

The

Ascent

March 2000

Professors consider retirement package

by Darcy L. Smith

Daemen College may suffer some great losses in the next few years. A retirement package has been offered to 17 Daemen faculty members. Three individuals, Dr. Edward Cuddy, Chair of the History and Government Department, Professor John Masterson, Associate Professor of English, and Professor Thomas Maass, Associate Professor of Chemistry, may opt for the offered package.

The retirement package, officially titled the "Faculty Voluntary Separation Proposal," has several eligibility requirements. According to the written plan, these requirements include being at least 55 years of age, having a minimum of 10 years of service and 70 years of combined service and age.

The proposal also offers those opting to retire two choices: A complete separation or a Phase-out separation. The complete separation would give those who have been Daemen College or Rosary Hill College faculty members for more

than 25 years 50% of their current salary, those with 20-24 years 40%, those with 15-19 years 30% and those with 10-14 years 20%. This package also includes health and dental insurance for five years, Daemen Tuition waivers for

**"I'll miss the stimulation that comes with interaction with the students and the vigorous conversations with my colleagues. I'm grateful for the live, intelligent students I have had."
-Dr. Edward Cuddy**

employee, spouse and dependent children and the option to teach part-time at part-time salary rates.

The Phase-out separation allows those retiring under it to continue as half-time faculty, teaching two courses per semester, at half their current salary for up to three years. It would give those who have been teaching for 25 years or more

25% of their current salary, those with 20-24 years 20%, those with 15-19 years 15% and those with 10-14 years 10%. It also includes health and dental insurance for five years starting at the beginning of the phase-out period.

Dr. Robert Gunther, Associate Professor of Biology and Chair of the Natural Science Department and member of the Faculty Salary Committee maintains that none of the professors were forced to retire.

"This retirement option was offered to encourage any faculty members who were considering retiring in the next few years to do it at this time rather than to wait," Gunther said. "No one will accept this plan who does not benefit from it, and there is no pressure for anyone to do that. The people who do accept the plan will do it because it fits with their plans for the future."

Gunther also noted that this plan was different from most plans offered to those who plan on retiring, and that it included fringe benefits and

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Drama Club goes into spring training

by Marcus Fong

After last year's successful production of James McClure's, "Lone Star" and "Laundry and Bourbon," the club is looking forward to an equally successful year with their latest production, "Everything I Needed to Know I Learned in Kindergarten," adapted for stage by Ernest Zulia. The piece will be performed from April 13-16 in Daemen's Little Theatre.

The play is a collection of heart-warming short scenes that are based on Robert Fulghum's award-winning novel by the same title. It features a significantly enlarged cast from the previous year (6 actors), boasting a 12 person cast roster

for this year. The Drama Club's resident director, Kelly Beuth, has returned to reprise her directorial role for this year's production as well.

Jennifer Katz, sophomore PT student and assistant director of the Drama Club, says that she is very pleased and excited with the progress and attitudes of this year's cast.

"With an outstanding cast of 12 members, I think that this year's production will outdo last year's," said Katz.

One of the major changes from last year's production is the location: the Little Theatre rather than in the Wick Alumni Lounge. The added space will hopefully be a boost to the show and actors.

When asked about the new choice of forum, Mike Debo, Daemen Alumnus and actor, says that he is anxious to be able to use a space more suited to the club's needs. He also added that it is a welcome change from last year's rather cramped area in Wick's Alumni Lounge, where the previous year's production was held.

"It should be really good in the [Little] Theatre. It will definitely be a nice change of pace, since we were kind of stuffed into Wick last year," Debo said.

With April fast approaching, the Drama Club will have its work cut out for it. But with an enlarged cast and new staging area, things are looking good.

Daemen addresses spatial problem

by Melissa Kennedy

Do you ever wander around campus looking for a place to study? Lack of adequate study and recreation space is a primary complaint of many Daemen students. Through the Student Affairs office and Residence Life, complaints about this lack of space have been made known to Francis Balcerzak, Vice President and Treasurer for Business Affairs.

Balcerzak said he is "trying to put together more study space for students and places for students to congregate. I would like to create a comfortable area for commuter students to meet in during breaks in their class schedules."

Some of the proposals included in the Master Plan are intended to alleviate the problems of the lack space for students. Balcerzak said that "the Board of Trustees said to move ahead with some of the plans. My top priority is to make plans to update the snack bar with a recreation lounge area and an eating area."

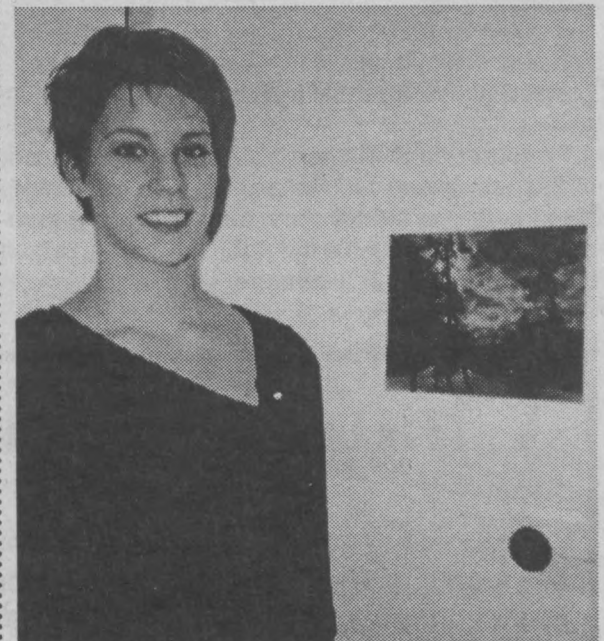
Some of the proposed changes will occur this summer. In coming months a lounge is going to be constructed between the Art Gallery and the Patio. Tables and chairs will also be added to in Wick Lobby.

Other proposed changes included the creation meeting rooms, a storage room and a group dining room in the present dining room. Wick Social Room was proposed to have partitions constructed to divide the room into smaller sections for meetings and study areas.

