In the Founder’s Words ...
The Autobiography of Edward Austin Sheldon
PLUS
- Alumni Ambassadors
- 9/11 Remembered
Search OsweGoConnect, a database of more than 75,000 alumni.

Post a job in the employment databank, or find opportunities.

Mentor students and be a resource for college and career advice.

Upload your résumé or search to fill a position.

Join us today at oswego.edu/oswegoconnect using your eight-digit ID number found above your address on this magazine.

Career networking — Just one more benefit available at OsweGoConnect, the exclusive social network for Oswego alumni. Register today!

And, make networking connections on SUNY Oswego’s alumni LinkedIn and Facebook pages via oswego.edu/alumni.

Questions? Contact the alumni office by email at alumni@oswego.edu or by phone at 315-312-2258.
In the Founder’s Words  

Alumni everywhere know him as he appears in the statue outside of the hall that bears his name, but Edward Austin Sheldon was a man who once laughed so hard he fell ill and considered his marriage the most important day of his life. Read about Sheldon in his own words for a new insight into the founder.

Alumni Ambassadors  

The Oswego Method of learning by doing traversed the world, thanks to alumni who shared our founder’s vision.

‘Unfinished Business’  

One alumni veteran of 9/11 honored his fallen comrades by accepting an assignment at the edge of Ground Zero.

PLUS: The campus community and alumni who were there when the towers fell reflect on the 9/11 attacks on the 10th anniversary.

PLUS  

Campus Currents 3  

Calendar 8  

Sports 12  

Class Notes 37  

Weddings 46  

In Memoriam 46

ON THE COVER: The iconic Sheldon statue has stood on campus since the early 1920s. This photo by Samantha Decker ‘09 captures the statue’s appeal for generations of Oswegonians. Turn to p. 18 to learn more about the man, Edward Austin Sheldon, behind the statue. See the back cover for more views of the founder.
From the President’s Desk

Leave this world a better place than you found it: It’s a value that Edward Austin Sheldon ingrained in our college’s culture and has been maintained throughout our 150-year history.

In Sheldon’s day, it meant teaching the poor children of Oswego and training teachers to go out across our nation and the world to share the message of learning by doing. His vision of hands-on learning would transform the education system of not just New York state, but places as far away as Hawaii and Japan.

Today we take the founder’s dream to heart, and Oswego students have the chance to apply their classroom learning with practical experiences like the SUNY System’s first multi-major cooperative education program, where students gain real world experience and build valuable career networks. Our Global Laboratory gives Oswego students the opportunity to influence the world, working alongside scientists in Brazil, Taiwan and the Congo.

It’s hands-on learning and a global reach Sheldon himself might well devise if he were alive today, and I think he would be proud.

Deborah F. Stanley
President
Co-op program will provide students earn-learn work experience

Oswego is launching the SUNY system’s first multiple-major co-op program, which can place students into full-time paying jobs for up to six months.

As part of a major initiative across the SUNY system to improve the flow of the education pipeline “from cradle to career,” as Chancellor Nancy L. Zimpher has said, the co-op program positions Oswego as a significant contributor of field-trained graduates to employers throughout the region and beyond.

“Cooperative education is taking on new importance nationally as more and more students seek experiential learning opportunities like internships, service learning, undergraduate research and study abroad to complement their academic coursework,” Interim Provost Lorrie Clemo said.

“Students here have already expressed great interest and enthusiasm about co-ops and the opportunity it provides for them to practice their field of study, network with professionals and connect learning to the classroom during a semester of paid employment,” Clemo added.

By utilizing summers to earn general-education and other credits, students will have the opportunity to graduate in four years. Participating students can maintain full-time status, which helps with financial aid and health insurance, while gaining work experience.

“I expect that our faculty will see enhanced academic performance from students returning from co-ops with increased understanding of their fields. An additional benefit is that it will help students earn funds to finance their education,” Clemo said.

“This initiative allows us to prepare our students better for entry into the work force and helps them have a greater opportunity for job placement after graduation, especially during these difficult times,” said Sheila Cooley ’03, M ’11, a financial aid adviser who coordinates the program.

Participating students will take theory into the workplace, helping companies such as Welch Allyn, IBM and Novelis on real projects as employees, while earning up to $16,000 for a half year of work. Working within a corporate culture can allow students to try a career before graduation, while developing a network of contacts and opening the door to full-time employment.

Marshall Magee, senior director of research and development at medical equipment manufacturer Welch Allyn in Skaneateles Falls, applauded Oswego’s approach and said his company has benefited for years from student employees, including Oswego graduate students in Festa Fellowships.

“We hire a lot of students,” Magee said. “I can stand up at my desk and count probably 20 people around me who were co-ops at one time or another.”

David Stone M ’12 was employed as a Festa Fellow at Welch Allyn this summer, designing line illustrations as a member of a team developing medical instruments.

“I had such a good experience,” Stone said. “I want to help out any way I can promoting the co-op program to students and talking with them about the ins and outs of a co-op position.”

Stone said it was eye-opening for him to watch products go through development cycles in a work environment, as opposed to theoretically in a classroom. “I gained an excellent perspective on how the business world works,” he said.

Oswego’s rapidly developing pilot program hopes to have undergraduates gaining field experience with area companies by spring 2013 or spring 2014, Cooley said. Departments that have signed on so far include accounting, finance and law; chemistry; communication studies; computer science; marketing and management; mathematics; software engineering; and theatre.

For more information, visit oswego.edu/co-op or email co-op@oswego.edu.
College’s initial sustainability self-study rates a silver

After a yearlong study, SUNY Oswego has attained a silver rating in the STARS higher education sustainability tracking system, laying out achievements to date and a road map for improvements in “green” initiatives across the institution.

This summer Oswego joined 114 colleges and universities, including only two other SUNYs in SUNY-ESF and Fredonia, that have completed the extensive inventory set out by the Sustainability Tracking, Assessment and Rating System, or STARS. Another 150 institutions have registered to complete a STARS rating assessment in the next year.

John Moore, the college’s director of facilities engineering and sustainability, relied on student power and the cooperation and assistance of departments college-wide to complete the detailed sustainability status report that resulted in a self-assigned score of 55.73, at the silver rating level. This leaves plenty of room for improvements to reach the gold (22 institutions so far) and, ultimately, platinum level of sustainable practices.

“The next step is to celebrate where we are, because I think we have done a really good job as an institution moving forward on the Presidents’ Climate Commitment,” Moore said.

President Deborah F. Stanley signed the American College and University Presidents’ Climate Commitment in 2007, joining a nationwide network of more than 1,500 institutions to develop plans for and move toward carbon neutrality by 2050.

The college will need to update the STARS report every three years under the auspices of the American Association for Sustainability in Higher Education.

Visit oswego.edu/magazine to see the full STARS report.

Conference co-founder Holmes comes home for keynote

The 25th anniversary of the African, Latino, Asian and Native American Student Leadership Conference this September brought audience interaction and genuine astonishment from keynote speaker and co-founder Tyrone Holmes M’89.

“I had no idea it was going to become the outstanding conference it has become,” said Holmes, a business and athletic consultant based in Arizona. “It’s a proud feeling to know I was [one of those who] started this program.”

Through the years the conference has evolved from one day of workshops to a week’s worth of events typically featuring an acclaimed author, music, dance, food, film, workshops and speakers. Traditionally, students from more than 20 colleges around New York state attend.

During his keynote address, Holmes discussed care, competence and consistency — the “3 C’s of Inclusion” — through audience interaction and small group work.

— Erin Marulli ’13

See more photos from this year’s ALANA Conference at oswego.edu/magazine

Maria Johnson, second from right, owner of C’s Farm Market of Oswego, talks with Pathfinder Dining Hall kitchen workers as they prepare locally grown produce. From left are salad specialist Eva Hernandez and student workers Marlon Vassell ’13 and Bethany “Annie” Palmer ’13. “Living off the land” and consuming less energy on shipping food and other purchased items are just two of the standards laid out in the STARS sustainability rating system.

1,500 institutions to develop plans for and move toward carbon neutrality by 2050.

The college will need to update the STARS report every three years under the auspices of the American Association for Sustainability in Higher Education.

— Jeff Rea ’71

Chelsea Hamlet ’14, left, director of correspondence for the Black Student Union, greets Tyrone Holmes M’89, keynote speaker at the 25th annual African Latino Asian Native American (ALANA) Student Leadership Conference.
Oswego expands relationship with Zhejiang university

The leaders of Zhejiang Sci-Tech University in Hangzhou, China, and SUNY Oswego have signed a “two-plus-two” agreement to jointly deliver bachelor’s degrees to Chinese students in three majors: business administration, human resource management and marketing.

Oswego President Deborah F. Stanley hosted a delegation from the Chinese university led by ZSTU’s chairman, Fei Junqing.

The agreement outlines degree programs in which students study for two years at ZSTU and then transfer to Oswego for the final two years of study, receiving degrees from both institutions, said Richard Skolnik, dean of the School of Business.

Skolnik said that he anticipates the first cadre of students to arrive at Oswego next fall, numbering 30 to 45 in all across the three majors.

At the formal signing ceremony, President Stanley said, “This agreement is full of promise for our two institutions, for the students who will earn these distinctive and empowering academic degrees, and for the communities here and in China where they will learn and practice their professions.”

Oswego and ZSTU first established their partnership four years ago. More than 60 students from Zhejiang have studied at Oswego since 2007.

Oswego previously signed a similar agreement with Nanjing University of Science and Technology.

— Julie Harrison Blissert

Mentors to work with 8th graders on staying in school

A NEW MENTOR-SCHOLAR PROGRAM will pair as many as 75 SUNY Oswego students with Oswego Middle School students identified as at risk of dropping out before graduation.

A state Education Department report on graduation rates found that of the Oswego City School District students who began high school in 2006, 11 percent had dropped out by 2010 while 73 percent of their peers graduated with Regents or local diplomas. The remainder were still trying or had converted to other diploma programs, such as the GED.

The program will start with at-risk students in Oswego Middle School’s eighth grade, and plans to support them through high school.

“We’re trying to build their self-confidence, build their self-efficacy, give them their own tools to be effective students and, down the road, to be good citizens,” said Michael Marr ’08, who leads the program as part of his AmeriCorps-VISTA service. “We’ll be working on homework, working on study skills, working on interpersonal skills.”

SUNY Oswego students taking an upper-division service-learning course will receive two credit hours on completion of a yearlong mentoring assignment and other course requirements. Each college student will meet with a middle school partner twice a week for about an hour each session.

“Some of these eighth-graders are right at the point where they’re asking themselves, ‘Is secondary education for me?’” Marr said. “If we can catch them right at this early point, if we can get them valuing education — valuing it as a way of progressing their lives — then we can drastically decrease their chances of dropping out later on.”

— Jeff Rea ’71
New math camp seen as plus for student scholars

A new summer camp aims to eradicate college-level mathematics classes that may complicate the progress of students in the science and engineering fields.

Faculty Fellow Shashi Kanbur coordinated a $600,000 National Science Foundation grant that launched the math camp while providing $4,000 scholarships to 14 new and 14 returning students pursuing a degree in the science, technology, engineering and math, or STEM, fields.

The immersive three-week summer program was geared more toward interaction and problem-solving than traditional lecturing, Associate Provost Rameen Mohammadi said.

For one problem — “Would all living humans fit in Lake Ontario?” — students had to calculate volume of the lake, number of people on earth, and other factors while using mathematics concepts like probability and estimation.

“These students were taught in a project-based, group-based, problem-based environment,” Mohammadi said. “There is no doubt that active learning works well in the learning process.”

Mohammadi said administrators would like to find ways to expand the program.

“If these students persist, year after year, both in their disciplines and at the college, that will show the ultimate success of the program,” Mohammadi said. “The goal is to keep students in the sciences. Obviously, the result so far is very promising.” ●

— Tim Nekritz M ’05

Jack Narayan, distinguished teaching professor of mathematics, leads students through yoga during this summer’s math camp. In addition to project-based and team-based lessons, the incoming freshmen received tips on diet, exercise and study habits.

Documentary, 150th site celebrate college milestone

The college has debuted the beginning of an eight-part documentary, SUNY Oswego: 1861-2011, 150 Years, chronicling the institution’s history as part of the Sesquicentennial celebration. The remaining chapters will be released over the coming months.

Topics include Edward Austin Sheldon — Our Founder, Physical Campus, World Events Impacting SUNY Oswego and Unraveling The Mysteries.

Also to be included are Academic Program Evolution, Student Life at SUNY Oswego Through the Ages, Athletics and Eye to the Future.

New York Network is producing the documentary from staff writings and archival documents from Penfield Library’s Special Collections. The first installments are accessible on the college’s homepage and the Sesquicentennial site, oswego.edu/150.

The Sesquicentennial website also features an interactive photo timeline, some video segments, brief histories of Oswego’s buildings and more. ●

Distinguished Teaching Professor Marilyn Smiley recently celebrated 50 years as a faculty member at SUNY Oswego. The Indiana native ‘cut a deal’ with her father to pursue music in college. Smiley, who came to Oswego in 1961, still carries a full load as a professor of music with a specialty in musicology — and a long résumé of eclectic research, talented students, women’s equality efforts, organization work with such groups as Vega and the American Association of University Women, musical groups like the SUNY Oswego Recorder Consort and much more. Hear an interview Smiley recorded with Jeff Rea ’71 and share your comments at oswego.edu/magazine.
1970s Migrant Project formed special bonds, memories for teachers

IT WAS THE SUMMER OF 1967.

The nearby Sodus Central School District found itself home to 320 migrant children, whose families worked the local farms and fruit orchards.

Few understood English, and the fluctuations in classroom size placed tremendous pressure on the regular staff.

Oswego Professor Emeritus of Elementary Education Harry Nash was contacted by his department chair with a somewhat unusual request: Recruit education majors to ride a bus to Sodus, stay the day and work with the children, and assist the full-time staff. For $25 a day, many Oswego students took Nash up on the offer.

In 1968, the program was redesigned to offer course credit and Nash was placed in charge of the newly created Sodus Migrant Project.

Nash and several of his former students in the project gathered to share some of their memories and experiences during Reunion 2011.

"With the migrant children, the classrooms were bulging at the seams," said Nancy Jean Eick Labbe '71, M '95, CAS '04, one of the dozens of elementary and secondary education majors who took part in the project from 1968 until 1972.

Classrooms often had 36 or more children assigned to a single teacher.

"They would have not gotten the help they were provided if the college students weren't there," Nash said.

