



spring 2007

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The familiar

D'

*is playfully
embellished
in Fraktur style,
suggesting
the refinement
and beauty
of the arts
at D'Youville
College*

principal

D'

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Marta Werner was born in Port Jefferson, N.Y., but spent her childhood in Europe, Latin America, the Far East and North Africa. She completed her Ph.D. in American literature and 20th century poetics at the University at Buffalo. Her books include *Emily Dickinson's Open Folios: Scenes of Reading, Surfaces of Writing*, 1995; *Radical Scatters: An Electronic Archive of Emily Dickinson's Late Fragments*, 1999; and *Ordinary Mysteries: The Common Journal of Nathaniel and Sophia Hawthorne*, 2006.



Bruce Cramer was born in Syracuse but raised in Queens, NYC. He holds a BFA from the University at Buffalo (1969) and a master in education from State University College at Buffalo (1987). He has two brothers, both of whom love music but do not pursue it professionally. His parents are deceased, but his mother lived long enough to see Bruce play in Carnegie Hall with the Buffalo Philharmonic. His MUS 100 class at NYC is occasionally blessed with a lovely, live Mozart trio, delighting the students and anyone lucky enough to drop by.



Donna Jordan Dusel grew up in Elma, N.Y. She graduated from Iroquois Central and matriculated at then Rosary Hill College, now Daemen, where she majored in English and minored in art. She then went on to the University at Buffalo majoring in writing and photography, earning a master of arts in humanities. She established Photographs and More, which sells her works mostly to galleries. She has also done design work for Fisher Price and Perry's Ice Cream. She said, "I love living and working in Western New York."



Kathleen Sherin holds an MFA in printmaking and painting from the University at Buffalo. She is faculty at both D'Youville College and NCCC, and conducts workshops at Buffalo Arts Studio and the Experimental Printmaking Imaging Center at UB. She is currently working on a series of prints that explore and exploit an awareness of anatomy and physiology, based on her 25 years of experience as a nurse.



Kavinoky artistic director David Lamb has performed in, directed and/or produced nearly 300 productions. David has appeared at the Gaiety and Gate Theatres in Dublin, the Cork Opera House in London and, of course, The Kavinoky Theatre where his favorite roles include Henry Higgins in *My Fair Lady*, Barrymore in *Barrymore* and, most recently, the notorious Jeff in *Jeffrey Bernard Is Unwell*. Film credits include *The Spy Who Came in from the Cold* with Richard Burton and *The Blue Max* with George Peppard.



Edward M. Lazik took full advantage of the United States Armed Forces Education (USAFE) while in military service, stationed in Mainz, Germany. He subsequently pursued a 28 year career in banking at Marine Bank, taking professional management courses, and retired as a vice president in 1988. Since that time, he has been a member of the NYC staff, serving as administrator special collections.

feature

48th HONORS CONVOCATION



HONORS



Left: Lorraine Lepere receives the D'Youville Medal from Sister Denise Roche, GNSH, president. Center: Christopher Heftka receives the Lee Conroy Higgins award presented by Dolores Gaeta Prezyna, president of the Alumni Association. Right: Melody Matias receives the St. Catherine of Alexander Medal.

The Mary Seton Room at Kleinhans Music Hall was filled to capacity and alive with anticipation as students, faculty, administration, family and friends awaited the call to order at the 48th Honors Convocation.

William J. Mariani, former president of Erie Community College and new faculty member at D'Youville, was the keynote speaker. His experience in educational fields is notable after 22 years at ECC. Mr. Mariani based his remarks on John C. Maxwell's book *Today Matters*. He reminded the audience that every part of every day matters. It is up to each of us to choose to use our natural talents to improve the lives of others. He further suggested that the important part of every day is to make choices that will result in a healthy lifestyle so that each of us can make a difference in the lives of our families and in all the communities in which we interact daily.

An insightful student reflection was presented by Natalie Kwan, a dietetics student. Having graduated from a large university, Natalie spoke of how different D'Youville is with its caring atmosphere. She mentioned how approachable D'Youville faculty are and how someone is always available to answer a question or explain a puzzling theory.

THE D'YOUVILLE MEDAL LORRAINE LEPERE

The prestigious D'Youville Medal was presented to Lorraine Lepere, who, in spite of various obstacles regarding her desired major, mathematics, will cross the stage to receive her mathematics degree. Immediately on her arrival, Lorraine thrust herself into the D'Youville culture. She did not limit herself to math, but was immediately involved in athletics and anticipated social and leadership opportunities and took advantage of those when presented.

THE SAINT CATHERINE OF ALEXANDER MEDAL MELANIE MATIAS

Melanie Matias received the St. Catherine of Alexander Medal. This award, presented to a junior, signifies membership in Kappa Gamma Pi, the National Catholic Honor Society.

LEE CONROY HIGGINS AWARD CHRISTOPHER HEFTKA

The Lee Conroy Higgins Award was given to Christopher Heftka. This honor is bestowed on a senior or fourth-year student who demonstrates outstanding concern for all of his classmates and one who is involved in campus activities. Christopher has been fully involved in myriad clubs and events since his arrival on campus. Each year he has increased the size and scope of his involvement which includes the residence halls, athletics, student association and Campus Ministry.

THE 2007 ALUMNI ASSOCIATION SERVICE AWARD MARGUERITE DI TUSA COLLESANO

The mission of D'Youville College encourages involvement in programs that emphasize leadership in and service to the world community. Marguerite DiTusa Collesano's service to others has enriched the lives of people of varied cultures in her local community as well as citizens in several countries around the world.

Marguerite graduated from D'Youville College in 1964 with a bachelors of arts in history, earned a master's degree from State University College at Buffalo and began her teaching career in Toledo, Ohio. Since her return to this area, her contributions in the Buffalo public schools have included working on an Italian-American Studies program, serving as a committee member for the African-American Curriculum Project and teaching in her high school,

Grover Cleveland. As part of a teacher corps project with the University at Buffalo, she was an instructor and the coordinator for adult education in the Italian-American Experience.

Marguerite has given outstanding service to the following diverse organizations: president of the Dante Alighieri Cultural Club, the board of directors of the International Institute of Buffalo, the Buffalo branch of the American Association of University Women, and president of the D'Youville College Alumni Association. Her voluntarism also includes participation on various committees of the Urban League of Buffalo.

A current member of the D'Youville board of trustees, she is also a trustee of the Ellsworth M. Statler Foundation, which she previously led as chair.

Marguerite's recognitions and awards highlight her international connections. She has twice volunteered as an English teacher in Krakow, Poland, on summer projects with Pomost International. She has been the recipient of two United States Department of Education Fellowships for the Fulbright-Hayes Seminar Abroad Program: one in Perugia, Italy, and the other in The People's Republic of China and Taiwan.



dycNEWSmakers

D'Youville Honors Two in Health Care Field

Dr. Lee R. Guterman (*left above*), director of the Endovascular Neurosurgery Fellowship Program at the University at Buffalo, and Dr. David C. Hohn, president and CEO of Roswell Park Cancer Institute, were honored March 14, 2007, at D'Youville College's 12th annual Health Awards Dinner, held in Salvatore's Italian Gardens, Lancaster, N.Y.

Dr. Guterman, an assistant professor of neurosurgery and co-director of the Toshiba Stroke Center at UB, also is an attending neurosurgeon at Buffalo Neurosurgery Group in Williamsville. He serves as adjunct professor in D'Youville's physician assistant program as well.

He holds a number of patents on medical devices, including a removable occlusion system for neck aneurism and a gastrointestinal sleeve device for treatment of morbid obesity.

A graduate of the State University at Binghamton, he holds a doctorate in chemistry

from Clarkson and his medical degree from the University at Buffalo.

Dr. Hohn (*right above*), president of Roswell Park since 1997, has been credited with leading the implementation of Roswell Park's first strategic plan, designed to make it more competitive in cancer science. He also has worked to stabilize and increase sources of funding as well as to reorganize Roswell Park's senior leadership team, clinical departments and science programs.

He helped recruit more than 100 senior faculty, clinicians and scientists and directed the completion of the \$303 million renovation and rebuilding of the campus in 1998.

He is a graduate of the University of Illinois where he earned both his undergraduate and medical degrees.

Proceeds of the event are used for D'Youville student scholarship programs.

SIFE Finishes Strong Year of Enterprises for Buffalo Area

The Students in Free Enterprise (SIFE) team closes out the academic year with 30 team members from 80% of the College's academic areas, volunteering over 1,100 hours and implementing 24 programs, working to empower others in the spirit of free enterprise, according to Peter Eimer, SIFE faculty advisor, and Sam Walton Fellow.

MARKET ECONOMICS

Culture Shock: Two years ago, the SIFE team started a middle school program called Culture Shock. SIFE students from Cuba, Vietnam, Eritrea and Hungary presented their cultures to students, parents and teachers in order to foster an appreciation that culture entails more than language, and that ethics across cultures can sometimes be a barrier to doing business.

The program will expand next year to additional middle schools and to Canadian schools.

Monopoly Money: Realizing that to most children, foreign currency looks like Monopoly money, SIFE teamed with a local middle school and interactively taught students about foreign



exchange rates. The children learned how to look up exchange rates and convert money; how much they can buy in each country with \$1 U.S. and why rates fluctuate.

Walgreens Supply Chain: Enabled by a major SIFE sponsor, business advisory board member David White from Walgreens, SIFE created a project on supply chain and used Walgreens as its model. In presentations to middle and high school students, SIFE members focused on the superior and innovative logistics and warehousing system that Walgreens implements from their distribution centers to each store. Power Point and interactive video were used to convey the complex inventory system.

SUCCESS SKILLS

Volunteer Income Tax Assistance (VITA): For a fourth year, SIFE has collaborated with the Internal Revenue Service. Upon completion of a course with the IRS, DYC SIFE students become certified to prepare and electronically file tax returns for local residents, free of charge.

This year, a new off-campus office has been opened on Connecticut Street, two blocks from the College. The team secured \$75,000 in funding for low-income residents of Buffalo's West Side and saved them over \$7,000 in tax preparation fees. SIFE offered these services in five languages and also provided seminars in financial literacy, entrepreneurship and on how to prepare one's own tax return.

FINANCIAL LITERACY

Credit Management/Stock Market Savvy: Acknowledging that a good credit score and credit history are not well known to a large segment of the population, the SIFE team presented a lesson in the basics of credit management, on different investment options, and on basic stock market terminology and how to read stock tables. Participants were taught what mutual funds and 401K plans are. The presentation was tailored to middle and high school students, as well as college students and members of the community.

A future seminar is planned on the topic of identity theft, conducted by the U.S. Secret Service.

Q/A Financial Literacy Radio Show: WTOR 770 AM – Niagara Falls/Toronto hosted a SIFE financial literacy program. Of special interest, SIFE conducted this program in English and Urdu, an Indian language, in an effort to reach an international audience of over 100,000 people in Western New York and Southern Ontario.

ENTREPRENEURSHIP

Micro-Loan Program: To stimulate economic growth of minority-owned businesses in our community, the SIFE micro-loan program was established to assist entrepreneurs and small businesses with low-interest loans. Supported by a \$5,000 commitment from a New York State Assembly member for the 2007-2008 academic year, SIFE plans to make five loans next year and to build a loan portfolio of \$10,000.

E-Bay Seller's Education: For a third year, DYC's SIFE team conducted an E-Bay Seller's Seminar to teach members of the local community how to use E-Bay to start their own businesses.

BUSINESS ETHICS

Illegal Downloading: The DYC team partnered with the Motion Picture Association of America in its anti-piracy campaign. "Bootlegging on the Down-Lo" is a one-minute commercial created to redress the issue of movie piracy. After creating the commercial, SIFE ran it for high school and college audiences, along with a Power Point presentation that summarized the criminal penalties and economic losses sustained by piracy.