"For me personally, Wick Center is an ideal place for me to study. However, many other students need a quieter, more studious environment, such as the library - which should be open longer hours especially on the weekend," said David Markham, a junior physical therapy student.

Currently, classrooms in Dun Scotus are open until midnight and if kept open any later would run into problems with maintenance. Wick Center is open twenty-four hours a day for studying. However, Balcerzak realizes that this is not enough and he is trying to address student needs.

"There are many vacated offices that could be utilized as student study space and I think the classrooms in Wick should be made smaller because that would produce more study space for students" stated Tara Smith, a third year physical therapy student.



Gallery showcases local student art

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continuation of health care. He added that this was a common tactic employed by businesses to allow more liberties with finances.

"Businesses occasionally find themselves in a position where it would be financially beneficial if some employees retire," Gunther said. "This frees up their salary costs to be used for other purposes."

A few of the professors who have been here at Daemen for a number of years have considered this plan a viable option.

Professor Thomas Maass
Associate Professor of Chemistry

Professor Thomas Maass, Associate Professor of Chemistry, and a 40 year faculty member will be among those retiring in the near future. Maass has taught a variety of chemistry orientated classes since he began working at Rosary Hill, now Daemen College.

Maass said that he believed he had taught almost every chemistry class on the books, numbering between eight and ten.

Maass added that he felt that one of the most enjoyable aspects of working at Daemen is the student-faculty interaction.

"One of the rewards of teaching at Daemen is the interaction with the students," Maass said. "The classes are small and the students have the opportunity to have useful and intellectual discussions with the faculty. It is an opportunity that is not available to those who go to large universities."

He also stated that he felt that not enough students realize and take full advantage of the faculty availability.

Maass said he has opted for the Phase-out Separation plan. He stated that he plans to continue teaching Organic Chemistry, his specialization, as a half-time faculty member as well as maintain his position as an advisor for the full three years allowed by the plan.

Maass maintained that he has enjoyed working as a professor. He said that had he gone into industrial Organic Chemistry, he could have made approximately half of a million dollars more than he made as a professor. He continued to say that the students who have thanked him for his efforts in furthering their education have helped make his career enjoyable.

Maass did say, though, that he did have some plans on how he will spend his retirement years.

"I have always been, and always will be, active in the community," Maass said. "I am a past-President to the West Seneca Kiwanis Organization, as well as the past-Chair of the West Seneca Republican party and am still involved in both."

He also said that he planned to spend a great deal of time with his five grandchildren, all of whom live in the area.

Professor John Masterson
Associate Professor of English

Professor John Masterson, Associate Professor of English, joined the Rosary Hill faculty in 1948. He says that since that time, he has taught a number of courses, including Chaucer, British Literature I, British Literature II, Introduction to

Literature, Composition, 18th Century Literature and Shakespeare, his personal favorite, as well as other English courses.

Masterson did state that he has not, as of yet, signed any papers making his retirement final, but if he does do so, he will also opt to stay on staff as a half-time faculty member. He said that he will most likely be teaching Chaucer and Shakespeare.

Masterson continued to say that though he has enjoyed his time her at Daemen, and has had good relationships with most everybody in the faculty, he also has plans for his retirement.

"I would like to get involved in matters of the environment," Masterson said. "I want to be involved with things that help reduce deforestation, water pollution and improve the planet in general."

Masterson also said that he feels that has learned a lot by teaching.

"The profession of teaching provides a lifetime of experience," Masterson said. "I try to learn something new every day. What I learn, I try to integrate into my teaching as well as my personal life."

Dr. Edward Cuddy
Chair of the History and Government Department
Professor of History

Dr. Edward Cuddy, Chair of the History and Government Department and Professor of History, has been on staff at Rosary Hill and Daemen College since 1959. He said that he has taught a plethora of courses since he began teaching including American History, European History, Latin American History, Chinese History, and, more recently, Historical Methods, Urban America, US Foreign Policy of the 20th Century, Junior Reading Seminar and Vietnam and the American Society. He added that among his favorite courses were the course in Foreign Policy and the Vietnam War.

Cuddy also said that he has had the opportunity to interact with many enjoyable people during his time as a professor.

"I'll miss the stimulation that comes with interaction with the students and the vigorous conversations with my colleagues," Cuddy said. "I'm grateful for the live, intelligent students I have had."

Cuddy also stated that he intends to opt for the Phase-out Separation plan.

"I am going to continue to teach two classes," Cuddy said. "The Foreign Policy Course and a soon to be introduced LAC that will be team-taught with Professor Laurie Walsh. It will be aimed at Pre-Law majors and called 'The Law: Historical Perspectives and Current Conflicts.'"

Cuddy also explained that he had a number of things planned for his retirement. He stated that these things include making more time for writing, spending more days in downtown Buffalo, as well as golfing and playing the piano.

Cuddy also went on to explain that he felt indebted to Daemen College.

"All six of my daughters went to Daemen," Cuddy said. They all got decent jobs even in the Buffalo economy."

Cuddy said that he has enjoyed his time at Daemen.

"I have a lot of good memories of Daemen," Cuddy said. "Some painful ones also, but the good ones squeeze out the bad. I am grateful that I could make a living at something so satisfying."

Freedom of expression (with one exception)

by Nancy Hammel

Some salute it, while others spit at it. Some display it on a sweatshirt, while others choose to have it draped over their coffins. Some pledge allegiance to it, while others burn it.

Few symbols are as powerful in our nation as the American flag. However, despite its "uniqueness" (according to Chief Justice William Rehnquist in the case *Texas v. Johnson*), the Supreme Court has consistently upheld our right to honor, or dishonor, it in practically any manner we choose.

This may or may not trouble you, depending on your personal beliefs, but legally speaking, Old Glory is a fair target. The First Amendment tells us so.

Next month, our Senate will debate a new amendment to the Constitution, one that would prohibit desecration of the American flag. Unfortunately, once an amendment is added to the Constitution, the Supreme Court is bound to abide by it and uphold it.

