



THE EMERITI NEWSLETTER

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Emeriti President's Report

Vernon Tryon

As this is written in mid-February, there are definitely some welcome signs of spring in the air around Oswego, welcome despite the fact that the waning winter has been uncommonly manageable. While some things slow down during the winter, emeriti are not among them.

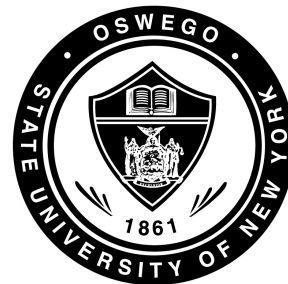
Memberships. A goodly number of you, 94 at last reporting, have renewed your commitments to the Association by sending your membership contributions. Four of you, John Daly, Stanley Gosek, Rosalind Kimmich, and Queenie O'Neil-Sands, have opted for the lifetime contribution. Your support is appreciated and very encouraging to the Board of Directors. Your contributions support the newsletter, building plaques, memorial books, presidential portraits, and other projects of the Association. With recent and near-future retirements, we welcome five new emeriti: Joan Gibson, James LeFlore, Geno Germano, Peter Weber, and Ronald Chaldy.

Scholarship Endowment Fund. Our fund has increased by \$2,738 since our previous newsletter was published. The total is now \$7,477.19. When we decided to establish the fund, board members were very concerned about our ability to raise the minimum \$10,000 required for it to be managed by the College Foundation and provide sufficient earnings for a significant annual award. It now seems certain that we will reach that goal and, hopefully, go well beyond it. The larger the principal, of course, the larger the award can be. I thank everyone who has already contributed and I challenge all of us to continue our support. The fund could well be included as a bequest, and I know the foundation staff would be glad to help with the appropriate language.

Emeriti Seat at Faculty Assembly. John Fisher, Herb Van Schaack, and perhaps others have had a long-standing interest in the Emeriti Association's having a voting seat at the Faculty Assembly. The Board of Directors discussed the idea last fall, agreed that it would be desirable, and asked John and Herb to investigate the matter with the Personnel Policies Council. They met with the Council with the result that on Valentine's Day, a motion was introduced at the Assembly that the Council be directed to revise the Faculty Bylaws to give the Emeriti Association a seat without vote. An

amendment was proposed that would strike the words, "without vote." After discussion, the amendment and the amended motion passed. The Council will now draft new language for the bylaws. The draft will go back to the Assembly. If approved, the revised bylaws could be considered at a college faculty meeting in May. Approval would require a two-thirds vote.

Future Emeriti Gatherings. We have suggested to the Alumni Association that some event during Reunion 2005 (June 9-12) be planned as an alumni and emeriti gathering. Of course, our annual meeting and luncheon are scheduled for Monday, August first. Watch for details and reservation materials.



Save the Date !!

Annual Emeriti Business Meeting and Luncheon
Monday, August 1, 2005

9:30 a.m. 232-33 Hewitt Union
Emeriti Business Meeting
11:30 a.m. Forum Restaurant
Annual Emeriti Luncheon

Please attend the business meeting for important announcements and to add your voice to financial and program decisions. Spouses and other associate members are welcome. Also, to be assured a place at the luncheon, please return the invitation you will receive later this spring.

What's New on Campus?

- Oswego's freshman enrollment increased slightly this year to 1,360, and more entering students were at the top of their classes than in previous years. Those with high school averages of 93+ and SAT scores of 1230+ almost doubled, from 109 students in 2000 to over 200 in 2004, due partly to the Presidential Scholarship Program and other merit awards. Overall, the college awarded \$2.5 million in merit-based scholarships, and nearly \$60 million in need-based aid. The total enrollment of the college is at 8,400 with 6,500 full-time undergraduates, similar to last year.
- A mural designed and painted by ten SUNY Oswego students was installed this past summer in the atrium area in Rich Hall, the School of Business. Influenced by the Mexican muralist Diego Rivera, the mural reflects the business school's educational ties with Mexico through its Project Globalization.
- Starting this year, the college included all freshmen in the FirstChoice experience of at least one course with enrollment capped at 19 students, and faculty and students alike are calling the program a success, largely because they get to know their classmates and their faculty. Students have noted that being closer to the faculty enhances their learning. The classes are linked to other courses so students find themselves sharing classes with the same students. And the FirstChoice classes are varied, from "The History of Journalism" to "The American Experience—1920s." It is hoped that this more personal atmosphere will enhance the campus retention rate.
- A new Center for Entrepreneurs will open on campus through a \$125,000 state grant. The center will call on the expertise of the School of Business and the Center for Business and Community Development to help entrepreneurs with new ideas develop their business skills. The grant will provide facilities, equipment, and computer and Internet-based technology. Other resources, such as a research library, expert advisors, and a network of service providers, will offer additional help to those establishing new enterprises.
- Something new on campus this year is the Laker Pep Band, a student-run organization that receives support from team fans and athletes, and the music and athletic departments. Now 30-35 strong, the band aims to give Laker sports and fans more energy and team spirit. They're mainly heard at hockey games, but they played at Laker Days 2004, and they plan to expand to all sports.
- SUNY Oswego is home to a new professional journal, the online Journal of Authentic Learning, which comes out of the curriculum and instruction department. Available at www.oswego.edu/jal/, it contains articles from professors as far away as San Diego and Kenya on a variety of topics and disciplines. The founders chose "authentic learning" as their theme because it is part of the conceptual framework of the School of Education. According to one of the

founders, it "involves increasing motivation and enthusiasm, helping learners to make decisions concerning their learning, [and] identifying non-traditional ways by which learning is enhanced." Have a learning-enhancement idea? Submit a paper for publication.

- Around 100 attendees from more than 30 colleges around the state came to the campus in October for the 52nd annual conference of the NYS Sociological Association. The theme, "Terrorism and Responses to Global Uncertainty," drew presenters from Canada and such far-flung places as India, as well as Oswego students and faculty. Jonathan J. Turner, distinguished professor of sociology from U California-Riverside, delivered the keynote address, "The Micro-Emotional Basis of Terrorism." Other topics included "Philosophy and Terrorism," and "The Nature of the Insurgency in Iraq."

—From SUNY Oswego news releases and *Campus Update*

Emeriti, Please Note . . .

Each year, we emeriti are invited by President Deborah Stanley to attend the May commencement ceremony. And because we continue to be members of the academic community, we are also encouraged to attend the event in cap and gown and join the procession (When else do we get a chance to shake out the gown, and check for moths?). Academic protocol suggests that emeriti proceed at the head of the faculty line, but an individual may choose instead to join his or her former department. Whichever you choose, we hope to see you at the commencement ceremony in May. It is important for former colleagues and for students to know that we maintain our interest in the academic community.

