Auxiliary, known as the Legion of the Air, transported planes from factories to air bases and Ann made more than 900 trips flying 15 different types of planes to fields throughout England and France, all without radios or radar. Ann was 24 years old. She did this for three years until the end of the war.

She was one of the very few women who flew well known and challenging planes such as the Spitfire, the Hurricane, P 38 Lightning, P 40 Kittyhawk, P 51 Mustang and the Mosquito fighter bomber. She once said, "I like the Spitfire and the Mosquito, they were the fastest."

After D Day, the Auxiliary continued flying but now it was food and supplies to the liberated countries. She likes to recall one of her missions when the cargo was enough champagne for their victory party.

She continued to serve as first assistant to America's Civil Air attaché. In recognition of her outstanding service in World War II, King George VI awarded Ann Wood Kelly the King's Medal.

She joined Northeast Airlines in Boston and was special assistant to the president and to the chairman of the board. Later, Ann became Pan American Airways' first woman staff vice-president. In recognition of her role in women's aviation, President Lyndon B. Johnson appointed her to the Women's Advisory Committee on Aviation. President Richard Nixon later made her chair of the committee.

In 1965, Ann became the first woman to be named president of the prestigious Aero Club of New England. In her honor, in 1985 the club established the Ann Wood Kelly Scholarship.

A pilot for 65 years, Ann still flies today, continuing her life long love, as she says, above the clouds.

Valued Vice-President Announces Retirement

Michael Cipolla, long-time vice president for finance and the college treasurer, announced his plan to retire effective this December. Sister Denise Roche, D'Youville president, made the announcement to the college community early in May.

He will continue in his current position until a replacement is hired and will help in the transition. He will then be available as needed for special projects at the college.

Mike was named director of budget and finance/treasurer in January 1980 and continued in this position until 1984 when he left for a similar position at Loretto College in Denver, Colorado. He returned to D'Youville in the fall of 1987.

In making the announcement, Sister Denise praised him for being "a dedicated and stalwart member of the college community... His kind and collaborative manner and his unflinching support of the college's mission and values have made him an irreplaceable colleague and friend."

A graduate of Niagara University, he holds a certificate from the College Business Management Institute of the University of Nebraska at Omaha. He was an accountant at Peat, Marwick, Mitchell Co. in Buffalo prior to joining the University at Buffalo as an endowment funds accountant in 1971.

"My years at DYC were wonderful, thanks to the many individuals I worked with in the D'Youville community. [I enjoyed] the challenges and opportunity to help the college grow to what it is today. Working with Sister Denise is always a pleasure and I will miss everyone," he said.



*Michael Cipolla,
D'Youville's
vice president
for finance
and
college treasurer*

SIFE volunteer assists West Side residents under the IRS Volunteer Income Tax Assistance Program.



D'Youville SIFE Students Finish in Top 20 in Free Enterprise Competition

The D'Youville College SIFE (Students in Free Enterprise) team had an outstanding year. Competing in New Orleans with students representing over 800 colleges from across the United States, the team of Michael Smith, Jojee Osorio, Patricia Heredia, Denise Cotto, Jose Ballester, Adam Morris and Greg Ayers advanced to the semi-finals in Kansas City.

The D'Youville team finished in the top 20, eliminated by the University of Arizona. But the name of "that small college from Buffalo" will be remembered.

Robert E. Rich, Jr., president of Rich Products Corporation and chairman of the SIFE board of directors, was there to congratulate the hometown students. He complimented them saying, "D'Youville College proudly represented our Buffalo/Niagara region in the competitive national championship. The D'Youville students developed innovative outreach programs for tracking entrepreneurial and management skills and helping our community understand the ethical and social responsibilities that underscore our market economy."

The team was approached by several CEOs discussing employment opportunities and by professors from many colleges, as close as Elmira and as remote as Nigeria, who extended invitations to the students for joint collaboration with their own students on exciting projects.

SIFE is a national organization consisting of more than 800 college and university teams working to improve the financial literacy of high school and college students, to help struggling entrepreneurs and to help the current and future business community understand that the success of the free enterprise system is based on ethical business practices.

Over 15 projects were completed this year that helped the local community: teaching Cuban and Puerto Rican immigrants about personal finances, assisting a local entrepreneur in developing a professional dodgeball presentation, holding an eBay seminar for the public, assisting hundreds of residents of the West Side with their tax returns through the IRS Volunteer Income Tax Assistance Program, and collecting food and clothing for Haitian hurricane victims.



Hoang Nguyen of Vietnam, at the academic department awards ceremony, is joined by Marion Pace Olivieri, '86, Ph.D., chair of the department of mathematics and natural sciences and Andrew A. Schmitz, Ph.D., chair of the department of liberal arts

Senior Captures Scholar Awards

The faculty of the department of liberal arts and the department of mathematics and natural sciences jointly awarded the distinguished scholar award and the medal of science and humanities to Hoang Nguyen, a senior in the biology program at D'Youville College. He was chosen as a student who has exhibited a genuine dedication to the pursuit of knowledge, an outstanding breadth of mind, a steadfast intellectual integrity, a spirit of free and self-directed inquiry, and a magnanimity of character. The recipients of this award are students who, in the opinion of the faculty of both divisions, have gone beyond the boundaries imposed by their academic major by cultivating in themselves a broad understanding of the principle ideas in mathematics, the sciences, and the liberal arts and who have consistently and humanely used their talents to understand and serve their immediate community and the larger society that they inhabit.

This year the award was presented in loving memory of Professor Emeritus Paul Costisick.

DYC's Physician Assistant Program Expands

D'Youville College will expand its current physician assistant program by offering a new combined bachelor's and master's degree five-year program and a stand-alone master's degree program.

The five-year program will include 172 credit hours with 30 of those credits counted as graduate credits, according to Maureen F. Finney, department chair. "Our new master's degree program is innovative in that it incorporates clinical competence and applied clinical research. This allows the P.A. program at D'Youville to remain a leader in physician assistant education," she said.

Both programs were approved by the New York State Education Department and are accredited by the Accreditation Review Commission on Education for the Physician Assistant.

D'Youville started the area's first physician assistant program in 1993 and has graduated more than 290 students in this field.

The new programs will start this fall and the current four-year program will be phased out and will graduate its last class in 2009.

D'Youville Forges Tuition Agreement with NYSUT

Under a new agreement with the New York State United Teachers (NYSUT) union, D'Youville College will accept up to nine college credits for acceptable graduate work completed through the union organization. Students may then enroll at the college to complete the remaining courses for their master's degree at a 20 percent tuition discount.

This arrangement will help teachers earn their required advanced degree faster, according to college and union officials. New York state requires teachers to have their masters' degrees within five years of the time they begin to teach.

"The agreement with NYSUT is exclusive in Western New York to D'Youville, offering education programs in early childhood, childhood, adolescence and special education in those fields to union members," according to Dr. Robert J. Gamble, chair of the department of education at D'Youville, who helped prepare the agreement. "Under this agreement, D'Youville will grant transfer credit for those courses taken through NYSUT programs and help teachers complete their professional certification."

The agreement is in effect now and it is expected that individuals participating will save up to \$4,000 in tuition costs.

NYSUT, the largest union in New York State, represents more than 525,000 classroom teachers and other school employees and retirees; academic and professional faculty at the state's community colleges, State University of New York and City University of New York; and other education and health professionals. NYSUT is affiliated with the American Federation of Teachers, AFL-CIO.

DYC Sports Teams Enjoy Banner Year

John Hutton, DYC associate director of athletics and head volleyball coach, reports that the 2004-05 academic year saw 117 student-athletes, come from a multitude of hometowns, give their best efforts proudly wearing the red and white of D'Youville.

They come from all quadrants of New York state, representing 55 different high schools. They come from six different states, the farthest travelers being twin sisters from Arizona. And they come from different countries: yes, from our neighbors in Ontario, Canada, and also from Jamaica and from the African nations of Ghana and Gambia.

New rivalries took shape as the North Eastern Athletic Conference (NEAC) expanded its membership and geography. A dozen members now compete under the NEAC flag, with schools located near Syracuse, New York City, Baltimore, Philadelphia, and Scranton, Pa.

Women's crew, using the West Side Rowing Club facility located at the foot of Porter Avenue as home, became the eleventh varsity intercollegiate team at D'Youville. Also offered for women are soccer, basketball, cross-country, softball and volleyball. The male offerings are basketball, soccer, baseball and volleyball. Golf competes as a mixed team.

"The athletic programs at D'Youville College do more than provide students with the opportunity to play sports. It is an opportunity for students with differing backgrounds and experiences to bond as a team, united in the common goals of representing themselves, their team and D'Youville College in competition," stated Hutton.



Two Faculty Authors Release New Books

John Donohue, Ph.D., executive director of doctoral programs in education, has released his second novel, *Deshi*, which already is being praised by *The Chicago Sun* as "another excellent tale of clashing cultures, and exquisitely flavored and nuanced mystery."

Donohue is a nationally recognized authority on martial arts. He brings this knowledge to his novels, interweaving martial arts philosophy, Tibetan mysticism and the Samurai heritage with subtle humor and a good tale of intrigue and murder. *Publishers Weekly* said, "...this mystery with its fresh protagonist will appeal to all kinds of readers, not just martial arts aficionados."

Olga Karman, Ph.D., professor of liberal arts, gave a reading from her about-to-be released memoirs, *Scatter My Ashes Over Havana*, at the Burchfield-Penney Art Center, Buffalo, N.Y. The highly successful performance was given to a standing-room-only audience as part of the Burchfield's series of programs, "Art on the Hyphen: Cuban-American Artists of Western New York State."

Dr. Karman's well-received work also was featured in *The Buffalo News* in the Arts & Literature Review.



Participating in the chiropractic program's first continuing education session are Dr. Geoffrey Gerow, Dr. Benjamin Bartolotto, Dr. Ali Jafari, presenters Anna Allen, R.N., M.S.N., C.L.N.C. of Iowa and Dr. Stephen Savoie, D.C., F.A.S.O. of Florida, and Dr. Stephen Zajac.

DYC Initiates Chiro Continuing Education Programs

The New York State Education Department has designated D'Youville College as one of two postsecondary institutions of higher education in the state as an approved provider of continuing education programs for chiropractors. To renew license registration as a doctor of chiropractic, New York state education law requires completion of 36 clock-hours of continuing education in each three-year registration period. In March, DYC's doctor of chiropractic program held its first approved continuing education session. Over 50 doctors attended. Participants received an official D'Youville College Certificate of Continuing Education, documenting ten clock-hours of advanced continuing education.

The topic of the program was "Chiropractic Risk Management," presented by Stephen M. Savoie, D.C., F.A.S.O., of Florida, and Anna K. Allen, R.N., M.S.N., C.L.N.C., of Iowa. Both are renowned speakers within the chiropractic profession. Conference participants included other recognized leaders of chiropractic including Dr. Ali Jafari and Dr. Benjamin Bartolotto, the chairman and



In Toronto, Ronald H. Dannecker, director of admissions, speaks to enthusiastic students, many of Hungarian descent, about the Balassi Balint Institute/DYC Hungarian Study-Abroad program.

vice-chairman, respectively, of the NYS Regents Board for Chiropractic.

During a break from the program, the doctors were provided an opportunity to experience D'Youville by touring the campus. The tour included visiting the newly completed, campus-based clinic and meeting with the chair of the department of integrative holistic health studies and with the director and clinical coordinator of the chiropractic program.

It was Dr. Bartolotto's first visit to D'Youville. Both he and Dr. Jafari commented on how impressed they were with the college, its 97-year history of providing quality education, and, especially, the integrative nature of the chiropractic program.

Study-Abroad '05

Ronald H. Dannecker, director of admission, is traveling to the Toronto area to speak with high school students about the Balassi Balint Institute/DYC Hungarian Study-Abroad Program beginning in fall 2005.

The area was pinpointed for its large population of students of Hungarian decent who speak the language fluently. Several expressed excitement about the cross-cultural program.

Academic credits earned will be applicable to DYC's global studies and international business programs.

First International Symposium on Urban Education at DYC Draws Large Audience

D'Youville College hosted the First International Symposium on Urban Education and Intercultural Learning on April 30.

"We want to promote conversations with Canadian, English and U.S. educators regarding the challenges urban youth face in schools today," said Dr. Frank Brathwaite, assistant professor of education at DYC and one of the organizers of the symposium.

Approximately 200 registrants attended including school administrators, graduate students in education, and faculty members from various institutions interested in urban schooling.

Sister Denise A. Roche, college president, opened the conference with a welcoming address. Dr. Peter McLaren, professor in the Graduate School of Education and Information Studies at the University of California, Los Angeles, delivered the keynote address.

Presenters included Dr. Avis Glaze from the Ontario Ministry of Education, Dr. Brian Burt, University of Pittsburgh, Dr. Carl James, York University, Dr. David

Hill, University College of Northampton UK, as well as representatives from local colleges and universities.

There was a featured session on Charter School Proposal in Buffalo by Benjamin Randle and Joseph Murray of the Buffalo Schools.

"We hope this will help individuals learn new approaches, encourage future support to carry on the examinations of urban youth and education, and help the situation of urban teachers and students," Brathwaite said.

Middle States Commission Reaccredits D'Youville

The Middle States Commission on Higher Education has reaffirmed the accreditation of D'Youville College for a ten-year period.

The reaccreditation was issued following an intensive self study begun in 2003 by a DYC committee and a visit by an accreditation team made up of individuals from peer colleges and universities.

Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, Tel: (267) 284.5000, Web site: www.msache.org

Erratum—The International Folio in the spring issue of *D'Mensions* showed the Vietnamese flag in its old form. We regret any distress that this caused our Vietnamese students and their families. The new flag is shown below.





Five

talented
members of
the DYC faculty
bring their
creative energy
to the
classroom



With the societal turbulence that is evident across our society generally, several individuals pose probing questions about schools, teachers and students. As worldwide demographics continue to change, it is clear that North American society is increasingly ethno-culturally diverse and that the schools reflect these shifting realities. When these societal shifts combine and collide with the thousands of children, whose lives do not mirror those of the current policy makers, one is able to discern quickly the challenges that confront public education generally and teacher education specifically. Today's teacher education graduates need to possess, demonstrate and employ an ever-increasing number of varied skills sets, broad knowledge bases and values that reflect cultural sensibilities in a results-oriented environment.