The hardest part for the students came when they developed a connection with the children for months, only to have them vanish, their families having moved on to another job.

"It was heartbreaking," Gail Shelton Tooker '72 said. "Around Christmastime I learned that the mother of one of the families had died when they moved back to Florida. I gathered up all these toys and sent them down. It got returned to me. I never learned what happened."

After 1972, Nash left the project, in part because of the tremendous emotional ups and downs that encompassed teaching such a dedicated group of students. It continued for one more year in 1973 before disbanding.

SUNY Oswego education majors helped teach children of migrant farmworkers during the 1960s and 1970s through the Sodus Migrant Project.

"It was probably one of the better learning experiences I've ever been involved with," Nash said.

— Keith Edelman '10
Fulbright scholars set to bring Oswego overseas

Two Oswego professors will take their expertise abroad as Fulbright scholars this year.

Distinguished Teaching Professor of History Geraldine Forbes is sharing her knowledge, and collecting more, through a Fulbright-Nehru Visiting Lecturer Fellowship to India. Faith Maina, a SUNY Oswego faculty member and a new Fulbright Scholar, returned this school year to her native Kenya as she seeks to build the research and writing skill sets of young Kenyan scholars.

Forbes is teaching courses on gender and history, gender and visual history and other topics at the Calcutta University Women’s Studies Research Centre.

Forbes, who first visited India as a graduate student researching Indian Positivists in 1969, had a previous six-month Fulbright Research Grant to India in 2003-04 to work on a monograph, *Photographic Imagery in the History of Indian Women*. She said she plans to return to that project while she is in India.

The Fulbright proposal Maina produced grew from her experience with universities such as Moi in Eldoret, Kenya, working with young researchers as an editor of the *JINSIA-Moi University Journal of Gender and Women Studies*.

“They weren’t getting promoted because their journal submissions were not being accepted due to poor writing,” Maina said. “No articles, no promotions, no gender equity. I feel this (Fulbright) would be an opportunity to break some of this cycle.”

Maina attended primary and secondary school in Kenya, and did her undergraduate work at Kenyatta University in Nairobi. She learned to speak Swahili and English, in addition to her native Kikuyu, and wants the same educational opportunities for other girls and women in extraordinarily diverse Kenya, which has 42 distinct ethnic groups.

— Tim Nekritz ’05 and Jeff Rea ’71

Business students receive ethics award

SUNY OSWEGO’S STUDENT CHAPTER OF BETA ALPHA PSI in the School of Business recently received one of four $5,000 ethics awards presented by Grant Thornton LLP, an audit, tax and advisory organization.

The focus of the competition was the practice of ethical behavior in the accounting, finance and information technology professions.

SUNY Oswego students Michael Kohn ’12, Gary Gregory ’12, Bryant Tyler ’12 and Lindsay Martell ’11 attended the national Beta Alpha Psi conference in August in Denver and accepted the award, which recognized the work of an ethics committee established last semester.

The competition was offered to all 300 international chapters of Beta Alpha Psi, an international honorary organization for financial information professionals. Participants were challenged to create a project that spread the ideals of ethical behavior to the campus and community.

— Julie Harrison Blissert

Events

- Jan. 1 Nominations due for alumni awards*
- Jan. 1 Nominations due for Athletic Hall of Fame*
- Jan. 4 New York City Career Connections*
- March 24 Oswego Alumni Association Board of Directors meeting*
- April 30-May 4 Senior Week activities*
- May 11 Torchlight Ceremony*
- May 12 Commencement
- June 8-10 Reunion Weekend*
- June 29 Oswego College Foundation Board of Directors Meeting**

* Office of Alumni and Parent Relations, 315-312-2258
** Office of University Development, 315-312-3003

At the recent national Beta Alpha Psi conference in Denver, SUNY Oswego students, from left, Michael Kohn ’12, Gary Gregory ’12, Bryant Tyler ’12 and Lindsay Martell ’11 accepted a $5,000 ethics award on behalf of the college’s chapter of Beta Alpha Psi in the School of Business.

PHOTO PROVIDED

Geraldine Forbes, distinguished teaching professor of history

Faith Maina, associate professor, department of Curriculum and Instruction

OSWEGO • Fall/Winter 2011 8
$300K grant aims to boost ranks of science, math teachers

SUNY Oswego has received a two-year, $300,000 National Science Foundation grant to develop a program to attract talented science and math students to teaching and to retain them in the profession.

The proposed program, “Full STEM: Creating Dedicated Science and Math Teachers for a Sustainable Future,” recently obtained the grant through the NSF’s Robert Noyce Teacher Scholarship Program, which encourages promising students and professionals to become K-12 math and science teachers, particularly in high-need school districts.

“The whole goal is to try to attract more people into STEM teaching — not just bodies, but more of our best and brightest. There’s a lot of competition,” said Martha Bruch, associate professor of chemistry and principal investigator for the grant.

The program aims to recruit teacher candidates in a number of ways and from a number of sources: partnering with local school districts to build awareness of the science and math teacher education program at SUNY Oswego, helping as many freshman science and math majors as possible discover the rewards of teaching, approaching upper-class STEM majors about teaching as they reach a career decision point, and to find and attract candidates from business and industry during career changes and after retirement.

Bruch pointed out numerous programs already in place to support Full STEM: Rice Creek Biological Field Station, a 400-acre living laboratory rich in field research and teaching opportunities; Project SMART, a cross-school-district, interdisciplinary learning community of teachers, administrators and community leaders across the state; summer research opportunities for undergraduates, as well as a collaboration with the Syracuse Academy of Science; Team Sheldon, a partnership of Oswego County public schools, Oswego County BOCES and the School of Education; and experienced faculty in education and STEM disciplines.

“This is a really exciting opportunity,” Bruch said. “What gives me optimism that this can be successful is that we have such a network of support.”

— Jeff Rea ’71

SUNY Oswego, SU recruit veterans for new trauma research program

SUNY OSWEGO’S DEPARTMENT OF PSYCHOLOGY and Syracuse University’s department of public health, food studies and nutrition are offering undergraduate military veterans a program in trauma research training.

A two-year $228,750 grant from the National Science Foundation Research for Undergraduates program will fund the research training, which will start in spring 2012, and will include an online research methods course and a four-week summer institute at SUNY Oswego, concluding the following academic year with research, analysis, writing and, if all goes well, conference presentations.

Ten undergraduate veterans a year each will receive a $3,000 stipend and intensive mentoring in trauma research. They will develop up to five separate studies a year aimed at exploring psychological and physiological variables that could help determine which trauma victims are vulnerable to post-traumatic stress disorder.

“We know from previous research that combat, accidents and natural disasters tend to have lasting effects,” said Karen Wolford, chair of Oswego’s psychology department and co-principal investigator for the grant. “While a majority will heal on their own, there remains a significant group of individuals that will not. What the field hasn’t been able to do is to predict the vulnerable group and to facilitate healing and/or prevent post-traumatic stress disorder in that group.”

Along with Wolford, professors from both SUNY Oswego and Syracuse University will be researching various causes and effects of PTSD.

— Jeff Rea ’71
Planning for Penfield Library moves forward

SOME ALUMNI REMEMBER WHEN THE LIBRARY WAS IN “Old Main.” Others helped it move to what is now Rich Hall in the historic “Book Brigade” of 1961 under Librarian Helen Hagger. Still more recall long nights in the 24-hour room at the current location.

Now the campus is envisioning the Penfield Library of the future. One concept shows Penfield connected with Lanigan by way of a glassed-in multistory atrium.

Tom Simmonds ’84, M ’88, associate vice president for facilities services, said it’s important to understand how a rejuvenated Penfield would fit in programmatically with its concrete-and-glass neighbors.

Along with Penfield Library, planners are focusing on the Hewitt Academic Quad, Simmonds said. Facilities and building development, common programming and delivery, as well as exterior site development are all being considered as the quad is planned.

The process of determining Penfield’s future began half a dozen years ago when the college began a visioning project for the 115,000-square-foot, 450,000-volume library. Some improvements — a new roof, a new elevator and new carpet in the library’s upstairs corners — were accomplished this summer.

Penfield and Lanigan’s futures need to be in correlation with Tyler and Mahar halls, along with Hewitt Union’s future. Also, with the library’s close ties to rapidly changing technology, there may be many changes yet to come during subsequent planning phases.

— Jeff Rea ’71

SUNY Oswego a perennial best in college guides


Oswego is No. 17 on the U.S. News accounting of the best 50 public campuses in the Northern region this year. U.S. News also selected Oswego for its “A-Plus Schools for B Students” list, as it did a year ago. The A-plus list in New York encompasses such schools as Rochester Institute of Technology, Fordham University, SUNY’s centers at Buffalo and Stony Brook, and Hobart and William Smith Colleges.

Oswego also is one of 220 institutions Princeton Review recommends in the 2012 edition of its guide, The Best Northeastern Colleges. The college has been listed in all eight editions.

Oswego’s professors, students told Princeton Review, seem focused on creating a “personal and comfortable learning environment” for undergraduates. Students said they appreciate that they “have a lot of opportunities to work with professors on research and other projects outside of the classroom to help build real-world experience.” They highlighted Oswego’s “successful honors program” and “good study-abroad options.”

— Julie Harrison Blissert

The Oswego campus rang in Founder Edward Austin Sheldon’s birthday with a Big Birthday Bash on Oct. 4, featuring an “1861” Sesquicentennial photo (see centerfold), a free campus picnic with Central New York food, and a birthday cake. The event marked, not only Sheldon’s birth on Oct. 4, 1823, but also Oswego’s founding in 1861. President Deborah F. Stanley, left, joined Vocal Effect student show choir in singing “Happy Birthday” to Edward Austin Sheldon, while College Council President Jim McMahon blew out the candles on Sheldon’s birthday cake.

Architects’ visions for the Penfield Library of the future include this concept, which joins the library to Lanigan Hall by a multistory glass atrium.
SUNY Oswego assists Nigerian education training effort

SUNY Oswego’s Benjamin Ogwo led a team of five other faculty members to his native Nigeria this summer to help train college professors in preparing teachers for technical vocations.

“The American model is well-respected there,” said Ogwo, assistant professor of vocational teacher preparation in the SUNY Oswego School of Education.

Nigeria, a country with evolving technology industries, took on the Oswego team as consultants, with the assistance of a STEP B/World Bank grant through the University of Nigeria.

The Oswego team discussed modern teaching techniques — introducing video in the classroom, video shooting and editing, basic statistical procedures and using software for analysis, effective instructional slide shows, work-based learning, applications of multiple intelligence theory, comparative advantages of synchronous (real-time) and asynchronous online course delivery, and more — with faculty counterparts in Nigeria.

“The overall experience was incredible. The participants all want to continue an ongoing dialogue,” said Margaret Martin, assistant professor and chair of vocational teacher preparation.

Ogwo would like to see the consulting-team, train-the-trainer concept, extended to other Oswego academic departments, at home or abroad.

“To possibly have a group come here from Nigeria would be a wonderful experience,” he said.

Ogwo and Martin said the Oswego group also hopes to make its team approach transferable to train-the-trainer programs in other developing countries.

— Jeff Rea ’71

Three join OAA board

THE OSWEGO ALUMNI ASSOCIATION WELcomed three new board of directors members beginning July 1. They will each serve a three-year term.

Donna Goldsmith ’82

is the former vice president of licensing for the National Basketball Association and former chief operating officer at World Wrestling Federation Entertainment Inc.

She recently accepted a position as general manager of operations for the 2014 New York/New Jersey Super Bowl Host Committee. She is a frequent volunteer for New York City Career Connections and Alumni-In-Residence programs. Donna has been a Torchlight mistress of ceremonies and the recipient of an Anniversary Class Award from the Oswego Alumni Association. She resides in New York City.

Amy Vanderlyke ’01

is an attorney at Sugarman Law Firm LLP. She is a graduate of Syracuse University’s College of Law, the S.I. Newhouse School of Public Communications and the Oswego School of Education. Amy has served as an adjunct professor at Oswego and Newhouse School of Public Communications. She volunteers her time with Make-A-Wish of Central New York. Amy has also served on the Oswego Graduates Of the Last Decade Leadership Council and the Reunion 2011 Giving Committee. She resides in Syracuse.

Koren Vaughan ’95

is an assistant marketing director and director of promotions for two of Inner City Broadcasting Corp.’s radio stations, New York’s No. 1-ranked WBLS-FM and the city’s first 24-hour gospel music station, WLIB-AM. Koren has a master’s degree in media management from Metropolitan College of New York and a bachelor’s in business administration from Oswego. She has participated in New York City Career Connections and at the 2009 Dr. Lewis B. O’Donnell Media Summit on the Career Connectors panel. She resides on Long Island.
Women's Lacrosse

The women's lacrosse team remained in the thick of the playoff race until the final week of the season, but fell just short of qualifying for the SUNY Athletic Conference Championships as the Lakers finished the season at 8-6 overall and 3-5 in the league. However, it was still a year filled with accomplishments as Oswego State defeated Oneonta for the first time since 2005 by the score of 20-11. The contest also marked the first time since 2001 that the Lakers recorded 20 goals against a conference opponent.

Rachael Raffa '12 finished the season with the 10th-highest single season scoring total in school history with 61 points to move into sixth place on the career scoring list with 140 points. Her team-leading 49 goals was also tied for seventh in single-season goals all time.

Men's Lacrosse

The men's lacrosse team played through a wide range of conditions in 2011, including a game in the snow to open the home portion of its schedule in March, en route to a 5-10 overall record and a 0-6 conference record. One season highlight came when Oswego State defeated Utica for the second straight year, 7-6, in a double-overtime thriller.

Andy Lever '12 paced the Laker offense with 29 points on 11 goals and 18 assists, while Britt Leone '12 scored a team-leading 17 goals. Leone went on to be named to the All-SUNYAC Second Team as he posted 10 goals in league play, and was ninth in the conference at 1.67 goals per game.

Outdoor Track and Field

The men’s and women’s outdoor track and field teams improved on their performances at the SUNYAC Championships from a year ago, as the Lakers placed seventh with 33 points and the Laker women placed eighth with 14 points. Da’Quan Coleman ’12 set a new precedent in the 110-meter hurdles en route to placing second at the SUNYAC Championships and earning Second Team All-SUNYAC honors, while Katie Bott ’14 became the new record-holder in the 400 meters during her preliminary heat before finishing sixth in the finals with a time of 59.21. Christine Ripple ’12, who went 4-5 during singles play.