In Memoriam

James Commerton	2004
Associate Member	
Elizabeth Brindle	November 2004
Associate Professor Emerita, Computer Science	
Ruth Miller	December 2004
Associate Member	
Ann Rhinehart	December 2004
Associate Member	
Kirstina Somerville	December 2004
Associate Member	
Carol Stark	January 2005
Associate Member	
Mary F. Walcott	January 2005
Associate Member	

Friends We've Heard From and About

Congratulations, **John O' Dwyer!** John is the most recent inductee into the Faculty Hall of Fame, sponsored by the SUNY Oswego Alumni Association. He notes that when he looks back on his own career, he measures his success by the list of alumni who have built successful careers of their own in science, engineering, research and teaching. You can read more about John in the Fall/Winter issue of *Oswego*.

Also recently appearing in *Oswego* were three Haiku poems by **Joan Loveridge-Sanbonmatsu**, which received honorable mentions in the second Hideo Haiku contest sponsored by the Alumni Association to honor Hideo Takamine, who was graduated from the Oswego Normal School in 1877, and who returned to Japan to found a teacher's college there. The contest was judged by **Lew Turco**, who contributed a poem of his own to the publication.

We recently learned that since his retirement **Tony DelPrete** has taught in 10-12 Elderhostels at Dixie College in St. George, Utah, where he now lives. He'll be back East this summer, however, when his son, Mike, is married in Lake George. We also recently caught a glimpse of **Fergie Boyd** on a summer canal tour in an edition of Oswego Hospital's in-house magazine. She was accompanied by a group of friends from Springside. And in another picture, we spotted **Mary Shoemaker** at a music event in the Springside dining room.

We received a message from **Anne Commerton**, and were saddened to learn that her husband, Jim, has passed away. They had done a lot of traveling since their retirement, including in Botswana, Zimbabwe, China, Tibet, Bali, Cambodia, and Thailand; and they had taken several trips to England. They had even seen a former emeriti friend, **Claire Humphreys**, in Ireland several years ago. [Which reminds your editor that he and his wife tried to get in touch with Claire in Dublin several years ago, but were connected with the wrong person and our time in Dublin ran out.] Anne's most recent adventure was a three-week trip to Australia in February. She also keeps busy with church volunteer work, and is on the board of Brunswick County (NC) Family Assistance Agency. She tells us that she has "to keep moving so [she doesn't] atrophy." She goes on to say, "I would enjoy seeing or hearing from old friends."

This past fall, **Tony Crain** presented a program at the Everson Museum consisting of masterpieces for the piano by nineteenth-century composer Louis Moreau Gottschalk. The 45-minute program was one of a lunch-hour series presented by the Syracuse Civic Morning Musicals. And **Judy Wellman** recently published the first full-length account of the event that launched the women's movement with *The Road to Seneca Falls: Elizabeth Cady Stanton and the First Woman's Rights Convention*. The work follows Stanton as the main character, but it also details how such seemingly disparate groups as legal reformers, abolitionists, early feminists and radical Quakers came under the same roof.

At the NYS Sociological Association 52nd annual conference that took place on campus in October, **Ed Thibault** presented a section detailing "The Honorable Police Officer."

This year's theme for the conference was "Terrorism and Responses to Global Uncertainty." [Additional information is available in "What's New on Campus" in this issue.]

In January, two of our emeriti friends, **Michael Fox** and **George O'Connell**, displayed eclectic art, "Erotica Art 101," at the Artist's Palette Gallery in Oswego. The exhibit was sponsored by the gallery and the Art Association of Oswego.

And finally, a special thanks go out to the **32 emeriti** listed in the most recent Oswego College Foundation report for having made significant contributions to the Fund For Oswego.

SUNY Oswego's \$107 Million Project

The college's approximately \$107 million building and renovation project, which includes the completed upgrades of Rich Hall and Johnson Hall, now revolves around the new Campus Center—a \$25.5 million, 110,000-square-foot focal point of college life that will house a 2,500-seat ice arena, which can be converted to seat up to 4,000 for special events, including commencement exercises. Begun last fall and scheduled to open in 2006 between Swetman Hall and Penfield Library, it will also house student activity and meeting space, dining outlets and the bookstore.

Taking into account the lakeshore weather, the Campus Center will be the hub of a partially enclosed pedestrian corridor that runs from the west side residence halls through the academic center of campus to Rich Hall on the east. After a 1996 study identified a need to reorganize space and upgrade facilities, a campus concept committee developed a long-range plan in 1998 that identified the pedestrian corridor as a central theme.

Other pieces of the five-year campus overhaul, most of it funded by the state, include: \$29 million to renovate Riggs Hall and Lakeside Dining Hall, including mechanicals, room upgrades, new facades, and fire safety and security improvements; \$53 million recently approved in Albany for major renovations to Swetman, Poucher, Sheldon, Lanigan, Wilbur, Park, Tyler, Culkin, Piez, and Snygg Halls, as well as Penfield Library over the next five years. Much of that work will be for long-overdue upgrades of mechanical systems, and to create new program space.

Swetman will house Continuing Education, an Educational Planning Center, interdisciplinary programs, student organizations, classrooms, a large lecture hall, and computer labs. Poucher will house the English department, the Office of Learning Support, and part of the School of Education. Sheldon Hall will house the dean of the School of Education, the International Education office, and the day-care center.

Are you interested in returning to the campus to renew old, fond memories? You had better return soon, preferably for the August Emeriti Luncheon. The old campus is fast disappearing to make way for the new!