Three other variables that are having an impact upon North American schools are shifting and declining enrollments and the resultant altered levels of resource supports, the wave of baby boomers who are retiring from teaching and school administration, thus opening new teacher opportunities, and the significantly growing role of international cultural values on all of society's institutions. There are several engaging factors that influence the teacher educators' role at D'Youville College and at other institutions of higher learning. Prospective teachers who have a desire to make a difference will be confronted with questions that challenge thinking at both the macro- and micro-levels of school life and school communities. To what extent will the foundations of education be examined through social and philosophical frameworks? Will the specific expectations for creating a thematic unit of study be developed to best serve students who, in turn, will be assessed primarily through a standardized test?

To what extent do the pre-service teacher candidates learn to be appreciative of the dynamic interplay between culture, multiculturalism, socio-economic factors and the need to prepare children to live in a technological world where values such as job security, globalization and widespread international poverty are evident?

My experiences within the department of education at D'Youville College have confirmed that future teachers are being provided with both theoretical constructs and instructional strategies that will enable them to meet student-focused challenges. For instance, these pre-service teachers will be dealing with children who are living with increased levels of poverty, a variety of global health issues, financial, power and academic inequities among students in the same school, and accelerating pressures to perform on high-stakes testing.

Teacher educators spend considerable time focusing on provincial or state curriculum requirements, standards and expectations that are organized in a comprehensive manner to facilitate the teacher's classroom planning. Often, these curriculum requirements are aligned with international and national bodies that strive to prepare individuals to learn a specific body of information and skills that will enable the graduate to apply the concepts and skills anywhere, nationally or internationally. Thus, the teacher educator's role is to assist the individual to learn, develop and to practice a range of instructional strategies that will facilitate future public school students with the tools/skills needed to create personal meaning and understanding from text. Additionally, teacher educators demonstrate, model, practice and engage the teacher candidates to work co-operatively, to develop social skills, to utilize research, technology and communication skills in order to organize ideas in a clear, understandable and coherent manner.

To illustrate, the students at a large urban public elementary school are focusing on the topic of medieval times. While the children's backgrounds may be varied and they may have some experiences with video games, they lack understanding of the broad social studies content, skills and attitudes of this time in history. To activate the students' prior knowledge, the teacher may choose a children's picture book, a short clip from a video or a K-W-L chart. The K-W-L chart [*Know—Want—Learn*] is a graphic organizer that the teacher may use during the introduction of a new unit of study, providing students at



FRANK BRATHWAITE, Ph.D.

Assistant Professor
Department of Education
on

INSTILLING CULTURAL COMPETENCE IN OUR FUTURE TEACHERS

Education:

Walden University, Ph.D.,
Educational Leadership

University of Calgary,
Graduate Diploma in Education,
Educational Administration and
Policy Studies

University of Toronto, M.Ed.,
Curriculum

Waterloo Lutheran University, B.A.,
Political Science and Geography

Professional Experiences:

Teacher, grades 1 – 12, Social
Studies and English and
Mathematics, grades 3 – 10

Alberta and Ontario, Principal,
grades pre-K – 12

York Region District School Board,
Assistant Superintendent of
Human Resources
Superintendent of Schools

Professional Affiliations:

American Educational Research
Association

National Council of the Teachers
of English

New Jersey Council of Social Studies

Ontario College of Teachers

Ontario Public Supervisory Officials'
Association

Reading Recovery Council of North
America

all levels to become engaged with the topic. The information is recorded in chart form, based on the following guides: what we currently *know* about the topic [K]; questions the students have that they *want* to have answered [W]; and at the end of the unit, when students have completed instructional activities—computer-based research, readings from a text, a series of novels or databases, observing a videocassette or a dramatic performance and/or field trip—recording information that answers the question, what have we *learned* [L]? While the K-W-L graphic organizer is more than a visual representation of the knowledge, the students are able to create a schematic framework that can be employed effectively when individual assignments are created. Thus, it enables the teacher to have the students identify and list what is already known about medieval times. The second state is to ask students to pose and record their questions, which may serve as the researching guide for an individual or group. With these two frameworks established, the teacher works collaboratively with the students, the teacher librarian or computer instructors, who schedule instructional activities. Over a period of twenty days, students learn a defined body of information, learn and apply new skills in social studies, researching and writing, and learn to create and present information in an engaging manner. Students also may work alone reading, questioning, writing, clarifying, researching, and reflecting about the ideas that have been learned. During the same period, teachers develop a plan that will ensure that the state or provincial curriculum requirements are learned, applied and will be assessed so that students and their parents/guardians will know what learning has occurred. At the conclusion of the unit of study, the children gather again as an entire class with a culminating activity (e.g., medieval feast) and a general recording of what has been learned during the past twenty days. This process of using the K-W-L strategy provides an avenue for all of the children, regardless of their backgrounds, their experiences or exceptionalities, with a forum through which they can participate. This instructional strategy is widely used with all students from pre-K to university levels.

Another challenging variable that teacher educators must acknowledge deals with the pressing role that standardized assessments play in school culture generally and in students' lives specifically. While the research is varied when describing the potential value of such assessments, these procedures are incorporated into the life of each public school. While each state or provincial jurisdiction has identified a weighting value of these tests as a marker of school effectiveness, teachers need to learn strategies to assist the students with the stressors that surround these assessment experiences. In some jurisdictions, the test scores reveal the defining standard of achievement, while other school districts choose to use the results for curriculum revisions, for creating supplementary resources allocations and for strengthening teacher professional development programs. While teacher educators hold varying beliefs about this form of assessment, the challenge remains to prepare teacher candidates to be familiar with standardized assessments as one tool for measuring an individual's progress and achievement. To that end, the teacher candidates learn about the nature of assessing students' activities, progress and achievement through exposure, discussions and practice. The connections between the role of assessments, the instructional planning processes, the nature of students' activities and the importance of parental communication are presented and explored. It is important for teacher candidates to understand, to appreciate and to work with various assessment tools through their on-campus pre-service classes and the practice teaching components of the college's teacher education program.

In addition to schoolteachers presenting a more and more compressed curriculum filled with educational content and skills, teacher educators need to prepare future teachers to understand and to appreciate the changing contexts in which students live. When one considers the significant wealth, power and energy that urban areas create for most nations' economies, it is regrettable to note that many urban schools across North America fail to offer hope and vitality to the student. While many urban schools present a bleak picture for young people generally and for minority students specifically, the teachers must work to

support the individual students on a daily basis. What the majority of students are seeking at school is to build strong, purposeful and respectful relationships with adults who can serve as role models, mentors and keepers of hope for individuals who are struggling through marginalized experiences. To be effective, teacher preparation programs need to provide a range of experiences to engage teacher candidates to become culturally competent. In practical terms, teacher education programs present a model of a teacher who promotes social justice values in the classroom, where the teachers demonstrate a clear purpose to prepare all students for a life that is constantly changing. Teacher candidates need to be passionate about their craft and their profession and this is demonstrated through their knowledge of instructional strategies that engage, challenge and acknowledge each person's contributions to learning. The teacher's role within this framework requires the individual to move beyond the job mindset to a life of purposeful work with young people. When one considers the role of the teacher as a lifelong learner, the values that reflect this attitude will be an ongoing commitment to learning about the curriculum and, more important, to learning about the lives of the students whom the teacher chooses to serve. By identifying this framework, the teacher is prepared to work with children from all socio-economic levels as well as cultural groups since the teacher's role has shifted from simply the organizer of information to one in which the students' lives shape the processes that support problem solving, interpersonal skills development and communication strategies within a more equitable balance of power in the classroom and school.

Given the changing nature of urban education across North America and given D'Youville College's location on Buffalo's West Side, the teacher educators in the department are developing ways to create engaging learning experiences for our students by volunteering at P.S. No. 3/D'Youville-Porter Campus, by connecting literacy theories with instructional reading strategies for elementary students and by creating units of study that integrate subjects across the curriculum. D'Youville teacher educators are providing instructional activities that will help pre-service teachers be able to serve students in urban, suburban, small town and rural settings with effective and stimulating strategies, as follows:

- Within the science program, teacher educators offer laboratory assignments based on chemical principles or physics experiments.
- For individuals preparing to teach elementary language arts, assignments are created that have the teacher candidates create integrated or thematic units of study and then have that person present a lesson for other candidates to assess. Teacher educators have the pre-service teachers read children's stories that reflect multicultural contexts. In addition, teacher candidates learn strategies such as prediction or vocabulary development that will help the student gain broad skills with universal applications.
- For educators who are working with prospective foreign language instructors, teacher candidates create a unit of study that may incorporate imaginary travel to a French, Hispanic or German country.
- For social studies teachers, the teacher may have the student create a case study of a specific environmental, historical or political issue and then have the teacher candidates present this information using a debate, an oral report, or a dramatization.

Teacher educators are consistently seeking to find ways that link theory, subject framework and instructional strategies.

While social change continues to accelerate and educational demands increase, the teacher educators' joys and challenges are many. Everyone who chooses to attend D'Youville College's teacher education program brings a strong desire to improve the lives of young people. For each teacher educator, the goals of unlocking the candidate's potential to engage in the serious work of teaching and learning are vitally important.

□



ERIC LITTLE, Ph.D.

Assistant Professor
Director, Center for Cognitive Science
on

BREAKING THE BOUNDARIES OF COGNITIVE SCIENCE



Education:

University at Buffalo, Postdoctoral
Fellowship

University at Buffalo, Ph.D.

Professional Experience:

Canisius College, Faculty

University at Buffalo, Faculty

Air Force Office of Scientific Research,

Principal investigator, co-principal

investigator, and consultant on

numerous federally funded grant
projects

The Lockheed Martin Corporation

The Development and Research for the
Defense of Canada

The National Institute of Standards

Awards:

Postdoctoral Fellowship,

University at Buffalo, Department of

Industrial Engineering

Cognitive Science Special Fellow,

University at Buffalo, Center for

Cognitive Science, 2000-2001

Technical University of Darmstadt,

Germany, DAAD Award from the

German government for research,

1997-1998

Works in Progress:

"Cognitive Linguistics, Force Dynamics
and Ecology"

"Reconsidering Memetics"

Translation of "Der Leib, Der Raum

und die Gefühle" (Embodiment,

Spatiality and Feelings) by Hermann

Schmitz, 1998

Dr. Eric Little is an assistant professor and acting director of D'Youville College's center for cognitive science. The center is focused on providing research opportunities for faculty and students in a multitude of interdisciplinary areas including, but not limited to: cognition, ontology, learning, behavioral sciences, consciousness studies, biopsychology, spatial reasoning, and extended biomedical applications. One of the center's main areas of emphasis is working closely with students in doctoral programs in order to provide research initiatives for their dissertations as well as field mentorship opportunities.

One such doctoral student, Maria Moore, has recently completed her field mentorship within the center. Her research project was aimed at uncovering current programs that focus on educational reform in war-torn places such as Afghanistan. Work is continuing on this project through connections with agencies such as UNICEF and Teachers Without Borders, in order to find out if there is a way for D'Youville to become involved in broadened international teacher-training opportunities for people living in these war-torn areas where educational resources are severely lacking. Communication to these parts of the world is slow and cultural change occurs at an even more retarded pace, but contacts have been established and substantive quality information on both current needs and trends has been gathered. Continued efforts hopefully can yield more ways in which one of D'Youville's strengths, international education, can be further bolstered.

A second doctoral student, James Velasquez, will be co-authoring a paper with Dr. Little aimed at the physiological dangers and ethical dimensions of steroid use in sports-related activities. The research for the paper stems from coursework done by the student in Dr. Little's doctoral course in Professional Health Education. This is a topic of social interest within both athletic and medical fields and one which warrants attention. The paper is going to be submitted for publication.

Dr. Little has published several papers in his fields of interest and has delivered numerous presentations at national and international conferences on the topics of consciousness, ontology [the study of logically structured categorical models], and information fusion. He presently is serving on the reading committee for the internationally renowned Fusion 2005 conference in Philadelphia, July of this year, where his most recent publication, "Ontology Meta-Model for Building a Situational Picture of Catastrophic Events," was also accepted by a peer-reviewed panel. Dr. Little has also been invited to be a panelist on the topic of "Ontological Research and its Applications to the Biomedical Domain" at the annual meeting of the American Society for Information Science and Technology (ASIST) in Charlotte, N.C., later this fall. Additionally, he is currently looking into securing funding for a collaborative medical conference with UB's National Center for Ontology Research and Center for Excellence in Bioinformatics, which would provide a venue for D'Youville faculty to exchange ideas on areas such as medical diagnosis, electronic organization of medical records, biomedical ontologies, health policies, etc. This venue would provide an opportunity for both faculty and doctoral students to present their own research material and to attend presentations by leading researchers in these areas as well.

Both a current and future goal of the center for cognitive science is to secure grant funding from local and national agencies, by forming partnerships with various local and non-local entities that can supplement D'Youville's current academic strengths.

One such project currently underway is a collaborative grant initiative aimed at producing a Visualized Ontology (VisiOn) software product capable of producing complex, abstract organizational diagrams (often called ontologies) in a visual, 3D format. A tool such as this would provide a suitable human-computer interface for designing and presenting large amounts

of interrelated ontologically structured data. The project has received a seed grant from the National Center for Ontology Research (NCOR) for \$3,000. This seed money will be used to write several larger proposals aimed at medical and defense applications. Partners in this project will include UB's Center for Multisource Information Fusion (CMIF), the Calspan-UB Research Center (CUBRC) and Lateral Eye Inc., a local company in Williamsville, N.Y.

A second grant project, just initiated this semester, is aimed at improving digital image recognition and retrieval for medical applications such as digital x-ray machines. By using ontologies, researchers can warehouse hundreds of thousands of digital images within databases, systematically arranging them according to certain essential features, attributes, functions, etc. Using these ontologically structured databases, various kinds of image recognition software can better "understand" the kinds of images they process, culminating in improved querying capabilities, diagnostic support, and unified terminologies across sub-disciplines within the medical field. There is a growing awareness of need for medical ontologies, since the amount of electronic data in the medical sciences is growing exponentially and is currently not well organized. In recent months, politicians such as Newt Gingrich and Hillary Clinton have called for government spending on such projects, arguing that such steps could save millions of dollars within the medical field. The National Institutes of Health (NIH) as well as the National Library of Medicine have both begun offering research opportunities for work in the field of medical ontology.