Men's Tennis

The men’s tennis team battled with Mother Nature this spring, but through all of the rescheduled matches the Lakers posted a record of 4-7. Oswego State was led by Seth Hastings ’11, who posted a record of 5-5 in singles action. The Lakers have some talented players returning next season to help replace the seven graduating seniors from the 11-man roster, including Ben Weiss ’14.

Baseball

The baseball team started the season with a 10-3 record after a highly successful Spring Break trip before finishing at 19-20 overall with five doubleheader sweeps and a SUNYAC mark of 1-17. The top highlight of the year came on April 14 when pitcher Dustin Lefave ’11 threw a complete-game win over nationally-ranked Cortland for the Lakers’ first win over the Red Dragons since 2006.

Leading the way at the plate for the Lakers was catcher Kris Prikazsky ’12, who batted .375 in 40 plate appearances. However, centerfielder Scott Buniak ’14 was close behind with a .331 average in 124 at-bats and led Oswego State in almost
Softball

A young Oswego State softball team, comprised of 13 sophomores and freshmen, battled through the season of ups and downs that saw the Lakers drop four games in extra-innings, including a 1-0 loss to 17th-ranked Plattsburgh in the final weekend of the year, for an overall record of 7-27 and a SUNYAC record of 2-16. The peak moment of the season came when freshman Jessica Palmitesso '14 tossed the first Oswego no-hitter since 2002 against New Paltz in a 9-0 win.

The Lakers were led offensively by Katie Bredin '14, who batted .350 and was named to the All-SUNYAC squad.

— Adele Burk

Attend WinterSession...

FROM THE BEACH!

This year’s WinterSession courses will be fully online, allowing students and alumni to catch up on credits or get ahead from virtually anywhere.

Students can take major-related courses or general education requirements in just three intensive weeks. About 40 courses, including graduate education and MBA courses, will be available from any location through the ANGEL course management system.

This year’s WinterSession is scheduled for Jan. 3 through Jan. 20, and registration is now open.

Find the link to WinterSession courses and registration at oswego.edu/magazine.

Find the Founder!

In the summer 2011 issue, the Founder could be found upside down in the tree by Tyler Hall underneath Art Attack! on page 24. The grand prize winner of a College Store gift certificate and Sheldon Hall print is Rosemary Ingersoll '76. Winning Sheldon Hall prints are Michael Garfield '14, Steve Haryan '02 and Nicole MacIsaac '11.

A tiny replica of the Sheldon statue pictured here is hidden somewhere in this issue. The Founder will be less than an inch tall and must match the image shown here exactly. Find the Founder and send us a letter with the location and page number, your name, class year and address. We will draw one entry at random from all the correct answers and the winner will receive a $25 gift certificate to the College Store and a print of Sheldon Hall. The next five entries drawn will receive Sheldon Hall prints. Send your entry to Find the Founder, 219 Sheldon Hall, SUNY Oswego, Oswego, NY 13126. Entries must be postmarked by Feb. 1.
Young Veteran Aims to Pass on Help He Received

He started his adult life homeless, and entered the Army to get a roof over his head. But when U.S. Army Spc. Yasser Richard ’13 saw a barefoot child in threadbare clothes on a street in Kabul, Afghanistan, he knew how lucky he was. He promised himself that he would dedicate his life to helping people escape a life of poverty.

To follow his dream of making the world a better place would require education, and tuition and books cost money. Richard would get help toward his goal from a fellow veteran, retired U.S. Air Force Lt. Col. Mike Waters ’70.

Waters established a scholarship at Oswego to help young veterans just like Richard fulfill their dreams. “When I met Yasser, I was blown away by his story. He is the epitome of the kind of person I wanted to help with this scholarship,” said Waters.

Richard’s family came from Haiti and settled in the Washington Heights area of New York City. In his late teens, he found himself homeless. A visit to the Army recruiting office convinced him to sign up to escape life on the streets.

“My training gave me a sense of purpose that I didn’t have before,” he said. In April 2008 he volunteered for deployment to Afghanistan.

Before he enlisted, Richard said, he had made some destructive choices.

“When I went to Afghanistan and saw my first suicide explosion, all that seemed so pointless,” he said. What’s more, he gained newfound faith. “I entered agnostic. After that [experience] I sought something more spiritual.”

After eight months on gate guard duty at Camp Phoenix, he was assigned to an international security team to provide personal security for generals and other high-ranking officials. It was on one such mission in winter, when he saw a young Afghan girl with no shoes and only a thin layer of clothing.

“I had my helmet, armor and warm clothing underneath,” he said. “But I grew up in Haiti between the ages of 7 and 9, and I remember the poverty like that.

“Although these places were 7,000 miles apart, the conditions were so similar. I thought, if I could ease what was going on here, maybe I could do it in Haiti or other places.”

When his platoon sergeant was killed while on a mission that Richard would have been on, Richard was confirmed in his desire to return to the States and make a difference for those in poverty.

“I’m alive because of him. To do anything different would be a disgrace to him and to the others killed in combat,” Richard said.

After discharge, he came to Oswego and is majoring in chemistry. He hopes to help the poor of the world through applying food science to alleviate hunger.
Former Professors Endow Scholarships in Music, Wellness

DURING THEIR LONG CAREERS at SUNY Oswego, Hugh and Grace Mowatt Burritt helped thousands of students reach their full potential. It’s only fitting that as emeriti they extend their reach in perpetuity by establishing an endowed scholarship to help students in their areas of expertise.

The Hugh and Grace Mowatt Burritt Scholarship will go to a student who is a member of a music performance organization on campus or to a wellness management major, a health science minor or an athlete who participates in team, club or intramural sports.

“This is our legacy to the college,” they said. “We felt that it’s so hard for students nowadays.” They intend to increase the endowed fund each year, so that the awards for students can grow.

Grace Mowatt Burritt began her career at Oswego in 1963 and retired in 1993. She was first hired for all physical education and as the synchronized swimming club adviser. In the 1970s when women’s sports became more prominent under Title IX, she took over as the women’s swimming and diving coach. “Then most of my teaching went into water activities: aerobics, lifeguarding and water training instructors,” she said.

Hugh Burritt began at Oswego in 1968 and retired in 1989. He was brought into the music department as a brass teacher and to start a jazz studies program.

He founded a jazz band which became known as Solid State and introduced new courses like “The History of Jazz and Rock,” while also teaching jazz band arranging and improvisation.

He chaired the department for six years from 1983 to 1989.

Both Burrittis served on the Public Ceremonies Committee for many years, helping to plan and work at college events like the Honors Convocation and Commencement.

Hugh was responsible for bringing music into the graduation ceremonies, instituting the ceremonial trumpet fanfare, which opens and closes Torchlight and Commencement.

Grace hosted the yearly critique in which committee members planned how to make the ceremonies better.

As emeriti, the Burrittis are still active in the life of the campus community, attending concerts and sporting events, especially hockey games at the new Campus Center. They have a special bond with that program, since Hugh coached Ed Gosek ’83, M ’01 when the Oswego State men’s ice hockey head coach first laced on skates in Oswego Minor Hockey.

The Burrittis keep in touch with many former students and expressed the hope that their scholarships will make life a little bit easier for future students especially in today’s difficult economy, and serve as a means of encouraging or recruiting students in their fields to attend Oswego.

— Michele Reed

In the meantime, he does what he can to reduce hunger by volunteering in a Syracuse soup kitchen each month.

As a non-traditional student, Richard must juggle the demands of school with real-life needs like rent, a car loan, and insurance. He said he is thankful for Waters’ help. “It eases my stress about how I will pay for next year,” he said. “It makes me feel more confident and secure.” He also appreciates that Waters chose to help another veteran with his scholarship. “Veterans look out for each other on the battlefield, and stateside,” Richard said.

“What Mr. Waters did inspires me. I can’t wait until I can contribute to a scholarship and help another veteran.”

He also agrees with Waters about the importance of giving back to the college.

“You grow here, develop your views here, make friends here and figure out what the next stage of your life will be, here,” Richard said. “It’s a special place, and like anything essential in nature, it should be preserved.”

— Michele Reed
Pike Awarded First Theatre Alumni Scholarship

Oswego’s theatre department is known for being a close-knit group, with graduates helping each other advance their careers long after graduation.

So it’s no wonder that a group of Los Angeles-area alumni banded together to create a scholarship to help a current student.

They held cabaret performances, titled “The L.A.ker Effect,” which featured a variety of formats, ranging from short films written, performed and directed by Oswego alumni to sketch comedy, readings and musicals.

“I was able to attend the event each year and the connections they all make with each other — with their Oswego years as a common bond — are impressive,” said Theatre Professor Mark Cole ’73. “The events were very successful, not only in providing a reunion venue but also in raising significant funds for the scholarship.”

This year, the endowed scholarship was awarded to its first recipient: Nicholas Pike ’13.

“He is an excellent example of the type of major this scholarship celebrates: a versatile student, who has honed his performance skills and worked crews in several areas, someone who has demonstrated dedication and accomplishment and drive,” said Cole.

Pike is a theatre major with a concentration in acting and directing. A member of Blackfriars, he is also a member of the Oswego State diving team. After graduation, he hopes to go on to earn a master of fine arts in acting and stage management. He dreams of a career as a stage manager for a major entertainment event or for professional theatre.

“The SUNY Oswego theatre department has helped me grow as a performer, establish an understanding of most technical aspects of theatre, discover new passions as well as remembering old ones,” wrote Pike in thanking the committee for the scholarship.

“I am very lucky to be receiving this award and to be able to go to Oswego to learn more about what I love to do. One day I hope to lead by your example and return the favor to the program,” he added.

“We know of the long hours and tremendous dedication it takes to have an active part in theatre [at Oswego],” said Natascha Corrigan Aldridge ’96, one of the organizers of the effort. “Maybe with the help of the scholarship, a student who would have a part-time job to pay for books, might be able to perform [instead] and gain that priceless experience.”

For an unprecedented 14th year in a row, the New York State Laborers–Employers Cooperation and Education Trust (LECET) has generously supported Oswego’s Presidential Scholars Program. Bill Shannon, business manager for the Upstate New York Laborers’ Council and LECET representative, presents a check for $25,000 to President Deborah F. Stanley. “The college continues to produce a product [education] that is second to none for its students, and certainly the ongoing construction program continues to provide benefits for our members,” Shannon said. “We hope the relationship continues. The spirit of cooperation and support is worthwhile.” He added that the trust is happy to support the Presidential Scholars program, because of the importance of education. Stanley thanked LECET for their continuing support of the program. “LECET’s long history of commitment to partnering with higher education has far-reaching effects,” said Stanley. “With their continued support, the LECET-sponsored Presidential Scholars earn a high-quality education, which they can use to benefit the people of our state and region.”
McCarthy, Murphy Join OCF Board

THE OSWEGO COLLEGE FOUNDATION BOARD OF DIRECTORS welcomes two new members. They will serve three-year terms.

Peter McCarthy ’82 is an attorney and partner at Cullen and Dykman, LLP. He is a member of The New York County Lawyers Association, American Bar Association, New York State Bar Association, Brooklyn Bar Association and Bay Ridge Lawyers Association.

As a student at Oswego, he was involved with the Student Association and as a resident assistant. At Oswego, he double-majored in history, where he won the Goodwin prize, and political science. He earned a juris doctorate degree at Brooklyn Law School.

Peter was one of the Class of 1982 Reunion Giving Committee chairs and in 1997 established the Daniel McCarthy Scholarship at Oswego, in memory of his brother Daniel, a victim of the 1988 Pan-Am Flight 103 Lockerbie air disaster. The scholarship gives Oswego students opportunities for studying abroad.

Peter and wife, Taryne McCarthy, have three children and reside in Bridgewater, N.J.

Colleen Murphy ’77 is president and CEO of Community Foundation of Collier County, a tax-exempt, public charitable fund, established in 1985 to increase and focus private philanthropy in the area. The foundation manages a pool of permanent endowed funds established by charitable individuals, and makes grants from the investment earnings to address community needs and issues. In addition, she is a certified public accountant.

Colleen graduated from Oswego with a bachelor’s degree in business administration. She served on the Reunion Committee in 2002 and is an active participant at Oswego alumni events in Florida. As a student she was involved in synchronized swimming and the women’s swimming and diving team, an activity she continues to pursue today.

Colleen and her husband, Paul Skapura, reside in Naples, Fla.

Shropshire to Lead The Fund for Oswego

Jennifer Shropshire ’86 has accepted the position of chair of The Fund for Oswego. In her new role, she will lead the volunteer effort to raise funds for SUNY Oswego through the annual fund.

Volunteering in service to her alma mater is nothing new for Shropshire. In addition to serving as a past president of the Oswego Alumni Association board of directors and leading long-range planning efforts on the board, Shropshire was a co-chair for the class of 1986 reunion giving effort this year. The class raised $26,688.86, exceeding their goal of $25,000.

This year, The Fund for Oswego will focus on the theme of Oswego’s Sesquicentennial, drawing on a tradition of philanthropy that began when Edward Austin Sheldon used his own funds to start his Oswego Primary Teachers’ Training School in 1861.

“With your gift — and mine — we can make a difference,” she said.

Shropshire stressed the importance of participation in the giving effort. Alumni giving is among the criteria used in determining Oswego’s ranking in prestigious compilations like the U. S. News and World Report list of best colleges. “And we all know that the higher the school is ranked, the more valuable our degrees, as alumni, are,” she said.

Telefund calling will begin again in January. “When our students call, please say ‘yes,’” Shropshire said. “You will make a difference in our students’ lives.”

— Michele Reed
Earliest Recollections
They say I was born October 4, 1823, and from this date I reckon my years. It seemed to me a long time from one to twenty-one. As a boy I felt that I could never live to be twenty-one. Even now as I look back over my existence, it sometimes seems to me that I have lived forever.

My School Life
School life to me was one continuous holiday. To study was out of the question. I did not know what it was to study. I have no remembrance of having studied a moment in two years, unless it might be called studying to memorize lists of (to me) utterly meaningless words. …

The boy literally hated study. With tears in his eyes, over and over again, he pleaded with his father to allow him to stay at home and work. The father’s answer always was, “Edward, when you are older, you will always be sorry that you neglected your school.” The answer of the heart, though not expressed in words, was, “I know better.” I am not prepared to say that I have much feeling of regret for the loss of anything that possibly could be gotten out of those schools. I regard them as practically worthless. I really think it would have been better if my father had granted my request and kept me at home. I am inclined to the opinion that I got out of them all that was possible, and all that other boys did realize. The chief benefit one received came from contact. I often think that children get more of intellectual and spiritual growth from their plays and consequent contact than from their books and instruction. This part of my early training was abundant and efficient.