What's New in Higher Education

- When professors and students at the nine U of California campuses returned to class a year ago, they faced a new rule governing their interactions—teachers can no longer date students in their classes, or students for whom they should “reasonably expect” in the future to have academic responsibility. In the past decade, such schools as Yale and Duke have enacted similar bans. The majority of universities have no official policy, but many schools that “discourage” faculty-student relationships are replacing vague statements with specific bans.
- Merrill Skaggs has taught American literature at Drew University (NJ) for four decades, but she became a campus celebrity only in August. Learning that only one-third of college students voted in the past, the gentle-spoken 66-year-old sent out a facultywide e-mail announcing that she planned to make voting a class requirement. She urged other faculty to do the same. Responses shot back from philosophers, Far East specialists, Freud scholars, and economic determinists—overwhelmingly against the plan. Thomas H. Kean, Drew’s president and recent chair of the 9/11 Commission, suggested that although Professor Skaggs’ ends were admirable, her method was “a touch over the top.” A self-described creature of the 1960s, Professor Skaggs demonstrated for civil rights in Selma, AL, then came stints as a mother, a dean, and the head of the faculty senate. “Being a dean pretty much scotched my activism,” she said. “Something about being in administration makes you not want to argue. And when I was chair of the faculty senate, that was as much politics as I wanted.” Swayed by the mounting disagreement and the prospect of legal challenges, she scaled back the requirement. Framing the requirement in the vocabulary of the experiential learning that the school champions, she said that students would be required only to enter the voting booth. If they wish, they do not have to pull the lever! She said that the penalty for failing to enter the booth, which would be done on the honor system, would probably be “a failure to be generous” on her part when it comes time to issue grades and “an inclination to round fractions down.” No students dropped out of her classes.
- According to the New England Board of Higher Education, colleges are seeing an increasing number of troubled students arriving on campus today with emotional issues, creating expansions in counseling services. The Board notes that powerful social forces underlie the problem: parental pressures; increased access to higher education under the Americans with Disabilities Act; significant growth in the use of medicines to treat emotional and learning needs; blended, dysfunctional or small families that may have only one effective parent.
- Anyone seen Plato lately? Is he in a deep depression? International Philosophy Day was born in 2002, when UNESCO declared the third Tuesday in November to be a day for people to reflect on the importance of critical thinking, world peace, international cooperation and the love of wisdom. In 2003, St. John Fisher College in Rochester was reportedly the only academic institution in the country that hosted International Philosophy Day. This past November, only a second college was added: Smith College in Massachusetts. At Fisher this year, topics ranged from Epicurus’ influence on modern society to the role philosophy can play in battling terrorism.
- Having persuaded the Supreme Court in 2003 to strike down race-conscious undergraduate admissions policies at the U of Michigan, the lawyers for the two plaintiffs in the case are now asking the university to pay damages to approximately 30,000 white and Asian-American applicants rejected from 1995 through 2003. The motion filed in court asks for a refund of the \$40 application fee for each applicant, and for additional funds for those who had been placed on a waiting list and later rejected. The point of the motion, according to the Center for Individual Rights, which helped represent the plaintiffs in the case, “is that individuals were rejected on the basis of their race.”
- High-achieving high school students throughout the nation are getting a head start on their college careers, thanks to a program funded by the Melinda and Bill Gates Foundation, which allows students to earn up to two years of college credit or an associate’s degree in “early college” high schools. In NYC, plans are underway to launch three of the hybrid schools, designed and implemented by City, Queens, and York Colleges, as part of its effort to open ten such schools over the next five years with \$6.75 million in grants from the software foundation. Last year, an early college school opened at CUNY’s Hostos Community College in the Bronx. Closer to home, high school students attending classes at SUNY Binghamton and Broome CC are taking part in the program, and city schools and colleges in the Rochester area have also received a grant—of \$5 million—to participate in the initiative.
- A recent reviewer of Tom Wolfe’s new novel, *I Am Charlotte Simmons*, about undergraduate life, had this to say about the work: “In 1999, when Wolfe was a visiting scholar at Stanford, people there were somewhat on edge about what he might be up to. *The Stanford Daily* editorialized, ‘The characteristic feature of Wolfe’s recent work has been a scathing indictment of whatever he chooses to write about. Considering his shredding of societies from New York to Atlanta, we wonder what he will uncover while here.’ Now the novel has been published, and here’s what Wolfe has uncovered: College students drink and throw up a lot; they play rap music—loudly; they talk on cell phones a lot; they use a lot of dirty words; they go to the gym a lot to work on their bodies; they have sex. If this is any news to you, by all means pick up the book. It has almost 700 pages of details.”

—Lifted from a variety of sources, including *The Chronicle of Higher Education*

The SUNY Scene

- SUNY had record enrollments this past fall—about 413,000 students at its 64 campuses, with a freshman class at 69,000, the largest in two decades. Enrollment in the state's more than 100 private colleges has also increased to nearly 460,000 students. SUNY also reports somewhat increased SAT scores for freshmen. The SUNY average for the four-year colleges is 1140. The recent enrollment growth mirrors a national trend.
- According to its recently completed 2004-2008 master plan, SUNY will seek more research grants and philanthropic gifts to depend less on tax dollars and tuition increases. The master plan also calls for measures to strengthen academics, administration, and construction programs. It makes reference to a review that includes studies of student performance at each campus, national surveys, and a tracking of student success after graduation. Candace de Russy, the only SUNY trustee to vote against the plan, criticized it as mostly useless and self-congratulatory, noting that it lacks specific plans for improvement, and that it pays little attention to making SUNY more cost efficient.
- In January, after completing its second year of an experimental three-year student academic assessment plan, SUNY announced its preliminary results. The tests, administered at 57 campuses to undergraduates, evaluate whether students are meeting standards in 10 categories: art, math, natural science, social science, American history, Western civilization, other world civilizations, humanities, and foreign language, along with reasoning and information management. Only a 20% sample of students was asked to participate from each campus, and tests range from standardized tests to classroom projects to portfolios of student work. Schools are expected to modify programs to help students meet objectives. At SUNY Albany, for instance, while tests showed that most students meet or exceed expectations, 15% fell short in data testing and quantitative analysis. As a result, departments are working with the school's learning center and faculty to improve instruction in that area. [Check out the article on Oswego's General Education program in this issue.]
- According to *The Chronicle of Higher Education*, public colleges, including those in SUNY, are increasingly offering casino and gambling majors and courses as states, mostly through Native American tribes, turn to casinos for gambling revenues. Courses ranging from the study of gambling laws, "facial recognition" for security, slot machine repair, and dealing include labs with green felt card tables and red-and-black roulette wheels. Field trips to Las Vegas, Atlantic City and the countless casinos in between are part of the course load. Courses and majors have cropped up at colleges including San Diego State and, of course, the U of Nevada. The director of casino studies at SUNY Morrisville, which is considering a four-year degree in entertainment and gaming electronics, has spent 25 years in management and security in Las Vegas casinos, and "always wanted to bring education to the gambling industry." At least one NY state senator, Frank Padavan, an opponent of the state's reliance on gambling revenues to balance budgets, opposes the trend, however. He notes that having that reliance "reinforced through a curriculum in a state university is reprehensible." The National Council on Problem Gambling notes that campus gambling isn't new: 4.5 million college students will gamble on sports this year.
- At Brockport, a sociology professor and Vietnam veteran offers students a one-semester course of study in DaNang. The cornerstone of the Vietnam Program, begun in 1999, is community service. While studying politics, history, language, and Vietnamese culture, students volunteer in a leper colony delivering antibiotics and food, in a nursing home, and in DaNang's garbage dump, where they deliver food to 500 families forced to exist by recycling cardboard and plastic. They also assist victims of Agent Orange, a staggering problem with up to two million people living and dying from exposure.
- At age 16, Rafael Davtian doesn't have his driver's license yet, but he has already earned his bachelor's and master's degrees, and is studying for his doctorate at SUNY Buffalo. And he is a teaching assistant in UB's political science department. Originally from Armenia, he arrived in the U.S. eight years ago with little knowledge of English. He studies from 6 to 8 hours a day, but still finds time to play tennis, soccer and chess, and to read for pleasure. Rafael took his first two degrees at Utah State, where he and his father, educated as a manufacturing engineer, were enrolled in the same master's program. He was 14; his father was 41.
- The SUNY College at Buffalo turned into a charm school for a brief period last fall, when 100 students got a crash course in the social graces. The students enjoyed non-alcoholic "mocktails," an array of appetizers and a five-course gourmet meal intended to challenge their dining etiquette. They learned from the college's Career Development Center the dying art of how to deftly navigate social and business settings, how to dress for success, which fork to pick up when, how to make small talk, and even how one should remove an inedible piece of food from one's mouth. Because a lot of business is conducted at meals, the director of the Center said, employers "want to make sure you're not going to embarrass them."
- How would you like to live just down the road from a SUNY performing arts center? Well, the Purchase College is making that possible. Purchase already incorporates retirees into its daily life, with several hundred auditing classes, attending student and professional performances, visiting its museum, and volunteering their time and expertise. And now college officials are planning to join other universities nationwide in offering an independent-living facility just off campus. As one student at Purchase notes about the retirees in her classes, "They always have something to say. They give us valuable insights because they have knowledge from older days. Besides," she said, "they bring a respectable look" to the campus. "'You're not going to act stupid in front of them!'"