The debate itself does not trouble me. I could hardly call myself a fan of the First Amendment if I were to denounce debate of any kind. What does scare me is that the House of Representatives has already passed this measure, 305-124. Three hundred and five of our national representatives feel that the proposed amendment does not interfere

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The Ascent

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Chaucer Banquet

Students, faculty, and staff are invited to **celebrate** the works of Geoffrey Chaucer with the English Club at the Chaucer Banquet on **April 1, 2000**.

Tickets are available in the Humanities office, 230 Duns Scotus Hall.

Enjoy a **medieval feast**, dramatic readings, and music. Medieval dress is expected.

For more information regarding costumes, see **Dr. Nancy Marck**, 243 Duns Scotus Hall.



Daemen physical therapy: learning beyond the classroom

by Cora Maglaya

When was the last time you had Saturday morning exams? When was the last time you looked forward to the weekend so you could spend your free time studying some more? When was the last time your thoughts about current events were, "when is the next quiz or test?"

Yeah, it sounds tough and exhausting. Many sacrifices are made. However, along with leaning extensive physical therapy knowledge, some valuable life lessons can be learned. This is what makes the Daemen PT program a once in a lifetime experience.

"What is Upper Division (professional phase of curriculum) like?" many students ask. "Howz' it going?"

With hesitation, the usual response is, "It's going."

During vacations, many friends and family members often ask,

"So how is school?" Usually, the facial expression tells all.

The next big question I am often asked, being from out-of-state, is

"So, how do you like Buffalo?"

My common response, "I don't really know. Haven't really been there."

"What do you do out there?" they ask.

"Go to school," I reply.

"No, I mean on the weekends."

"I study."

"No, I mean for fun."

"I sleep and eat."

People may think to themselves, "Wow, is PT school really worth it? Sounds like a lot of hard work."

Each person has their own unique story behind why they chose PT school. One Physical Therapist told me that she saw an ad in a brochure and naively chose PT as her major. Some PT students

say they really enjoy the interaction with patients and the rewards behind it. Others have experienced an injury themselves and were treated for PT and decided that was the field for them.

The Junior Class completed their three-week affiliation from November 29, 1999 to December 17, 1999 at various locations, mainly throughout the northeast region of the county. The lessons I learned from my affiliation had surprisingly little to do with the application of the didactic material I learned in school and had almost everything to do with the personalities and lives behind each injury.

One patient I spoke with told me that his physical therapy treatment for his second ACL reconstruction was much than his first. When I asked why, he replied, "During rehab for my first reconstruction, my baby had just died."

Moments like these teach you things that can not be taught in school. A bulleted phrase in a packet may read "Treat the person and the injury." But what does this really mean?

An incident occurred during my affiliation while I was observing a therapist. There were big windows in the clinic where I could easily view the parking lot. A large gentleman, probably weighing over 400 pounds, thumped down the sidewalk and was heading towards our clinic.

A therapist I was working with said, "Cora, see that guy? He's a police officer. He gave me a speeding ticket and was real nasty to me. I was barely speeding. He got out of his police car and reamed me out. I couldn't believe his temper!"

"I think he'll need a patellar grind test during his evaluation," the therapist said with a smile. (A patellar grind test can be a necessary test for a knee evaluation, however some patients find it extremely painful) I thought to myself, "Oh, no!" as I shook my head with a sneer.

Finally the patient walked in. He had a very strong, unpleasant body odor. I tried my hardest to

compose myself while breathing through my mouth and not my nose. When the physical therapist treated this gentleman, I surprisingly saw a change in the therapist's attitude. He was kind, courteous and compassionate. All his actions and concerns were very genuine. He treated this patient just as well as he would his wife. I was speechless.

People always say "Treat others as you would want them to treat you." We often hear it, but do we listen to its meaning?

I went in for physical therapy treatment for myself when I was home for winter break. The woman I was referred to was HIGHLY recommended by a good friend. She graduated at the top of her class, and received her Masters in Physical Therapy at a renowned school. She appeared to be a very pleasant person when I made my appointment with her over the phone. However, when I went in for treatment, my opinion changed. I left feeling miserable. Another treatment later, I decided not to give her my business and went to someone else at another clinic. The second therapist was wonderful. When she spoke with me, she actually spoke with me closely. Although my back pain was still there, I left feeling better.

This experience reminded me of something my Clinical Instructor (Supervising Physical Therapist) taught me on my affiliation. He told me that no matter how good or bad of a PT you are with your knowledge base, chances are, if you are nice to a patient they will automatically start feeling better.

My Clinical Instructor became one of my lifelong mentors. I can still count those people on one hand.

Some people think successful PT's are the ones who have spoken at the most national conferences, who are instructors at well-known universities or who have published the most articles. I beg

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Fostering communication and community at Daemen

Faculty Commentary
by Dr. Charles Sabatino

When considering how we might foster a healthy approach to learning at Daemen, I think it best to assess the college in terms of our responsibilities toward larger community within which we find ourselves. I have become struck by the increased inter-relatedness that is occurring at just about every dimension of our world. That increases the impact we have upon one another and the earth, for better and worse. I cannot help but believe that this possibility calls for new ways of looking at what it means to be human. It certainly brings with it far-reaching responsibilities.

Daemen College could be a place to consider the real possibilities and dangers that are emerging as part of our contemporary world. As a college, it could provide the intellectual climate to engage one another in dialogue concerning the significant issues we face living in a complex technological order. Doing so could help us confront the biggest danger of all, which is the way in which we take the reality of our particular world for granted, without questioning or realizing just what is taking place. I fear we do not realize that while the human has always been at stake throughout history, these are more dangerous times than ever. Daemen can become a place where these matters are addressed.