Preparing for College
At the turning point between youth and young manhood, a circumstance occurred that changed the plans of my whole life, and turned all my ambitions into an entirely new channel. When I was seventeen, Mr. Charles Huntington, just out of college, came to Perry Center and opened a private school. Into this school were gathered most of the young men and women of the town in the immediate vicinity. Here for the first time I became interested in books, and began to study.

Up to this time I had detested both books and the school, and as a consequence I had no intellectual equipment. My father had always urged me to go to school, and I had as persistently urged to be allowed to stay at home and work on the farm. All at once my father’s and my ideas were reversed. I had now come to an age when I could make myself very useful on the farm, and my father desired my services, and wanted to make a farmer
of me … So now my father wanted me to stay at home on the farm just when I wanted to go to school.

College Life
During the winter months, I often spent an hour sawing wood out of doors, for which the college paid me fifty cents a cord. The pay was small, but it was something to a poor boy, and gave me healthful exercise, which paid better.

I had not been in college long, before I was invited to become a member of the Alpha Delta Phi Society. This I felt to be a great compliment. This society was composed of the most scholarly and best elements in the college, and I did not hesitate to accept the honor proffered me. … my association with the members of this fraternity was of great value to me. I would not have lost the good that came to me through the close contact with the young men who composed this society, for any consideration. I value it above all other good I got out of my college life. They were strong men, possessed of high ideals and noble aspirations, and they brought into my life that which I never could get from the study of books. Among them were men who have taken high positions in the civil, religious, and literary world. I have always been proud of and thankful for their companionship.

Early in my college course I discovered something about myself that, curiously enough, I had never known before. I noticed that I could not see work on the board that other members of my class seemed to see readily. This led me to the suspicion that I was near-sighted. When convinced that this was true, I lost no time in bringing to my aid a pair of glasses. … On returning to College Hill, I went to the fourth story of one of the college buildings, to look out upon the world which I had never really seen before. … From that time to this, I was never without my glasses, except that at first when returning to my Perry home, I would doff them and put them in my pocket to avoid possible remarks from my good country friends.

The scholastic work in college was almost exclusively of a bookish character and confined very largely to the languages
and mathematics. Very little was done in science, and that little was in Chemistry. It was pretty generally thought by the students that if we had our pictures taken by the professor of this department, paying for the same the sum of three dollars, we should be safe from rejection in this subject. For me this seemed the easiest and surest way out, and I had my picture taken. It was a daguerreotype, the only mode of taking pictures at that day, and it was then quite new. This picture is well preserved to this day. How much this transaction had to do with my passing out of Chemistry, no one will ever know, but of one thing I am certain, I got "out" of the subject without knowing anything about it; and my case was not different from that of most students.

Abandonment of College Course

... During my Sophomore year, while on a visit to Uncle Asa Austin’s at McGrawville, I had an attack of pleurisy, brought on by inordinate laughing. Instead of returning to college, as was my expectation, I was obliged to hasten home, where I was confined some months by this somewhat serious attack. Early in the fall, Mr. J. W. P. Allen, a nurseryman from Oswego, came to Newburgh to purchase nursery stock, and he besought me to go to Oswego and take an interest with him in the nursery business which he had already established. ... Abandoning my college and law-school plans, I went to Oswego in the fall of 1847 to enter upon my new enterprise.

[Eventually the business failed, and Sheldon was left without work or a place at school.] The Ragged School: 1848-1849

During this period of suspense, it came into my mind to investigate the condition of the poorer classes in the city of Oswego. I accordingly invested five cents in a small blank book that I could carry in my pocket, decided upon the statistics I could gather, and began my rounds among the poorer tenements in the outskirts of the city. Among the items that interested me particularly was the educational status of the poor. Greatly to my surprise, I found fifteen hundred persons who could neither read nor write. As a country boy I had hardly known of such a person, and my astonishment may be well understood on finding such a degree of gross ignorance. To me it seemed like being in the midst of heathendom.

[Sheldon took his idea for a school to teach these children to the prominent citizens of the city.]

This resulted in the call for a meeting of a few prominent, benevolent, active citizens to consider plans of operation. The first meeting was held Tuesday, October 31, 1848. The result was the organization, on November 28, of the "Orphan and Free School Association."

Extracts from a Letter to His Sister

Oswego, Nov. 23, 1848.

Thus it was settled that I was to take charge of the new "ragged school," as it was dubbed. Nothing could ever have been farther from my thoughts than the idea of teaching school; nothing for which I considered myself so poorly adapted. ... Thus I found myself in the autumn of 1848 with one hundred twenty to one hundred thirty wild Irish and French boys and girls, in the basement of what was called the "Tabernacle," a building that stood on West Second Street, near Bridge Street, on the site of the present engine house.

Many of these children had never been inside a schoolroom, and knew no better how to behave as pupils than I did as teacher. This was a strange school, with a no less strange teacher. None such had ever been assembled in Oswego.

One thing is surely true: if any principles of pedagogy were applied in this school, they were either intuitive or accidental. I had never read any theories of school teaching, and certainly had none of my own at the outset; at least, all my work was haphazard. About all I knew was that these children were poor, neglected, and ignorant, and needed sympathy and help; and these I certainly could give them. Of this I am also sure, I got their confidence and love. It was a usual sight on my way to school to have a large number of these poor children hanging on to the ends of my fingers and coat-tails, greatly to the amusement of the lookers-on.

Marriage: 1849

In the spring of 1849, on the 16th of May, occurred the most important event of my life — that which had more to do with my success, my usefulness and happiness, than all other events combined. ... This partner of my life did more to mold my character and make me what I have been and am, than all the other circumstances of my life.

[From 1851 to 1853, Sheldon held the position of Superintendent of Schools in Syracuse.]

Meantime, in Oswego, ... the effort to secure free schools was bound to go on.

... The first board of education was organized May 11, 1853, and quite unsolicited by me and greatly to my surprise, I was elected clerk or secretary as the office was termed, the salary to be eight hundred dollars, with prospect of an advance.

I had formed a strong affection for Oswego, and some of its citizens in particular, a number of whom were in the Board. In Oswego I would have the advantage of organizing a system from the start, in accordance with my own views. ... I resigned my position in
Syracuse, and entered at once upon what proved to be my life-work in Oswego.

Notwithstanding all perfection of organization, and I think it would be very difficult to find anything more complete, there was something to give life, spirit I may say, soul to the school system. As a machine it was perfect, but it lacked vitality ... We wanted something that would wake up the pupils, set them to thinking, observing, reasoning.

It must be more objective. But there were no facilities for carrying on such work. For this purpose we wanted collections of objects of all sorts, illustrations of every kind. We wanted more reading matter, and that which was better adapted to the ages of the children; we wanted charts of color and form, natural history, pictures, objects for teaching number, etc.

This was in September, 1859. A month later ... I went on a tour of inspection to the schools of Toronto, Ontario. To my astonishment I found here very many of the facilities I had been wishing for. Here I found, greatly to my surprise, what I did not know existed anywhere — collections of objects, pictures, charts of colors, form, reading charts, books for teachers, giving full directions as to the use of this material.

I invested three hundred dollars in these pictures, objects and books, and hastened home a happier man than I went. I was not long in making out a new course of study for my Primary schools, introducing a complete course of objective work, employing the material brought from Toronto. ... A new era had come to our public schools. Important changes were being inaugurated that were destined to revolutionize methods of teaching not only in Oswego, but in the whole country.

At one time our little home came very near being buried in the snow. It was in the winter of 1853. It was late one Saturday night, after my duties as librarian were over and I had closed my office, that I started for home in a heavy snowstorm ... This proved to be the severest snow-storm that has been known in Oswego since that day. The storm continued for three days with unabated fury, filling the streets with snow and obstructing all travel. Practically all business was suspended. The schools were closed. Neither teachers nor pupils could get to them. I did not, in fact, could not, leave my house for three days. I got out of the chamber window into a plum tree that stood near, and shoveled off the snow to prevent the accumulating weight of it from breaking the tree to pieces. At the end of three days I went out the back door, and coming around to the front gate dug a tunnel to the front door, and through this tunnel we passed out and in for many days. At this time I saw some of the smaller houses literally buried in the snow, with hardly more than a chimney to show the existence of a house. ... Such snowstorms, however, were not frequent. They were the exception, and have become more and more rare since that day.
Establishment of the Teacher Training School

I proposed to the board that we should establish a city training school for the training of primary teachers. … giving them one year of strictly professional training. One half of the time was to be given to a discussion of educational principles and their application to teaching the elementary branches, and the other half to teaching under criticism.

The next question was, who should be the teacher of this Oswego Primary Teachers’ Training School, as I decided to call it. … No such school existed in America, and the methods of instruction were quite as new as the design of the school. In this dilemma I decided to go abroad for a teacher. In London, England, was the Home and Colonial Training Institution. Although organized on a different plan from my own, it was training teachers on Pestalozzian principles. … Miss Margaret E. M. Jones, who had been a teacher with them for eighteen years, had consented to come at a salary of one thousand dollars and all living expenses. This seemed to our board a very large sum to pay, and they hesitated. But I said to them: “If you will appoint this woman, I will guarantee to the board that it shall not cost the city one cent,” and on the strength of this they offered the resolution, being careful to put into it my guarantee that “it should not cost the city one cent.”

I was careful to keep my word with them, and showed them at the end of the year that Miss Jones had not only been no expense to them, but had actually put into the treasury three hundred dollars over and above expenses. It was done in this way. In the first place I charged a tuition of fifty dollars to all persons not residents of Oswego who joined the class. In the second place I persuaded a number of the more progressive teachers to contribute one-half of their salary for the year, in view of the benefit that would come to them from the instructions of the “London Training Teacher.” In the third place, by converting one of the schools into a school of practice, I saved the salary of one teacher. In this way I made the training school a help rather than a hindrance to the finances of the board.

This movement was going on in the spring of 1861, and in May the school was opened with Miss Jones at the head.

In the regular training class were nine pupils. Miss Jones met her class for special instruction and direction in a small cloakroom off from the school of practice. The accommodations were very limited, and so was the class.

In addition to the regular school of practice, we had one model school, used exclusively as a school of observation, and one school taught successively by the members of the training class. These schools were in the Academy building. This was the first Teachers’ Training School ever organized in America. They are now to be found in nearly every populous city, but I have yet to learn that any radical improvement has been made on the “Oswego Training School.”

It was at this time that the question arose as to who should be principal of this training school when Miss Jones should leave. … When Miss Jones heard of my proposition to make Mr. Weller principal, she went to the members of the board and stoutly protested, insisting that Mr. Sheldon should be made principal. … I was thus made Miss Jones’ successor—a position to which I did not aspire, and for which I seemed to myself to have no suitable qualifications.

The new movement was quite revolutionary in its character. The ordinary processes of education were reversed. From the old methods — of words first and ideas afterwards — to the new — ideas first, words afterwards — the change in the character of school work was a marked one.

Reputation and Influence of the School

Many representative educators from different parts of the country, and teachers from every grade were from time to time visitors to the training school and the public schools. Many of the most competent graduates of the school had been invited to different cities to organize city training schools on the plan of the Oswego Training School, and to State Normal schools to organize training departments in connection with schools of practice.

In 1866-67 six additional state normal and training schools were established in New York State, all on the general plan of the Oswego school . . .
and to exclude, as far as practicable, the academic lines of work.

We have also a manual training course which is optional… We have a shop finely equipped for this work, which is under the supervision and direction of Mr. Piez, who is remarkably competent.

The Death of Sheldon

He spoke of dying as though it were an every-day occurrence, and passed peacefully away at 8:30 a.m. (August 26th, 1897).

A Memorial Exercise, to which all the Alumni and others were invited, was held at the school, October 21, 1897.

The Alumni further planned raising a fund to establish a Sheldon scholarship in pedagogy at Cornell University, which through the generosity of an Alumna has been completed.

The most prominent memorial that has been erected to the memory of Dr. Sheldon, consists in the bronze statue that stands in the Capitol at Albany, which was unveiled on January 11th, 1900.

This statue was the contribution of the school-children and educators of New York State…

3,007 schools, numbering about 200,000 children, responded to the appeal. From their penny contributions, and the larger ones of educators, about $3,500 was raised, of which $3,000 was paid to the sculptor, the remainder being disbursed for incidental expenses.

The statue was executed by John Francis Brines… Governor Roosevelt unveiled the statue.

[Ed. note: Today this statue stands in front of Sheldon Hall and appears on the cover of this issue of Oswego alumni magazine.]

CENFERFOLD: More than 750 students, faculty and staff, led by President Deborah F. Stanley (bottom of “B”), gathered on the shore of Glimmerglass Lagoon with The Village residences as a backdrop, to spell out 1861, the year of the college’s founding. The photo was part of the Oct. 4 Big Birthday Bash celebrating Edward Austin Sheldon’s birthday and the college’s Sesquicentennial.

Alumni, students to stage Sheldon stories

Professor of Theatre Mark Cole ’73 and actress Robin Curtis ’78 are teaming up to stage “Speaking of Sheldon…” a reader’s theatre adaptation of The Autobiography of Edward Austin Sheldon, which will premiere at Waterman Theatre in Tyler Hall, Feb. 25 and 26.

Alumni unable to visit campus can still enjoy the show. The college plans to stream a performance on the Web. Check Oswego.edu/150 for more information in February.

“When the opportunity arose for the Theatre Department to participate in some way in the Sesquicentennial celebration, Tim Nekritz M ’05 suggested that I look at this text and I was immediately drawn to Sheldon’s ability to describe his life and times — particularly his rural upbringing which must have shaped his work ethic — in ways that not only offer a portrait of his development, but also fascinating bits of information about social life and education in the 19th Century,” Cole said.

A reader’s theatre approach to performance places a writer’s text in the foreground so that character and description — the writer’s style and voice — can be appreciated. In this new production, four student performers, Jessica Quindlen ’12, Michael Beshures ’12, Nicholas Pike ’13 and Clarissa Bawarski ’15, joined by Curtis will bring Sheldon’s words to life — from descriptions of his parents and farm life to his early experiences as a student, to his tender description of his courtship and marriage, and his sister’s record of his last days.