The project currently being designed will focus on describing and cataloging digital images and text-based terminologies from the field of chiropractic medicine. A further step could include merging chiropractic ontologies to other ontologically categorized areas of medicine such as orthopedics and general anatomy. The department of integrative holistic health studies at D'Youville College has just installed sophisticated digital X-ray equipment, complete with training peripherals, which is used to teach students state-of-the-art techniques in the use of digital X-rays. This equipment can serve as a test platform and it will provide not only research opportunities in terms of testing new algorithms or software enhancements, but also will provide an opportunity for improving the cognitive interface between humans and machines, e.g., to improve things such as human performance, teaching methodologies, human pattern recognition, etc. In this sense, knowledge can be gained for both research and teaching applications.

Current partners in this endeavor include Dr. Eric Little, (DYC, director, center for cognitive science), Dr. Miguel Ruiz (UB, department of informatics), Dr. Paul Hageman, (DYC, chair, department of integrative holistic health studies), Dr. Geoffrey Gerow, (DYC, director, chiropractic program), Dr. Steven Zajac (DYC, director of clinical services, chiropractic program), and Galina Rogova, (Encompass Consulting). D'Youville College will also be soliciting the services of doctors, chiropractors and computer scientists from other supporting institutions such as ECMC, The Foundation for Chiropractic Education and Research and The National Center for Ontology Research.



□

PENELOPE PRENTICE, Ph.D.

Professor Emerita
Department of English
on

LOVE, DEATH AND TEACHING AT D'YOUVILLE



Education:

Loyola University of Chicago, Ph.D.
Loyola University of Chicago, M.A.
Miami University, Oxford, Ohio, B.S.

Professional Experience:

University at Buffalo,
Assistant Professor of English
Attica State Prison, playwriting course
WBFO, The Writer's Place,
Program Host and Producer
Central YMCA Community College,
Chicago, Ill.

Awards:

Edward Albee Foundation Fellowship
McDowell Fellowship
New York Foundation for the Arts
Sponsorships (2)
Playwright-in-Residence (5), including
The Chautauqua Institute and
New York's Perspective Theatre

Books:

The Pinter Ethic: The Erotic Aesthetic.
New York: Garland Press, 1994,
2nd ed., 2000.

Just Love: The Promise of Writing in
the Quantum Weirdness of the 21st
Century. Cithara, 1999.

Capturing the Light [Poetry]. Lewiston,
New York: Mellen Press, 1996.

Harold Pinter: Life, Work and Criticism.
Fredrickton, NB: New York 1991.

The Pinter Interviews (publication
pending)

continued page 20

Shelley expanded definitions of the poet to include statesmen, lawyers, anyone who brings order to the world, calling poets “unacknowledged legislators of the world.” To be a citizen of the world calls on the creativity of us each to be an architect of peace. To be an architect of peace requires courage, far more courage than to be a destroyer or warrior. At a time such as the greatest 20th century poet Yeats describes when “The best lack all conviction, while the worst are full of passionate intensity,” we ask, Where does courage come from? In the firestorm of fear that swept through after 9/11, energizing destruction globally while paralyzing the voices of mediation and peace, the question may be, How do we transform fear to courage?

Creative no longer describes mere ideas, self-expression, inspired enthusiasm. Adventurous writers, Hemingway and Fitzgerald, names enjoying celebrity now reserved for rock stars, no longer apply.

Creation requires action. Some of the most creative people we know paint no pictures, make no films, compose no music, write nothing, yet their power comes from what they say, think, feel and above all do in the world to make it better. A free society, requiring us all to be heroes in a threatening world, demands such creativity of us all.

If, as in the law of thermodynamics, it's easier to destroy than to create, to ask how we transform fear into courage may seem as impossible as asking how we spin gold from straw. But Yeats said, “Impossible tasks make life worth living.” I found we need to look no further than our heart.

I loved teaching creative writing at D'Youville where I learned that the goal of writing, of teaching writing or literature, of all we do, is to awaken consciousness that inspires courage to act with just love—a love that is just. A creative writing teacher only points students toward developing their own values, voice and above all vision, that is, what motivates characters and us to act, and what Virginia Woolf said distinguishes the good from the great.

Learning basic form and technique in all genres—fiction, poetry, and drama—students compose a wish list for themselves and the world. They find there are no rules, but if you write deeply enough the writing will take you everywhere. Students discover their values by writing a credo: *This I Believe* statements. They gain a voice through the practice of listening to others and to themselves, by reading and then by creating a vision by knowing themselves, their desires, their fears and joys.

I believe great art gives us another lifetime in this one. German art critic, Anton Ehrenzweig, says the function of art is to delight and to disturb. If it doesn't delight, it is forgotten; if it doesn't disturb, it takes us nowhere new.

Beginner's mind, open to all possibilities, like what I call beginner's love, still enralls. To seek just love, a love that is just, requires being open, a trust in the self, an ability to seek wise teachers and continue to teach ourselves. After enlightenment, we must return to where we started, to what I call beginner's mind, like beginner's love, but at a new level, still in touch with the student in ourselves, if we are to create a new vision.

Vision, defined as answering the question, *What motivates human beings to act?*, manifests itself in literature and film by what drives desire: what a character wants. Opposing desires create conflict. Conflict, the essence of drama, can be creative or destructive. Through conflict our received attitudes are challenged and we are summoned to change. We can endorse the received Old World heroic vision, or we can create a new vision.

To confront a worthy opponent in the face of impossible odds, to secure the safety and peace of a community threatened with destruction, is the classical enactment of the heroic quest that

rewards individuals with glory. But a free society in a world threatening itself with destruction requires a revised vision that acknowledges the responsibility of all, demanding each of us to be a hero. The reward is survival of a global society that thrives to be passed down to our children.

The best writing taps that primal source: love and death. For more than 25 years I had the privilege of teaching some of the finest creative writing students I've encountered anywhere. *What sets D'Youville students apart?* Many are in health care. Above all, they cared. Almost all had faced ultimate questions: life and death, and remain awed by both. That awe and wonder out of which philosophy, love of wisdom, is born set them on a path of creating a vision some acclaimed writers never achieve and seems to me a gift our students bring.

No commentary on creativity can escape touching on talent, drive, inspiration, genius, and vision. Just as the scholar Erasmus says, "I never know what I know until I write about it," I learned from early unpublished manuscripts of Edward Albee, like the early unpromising, even banal writings of Whitman and Hawthorne, that you never know what you can do until you do it. Hawthorne, like Milton and Proust, devoted a ten-year apprenticeship to the task.

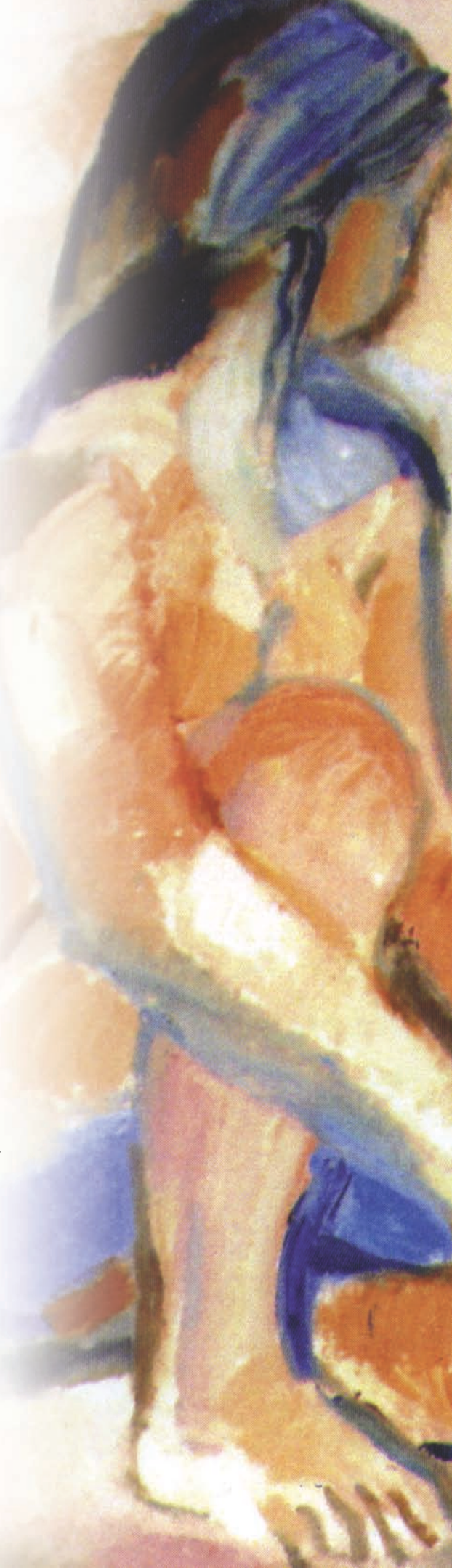
Talent may be the easiest commodity to come by if we mean by that an agility with words, an ability to delight and disturb. I have seen many talented writers simply quit, while less talented writers succeed, often hitting that breakthrough exhibited by Albee and Whitman who each persisted to change the course of drama and poetry. As Buffalo's Pulitzer-winning poet Carl Dennis observed after examining the great collections of poets' worksheets here at the University at Buffalo, "What distinguishes the good from the great is persistence." He noted that the first drafts of both were equally bad, but revision revealed to him the wellspring of power in poetry.

What is more thrilling for a writer, researcher, reader, student, teacher or audience than that shock of recognition that moves us to some new level of consciousness, that epiphany that has for the moment the magical ability to change, even transform us? The computer contributed to creativity by making brave revisions possible almost instantly. Who doesn't hope for inspiration?

I believe the great writer has a more comprehensive soul, manifests a generosity, the crowning virtue of the virtuous person: magnanimity, which is what distinguishes Harold Pinter's drama from mere playwrights, his sympathy and compassion for all his characters.

Genius, defined as originality that takes us somewhere new and the ability for sustained hard work, goes further. I define a genius as those who change the way we think, feel and act. I learned from my Jesuit professors while studying for a doctorate at Loyola of Chicago, to devote my study to the best, a deeply held value in D'Youville's ongoing commitment to the classic great books tradition despite whatever fashion of the moment shapes other English departments. As a scholar of the plays and film of Harold Pinter, England's greatest living dramatist, I was prepared to appreciate how no other Western playwright better dramatizes the cause of human violence. Not only does Pinter's work dramatize the awful paradox, the very attempt to survive and gain respect and love, when driven by a desire to dominate another, destroys the other, and more subtly both the self and larger community, but his core vision also contains the seeds of what is necessary to survive and thrive. Pinter's play, *One for the Road*, dramatizes the pleasure in the power of the torturer, allowing us a glimpse of the torturer within us all.

Amnesty International's book, *Torture in the Eighties*, documents that the best torturers are recruited not from among misfits and sociopaths but from good students, willing, eager to obey orders. Yet I found alarming Pinter's assertion that any among us could



Plays Premiered:

Loveplay
Guanxi and the Grail
Loveletter to a Friend
Lady and the Cowboy
Collector of Beautiful Men
Thriller
City of No Illusions
How to Seduce Your Husband
Transformational Country Dances
Rescue Fair Maiden
Jane Street
Afternoon

Publications: Fiction

"We Two," "We Three," Buffalo Press
Anthology
"Saturday Morning and Sunday
Brunch," Boundary 2, 8
"Prefabbed Monads and a Tropical
Greenhouse," Tales, 4
"Carillon," Primavera, 2
"Crickets," North American Mentor
Magazine

Professional Affiliations:

Greater Buffalo Counseling Center,
Board
Kavinoky Theatre, Board
York College English Association
Executive Director
Center for Theatre and Media,
Executive Director
Alternatives to Violence Project
Workshop, Facilitator in prisons
and community

be torturers. When I spoke to my esteemed colleague, Sister Virginia Carley, GNSH, she concurred with Pinter. "We all have that capacity," she said. This statement from a gentle, greatly beloved professor of English began to open me to a new definition of love. To understand causes of violence, I learned from Pinter, you have to understand the enemy. When I asked students, *Who among you could torture another?*, I was met with a unanimous, sanctimonious class smile protesting, *No! Not me*. When I asked how many had a little brother or sister, smiles of recognition lit across half the faces. That self who might be a torturer, who has taunted someone smaller, gives us access to the nature of love.

Acknowledging the destroyer within, the one who could harm another, (*Who does not harm another without harming the self?*), even recognizing destruction as often necessary to creation, begins the process of creation. And with it comes a kind of unselfconscious self-confidence, a confident serenity of mind and knowledge that *You can do it!* Such consciousness, not to be confused with self-consciousness which can be crippling, begins that self-knowledge, the beginning of wisdom that frees the self.

To be a writer is to cherish the conflict, engaged and open to life, to the tension of warring opposites that invites insights and trust as a source of higher wisdom. To "redeem/the unread vision in the higher dream," as Eliot said in "Ash Wednesday," reminds us that the courage we seek is not merely the stuff of dreams, but just action—that is just.

*H*ow do we help students develop consciousness and evoke courage, their own and their audiences'? "By confronting our worst fears," says poet John Brandi in "Writing from the Abyss," we provide one leg of that journey. Aristotle viewed tragedy as providing a catharsis, a purgation of negative emotions, healing, as the ancients saw balance. Brandi emphasizes writing as one ladder to scale the wall out of the void. He proposes that the abyss is really an inverted mountain: its bottom the flip side of a mountain's top.

My students taught me that the source of their concern for others originated in caring for those closest to them, often someone in the family who had become ill. Able to extend and expand that caring as compassion for others transformed their lives and those whose lives they touch, and I believe applies to the development of courage to act with just love.

How do we transform fear and dread to that courage that is love, just love? I don't know can be an uncomfortable but wise, even wonderful starting point: beginner's mind, where we're open to anything and all things are possible. If we don't have answers, we can take comfort in the fact no one else has yet resolved the big questions of peace with our planet and fellow travelers. My guess is we may find it through the path of embracing opposites.

*M*artin Luther King said, "When the world looks back on the twentieth century, they will weep not for the atrocities that took place, but for the silence of the good people." Writers, artists, the creative are rarely silent. To be truly creative is to stay open with a beginner's mind, to the awe and wonder, rapture of the universe, the trust that a change in vision can produce a transformation in us and others. If, as the Greeks believed, Wisdom is the Mother of Peace, then the wisdom I learned from my students at D'Youville and Solomon's words can set us on that path, "for Wisdom is a loving heart."