Do You Care (DYC): SIFE collaborated with local business persons to define ethical standards for area businesses, in a program called Do You Care (DYC). Business owners who display the DYC logo agree to follow ten ethical standards that the SIFE team has developed. Working with the city of Buffalo, this campaign will expand to 20 businesses this summer.

Ranked among the top 20 in SIFE national competitions since 2005, the team is preparing for the nationals to be held in Dallas, Texas, in May.





Chiropractic Health Center Offers Full Services to Urban Public

D'Youville College has formally opened the D'Youville College Chiropractic Health Center at 2900 Main St. at Huntington Avenue in North Buffalo. While serving as one of the College's clinical training sites for interns from its doctor of chiropractic program, the Center is dedicated to providing a variety of clinical health services to the urban and suburban public.

Medical directors and chief administrators from local health facilities, representatives from the mayor's office and licensed health care providers from the area attended the Open House that was held on February 8 from 2 to 4 pm. D'Youville chiropractic interns served as docents, explaining the center's equipment and scope of services.

In making welcoming comments to the guests, Sister Denise A. Roche, GNSH, president of the College, stated, "I can guarantee to the public that health services provided here will be of the highest quality."

The health center has been partially operational since last summer, allowing NYC chiropractic faculty, who are licensed doctors of chiropractic, to provide services to the public at an affordable cost, according to Dr. Stephen Zajac, associate professor and coordinator of clinical services for the chiropractic program. "Soon our certified chiropractic interns will be joining us to provide services under the direct supervision of our faculty," Dr. Zajac stated. "The services we provide range from consultation, evaluation, digital imaging

x-rays, EKG, lab diagnosis and spirometry along with chiropractic manipulation, physiotherapy treatment, rehabilitation services and wellness counseling." Dr. Zajac continued, "In keeping with the College's heritage and mission which emphasizes service, and in following the life-example of Saint Marguerite D'Youville, we are dedicated to providing services to all those in need; therefore, the fee for services provided will be affordable and in some situations there may be no cost."

The health center is the only such chiropractic health center in the city and features full handicap accessibility. The 6,600-square-foot facility houses examination and treatment rooms, a rehabilitation suite, conference room, patient waiting area, x-ray suite, and faculty and administrative offices. The facility provides lighted parking for approximately 35 cars, including handicap parking.

"The clinic has state-of-the-art diagnostic and treatment equipment including direct digital radiography that allows a patient's x-rays to be recorded on a CD for the patient to take to his primary physician or specialist if needed," Zajac said.

The chiropractic health center is currently open five days a week, with office hours by appointment (716.923.4375). It is anticipated that the center will begin Saturday hours soon.

The center has been furnished and equipped through a grant from the Margaret L. Wendt Foundation.

The College added chiropractic to its list of professional health care degree offerings in 2004. D'Youville is one of the first standard accredited multi-disciplinary colleges nationwide to mainstream chiropractic education by offering a seven-year doctor of chiropractic degree as a part of its curriculum.

D'Youville College and Erie County Medical Center Corporation (ECMC) Enter Into Working Agreement

D'Youville College and ECMC Corporation have entered into an agreement that will have D'Youville chiropractic students included in medical rotations at the medical center, College officials report.

"This will allow the students to expand their clinical expertise in an interactive, patient-based learning environment with a foundation of a variety of primary care and specialty care patient scenarios," said Dr. Stephen Zajac, associate professor and coordinator of clinical services for the College's chiropractic program.

Chiropractic students will be required to take eight medical rotations with a minimum of four hours per day and each will last a minimum of two weeks.

ECMC officials said rotations may include radiology, medicine, rehabilitative medicine, orthopedic surgery, geriatrics, general surgery, neurology and emergency medicine.

"We are pleased to offer D'Youville College chiropractic students a clinical experience in a major academic, Level 1 Trauma Center that will help them gain a greater understanding of their role in an integrated health care system," stated ECMC Corporation chief medical officer John R. Fudyma, M.D. "This partnership also furthers ECMC's academic mission and approach to collaborative medicine that fosters greater communication across disciplines."



Ryan Miller '05 Assumes New Alumni Post

Patricia Marino Smyton '65, director of alumni relations, announces that, in February 2007, Ryan R. Miller '05 was named the coordinator for alumni activities, charged with the task of strengthening the connection between recent graduates and their Alma Mater. This personal contact with recent alumni is vital to the fulfillment of the College's academic and social mission. He is developing a committee comprised of recent graduates that will develop programming appealing to graduates of the past ten years.

Exciting plans include the establishment of an online community to develop better networking among alumni as well as between alumni and faculty/staff members.

One of Ryan's first intentions is to introduce a Networking Night. This event will be held at a local bar/restaurant. Alumni will receive notice by mail and e-mail.

Ryan looks forward to working with groups on a social level and plans educational events that will be beneficial to all.

Mariani Joins D'Youville College Faculty

William J. Mariani, former president of Erie Community College, has joined the business faculty of D'Youville College as an associate professor. He also will work on special projects

in education and business and complete work on his doctorate in educational leadership.

Mariani was appointed president of ECC in 1999 and resigned in 2006 after a 22-year career at the county institution where he served as chair of the business administration, executive dean of development & community services and faculty member.

"What a delight it is to have Bill join the D'Youville community," said Sister Denise A. Roche, president of the College. "With his great experience in higher education, business acumen, extensive contacts within and beyond Western New York, he brings with him the freshness of new ideas and the ability and resourcefulness to put them into action. He has, in the past, been a great colleague and friend and it is exciting to know that now we are members of the same team, working toward the same goals."

HSBC Grant Adds to International Business Scholarship

D'Youville College has received an additional sustaining \$15,000 grant from "HSBC in the Community (USA)" in support of the HSBC International Business Scholarship Program fund at the College.

The fund was established by the financial institution in 2002 to help economically disadvantaged first-generation college students in Western New York complete D'Youville's five-year program in international business. The program leads to a combined bachelor's/master's degree with emphasis on research, communication, ethics, language and interpersonal skills.

"This is a great contribution by HSBC toward the education and professional development of international business students at D'Youville College. This scholarship shows HSBC's commitment to international business education that is critical in today's global economy, and to providing educational opportunities to disadvantaged students in this area," said Dr. Kushnood Haq, vice president for academic affairs at the College.

The grant will bring the total value of the fund to \$75,000 and will enable additional scholarships to be awarded to D'Youville students.



DYC Students Plan for Study Abroad

The semester study abroad program at D'Youville runs annually in the fall semester. It is one of the more immediate benefits one can find in the academic experience of our students. "About eighty percent of the participants in the program have never traveled abroad so their willingness to embark on a different culture across the ocean is laudatory," states G. John M. Abbarno, Ph.D., department of philosophy and program coordinator.

The program has been in existence since 2004. The first and second years were in Florence, Italy; the third, and most recent, fall of 2006, was in Oxford, England. Due to overwhelming student interest determined by a survey, in this fourth year, students will return to Florence, Italy.

The benefit of D'Youville College's coordination of its own study abroad program experience is that students register on campus for the courses abroad. This allows advisement about the coursework to continue by DYC's faculty. A full-time curriculum is selected by the coordinators in consort with department chairs. Students enroll in primarily core courses in the humanities and social sciences. This fall, Marion Olivieri, Ph.D., chair of the math and natural sciences department, will coordinate with one of the Italian faculty in Florence assigned to teach a course in winemaking. This should draw sufficient interest among faculty and students alike! ■

KATRINA

NEARLY TWO YEARS LATER



*Right: Team members haul debris.
Below: The Lending A Hand team, 2007*



D'YOUVILLE AND THE RESIDENTS OF THE GULF COAST: HOPING FOR HELP AND HELPING TO HOPE

Many people along the Gulf Coast have hoped *for help* and D'Youville students for a second year have hoped *to help* the victims of Hurricane Katrina, an event that took so much from so many. It will be years, possibly even decades, before New Orleans, Mississippi and the coastal counties affected by this immense catastrophe are restored. Frustration from lack of funding and bureaucratic red tape, along with a sense of hopelessness, prevailed as the Reverend Jan Mahle and her Lending A Hand team traveled back to New Orleans as part of Campus Ministry's service learning program at D'Youville College.

In the immediate aftermath of Hurricane Katrina, last year's team from D'Youville empathetically experienced the pain and sorrow of

the victims. The students helped gut houses and bring to the curbs tons of debris that represented many lifetimes of memories. The team last year commented that there was a great sense of hope surrounding the families and individuals whom they had helped over their six-day stint. The victims, they said, expected that everyone was doing or would do what they could to help them back onto their feet. "Things this big take time, but in time the cities will heal and flourish again," residents said repeatedly.

Maryann Luksch Graczyk, graduate of D'Youville's class of '57, along with her husband Norb, experienced the devastation firsthand. When evacuated from their home, she and Norb took shelter in their own office building, which, with its steel beams, was a recommended site to ride out the storm. But as the storm grew in intensity, the building was systematically destroyed by wind and water; everything around them began to cave in; and all signs of life diminished. After spending eight harrowing days in what was once a structurally sound building, with debris now piled ceiling high, she and her husband finally walked away. They said they were lucky. She wrote to D'Youville in August of 2006 and retold her experience, saying, "No picture you see could show to you what massive destruction has taken place. Every structure for ten miles has been gutted or leveled. What were once bustling towns have become flatlands." Maryann experienced this storm in Biloxi, Mississippi, and her photos are no different from those of cities in Louisiana: Prominent landmarks of August 28, 2005, are no longer visible, and every city Katrina touched looks exactly like the next. Sweeping areas of destruction, structural timbers, bricks, toppled power lines intermingled with trees and cars, and trash-spewn yards and streets all reflect what had traveled miles before coming to rest when the waters finally receded.

NEW ORLEANS

A STUDENT REFLECTS

NICHOLAS RICHTER '07

But as the NYC team of 33 members arrived this January, there were few signs of progress. Where there were once only street signs, now new signals hang. Where there were once no signs of life, small corner businesses have reopened. Seeing the area for the first time since a year ago, the D'Youville team expected an upbeat mood, but instead sensed anger and frustration among those they were sent to help.

When Maryann wrote to D'Youville only one year after the hurricane, insurance companies in Mississippi had begun wrestling with the decision regarding what caused the damage, the surging water or wind? In the meantime, without financial help, victims of Katrina were left to their own devices. If they have the money to start rebuilding, they may still have to wait to see what others are doing around them. But many do not have the money to do anything as large as rebuilding. It is an endless circle.

Now, just short of two years after the disaster, the residents of homes in New Orleans echoed the same stories, the same insurance questions, the same delays. They told tales of unattainable timetables giving way to foreclosures and of threats of being evicted from their rudimentary government-issued trailer homes before work on their own homes has even begun. Residents were especially angry that they still have not received any insurance reimbursements. Some have lost their places on official lists because they were not reachable when the phone call came; missing one phone call placed them back at the bottom of such lists for receiving help. These families are not the wealthy and privileged of New Orleans; rather, they are individuals who struggled before the hurricane took away everything and now struggle even more. The D'Youville team all sensed feelings of hopelessness and helplessness throughout their encounters with residents.

Will new court rulings regarding insurance claims speed up the help these people so desperately need or will the insurance companies spend more dollars on appeals than on fixing the real problem? *[Editor's note: On March 19, 2007, in Mississippi, subsequent to a court ruling, certain major insurers agreed to additional restitution in an effort to avoid protracted class-action lawsuits; however, these payouts were followed by refusals to write new policies, leaving the homeowners with new, unresolved problems.]* Should not the focus of effort be on how to be prepared in all aspects, if something like Katrina should happen again: at governmental, professional, and humanitarian levels?

THE CITY OF INCONGRUITY

What I feel here most is a profound sense of alienation and incongruity.... But incongruity may lie at the heart of New Orleans's unique culture. Like a pot of gumbo, the city is a mishmash of disparate cultural elements: an atmosphere of festival parades alongside the quiet piety of Roman Catholicism, which itself shares spiritual space with the pagan rituals of voodoo. And, of course, three cultures—French, Spanish and American—have each contributed to the city's growth. And, after all, the commercial New Orleans had to be struck from an original vein of authenticity.