“As I worked on selecting sections for the performance (and there are many favorites that I had to leave out due to time constraints) I consulted with accompanist/music director Rebecca Horning of the Music Department about incorporating period music into the show. As austere and serious as Sheldon sometimes seems, there was also part of his personality that loved jokes, parties and singing. After all, during his sophomore year of college, an attack of pleurisy was brought on by inordinate laughing. So the music will add to the texture of the portrait — a lullaby, 19th Century parlor songs and hymns (including Dr. Sheldon’s favorite hymn, “Calm me, My God”) and a parody of a Gilbert and Sullivan patter song are included in the show.”

“I’ve known and admired Robin’s work for many years — having first seen her in shows at Oswego and later in musicals at Springside Inn Dinner Theatre, and then of course in film and television. We happened to work together for a Reader’s Theatre presentation I adapted for a dinner based on the story of the Titanic, presented by the Marine Museum in Oswego several years ago. Then through ARTSwego, we were thrilled to present a reading of her one-woman show, ‘A Good Girl,’ here in Waterman. When I approached her about participating in this performance she immediately said yes. It will be a great opportunity for our student performers to work with her.”

Rehearsing for the upcoming production of “Speaking of Sheldon” are from left, Jessica Quindlen ’12, Rebecca Horning, Mark Cole ’73, Robin Curtis ’78, Michael Beshures ’12, Nicholas Pike ’13 and Clarissa Bawarski ’15.
T
he nurseryman Edward Austin Sheldon would probably liken it to the
seeds of the maple tree propelled by the wind.

Whatever metaphor is used, one thing is certain: The Oswego
Method of learning by doing spread far and wide, thanks in large part
to the work of alumni ambassadors who travelled the nation and
world to share the founder’s principles.

“Many of the most competent graduates of the school had been invited to different
cities to organize city training schools on the plan of the Oswego Training School, and
to State Normal schools to organize training departments in connection with schools of
practice,” Sheldon wrote in his autobiography.

Jennie Stickney carried the Oswego method to Boston. Sheldon called her “a sort of
pioneer missionary for the new methods.”

Amanda Funnelle 1862 taught at the state Normal School at Terre Haute,
Ind., and later helped organizing a training school in Detroit. Her travels would take
her all over the country before she returned to Oswego to serve as principal of the
kindergarten-training department.

Mary V. Lee 1863 and Mary McConegal 1863 went to Davenport, Iowa, to start
a city training school. Lee would go on to teach at the State Normal School at Winona,
Minn., after which time she took a medical course and returned to Oswego to head
the department of physiology and physical culture. Lee Hall, an athletic facility, is
named for her.

Sheldon tells of graduates starting schools in Worcester, Mass., Portland and
Lewiston, Maine, Paterson, N.J., and Dayton and Cleveland, Ohio.

Graduates weren’t the only ones spreading Sheldon’s system.

“Many representative educators from different parts of the country, and teachers
from every grade were from time to time visitors to the training school and the public
schools,” the founder noted.

William Phelps, the first principal of the New Jersey State Normal School in
Trenton, now The College of New Jersey, led a delegation invited by Sheldon “to investi-
gate the suspicious proceedings going on in the thriving lake port.”

Phelps would take the Oswego Method back to New Jersey, as well as to Minne-
sota, where he was to work after his New Jersey tenure. Oswego’s connection with
TCNJ is still strong. Dr. R. Barbara Gitenstein, former Oswego provost, current presi-
dent of TCNJ, was at Oswego from 1984 to 1991.

“From what I have said it will be seen that the Oswego school has had an important
influence on the normal school system of this and other States. This influence was
particularly felt in western and southwestern States, notably in Ohio, Michigan, Minne-
sota and California,” Sheldon wrote.
Woodbridge N. Ferris, Class of 1873:  
From Frontier Dweller to University Founder  
By Edward J. Reid

I loved Dr. Edward A. Sheldon for his sympathetic [sic] encouragement. In his relations to students he was as democratic as Abraham Lincoln. Hanging in my office over my desk is a life-size portrait of Dr. Sheldon. As I enter this room and look into his face he seems to say, “Good morning, Mr. Ferris.”

I ever there was a young man whose prospects for doing great things with his life were dim, it was Woodbridge Ferris. He was born to Stella and John Ferris Jr. on January 6, 1853, near Spencer, N.Y. In the mid-19th century, Spencer was considered part of the frontier and Ferris was literally born in a log cabin, the first of seven children. His great grandfather, Richard Ferris, was a veteran of the Revolutionary War who lived in Scarsdale, and spent the entire War for Independence as part of the New York militia patrolling Westchester County. Pvt. Ferris saw no action during the war, but as a veteran, he was entitled to land in western New York state as payment for his war-time service.

Woodbridge was fortunate to have parents who — despite their own lack of formal education — wanted him to receive some school. As Ferris recalled, “On a spring morning when I was four years of age, father walked with me to the rural schoolhouse, a distance of about one half mile. During the eight succeeding years, school was the horror of my life.” This was, no doubt, partly due to bullying by the older boys and partly due to his treatment by his teacher.

It is not surprising, given his family background, that Ferris’ verbal skills were weak. His teacher in the one-room schoolhouse would call him a “blockhead” when he struggled with his lessons, an experience he remembered the rest of his life, and in a perverse way may have contributed to his later interest in teaching. By age 10 Ferris could read aloud “fairly well” and one of his household duties was to read the weekly newspaper stories of the Civil War to his father.

Ferris recalled that the winter he was 12 years of age marked what he called the turning point in his school life. William Holdridge, a teacher who lived in the district, invited the arithmetic class to visit his home evenings. “His personal encouragement aroused in me a hunger for knowledge, a desire to do something and be something.” He also related a vivid recollection of another influential event:

At the age of thirteen, I decided that if father ever paroled me from “serving time” in the district school I would on receiving that parole declare my school education finished. [However,]... a seemingly trifling event occurred near the approach of my fourteenth birthday. I was sent on an errand to our nearest neighbor. I found the woman of the house overhauling an ancient district school library. My eye caught sight of a small volume entitled the Autobiography of Benjamin Franklin. I was granted the loan of this book. I read this book, in fact this is the first book that I ever really read. I enjoyed every page, I was thrilled, I was awakened, I was inspired. I said to myself, “why can’t I do something worth while?”

Woodbridge N. Ferris 1873 founded the Big Rapids (Mich.) Industrial School, the forerunner of Ferris State University.
And thus, the boy who hated school and who had planned to end his formal education as soon as he could, took a fateful step and at age 14 enrolled in the Spencer Academy for a nine-month term. At age 16, Ferris decided to attend a teachers’ institute at Waverly, conducted by Dr. John French, who was recognized by the State of New York for “his wonderful educational ability by utilizing his services in teachers’ institutes for many years.”

Although there was no immediate teaching position available for young Ferris, he was able to convince one of the local district officials to let him have a “trial” appointment at a rural common school with a reputation for driving teachers out in short order. Although Ferris managed to survive his first year of teaching, he realized that he lacked the skills needed to become a more effective educator. In April 1870, he sought additional educational training at the Owego Academy. Before he could be admitted, he was required to take an entrance examination.

Ferris wrote in his diary, “I secured sufficient credits to be eligible for admission without examination to Cornell University.” But he did not attend Cornell University, which had accepted its first class of 412 undergraduates in 1868. Instead, he decided to attend the Oswego Normal and Training School, now Oswego State University of New York, an even smaller institution, founded in 1861 with nine students.

On February fourteenth, I arrived at Oswego, New York where the next day I entered upon my examination for entrance to the normal school. I was given one half year’s advanced credit on the classical course.

For all he admired [his Oswego] faculty members, Ferris held Sheldon in the highest esteem, thanks to an incident in May 1872. Sheldon had sent for Ferris, then a 19-year-old undergraduate in his third term. Ferris had just returned from the city police headquarters, charged with striking a local youth who insulted him. Dr. Sheldon apparently was aware of the circumstances of the incident and wanted to advise his hot-blooded young charge that he was to ignore future insults and practice a “philosophy of non-resistance.” Ferris responded, “… as gently as I knew how, that my constitution was so organized that I could not follow this advice. I promised to continue minding my own business, but when insulted I should defend myself. Dr. Sheldon smiled and made no further comment.”

In his autobiography Ferris accepted the fact that his offense was serious enough to have “sent him home but for the generosity of the president, Dr. Edward A. Sheldon.”

After two years at Oswego, Ferris’ funds were gone and he had not completed the teacher training course. He took a brief hiatus to earn money on the lecture circuit and in 1873 Ferris completed his training at Oswego and returned to Tioga County as principal of the Spencer Academy. With him was his wife, Helen, whom he had met while attending Oswego Normal School. She taught in the Spencer Academy and became Ferris’ partner when later in his life he founded the Big Rapids (Michigan) Industrial School, forerunner of Ferris State University in 1884 which celebrated its 125th anniversary in 2009.

It would be difficult to overstate Ferris’ accomplishments in the fields of education and politics. There is a story behind each achievement and Ferris’ efforts sometimes met with failure. The Big Rapids Industrial School went bankrupt twice before succeeding as Ferris Industrial School. His early candidacies for political office were not always successful and although he was a popular governor in Michigan, the “Good Grey Governor,” as he was called by his supporters, was defeated for re-election to a third term.

During his lifetime, Ferris overcame many obstacles and experienced a number of “turning points.” The common thread of these events was that each involved opening his access to more education and thus, his story illustrates a uniquely American process that has enabled greater social mobility among its people from the earliest years of the Republic. Perhaps his greatest achievement and legacy continues to affect the lives of thousands of students who are enrolled in the university that bears his name. For that, Dr. Sheldon may be owed a special debt of thanks.

Edward J. Reid, Ed. D., was raised on a farm in Van Etten, less than 10 miles from Woodbridge Ferris’ birthplace. He is an alumnus of SUNY Albany.

After 38 years in education, he retired as Superintendent of the Owego Apalachin Central School District.
From Oswego to Hawaii

On the second floor of Sheldon Hall sits a marvelous tribute from one of Oswego's graduates who went a long way, literally. A towering grandfather clock made of Hawaiian koa wood represents the handiwork of Uldrick Thompson Sr. 1879. A plaque on the clock noted it took Thompson, then 80, around a year to construct, and he donated it to the institution in October 1928. “It is made of Koa wood from Hawaii, where Uldrick Thompson Sr. spent much of his life,” the plaque reads. “His friend, D.H. McConnell, donated the Oxford-Whittington-Westminster chimes and works.”

Thompson, at right with his clock, made his living in Hawaii, formerly the Sandwich Islands, teaching and providing educational leadership at the Kamehameha School for Boys. He began teaching there in 1889 and served as principal from 1898 to 1901. Charles King and Sam Keliinoi of the first graduating class at Kamehameha, now one of Hawaii’s largest and most prestigious private schools, came to the Oswego Normal School.

In addition to his teaching there, Thompson also completed the hand-bound history “Reminiscences of the Kamehameha Schools” in 1922. One anecdote shows his hands-on approach to even what one would consider mundane matters of object teaching. Then-principal the Rev. William B. Oleson, “came to Dormitory D and found me washing the two windows of my room,” Thompson wrote. “He stood a moment then asked in his concise way, ‘Why don’t you have one of the boys wash your windows?’... [I replied] ‘Because, if I’m to be responsible for the condition of the boys’ windows, I must first learn how to clean windows.’”

— Excerpted with permission from an unpublished history manuscript authored by Tim Nekritz M ’05

Teaching Method Crosses Pacific from Oswego to Japan

Hideo Takamine 1877 brought the Oswego Method to Japan.

The son of an Aizu Samurai, Takamine, pictured at right, was part of a small delegation of Japanese students sent to America in the 1870s to study teaching methods.

He boarded with the family of Professor Hermann Krusi and is reputed to have spent a night at Shady Shore as a guest of the founder Edward Austin Sheldon.

Takamine studied zoology at Oswego and Cornell University, and at Oswego he absorbed the Oswego objective method of teaching and the Pestalozzian principles fostered by Sheldon.

After graduation, he returned home to Japan, bringing with him these revolutionary methods.

In a letter to “father” Krusi dated June 16, 1878, Takamine writes that he shared Krusi’s book on Pestalozzi with his principal at Tokyo Normal School, but the principal believed the “old curriculum — reading, writing, spelling, and number — is sufficient.

“This is quite different from my views,” writes Takamine. “I think the future of education is the cultivation of the mind, and for this purpose, the above curriculum is quite inadequate.”

Takamine taught at Tokyo Higher Normal School, rising to the principalship of that school in 1879. He was also principal of the Tokyo Art School, Tokyo Music School and Tokyo Women’s Higher Normal School.

The Tokyo Normal School eventually became Tokyo University of Education, the forerunner of today’s Tsukuba University. SUNY Oswego has a long-standing relationship with Tsukuba, and has participated in student exchanges with the Japanese university.
Oswego Alumna Pioneered Special Ed

Millions of children are able to reach their full potential, thanks to work by one Oswego alumna. Elizabeth Farrell 1895 pioneered the field of special education in America.

After graduation from Oswego, Farrell taught in a one-room schoolhouse at Oneida Castle. When she took a job in New York City, she formed the first ungraded class, devoted to helping students she described in her writings as “over-age children, so-called naughty children, and the dull and stupid children.” They were taken from any and every school grade. The ages ranged from eight to sixteen years. They were the children who could not get along in school.”

Classes modeled on Farrell’s spread throughout New York City and in 1906 she was appointed the Inspector of Ungraded Classes for the city, a newly created position.

A plaque discovered in Penfield Library dates to her death in 1932 and honors Farrell “who gave her life that the least might live as abundantly as their handicaps permitted.”

“Beginning with a little group of boys in the Lower East Side of Manhattan, she became the tutelary of the ungraded classes for all of New York, deeming no child too atypical to be neglected,” reads the plaque.

Farrell pioneered the notion of special classes, not special schools, with the goal of returning the children to regular classes. She advocated for placement in special classes be based on the special needs of children, rather than IQ scores. She believed that schools should not exclude children, and that schools, hospitals, immigration services and the criminal justice system should work together to identify and help the special needs children.

In her insistence on treating each child as an individual, she echoes the philosophy of Edward Austin Sheldon.

Farrell would go on to lecture at Teachers College of Columbia University and New York University, and to found and edit the journal Ungraded. She founded the Council for Exceptional Children, which still serves educators of special needs children today.

Her influence extended all the way back to her alma mater, when Oswego established the Department of Special Training in 1916 to prepare special education teachers.

* Ed. note: The language Farrell used in her writing was typical of her day when describing children with special needs. It is repeated here only as historical record and does not reflect the views of SUNY Oswego or this magazine.
Sometimes, late at night, Capt. Joe Liselli ’87 would go up to the roof of the FDNY Ten House for a view of “the pit.”