LOVEPLAY, which was a Sponsored Project of the New York Foundation for the Arts and was directed by Elowyn Castle, is the story of Sarah (played by Jeannie Dalton), joyfully married to the brilliant Jean (Nick Battiste). The play opens in their Paris apartment, late at night. They have just returned home late and a little drunk from a dinner in honor of Jean. Their children peacefully asleep, they are content. The phone rings; it is Karen (Jill Melanie Wirth), Sarah's college roommate and friend. Karen is in Paris, she will be there soon, she will be staying overnight. Karen is talented and ambitious. A journalist, she aspires to a demanding, accomplished professional career. The next morning Karen and Sarah talk about their lives, their loves, and their aspirations. Karen thinks that Sarah, who is a gifted landscape architect, is too invested in



her husband and family and is self-abnegating of her accomplishments. Sarah does not feel that Karen believes enough in the transformational power of love, that Karen's belief in self-fulfillment may be a dead end. Karen has become involved with Timothy, another journalist, who like Sarah is from Buffalo, and whom Sarah possibly knows. It is the conversation of old, devoted friends, candid, critical, unafraid, at times tinged with exasperation, but always affectionate. Then Sarah loses the person she loves the most, and her life changes radically. Alone, she returns to Buffalo with her children to be closer to her parents. Forced to make a new life, Sarah must confront her own gifts and talents, haunted by the past, by her lost love for Jean. He remains a presence in her life and psyche, editorializing on her thoughts and undermining her emotions. She discovers that Karen has betrayed her in a way that will be very difficult to forgive. The lives and relationships of Sarah, Karen and Timothy change, intertwine, develop and detach. Time passes. Careers develop with successes and disappointments. Children grow up, spouses die. The characters meet and remeet, support each other, get angry with each other, infuriate each other; ultimately, they understand how much they love, need, and admire each other. Sarah, the emotional center of the play, finally, through others and through her work, is able to herself experience and embrace the transformational power of love.

...giving justice to those with fewest choices can give us all more choices...

It is a fascinating story, passionately written and beautifully acted. On a spare set with evocative music by Eric Ewazen and visuals by Maryann DiCenzi, the four characters tell us about lives that are (like most lives) both typical and unique. There is minimal scene or costume change, but this reviewer left the theater with a profound sense of having participated in a story that describes the fabric of our experiences, the texture of the struggle and triumph of lives lived.

...paints a life-and-death world of the unseen [that] we create and carry until the final confrontation with The Ghost Paradox:

“The only way to banish a ghost is to embrace it,” according to Prentice...

□

Recent Work:
LOVEPLAY
by Penelope Prentice

La MaMa Experimental
Theatre Club, NYC
2005

A review by
Marjorie Hunt Van Dyke

CANIO J. MARASCO, Ph.D.

Assistant Professor
Department of Mathematics
and Natural Sciences
on

ON AVOIDING THE PRIVILEGE OF NEGLIGENCE



Education:

Roswell Park Cancer Institute,
Postdoctoral Fellow
University of North Carolina, Ph.D.
D'Youville College, B.A., Chemistry

Professional Experience:

OmniPharm Research Institute,
Director of Chemistry
University at Buffalo, Lecturer,
Department of Chemistry
Roswell Park Cancer Institute,
Researcher, Department of
Biophysics
Erie Community College (North),
Lecturer, Department of Chemistry
Roswell Park Cancer Institute, Research
affiliate
University of North Carolina, Chapel
Hill, Teaching/Research Assistant,
School of Pharmacy, Division of
Medicinal Chemistry and Natural
Products

Awards and Honors:

Niagara Frontier Inventor of the Year
awarded by the Niagara Frontier
Intellectual Property and Patent
Lawyers Association, 1997

Professional Associations:

American Chemical Society
Association of American
Pharmaceutical Scientists

Is my teaching style creative, and if so, what makes it creative? This is not an easy question to answer. I believe my hesitancy in answering this inquiry arises from a kernel of self-doubt within me. Do I consciously try to be creative in my attempts to instruct chemistry to our students or am I merely mirroring my department's concerted efforts to teach and convey the sciences more effectively to our undergraduates?

I believe the latter to be true. I have benefited from my association with my colleagues in the department of mathematics and natural sciences. The efforts of our department to more successfully instruct the sciences is exemplified by the ability of our students to do advanced

biotechnology research with Drs. Olivieri and Hurley, the development by Dr. DeHaven of niche science courses that creatively fill the curricular needs of our students, the eager use of flora, fauna, and fossils by Dr. Dowds to captivate his students, the breadth of knowledge and the skill displayed by Dr. Hart in gross anatomy, and many more examples that can be listed are only a subset of the good and creative works that are being performed by my fellow faculty.

The department of mathematics and natural sciences has taken up the yoke of self-analysis. One of our stated desires is to monitor how effectively we teach our science courses to our majors and non-majors. To achieve this end we have implemented a program in which at least twice a semester a different faculty member spends approximately one hour discussing how she/he instructs individual courses. All aspects may be shared, teaching philosophies and strategies, course topics that are covered, material presentation, sample handouts, tests and any other information that the instructor deems relevant. As a department we can then discuss the merits of each approach and when appropriate even offer suggestions for improvement. This open discourse can only serve to foster creativity, for as each of us struggles to teach the sciences we constantly seek better ways to illustrate, captivate and convey our disciplines.

If I accept the proposition that my teaching style is creative then this creativity is born out of my fear of complacency. Whenever I feel content with a course or even my career I often recall a passage penned by the 18th-century British poet and writer Samuel Johnson in which he wrote:

It frequently happens that applause abates diligence. Whosoever finds himself to have performed more than was demanded will be contented to spare the labour of unnecessary performances, and sit down to enjoy at ease his superfluities of honour. He whom success has made confident of his abilities quickly claims the privilege of negligence, and looks contemptuously on the gradual advances of a rival, whom he imagines himself able to leave behind whenever he shall again summon his force to the contest. But long intervals of pleasure dissipate attention and weaken constancy; nor is it easy for him that has sunk from diligence into sloth to rouse out of his lethargy, to recollect his notions, rekindle his curiosity, and engage with his former ardor in the toils of his study.

—Rambler #111, April 9, 1751

Consequently, I am never satisfied with a course. I am continuously seeking ways to improve my capacity to convey the course material as concisely and unambiguously as possible. The creativeness that I bring to my courses is not witnessed in the presentation of the course material but rather in the explanation of its substantive principles. With current technology it is relatively easy to put together an effective presentation via PowerPoint or some other software application, whereas I prefer to focus my attention on the development of alternate lines of explanation to further elucidate my lecture material.

A course that frequently draws upon my resourcefulness is CHE142 (Molecules). Molecules is a chemistry course intended for non science majors, consequently most students enter this course with little or no previous instruction in chemistry whether at a high school or college level. Nevertheless, with patience, I am always proud of and amazed by the amount of chemistry mastered by these students by the end of the semester. Often in this course fundamental principles must be explained in unique ways.

Last semester I used a yo-yo to describe potential energy, kinetic energy and the First Law of Thermodynamics. As the yo-yo is held, it has a certain amount of potential energy, once released the potential energy is converted into kinetic energy, and when it recoils kinetic energy is converted back to potential energy thus showing that energy is interconverted and conserved as stated by the First Law of Thermodynamics.

Another topic that requires imagination concerns the classical experiments that were performed to determine the structure of an atom. For example, we discuss the work of Ernst Rutherford who in 1911 put forward his hypothesis regarding the structure of an atom. His hypothesis was based on an eloquently simple experiment in which heavy radioactive particles were aimed at a thin piece of gold foil. Rutherford rationalized that if the particles were deflected this would indicate the presence of a structure within the atom with mass; whereas, if the particles passed through the atom unimpeded, then it could be concluded that the structure of an atom was diffuse. Rutherford found that the majority of particles passed through unimpeded, but a small number were deflected, indicating that the majority of the volume of an atom was diffuse (the electron cloud) while a small portion of the atom had mass (the nucleus). To illustrate this experiment I simply bring a rubber ball to the lecture. I shut off the lights and ask my students to tell me how can I use this rubber ball to indicate to myself if I am about to walk into a wall. They readily respond throw the ball ahead of you, if it bounces back to you there's a wall, and if it doesn't come back there is no wall. Then I ask them what if I repeat this task several times to make certain of my results and a couple of times it bounces back to me, but most times it does not. It could be that there is a wall with some type of opening in it such as a window or doorway. This is analogous to Rutherford's experiment with the ball representing the radioactive particles, the wall, the solid nucleus, and the doorway, the diffuse electron cloud. Admittedly this is simplistic, but it is equally enlightening to my students.

My advanced chemistry classes require a different form of illustration or alternate lines of explanation. Since D'Youville College does not have a major in chemistry, at this point in time, the majority of my students in organic chemistry belong to other disciplines such as physician's assistant, chiropractic and biology majors. Often it is difficult for my students to see the relevance between organic chemistry and their chosen fields. Prior to my career at D'Youville College, I spent almost ten years as a cancer research scientist at Roswell Park Cancer Institute, and even after joining D'Youville College I have maintained an active research program and an affiliation with several research laboratories. I bring these experiences to my lectures to help make the connection between a seemingly unrelated series of reactions and rearrangements and the health sciences.

For example, to understand how certain organic molecules react or do not react, chemists often look at the electron clouds around these molecules or their molecular orbitals. In lecture we might study what seems to be an obscure reaction such as a [2+2] cycloaddition as a demonstration of Woodward and Hoffman's rule of Conservation of Orbital Symmetry. Nonetheless, I explain to my students that this seemingly insignificant and irrelevant reaction is the same reaction that is responsible for the dimerization of thymidine residues within our own DNA when exposed to ultraviolet radiation (sunlight). Furthermore, it is this dimerization that can lead to the possible formation of certain cancers such as melanoma. Whenever possible I try to use my pharmaceutical and research training to breath life into what appears to be a



random array of carbon bonds breaking and reforming. For I stress to my students that whether the chemistry is occurring in a laboratory flask or in our cells, we are carbon-based organisms, so if you understand the properties of carbon you understand the chemistry of life.

My discomfort with complacency is also evident in my science labs. Several years ago, Dr. Caren Shapiro made me aware of a growing organization of science instructors that use and share case studies to more efficiently construct their lectures and laboratories (you will note that once again I am benefiting from my association with a mathematics and natural sciences colleague). Whether organic chemistry lab is taught at D'Youville College or any other college or university, they follow the same pedagogy, the introduction of purification techniques in the first semester and the performance of classic name reactions in the second semester. The use of case studies allows for the majority of the same material to be taught, but in a manner that will entice and sate one's intellectual curiosity. For example, a case study that I am currently developing uses a metabolic disorder to illustrate the purification techniques of extraction and gas chromatography. In general, the case study would read as follows: an eighteen-year old man becomes unexpectedly ill, he displays signs of mental confusion, diarrhea, vomiting and then ultimately dies after a brief hospitalization. The organic chemistry students are supplied with fake urine samples and assume the role of forensic investigator. The organic materials within the fake urine sample are extracted and analyzed by gas chromatography. By identifying which organic molecules are present in elevated levels, the students, with a little bit of investigation, should be able to identify the metabolic disorder that led to this gentleman's demise.

Is my teaching style creative? Certainly I am no more creative than my fellow faculty. I believe the good works and creativity exhibited by my colleagues and me is born from the same diligence and is best summarized by the sentence, "He whom success has made confident of his abilities quickly claims the privilege of negligence." As a group, the department of mathematics and natural sciences has resisted the urge to coast, to claim the privilege of negligence, to weaken constancy, to avoid sinking from diligence into sloth and has strived to continuously engage the ardor in the toils of our studies.

Editor's Note: Dr. Marasco was voted faculty member of the year, spring 2005.

□

I believe that Native American children are almost genetically encoded with a reverence for storytelling and oration. Storytelling could be considered a part of our mental traditions. I believe as an educator it is important to build on the strengths of the student. The oral tradition is a positive attribute of many Native American children and should not be disregarded when exploring every avenue to increase their success in school.

The folktales and fairytales, the myths and legends, the tall tales and fables that children love today came from the oral tradition (Savage, 2000). All cultures and societies had or have an oral tradition where culture, traditions, and history were passed down from generation to generation by word of mouth.

A wonderful strategy to incorporate in teaching Native American children to read is the *read-aloud* because Native American people come from such a rich oral tradition. History, culture, and traditions are all passed down by word of mouth. The read-aloud follows along this same line and capitalizes on this practice. It can be a simple, inexpensive way to help Native American children begin to acquire the literacy skills they will need to be successful in school.

Today there are approximately 500 different tribes who speak 200 different languages in the United States. All of these tribes typically relied upon passing their history, culture, and customs on to their children through the oral tradition because very few tribes had a written alphabet. Many Native Americans still have a strong oral tradition today that has a powerful impact on their lives. The Menominee Indian Tribe of Wisconsin, of which I am a member, is a good example of a Native American tribe with a living oral tradition. Many of our great orators and best speakers are able to tell us stories as they speak.

My younger sister, Leslie Teller,* an English teacher and remedial reading teacher at the high school level on the reservation, believes that Native children have inherited a reverence for storytelling and oral traditions. She thinks we can build a frame or scaffold for the students that help them make the leap to greater comprehension of written text by creating stories of their own. She says that Native story cycles are like a star quilt: one story weaves into the next, each building on the other, making a beautiful harmonious tapestry. Students are encouraged to find design strength in nature and to bring in examples. Students have photographed spider webs or brought in oak leaves or the abandoned bird nest. Students evaluate their own stories using as one of the criteria, "Does my story reflect the strength of design in nature?" In this way, literacy becomes relevant and meaningful to them, a reflection of their Native culture and tradition of storytelling.

For younger children, storytelling and read-alouds can be magical, enchanting and fun. Storytelling and read-alouds reinforce the concept that language learning in story form is a valued activity. Both activities enhance listening skills and enrich vocabulary.

Read-alouds can also help children develop their background knowledge through vicarious experiences. Because Native American children so often live in poverty and many live in isolated areas resulting in limited experiences in the outside world, we must provide these experiences in other ways. We have found on the reservation that the use of literature is a wonderful way to accomplish this goal with our children.

My older sister, Lynn Skenadore, is the Menominee tribal school librarian. Recently, she was using multicultural literature picture storybooks to teach comprehension skills to her middle school students. Some of the books they studied included Deloris and Roslyn Jordan's *Salt in His Shoes*, Jane Yolen's *Encounter*, Robert Coles's *The Ruby Bridges Story*, and Holly



LAUREN M. WAUKAU-VILLAGOMEZ, Ed.D.