Without this dialogue, I fear a future in which we become increasingly connected, but less caring. Indeed, the complex and ambiguous nature of care (which I see as a primary human responsibility) could become something of a focal point around which the dialogue could gather. The fact that there are many health and education related professions at Daemen suggests this possibility. It affords an opportunity not just to prepare students to become contributing members of society; but even more help us all as faculty and students think

through with one another the kind of society we prefer that to become. During the past several years, several faculty members have attempted to carry on inter-disciplinary work. I find that it is very helpful for students (and faculty) to discover that issues transcend the particular disciplines; and that we can gather together and address things from the perspective of various disciplines. Several faculty and many students saw this work quite well last semester in a course where three panels consisting of four faculty members each addressed the issue of health care from a variety of perspectives during the semester.

Unfortunately, I do not see us adequately nurturing this kind of dialogue. We seem locked in our individual professional and disciplinary worlds. I have long felt that at Daemen we tend to remain isolated and insulated from one another; and that the college lacks a shared focus or sense of mission. There is simply too little and inadequate dialogue taking place between the various professional programs and the disciplines within the liberal arts, humanities, social and natural sciences here at Daemen. Although, there is a definite strength in professions and disciplines, they should be focussed not on themselves but on our shared responsibilities toward the possibility of a human community. We all need to work harder to develop this focus and sense of mission as a college. By sense of mission, I mean a sense throughout the college about what it is we think students need to think about, learn, understand, whatever their major or profession, or career. What is it that we at Daemen, as a whole college, are committed to? What is it that we would seek to accomplish and help students become? What is it that we have in common that makes being here for four or five years valuable? These are questions we very much need to think through at the college.

Instead, we identify too much with the barriers that divide us into various professions, divisions,

departments, etc. and not with the college-as-college, and not with the larger community we are meant to serve. Thinking past these divisions could help foster a healthier atmosphere at the college. I would love to see Daemen become the kind of place where we help one another broaden our thinking and open up to larger issues, a place we question together the kind of human beings we wish to become and world we wish to build. These are issues we should share, whether we are in the professional programs or any of the liberal arts.

I make these comments not to strike a negative note, but rather in the interest of encouraging the dialogue that Daemen needs to develop. In fact, I do not think the issues I am raising here are peculiar to Daemen. It is the paradox of our time in general, that we are increasingly connected, and yet more fragmented than ever. Perhaps this is the result of pressures being brought to bear as we strive to succeed and accomplish more and more, with an always quickening pace, often without a clear sense of where we are heading. I believe we need to reflect more on what we are about; we need a more holistic and wholistic approach to education. Such an approach would help us see things, including ourselves and the earth, in light of the basic connections that join us, even in our diversity and uniqueness. It is an approach that takes the community, in its more human and humane possibilities, as the over-riding issue. Daemen is diverse and yet small enough for this dialogue to occur. This dialogue would benefit not just the individual professions and disciplines, but students and faculty as well. It would help us become the college Daemen has the potential to be. Ultimately it would benefit the social world that for better and worse finds us increasingly interacting and thus responsible toward one another and the earth.

Miller/Cook suggests changes to raise enrollment

by Joelle Schelhaus

Catherine Cook, Ph.D. is a consultant with the Miller/Cook & Associates consulting firm recently hired to help guide Daemen through its evolution. Cook stated that she sees three main things that Daemen College needs to do to help raise the enrollment numbers. First, the college needs to better target prospective students. Second, Daemen must also better inform these students. Lastly, the college needs to continually inform these students.

Beginning in early March, these suggestions will be put into action. The college will begin a very focused telemarketing campaign to recruit new students. This campaign will not be the same as previous ones. Instead of focusing on the applicant pool, as was done in the past, the focus will shift. It will be much broader and encompass the entire inquiry pool. Rather than simply receive information about Daemen, these prospective students will now have a better opportunity to really learn about the college.

The way information is sent out to prospective students will also change. The college is going to have select alumni and current students write letters to the prospective students.

Two other changes will also be implemented. There will be some financial aid changes occurring. The purpose is to spread out grant and scholarship money so that it is easier for more students to attend Daemen.

Cook brings to the job a wealth of knowledge about the higher education system. She began her career as a psychology professor at a college in Virginia. Cook then became an Associate Dean at a different college, where she worked with educational research. Later, she became the vice president of enrollment at another college. Cook's experience in these other areas has helped her in her career as a consultant. Over the past ten years, she has been a consultant for institutions in the United States, Panama, and Costa Rica.

Making a meal of meal plans

by Joelle Schelhaus

The president of Hallmark Management Services, Samuel L. Smith, met with representatives from the college, administrators as well as students, on Tuesday, February 22 to discuss changes in the current food service program.

Starting next fall, resident and commuter students alike will be offered a plan for 10 meals per week, instead of the current system of 14 and 19 meals per week offered exclusively to resident students. There will also be a six-day meal exchange program. Freshmen, though, will still be required to have the 19-meal plan. The college is also in the process of looking into the possibility of having an exchange meal at night, around 10:00 p.m. or so.

Currently, non-freshman resident students have two options for a meal plan: 14 meals per week or 19 meals per week. Freshmen are required to buy the 19-meal plan. Commuters have no choice.

The changes certainly could help to unify the campus. The current situation draws a dividing line between resident and commuter students. Resident students cannot eat their regular meals downstairs in the snack bar. Commuter students can only eat upstairs in the dining hall if they pay for the all you can eat meal that the resident students get.

This will make it easier for all students to interact in the dining room, while also reducing the crowd in the snack bar.

All three meal plans allow the student to eat any 10, 14, or 19 meals that week. If a student cannot make it to a regular meal time, there is currently a meal exchange program in place for lunch and dinner. It has been suggested that more flexibility is needed in meal exchange. The new plan will include Friday and Sunday evening exchange hours.

"The additional alternate 10 meal plan and the extended meal exchange to six days will definitely

enhance and make our food program here at Daemen more inviting and accommodating," said Frank Balcerzak, vice president of business activities for the college.

This change could also be implemented by the start of the fall semester. If implemented, these meals would be the same as any other exchange meal, still counting toward the weekly total of 10, 14, or 19 meals. The reason for looking into this is the number of people who study late at night and get hungry. It would be much more convenient for these students if an exchange meal were available in the dining hall.