“I would just look out and take it in,” said Liselli.
The Engine 54, Ladder 4 house in Midtown — his former post — lost 15 firefighters the morning of Sept. 11, 2001. Liselli was looking out at Ground Zero, where they and 328 other firefighters spent their final moments.

For the past half-decade, his assignment at Engine 10, Ladder 10 has been to honor them.

The Sept. 11, 2001, terrorist attacks on the World Trade Center left thousands dead, millions of hearts broken and two gaping holes in the ground. It was known to firefighters and others working around it as “the pit.”

After suffering the catastrophic loss of his friends and brothers in arms from 54-4, Liselli made it a point to get as close as he could to the place where fellow firefighters and so many other innocent people perished on 9/11.

“It’s devastating, it’s overwhelming. Even 10 years later, it’s hard to believe it even happened,” said Liselli. While he was fortunate not be one of the first emergency responders to the terrorist attacks, he spent days helping sift through the wreckage and weeks grieving for fallen colleagues.

“If you aren’t working, you are going to memorials,” Liselli told Oswego magazine in 2001. The people cheering and waving American flags in the streets as a busload of firefighters passed on its way to Ground Zero along with the sea of flowers, letters and objects people left at his firehouse helped Liselli and his fellow firefighters push through a difficult time.

“It reminded me that there are so many more good people than bad people in the world,” Liselli reflected. “It brought out the best in people.

“I’m kind of a pessimist, but I was there and I saw it first-hand,” he said. “I was really touched.”

His absence the morning of 9/11, while a blessing, created an emotional struggle in Liselli.

A part of Liselli’s therapy came while doing rounds at the Ten House, now home to the FDNY Memorial Wall. “Going down there to 10 Engine,” Liselli said, pausing. “I know it sounds corny, but it felt like I was going to see [the guys from Engine 54] … It was the last place they all were.”

Upon his promotion to lieutenant in 2006, Liselli knew exactly where he wanted to be. He would spend the next five years — roughly the same time it took to construct the National September 11th Memorial — at Ten House.

“With the number of guys [54-4] lost, people thought I was crazy going from my house to 10 and 10,” said Liselli, referring to the daily reckoning that comes with working next to the pit and seeing the constant stream of tourists and mourners.

But, it was also an opportunity.

“I felt like I had unfinished business,” said Liselli. He would become one of only a few doing inspections of construction — including the memorial site and One World Trade Center, formerly known as the Freedom Tower. On the 10th anniversary of 9/11 this past September, the National September 11th Memorial was dedicated and opened to the public.

“I just feel bad for the families that lost someone that day,” said Liselli. “They didn’t deserve to be there. Those firefighters and police officers didn’t deserve their fate.

“This was a way of giving back … I feel better having some small part in the rebuilding of the World Trade Center,” said Liselli.
He was promoted to captain just days after the national memorial was opened and is now filling a roving assignment in Queens. Liselli said he was ready to move on with the completion of the national memorial.

“I do feel better about what’s happened today compared to 10 years ago,” said Liselli, who lives in Long Island with his wife, Catherine, and 18-month-old daughter, Angela. “I do feel like I did what I needed to do.”

— Shane M. Liebler

Capt. Joe Liselli ‘87 stands in front of the FDNY Memorial Wall at the “Ten House” near Ground Zero. Liselli took the assignment in part as a tribute to the 15 firefighters who died Sept. 11, 2001, after being dispatched from Engine 54, Ladder 4, where he worked at the time.

See a Fox News video segment on Ten House at oswego.edu/magazine

The National September 11th Memorial, above and at left, opened to the public on the 10th anniversary of the terrorist attacks.
Heroes Reflect

For the 10th anniversary of 9/11, Oswego alumni magazine checked in with some of the “New American Heroes” featured in our Fall/Winter 2001 cover story. Here, they share their thoughts on the attacks and the decade that followed.

“I think it brought us as a country closer together — especially the police and fire departments. Prior to 9/11 [when you met someone] you shook their hand. Police and firemen when they greet each other now, will greet each other with hugs and not just handshakes.”

— John McLoughlin ’75 was trapped for 22 hours in the wreckage of the World Trade Center. Now retired from the Port Authority police, John and his wife, Donna, make visits to Oswego to see their son J.J. ’14 play soccer, and over the years have enjoyed trips to campus to visit children Steven ’08 and Caitlin ’12.

“I waited two years and got a tattoo — my only tattoo. It’s a flag that wraps around my right arm and says ‘FDNY 9/11 343’ for the guys who got killed.”

— Pete Wasserman ’87 lost several firefighters from his house and is retired from the FDNY. He was married in 2006 and he and his wife, Yuri Nam-Wasserman, have a 4-year-old daughter, Kayla. Pete, a former Oswego State hockey player, likes to take in a Lakers game while visiting his nephew Jesse Sahli ’12.

“It’s changed the world. It’s taken a lot of the innocence away from people. Everything used to be so straightforward.”

— Bob Bacon ’95, who was trapped on a landing when the World Trade Center collapsed around him, is still a firefighter with the FDNY, stationed in the North Bronx. He and his wife, Kathleen Liguori Bacon ’95 have two sons, ages 5 and 7.

“I still believe that good will prevail, but I understand more clearly now that good will not eliminate evil. I believe good things come from bad things. That has certainly taken place many times since 9/11.”

— Bill Beyer ’77 is retired from the FDNY. He lives with his wife, Mary, and works part time and does volunteer work. The father of five still plays music at the Firefighter’s Monument each year on the anniversary of the attacks.

“If anyone ever mentions it — that date, that time — it all floods back in ... You have to go on. It’s good to remember the fallen, but not the pain. It’s an act we should never forget because those people did not deserve to be there.”

— Brendan Chamberlain ’91 spent several weeks following 9/11 delivering supplies to Ground Zero with the NYPD. Now retired from the force, he lives in Florida with his wife, Tracy, and two daughters.

“That’s the day you hug everyone a little tighter and be thankful for every moment you have ... We feel really lucky. It’s just remarkable how many people this affected.”

— Liesel Scheuerman Kipp ’97 escaped the World Trade Center shortly after the attacks and said “Yes” to a marriage proposal from then-boyfriend Gregory Kipp ’00 later that day. The couple celebrates their 10th anniversary next year and has a 10-month-old daughter, Charlotte.

“Now that I’m overseas, it just opens your eyes. When I see an American in need, I do whatever I can to help them. 9/11 made me realize: We’re all Americans and we’re supposed to take care of each other.”

— Rafael G. Rodriguez ’98 was on duty with NYPD and near 7 World Trade Center when it collapsed. He is currently a U.S. Drug Enforcement Agency senior agent fighting terrorist-funding drug rings in the Dominican Republic.
More than 100 students, faculty and staff joined President Deborah F. Stanley, center, Michael Stanley, left, and Dean of Students James Scharfenberger, right, in a silent walk across campus the afternoon of Sept. 11, 2011. Before the walk began, President Stanley encouraged those assembled to reflect on the victims, the victims’ families and loved ones, and the heroes involved in Sept. 11, 2001. She asked them to think about the many conflicts that have followed that day, and reminded them that in America we walk in sunlight, we are a brave culture and “we resist the shroud of darkness and fear that would keep us contained.”

Members of SAVAC, the Student Association Volunteer Ambulance Corps, paid their respects at the 9/11 Memorial Garden, before the monument that bears the names of the 12 Oswego alumni lost in the attacks.

Oswego Alumni Lost on 9/11

SCOTT BART ’95
MICHELLE BRATTON ’00
RICHARD CAPRONI ’89
MICHAEL CAWLEY ’91
MICHAEL COLLINS ’84
WENDY MORRIS FAULKNER ’74
MICHAEL HANNAN ’89
MICHAEL O’BRIEN ’81
JAMES E. POTORTI ’72
LEO ROBERTS ’79
MELISSA R. VINCENT ’94
JAMES WOODS ’97
A Campus Remembers

On Sept. 11, 2011, the campus community marked the 10-year anniversary of the terrorist attacks with a silent march across campus, a salute at the 9/11 memorial garden and a weekend of public service.

Here, we share remembrances penned by students, faculty and staff at the memorial garden.

As the son of a now-retired NYC police officer, I will never forget how lucky I was to receive a phone call from my father that day assuring me of his well-being. May God bless those lost in the attacks that day as well as their families and may God continue to bless those members of the NYPD and FDNY who continue to sacrifice their lives every day to do what they love. Never forget.

— Patrick Cavlin '13, Meteorology, Brooklyn

I remember panic and uncertainty. I remember smoke and unsettled dust. I remember tears shed for those lost. What I see now is a country that has overcome all of those things for preservation of life, liberty and the pursuit of happiness. God bless America.

— Joey McPartlin '11, Freeport

I remember coming home and hearing the F-16s in the skies above, the smoke spreading through the skies, and the loving embrace of my parents. . . . Now as an adult, a proud New Yorker, firefighter and EMT, I could not even imagine if I was called to a horrific disaster such as at Ground Zero. But I know if I am [called], I hope that I have courage as the 343 did, ten years ago today.

— Luke Carbonaro '14, Social Studies Education, Ossonna

I was 11 years old on Sept. 11, 2001. My father was in the city when the attacks occurred. I remember how frightened I felt and [then] how blessed when I knew he was OK. I pray for the victims and their families.

— Lynn Georgi '12, Childhood Education, Walden

My heart goes out to all of the families who lost someone on 9/11. I am forever grateful to the men and women who helped save lives on that day. My father was at Ground Zero after the attacks and I am grateful to say he was lucky enough to not have his life taken on 9/11. Forever in my heart.

— Chasse Reilly '14, Business Administration, Medford

Remembering Shelly Bratton '00 as a great person and athlete. Shelly was a diver for the Lakers. We think of her often. Our prayers are with all those who suffered that day.

— John Moore, Oswego State Swimming and Diving coach, and Karen Moore, SUNY Oswego staff

I remember believing my mother was one of the victims on that awful day. Now I am just glad that she wasn’t and my heart and prayers go out to the families that cannot say the same.

— Charisse Thompson '14, Public Relations, Bronx

I was serving in the Peace Corps in a Muslim village. I remember confusion and detachment as I watched my neighbor’s one-channel television, frustration as friends and co-workers asked me to explain what I did not understand myself, [and] a sense of belonging in the small community as Muslim friends offered to watch out for and protect me in the days and weeks that followed.

— Abigail Stamm '05

Firefighters, police and other uniformed personnel, led by University Police Chief Cynthia R. Adam M '09, front row second from right, joined President Stanley in a salute to the victims and rescuers of 9/11. They are, from left, Assistant Chief Greg Herrmann '91 and Commissioner Brian Katzman '98, both of Oswego Town Fire Department, and University Police Officer Tom Woodruff '88 and Officer Matthew Barbeau '97.

More than 2,000 members of the campus community gathered the evening of Sept. 11, 2001, in the Hewitt Union Quad. “At this vigil, in solidarity, we hold our candles to drive out the darkness of the night and in our world,” President Deborah F. Stanley said when she addressed the crowd.
Members of the Class of 1961 marked their golden anniversary with the Tea and Remembrance Ceremony at Shady Shore during Reunion Weekend June 10 to 12. Pictured the next day at the Golden Alumni Society luncheon are, front row, left to right: William Ambrozy, John Baggett, Betty Baker, Frances Lefkowitz Bernstein, Caryn Dow Birchenough, Linda Mykland Blauvelt, Frank Bondellio, Melvin Bovee, Dorothy Graham Brining, Robert Brining, Eileen Switzer Clarke, Marion Brauner Covello, Mary Pidel Crawford, Diane Worthington Czajak, William Danehy, Linda Pollock Davis and Ellen Baldini Dowling. Middle Row, from left are: Phileomena Camesano Mark, Ray Maraviglia, Charles Launsbach, Marguerite Giglio Larrabee, Carolyn Brown Krueger, Jerry Kranz, Judy Chengarian Koolakian, Sheila Pratt Khachadoorian, Pete James, Honey Friedman Goshorn, Dorothy Warren Gale, Edmund Frappier, Paul Fowler, Barbara Kelly Florczyk, Thomas Flaherty, Mary Gilmartin Fischl, Maria LaMotta Fay and Marilynn Nagy Farrar. Back row, from left, are: Matthias Mathewson, Joan Holland Meehan, Philip Messer, Marie DeJohn Miczan, Stephen Mizgala, June Bergendorf Nickla, Marbeth Hirsch Paulsen, Peggy Huntoon Podstupka, Pat Heafy Santoro, John Sapone, Judy Skillen, Edie Fiske Smolinski, Thelma Aa Taylor, Jytte Christensen Terns, Judith Johnson Tyler, James Vittorio, Sheila Block Weckstein, Stanley Weckstein and Elliot Yezer.
Scuba Diving Alumnus Opens Water for Vets

MOST HAVE LOST LIMBS AND SOME HAVE LOST HOPE, but all of them find freedom in the water.

Larry Hammonds ’61, M ’72 watches veterans make positive changes beneath the surface — both under the water and inside the mind — every time he works as a volunteer instructor with Soldiers Undertaking Disabled Scuba.

“For a lot of these guys, scuba is really the first activity they’ve gotten involved in since they were injured,” said Larry, who served in the U.S. Air Force from 1954 to 1958. Apprehension is common among Iraq and Afghanistan veterans who are submerging themselves minus one or more limbs.

“After being in the pool for a while, they come up grinning ear to ear and I overhear them saying, ‘That was cool.’

“Underwater, they have complete freedom,” Larry said.

A retired art and photography teacher, Larry took up scuba diving with his wife, Sandi, about 25 years ago. He heard about SUDS shortly after it was founded in 2007 through his part-time work in a D.C.-area scuba shop.

Over time, divers graduate from the pool and go on to adventures in much bigger waters — like those off the coast of Rincon, Puerto Rico, or Morehead City, N.C. — over time.

Part of Walter Reed Medical Center’s Wounded Warrior Clinic, SUDS serves as a gateway to other rehabilitation activities too, Larry said.

“They do learn scuba, but ... that to me is not really as important as the life attitude that changes after those first few sessions in the pool,” he said. “It’s absolutely amazing.”

— Shane M. Liebler

WANTED:
Oswego yearbooks, artifacts

Find any Oswego memorabilia during your last house cleaning? Ready to clear out the space, but don't have the heart to toss those memories? How about donating your old Oswego artifacts to the Alumni Association instead.

OSWEGONIANS or posters.