SIGNS OF LIFE AND LIMBO

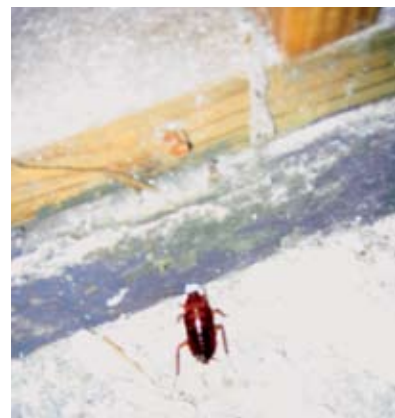
Progress being so essential to the American sense of well-being, New Orleans is trapped or stuck in the limbo between the destruction and death of Katrina and the recovery efforts trying to take hold.... Depression and hopelessness...nestle in the city like cockroaches, causing suicides, trauma-related deaths and impeding the effort of progress.... Struggling against it is the hope of recovery, symbolized by the city's slowly returning signs of life: bare ground being reclaimed by lush vegetation ... and the gutting and improvement of homes. Of course, that is why we are here: improve a few homes and cause a ripple effect in the name of progress and hope.

If enough spots in the wasteland left by the hurricane are targeted, the post-Katrina fog of confusion will dissolve, to be replaced by the communal perception that progress and recovery are not only possible, but inevitable.

...STRAINS OF IRRATIONALITY

[One of the strains] is the "blame game," a multifaceted war of finger pointing that has gone on since the hurricane stopped. Who [is to be blamed] for the failure of the levee system? Who [is to be blamed] for the slow start of governmental relief efforts?... Is it the fault of a reportedly incompetent Republican president, or does blame lie at the

Continued on page 42.





the enriching



arts at DYC

Offering counterpoint
to the rigors of science—beyond
topical relevance or professional utility—
the arts link Self with Other,
in timeless, shared human experience.



confessions of a chamber music junkie BRUCE CRAMER

A string quartet performance I participated in last year in the D'Youville College chapel apparently piqued some interest in my music background. I have been asked to write about my interest in the cello, my love of chamber music, and my private cello studio. In other words, I must rip the jeweled façade off my cello career to reveal the utterly mundane details of a checkered musical past.

My earliest musical experiences involved listening to my mother play the piano and to my father's fruitless attempts to play the violin. Sometimes they played together, but the music usually fell apart, as my father (an MIT grad) apparently couldn't count. I suppose my true "earliest" experiences occurred before I was conceived: My father's love for my mother developed as he listened to her practicing the *Grieg Piano Concerto* from his house next door. In a very real way, had it not been for music, I would probably not be here.

At age five, I started piano lessons with the uninspiring Ms. R., whose veiny hands and crisply sharpened pencils fascinated me. But how I loathed those lessons! How I loathed the sight of her white Rambler pulling up to the house every Wednesday afternoon, never late, never sick—the healthiest piano teacher in history. I ached to be outside playing with my liberated friends, but I was incarcerated in the music room next to the ropy-veined Ms. R., massacring a dead-easy piece like "The Donkey" while my poor mother sighed in the kitchen.

My prison term at the piano, however, helped me demonstrate on a test in seventh grade that I could (gasp!) distinguish between one note and another. Thus I was assigned to a string class, where my cluelessness as to which instrument of torture to select merged with my almost total lack

of interest. My brother urged me to pick the cello: “You can sit while you play,” he said. An observation of such astuteness could not be ignored. Soon I brought home a battered, out-of-tune cello, with a bow whose horsehair had been so inexpertly installed that it foreshadowed my own later hair loss.

Somehow, I graduated from riveting masterpieces like “Old MacDonald” to a high school orchestra that played real music by Bach, Wagner, and Mozart. I also graduated from Elvis’s “Jailhouse Rock” to Brahms and Beethoven, with a healthy dose of Bob Dylan thrown in. I had become, in a word, cool.

There were many defining moments during those years. Seeing Leonard Bernstein conduct Stravinsky’s *The Rite of Spring* was jaw-dropping. (Stravinsky himself wrote a one-word critique: “Wow!”) Watching Leonard Rose soar through the *Dvorak Cello Concerto* with apparent ease made me realize that I would never, ever be a high caliber soloist. Listening to Brahms’ *Requiem* one bitter March night with a close friend, a young woman who was dying of leukemia, taught me something about heartache and the power of music to comfort.

But the biggest impact on my cello future occurred when I chanced to see a televised performance of the Budapest String Quartet playing Beethoven. The cohesiveness and power of their playing, the way they probed the depth of Beethoven’s soul mesmerized me. But I was even more transfixed by the quartet’s cellist Mischa Schneider. Even over cheap television speakers, his tone rang out with resonance and character. He carved his phrases like a master sculptor. When I learned he was on the faculty of the University at Buffalo, my college plans crystallized.

I went to my first lesson trembling like a cat at the vet. I tried to play Bach. Mr. Schneider was clearly unimpressed. He didn’t have to say a thing; his bushy Russian eyebrows converged, he pursed his lips, and I detected the slightest shake of his head. I was to experience this silent displeasure many times over the next four years, but my sheer doggedness contended with the skimpiness of my talent, and eventually I performed a full recital (Bach and Beethoven) to complete my graduation requirement.

Since then I have played many concerts with the Buffalo Philharmonic and other professional orchestras, toured North America with a rock band

(Emerson, Lake & Palmer) and performed at countless weddings and pick-up gigs, but I always come back to chamber music, especially the string quartet, to recharge my musical batteries. In a quartet, there is no conductor playing the tyrant; instead, there is a democratic give-and-take



Bruce Cramer in a 2006 concert in Sacred Heart Chapel

among the musicians that—when it works—makes playing a profound pleasure. In addition, the chamber music repertoire contains some of music’s most personal, sublime compositions. Among my passions are Beethoven’s last quartets (composed when he was completely deaf): an endless, and endlessly intriguing, study.

I try to promote this love of chamber music in my cello students. When I see talent and inspiration wedded to disciplined practice, I send the student to a chamber music workshop at the first opportunity. Many of these students quickly develop an ardor for quartet playing that motivates them to pursue their music studies with renewed vigor. Their musical horizons widen; zeal develops. Thus, the cycle of musical development repeats itself, like the seasons: The long winter of lessons and practicing melts into the springtime of youthful exuberance, fresh interpretations and a deeply satisfying passion.



performing

observations from an edwardian balcony DAVID LAMB

THE EARLY YEARS

Ron Branager, a man I had only met on a boat, offered me the opportunity to do some work at D'Youville as a professional actor. I took him up on his offer. At that time, D'Youville had a theatre department and was performing in the Porterview Room under the name Stage Centre. After about two years, the College decided to close its theatre department. In the meantime, I was given a teaching position in the English department here and I continued to do plays in the area. However, I truly saw a need in Buffalo for a professional theatre company and saw the potential of the beautiful Edwardian theatre located on the D'Youville campus. Ten years later, in 1981, my hopes of restoring this beautiful theatre were realized when The Kavinoky Theatre, named for the leadership of trustee Edward Kavinoky, opened and became home.

The Kavinoky Theatre was the first producing theatre in Buffalo; now, there are more than 30 producing organizations in this area. But, it is the only proscenium-seating, producing theatre in the city. The Kavinoky is just the right size, small and intimate.

TIME CHANGES ALL THINGS

Live theatre was once thought of as a luxury that only few could afford; it seems now that time has become a luxury that only few can afford. Sadly, theatre has seemingly become a less and less important part of our cultural fabric. There has been a decrease in patronage, in recent years, throughout the local community and the College community. Because of this decline, the financial stability of all small theatres, not only The Kavinoky, is questionable. With similar changes in commercial theatre (with the exception of Broadway), the concept of the not-for-profit has arisen. However, not-for-profits require a board of directors and public dollar and they can not rely on earned income from ticket prices. The Kavinoky is unusual because it relies on the support of an educational institution for financial stability. There are other colleges locally who have used The Kavinoky/D'Youville College relationship as a model to jump-start their theatre/college relationships.

The dilemma is that too close a tie with an educational institution creates ineligibility for public funds. Public funds cannot be given to educational or religious institutions and D'Youville College qualifies as both. So The Kavinoky tries to separate the funding, so that it is still eligible for the public dollars. But, sadly, our public funding is being eliminated. It is a fine line that must be walked. Some state funding still exists, but city and county funding have diminished. I hope government can see the error of its ways, because The Kavinoky is a major contributor to the local arts, and D'Youville College, through the theatre, is an even bigger contributor to the community as a whole. The Kavinoky has the second largest audience in Buffalo, second only to Studio Arena Theatre. Its close relationship with D'Youville College is what makes it unique. Hopefully The Kavinoky will become more integrated into the mission of the College; the real job at hand will be to reweave the theatre into the fabric of the community.



The Lion in Winter, 2003



Always...Patsy Cline, 2006



TO CREATE YOU MUST INTERACT

Audiences have changed over the last 15 years: they are a reflection of our society and our society has become passive. If they are passive, we can't create. Audiences have become, "show me, amuse me." They don't want to do any thinking; they want simply to be entertained. But, in order to create we have to interact with each other. The audience draws from us and the actors draw from the audience. It's a give-and-take. It is precisely this give-and-take that creates or becomes the creativity. The basis of a comedy is the surprise, when something happens that isn't expected. If everything is predictable, then we lack creativity.

This philosophy can be applied to the classroom as well: students must go beyond being spoon-fed information, go beyond the text books they read. They must interact and apply what they are learning to the big picture and take with them something more. The teacher who simply lectures and never interacts with the students and never shows the students how to apply this information to the greater scheme of things is doing a disservice to the student. Conversely the student who merely reads and regurgitates the information is doing a disservice to the learning experience. To be actively involved in understanding and translating is what I believe is true creativity. One creates the experience: like the cliché, "you get out of it" – whether 'it' is enjoying the theatre or whether 'it' is learning in the classroom – "what you put into it." To gain from an experience is the ultimate goal.



The Glass Menagerie, 2006



DOWN THE ROAD

Every opening season, every opening curtain, brings renewed excitement, as if it were the first. Keeping it new, striving for consistently high-quality productions and giving opportunity to new playwrights is the key to our success.

And, I might add, a yearly show from A.R. Gurney would not be amiss. Buffalo audiences feel a connection with A.R. because of the supposed local subject matter, as well as a connection to his upper middle-class characters who are representative of traditional theatre-goers. These productions have instant impact: very important in comedy where timing is all! Gurney's innate sense of dramatic structure gives his plays an ease and simplicity that is deceiving. In the true sense, the medium is the message here.

I don't like to look back; but, if you ask me what my favorite play would be, I'd say, "the next one," because I love to create. If you look back you lose sight of the future. The only really important things lie around the next corner.

My future hopes for The Kav would be bigger and better productions, sold out shows and the interlacing of this wonderful, unique, intimate theatre with its community.



Celadine, 2006

A Funny Thing Happened on the Way to the Forum, 2006





interview

insights from behind the lens

DONNA JORDAN DUSEL

Q:

How has photography changed for you over the past several years?

A:

My 32-year photography career has changed dramatically over the past few years. The color/b/w darkroom that I had access to since 1980 was permanently closed. Even alternate color darkrooms became obsolete and they, too, closed. If I want to continue to print my color photographs in a traditional darkroom, using light-sensitive materials, then I must travel to Syracuse, N.Y. Fortunately, I still have access to a black-and-white darkroom. However, I too, have changed the way I process my work.

I have been doing computer graphic work since 1987. I used to think of the computer work I did as secondary to my light-sensitive darkroom processes. I am now forced to consider my computer and my ink jet printer, which I recently have totally updated, as my primary printing source.