Assistant Professor
Department of Education
on

LISTENING TO THE DRUMBEATS OF LONG AGO

Education:

The Pennsylvania State University, Ed.D.

University of Wisconsin, M.S.

University of Wisconsin at Madison, B.S.

Professional Experience:

Kenew Consulting Services

Otter Medicine Publishing

Menominee Indian Headstart,

Program Supervision, Development, and Implementation

Menominee Indian Tribe of Wisconsin, Superintendent of Tribal Education

Lac Du Flambeau Public School, Wisconsin, Principal

Wounded Knee District School,

South Dakota, Principal

Menominee Indian School

District, Guidance Counselor

Professional Affiliations:

National At-Risk Education Network

New York State Reading Council

International Reading Association

Presentations:

"Improving Reading Skills Using Read-Alouds," National Indian School

Board Assoc. & Assoc. of Community

Tribal Schools Summer Institute, 2005

"Multicultural Issues in At-Risk

Education," National At-Risk

Education Network (NAREN),

Panelist, 2005

* Editor's Note: The three Native women teachers cited in this article are all sisters of the author. Together, the four women have accrued 90 years of teaching and research with Menominee children. Two of the sisters have served as chair of the tribe, and their late mother was the director of the Federal government's first reservation-based Head Start program in the 1960s, thereby rounding out a remarkable family committed to leadership in educating disadvantaged children in a transcultural setting.



Keller's *Grandfather's Dream*. The story, *Grandfather's Dream*, caused an interesting reaction in the students. The name of the main character in the book is "Nam" and as a result the students thought that the story was Native American. A common traditional name on the reservation today is "Namakesa" (Little Thunderbird), which is often shortened to "Nam." They were more than a little surprised to find out the story was about a Vietnamese boy and his grandfather living in the Mekong Delta after the Vietnam War. The Sarus cranes disappeared during the war and the boy's grandfather believed that the cranes would return when the rain came and flooded the land. Cranes are the Vietnamese symbol for family and life. The students were sure that Nam was a Menominee boy and they argued with Mrs. Skenadore about it. Actually, they were especially convinced of this fact after the mention of cranes in the story because the Menominee have a Crane Clan and the children see cranes on the reservation all the time. She was amazed by her students' initial confusion and then their realization of how closely connected dissimilar parts of the world can be.

Community-wide English fluency is a relatively recent phenomenon for many Indian tribes in the United States. In today's world more than two-thirds of Native American young people speak American Indian English and it is the only Indian-related language that they know (Leap, 1993).

In discussing language, it is important to understand Joos's Registers of Language. According to Joos (1967), every language, including English, has five registers:

- Frozen Language that is always the same. This would include prayers, poems, etc.
- Formal The standard sentence syntax and word choice of work and school
- Consultative Formal register used in conversation
- Casual Language between friends characterized by a 400-800 word vocabulary
- Intimate Language between lovers or twins

Ruby Payne postulated in her book, *A Framework for Understanding Poverty*, that children from generational poverty, as opposed to situational poverty, do not speak in the formal register of language. She defines generational poverty as being poor for at least two generations and it is more devastating than situational poverty. Payne estimates that approximately 260,000 Native American children live in generational poverty today.

The use of formal register is required on tests, in schools, and in the world of work. The problem for minority children and poor children is that they do not have the vocabulary or the knowledge of sentence structure and syntax to use formal register. This will doom them to failure in school and in their lives beyond school.

Menominee children are no different from many of the Indian people that William Leap studied in his book, *American Indian English*. Menominees were forced to learn French and English languages as their world was invaded by the French fur traders and the American settlers in the 1700s and 1800s. After analyzing the influence these languages had on the Menominee language, it can be determined that English spoken by Menominees today has been heavily influenced.

We can call this language Menominee Indian English (MIE) or as I humorously call it, "rezonics." Lisa Waukau, a high school social studies teacher on the Menominee Indian Reservation, observes that MIE is not English slang that young people tend to invent to exclude their elders. Many MIE words have been around for several generations and everybody on the reservation knows their meanings and uses them correctly. Even long-term non-Indian teachers at reservation schools are able to understand MIE or "rezonics."

Leap believes that MIE is the only Indian-related language that many Indian people know. Furthermore, he observed that Indian people learn their rules of grammar and speech from their ancestral language traditions.

Fragment of original painting, courtesy of Carson Waterman, noted Native American painter, Salamanca, N.Y.

John Satterlee,* who was an early educator on the Menominee Reservation, taught in what was known as Crow Settlement. Interestingly, he taught school in both English and Menominee, which was long before the bilingual approach to education was implemented. Another strategy used by Satterlee was that he had his students memorize poetry and recite it because it had a rhythmic quality to it. He knew that the first sound we hear in utero is the heartbeat of our mothers, which is why we like the rhythm of poetry.

Satterlee, a teacher in the early 1900s, developed a strategy that is still useful with our children today. In our read-aloud research on the reservation, we have discovered that Menominee children particularly love the rhythm, repetition, and word plays included in many of the read-aloud books. We think that this corresponds with traditional singing and drumming, which is an integral part of Menominee and other native cultures. Research supports this approach as we know these words become imprinted on the brain as a result.

Jim Trelease, the read-aloud guru, puts it very simply when he says that children learn a second language when they are being read to from good books. They hear standard English, which is a part of the literature being read to them. The importance of this interaction can not be underestimated for Native American children. Native American children must learn to be bilingual today so that they can function in both the reservation world and the outside world of all racial groups. Multicultural literature, as well as other genres, serves as a bridge of sorts opening different worlds for our Native children who spring from a culture that champions its oral tradition.

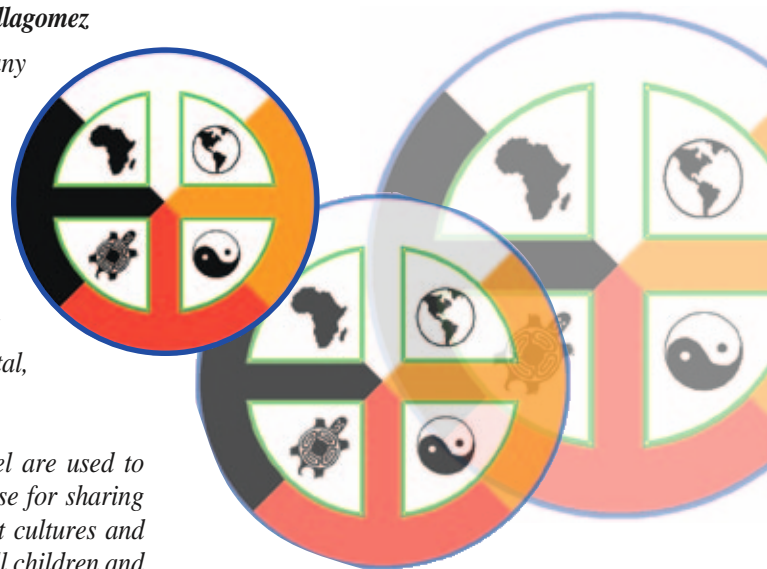
CIRCLE OF FRIENDS

Celebrating Diversity through Different Cultures

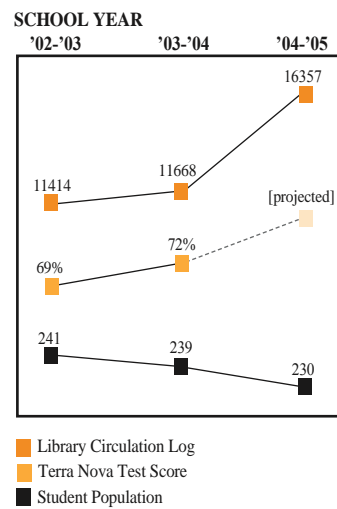
A personal interpretation of the traditional Medicine Wheel by Dr. Waukau-Villagomez

The Medicine Wheel is a circular symbol employed as a teaching tool by many Native American people. Elders use the medicine wheel to pass on traditional teachings and knowledge to their children. It signifies the cycle of life, the interrelationship of life and the harmony of life. The four colors of White, Red, Yellow, and Black represent the four directions of North, South, East, and West respectively. The color Green on the wheel personifies mother earth and the color Blue represents spirituality. The four directions can be compared to the stages of life. The East is seen as the beginning of life or infancy, while the South is seen as childhood. The West is seen as adulthood and the direction North is old age. It correspondingly encompasses the mental, emotional, spiritual, and physical dimensions of life.

In addition, the Black, Yellow, Red, and White colors of the Medicine Wheel are used to represent the four major races of the world. It is a wonderful approach to use for sharing multicultural literature with children so that they can appreciate the different cultures and people of the world. This traditional symbol can be used to teach diversity to all children and it can be used in any classroom.



MENOMINEE TRIBAL SCHOOL LIBRARY CIRCULATION, K - 8, AND TERRA NOVA READING TEST SCORES, GRADES 4 & 8



BIBLIOGRAPHY

- Leap, W. (1993). American Indian English. Salt Lake City: University of Utah Press.
 Payne, R. (1998). A framework for understanding poverty. Highlands, Texas: RFT Publishing Co.
 Savage, J. (2000). For the love of literature. New York: McGraw Hill.
 Trelease, J. (1995). The read aloud handbook. New York: Penguin Books.

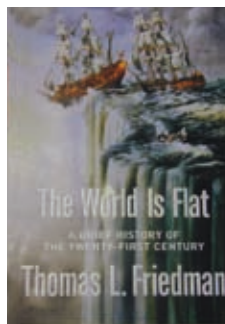
* Satterlee, J. (personal diaries, 1870-1950) housed at Menominee Historic Preservation in Keshena, Wisc.



THE REVIEWER:

Amable Paulino, Ph.D., assistant professor of international business, has a long-standing interest in comparative education for national development and for societies and states with economies in transition.

***Against the
Friedman backdrop
of global technology,
outsourcing,
supply-chaining,
and “flattism,”
Amable Paulino, Ph.D.,
assesses
the underlying
neoconservative
political philosophy
that scrutinizes
educational and
social policies
rather than
the essence of
cultural differences
or ethical values.***



THE BOOK:

Thomas L. Friedman's *The World is Flat: A Brief History of the Twenty-First Century*

Farrar, Straus and Giroux, 2005,
488 pages, ISBN-10:0-374-29288-4

A rapid review of the literature on diffusion of innovations, information society and globalization with its economic aspects makes one encounter multiple ideas of the limited role of education for national development. This also includes security and self-interests in support of one's own country's competitive advantages. On the other hand, a review of the history of human development demands that we distinguish the limited role from the broad role of education.

In doing so, this distinction demands that we think, understand and act based on sensible ethical relationships and social responsibility for the implementation of a plan to improve living standards. This plan rises above the superficial description provided by *The World is Flat*, and it goes deeper in interpreting face-to-face relationships with other human beings.

Limiting the role of education as a valued position advances the argument in *The World is Flat*. By limiting education the neoconservative can claim that the American education system should be reformed based on the grounds that the United States is losing its competitiveness. This lost competitiveness is derived from other countries' current intellectual abilities to capitalize on disaggregating well-established American jobs for the new international division of labor.

In doing so, this argument has been framed in the tradition of a business-political analysis that belongs to the same group of Marxist prophets of the ethnic-business orders of Marcus Garvey, W.E.B. Dubois, George Padmore and C.R.L. James. While they have studied the behavior of the Black working class during historical trends of the White Anglo-Saxon Protestant work ethics, the argument in the book has chosen to manage the working dynamics between countries, among chief decision makers and within ethno-religious groups. These groups operate within the global economy by creating a brief history of the 21st century. This brief history, used as the author's unit of analysis, belongs to the non-dimensional position of the here and now. From that non-dimensional point, the whole argument in *The World is Flat* is drawn. Then, the leading argument is moved by selecting historical periods to show geographical evidences that will hint to a skillful reader, within the tradition of Leo Strauss [noted political philosopher], the unfair treatments to successful ethnic-religious groups who were settled in Spain by 1492.

This indirect and enlightened strategy provides the linkage to support contemporary international financial organization which has impact on the implementation of a country assistance strategy. However, the indirect and enlightened strategy was used to punish, ipso facto, the most powerful financial institution in the world during the 15th century.

Unified Spain under the leadership of Isabella of Castile and Ferdinand of Aragon was that nation. Ferdinand was the first king among Christians who reduced the political uncertainty of a divided Spain by applying extraordinary means (i.e., conversion, expulsion or death) and by backing them with his official appropriation of the new dominant religion. Philip II perfected this grand religious strategy in 1556, and it lasted until his death in 1598. Its impact lasted until Cuba, the Philippines and Puerto Rico were liberated from the Spanish Empire by the United States in 1898.

By 1816, Toussaint Louverture, the French-speaking and Black Jacobin from Haiti, echoed this ideological strategy. He advanced an African-religious-imperialist agenda to undermine other countries' religions and cultural institutions. This plan that began with the idea of liberation from the great powers (Spain and France) degenerated into the cultural, political and economic subordination of the Dominican Republic until 1844. Political, economic and social anarchy prevailed with warlords (regional generals) ruling until the Americans arrived (1916 -1924) to organize the new country under a democratic regime with a market economy. Rafael L. Trujillo, the strong man, highjacked the government to create a tyranny from 1930 to 1961. With his death, clashes between modern secular and traditional religious ideologies emerged. These clashes destroyed the U.S.-dominated system of production in the Dominican Republic.

For national security and to advance its national interests, the United States is creating The Central America Free Trade Area and The Dominican Republic (CAFTA-DO). This regional trade and pro-jobs agreement will allow the Dominican Republic to participate in the global economy. Also, it is creating a stepping stone to the Free Trade Area of the Americas (FTAA).

These historical remarks are only to provide an introduction to the discourse for this book review. This review will now proceed to show that the argument of *The World Is Flat* is conterminous with the following:

- Globalization of the revival of a Machiavellian religion that follows neither ethical nor fair values
- Globalization of the economy that has been developed by devaluing mutual human understanding
- Education and its agencies that promote a revival of a Machiavellian religion even at the expense of creating a threat to the American tradition of practical idealism

The argument of *The World is Flat* is complex, although it has been presented based on argumentation from general principles. In that sense, the theme, structure, characters, traveling, narrative voice and style of the argument try to justify the following claim:

- I am an American.
- I should not have an inferior education.
- (Since) All Americans are equal under the law (XIV Amendment)
- (Since) All Americans should avoid being inferior
- Therefore, I should not have an inferior education.