YOU WANT THE SPACE AND WE WANT THE GOODS!
Send memorabilia to:
Oswego Alumni Association
King Alumni Hall
SUNY Oswego
300 Washington Blvd.
Oswego, NY 13126


For years where we have an abundance of yearbooks, we make them available for purchase, for $15 including shipping. Please contact the alumni office to see if a yearbook you would like is available.
Weather Watcher Knows There’s Snow Place Like Oswego

WHEN PAUL ’65 AND CHRYSAL LAIRD CARDINALI ’64 vacation in Cape Cod each spring, they hope for nice weather. Of course, “nice” is a relative term.

“When I go to the Cape, I want hurricane force winds, high surf and rain,” Paul says. Spoken like a weather watcher whose earliest inclement memories include playing in the remnants of Hurricane Hazel in the mid-1950s.

With personal weather records that date back to 1958, Paul has been observing weather from his Fulton home and sharing his snowy findings with Central New York media outlets for the better part of five decades. The retired high school earth sciences teacher of 34 years even developed his own computer program to track the snow measurements.

“I’ve been pulled out of snow banks several times in my endeavors,” he says of the days he and Chrystal spent chasing storms with late Professor Emeritus Bob Sykes while studying earth sciences at Oswego.

“A little older and wiser,” the couple lets the storms come to them now, says Paul.

“When I see a big storm is coming, I want it,” he says. “But, I don’t want to shovel it off the roof — the excitement is still there though.”

He and his fellow Central New Yorkers are certainly in the right place for weather.

“Anyone who has lived since 1960 has seen some of the best and worst of the weather that we’ve had in 150 years,” says Paul, who has analyzed data going back to the 1830s. Some of the worst events in his memory occurred during the winters of 1966, 1974 and 2003.

— Shane M. Liebler

Paul Cardinali ’65 looks out the front window of his residence, observing the afternoon’s snowfall.
Spiritual Journey Leads Back Home

THOUSANDS OF OSWEGO ALUMNI TRACE THEIR SPIRITUAL ROOTS back to the late Rev. Robert E. Hall, longtime chaplain of the Newman Center and for whom the present-day center is named. But for the Rev. John F. Hogan Jr. ’80, the connections go even deeper.

Fr. Hall baptized young John and, earlier, married his parents, at St. Mary of the Assumption Church in Oswego. Today, Fr. John is marrying couples and baptizing babies in the same church where he began his own spiritual journey. He assumed the role of pastor at St. Mary’s this past summer.

Fr. John wanted to be a priest from the earliest grades. He studied at Wadhams Hall Seminary College and earned his bachelor’s degree in philosophy at SUNY Oswego.

At Oswego’s Newman Center, he worked on the Student Peer Ministry team, under the Rev. Murray Elwood. He still keeps in touch with some of the volunteers, including Kathy Hassey ’81. “It was good for me to be part of a church with people my own age. We could go out and party at Buckland’s but still come to Mass on the weekends,” he says. “The church was important to them, but they weren’t studying to be a priest.”

After Oswego, he entered Christ the King Seminary and worked for two years as a victim advocate for the U. S. Attorney’s Office in Washington, D.C.

He was ordained in 1988 after earning his master’s in divinity, and served in several parishes. While at St. Charles Borromeo in Westvale, he was lucky enough to reconnect with Fr. Hall, who was retired but volunteered at the parish.

With the pastorship at St. Mary’s, Fr. John has come full circle, serving the people he grew up with, including his parents and brother. Now visitors to the parish rectory are greeted by Fr. John’s 2 1/2-year-old Shetland Sheepdog, Tavis.

A special joy for him is when Oswego State students come to Mass, some walking from campus to attend. “I tell them I graduated from Oswego,” Fr. John says. “I hope it sows some seeds.”

— Michele Reed

The Rev. John F. Hogan Jr. ’80 is the new pastor at St. Mary’s Church in Oswego.
We invite you to join Oswego’s “Get Work Network!” With our ever-growing database of 75,000-plus alumni, your Oswego alumni network is a powerful tool for expanding your cache of career contacts. The more alumni who register in our exclusive social network, OsweGoConnect, the more Oswegonians you can connect for job openings, career advice, mentoring and more. So I encourage you to log in and register today if you haven’t already! See the inside front cover of this magazine to learn how to join.

Likewise, our LinkedIn group (linkd.in/oswegoalumni) and our Facebook page (facebook.com/oswegoalumni) provide daily networking opportunities for Oswego grads. We invite you to take part in the frequent and lively discussions that take place. Volunteer to mentor a current student (or a recent grad) through our ASK (Alumni Sharing Knowledge) program — you can critique resumes, offer career advice, provide job shadow experiences, connect them to internships in your company or link one of Oswego’s new co-ops to your business (see p. 3). The extent of your involvement is totally up to you!

Assisting our current students or helping our new grads launch their careers is one of the most valuable ways you can reach back and give a hand up to an Oswego student or alum. Even though you can stay connected to Oswego through our many social and career networks and on the Web, we like to meet our Oswego alumni the old fashioned way — in person! We hope that you come back and see us soon in person to check out all of the amazing improvements to campus. The Science, Engineering and Innovation Corridor is rising before our eyes. Sheldon Hall, our “Old Main,” is undergoing extensive exterior renovations to take us into our next 150 years.

And even King Alumni Hall, your alumni “home” when you return to campus is a welcoming place to stop by, peruse yearbooks and alumni memorabilia and share your favorite Oswego memories — we enjoy hearing them all!

So return for Reunion Weekend June 8-10, 2012, come back to cheer on a Lakers team or visit for a theatre production or ArtsweGo performance. We look forward to seeing you soon. And don’t forget to sign up for OsweGoConnect today!
Members of the Class of 1986 celebrated their silver anniversary with a reception hosted by President Deborah F. Stanley and Michael Stanley during Reunion Weekend 2011 at Shady Shore. Pictured front row, left to right, are: Jennifer Shropshire, Charles Barringer, Holly Logan Cox, Amanda Buvis Marallo, Sue Paczkowski Lallier, Michael Nelson, Kevin Gibson, Ann Frye and Tricia Johnson Carlton. Second row, from left, are: Sigrid Schlagowski Goltz, Terri Lehtonen Morgan, Amy Martin San Giacomo, Elizabeth Pennock Whitney, Stacey Antonino, Leslie Ofner Mandel, Beth Rapple, Karen Rosenberg and Christine Moller Mitchinson. Third row, from left, are: Carol Simiele Antonacci, Mirsini Papageorgantis Penfold and Alicia D’Aloia. Fourth row, from left, are: Tracey Chamberlain Higginbotham, Catherine A. Roberts, Jack Antonacci, Scott Higginbotham, Steve Fitzgerald, Michael "Schummer” Schum and Lisa Peck. Fifth row, from left: Lorenzo Augello, Joyce Levine Spiegel, Kim Wagnek and Donna Butler. Sixth row, from left, are: Nancy Pukalo DiGasso, Danny Clark, Barbara Segons Smith, Nancy Linnenbach, Patricia Fadden-Minnoe, Lisa Gourley Farciivia and Donna Masterson Nogid. Seventh row, from left, are: Karen DeMartino, Rick DiGassi, Michael Matteo, Mike Sheffer, Mark Carlnsky, Steve Frye, Paul Commerato and Adam Nendza. Back row, from left, are: Michael Poole, Eric Reid, Michael Broking, Andrew Kaufman, Kevin Wisely, Kurt Knudsen, Andrew Wagner, Gary Tidona, Tom “TJ” Jackson, Steven Glasser, Donna Lansing Metz, Peter Devine and Tom Ripke.
This column celebrates the publishing success of Oswego alumni authors, illustrators and recording artists. Please keep us informed about new books and audio recordings by requesting that your publisher or distributor send a copy for the Oswego Alumni Bookshelf at King Alumni Hall.

Stan Levenson ’54 uses his memoir, *When Brooklyn Was Heaven: A Memoir from Brooklyn to L.A. and Places In-Between*, to provide accounts of those Brooklyn neighborhoods so rich in culture and history, and of his own rise from being a poor, fatherless kid during the Great Depression to becoming a renowned fundraiser helping schools around the world reap millions of dollars in grants and gifts. The book includes memories of Oswego times spent with classmates, including his Zeta Rho brothers and roommate Al Marini ’54; and emeriti, including the late Max Ziel and Erwin Palmer. Outskirts Press, 2011.

Sandy McPherson Carrubba ’65 uses 21 poems to explore accepting change, finding the beauty in the everyday, being a mother, and art, among other topics in her chapbook, *Brush Strokes*. Finishing Line Press, 2011.

Alfred E. “Fred” Fergerson ’71 takes readers along on his journey through the Holy Land in *His Footsteps Are Still Warm*. The pilgrimage took Fergerson through Israel and Egypt with visits to the site of Christ’s birth in Bethlehem and tomb in Jerusalem. Blurb, 2011.


Wendy Paterson '09

10x10+10
(100 words) + 10 random questions

Wendy Paterson '09, a former Outstanding Senior Award recipient, is currently pursuing a remarkable career in varying locales.

Wendy was an environmental educator at the Rachel Carson National Wildlife Refuge in Maine before helping with animal recovery efforts in Alabama following the 2010 Gulf oil spill.

A graduate assistant teaching introductory biology labs at Central Michigan University, Wendy originally aspired to be a zookeeper.

"Then [at Oswego] I was introduced to the scientific process and looking at the ecosystem as a whole as opposed to just taking care of the animal," said Wendy, who is researching mussels in the Great Lakes.

Michigan must-visit: I just visited Grand Haven, Mich. I am involved with mussel research in the Grand River and we stayed in Grand Haven for the night. It is a beautiful location with lots of festivals, restaurants and outdoor entertainment.

Oswego must-take course: My two favorite courses at Oswego were “Wetland Ecology” taught by Dr. Eric Hellquist and “Forensic Anthropology.”

Lake Ontario or Rice Creek? That is a hard choice. Rice Creek was my home but Lake Ontario is my inspiration.

On campus or off? I lived on campus during every fall and spring semester. I like the convenience. I really liked living in Moreland my last year because it was peaceful and you had your own room.

Favorite zoo animal: I am a big fan of otter exhibits because they are such playful animals. There are some very nice ones in New York including the Wild Center, the Ross Park Zoo and the Rosamond Gifford Zoo. A close second would be butterfly gardens and leaf cutter ants, which are often found together.

No. 1 pet: My favorite pet would be a dog. Thousands of years of artificial selection lead to the perfect pet.

A teaching assistant’s No. 1 pet peeve: Students not paying attention and not reading the syllabus. There are only so many times I can go over the content in the syllabus before I become annoyed.

No. 1 reason to attend Oswego: My best answer is diversity. There is a little bit of everything. It was an endless buffet in courses, clubs and events. I couldn’t take all the courses or join all the clubs I wanted to in just four years.

Last place you look: The place I put it so I would not lose it.

Great book: My favorite series is Harry Potter by JK Rowling and my favorite nonfiction book is The Song of the Dodo by David Quammen.
It’s the biggest alumni party of the year!

More than 1,100 attendees returned in 2011 for Oswego’s Sesquicentennial Reunion. They celebrated the 150th birthday of the college with good friends, great memories and some of the best sunsets in the world.

Let’s make next summer’s party even bigger! Join your friends and classmates at Reunion 2012 June 8–10.

Everyone is welcome, but special events are planned for milestone anniversary classes with years ending in 2 and 7 and several groups. Watch for registration materials in the mail this spring.

Check the website for a listing of groups planning mini-reunions and for the most up-to-date information: [oswego.edu/reunion](http://oswego.edu/reunion)

---

**Next Stop: Reunion Weekend 2012**

**Calling all Admissions tour guides!**

Remember all those days of waking up, checking in student after student, guiding them to sessions and then showing them Oswego’s campus?

Come relive the days of touring, touting and taking questions at Reunion 2012 June 8 to 10. Reminisce with other guides, guide yourself through all of the latest campus improvements and maybe even remaster the art of walking backward at a mini-reunion just for former Admissions ambassadors.

To receive information updates on mini-reunion events, please send your address, email or phone number to King Alumni Hall or drop us a line at alumni@oswego.edu.

For more information, visit [oswego.edu/reunion](http://oswego.edu/reunion) or call 315-312-2258.
Najla Bloomquist Jacobsen '35 of Sarasota, Fla., passed away Feb. 4. She is survived by her daughters, Karen and Holly; a son, Hart; 11 grandchildren; and 11 great-grandchildren.

Oris Cosselman Hildenbrand '39 of Montrose passed away June 10. After receiving her teaching certificate, she began her teaching career in a one-room schoolhouse on the Tug Hill Plateau. Oris later earned her bachelor’s degree at Oswego and began a 25-year teaching career in the Irvington Public School District, retiring in 1980. She earned her master’s degree at Columbia University in 1962. Oris is survived by her daughter, Martha Scott, and two grandchildren.

Lucy Genoa Soukey '39 of Fulton died June 14. She taught in the Fulton City School District from 1958 until her retirement in 1973. Lucy is survived by three sons, two daughters, five grandchildren and six great-grandchildren. She was predeceased by her husband, Francis '40.

Margaret Yablonski Gawarecki '40 of Rome passed away June 20. She taught in the Mexico and Boonville school districts. Surviving are two daughters, two sons, four grandchildren and four great-grandchildren.

Gordon Skinner '40 of Walworth died May 17. He is survived by three daughters, seven grandchildren and two great-grandchildren.

Mary Scheele Valentine Ashby '42 of Naples, Fla., passed away July 14. She earned a master of library science degree at St. John’s University. Mary was a school librarian in the Huntington Union Free School District. Surviving are her children, Robert and Terry Valentine, and JoAnne Powell '68; five grandchildren; and five great-grandchildren.

Charles Loschiavo '42 of Tempe, Ariz., passed away Sept. 11. Charlie served with the Army Air Forces Band from 1942 to 1946. He also earned a master’s degree at Oswego. He taught English and journalism at Fairgrieve Junior High and Fulton High School, then at Oswego High School from 1957 to 1982. Surviving are his daughters, Meg and Christine; his sons, Joseph ’75, Thomas ’81, and Charles; 12 grandchildren; and two great...

Brian Christopher Michael Ferry '01 and Katherine Schofield Drake were married June 4 in an intimate ceremony and reception at New York City's Hudson hotel. Brian is a former editor of the Long Islander Newspapers. He currently works as a writer and marketing coordinator for HAKS Engineers, Architects and Land Surveyors, PC, in Manhattan. Katherine currently works as an administrator for the museum services department at Christie’s auction house. The couple has lived in Harlem since 2005.