The quality and preparation of dining hall food were also addressed. Smith stated that his vice president of operations will be reviewing the menu in the near future. Changes could be seen as soon as this semester. He also said, in reaction to student complaints of undercooked food and other easily remedied problems, to immediately bring any such "occurrences" the attention of a manager and it will be fixed.

Resident Council member Nancy Rumble said, "They seemed really open to cooperation and flexibility."

Balcerzak stated, "I found the concerns and recommendations from the students at our meetings to be extremely helpful. The cooperation at the meetings on the part of the students, Hallmark Management Service representatives, and administrators present will go a long way toward rectifying these concerns."

Balcerzak also said, "The major obstacle right now is to keep the cost of these enhancements within reason while maintaining the required quantity and quality of food; and I accept this responsibility."

Smith referred to the cafeteria as a sanctuary for getting away from everything and a great place for socializing. He said he hopes that the changes will help to make these statements reality.

Students veto proposed Spring Break change

by Michelle Smith

Temperatures in Buffalo are slowly rising and students' thoughts are quickly turning to the approaching spring break. Recently a proposition was made to combine the spring and Easter breaks for the 2001 spring semester. Students and the Student Association successfully banded together to overthrow the suggestion.

The proposed change was brought to the attention of the Student Association by a student whose professor mentioned the issue in a class. The idea of having break over Easter originally appealed to faculty members, many of whom have small children whose vacation comes over Easter.

As the student body became aware of what was happening, many expressed concern at the loss of the mid-semester break. Petitions were made out by SA, and Student Association President Adonis Welch visited Dean Kathleen Boone to express the position of the general student body.

"I think some people may have felt student needs were being placed behind faculty convenience," Dean Boone said, "but that was never the intention."

In fact, once the faculty was alerted to student concerns, they revoted on the issue. The outcome expressed overwhelming support of the students; the decision was made to continue with separate spring and Easter breaks for the 2001 spring semester.

Katie Henninger, a Freshman at Daemen, said she was happy with this decision: "I like a mid-

semester break. It splits up the semester; students need that. It gives them some time away, some time off."

SA president Adonis Welch was more pleased with the effort that produced the change. "I was glad to see the student body unite to combat this issue," he said. "It made us aware of the power we do have."

Dean Boone expects that the issue will be brought up again in the future. She reported that some students indicated to her that they would like to have an extended break at Eastertime to allow them to vacation with their families.

"The student body is a diverse group," she said. "Although the official voice of the student body wanted to keep the mid-semester break, the students were not unanimous." She hopes that in the future the students will have a say in how the calendar is arranged.

Currently, the registrar creates several alternative versions of the calendar based on the date of the next academic year's commencement. The faculty-senate then polls the faculty to receive feedback on each version. Based on the response, the senate offers a recommendation to the administration, who makes the final decision.

"The creation of the calendar is a collaborative effort which the students are presently left out of," said Dean Boone.

"We have learned a lesson. In the future, students will be involved at an appropriate point in the process."

Congratulations to the Daemen Warriors!

Good luck in Missouri!
The ball is in your court!

Midterms are here!

Are you:
feeling nervous,
afraid that you are going fail
thinking that it's just too late?

Cheer up and think positive!

The Daemen College Learning and Tutorial Center is here for YOU. Learn note-taking skills, studying skills, and test-taking hints. Study sessions and individual tutoring available.

You can do it, the Learning Center will show you how!

The Center is located next to the Academic Computing Center in Canavan Hall

For more information call the Center at
839-8333.

The story behind the pictures

by Grace Neumann

Most anyone can think back to his or her childhood and recall a favorite story book filled with pictures that were funny or beautiful or fantastic. While we may be familiar with the story that goes with the pictures in Dr. Seuss's *The Cat in the Hat* or Maurice Sendack's *Where the Wild Things Are*, what do we know about the story behind these pictures? On Monday, February 28th, children's book illustrator Kathleen Collins Howell, who started the illustration program at SUNY-Buffalo, visited the Daemen College Art Department and gave a presentation during the Illustration class addressing various aspects of illustrating children's books.

Her discussion of the history of the field was illustrated with slides, beginning with examples of illustrations done in England during the industrial revolution. Progressing chronologically, she described changes in the purposes and characteristics of the illustrations, influenced by the predominant social and artistic currents of the times. She emphasized the role of women and minorities, economics and technology in shaping the history of children's book illustration up through the present.

Following her discussion of the history of children's book illustration, Howell focused on her own experience in the field, relating her knowledge of the business and technical aspects to her explorations of different subjects, media,

processes in illustrating.

She has a tendency to use a multi-media approach in her experimentation with illustrating processes. She noted the importance of using research and references in the illustration process. For one project, she created a three dimensional stuffed toy of the dog that was the subject of her illustrations. Howell explained that any endeavor in this field is collaborative - the illustrator works with the writer and the printers and the publishers to bring about the final piece. Compromise and flexibility are important, since changes can come from every angle, ranging from the consistency of the printer's dye lot to the format and material used by the publisher for the final piece.

Howell finds many rewards in being an illustrator of children's books - "I love the freedom that to have to play and get paid for it." However, one project that she found particularly rewarding was a pro bono project entitled *Bobo's Just Fine*, a book about and for young children dealing with cancer. The pages are filled with bright pictures that tell the story of a little girl struggling to overcome her illness. Howell feels that children's books can be important not only for stimulating children's imaginations, but also for helping children with such issues as death and illness. Children's book illustrations are especially important because they have the largest and most immediate effect on a child's impression and understanding of a book.

Daemen voices rise in "Choral Splendor"

by Beth Seilberger

The Freudig Singers, whose members include Daemen's Dean Kathleen Boone, English Professor Dr. Peter Siedlecki, his wife, Lynette Mende, and other area vocalists performed an evening of Renaissance music on March 3 to a sizable audience at First Presbyterian Church in Buffalo. Works spanning the late 15th century to the mid 17th century were included in the program, entitled "Choral Splendor."