My 27-year career as a photography instructor has also profoundly changed. I am fortunate to still teach black-and-white photography in a traditional darkroom using light-sensitive materials. I love this! I do wonder, though, how much longer all college/high school teachers will be using a “traditional” darkroom? I am sad when I think that processes that we have used for so many years are actually already obsolete.

I realize that there are certain definite advantages to digital photography. Computers, scanners and printers are great innovations; however, it took Kodak and other photographic companies decades to really perfect photographic papers and materials. These papers and processes that we have used for years resulted in being able to create unique qualities in our work that some of the new digital processes cannot. I am still experimenting with various ink jet papers and inks, none of which completely satisfies me. **Convenience is not always the route to quality.**

As a teacher, I can always teach photography as “history,” which it now is. In addition to requesting and keeping my negatives after having my film processed, I, too, now request a CD. We might not always have the current hardware/software to access our photos from CDs; however, until photo materials become totally inaccessible, I will always be able to produce photographs from my negatives.

Q:

Some people think there is a spiritual quality to your work. Do you agree?

A:

I’m really a “peace and tranquility” person, so yes, I do think there is definitely a spiritual quality to my work. I have also lived on the shores of Lake Erie for the past decade. I began photographing Lake Erie at least 20 years before I moved to the lakeshore. There is definitely much serenity and peace associated with water/lakeviews.

Q:

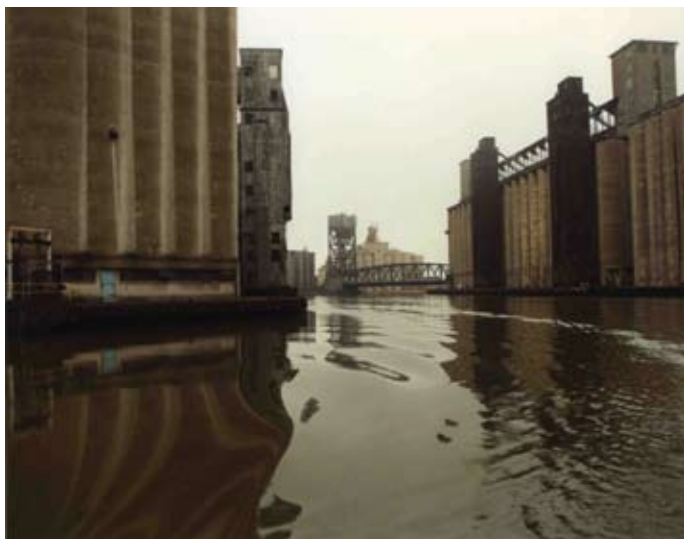
What special techniques do you employ, if any? Is your preference black-and-white or color?

A:

I enjoy working in many photographic mediums; however, black-and-



Teacups, American Photographer Award, 1984



Upper: Buffalo River

Lower: Buffalo Skyline, 1981

white is my favorite. I appreciate the artistic qualities that accompany many black-and-white photographs. When traveling, I shoot both black-and-white and color. Most photo jobs I do, require color photos. I enjoy doing both black-and-white and color work on the computer as well.

Q:

In the classroom, do you try to have the students look for or see anything special or are their photos spontaneous?

A:

My students begin their photo projects by looking, looking and looking some more! We begin with a texture project that forces students to look at things. At first many students think that this exercise is a bit bizarre, but after doing it, they realize why they needed to do it. After exposing students to many examples of work that relates to their project assignments, the students then have a grasp of what they might look for when they're out taking the photos. Even though students use a roll of film for each assignment, I always encourage them to never miss "a photo opportunity." It might never happen again, so I tell them to shoot when the opportunity strikes.

Q:

Photographs, of course, need to be seen.

Do you often exhibit your work?

A:

I have been exhibiting my work in galleries in Western New York and throughout the country since 1978.

My latest photography exhibition was "The Gates Revisited: Two Views", an exhibition of color photos taken in Central Park during artist's Christo's Gates Project in 2005. This exhibit was on display from Feb. 3–March 12, 2006, at Buffalo's Insite Gallery.

I enjoy exhibiting and selling my work; however, as an art educator, I really love seeing my students' work. They usually relish doing the work and seeing it on exhibit, too. Viewing students' artwork and photography is exciting. Many students have wonderful, fresh, creative ideas that they focus on. Making their own photographs, on subjects that they will most likely photograph for the rest of their lives—people, architecture, travel photography, landscapes, or still life—gives them the opportunity to create and truly express themselves.

“a certain slant of light”

teaching poetry in early spring in buffalo, new york
MARTA WERNER, Ph.D.

It is late afternoon on a cold bright March day in Buffalo. I am sitting in my living room, and my gaze shifts between the window full of light and the dark screen of my computer. I am chatting—online—with my students about poetry. We are talking about William Carlos Williams’s “Spring and All,” a poem that begins in the space we also inhabit at this very moment: the space of *almost spring*...

By the road to the contagious hospital
under the surge of the blue
mottled clouds driven from the
northeast—a cold wind. Beyond, the
waste of broad, muddy fields
brown with dried weeds, standing and fallen
patches of standing water
the scattering of tall trees (1-8)



It has been a long winter. And not only because we live in Buffalo, N.Y., where the cold settles in sometime in October and where we can still expect snow in April. For most of us it has been a long winter for other, less meteorological reasons: there have been private struggles, hardships, losses. We are tired. Before we start talking, I sometimes feel—and my students tell me that they do, too—"I could really use this time to do something else—to study, run errands, etc." At this moment, we are in the "contagious hospital," in the space of dis-ease, where we see only the "muddy fields" and "patches of standing water," where we see the world before us as a wasteland. But then we are talking, and everything changes.

No, it doesn't happen all at once. Of course not. First, we have to make our way through the torpor of our everyday consciousness—that desolate landscape—and to refocus our gazes in order to engage, as Emerson counseled us nearly a century before Williams, a *higher* form of seeing: the seeing into the essence of things. At this early stage, our vision and our language are still blurred and blurry:

All along the road the reddish
purplish, forked, upstanding, twiggy
stuff of bushes and small trees
with dead, brown leaves under them
leafless vines—

Lifeless in appearance, sluggish
dazed spring approaches— (9-15)

"Leafless / Lifeless." I look out the window again. I am still in my living room. I can't see my students. They are in their homes, in their dorms, or in the College's computer labs. Disparate. Alone. But we are also together because we are looking at the same thing—at dazed spring approaching—and/or we are traveling, as quickly as an eye moves across a page, through a world that is cruel, uplifting, beautiful. We are moving, together, and language is taking us somewhere else: to a new world quickened by particulars, by blades of grass, by the curls of wildcarrot leaf:

They enter the new world naked,
cold, uncertain of all
save that they enter. All about them
the cold, familiar wind—

Now the grass, tomorrow
the stiff curl of wildcarrot leaf

One by one objects are defined—
It quickens: clarity, outline of leaf

But now the stark dignity of
entrance—Still, the profound change
has come upon them: rooted, they
grip down and begin to awaken (16-27)

If I were to look out the window again, it would be almost dark. But my eyes are on the poem on the screen and on my students' awakenings. It is light there. What we understand of the world is largely through language, and poetry may clear the gateway of perception. I see them seeing language. I see them seeing that facts are not rendered more exact by being expressed in the grey, bureaucratic language of getting and spending, of a consumer economy that may ultimately consume them.



What are we prizing when we prize poetry, something that has no practical benefit and certainly no monetary value (as poets know all too well)? The students who meet with me to talk about poetry initially imagine that I will tell them what poems mean. Their education, in most cases, has been based on an information-exchange model, and on the belief that language is a transparent system of thought transference. They are frustrated that most poetry, and all great poetry, remains outside singular solution and requires instead a commitment to what Keats called "negative capability," the ability to remain within mysteries, doubts, uncertainties. Sometimes, on the contrary, they insist that poetry means anything they want it to, that no one interpretation can be any better than any other; and, furthermore, that all poems are equally good, equally salutary. In this version, they engage in the annihilation of language.

But soon, soon, they discover something else about poetry. They find that poems are not transparent, neutral entities, and that words have a life of their own, as well as their own histories and longings. "When you take a word in your mouth," wrote the philosopher Hans-Georg Gadamer, "you must realize that you have not taken a tool that can be thrown aside if it will not do the job, but you are fixed in a direction of thought that comes from afar and stretches beyond you." It's not "information" that poetry gives us but, rather, complex access to the nature of the human condition. In some cases, poetry even allows us brief entry into the unsayable. And this is what they—we—prize about it—more even than we prize spring in Buffalo.

engagement in the slow process

KATHLEEN SHERIN

I see the drawing course at D'Youville as an open-ended learning experience. Drawing affords students the ability to look at something in a manner that they have possibly not thought about, opposed to the information-laden courses they are taking, which require them to learn in a specific way. My approach in teaching drawing is to show the students some basic skills in the first few classes and get them to feel comfortable with the materials, as well as getting them to trust their own observational skills.

First, I have them draw their own hand while the hand they are drawing with is inside a bag, which keeps them from looking down and “correcting” what they are drawing. This technique forces them to look at all the fine detail of the object in a way most of them have never done. When they pull a drawing out of the bag, many students are surprised at the amount of good detail that was drawn. These first few exercises—contour drawings, dimensional still life and negative-shapes drawings—teach students to focus on the actual object(s) and not on what they think the object(s) should look like. In negative drawing, the students draw the areas around an object so that they focus on what they are seeing rather than on the objects per se. Once the negative space is drawn, an image appears; they can then add some detail to the image to make it more realistic. With contour drawings I like to find unusual objects and shapes to have the students draw because the students can't try to draw from memory something they have never seen in detail before, such as a gas mask or an old shirt crinkled up.

I also like to offer different artist's techniques to give the students a varied approach. Recently, we made drawings that simulated techniques used by Chuck Close, using a stamp pad to build up value and tone. Similar to a close-up of a computer image that is made up of pixels, these stamp-pad



designs are nondescript when seen at close range; however, once you pull away, the true image emerges.

At the opposite end of the scale, I also have used a technique in which the student drew on large (30x40") paper. This technique forced the students to take a small object and greatly enlarge it onto the paper, forcing them to see the object differently, to take a closer look at the proportions of the object: for example, the ratio of handle to tool or the size of a screw in relation to the tool itself and how it adds an expressive element. Many were amazed at how active and alive these drawings turned out to be.

Most students, I find, enjoy the shading component of the course. They tend to like their drawings done with shading because they are able to see real perspective and dimension come through using the many shading techniques that are taught.

In class, we are able to focus on several techniques to obtain different results, as well as to incorporate different materials that expand students' knowledge. Using several media and varied ways to apply them—India ink used with a calligraphy pen or with a paintbrush, charcoal, soft leaded pencils and an eraser to tone – allow students to experience many facets of art.

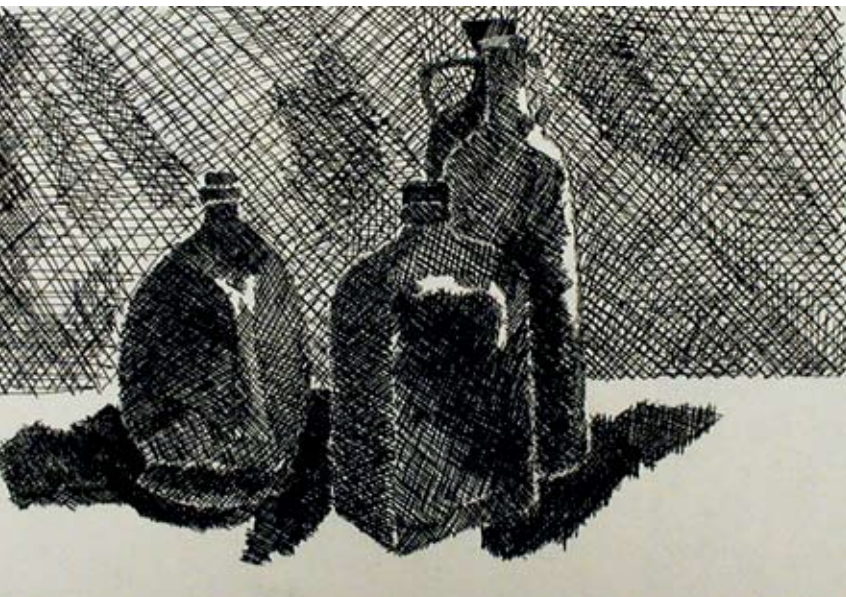
In contrast, my design class teaches the basics of visual design through an abstract approach. This course uses found imagery, such as from magazines, in order to show both balance and design and how they work together. The students can apply this knowledge, for example, to a Power Point presentation for another class or a résumé.