—From various sources, including SUNY news releases

Maestro Boyd's Protege Alexander F. Beattie, Alumnus and Librarian Emeritus

Our professors at Oswego State Teachers College had the pleasant reputation of occasionally giving a student a break. Take Dr. Maurice Boyd, longtime professor of music. Contrary to his mild and gentle physical appearance, Dr. Boyd had been a tough, elite World War II army Ranger and paratrooper, and recipient of the Silver Star, the country's third-highest decoration for valor in combat.

Dr. Boyd assigned his 1950 freshman music class to learn to play three songs on the piano, on which he was to test us before final exams. I was no musician. I had a passable voice, having regularly sung in my church choir, but I learned the hymns by ear, as I never was able to "read" musical notes. I was useless on musical instruments. I was so bad that my high school trumpet instructor finally "disinvited" me from trumpet lessons. Playing the piano? Forget it. But there was no way out of Dr. Boyd's piano assignment. As future elementary school teachers, we would be expected to lead our tender young pupils in song by banging out the tunes on the piano.

So I chose "The Old Oaken Bucket" for my first piano song. But mastering the piano was so difficult, that as examination week approached, I was still struggling on "The Bucket." By the day of our test recital, I had finally learned to play "The Bucket" perfectly, by memorizing exactly when, where, and how long to "plink" at each piano key. And the other two required songs? I hadn't even had time to choose them!

The day of our piano recital, I arrived at the music room in a cold sweat. As I awaited my doom, knowing only the one

song, Dr. Boyd was testing my classmates by turns. The "drill" was as follows: The student sat down beside Dr. Boyd at the piano, music book in hand. The student told Dr. Boyd the titles of the three songs he or she had learned. Dr. Boyd then chose the one song that he wanted to hear from each student. Ah! So he was having us play only one of our three songs, due to time constraints, no doubt!

Finally, Dr. Boyd called my name. I was trembling visibly as I approached the piano bench. What to do? How to get him to choose "The Bucket"? I sat down silently beside Dr. Boyd at the piano. In desperation, I placed the music book against the piano in front of me, already having opened it to "The Old Oaken Bucket." I pressed the opened book hard against the piano, and with beads of sweat adorning my forehead, I looked deep and beseechingly in silence into Dr. Boyd's clear blue eyes. Obviously puzzled, he returned my riveting gaze momentarily, looked at the title of the song on the opened page, gazed once again into my pleading eyes for a moment of eternity, hesitated a few seconds more, and with an ever so slight smile said: "Okay, Alex, play "The Old Oaken Bucket."

Boy, I banged out "The Old Oaken Bucket" like it had never been played before! As the last note drifted off into silence, Dr. Boyd said to me, with a faint but reassuring smile, "Well done, Alex. You can return to your desk."

That was how the very kind Dr. Maurice Boyd, professor of music, gave me a break. And needless to say, I have never touched a piano since that very day half a century ago!

So, What's Going On Here?

[The following article, edited here, appeared in the January 14 edition of The New York Times. Earlier, Chancellor Robert King had requested a six-month sabbatical that had not been received well by the public. King subsequently withdrew his request, which now turns out may have been politically, rather than academically, motivated.]

In a bizarre twist, the chancellor of SUNY yesterday refused to go along with a plan for him to step down immediately in exchange for a leave of absence—surprising and irritating SUNY trustees as well as Gov. Pataki, who together had hammered out a plan to overhaul SUNY's leadership.

Mr. Pataki was reported to be "very unhappy" after Chancellor Robert King withdrew his request for a sabbatical, to have begun immediately. SUNY trustees had sought Mr. King's departure and Mr. Pataki had consented in hopes of seeing a smooth transition at the top of SUNY, not least because Mr. King is a friend and Republican ally, advisors said. Two people close to SUNY have said that Mr. King has now agreed to leave the university in the next six months. The two also noted that SUNY officials told the governor's staff in December that they wanted to make a leadership change at the 64-campus system, in favor of someone more capable of making SUNY better known, and less a political lightning rod in Albany.

SUNY trustees, who had grown unhappy over a host of internal management decisions, brokered a deal in recent

weeks with their chancellor—with Mr. Pataki's blessing—that they believed would allow for a graceful exit: a sabbatical worth \$170,000, equal to six months' salary, and a housing allowance. The leave could ultimately become a permanent departure, paving the way for a new chancellor who would enjoy more prestige in the academic world and greater enthusiasm from the trustees. [The chancellor's background is not particularly academic. A law school graduate, he went on to become a relatively unknown assemblyman and the Monroe county executive, before being appointed, first the New York budget director, then the chancellor, by close associate Gov. Pataki.]

The exit plan fell apart after Mr. Pataki's aides criticized the chancellor and some Democratic leaders denounced the sabbatical as extravagant in light of the \$600 annual tuition increase that Mr. King proposed only last week.

Mr. King's departure backfired yesterday when he announced that he did not want to take a leave now. Aides to the governor said they were caught by surprise, and the trustees appeared so, as well. The board had arranged for a special meeting to approve the sabbatical, and had also planned to approve the appointment of an interim chancellor.

The board's chair, Thomas F. Egan, declined to comment yesterday, and Mr. Pataki released a statement saying that Mr. King "has done an outstanding job as chancellor." He added, "I'm happy that he'll continue to provide his strong leadership." [Stay tuned!]

A Continuing View of the Past Dorothy Rogers

[The following edited excerpt from Dorothy's SUNY College at Oswego: Its Second Century Unfolds continues last spring's biography of the college's founding principal, Edward Austin Sheldon, and the early history of the college.]