The director of the Freudig Singers, also an accomplished area musician and composer, Roland Martin, said that the decision to sing an entirely Renaissance program was made by the singers themselves.

The concert opened with "Te Deum," an anonymously written piece from the first half of the 16th century, characterized by the merging of the medieval chant and polyphonic style. Josquin des Prez' "Ave Maria" followed, a work which signifies an early peak in Renaissance music by a pre-eminent Flemish composer.

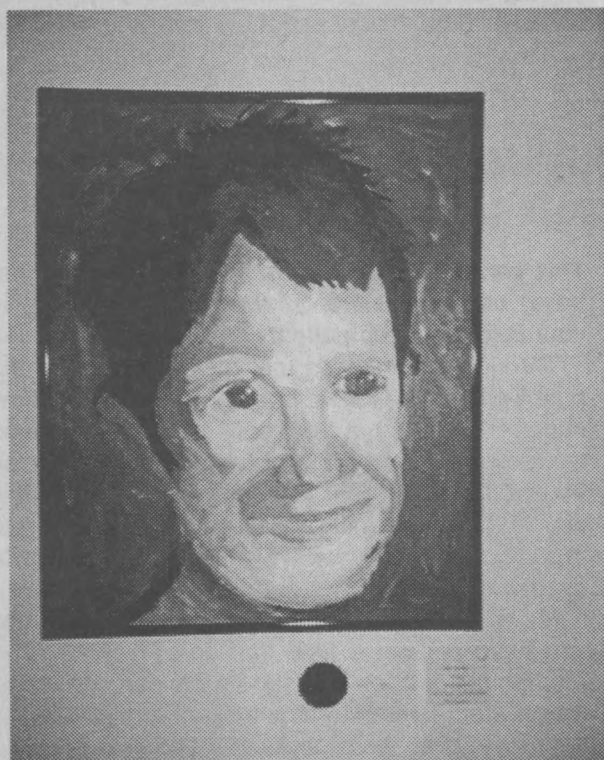
Prior to the performances of "Ecce Nunc Benedicite Dominum" by Tomas Luis da Victoria, "Veni Sancte Spiritus" by Giovanni Pierluigi da

cont. on pg. 6 "Chorus"

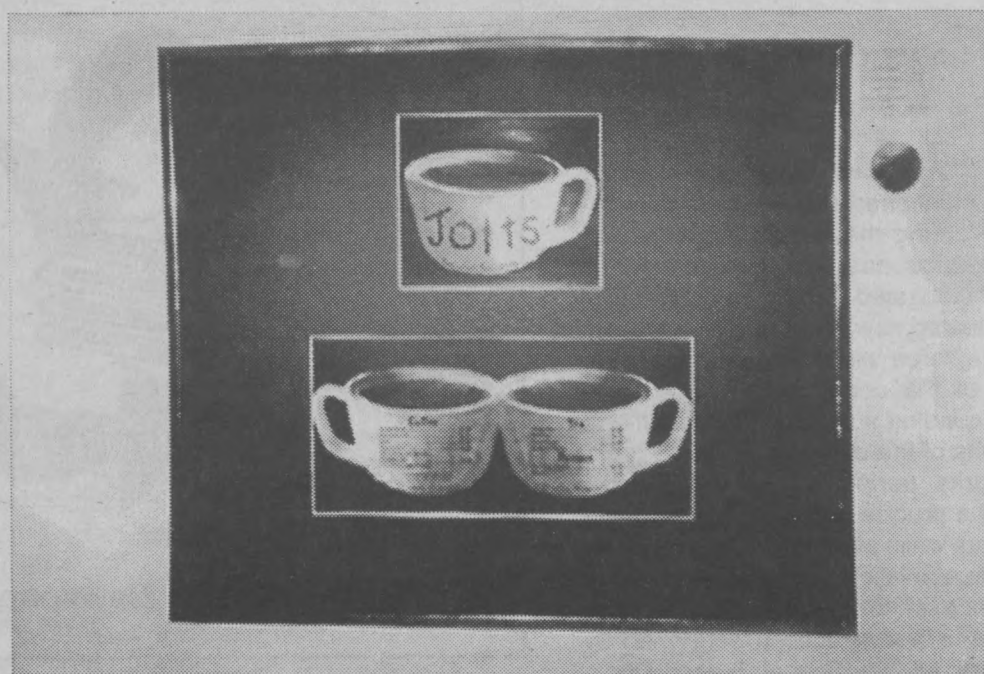
All-High Show previews work by local art students

by Grace Neumann

The 31st Annual All-High Show is on exhibit through March 15th in the Fanette Goldman/Carolyn Greenfield Gallery and throughout the Art Department on the first floor of Dun Scotus. With 182 works from 44 high schools throughout Western New York, a wide variety of subjects are portrayed in an equally diverse range of media and styles. Awards highlight the most successful pieces in several categories, including Best in Show, Best Printmaking, Best Graphic Design, Best Three-dimensional, Best Painting, Best Computer Art, Best Photography, and Best Drawing or Illustration. Honorable Mentions were also awarded. Some of those who earned awards also received scholarships to Daemen for the continuation of their studies in art, and the winner of Best in Show also received a gift certificate to Hyatts. The Buffalo Society of Artists presented an additional award, which included a gift certificate and a book on the history of the Buffalo Society of Artists.



above: Best in Show "Self Portrait" by Melissa Benitez of Cheektowaga Central High School.
below: Best Graphic Design "Untitled" by Danielle Haynos of Maryvale High School.



Buffalo art community suffers loss of area artist

by Grace Neumann

Larry W. Griffis, who founded the Griffis Sculpture Park, died February 17th following a long illness. The 75 year old sculptor and advocate for local artists had been active in the Buffalo arts community throughout his life. A memorial service was held on Tuesday, February 22nd, followed by a reception at Big Orbit Gallery, part of the Essex Art Center he helped create.