Both these classes provide a contrast and outlet for students who have an intensive study load. They encourage students to use creative problem solving to look beyond the obvious; and they encourage students to explore the visual world, to appreciate the uniqueness of individual creative solutions through trusting themselves. The visual world is so jammed full of information coming at each of us rapidly and constantly, that I believe by taking a drawing or design course we are able to slow down and appreciate the visual experiences in a more observant way and process this information more clearly and perceptively.

In my classes, students are encouraged to take some personal risks to express themselves. The kind of learning that takes place in visual courses such as drawing and design is one in which learning advances through engagement in the process. While many drawing students are self-critical if their work is less than accurate, many drawings that are technically not accurate can be and are very expressive.



Tool: student study



Bottles: student shading study

Artist's Statement

These current prints are inspired by and draw imagery from the area of human biology, anatomy and their processes and applies it within a context of the issue of borders. I find myself pondering the inconsistent and fluid nature of boundaries and their ability to contain or keep out or, for that matter, question the very nature of this construct.

As societal metaphors – crossed borders and boundaries bring to mind notions of national security, immigration issues, war and aggression – notions of Self and Other existing across a “boundary.”

On a more personal level, advances in medicine have made it inevitable that the protective border of our bodies will likely be crossed by X-rays, MRI's, sonic waves, drugs and/or scalpels.



*Top: Allfixed (collage monoprint and drypoint)
Left: Pink Noise-Air and Light (collage monoprint)
Below: Intrusion (assembled monoprint and drypoint)*



For me it began in 1940 when a doting uncle took me to see Walt Disney's "Fantasia" in its first run at the old Erlanger Theatre. The Erlanger was then Buffalo's premier legitimate theatre and rarely showed films. But "Fantasia" was something special: advanced prices, reserved seats, even a then-expensive (\$1) souvenir program. I still have that original program, the first item in my *cinemabilia* collection. That Christmas my parents gave me the Deems Taylor book on "Fantasia." This was a non-book, not literature but an oversized coffee table volume with tipped-in plates of scenes from the movie. I was ecstatic.

A boon for collectors occurred a few years later, in August 1948, when the LP record was launched. As a result, every Buffalo record store commenced dumping classical 78-rpm sets for \$.99 each. What a bonanza for music lovers! This classical music triggered an interest in reading biographies of composers and conductors. The next step was collecting books, which was the outcome of being read a story by an English instructor in high school. It was not so much what she read as *how* she read it. The result: I purchased my first hardcover book, Conan Doyle's *The Adventures and Memoirs of Sherlock Holmes*.

One book led to another and I began to specialize in The Modern Library's old editions. I tried to collect all of them and browsed second hand bookshops for out-of-print titles. I still collect those editions to this day.

Another important part of my collections are the cinemabilia items: posters, stills, press kits, sound track albums. Scores for dramatic films are short-lived and go quickly out of print once the film has completed its theatrical run. It is always possible to buy music from "The Wizard of Oz," "Sound of Music" and "Gone With the Wind," but try to find a copy of the first "Alien" or even "The Sheltering Sky" sound tracks! They cannot be had easily. If I do locate a copy, I must be prepared to pay an astronomical price. Some items frequently sell, based on condition, from \$150 to \$500 each. The LP issues command even higher prices.

Cinemabilia now also includes videos. Who would have imagined years ago that we could one day own all the films we had enjoyed in the theatre? All the genres are represented in my library: drama, film noir, musicals, operas, horror, Sci-fi, and documentaries. A film library is as rewarding as a library of books or records and should be just as varied.

The passion of collecting cinemabilia can lead to many places. I may enjoy a film so much that I then read the original book upon which it was based. For example, many years ago a beautiful color-film version of Rumer Godden's novel *The River* was made on location in India by director Jean Renoir. Renoir was the son of the famous French artist and, like his father, his use of color was subtle. The film's souvenir program prompted me to get both the original novel and the now extremely rare sound track on a 12" Polymusic LP disk.

Conversely, the hunt can begin with the book and then advance to the film version or, as in the case of Giuseppe di Lampedusa's iconic novel *The Leopard*, advance to multiple film versions. Director Luchino Visconti's stunning Italian version was followed by a curiously edited English-speaking version; six years later, a German version of the film could be seen visibly on camera in Visconti's section of the four-part film "Boccaccio '70." It is fascinating to me to compare directorial nuances in dialogue changes, in camera angles and, especially, in deletions. The hunt becomes archeology.

All collectors are compulsive completists. As a fan of a particular author, composer or film star, I try to collect everything connected to that person: biographies, posters, autographs. One item I am particularly proud of is

an autographed photo from the 1944 movie "Gaslight," signed by Ingrid Bergman. To hold that photograph in my hand is to relive her manipulated descent into madness. And now, that powerful film, too, is in my DVD library.

I remember a small movie theatre in downtown Buffalo called the Mercury. It had an eclectic program: reissues of old films, high-brow art films and foreign imports. The theatre was demolished to make way for the new M&T Bank building. What was once a temple for film is now a temple for finance. A school friend who was employed there informed me that the basement of the Mercury was loaded with film materials amassed over the years. We cleaned out the goodies before the wrecking ball hit. It is a shame that old films are rarely reissued to theatres today; but, mercifully, we do have video.

A big part of the fun of collecting is cataloguing holdings and trading duplicates with other enthusiasts. There are many networks to accomplish such trading. Some years ago a San Francisco dealer contacted me with an offer to fly to Buffalo and pay cash for my entire sound track collection. I declined, advising him a collector *never* sells, *only* buys. That gentleman still calls and still gets the same answer: "I would rather have the records than the money."

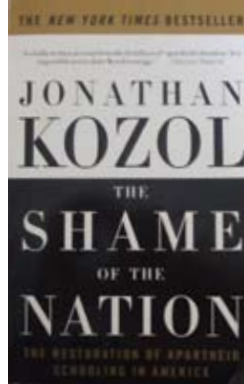
Books, records, sound tracks, photos, posters and videos are not just "things": They are art and I treat them as such. A rare first edition now can include records and videos as well as books.

Most collectors worry about what will happen to their holdings when they are gone. Will someone who appreciates them want to receive and keep them? Provisions must be made to perpetuate collections. Bequests to friends or school libraries should be indicated early-on. I have done so.

Nevertheless, even at my venerable age, if I had to start all over again, I would. But, be assured, all this pursuit goes beyond the mere material.

The collector, I feel, plays a crucial role in the arts. After all, what is a photo without a viewer; a book without a reader; music without a listener; or a film without an audience?

■



THE BOOK:

Jonathan Kozol's *The Shame of the Nation: The Restoration of Apartheid Schooling in America*

Random House (2005)



THE REVIEWER:

Marguerite DiTusa Collesano '64, MA, is a member of the board of trustees of D'Youville College, a noted education activist and recipient of the 2007 Service Award of the NYC Alumni Association.

THE RETURN OF DRILL-AND-KILL CURRICULA

Jonathan Kozol, veteran activist for education reform (*Savage Inequalities*, *Amazing Grace*) has written a new book, *Shame of the Nation: The Restoration of Apartheid Schooling in America*. In researching the book, Kozol visited nearly 60 schools in 11 states, observed and interviewed teachers, students and administrators, for a period of five years. The book is a fierce indictment of segregation, funding inequalities, and the “drill-and-kill” curricula that are heavily promoted in schools that serve low-income students and students of color.

Reading his account of the state of our urban schools, I was dismayed and felt Kozol’s anger for, like Kozol, I am a member of that generation of teachers who began their careers in 1964, confident, and well-prepared with our liberal arts education and sensitive to the issues that were raised by the Civil Rights Movement and the subsequent desegregation of the urban public schools. “I never intended to become a teacher,” writes Kozol in the introduction. He attended Harvard where he studied English literature, then spent some years in France and England before returning to Cambridge to study for a graduate degree. He was aware of the sit-ins and freedom rides and of the fervor of the civil rights campaign, but remained detached, that is until three young activists, volunteers to run Mississippi freedom schools, were murdered. “One day I drove to Roxbury, the center of the black community of Boston, and signed up in a local church to be a reading teacher in a freedom school for children.” His first teaching position was in an elementary school that served the city’s segregated neighborhood, “a gloomy looking, overcrowded building that could not provide my students with a classroom of their own. We shared

an undivided auditorium with 35 other children in another fourth grade class, and with a group rehearsing for a play that somehow never was produced, and with a fifth grade class, whose girls were released from educational instruction to be given sewing lessons several hours every day on old machines like those my grandmother had used.” He spent a decade working with Afro-American schoolchildren in Boston, and by the later 1970’s and early 1980’s he began to visit schools in other sections of the nation. Some had been desegregated by court order in the aftermath of the Supreme Court’s ruling in *Brown vs. Board of Education*; other schools had desegregated voluntarily. “Physical conditions in these newly integrated schools were generally more cheerful, the state of mind among the teachers and the children more high-spirited, the atmosphere more enlivening than in the schools in which I’d started out in Boston. By the end of the 1980’s the high hopes that I had briefly sensed a decade earlier were hard to find.”

Kozol found that conditions have grown worse for inner-city children in the 15 years since federal courts began dismantling the landmark ruling in *Brown vs. Board of Education*. He writes, “A state of nearly absolute apartheid now prevails in thousands of our schools. The segregation of black children has reversed to a level that the nation has not seen since 1968.” For Kozol, segregation, that state of separateness, hides the problems of extreme economic ills and the ensuing social problems associated with poverty. Kozol provides detailed information about how this happened, referring to court decisions, administrative placement policies and budget considerations, but he is most effective when using the words of the students to describe the full measure of the tragedy segregation creates. “It’s more like being hidden,” said a fifteen-year-old girl he met in Harlem, “It’s as if you have been put in a garage where, if they don’t have room for something, but aren’t sure if they should throw it out. They put it there, where they don’t need to think of it again.” Kozol asked her if she thought America truly did not have room for her or other children of her race. “Think of it this way, if people in New York woke up one day and learned that we were gone, that we had left for somewhere else, how would they feel?” “How do you think they’d feel?” he asked. “I think they’d be relieved,” the solemn girl replied. These statements and interviews are intended to make us and the leaders of educational policy feel uncomfortable. Yes, the issue is difficult to resolve! Yet, Kozol continues his research and writes, lest the policy gurus and legislators think they have done enough.

Kozol very clearly analyzes the relationship between segregation, the inequalities of education, finance and the most recent panacea for education reform, the standardized test to monitor for accountability. He argues, “As damaging as the obsessive emphasis on testing often proves for kids in general, I believe that the effects are still more harmful in those schools in which

the resources available to help the children learn the skills that will be measured by these tests are fewest, the scores they get are predictably the lowest and the strategies resorted to by the principals in order to escape the odium attaching to a disappointing set of numbers tend to be most severe.” Teachers are now called managers, and children are tested at the end of a specific sequence of instruction (copying models of industrial and business management). Monitors drop in on classes periodically to guarantee that teachers are precisely following the manuals. (Textbooks are a thing of the past, so is art, music and history.) “The purpose of these practices,” according to the systems CEO (superintendent) “was to guarantee that on a given day, everyone is at the same place in the sequence.” The Chicago CEO, when asked how he had been attracted to the uniformity of this approach, said that he first struck on the idea while scrutinizing training manuals for the National Guard. (Taxpayers may be unaware that this testing is a business and is costing millions of dollars.) Kozol rails, “As high-stakes testing takes on pathological and punitive dimensions, liberal education in our inner-city schools has been increasingly replaced by culturally barren and robotic methods of instruction that would be rejected by schools that serve the mainstream of society.”