Every year, Sheldon entertained the Normal School students at his own expense, either taking them on an excursion, or, more frequently, asking them to a "lick" or sugar party at his Shady Shore home. Since it was too far for students to walk from their city lodgings, he provided conveyances for all. On one particular Saturday, 400 students arrived. Sheldon and his wife, Frances, took their places near a large iron kettle filled with maple syrup and helped serve everyone. The maple syrup was in the form of a glaze on cracked ice obtained from drifting pieces in the lake or stirred to soft sugar and eaten with crackers and lemonade.

Sheldon, Hermann Krusi, Jr., Isaac Poucher, and Matilda Cooper were often called the Big Four of the early Normal School. Krusi, next in importance to Sheldon, was with the Normal from 1862 to 1887. He had studied and worked with his father, Herman Krusi, Sr., who had been an aide to Pestalozzi. Krusi Jr. taught in London's Home and Colonial School, where he first met Margaret E.M. Jones.

Krusi was brilliant, and ahead of his time, stressing that one perceives first the whole and then the parts, a psychological principle considered a discovery years later. The main interpreter of Pestalozzianism at Oswego, he was thought by Sheldon to be the only living man who had linked together the significant educational movements of the past with those of the present. He was well liked and close to Sheldon.

Krusi was a man of many talents, and taught geometry, as well as art, languages, and educational principles. He encouraged students not to rely solely on books for ideas; in his geometry class, he did not use a textbook but instead required original solutions and proofs of propositions. His approach to subject matter encouraged "the determination of facts, independent thinking and reasoned out conclusions," according to a 1943 *Palladium-Times* article by Richard Piez. Leaving the Normal School in 1887, he moved on to harbor and municipal improvement in Manila, the Phillipines.

The third member of the Big Four, Isaac Buchanan Poucher, taught mathematics at the Normal from 1865 to 1897, serving also as principal upon Sheldon's death from 1897 until his retirement in 1913. He was a superb teacher but less than successful as principal. Small, nervous, and quick in movement, he always seemed to be in a hurry.

The fourth member of the Big Four was Matilda S. Cooper. Later married to I.B. Poucher, she was considered the best demonstrator of Pestalozzian techniques. Always she wore a gold ring set with small rubies and diamonds that Margaret Jones had sent her from London.

Another remarkably brilliant—and eccentric—woman who taught in Sheldon's time was Mary V. Lee, who joined the staff in 1874. Holder of a medical degree from The University of Michigan, the first earned there by a woman, she later

studied at Cambridge. At Oswego she taught and published in zoology and physical culture. She was Oswego's chief interpreter of the theories of Darwin, Huxley, and others, just then causing major scientific and social upheaval.

Like Oswego's famous Dr. Mary E. Walker of Civil War vintage, Mary V. Lee disapproved of conventional women's attire. She asked, "Why should I go around with dragging skirts gathering up dust and filth and germs?" Replying to her own question, she cut off four inches from the bottom of her trailing skirts, so that her heels showed as she walked around Oswego. In consequence, she was seen as "shockingly immodest." Then she said, "God gave me a proper skeleton to support my flesh and to protect my organs; why, therefore, should I impose over this another artificial skeleton?" Her own answer was to take off her corset and to go everywhere without stays. Then, noted one observer, "to cap the climax it seems that Dr. Lee next developed the audacity to appear with her hair bobbed short." Later, in the 1950s, someone said that "she merely lived before her time, as she dressed pretty much the same as State Teachers College girls of this day all do."

Sheldon's daughter, Mary, taught at Oswego from 1874 to 1876 and again from 1878 to 1884. She later moved to California with her husband, alumnus Earl Barnes, he to become a professor of education at Stanford, she to become an assistant professor of history there—the first woman on that faculty. Throughout her career she applied the scientific method to the teaching of history. That is, she kept true to the Pestalozzian principles her father had brought to his own teaching—base knowledge on that which can be known through the senses. And like many alumni before her and since, she disseminated those principles throughout the world.

From 1861 to 1865 the training course lasted just one year and was purely pedagogical; however, academic training was added in 1865, and the four-year classical course in 1867. In 1865 two courses were offered: the elementary preparatory and training course and an advanced preparatory course, consisting mostly of methods in practice teaching. The four-year classical course included the identical requirements of other courses in addition to Latin, Greek, and German. Regardless of the course taken, the final year was devoted to professional work. Manual training was added in 1892 and, in 1893, a four-year scientific course was instituted.

Sheldon and most of his staff practiced object teaching, which focused on first-hand knowledge of objects. Objective teaching emphasized understanding. Sheldon developed ideas which were quite advanced for that day. He stressed the importance of children's curiosity, focused on their needs, and insisted on variety and change of pace. The heart of the program, practice teaching, had been adopted by Normals throughout the country. However, no basic changes were to be made in Oswego's program until the 1930s. Indeed, residues of those early features persisted until the Campus School closed its doors in 1981.