Joe Gallina ’02 and Liz Burkiewicz ’03 were married May 25, 2009, at St. Christopher’s Church in North Chili. Pictured from left to right, are: Jerami Frechette ’02, Michelle Thornhill ’04, Matthew Wermuth ’01, the bridegroom, the bride, Tim O’Connor ’04 and Dave Lucania ’02. Liz and Joe currently live in Spencerport.
grandsons. He was predeceased by his brother, Angelo ’46.

Donald Henry ’43 of Pen- nellville died July 16. Don served with Patton’s Third Army during World War II. He taught industrial arts technology in the Ithaca School District for 34 years. Don is survived by his wife, Genevieve Walker ’42; five children; 14 grandchildren; and six great-grandchildren.

Richard Enders ’48 of Hender- sonville, N.C., died July 24. He served as a pilot with the Army Air Corps during World War II. Richard taught industrial arts technology in Baldwinsville for 30 years. In 1967, he was honored as New York State Teacher of the Year. Surviving are a son, a daughter, four grandchildren and two great-grandchildren.

John Adams ’50 of Baldwinsville died Oct. 27, 2010. He served with the Army Air Force during World War II. John was a teacher and vice prin- cipal in the North Syracuse School District for more than 30 years, retir- ing in 1980. He is survived by his wife, Catherine; three daughters; two sons, including John ’72; six grandchildren; and two great-grandchildren.

Glenn Thompson ’50 of Goodrich, Mich., died June 28. He had a long career as an educator, and retired as superintendent of the New York State School for the Blind. Glenn is survived by his wife, Patricia, and two sons.

Francis Eilers ’51 of Hudson Falls passed away Jan. 25. He is sur- vived by three daughters and four grandchildren.

MaryAnn Hansen Hardy ’52 of Old Forge passed away Feb. 26. She taught for many years in the Rochester area. She and her hus- band spent most of their retirement years in Chapel Hill, N.C., where MaryAnn’s passion for learning led her to take classes through the Duke Institute for Learning in Retirement. Surviving are her husband, William ’52; a son; a daughter; and five grandchildren.

John Pauldine ’52 of Liverpool died Sept. 30, 2010. He served with the U.S. Navy in the Korean War. John taught industrial arts technology in the Liverpool Central School Dis- trict for 35 years, retiring in 1989. He is survived by his wife, Jane; and a son, Timothy ’79.

Richard E. Truesdell ’52 of North Palm Beach, Fla., and formerly of Brooklyn and Garden City, N.Y., passed away Sept. 8. Before a 34-year career in public relations as a copy- writer with Union Carbide and later Hill & Knowlton, Richard served in the U.S. Army with B Co., 3rd Bat- talion, Special Training Unit in the 82nd Airborne Division at Fort Bragg, N.C., and the 384th and 67th AAA Gun Battalions at Fort Bliss, Texas. At his passing, Richard is survived by his wife, Rosemary Ryan ’52; three sons; two daughters-in-law; and three grandchildren.

Eleanor Kozak Slusarczyk ’54 of Prospect died June 15. She earned her master’s degree at Syracuse Uni- versity. Ellye taught for 33 years in Syracuse, Whitesboro and Holland Patent. She founded the Prospect Free Library in 1969 and served as its first president of the board of trustees. She is survived by her husband, Stanley; five children; and two grandchildren.

James Ridgeway ’61 of Volney died June 26. He earned his master’s degree at Oswego and his CAS at Syr- acuse University. Jim taught at Western Genesee Junior High School for 42 years. Surviving are his wife, Angel; a son; a daughter; and a grandson.

Irving Gordon ’62 of Boynton Beach, Fla., passed away May 13, 2009.

George Larsen ’67 of Interlaken passed away Oct. 14, 2010. He served with the U.S. Army during the Ko- rean War. George taught industrial arts technology in Ithaca. He is sur- vived by his wife, Patricia; a son; three daughters; and three grandchildren.

Fred Ingalls ’70 of Pittsford passed away Sept. 12, 2010.

Peter Moses ’70 of North Syracuse passed away June 15. He earned his master’s degree at Oswego. Peter taught for a number of years at Lakeshore Elementary School. He started his own business, “Moses Antiques” and participated in antique shows throughout New York and New England. He is survived by his mother and two brothers.

Yvonne Kniskern ’71 of Cort- land passed away June 23. She also earned her master’s degree at Oswego. Yvonne taught for 33 years in the Hancock and Windsor School Dis- tricts. She is survived by her husband, Donald.

Alan Angevine ’72 of Montgom- ery passed away May 12. He served in the Army during the Vietnam Era and the Air National Guard during the First Gulf War and after 9/11. He was a health and safety inspector for the New York Department of Health. Surviving are his wife, Dolores; three children; and four grandchildren.

Robert Easter ’73 of Clayton died March 29. He taught industrial arts technology in Miami for a short time. He was employed as a marine mechanic at Chalks Marina and Boat Sales. Bob is survived by a son, Chris; and a brother.

William Peters ’73 of Harrisville passed away July 8. He earned his mas- ter’s at Oswego and master’s and doc- toral degrees at Syracuse University. Bill was director of the Regional Edu- cation Center for Economic Develop- ment for the state Education Depart- ment until his retirement. Surviving are his wife, Mary Jo, and two sons.


Howard West ’77 of Clay passed away April 28.

Kenneth Dowd CAS ’78, M ’86 of Fulton died Aug. 22. He earned his associate’s degree from Onondaga Community College, a bachelor’s de- gree at SUNY Fredonia, a CAS from Oswego in 1978, a master’s degree in counseling from Oswego in 1986, a master’s degree from SUNY Buffalo, and a master’s in library science from Syracuse University. Ken taught in the Auburn and West Genesee School Districts. Prior to his retirement, he was a guidance counselor in the Os- wego City School District. He is sur- vived by his mother and a brother.


Thomas Manogue ’82 of Perkasie, Pa., died Feb. 3.

Andrew Philion ’82 of Queens- bury passed away June 30, 2009. He was an assistant superintendent at Finch Pruny. He is survived by his wife, Valerie; a son; a daughter; and a stepdaughter.

Kathleen Stevens Spring M ’88 of Liverpool died Aug. 12. She earned her bachelor’s degree from LeMoyne College. Kathleen taught English in the Liverpool School District for 20 years. She is survived by her husband, Jack; two sons; a daughter; seven grandchildren and a great grand- daughter.

Oebbele Van Dyk, emeritus pro- fessor of computer science, passed away May 31. He joined the Oswego faculty in 1966, and was a founder of the computer science department. He received his Ph.D. in 1970, writ- ing a thesis entitled, “Computer Data Banks and Human Rights”. Oebbele retired in 1985. He is survived by his wife, Mary, and a daughter.

Peter Duttwiler M ’93 of Syra- cage passed away Dec. 11, 2010. He earned his bachelor’s degree from Buffalo State College. Peter served with the U.S. Army in Vietnam. He is sur- vived by his wife, Eileen.

Sara Pooler ’04 of Brooklyn passed away Aug. 14. She earned her master’s degree at Syracuse University. Sara had previously taught at John Dewey High School in Brooklyn and was most recently teaching at Murry Bergraus High School in Manhattan. She is survived by her parents, Gary and Mary Pooler.

Frank Dunn, former associate profes- sor of secondary education, died Oct. 14, 2010. He earned his bachelor’s degree from Buffalo State, his master’s from Columbia University and his Ed.D. from the University at Buffalo. Frank taught at Oswego from 1968 to 1972. Frank continued his career in education as the direc- tor of continuing education at SUNY Potsdam. He went on to become an administrator for school districts in Stamford, Conn., and Horsemans, retiring in 1992. Frank is survived by his wife, Donna; two sons, Geoffrey ’84 and David; and a granddaughter.

Jean Evans, former secret in the history department, passed away June 22. Jean was employed at Os- wego from 1981 until her retirement in 2006. Contributions in memory of Jean may be made to the Jean Evans Memorial Scholarship, in care of the Oswego College Foundation, Inc., 219 Sheldon Hall, Oswego, NY 13126.

Arcenia London, former visit- ing assistant professor and adjunct instructor of education, passed away Aug. 14. She earned her bachelor’s degree from AM&N College (now University of Arkansas at Pine Bluff), and her master’s and doctoral degrees from Syracuse University. She was an educator in the Syracuse City School District for 40 years. Arcenia is sur- vived by her husband, Harlan; two sons; a daughter; and three grandchil- dren.

Oebele Van Dyk, emeritus pro- fessor of computer science, passed away May 31. He joined the Oswego faculty in 1966, and was a founder of the computer science department. He received his Ph.D. in 1970, writ- ing a thesis entitled, “Computer Data Banks and Human Rights”. Oebele retired in 1985. He is survived by his wife, Mary, and a daughter.
If Sheldon Could See Us Now…

If the statue of Edward Austin Sheldon could suddenly come to life, the picture-perfect day of September 30, 2005, may have been a good time. If the joy of the day somehow brought the college’s founder back and he took a stroll from his chair, many details would have astounded him. The buildings, and the whole scope of the campus, would have far exceeded the place he knew.

The first building he would see, the one in front of which his statue sits, would bear his name. Sheldon Hall also represents the oldest and first building on the college’s current site. The architecture would likely be the most familiar to him, even if the cornerstone was laid in 1911, or 13 years after his death. The hallways themselves would look like the insides of a school he knew, and he may have felt at home in the historic classroom.

Peering inside one of the modern classrooms or offices, however, would prove more startling. Computers, large-screen video boards, all manners of electronic devices would look unfamiliar, though he likely would approve of the benefits they provided to learning.

But since it was a nice day and the sun was shining on his face, let us assume Sheldon instead favored an outdoor stroll to the lakeshore. Walking several strides west would find him meeting an avenue that bears his name. If he took that left, the first thing he would see on his right is the Mackin Complex. This building houses two residence halls, Lonis and Moreland, as well as a full-service dining hall. Home to traditional features of the residential campus, the building houses around 140 students, many of them upperclassmen or graduate students. The magnitude of today’s residential campus with more than 4,300 students living on it may prove a slightly startling development compared to when most students lived off campus when his normal school was downtown.

On his left, he would find Rich Hall, home to the college’s School of Business. Over the years, it also served as the first campus library building and later home of University Police — could he imagine his little normal school having its own police force? The architectural stylings, part of a renovation more than a century after he passed, may have seemed a tad unusual.

He may be surprised that his teacher training institute now included this School of Business in addition to a School of Education, plus a College of Liberal Arts and Sciences and School of Communication, Media and the Arts. The international nature of business, and how people in this building could close deals with a keystroke via the Internet, would perhaps prove mind-boggling. But as a longtime champion of having the most modern and helpful equipment, he would approve of its state-of-the-art nature. And that students learn by doing — the hallmark of the object learning method he helped popularize — would please him greatly.

If he continued to follow Sheldon Avenue toward the lake, he would see a familiar sight: His onetime home, Shady Shore. Today, Shady Shore is the home of the college’s tenth president, Deborah F. Stanley. While the thought of a woman president may have seemed far away for many 19th-century residents, we doubt Sheldon would be too surprised. Many female administrators were key to the college’s foundation, and he made no secret their value to the institution.

But Sheldon’s nostalgia over his homestead would likely be superseded by the sound of hundreds of voices further around the bend on Rudolph Road. There he would see well over 1,000 people, most dressed in yellow T-shirts.

The idea of a $17 million college campaign having its public launch that day may well seem hard to fathom in scope — as could the $23.8 million the campaign would raise before its conclusion. The first building purchased for the campus cost a mere $31,000. The college’s initial state annual funding of $2,128.50 was a lot of money in the 1860s.

But despite all the differences, there would be plenty in the scene the founder would have recognized. The easy camaraderie, the laughing, the grins among the people assembled would have been familiar. The marvelous backdrop, the splendid vista of Lake Ontario, would have looked the same. And maybe, just maybe, he would catch a certain spirit in the air, an affable joie de vivre, that he expected to feel among the community.

One can’t help but imagine Sheldon smiling at the whole scene. How far, yet fruitful, the journey to this place from a dream he had in the middle of the 19th century.

Tim Nekritz M ’05 is SUNY Oswego’s associate director of public affairs/director of web communication. This is an excerpt from his unpublished history of the college, reprinted here with his permission.
Thanks to you—
6,989 alumni, faculty, staff, emeriti, parents and friends — The Fund for Oswego raised $2,981,584 from July 1, 2010, to June 30, 2011.

As we celebrate our college’s historic 150th birthday, we are inspired by your continued support of our students as you make a sound investment in the future.

Thank you for your generosity!

We invite you to visit www.oswego.edu/giving/honor_roll as we recognize all donors in our online 2010-11 Honor Roll of Appreciation.

A toast

To sunsets
To snowfalls
To Lake Ontario
To the Lakers
To donning beanies
To hitting the books
To small steps
To big ideas
To dreams
To degrees
To going out into the world
To coming back home
To changing lives
To changing the world
To lifelong learning
To lifelong friends

and

To you, our loyal supporters, who make it all possible.
WHO BETTER TO FEATURE in this special Sesquicentennial issue’s Faculty Hall of Fame than cover subject Oswego Founder Edward Austin Sheldon? Certainly he was among the most esteemed faculty members at the college, leaving a legacy that has touched generations (see excerpts from Sheldon’s autobiography starting on p. 18).

The iconic Sheldon statue has been part of the Oswego experience for roughly a century and serves as a tie binding several decades of former students who recognize it as a common symbol.

Middle school French teacher and amateur photographer Samantha Decker ’09 became particularly enamored with the statue her senior year at Oswego. Her reflections below complement these images she captured on campus.

My interest in photography developed during my senior year at Oswego. I began trying to capture every memorable part of the campus and the city on “digital film” to look back at for years to come.

The statue of Edward Austin Sheldon was a favorite subject of mine, in part because it was easy to vary. I could get in close and blur the background, I could come from different angles, or I could zoom way out and get Sheldon Hall in the background. I also took to the Sheldon statue because it represented my pride as an Oswego student.

Every time I would return to campus after a school break, Professor Sheldon would welcome me home as I followed the windy road to the Hart Hall parking lot. As an education major (and now a teacher), I had several classes in Sheldon Hall. I was proud to attend an institution which started out as a teacher’s college and had such a fine education program.

I am so grateful that I left Oswego with all these visual memories.

Samantha Decker ’09 lives in Saratoga Springs, where she teaches French at a middle school, takes photographs and develops websites.