Is money the answer to all these problems? Kozol raises his eyebrow when this question is posed to him by parents who are spending \$20,000 per year tuition in New York City. He gives us the statistics and charts to read, showing funding in Chicago, for example, where in high-income areas spending per pupil is \$17,000 compared with \$8,000 per pupil in schools where the black and Hispanic population is 87%. These comparative inequalities in spending are also true for Detroit, Boston, New York City and other urban school districts.

Kozol is very positive and hopeful about veteran teachers and young students. It’s a myth, he says, that young students in colleges today are only seeking economic success. Bureaucrats, he claims, do not understand the humanistic motives, “the role of altruistic feelings, empathetic fascination, love of children, love of learning itself and all the miracles and the moments of transcendence” that brings thousands of unselfish men and women to make a career in the public schools.

Kozol acknowledges that the issues are difficult, but he cannot tolerate indifference on the part of policy-makers, legislators, and the general public. He argues the task will require a unified desire for change on the part of the nation’s citizens to guarantee an education that recognizes the dignity of our young and their hopes to achieve the American Dream.

■



Left: seated, l to r: Sylvia Boggan, Mary Ann Jones and Denise Grande

Standing, l to r: Mary Kirwin '60, Beatrice Maulucci Quinn '60, MacKenzie A. Roberts '02, Dr. Charles Bauer, Mary Schwietzer Bauer '47, Dr. Joseph Grande and David Jones

SARASOTA

ALUMNIgatherings



Far left: Mary Moriarity Cottrell '45 and Joe Cottrell

Middle left: Dr. Charles Bauda and Philomene Bauda

Below: Dr. Charles Bauer and Mary Bauer





Top: Betty Poupore Beaufait '46 and her sister, Doris Bisland

Middle left: Mary Healy Cullen '59, Peggy Tatu McDonald' 43 and Michele Quadrini Kuznitz '80

Middle right: Paul Bauer and Sister Denise Roche, GNSH

Below: Mick Nyusa and his wife Tanya Durgo Nyusa '86 chat with Sister Denise.



FORT LAUDERDALE





WASHINGTON DC



Top: Elizabeth Loden '73 chats with Ann McCormick McQuillan '73

Middle: Two Washingtonians renew their D'Youville ties.

Below: Enthusiastic alums greet Sister Denise Roche, GNSH, president, at the Washington, D.C., alumni visit.



KAVINOKY NIGHT

*Top, l to r:
The Rev. William Bigelow,
Pamela Krawczyk '81,
Claudia Krawczyk '90,
Jane Bigelow '67,
and
Eileen Hanley Noworyta '78
with her husband,
Lee Noworyta*



ZETA NU



*Below: Celebrating
their 25th
anniversary are,
l to r: Pamela
Smith Miller '81,
Zeta Nu faculty
advisor, Barbara
A. Traver, MS/
CHN '01, acting
chapter president,
Mary Ellen Snyder
Cahoon '58,
chapter vice
president, Deborah
Bruch Bucki '75,
Ph.D., first Zeta Nu
chapter president,
and Verna Kieffer,
DNS, chair,
nursing department*

classNOTES



Members of the class of 1958 gathered recently in Evans, N.Y., to discuss exciting plans to celebrate their golden anniversary during the College's centennial celebration.

2006

Nathalie M. Peladeau is enjoying her career as a clinical nurse specialist in psychiatry at Mount Sinai Hospital in Toronto, Ont.

Melissa A. Kerrison lives in Fayetteville, N.C., where she is an acute inpatient occupational therapist in the hospital at Cape Fear Valley Medical Center. She works mostly with orthopedic patients but has neurological and other patients as well.

2002

Isobelle T. Blake is a lab coordinator at Brock University in St. Catharines, Ont.

A resident of Jamaica, N.Y., **Natasha A. Hyppolite** has advanced from her position as a child protective specialist at the Administration for Children

Services to social worker at the SCO Family of Services Foster Care Agency. She visits Buffalo occasionally to see old friends. While on campus at D'Youville, she was inspired by Yanick Jenkins, Dr. Marilyn Bell, Emily Wisner, Dr. Walters, Dr. Sabo, and most of all Dr. Dubois. Deirdre Greene and Beverly Whitehead in the HEOP Office were always very helpful and she remembers all fondly.

2001

Recently **Deborah Cubberly Barkley BS/MS**, spoke to D'Youville's health-related students and faculty at a continuing education seminar held on campus. The topic of her presentation was, *What is Complex Regional Pain Syndrome? The Healthcare Provider and Patient Perspective*. The topics included identification of the signs and symptoms, understanding the mechanism for pain, and current treatment options in the CRPS disease process. Debbie is an occupational therapist with Therapy Source, Inc. and Allied Services in Scranton, Pa. She works with children in home and school settings as well as with adults. A member of the Reflex Sympathetic Dystrophy Syndrome Association, she participates in online support groups and assists her pain management physician with presentations.

2000

For four years, **Jeffrey S. Tetrault** was with the Immigration and Naturalization Service, now named the U.S. Customs and Border Protection. Since October 2006, he has been a special agent with the Bureau of Diplomatic Security in the U.S. Department of State. The Bureau is responsible for providing a safe and secure environment for the

conduct of U.S. foreign policy. Every diplomatic mission in the world operates under a security program designed and maintained by Diplomatic Security. In the United States, it investigates passport and visa fraud, conducts personnel security investigations. The service protects high-ranking dignitaries and foreign officials visiting the country. Jeffrey sends his best to the alumni, students and staff of D'Youville and would welcome inquiries of anyone interested in a career in the Foreign Service.

1999

Married with two children, **Monica M. Kwiatkowski** is teaching eighth grade social studies in Cuba-Rushford Middle High in Belfast, N.Y.

Scott R. Laubisch, MS/HCA, regional vice-president, HealthPeace Lower Columbia Region, has advanced to Fellow status in the American College of Healthcare Executives. This is an international professional organization that works toward its goal of improving the health of society through advancing health management excellence. A Fellow must recertify every three years by demonstrating both a commitment to ongoing professional development and evidence of participation in civic affairs. Scott and his wife reside in Longview, Wash., with their twin daughters.

Cindy Rodriguez Coleman is a social worker. In 2004, she was married and moved to Mustang, Okla.

1997

A resident of Valrico, Fla., physical therapist **Stephanie Simmons Page** is the director,

physical medicine, in the Manatee HealthCare System.

1996

Vivian D. Catalino of Gwynn Oak, Md., works for the Social Security Administration as a congressional liaison to the agency's budget office. She is on loan to the office of Congressman Charles Rangel through the month of August. In August, she will pursue a Ph.D. at Walden University where she will work toward a degree in public policy and administration. She's very proud of her D'Youville education and so is pleased to assist students in any way that she can. **Miguel '84, MS' 01** and **Denise Gopez-Santos '84**, offered support and encouragement to her when she moved to Buffalo.

1994

Pamela Kaminski is a registered nurse at Mercy Hospital in Buffalo, N.Y.

1987

Kathleen Spalti-Fucik and her husband Donald live in San Antonio, Texas. She is an RNFA, PBDS specialist, nursing consultant with Christus Health / Versant.

1986

The Center for Hospice and Palliative Care recently appointed **Frank Ciccio** as chief learning officer. He will concentrate on the strategic impact of cross-company learning, specifically the development and elevation of Hospice's cultural values in the workplace.

He has strong academic and business experience as an adjunct professor with the University at Buffalo School of Management. Frank, a resident of the Town of



Frank Ciccio '86

Tonawanda, N.Y., is a member of Gilda's Club WNY and is a former member of the board of directors of Leadership Buffalo.

1984

Mary Beth Pfeiffer, director of the College Center, received the D'Youville Quality Award at a recent College assembly. She was recognized for her outstanding ability in anticipating the needs and wants of her colleagues and students alike while ensuring that the building is well maintained and well run. She had taught junior high school.

While standing in line at Walt Disney World, friendly **Cynthia Taylor Childs** started conversing with the lady standing behind her. After learning that she was from Buffalo, Cindy said that she was a D'Youville graduate. The woman responded that she was a member of the class of '81! If you are the mystery woman, please let us know. When Cindy's husband Chris laughed at the connection, she told him, "We are everywhere!"

1982

Catherine Ohl Monachino is a law guardian and has spent her 20-year legal career representing children in New York state's Genesee and Wyoming counties. In recognition of her excellent work and dedication, she was honored recently with the 2006 Lila McNall Award; the award is named for a foster parent who has provided homes for dozens of children over a span of 25 years.

1977

Daria Petrilli-Eckert and her college sweetheart, parents of a

son and daughter, will celebrate their 30th anniversary this June. At Harvard University, combining a love of art history, dance and health care, she is working on graduate interdisciplinary research which brings museum/art performance exhibits into long-term health care centers through collaborative partnership plans in various communities. In reflecting on the years since her graduation, Daria notes, "D'Youville gave me the strength and confidence to pursue a masters in gerontology at Georgetown University and the ability to nurse in many capacities. The DYU friends and faculty that I knew were terrific and very important in my life. I am forever grateful to D'Youville for an education that remains a lifelong influence and which continues to sustain me throughout the years and in all endeavors!"

1976

A nurse practitioner and health teacher in the Sweet Home Central School District, **Beverly Ann Shipe** received an outstanding community service plaque from members of the Amherst (N.Y.) Lions Club in January. She was the recipient of D'Youville's 2002 Alumni Service Award.

1973

Sandra Kolasz Dale is active with the Boy Scouts in her community as an assistant scoutmaster, first aid merit badge counselor and chaplain of a 45-member troop in Center Valley, Pa. In 2005, in recognition of her volunteer work in the community, she received the Woman of the Year Award from the Bethlehem YWCA. She and her husband Tom, who is a cardiologist at St. Luke's Hospital in Bethlehem, have three grown children.

1972

Barbara McGrath Gorga writes from Waldwick, N.J., that she always has fond thoughts of her years in Buffalo. She treasures the friendships that were forged there and that still exist after all these years.

Life keeps changing for **Susan Smith Scallan**. After her husband Bill took a new job, they moved to Lower Hutt, a small city near Wellington, the capital of New Zealand. She regretted leaving the position she loved, manager of detox and methadone nursing services at a mental health facility. For the past few months she has been enjoying a long holiday doing extensive traveling with Bill. She mentioned that once out of the cities, New Zealand has magnificent vistas at nearly every turn. Susan is now looking for a job that "is close to what I know yet offers an opportunity to do something different. Didn't they always say that a D'Youville girl can do anything?"

1970

Dolores Gaeta Prezyna, alumni association president, wears another hat as principal of the Blasdell Elementary School. She has combined her volunteer work with her career. She is excited about beginning a new collaboration with D'Youville and the Frontier Central School District. Since January 2007, Blasdell Elementary has been hosting a graduate course in education taught through D'Youville College. There are 19 participants enrolled in the program which provides classroom experience for students who are working towards their teacher certification. Following each class, the graduate students observe, tutor, and work with pupils in the



Members of the class of '63 gather for a mini-reunion.

classrooms. Dolores feels that the joint venture benefits Blasdell's pupils and teachers and that it provides a model of effective teaching for D'Youville's teacher candidates.