The above argument is presented in the form of a narrative to make connections with the appropriate American decision makers. Friedman's book then dismantles the traditional value of American education. It achieves this by exposing the reader to several historical instances of American job failures based on competition from abroad and by foreigners educated abroad who happen to be living in the United States. This is also an instance of a Machiavellian strategy that elevates foreign systems of education above the current American education system.

These positions are deliberately written in a manner to be understood by those with faith in the new secular religion with a theology based only on material success or globalization. Those prophets chosen are against traditional-American spiritual symbols for total human development and services.

It is against the above strategy and Straussian method that one needs to understand an argument aimed at Islam and Catholicism. This argument explains the author's mockery of the Virgin of the Guadalupe in the context of Mexico. (However, he is silent about the Communist Chinese regime that is doing the same for the most powerful cultural symbols of the United States, including the American flag.) This example of the Virgin of Guadalupe means that her believers do not even have the power of reproducing the Virgin of the Guadalupe as one of their main spiritual symbols. The same must be said about the American flag. By so doing, the argument in *The World is Flat* shows that globalization supported by a secular doctrine demands the undertaking of greater enterprises.

These enterprises always demand the official appropriation of one country's dominant religion to drive their enemies out of its sphere of national interests and in some cases despoiling them for reasons of national security. This strategic enterprise is intensified by creating an environment of distrust for those who were forced to convert to the new religion but who have been rejected by using, as a pretext, subtle legal attacks on their old religion and their language of communication.

continued page 37

Annual Alumni Graduate Brunch Welcomes New Alumni Association Members

Preceding the hustle and bustle of commencement rehearsal, guests were greeted at the annual Graduate Brunch by members of the Alumni Association board of directors, Patricia Marino Smyton, '65, director of alumni relations, and Patricia Lyons Van Dyke, '52, director of major and planned giving. A small gift was given to each graduate along with a packet containing information about alumni services and an alumni card, entitling each new alum to free use of the library and college center facilities.

Alumni board member, **B. Jean Harrington Duggan, '48**, presented her thoughts on being a member of the D'Youville family and welcomed the class of 2005 into the Alumni Association. This annual event, a tradition of commencement week, is sponsored by the Alumni Association, the alumni office and institutional advancement. Faculty members look forward to this opportunity to visit with their students informally before the hectic weekend begins.

Several alums were given engraved NYC charms representing their connection to 2005 graduates: **Danielle Laura Carile, '03**, sister of **Christina Carile, '05**; **Adele DePasquale Marino, '51**, grandmother of **Michael David Cole, '05**; **Beverly Reap, '95**, step-mother of **Christina Reap, '05**; **Mary Schreiber Borzillire, '78**, mother of **Sean Ian Borzillire, '05**; and **Maria Carmen Cruz, '82**, sister of **Ada Miller, '05**, (pictured above: honored alums are shown seated). **Patricia Marino Smyton, '65**, (far left) joined the group.



Boston and Rochester Chapters

A group of Boston area alumni convened at the Marriott Boston Newton for a delightful luncheon on June 30. **Mary Ann Brett Corcoran, '62**, with assistance from her sister, **Maureen McQuillen, '62**, coordinated the event.

A lively conversation provided an exchange of information: Sister Denise recounted the many changes and activities at D'Youville and the alumni described how their D'Youville education influenced their lives and contributed to their success.

On July 23, a gathering of Rochester area alumni took place at Hawthorne's Restaurant in Rochester. More than thirty alumni and friends attended.

Spring Luncheon

DELTA SIGMA AWARDS

Newest members of Delta Sigma, the Marguerite d'Youville Honor Society, were welcomed at the 14th annual Spring Luncheon held on Saturday, June 18 at the Hyatt Regency Hotel, Buffalo, N.Y. The graduates selected for membership, each in her own special way, epitomize the spirit of St. Marguerite. There is a

common thread recognizable in all: a deep humility that what they do is simply the work of a Christian responding to the needs of others. In speaking to the guests, Sister Denise Roche, GNSH, Ph.D., noted that our graduates carry out the mission of the college through their daily lives and serve as examples to the current students. Honored were: **Rosemary Dean Delaney, '48**, **Anne M. Keating, '54**, **Margaret Beuerlein Bartolotti, '67**, and **Mary Kearns Skibinski, '78**.

ALUMNI EVENT COMMITTEE

Alumni board members **Jean Roth Duffy, '51**, and **Susan Jablonski Fiden, '69**, were co-chairpersons of the event. Their committees included **B. Jean Harrington Duggan, '48**, **Jean M. Knopinski, '48**, and **Cynthia Wierzba DeLuca, '75**. **Thomas J. DeLuca, '76**, was the official photographer of the day.

ALUMNI PRESIDENT'S REPORT

Dolores Gaeta Prezyna, '70, alumni president, thanked the alumni board representatives for their dedication to the goals of the association. She noted that as a result of their efforts, over \$6,000 will be given to the Sister Mary Charlotte Barton Alumni Kinship Scholarship recipients in the 2005-2006 academic year. In attendance were **Eileen Hanley Noworyta, '78**,

DELTA SIGMA

The Delta Sigma Honorees

Rosemary Dean Delaney's commitment to serving people through her volunteer affiliations has helped her learn "more and more about 'the way to the Lord.'" Through her church, she provides sponsorship of RCIA candidates. As a Eucharistic Minister, she brings empathy to nursing home residents when she visits. She has given her time and talents to several youth groups, a library, a museum and the Lewisburg Civic Club and acts as a counselor with Birthright International.

In 1992, Rosemary was appointed to the Tribunal of the Diocese of Harrisburg, Pa., drawing on her experience as a caseworker for Catholic Charities. She has acted as a case assessor, assisting judges in the instruction of marriage nullity cases. She brings compassion to petitioners who are experiencing life-changing adjustments and decisions. She considers this ministry her most important work, truly in keeping with Marguerite d'Youville's philosophy to serve those in need.



Anne M. Keating, in 1976, long before it became a national concern and popular project, became part of a task force on battered women. Through Anne's efforts to garner support in her community, with the Mayor's Office of Quincy, Mass., and the assistance of the district attorney, she was able to form and become the founding president of Domestic Violence Ended, (DOVE) Inc.

In cooperation with community and government agencies, this organization provides immediate support, crisis intervention, short-term counseling, advocacy, housing, and appropriate referrals for women, children, and teen victims of domestic abuse. DOVE, Inc., assists over 2,000 people each year who experience violence in the home.

She continues her involvement on the Mayor's Commission on Women and the U.S. Coast Guard Auxiliary, among others.

Margaret Beuerlein Bartolotti became familiar with many of the issues that our senior citizens deal with everyday. While participating on a committee in Albany, she met a D'Youville graduate, class of '39, who shared the problems that many retired teachers have with health insurance and pensions with no cost-of-living features. Margaret began to work for improvement of both of these issues. Her research led to the presentation of workshops on the new Medicare law affecting all seniors that will take effect in 2006 and to seminars providing Social Security information for seniors and other retiree groups.

With her parents as her life model, Margaret is motivated to reach out through her neighborhood volunteer work with the Heart Fund, March of Dimes, Lung Association, and Cancer, American Diabetes, and Leukemia societies. She is the first retiree to have a vote and a seat on the Webster, N.Y. Teachers Association executive board and representative council. Margaret has been honored by the Rochester, New York Labor Council, AFL-CIO as the retiree activist of the year.



Mary Kearns Skibinski's concern for others is evident in her professional social service work. Examples of the recognition of her outstanding dedication are many: the Head and Heart Award from the Buffalo Veterans Administration Medical Center and twice named the Veterans' Administration Western New York Healthcare System's employee of the year. She received recognition awards from the American Cancer Society for a chemo coach project and from the Cancer Wellness Center.

Mary's willingness to serve others extends to the young and old. She was a religious education teacher for thirteen years at St. Agatha's Church. At St. Stephen's Church, she has been a lector, a Eucharistic Minister, a member of Parish Mission Renewal, and the Christian Service committee chairperson.

Above, New Delta Sigma Members (l to r): Mary Kearns Skibinski, '78, Margaret Beuerlein Bartolotti, '67, Anne M. Keating, '54, with Sister Denise A. Roche, GNSH. Honoree Rosemary Dean Delaney, '48, was unable to attend.

Lower (l to r): Genevieve McNeil Dobmeier, '52, Debbie Smith, Sister Denise Roche, Mary Elizabeth Carosella, '52, Ann Marie Vacca Bradley, '52

Patricia Kelly Losito, '85, and Theresa DiLuca Vallone, '04, who along with **Julie Marinaccio, '04, and Ryan R. Miller, '05,** were elected to three-year terms at the May alumni board meeting. **Lauren Hooser Rosso, '97,** who chaired the food and beverage committee of the 2003 golf tournament, was the only retiring board member this year.

SISTER FRANCIS XAVIER TRIBUTE

Ms. Debbie Smith, daughter of the late **Shirley Hochmuth Dearing, '52,** presented a collage honoring the late Sister Francis Xavier Lynch, GNSH, former president of the college. The nursing class of 1952 located several pictures depicting their days at D'Youville and commissioned Debbie to prepare the tribute in memory and honor of their former nursing instructor. It will hang in public view in the college.

'54

Everywoman Opportunity Center, Inc. is a not-for-profit corporation that has served Western New York since 1977. It offers holistic and individualized services to help women achieve personal and economic self-sufficiency when they wish to enter, re-enter, upgrade or change careers in the paid work force. In May, **Dr. Jane Flanigen Griffin** was presented with its award of excellence at their annual dinner. Jane was recognized in celebration of the achievements of women who have been role models, risk takers and path finders for other women.

'55

Catholics from the Diocese of Buffalo selected to receive the Lay Award of St. Joseph the Worker were honored at a mass in St. Joseph's Cathedral in April. Bishop Edward U. Kmiec presented the award to **Angeline Brucklier Padula** for her parish activity. Those who receive the honor are recognized as people "who endlessly give of their time and talent for the good of their Church and are dedicated in their own quiet way to further increase the love of God in others." Angeline is involved in nursing care at the Veterans Administration Medical Center.

'59

Jo Ann M. Mecca was named a director of the League of Women Voters of Buffalo/Niagara at the organization's recent annual meeting.

'62

Zdenka Gredel-Manuele would like to share some information with former economics students of the late Monsignor James A. Healy. Dr. Gredel-Manuele is a professor of history and chairperson of the history department at Niagara University. While in the United Kingdom to deliver a paper at the joint annual meeting of the Renaissance Society of America and the Society for Renaissance Studies, she stopped in London to uncover the truth of Msgr. Healy's teaching about Jeremy Bentham, as follows:

"While flicking his cigarette over the roof of the laundry adjacent to the old classroom building at D'Youville, and most likely feeling that he was doing penance teaching these young ladies economics, Msgr. Healy decided to shock his class with stories pertaining to some of the great economic thinkers of the times. He felt that this would be of greater value to those of us



Left, **Zdenka Gredel-Manuele**, '62, with old friend **Jeremy Bentham**

Above, **Eileen Clifford Cavanaugh**, '63, and **Maryann Norton Gehan**, '63, at the **Blue Lagoon** outside of Reykjavik, Iceland

who were students of history than to impart the complex workings of stocks and bonds. One of these stories that he told was of the proponent of utilitarianism, Jeremy Bentham. He called him the man in the closet since the tale was that he has had his body mummified and put in a closet to be taken out and cheered on occasion at meetings and the celebration of his birthday. Of course, none of us young ladies believed him." Fiction or fact? At the City College of London, dressed in his finest suit and hat and holding his favorite walking stick, Jeremy was waiting for Zdenka. He was eager for her approval, but he said nothing.

When **Patricia Martin Cullinan** and her husband celebrated their 40th wedding anniversary, they were delighted to have some D'Youville "New Yorkers" join them. Jake and **Mary Casey Hiel**, '61, and Bernie and **Maryann Norton Gehan**, '63, were among the family and friends who attended a luncheon to mark the event. Pat and Martin have two grandsons, Declan and Liam.

'63

A member since 1995, **Barbara J. Campagna** was elected to a two-year term on the board of directors of the Rotary Club of Buffalo, serving as treasurer and chair of the finance committee. In 2004, Rotary honored her with the Paul Harris Award for her service to the club. Not quite retired, Barbara keeps busy selling promotional and advertising products which "supports her golf trips and vacations to visit D'Youville family and friends around the country."

'66

A Distinguished Alumnae Award was presented to **Mary E. Bisantz** at Holy Angels Academy's annual alumnae association dinner. Mary, who holds a Juris Doctor degree from SUNY Buffalo School of Law, is a U.S. Administrative Law Judge of the Social Security Administration Office of Hearings and Appeals. She lives in Rodanthe, N.C.

'70

Advisors to the Lambda Sigma, **Mary Ellen Moriarty**, a reading /writing specialist in the Learning Center and **Thomas Milano**, '97, information technology, distance learning assistant, were recognized at the Moving Up Day ceremonies in May. The students honored Tom as administrator of the year. In a letter from the national Lambda Sigma Society to Sister Denise Roche, GNSH, both were commended on their outstanding chapter on the D'Youville campus. Lambda Sigma is a national honor society for second-year men and women dedicated to the purpose of fostering leadership, scholarship, fellowship and the spirit of service among its members as they promote the interests of the colleges and universities they represent. Membership in Lambda Sigma is not only recognition for accomplishment, but also a challenge to serve throughout a person's college career. As an alum, Mary Ellen is enrolled in the educational leadership doctoral program at NYC.

'71

Ann Duggan Bratthauer has 22 years experience in exotic animal clinical pathology and she believes that this is an unusual application of her medical technology degree. Ann works at the National Zoological Park, Smithsonian Institution, in Washington, DC. She and her husband, Gary, live in Kensington, M.D.

'73

A resident of Arlington, Va., **Elizabeth P. Loden** launched her own business, iRainmakers Ltd., in 2000 to align businesses and non-profit organizations through cause marketing. The company helps these groups boost their images, missions, brands, and bottom lines by forging teamwork that gives consumers value-added goods and services, heightens corporate citizenship, and strengthens whole communities. "When we say, 'Business is good,' we mean we're a good business growing through good business practices. We also mean we expect good to come from our business. We aim for results that are profitable and socially responsible."



**Barbara Stelley
Fernandez, M.S., '01,**
shown with New York
Congressman Thomas
M. Reynolds

'78

David J. Mohr has been an account manager at Buffalo Newspress for 23 years. He also is a WNY baseball official. Dave and Mary Ann, his wife of 25 years, are the parents of two sons. They recently attended the College World Series to see their son Ryan, a student at SUNY Brockport, ranked sixth in the nation, finish the season.