Last semester, the Fanette Goldman/Carolyn Greenfield Gallery featured an exhibition of moquettes of Griffis's own work and the work of other artists represented in the Griffis Sculpture Park, a 425 acre outdoor sculpture gallery featuring over 200 sculptures, located in Ashford Hollow. With his long hair, casual dress, and animated manner, Griffis was immediately recognizable at the show's opening. His dynamism remains captured in his artwork, as seen in the well-known sculpture entitled "The Spirit of Womanhood," a tall, gestural piece composed of a woman holding a circle in her upstretched arms, located along the expressway. Griffis will be remembered for his life-long contributions to the Buffalo art community, both as an active artist and through his role in bringing establishments such as Hallwall's, CEPA, and the Artist's Gallery to Buffalo.

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You've got Ismail!

Faculty profile series: Dr. Zafar Ismail

By Jennifer Roush

The man in the white lab coat, you know the one I'm talking about. Dr. Zafar Ismail. The quiet one with the sly smile. You may have even had a class with him.

He's an inventor. He's a photographer. And he's a nuclear physicist.

He remains the only full-time physics professor at Daemen for the past 17 years, but his teaching history extends even further. "I came in 1983. . . Before coming here I was in Libya, in Tripoli. I was a professor of physics at the University of Tripoli for 10 years."

At Cambridge, he earned his B.A. in Physics, "Actually," he said, "honors, but they don't write that." And his Ph.D. in Nuclear Physics comes from Oxford.

Clearly, the man is moved by physics. His original specialties were in Quantum Mechanics (the study of subatomic particles and their erratic behaviors), and High Energy Nuclear Physics (the study of what happens when you smash them together, speed them up, or flood them with light).

"Then I got interested in proving the experiments, introductory physics students' experiments," said Ismail. This interest apparently extends not only to the experiments, but to the students themselves.

Mike Smith, a junior Physical Therapy major, remembers Ismail favorably.

"The inertia of his intelligence," quipped Smith, "is a force to be reckoned with."

Mike isn't alone. "He's brilliant. It's usually more than we can handle, but we do," said Jennifer Katz, a sophomore physical therapy major and current student of Ismail's.

"I try to help them as much as I can," Ismail countered. "I have six office hours a week and two problem-solving [hours]."

He does much more, though.

"I developed a technique for doing experiments to get a better accuracy for results, so all of my experiments have a target of 97% accuracy. Somehow in physics, students would get an error of 10-20% or more and the teachers would say, 'That's it, we can't do anything more.'"

Dr. Ismail is not satisfied with that approach. Physics experiments are designed to promote faith in the theories and as a sort of translation between printed equations and real-world phenomena. A large error in an experiment takes away from those concepts, so he invented a timing device which reduces calculation error by doing the calculations itself. He demonstrated the use of the device in a quick experiment.

Because it uses 15 points instead of one or two, it fits a second-degree polynomial. The larger the number of observations, the less significant error.

According to Katz, mentioning just this device is too modest. "He made up an equation or mechanism so that when this piece of equipment was used in the afternoon classes, the error wouldn't be more than five percent due to the heat in the afternoon"

And Dr. Ismail's pursuits are not all of the mechanical kind, either. His lab manual, which he has been slowly perfecting, is missing five new experiments he's been trying, but is nearly complete.

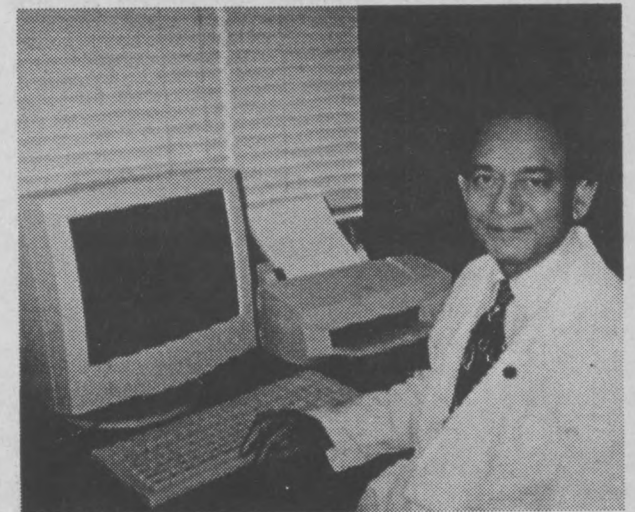
"I am looking for a publisher now. This is published just for Daemen College," he said.

He is also working on a textbook for physics, but he said, "That sort of project is very ambitious, so

it would not be finished for a long time."

"The thing that I'm most proud of is I've done everything in the college," Ismail said of his accomplishments.

Despite his leaps in experimental technology and prose, Dr. Ismail isn't merely a physics man. "I like photography and stamp collecting. I only collect U.S. stamps; I find them fascinating." His pictures consist of "mostly scenes, you know, nature. I have lots of pictures of trees in the forest when they have no leaves at all. . . They have a special beauty. And, of course, anything which is natural. Sometimes people who collect leaves and bring tractors and things, that sort of fascinates me as well. I have a few pictures of those."



Dr. Zafar Ismail hard at work as always at Daemen.

Continuations

"Freedom" cont. from pg. 2

with out guaranteed freedoms of speech and freedom.

The star-spangled banner, unlike the Pillsbury doughboy, is a controversial symbol. While the doughboy simply stands for delicious bakery products and the pleasantries associated with their consumption, the flag has complex and infinite meanings. For the government to limit our capacity to enjoy either would be perversely authoritarian.

An important thing for Americans to remember is that our nation did not just appear, suddenly, as "one nation, under God, indivisible, with liberty and justice for all." The Founding Fathers were essentially trying to improve on already existing policies, making a better version, an updated model of government. To do so, they embarked on a campaign to discredit British rule, and I'm sure the flag of the Empire was regarded as an unpopular symbol. We honor them for ratifying a Constitution that included civil liberties. Is it not hypocritical to outlaw expression in the present and at the same time glorify it in the past?

If you believe that desecration of the flag should be outlawed, I truly have respect for your conviction. If you feel your civil liberties are being threatened, I urge you to exercise your right to influence government policy. And if you are apathetic, maybe you should evaluate the consequences of a government that slowly chips away at the rights of the people. Maybe someday you will have a cause to fight for, and you will cherish your right to express your opinion.