1965

A resident of Viterbo, Italy, **Mary Jane Cryan** is pleased to announce that her Web site, the only English one, www.elegantetruria.com has been chosen as an official cultural Web site by both the Region of Lazio and the Province of Viterbo. She considers it a breakthrough, "It is as if an Italian language Web site was officially recognized for its cultural content by the state of New York."

Maryanne Shanahan was surprised when she looked at her local Camden, Maine, newspaper one morning. There was her picture and the announcement that the Chamber of Commerce had nominated her for the Governor's Service Volunteer of the Year Award. She feels that

her work in the community and in spearheading a group that founded the 2006 Literary Festival, which had a great economic impact on the area, was the basis for the honor.

1963

While vacationing in California, **Barbara J. Campagna**, **Carole DiCesare** of Pine Valley, **Karen Klein Trenski**, Oceanside, and **Eleanor Mikos Bartholomew**, Laguna Woods, had a mini-reunion. They're looking forward to celebrating a 45th anniversary at D'Youville's centennial celebration dinner on September 20, 2008. (Photo at left.)

1962

Retired from the Lackawanna (N.Y.) School District since 1997, **Carolyn Amrozowicz Calderon** is using her experience in the educational field as a governing board member in the Palominas (Ariz.) School District. She and her husband Ralph have nine grandchildren including a set of triplet boys and a set of identical twin girls. She comments that they "are blessed and are enjoying a great retirement."

1956

As part of women's history month activities on campus, **Diane M. Cammarata, Ph.D.**, was invited to speak and give insight on *My Experiences as a Woman Teaching in a Japanese University – Drama in Language Learning*.

1944

Pittsburgh, Pa., resident **Ursula Miller Ostrowski** sent us a note: "I'm not getting older, I'm getting better! I spend two days a week with a chiropractor and three days at a fitness center using 15 fitness machines." Ursula was the recipient of the 1997 Anne Lum Distinguished Alumna Award.

Nuestro Orgulla Latino, the first Latino achievement awards, sponsored by Hispanics United of Buffalo and the Hispanic Alliance of Western New York, honored 16 people at a recent celebration. Among the honorees were: **Eugenio Russi '80**, regional director of parole for N.Y. State; **Tamara Alsace Pozantides '82**, director of multilingual services for Buffalo Public Schools; **Denise Gonez-Santos '84**, deputy director of the Erie County Board of Cooperative Services; **Elizabeth Martinez-Fildes '91**, MS '03, program director of the Erie County Sheriff's Human Trafficking Task Force; **Melissa Sanchez '02**, recently admitted to the New York State Bar; and **Olga Karman, Ph.D.**, D'Youville professor of liberal arts and community liaison. The Hispanic Alliance is a group devoted to civic and community affairs.

marriages

Kristin E. Smith, BS/MS '01 to Anthony Armstrong

Anne Marie DiPizio BS/PA '02 to Kurt Thomas Kromer

births

Olivia Teresa, daughter of Mr. and Mrs. Brendan Heapes (**Laurie Cicole Heapes '93**)

Kenneth, son of Mr. and Mrs. Brian Blarr (**Paulette DeJoseph, MS '96**)

Gabriel James, son of Mr. and Mrs. Sean Wettig (**Judith Rosario '99**)

Nadine Amri, daughter of **Mr. and Mrs. William Barren '00** (**Ginat Rizzo, BS/MS '99**).

Kyle Joseph, son of Mr. and Mrs. Thomas Gwitt (**Monica Gwitt, MS '03**)

Shannon Maeve, fifth beautiful daughter of Mr. and Mrs. Robert McGeachy (**Christine McGeachy, MS '05**)

obituaries

Excerpts from a Remembrance of Sister Martha A. Bisantz, GNSH Sept. 15, 1942 – March 13, 2007

By Sister Denise A. Roche, GNSH

A truly great person is one in whose presence everyone feels at ease. Martha was the essence of a *great person*. To her, everyone was welcome. She *never* met a stranger. Her smile and her welcoming arms drew everyone immediately.

To Martha, life was a journey. She gave the sense that the journey was never too rushed to pause for someone else, or, that while the destination was the goal, it was the journey itself that was the focus.

First, she spent time with her parents and family, absorbing their ability to welcome everyone, include the invited and the uninvited in their home and at the beach, to celebrate everything because the event was about someone.

Drawn by her affection for the Grey Nuns who had taught her, she entered the Grey Nun order, a significant event in her journey. There, she learned about St. Marguerite d'Youville's love for the poor and all who were forgotten and abandoned and that lesson, joined with her great desire to be of service, led her steps into the field of social work, and then to Baker Hall and the foster care program. And she loved it. Each step, each child, each foster parent and co-worker found a special place in Martha's big heart. There, too, she developed her love for Our Lady of Victory and Father Baker. Mary and Father Baker were brought into her journey and Martha decided that for her, Our Lady would help her and those whom she included in prayer to fight our battles but she wasn't sure that her beloved Mary would ever support one side against another in an actual battle.

There were many refreshing pauses in Martha's journey. She was drawn to the Outer Banks and to Florida for their beauty and her family. She always loved the cottage in Canada which had a central place in her life – but mostly if family and friends were there. Special to her was the little house, "the hermitage," where she could rest, be quiet and pray. It was the place that symbolized for Martha the love of family and friends, openness, laughter, the telling of stories, the making of memories and celebration.

As Martha's journey progressed so did her faith. She traveled lighter on her journey bringing along people but shedding her dependence on possessions, walking simply and definitively. She developed a deep love for Jesus and her relationship grew through the nourishment of the Eucharist. Depending on Divine Providence, she chose to live more and more simply for the purpose of sharing resources with those most in need.

And then—a few physical setbacks—obstacles in the road. She struggled, accepted the invitation and was prepared to embrace the diagnosis of cancer as a blessing. Though every step was more difficult, it was also more precious. Her faith and her focus gave her the strength and determination to handle the illness and not to let it handle her. She went to everything she could to celebrate with family and friends, to mourn with those who were sad, to ease the burden of those who suffered. She traveled far and fast when she felt well enough. Her cancer provided Martha a new set of friends – all of the health care providers. She enjoyed them, praised them, truly cared about them. She formed bonds with each of them and loved them no matter what they had to tell her or do to her.

Martha's confidence in God's providential care led her to believe—to say many times— "*All will be well.*" During her illness, she strengthened ties with others and tried her best to connect us with each other. She invited us to prayer, drew us together to create new memories, and linked us in a way she hoped would be centered on God and would be irrevocable because she knew we will need to travel together on our journey and to support one another.

Martha was a woman of faith and conviction, warmth and hospitality, generosity, inclusiveness, trust and single-heartedness. Her journey knew no boundaries, named no enemies and turned obstacles into fuel that propelled her forward.

We know that Martha's presence among us was so significant—so profound—so Christlike—that the person she was will never leave us but will continue to remind us gently but firmly to mix into the lives of others and ever so softly to walk with them.

Sister Martha was the daughter of the late Anne Jordan Bisantz '30 and Eugene Bisantz. She is survived by her brothers Anthony (Charlotte), John W. (Judith); and many nieces, nephews and other family members.

A Mass of Christian Burial was celebrated at St. John Vianney Church, Orchard Park, N.Y., on March 17.

Sister Margaret Ann Connors '34, OSF (December 24, 2006) died in the health center at St. Mary of the Angels, in Williamsville, N.Y. Margaret Dolores Connors attended St. Agatha's School, went on to Mt. Mercy Academy and then to D'Youville. She earned a master's degree from The Catholic University of America in Washington, D.C., in 1953. Later she studied library science in Nazareth College, Rochester, N.Y. Before entering the Sisters of St. Francis, she taught at Holy Name and St. Nicholas Schools in Buffalo and Our Lady of Help of Christians and Maryvale Elementary schools in Cheektowaga. In 1949, she took her final vows in the religious congregation devoting almost sixty years to her religious community. During this time, she taught at St. James Elementary School in Buffalo, Sts. Peter and Paul School in Williamsville and Nativity of Our Lord School in Orchard Park. Sister served as principal of Our Lady Help of Christians School, St. Christopher School and Sacred Heart Elementary School. When sister retired to the motherhouse at St. Mary of the Angels, she worked as a receptionist for several years. Her final years of ministry were devoted to prayer.

Her Mass of Christian Burial was said at St. Mary of the Angels Chapel in Williamsville on December 29, 2006.

Ruth Druar Diehl '37 (January 17, 2007) was the wife of the late John Diehl. She is survived by her children Donald J. and his wife Christin, Mary Grace and her husband, Michael Jablonski and Paul and his wife Martha. Her sister Grace and brother Irving and his wife Nancy also survived her. She also leaves four grandchildren and one great-grandson.

A Mass of Christian Burial was celebrated at Holy Spirit Church in Buffalo on January 20.

obituaries

Kathleen Valley Parker '38 (January 6, 2007) or Kay, as she was fondly known, died in Lutz, Fla. She was the wife of Charles Parker. Kay was born in Ogdensburg, N.Y., the daughter of Arthur and Julia Valley. In addition to her husband, she is survived by her two sons, Donald of Naples, Fla., Robert of Morristown, N.J., and her two daughters, Kathleen of Atlanta, Ga., and Lou of Addison, N.Y. She also left five grandchildren.

A Memorial Mass was celebrated on January 18 in Florida. Burial will take place at a later time in Ogdensburg.

Loretta Maciejewski Nowak '40 (January 6, 2007) died suddenly at her home in East Aurora, N.Y. She was the wife of the late John J. Nowak. She is survived by her children: John, Mary M. (Meg), Thomas, James, Mary E. Nowak-Stein and Andrew. She was the sister of Bibianne Schwartz, James Maciejewski and the late Dr. Ambrose Maciejewski. Loretta left 10 grandchildren, one great-grandchild and nieces and nephews.

A Mass of Christian Burial was celebrated at Immaculate Conception Church in East Aurora on January 9, 2007.

Alicia K. Lukas '44 (January 18, 2007) died in Buffalo. She had worked for the Department of Social Work of Erie County. Alicia was the beloved daughter of Edward and Mary Raczka Lukas. She is survived by her sister, Emily Stry. She was the aunt of Peter and Susan; great aunt of Christopher and William; and the cousin of Mary Ann, Robert, Richard, William, Thomas and John Raczka.

A memorial service will be held later at the convenience of her family.

Helen Mathews Gates '57 (December 27, 2006) died after a long battle with cancer. She is survived by her husband of 46 years, Howard Gates of Penfield, N.Y.; her son Michael of Miami, Fla.; her sister-

in-law Elizabeth Mac Peek; her niece, Jennifer Bertsch; a nephew, Jason Barnum, and many cousins and friends. After graduating from Albion High School, Helen began her matriculation at D'Youville. During her career as a caseworker, she worked for Orleans and Monroe counties, Rochester Catholic Family Center and St. Ann's Home in Rochester, N.Y.

A Memorial Mass was celebrated on January 2, 2007, at St. Joseph's Church in Penfield.

Michelle Cichocki Smith '81 (January 8, 2007) died at the Hospice Home at Maria Hall in Danville, Pa. Born in Buffalo, the daughter of Louis Cichocki and Lorraine Kosiolny Paradowski, Michelle earned a degree in nursing at D'Youville. She served in the Army and Air Force as an OR nurse for 14 years. Following her years in the military, she was the OR manager at St. Vincent General Hospital in Leadville, Colo. She then worked at the Chambersburg Hospital and subsequently became the director of the Summit Health Surgery Center. She moved to Danville in 2004 and was the director of the new GMC Outpatient Surgery Center at Woodbine where she was instrumental in its development and operations. In addition to her parents, she is survived by her husband Timothy; her daughters, Kristine and Megan; her sons, Anthony, Nicholas and Benjamin; her sisters, Denise Markota and Tracy Vernon of Buffalo.

Memorial services were held at Trinity United Methodist Church in Danville, N.Y.