'79

The students at Buffalo's South Park High School dedicated the 2005 yearbook to **Mary Pat Furey**, calling her a friend and colleague. A teacher there for 23 years, she provided guidance to the yearbook staff as they captured the moments of South Park from 1984-1992. "Through the years, the students have felt that Miss Furey is more than a teacher; she is more like a mentor with an ear to listen and a hand to help." The daughter of **Ann Kilroy Furey, '53**, Mary Pat served as president of the NYC Alumni Association from 1995-1998.

'81

Self-described as a *big* Syracuse University basketball fan, **Patricia Golombek Ferro** is a full-time faculty member at St. Joseph's College of Nursing in the Syracuse, N.Y., area. She received an M.S. in healthcare administration in 1998 from New School University, New York City, N.Y. Patricia is a volunteer at SUNY health science center in pediatric oncology. Married for over 20 years, she has a daughter, 18 and son, 16.

'84

Dr. Canio Marasco, assistant professor of chemistry, was named faculty member of the year at the Moving Up Day ceremonies held on the NYC campus in the spring semester.

Elizabeth Muscoreil, a resident of Akron, N.Y., is a school social worker with Erie II Chautauqua-Cattaraugus BOCES.

'92

Dr. Judith Shrubsole recently received tenure at Cedarville University, Ohio, an accredited, Christ-centered, Baptist university of arts, sciences, professional and graduate programs as well as a worldwide Christian ministries program. An associate professor of nursing, she has been at Cedarville since 1992. Judi holds diplomas from Hamilton Civic Hospital

School of Nursing and the University of Western Ontario. She earned a B.S.N. from the University of Western Ontario before receiving her M.S. in community health nursing from D'Youville. In 2003, she earned a D.N.S. from Rush University.

'98

Jill M. Kaczmarek, M.S.N., '00, is a nurse practitioner at Foreststream Pediatrics.

'00

Joseph R. Baumgarden, an adjunct faculty member, and **Brett A. Morgan, '99**, are colleagues at Greenfield Health and Rehabilitation Center in Lancaster, N.Y.

'01

A citation recognizing **Barbara Stelley Fernandez, M.S., '01**, as one of three national 2005 CARE Award recipients was included in the Congressional Record by N.Y. Congressman Thomas M. Reynolds who stated, "With passion and commitment, Barbara has made and continues to make a profound, positive, and lasting impact on all the students' lives she touches. ...[S]he exemplifies all the ideals of this award." Presented annually to teachers who have made significant contributions to the education and development of middle and high school students with educational, attention, and learning difficulties, this award was founded by the Commonwealth Academy in Virginia, a school which provides educational opportunities for special needs students.

Barbara attended the University at Buffalo and while in a junior-year-abroad program in Spain, met and married her husband. She completed her degree in history, received certification in Montessori teaching methods, and spent 30 years teaching bilingual programs to children and young adults in Spain while raising her family. After returning to the United States, she earned her M.S. in special education at D'Youville and is now fulfilling a lifelong dream teaching life skills and college transition curricula to special needs students at Williamsville (N.Y.) North High School. Barbara is the daughter of **Jane Roberts Stelley, '42**.

'02

David Zawistowski is a registered nurse with Kaleida's Buffalo General Hospital.

'03

Kari Denison Van Camp has been busy since she received her M.S. in community health nursing. She worked as an APN/CNS in Hawaii for two years. While there, she was able to teach as an adjunct faculty member in Hawaii Pacific University's undergraduate nursing program. Kari received her advanced practice nursing addictions certification and is now an advanced practice nurse at Westpark Hospital in Toronto, Ont. She is appreciative of the efforts of all her D'Youville professors and other college members in helping her to achieve her goals.

'04

Classmates **Kristin Angel Butera** and **Kristopher R. Schultz** are working as physical therapists at Our Lady of Peace Nursing Care Residence in Lewiston, N.Y.

weddings

Patrick M. Cullinan, '01, to Molly J. Kney
Christopher J. Schafer, '02, to Amy L. Webber
Tabrina S. Schreier, '02, to Andrew Jaworski
Stacey M. Kroboth, '03, to Mark J. Tillmanns
Gichell Francisco, '04, to Steven B. Watson

births

Seth William, son of Mr. and Mrs. Phillip Tipton (**Tracey Armstrong, '97**)
Alex Michael, son of Mr. and Mrs. Thomas Gwitt (**Monica Wrobel, M.S., '03**)

sympathies to the families

Helen Kinsley Morey, '39
Alice Zboch Scalzi, '59
Eileen Sczcerbowski Dziob, '03

Full obituaries will be published should more information become available.

obituaries

Madonna Keller Baier, '29, (April 15, 2005) died in Wilkes Barre, Pa. She was an active member of her class who continued her involvement with DYC after graduating. Her husband Milton, chairman of Merchant Mutual Insurance Group, predeceased her in 1980. President of her class, she was a *cum laude* graduate, and went on to teach Latin and French for several years in the Buffalo Public Schools. She resided in Palm Beach, Fla., from 1978 until 1991, when she relocated to Blakeslee, Pa. She resided there with her daughter Kathie, '69. A memorial Mass was celebrated on Friday, April 22.

Anne McMahon Smith, '29, (July 24, 2005), a last remaining member of her class, died in Hamburg, N.Y. Anne worked for 45 years at Western Union as a chief supervisor and telegraphy instructor. She retired in 1970. An activist, she helped found Local 41, Commercial Telegraphers Union and served as president for 15 years. She was the first woman appointed to the union's international executive board. She was a member of the AFL-CIO Council, the Youth Board of Buffalo and the Buffalo Red Cross. She served as president of the Mercy Hospital League, Western Union Credit Union and St. Joseph's Guild. Her husband died in 1962. She is survived by her daughter Patricia and a son Arthur, five grandchildren and seven great-grandchildren. A mass of Christian burial was celebrated at Sacred Heart Church.

Elinor Carroll Voltz, '31, (March 15, 2005) wife of the late Edward, was buried from her home parish, Most Precious Blood Church in Angola, N.Y. She is survived by her children, Carol LaDuca, Edward, Mary Jo Carroll, Victoria Van Horn and Joseph. Elinor was grandmother to 16 grandchildren and five great-grandchildren.

Mary Brennan, '35, (June 8, 2005) taught English in the Niagara Falls public schools for almost 30 years. Prior to that, she taught at Gaskill Junior High School. She died in Wheatfield, N.Y., after a brief illness. Miss Brennan was 91. She was born in Cleveland, Ohio. She enjoyed reading and in her younger years, she loved to travel. She is survived by four nephews.

Rose D. DiPasquale Gian, '37, (June 15, 2005) was the wife of the late Emilio J. Gian. She is also survived by her two sons,

Robert Gianfranceschi and David, and by her grandchildren, Meghan Howie, Rebecca, David Jr., Patricia, and Noah Gianfranceschi. She is also survived by many cousins. A mass of Christian burial was celebrated at St. Gregory the Great Church on June 20th.

Mildred Crane Travis, '40, (April 1, 2005) died in her home after a long illness. She grew up in the old First Ward and was awarded scholarships to Holy Angels Academy and to D'Youville College. She and her husband Jim married in 1946 and she dedicated her life to raising their six children. When the youngest started school, she enrolled at the University at Buffalo and earned her teaching certificate and worked as a substitute teacher. She is survived by her husband; her three daughters, twins Ann Ersing of West Seneca and Kathleen Cloos of Buffalo, and Marynell Zieziula of New Hope, Pa.; two sons, James of Orchard Park, and John of West Seneca; 22 grandchildren, and 11 great-grandchildren. Her funeral mass was celebrated at St. Thomas Aquinas Church.

Ethel Sokol Hinkley, '43, (March 15, 2005) resided in Castro Valley, Calif., for many years until her move to a retirement facility. She graduated with a B.A. in biology and after relocating to California studied for an M.A. to meet the California requirements for medical technology. Throughout her entire life, Sokie was an enthusiastic skier, tennis player and golfer. She and her husband, Dr. William Hinkley, played at the Sequoia Country Club often accompanied by her sister Helen. World travelers, she and her husband visited every continent but Antarctica. A talented painter, she worked and took painting classes and showed her work at The Paint Box. Sokie is survived by her daughter, Danielle Putnam, and two sons, Peter and David Putnam. She also leaves three grandchildren, Julie, Billy and Jimmy Putnam, and her sister Helen.

Eleanor Mielcarski Valentine, '43, (February 24, 2005) died at her home in Gloversville. Eleanor graduated from Riverside High School before matriculating at D'Youville where she earned her degree in sociology. During World War II, she was an archivist for the U.S. Navy. After her marriage to the late Edward L. Valentine, M.D., they lived in New Orleans and North Carolina before settling in Elma in 1950. Eleanor and her husband were prize-

winning gardeners, specializing in growing irises, and were also adventurous travelers. She is survived by her five daughters: Jane Burdette, Loudon, N.H., Mary Jo Bingham of Riyadh, Saudi Arabia, Anne of Verona, Wisc., Eleanor of Yerevan, Armenia and Dr. Kathleen of Richmond, Calif.; three sons, Dr. Edward of Gloversville, Robert J. of Denver, and Richard P. of Buffalo; a twin sister, Virginia Stosits of Buffalo and a brother, A. Paul Millcarski; 15 grandchildren and 16 great-grandchildren. A funeral Mass was celebrated in Buffalo at St. Marks Church.

Mary Jo McKinley Rutledge, '44, (May 18, 2005) died peacefully in her home in New Canaan, Conn., where she had resided for 35 years. After graduation, Mary Jo worked as an accountant at Lehigh Coal and Navigation until her marriage to John W. Rutledge. He predeceased her in 2000. She actively participated in many charities including St. Aloysius Church, the Women's Club and the Girl Scouts. She is survived by two daughters, Ellen Valenti and Amy Jebrive; by a son John; and a sister, Jean O'Sullivan. She also leaves three beloved grandchildren, Courtney and Megan Rutledge of Chestnut Hill, Mass., and Olivia Jebrive of Stamford, Conn.

Mary Frances MacPherson Flanigen, '46, (May 13, 2005) is survived by her two daughters, Cathleen Ackerman and Diane T. Flanigen and four grandchildren: Olivia, Connor and Alexandra Roat and Dal Ackerman IV. Mary graduated with a B.A. in chemistry and worked as a chemical librarian with Buffalo Electro Chemical Co. before her marriage and the birth of her children. She then immersed herself in volunteering, serving as president of the Federation of Home Schools at St. John the Baptist parish. She was also involved with the Neumann Guild, the Kenmore Mercy Junior Board and the Republican Couples Club. She and her husband were partners in the Richard H.T. Flanigen Insurance Firm. They were active members at Park Country Club where Mary enjoyed bridge and golf. Additional surviving relatives are her sister, Jane D'Agostino, and brother, John.

Jean LeMay Hurley, '47, (June 10, 2005) died in her home after a long illness. After graduating from D'Youville in business, Jean attended Buffalo State College to earn

obituaries

a teaching certificate and taught first grade at Public School 28. When she married, she devoted herself to raising her six children. Later she worked as a medical records clerk at Erie County Medical Center until retiring in 1998. For almost 60 years she enjoyed playing bridge with her card-playing friends from D'Youville. A woman of great civic pride, she enjoyed the many cultural events Buffalo has to offer: Studio Arena Theatre, Kavinoky Theatre and the Buffalo Philharmonic Orchestra. Jean was devoted to her parish, St. Rose of Lima, where she attended daily mass. She was active with Erie County Hospital Association, the Seton Guild of Sheehan Memorial, the First Friday Club, Friends of Amherst Symphony Orchestra, Gilda's Club and Albright Knox Art Gallery. She is survived by four daughters, Mary of San Francisco, Martha of New York City, Margo Baker of Batesville, Ark., and Maura of Kolkata, India; and by two sons, George of Tampa, Fla., and Joseph of Amherst, N.Y. She also leaves six beloved grandchildren.

Mary Ellen Keiran Carney, '48, (June 22, 2005) died after a lengthy illness. She is survived by her husband Bernard W., her children, Michael, Ellen Koessler, Mary, Grace Ainsworth, Jeanne Wolf, and Karen Fumerelle; by her sister, Margaret Keiran and sixteen grandchildren. While at D'Youville, Mary Ellen was a totally involved student and beloved by all who knew her. After graduation, she taught at Sacred Heart Academy and later for the Buffalo Board of Education. For many years, she was an executive with the Girl Scouts. A mass of Christian burial was celebrated at Our Lady of Perpetual Help Church in Lakeview.

Mildred Di Biase Beck, '50, (April 23, 2005) died unexpectedly. For many years she was a teacher and an administrator in the Buffalo Public Schools. After graduation from D'Youville, she earned a master's degree from Canisius College. She worked at Public School 81 as an English teacher, was assistant principal at North Park Academy, and also worked at the Early Childhood Center at Public School 54. She and her husband Donald maintained homes in East Amherst, Fort Lauderdale, Fla., and Hawaii. In addition to her husband, she is survived by her sister, Florence Bailey, '55. A mass of Christian burial was celebrated at St. Gregory the Great Church.

Sister Anne Marie (Patricia) Fitzsimmons, RSM, '51, (March 13, 2005), a superior general of the Sisters of Mercy of Buffalo from 1984 until 1992 and the founding director of an educational preparatory and support center in South Buffalo, died at the age of 75. In her position, Sister Anne Marie assisted with the 1991 merger of 25 independent Mercy Communities across the United States, Canada and Central and South America into a single entity, the Institute of the Sisters of Mercy of the Americas. Following her graduation from D'Youville, Sister entered the Sisters of Mercy in 1953 and professed her final vows in 1956. She went on to earn a master's degree at Canisius College and a doctoral degree from Catholic University. Described by her congregation as a brilliant and gentle leader, Sister Anne Marie was an associate vicar for religious for the Catholic Diocese of Buffalo in the mid-70s and executive director of the Better World movement which is Washington, D.C. based. Sister is survived by her older sister, Sister Rosemary, RSM.

Mary Catherine Forde Donner, '51, (March 13, 2005) was an active parishioner at Good Shepard Church and volunteered in their school. Her husband Clement predeceased her. She is survived by sons, John and Robert and her daughter Ann; dear grandmother of Joseph, Danielle, Juliana, Vincent, Matthew and Luke; and her sister, Marcella Uhlman, and many nieces and nephews.