A Crossword Puzzle in Honor of Our Departed Colleagues

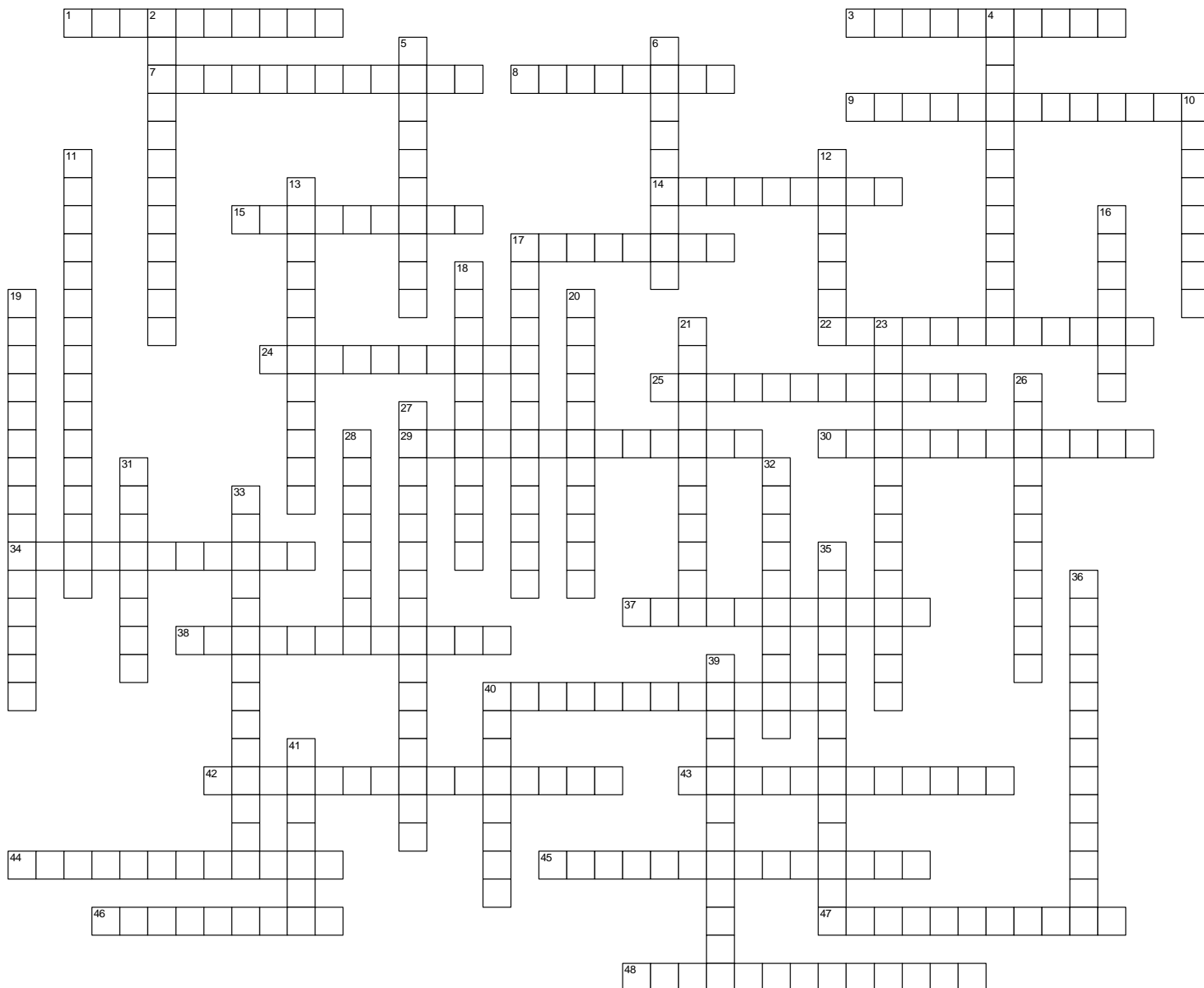
A History of SUNY Oswego

Across

- 1 Innovative English prof; author, Pulitzer-Prize-nominated *Daughter of the Sky*
- 3 His presidency coincided with the 1913 opening of Sheldon Hall
- 7 Emerita and Alumni Association president 1969-1984
- 8 Founding chair of communication studies
- 9 Jewelry designer, created president's medallion
- 14 History chair, 1968-1981
- 15 Developed foreign studies program; he and Peter appeared in blue-fringed caps
- 17 Antique collector; initiated grad counseling program, dept. of school psychology
- 22 "Mr. Soccer" began career in campus school, retired in Experience-Based Ed
- 24 Appointed secondary chair in 1960s new Elementary and Secondary Ed Division
- 25 Psych prof; well-known breeder of iris plants
- 29 First art chair; developed diverse courses and a creative faculty, including Roy Lichtenstein
- 30 Received Junior Literary Guild Award for her children's books
- 34 Art department accomplished cartoonist
- 37 Sociologist; Refugee Children's Council organizer, worked on Ft. Ontario Refugee Project in the 1940s; honored with named building
- 38 English department chair; the college's first arts and sciences dean
- 40 Jeep rider who wrote college histories and *Mental Hygiene in Elementary Ed*; 1st chair of Faculty Council, forerunner of Faculty Assembly
- 42 Sociology chair on campus 1936-74; created experimental classes in world religions
- 43 "Golden Boy" phys ed chair honored by named building; drove Swetman nonstop to FL where the President would recuperate from coronary thrombosis
- 44 Sister of Oswego clothier; same last name as her English department chair
- 45 Browning scholar came as provost, became president, left as emerita prof of English
- 46 Perennial joker physics prof who hid a magnet behind a portable blackboard, placed a nail in an eraser, and left the eraser hanging on the board to amaze his students
- 47 Taught English ed in the secondary ed program; authored text on William Blake
- 48 Directed the building of the college observatory off Route 104 in the 1950s

Down

- 2 English prof for whom "center of campus" is named
- 4 President, he announced in 1934 that no faculty without M.A. could stay after 1935
- 5 In 1947 brought wife and Pal to Shady Shore
- 6 Reclaimed Route 104 one-room schoolhouse with Ted
- 10 Coordinated Russian program; established SUNY-Soviet language exchange, which sent students to Russia in '74.
- 11 Chem prof; directed ed program in Vietnam and was hastily evacuated from there with wife
- 12 Music chair, he and family performed annual Christmas concert
- 13 Principal after Sheldon; in 1900 accepted Diploma of Honor at Paris International Exhibition, a testimony of Sheldon's worldwide influence
- 16 Phys ed legend for whom a "classic" was named; 31-yr major, Air Transport Command
- 17 Jeep companion, phys ed chair; former Minnesota guide
- 18 Golfer, mathematician; grad of U of Michigan where father was English and education prof
- 19 Coordinator, Experience-Based Ed; began Project Intervene to assist county unemployed
- 20 Oswego Crisis Center named for him; his dorm later demolished for 104 parking
- 21 Field Services Coordinator; zipped off to recruit students in MG sports car
- 23 History, English prof; preceptress, 1887-1906, at Welland girls' dorm; read to girls from classics Saturday evenings; dorm named for her
- 26 Son of a SUNY technical college president, hired by Brown as associate provost and English prof
- 27 Minister turned beloved campus liberal, now has annual lecture series in his honor
- 28 Earth science prof known as a gourmet cook among his 1000 Island buddies; Air Force meteorologist
- 31 I.A. prof who directed ed program in Vietnam and was hastily evacuated from there with wife (note 11 down)
- 32 First history chair, author of *The Little Lady Who Wore Pants* about Dr. Mary E. Walker
- 33 Ran kindergarten, 1888-1911; dorm named for her
- 35 Early IA man, famous model boat designer
- 36 Visual artist, designer of the college mace
- 39 Seventeen-year IA director, appointed 1940
- 40 Phenomenologist, founding chair of department; honored by a named science building
- 41 First female medical grad, U of Michigan; like Mary Walker, declined to wear bloomers