Dr. Antonas Musteikis (October 2, 2006) in Olympia, Wash. Dr. Musteikis came to Buffalo in 1955 and worked as a research analyst for Catholic Charities. That same year he became a faculty member at D'Youville College. He chaired the sociology department for 15 years and also coached the volleyball team.

He and his wife fled from Nazi occupation in June 1944; however, they were captured and sent separately to labor camps until the end of World War II. They were reunited through the International Red Cross. Prior to the war, Dr. Musteikis began teaching in 1940 in Pasvalys, Lithuania, while earning his master's degree in philology (Lithuanian, Russian, German) in 1941. They resided in Germany through 1949, studying English and Russian literature and sociology at Heidelberg. They immigrated to New York and he worked for the "Voice of America" and studied for a doctorate in sociology at New York University. He was widely published and in addition wrote academic treatises and numerous newspaper articles in many languages and in many countries. In Buffalo, he was active in the Lithuanian-American community and continued to fight for Lithuanian independence. His wife died in 1989 and in 2001 he moved to Olympia, Wash. He is survived by his son Rimas and a daughter, Danute.

A Memorial Mass was offered on October 21, 2006, at St. Rose of Lima Church, Buffalo, N.Y.

sympathies

Agnes Marie Kappen '40
Dorothy E. O'Malley '40
Mary C. Hogan '42
Dorothy Kennett Plimpton '44
Betty Rae Leonard Parkot '46
Mary Elizabeth (Betty) Curry Whalen '47
Elizabeth M. Troglauer Brendel '56
Marie Forster Gillen '59
Anne Zoltowski Martin '66
Annette I. Seymour '79
Timothy J. Bove '86

Full obituaries will be provided, space permitting or when more information becomes available.

condolences

Grace Druar '39 on the death of her sister Ruth Druar Diehl '37

Victoria Lampka Stronski '47 on the death of her husband Edward

Sally Swanson Lawless '48 on the death of her sister, Suzanne O'Rourke-Obletz

Patricia Lyons VanDyke '52 on the death of her brother John

Florence Rauls Notto '52 on the death of her husband Joseph

Norma J. Bantelman Burt '53 on the death of her husband Robert

Jean Mae Alberti '57 on the death of her brother Anthony, Jr.

F. Natalie Scamurra McIntosh '58 on the death of her sister, Evelyn Mooney

Claire Hughes Powers '64 on the death of her sister Kathleen

Veronica Shannon Wingen '65 on the death of her husband Joseph

Carol Steen Leonard '68 on the death of her brother, Rev. Charles A. Steen, OFM

Mary E. Bisantz '66 and J. Patricia Bisantz Caldiero '69 on the death of their sister, Martha A. Bisantz, GNSH '69

Kathleen Hassett Seibel '73 on the death of her husband Roger

Maryann Gajewski Sobczyk '74 on the death of her son Andrew

Kathleen Spalti-Fucik '87 on the death of her mother Donald

Margaret Haid Hejmanowski '94 and Anna R. Hejmanowski '05, MS '06 on the deaths of their parents and grandparents, Thelma and Clarence

Jason Fabianski '97 on the death of his father Gregory

Mary Margaret (Meg) Nowak '97 on the death of her mother, Loretta Maciejewski Nowak '40

Sister Mary Ann Brewster, SND '01 on the death of her father Orrin ■

homecoming 2007

Sept. 28
Friday and
Saturday & 29

If your class year ends in a 7 or a 2
we would like to welcome you back
for Homecoming 2007

Come renew old friendships!

Weekend highlights:

- Tour the campus
- Enjoy Buffalo nightlife
- Be part of the 5K Run
- Enjoy the candlelight dinner
honoring the anniversary
classes

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

Need more information?

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

Eighth Annual Charlene D. Page Memorial 5K Run

Saturday,
September 29

Race & Post Race Party

Walkers are welcome
and follow the same
route as the runners.

HOW TO REGISTER:

By computer:
[http://www.dyc.edu/
alumni/calendar.asp](http://www.dyc.edu/alumni/calendar.asp)
(or brennant@dyc.edu)

By telephone:
Please contact
Tim Brennan at
716.829.7801

Lum Anne AWARD

D'Youville College is proud to honor an outstanding graduate each year who has enhanced the quality of life in his/her community. Are you aware of an alum who has had a distinguished professional career, has been actively involved in civic affairs, or has contributed significantly to the welfare of D'Youville College?

Take this opportunity to nominate this person for the Alumni Association's most prestigious recognition, the Anne Lum Award. Established in 1971, it is presented annually at the Homecoming Dinner on Saturday evening. The award is named for one of the College's early alumni secretaries, the late Anne Ryan Lum '24, who is credited with establishing the Alumni Loyalty Fund. The honoree is chosen by a committee of peers from nominations from alumni. Recent honorees have been Sister Denise Roche, GNSH, in 2004 and Mary E. Bisantz '66, in 2006.

We welcome your nomination. Please return this form to the Alumni Office, 631 Niagara Street, Buffalo, NY 14201 or smytonp@dyc.edu by June 1, 2006.

I wish to nominate:

Name _____ Class Year _____

Brief nomination:

Your name and class year

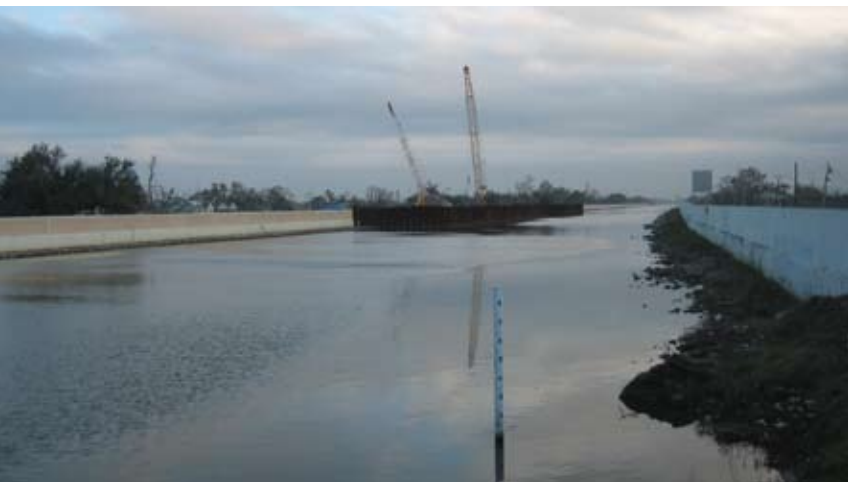
Phone Number

E-mail

Continued from page 11.

municipal or state level of government for misallocating funds? What about the Army Corps of Engineers, the group that maintains the levee system? Or how about past governments that failed to heed warnings about the levees? Or what about oil companies that are allowed to drill, thereby depleting the state's wetlands that would have acted as natural buffers to hurricane damage?

I can only suggest that it will be years before the truth is sorted out of the psychological rubble, and that the failure is probably a multilevel affair.



A CRANE RISING FROM THE FLOODWATERS

One of the central questions arising from the Katrina disaster is probably, "Can anything positive come from this tragedy?"... I believe that some things can be learned.

The amazing capacity of charity groups and non-governmental organizations is one of them. In the aftermath of what has been deemed the worst natural disaster in American history, the performance of groups, such as Catholic Charities and especially the Red Cross, in relief and recovery efforts has been well documented and generally exemplary.... They swarmed like ants to spilled sugar. The surgeon-like targeting of their efforts is typical of the growing influence of non-governmental organizations like the Red Cross in our time.

Little more needs to be said... about the incompetence of FEMA, except the hope that the Federal government can learn from its mistakes in New Orleans.... The on-the-ground readiness of relief groups... points the way toward a closer intertwining of n.g.o. and government agencies in future natural disasters.

REALITY LEADS TO HUMILITY

Katrina's aftermath is itself a reminder of the illusions spun out of America's post-Cold War status as the world's sole superpower. It is enough of an indication of the shocking pitfalls of this when the central question asked after the slow mobilization of relief efforts... was, "How can this happen in America?"

But humility can prevent one from stepping on the shards of the illusions that are shattered when reality comes crashing through. Some seemed to have learned this lesson. There are reports that delegates from the city are traveling to Rotterdam in the Netherlands to duplicate the amazingly effective pump system that keeps that city dry. This may not seem to be a very bold move, but it must be considered in the light of two facts: the American belief that this country holds the leading edge in technological innovation and the irony that it was once the Dutch who came to New Orleans for advice on pumps.

Perhaps humility can also be learned from where the city draws its labor to rebuild. Mexican workers, probably here both legally and illegally, clustered to hardware chain stores like moths to a light in an attempt to find paid labor. The acute economic necessity of this labor pool and its service to the area should be taken into account with its encounters with the legal system. Laws should not be broken, but mercy could bend them a little. After all, is there any other group, especially an American one, whose economic circumstances would drive them to offer to do so much for so little?

ARCHETYPES

In my own small way, I, along with the other team members, am attempting to imitate the archetype set forth by Christ: making a small sacrifice of time and effort for the good of others. As a Christian, He is the ultimate human and divine archetype for me to follow. I hope that others who do not have Him in mind, will [have], by the time this trip ends. My story, of course, is being recorded in this journal as a major part of a life committed to growing as a Christian.

■

it's
so
simple

On those special occasions when you present a gift to someone, the normal reaction is a surge of satisfaction not only because you see that look of delight and expectancy on the recipient's face, also because you experience a sense of inner peace and fulfillment for having brightened someone's life. There is a realization that you have done something good and worthwhile.

You may also experience that feeling of exhilaration each year as you write your Loyalty Fund check and put it in the mail knowing that again you are able to give back for the excellent education you received at D'Youville. Why do you do this year after year? Is it because you believe so firmly in the mission of the College and the philosophy espoused by the Grey Nuns of the Sacred Heart?

Wouldn't it be wonderful if your generosity were to continue even after you have left this life? You can simply include the College in your estate planning by leaving a bequest in your will. If you have already made your will but did not consider D'Youville at the time, your attorney can add a codicil to your current will. You can designate the College as a beneficiary either with a specific bequest or by indicating a percentage of your entire estate.

The wording is simple: I wish to leave to D'Youville College, Buffalo, New York, the sum of \$ or % of my estate or some other item of value, e.g., property, jewelry or perhaps an insurance policy.

The sense of satisfaction you will experience when doing this is beyond any you may have had in the past because you know that a worthy student will be assisted in acquiring a superb D'Youville education through your largesse.

For further information, please contact the director of major and planned giving, Patricia Van Dyke, 716.829.7802 or vandykep@dyc.edu.

INTELLIGENT GIVING

occasions & dates

MARK THESE EVENTS ON YOUR CALENDAR

ALUMNI/COLLEGE CALENDAR ■ SPRING EARLY FALL 2007

MAY

- 8 Scholarship Donor Dinner
- 10 Financial Planning Seminar
- 17 Alumni Graduate Champagne Luncheon
- 18 Baccalaureate
- 19 Commencement

JUNE

- 9 Alumni Spring Luncheon, Harry's Harbor Place

JULY

- 2 Alumni Night with the Bisons at Dunn Tire Park
Buffalo Bisons vs. Syracuse SkyChiefs
Fireworks!

AUGUST

- Entertainment Book Sale

SEPTEMBER

- 6 Alumni Association Board Meeting*
- 22 Donor Reception
- 28 29 Homecoming 2007

OCTOBER

- Holiday Wreath Sale
- 4 Alumni Association Board Meeting*
- 7 North Country Chapter
- 27 Physician Assistant Alumni Event

*On the date of each board meeting, a Mass for living and deceased alumni is offered in the Sacred Heart Chapel at 11:30 a.m. All are welcome to attend.

To check reservation forms and to gather the most up-to-date information about alumni activities, check the Web site, www.dyc.edu/alumni/calendar.asp. You may also call the alumni office, 716.829.7808, or e-mail, smytonpm@dyc.edu.



D'Youville
COLLEGE

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