Celine McGrath Rank, '53, (March 29, 2005) died in Rome, N.Y. Celine graduated with a nursing degree and her career included stints at Kenmore Mercy Hospital and Erie County Public Health Department, during which time she was the public health coordinator for Rome and Rose Hospitals. Later, she was employed by the Utica Psychiatric Center until retiring in 1984. She married James J. Rank in 1955, who survives, in addition to two daughters, Mary Kay Brognano and Carrie Fragapane, and two sons, James and Carden; seven grandchildren; and her two brothers, David and Charles. Funeral services were at St. Mary's Church in Rome.

condolences

Jean Ortner Drescher, '38, on the death of her sister, Edith Drilling

Betty Rae Leonard Parkot, '46, on the death of her husband Edwin

Joanne Connolly Conroy, '50, and **Sheila Connolly Reynolds, '61**, on the death of their brother Thomas

Lucile Ernst Healy, '54, and **Joanne Ernst Langan, '59**, on the death of their mother Lucile

Florence DiBiase Bailey, '55, on the death of her sister, **Mildred DiBiase Beck, '50**

JoAnne Luther Varco, '60, on the death of her father Wesley

Beatrice Maulucci Quinn, '60, on the death of her mother, and **Jessica Quinn Manns, '89**, on the death of her grandmother, Jean

Loretta Aloisio Sterling, '62, on the death of her father Louis

M. Suzanne Goergen, '63, on the death of her father John

Patricia McCooley Izzo, '63, on the death of her husband, and **Anthony J. Izzo, '94**, on the death of his father, Anthony

Judith Jarnot Travers, '65, on the death of her mother Elizabeth

Kathleen Sylves, '65, on the death of her sisters, Patricia and Margaret

Kathleen Salemi Flynn, '66, on the death of her father, and **Amanda Flynn, '98**, on the death of her grandfather, Thomas

Beverly Raczynski Tomasi, '68, on the death of her father Peter

M. Katherine Baier, '69, on the death of her mother, **Madonna Keller Baier, '29**

Christine Morey Kalish, '69, on the death of her mother, and **Francis M. Kinsley, '43**, on the death of her sister, **Helen Kinsley Morey, '39**

Cynthia Rickard Gleasman, '72, on the death of her husband Christopher

Mary Pat Mirabile, '75, on the death of her mother

Kathleen Wojtowicz Olewniczak, '76, on the death of her father Alfred

Linda D. Young, '83, on the death of her mother Doris

Nicole Martin Gallagher, '98, '01, and **Christie Martin Maryanski '03**, on the death of their father Joseph

Bernard J. (B. Jay) Ryan, '03, on the death of his father Bernard

PASS ON
the
d'youville
experience

If you know of anyone who is interested in pursuing a college degree, our admissions staff is ready to help. Simply complete and mail the inquiry form below and we will do the rest. D'Youville's program offerings are available to qualified high school seniors, returning adults, current college students or college graduates.

DYC Alumni Referral Form

Name of student

Street address

City, State, Zip

Home & business telephones

Program of interest

E-mail address

Referred by & class year

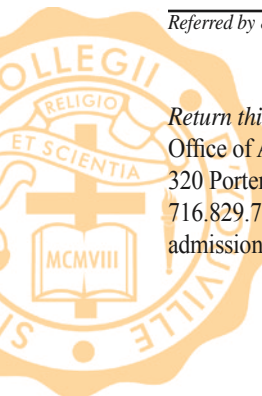
Return this completed form to:

Office of Admissions

320 Porter Ave./Buffalo, NY 14201

716.829.7600/1.800.777.3921

admissions@dyc.edu/www.dyc.edu



mark these
dates on
your calendar

SEPT.
Fri. & Sat.

23 & 24

If your class year ends in
a "5" or a "0" we would like to
welcome you back for

Homecoming 2005

Come renew old friendships!

Weekend highlights:

- Tour the fabulous new residence hall
- Tour the academic center
- Enjoy off campus socializing
- Enjoy the candlelight dinner honoring five year anniversary classes

**All classes, spouses and friends
are welcome at all events.**

Need more information?

Want to be part of the planning
committee?

For information call alumni office
716.829.7808;
e mail, smytonpm@dyc.edu;
or check for updates by visiting us
at www.dyc.edu.

Homecoming 2006

Fri. & Sat., SEPT. 29 & 30

It's not too soon to start planning!

continued from page 29

What should one do with *The World is Flat* that has repackaged, in the year 2005, the neoconservative argument of *A Nation at Risk*, from the 1980s? One's proposition depends on one's positional and relational identity in light of the collapse of European communism and the neoconservative strategic plan for globalization after September 11, 2001.

This national strategic plan has been developed cooperatively by several research centers, colleges and universities with Straussian style. The national strategic planners have benefited from the services provided by numerous geographers, economists, demographers, mass media experts (including independent reporters) and other specialists in the process of audience analyses for doctrinal and material expansion. Rather than quarrel among ourselves over what needs to be done for changes in the global economy, here is a list of five clear positions.

Position One

The world is not made all of honey. This means that although globalization has raised the notion that someone anywhere on earth can do any job, it does not mean that Americans can not meet the challenges on this leveled playing field unless they surrender their spiritual foundations.

Position Two

The doctrinal expansionism for material success following exactly the same principles of the French and British models in Africa and Asia produces negative psychological implications at the national and international levels.

This means that by infusing fear based on transnational disease (e.g., HIV), global terrorism and threats to the transnational American workforce competitiveness, there will not be a solution to enhance our international relations with others. Many of the stories, anecdotes or other kinds of references on which *The World is Flat* is based, need to be written from a different point of view to make sense to traditional people. Most of these persons are different by choice, although some transnational financial institutions have framed many of them into a global economy against their wills.

Position Three

The value of the argument in Friedman's book rests on the notion that people need to exchange ideas. In so doing, one can revive ancient moral arguments. The problem is that one needs to know which of those ancient cultures whose morality is to be revived. Should one revive the Chinese, Japanese, Indian, Roman or Greek morality in the process of reforming the American educational system for the preparation of the work force to maintain a healthy country under rapid economic changes? Should one create an ideological syncretism in order to revive one's system of values that have been attacked by the new secular religion of globalization?

Position Four

Prudence is the relational value that people need to understand since Friedman is writing from the position of a reporter. As such, he is a storyteller who needs to create stories to make a living. The storyteller is also a participant in the debate. In that sense, he has a personal bias that will limit his possibilities to develop a truthful report. In addition, the storyteller's aspiration reveals his expectations by asking his audience to use *The World is Flat* as a framework for future debates or perhaps as the international business-political policy for the foundation of the new material religion.

Position Five

The fifth and last position is the author's most ambitious. It aims to justify the new secular religion when one is used to a tradition of compassion, caring and spiritual commitment without the need to compromise the immorality of taking advantage of others based on their temporal national tragedies, economic weaknesses and material necessities.

Are there alternatives to globalization modeled by the great powers—Portugal, Spain, Britain, France and the Netherlands—as the new secular religion?

In the field of international relations, international business is a branch of its international law. As such, ordinary and hardworking Americans reject the notion of advancing an international business strategy based on the expansionist tendency followed outside the pluralistic system of values and beliefs upon which the American nation is based.

In substance, it means that neither ethno-religious groups nor international leaders of a given secular religion based on material success can be considered the brains behind the new business movement of globalization. This new movement has shown that the world has frontiers that are interconnected, and that people want better living standards without making cultural enemies or taking doctrinal prisoners.

D'

The editor invites readers' responses.

By mail: Use attached envelope

By e-mail: vandykep@dyc.edu



Sister Francis Xavier FX Sister Francis Xavier

*She always
projected such an air of elegance & grace.
I can picture her floating down the halls
of the school.*

*We were always so proud of "FX,"
as we affectionately referred to her.
That beautiful face would just glow
with the love of God.*

—Marion Fulmenes Sionko, '61

Such is the remarkable outpouring of affection and grief that the college received on the news of the death of our past president, Sister Francis Xavier Lynch. So many of our former presidents were viewed with tremendous respect and loyalty but Sister Francis Xavier had the added dimension of having been the dean of the nursing school and a faculty member in addition to her role as president.

The swell of enthusiasm to do something special in remembrance of Sister has resulted in the establishment of The Sister Francis Xavier, GNSH, Scholarship to be awarded to a nursing student.

Many of the scholarship gifts are accompanied by accolades for Sister. Catherine Luby Ceranski, '62, writes:

I remember meeting Sister Francis Xavier on a chilly spring Saturday nearly fifty years ago, as she made room in her busy schedule for a latecomer.

Sister always projected serenity and inner strength. She was an excellent model for me, since I am disorganized and have a wild Irish temper. In my freshman year, I was summoned to her office for a discussion of my work hours at the "other" hospital. "Miss Luby," she said, "I know you are working twenty hours a week as a nurses aide at Sisters Hospital, but I have to warn you, your grades are going to slip. [But] after I made the Dean's List that semester, she didn't bother me again until I was a junior. I had moved into the dorm that year (the old one on the fourth floor of the Administration Building) and "FX" found out that I was signing out to go to work at the other hospital on weekends. Once again, I was on the carpet, literally. That semester, I got a 4.0 because my only class was a seventeen-hour course in Maternal-Child Nursing and I got an A. Then, Sister was beaming as she handed out awards at one of our campus meetings.

My point is that Sister kept an eye on all her student nurses; she knew and cared about each of us as individuals. She was the light that guided us through the program. I always felt at home and happy at D'Youville and I am thankful every day that the Lord guided me there.

Named Scholarships Over the Years

Catherine closes her letter by pledging generously to Sister's scholarship fund and wrote she hopes that her classmates and the hundreds of other D'Youville nurses who owe their careers to the wonderful start they received will do the same.

Pollyanna Radley Zinck, '64, notes that Sister knew every student and cared about each and every one.

Victoria Lampka Stronski, '47, says that Sister Francis Xavier would fight for the student nurses. She relates an incident when they were doing clinicals at Our Lady of Victory when a new administration decided that the student nurses should pay room and board, dismissing the fact that students were on the floor three days per week. Sister insisted that it was unfair and she was successful winning half the battle. They got the room but had to pay for board.

This scholarship is just one of many that has received tremendous support from our alumni.

Other funds have been established by alumni or started in their honor. For example, Barbara Hunter established the **Geraldine Helfter Hunter, '19, Endowed Scholarship** in her mother's name. Geraldine Helfter took the train to D'Youville from Williamsville starting in 1915. When she graduated in 1919, Geraldine went on to Cornell to study Chaucer, Anglo Saxon language and literature. Her master's degree was awarded in 1920 and she began teaching. For seven years, she presided over Mary Agnes Hall as resident director.

In 1994, Mary Margaret Jones Jordan, '33, established the **Myron and Mary Margaret Jones Jordan Scholarship**. She so enjoyed her years at D'Youville, that she wished to assist more students in their quest for a D'Youville degree. Prior to establishing the scholarship, Mary Margaret gave a significant gift that provided the impetus for the Sacred Heart Chapel restoration.

A former president of the student association and one who displayed leadership qualities throughout her years at D'Youville, Therese Coonly Shanahan, '49, and her husband Jim established an endowed scholarship just one year before her death. Tee, as she was known to all, loved D'Youville, her classmates and the Grey Nuns. She was the ultimate D'Youville cheerleader. The **Therese Coonly Shanahan Scholarship** is unrestricted and may be awarded to a student in any discipline.

A Latin and Greek scholar, who taught those languages at South Park High School for over forty years, Stella Tiffany, '18, was a legend among D'Youvillian's. From the time of her graduation until she became ill and frail, she never missed an event at D'Youville. The **Stella Tiffany Endowed Scholarship** was established by a group of friends who admired her and who wished to honor her during her lifetime.

The **Charlene Danielle Page, '88, Endowed Scholarship**



*Therese (Tee) Coonly
Shanahan, '49*



*Geraldine Helfter
Hunter, '19*



*Mary Margaret Jones
Jordan, '33*



Charlene D. Page, '88

Stella Tiffany, '18



was initiated by her parents in Charlene's memory after her untimely death in the winter of 1999. She was fatally injured in an automobile accident as she returned to Buffalo for a weekend visit. Since that time, her father, Salvatore Page, has worked tirelessly to build the scholarship corpus. A Charlene D. Page 5K Run has been incorporated into the DYC Homecoming and the proceeds are directed to the scholarship fund. The recipient must be studying in the physical therapy program.

There are many such vehicles that can be used to benefit the college for both current and future students. For example, several alumni have funded gift annuities and together participate in the Fund for the Future, our insurance plan in which alumni may purchase any insurance policy, paying the premiums annually, and making the college the owner and the beneficiary; or they may give the college an existing policy that has been paid up, again making D'Youville the owner and the beneficiary.

If you wish further information on these programs, please contact Patricia L. Van Dyke, office of planned giving (716) 829.7802.

looking back
looking back
looking back
with the class of **1955**

and
looking forward

ALUMNI CALENDAR FALL 2005

August

Entertainment Book sale

September

8 Board Meeting
Mass for living and deceased alumni
23-24 Homecoming

October

6 Winery Tour along Cayuga Lake
13 Board Meeting
Mass for living and deceased alumni
15 Kavinoky Night – *Man of LaMancha*

November

Wreath sale
10 Mass for living and deceased alumni
Financial Planning Session
Board Meeting

December

4 Family Sunday
8 Board Meeting
Mass for living and deceased alumni

We'd love to have you take an active part in the alumni association. Why not choose an event, call a friend, and join us?

For information on any of these events, call the alumni office (716) 829.7808, e-mail, smytonpm@dyc.edu, or check the Web page, www.dyc.edu/alumni/calendar.asp.



Continuing a new tradition begun in 2004, several members of the 50-year anniversary group, the class of 1955, were recognized at the 2005 commencement exercises. Genevieve Zoltowicz Kanski, Ph.D. (far left), delivered the invocation. Standing (l to r) are JoAnne Syragusa, Rose Marie Romagnuolo Parrinello, Margaret A. Haselbauer, Marie Gerace Zafron, Angeline Brucklier Padula, Sally Lee Schwach Fraas. Seated (l to r) are Marian Leahy Kerwin, Mary Frances Danner, Livia LoVallo.



D'Youville
COLLEGE
Educating for Life

ADDRESS SERVICE REQUESTED

Non-Profit Org.
US Postage
PAID
Permit No. 3350
Buffalo, NY 14201