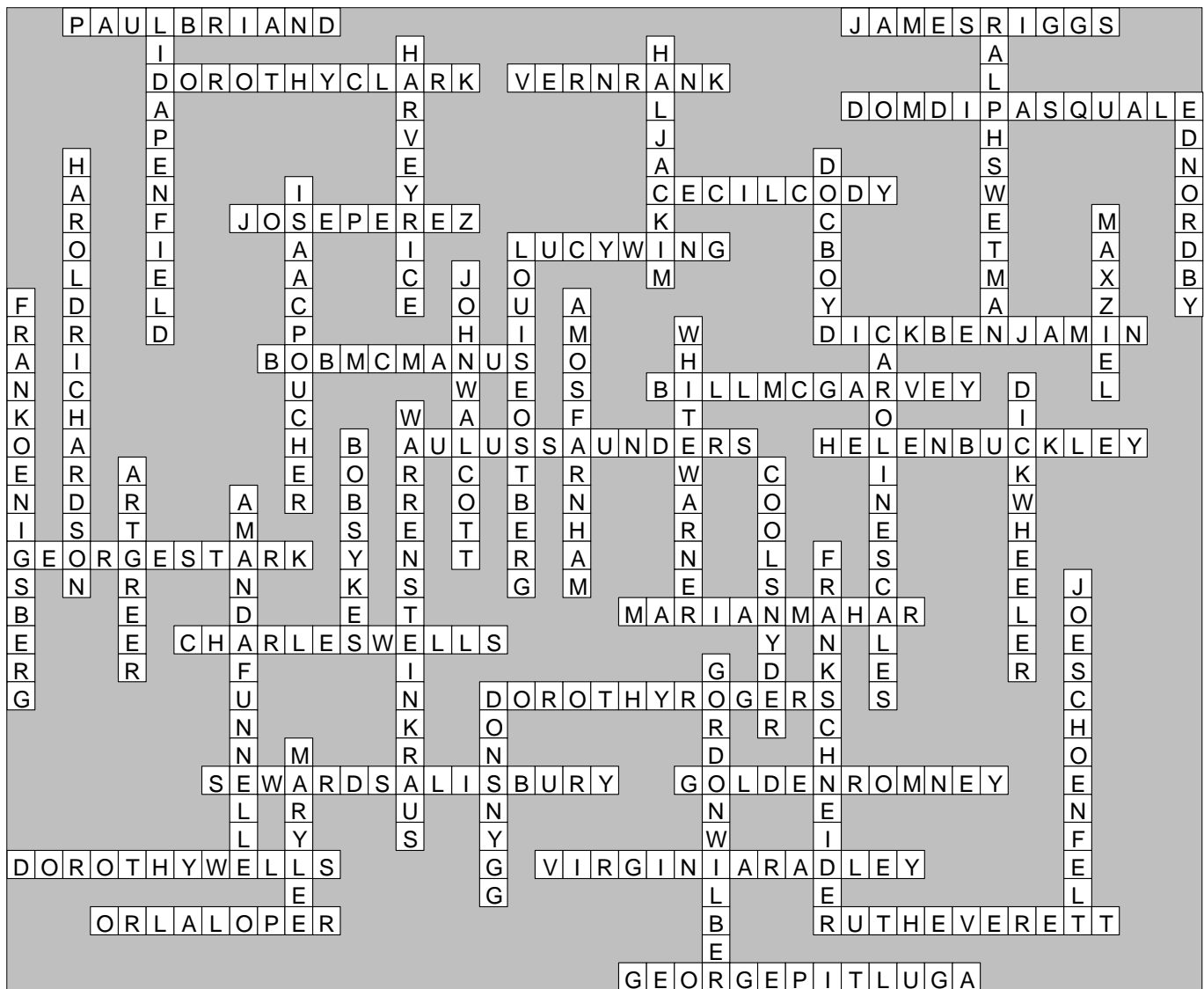
www.CrosswordWeaver.com

Names Used for Crossword

Dick Benjamin
 Doc Boyd
 Paul Briand
 Helen Buckley
 Dorothy Clark
 Cecil Cody
 Dom DiPasquale
 Ruth Everett
 Amos Farnham
 Amanda Funnelle
 Art Greer
 Hal Jackim
 Fran Koenigsberg
 Mary Lee
 Orla Loper
 Marian Mahar
 Bill McGarvey

Bob McManus
 Ed Nordby
 Louise Ostberg
 Lida Penfield
 Jose Perez
 George Pitluga
 Isaac Poucher
 Virginia Radley
 Vern Rank
 Harvey Rice
 Harold Richardson
 James Riggs
 Dorothy Rogers
 Golden Romney
 Seward Salisbury
 Aulus Saunders
 Caroline Scales

Frank Schneider
 Joe Schoenfelt
 Cool Snyder
 Don Snygg
 George Stark
 Warren Steinkraus
 Ralph Swetman
 Bob Sykes
 John Walcott
 White Warner
 Charles Wells
 Dorothy Wells
 Dick Wheeler
 Gordon Wilber
 Lucy Wing
 Max Ziel



Treasury Update

Thanks to many of our members, the Emeriti Association's treasury is in good condition. We certainly are able to continue our support for our various projects: Texts presented to Penfield Library in memory of our deceased colleagues; portraits of the college's presidents, eventually to be placed in a President's Hall in Sheldon when that building is fully operational as a campus building; handsome plaques placed in those college buildings named for former faculty; and our most recent project, the Emeriti Scholarship, which will be available for children and grandchildren of faculty and emeriti.

The money for our present projects and those we funded in the past, such as the Penfield Library display case, the development of archival space in the library, seed money for the Emeriti Scholarship, and the renovation of former faculty photographs displayed in the library, has come from our yearly contributions.

This year, 94 of our 360 members replied to our annual request for \$10. Sixty-three of us made that contribution by returning the envelope sent out in the fall issue of the

Emeriti Newsletter. An additional four of us made a lifetime contribution of \$100, bringing the life membership to 60. As a result, our operating account stands at \$1,434, and our lifetime account at \$10,431. The interest from the latter account is available to us for our projects.

Several of us made significant contributions to the Emeriti Scholarship after reading about that project in last fall's issue of the newsletter. You may recall that at that time we had received less than \$5,000 toward our minimum goal of \$10,000. In recent months we have received an additional \$2,738, to bring the total to \$7,477. As a special thanks, the emeriti board would like to recognize those who contributed most recently to the scholarship: Frederick Barber, Alexander Beattie, Robert Bieling, Robert Deming, Ellie Filburn, Blanche and Tom Judd, Thomas Marshall, Harry Nash, Kent Roseberry, Warren Solomon, Lois and Richard Stolp, Jane Wright. Let's keep up the good work! Remember, we have set only a minimum goal. A significant scholarship will need a much larger endowment. We still hope that 200 of us will contribute \$50 a year for the next three years to create a scholarship really worthy of SUNY Oswego emeriti.

General Ed, Assessment, and Change

[The following is an edited version of the college's document entitled "SUNY Oswego: General Education, Student Learning, and Continuous Improvement." It is written in response to SUNY's recent experimental assessment program in undergraduate education, briefly discussed in this newsletter's "The SUNY Scene."]

SUNY Oswego is committed to the continuous improvement of teaching and learning. Faculty measure students' performance on specific learning outcomes and adjust courses to improve the quality of the educational experience. Unlike a final grade, which measures individual accomplishments in a single course, assessment measures the particular skills or knowledge that a class as a whole acquires, and helps the instructor identify areas for change.

General Education at Oswego incorporates a set of requirements approved by SUNY trustees, as well as local requirements that apply to all Oswego students. It teaches students to think critically, solve problems, communicate effectively, increase their knowledge of the world and themselves, and it helps them mature as learners.

Along with satisfying the SUNY General Education requirements, all Oswego students take a course in "Tolerance and Intolerance in the United States," and two courses in *Intellectual Issues*, such as "Cultures and Civilization" or "Self and Society." Additionally, Writing Across the Curriculum and Communication Across the Curriculum, writing and speaking activities, are required at different stages of a student's program. Writing requirements include five writing-intensive courses, and communications requirements typically are fulfilled in three courses. Capstone projects, a final experience in each academic program, integrate the General Education experiences with academic majors through the completion of advanced research or applied projects.

Because of the distinctiveness of Oswego's program, the college is one of only ten campuses nationwide funded by a grant from the Carnegie Foundation and the Association of American Colleges and Universities Project on Integrative Learning. Oswego's "Catalyst Project" encourages students, through a series of questions asked at various times, to reflect on the nature of their learning, and to look at all aspects of the college experience that enhance the integration of knowledge across the curriculum and in the world.

In several areas of the General Education learning outcome assessment, Oswego students have done particularly well. In the Arts, 89.1% in the sample met or exceeded the standard of understanding a form of artistic expression and the creative process. In Basic Communication, 90% met or exceeded the standard of producing coherent texts. In the Natural Sciences, 90.5% demonstrated an appropriate understanding of scientific methods. Also, 82% to nearly 90% of students met or exceeded standards in Information Management, computer performance and research techniques, American History, and knowledge of social institutions and how they affect different groups.

Our students were challenged in other areas. More than 76% met or exceeded standards in data analysis and quantitative reasoning; American political, economic, social and cultural history; concepts and issues in one social science; and in the ability to analyze arguments. While 90% produced coherent texts at the beginning college level, many had difficulties with more advanced communication and critical thinking tasks: 71% were able to revise and improve texts; 71.6% demonstrated well-reasoned arguments; and 60% met or exceeded standards for research argumentation and organization (Basic Communication; Critical Thinking).

Information derived from the assessment process is bringing changes to the General Education program. The assessment in the Natural Sciences has led faculty to discuss ways of adding more hands-on learning experiences. In the Social Sciences, faculty are reviewing new methods. In Information Management, the General Education Board has proposed an integrated information literacy component across the curriculum. A more ambitious writing program is being discussed.

Assessment of General Education is just one area in which assessment is used at SUNY Oswego for continuous improvement. In many cases, assessment activities are part of other program review and accreditation processes. The School of Business is accredited because of strengths in meeting AACSB (Association to Advance Collegiate Schools of Business) International standards. The School of Education is accredited by the National Council for Accreditation of Teacher Education and the NYS State Education Department. And other disciplines, like chemistry and music, meet national accreditation standards.

Talk About Horse Power!!!

(Hot off the Internet)

The U.S. standard gauge—the width between the two rails of a railroad—is 4 feet, 8.5 inches. An odd number. Why was that gauge used? Well, rails were built that way in England, and U.S. railroads were built by English expatriates.

Why did the English build to that specification? The first rail lines were built by the same people who built pre-railroad tramways.

Why that gauge for tramways? Because those who built the tramways used the same jigs and tools used for building wagons that used that wheel spacing. Any other spacing would have broken the wagon wheels on some of the old long-distance roads in England because that was the spacing of the wheel ruts.

So who built those old rutted roads? The first long-distance roads in Europe and England were built by Imperial Rome for their legions. The roads have been used ever since.

And the ruts in the roads? Roman war chariots were made just wide enough to accommodate the back ends of war horses. The chariots wore ruts into the roads.

Now to the present: Space shuttle booster rockets are made in a factory in Utah, and are shipped by rail through a mountain tunnel. The tunnel is only slightly wider than the railroad tracks, and the solid rocket boosters have to fit through. The world's most advanced transportation system, propelled by space rockets, was thus determined over two thousand years ago by the width of a horse's rear end!

Charlie Turner Revisited Robert Rock

[In response to last fall's article about Charlie Turner in which Nancy Osborne asked for additional comments about Charlie, Bob Rock sent the following.]

Charlie Turner was my boss, my SUNY professional mentor, my advisor, and my friend. When he left his position as acting president, he gave me, and undoubtedly many others, a College at Oswego tie clasp engraved '63-'65, the years he served in that office. It is a treasured possession!

1963 to 1965 were tumultuous in the nation and on the Oswego campus. Social, economic, and cultural changes were rampant. We had protest marches, panty raids, sit-ins—and sit-outs. Frequently serving as mediator with my student personnel colleagues, and as the chief student affairs officer, I was often on the front line in campus dispute resolution, but Charlie was always behind me with strong support and advice.

Young people today will find it hard to believe that women students were required to wear skirts to get into the library and had to be in their residences (on and off campus) by 10 p.m. or get a black mark on their records—with multiple offenses resulting in red marks and a rainbow of other colors for various infractions.

Then-existing rules required written permission from parents to leave for the weekend. Also, there was a multiple-page checklist on every student that contained such items as “. . . brushes teeth three times daily.” Thousand of such records were stored in the Sheldon Hall basement. With Charlie's approval they all went to the incinerator. Other changes required action by the college council, and Charlie shepherded me through that process.

The physical and planned growth of the campus was a paramount concern of Charlie, and with the tremendous assistance of Bud Coward he carried the concern with the calm and steadiness that typified his demeanor.

Because of my student affairs responsibilities in health, a variety of activities, and housing, it was often necessary for me to accompany Charlie on trips to SUNY Central. Charlie would call me and say, “Meet me at the garage at 5:00 a.m., and I'll drive.” By the time we got to the county line, Charlie would ask me to drive and he would move over and nap all the way to Albany. This was O.K., but that night we usually ended up playing poker with our professional counterparts from other SUNY campuses, and with his three-hour nap, Charlie was wide awake and alert—and often a winner!

As a member of the Fortnightly Club, he was also recognized in the city as a superior tournament bridge player, and that talent exhibited itself at the poker table.

Charlie's daughter, Nancy Turner Caldwell, was scheduled to be graduated from Bucknell University at Lewisburg, Pennsylvania, in June of 1965, on the same date as Oswego's afternoon commencement. With understandable parental pride, Charlie wanted to be present at Nancy's graduation. He was! Close to the scheduled start of our graduation processional a small plane landed on the athletic field opposite Romney Field House and Charlie, in cap and gown, deboarded, took his proper place in the processional, and filled his academic duties as the Oswego president. With his family, and the college, Charlie was always on top of things!