"PT" cont. from pg. 3

to differ. There is a certain sense of humanity one must have to be a successful Physical Therapist.

This can not be learned in school. I believe that being compassionate, as well as competency in your field, will keep patients coming back.

Through experiences that have occurred in the past few months, I have been reminded about how important it is to not treat only the illness but also the person. Hence the phrase, "Treat others as you would want them to treat you." Keeping this simple thought in mind, I believe, can make someone a great PT without any long, fancy resume to speak of.

My fellow classmates and future PT students, you have chosen a field that can physically and emotionally affect thousands of peoples lives, return them to work, allow them to play the sport they love, give them physical independence, and the ability to carry out the normal activities of daily life, just to name a few. And for that, when people ask, "Wow, is PT school really worth it?" you can proudly say, "Yes, I believe it is."

"Chorus" cont. from pg. 5

Palestrina, and "O Filii et Filiae" by Volkmar Leisring, Martin mentioned that as church architecture changed during the Renaissance, so did possibilities of Renaissance singing. The addition of the dome, an elongated transept, and a larger apse and nave created new acoustic demands and prospects. These three pieces were sung from opposing sides of the upper level of the nave, resulting in a resounding acoustic effect that made them the highlights of the evening.

All of the works performed by the Freudig Singers reflected a precise attention to formal and structural elements while simultaneously capturing an emotive and humanistic character.

The performance of the Freudig Singers was complemented by a few selections performed by the Orchard Park Middle School Select Choir.

Included in their set were works by Handel. This group closed the program with the Freudig Singers by performing "Convidando esta la Noche," a mid 17th century work by Juan Garcia de Zespiedes.

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ggatza@daemen.edu



Daemen Demands

Name Kevin Levine
Nonsmoker, Age 20

Major Biology

What do you like best about Daemen academically?

"I like the highly personal relations to the professors."

What do you like best about Daemen socially?

"There is no Daemen social life, ok, at Daemen College."

What is one activity or organization you see a need for on campus?

"We need more sports, competitive sports, like football, baseball, soccer."



Name Jen Behrens
Nonsmoker, Age 20

Major English

What do you like best about Daemen academically?

"I think we have a reputation for being a science school with the pt, but the humanities department is really good."

What do you like best about Daemen socially?

"I think they offer a good variety of activities, even though I don't participate in them."

What is one activity or organization you see a need for on campus?

"A recycling program, I always feel guilty when I throw out my pop bottles."



Name Erica Meierdiercks
Nonsmoker, Age 20

Major Biology

What do you like best about Daemen academically?

Now that I switched majors from PT to Bio., the professors are wonderful, they're so energetic and very excited about what they're teaching and what we're learning."

What do you like best about Daemen socially?

"I'm trying to think...probably that it's a small enough campus that everyone has at least seen everyone else. For example, when you're studying and you need a study partner, you feel comfortable asking someone to study if you've seen them before."

What is one activity or organization you see a need for on campus?

"As far as activities go, more fun things. Not dances, like carnival activities, something that relieves pressure, takes your mind off of school."



Name Jon Robbins
Nonsmoker, Age 19

Major Business

What do you like best about Daemen academically?

"I like the fact that there is a very small student/teacher ratio and the professors are there when you need to see them and the fact that they are usually more than willing to help you with anything."

What do you like best about Daemen socially?

"I can't really say that I like things 'cause people are too cliquy-if people weren't, then things at the school would be fine because people would meet together—until then..."

What is one activity or organization you see a need for on campus?

"Some sort of club or group that would integrate everybody, not just a business or drama club, fraternities or sororities...something that would pull people from everything."



Name Jen Spike
Nonsmoker, Age 19

Major Business/Human Resources

What do you like best about Daemen academically?

"I appreciate how my professors are available outside of class."

What do you like best about Daemen socially?

"I feel that Daemen is lacking in the social aspect. I think it's good how they try to facilitate student participation in activities, but they need to do more to accommodate the whole."

What is one activity or organization you see a need for on campus?

"See, now I bitch about how there's nothing to do, but really I don't know what I want."



Name Brett Miller
Nonsmoker, Age 20

Major Art Education

What do you like best about Daemen academically?

"I'd say we have some really good teachers."

What do you like best about Daemen socially?

"I like the situation I'm in, the art field is small, it's easy to get to know everybody."

What is one activity or organization you see a need for on campus?

"We should have a cyber cafe. We do need an eating place where commuters and residents can commune."



Name Molly Bentley

Nonsmoker, Year Senior

Major English Education

What do you like best about Daemen academically?

"It's almost over. Actually, it has fully prepared me to be a teacher. I have a good background knowledge of literature. I have a good understanding of classroom management skills, and how to align NYS learning standards to my lesson plans."

What do you like best about Daemen socially?

"Sorority life. English club dinners, I enjoyed TGIF's, coffee houses."

What is one activity or organization you see a need for on campus?

"I think we need more outside clubs. Maybe major-centered organizations. We have the English Club and it works well, maybe other majors should try something like that."



Name Ayanna Joseph

Nonsmoker, Year Sophomore

Major Education

What do you like best about Daemen academically?

"I like the fact that it's a small school. I find it easy to concentrate and study."

What do you like best about Daemen socially?

"There's a need for activities."

What is one activity or organization you see a need for on campus?

"Just have more, maybe parties. I don't think they give enough support to the athletic teams."



Name Karema Mack

Nonsmoker, Year Junior

Major Education

What do you like best about Daemen academically?

"They prepare you for the future."

What do you like best about Daemen socially?

"It's a small school so you get to know a lot of people."

What is one activity or organization you see a need for on campus?

"More fraternities because there's only one and there's not competition, they either do that or nothing."



Name Geoffrey Abraskin

Trying to quit, Year Sophomore

Major Physical Therapy

What do you like best about Daemen academically?

"They prepare you for your major, especially in the PT department. Professors are always there for you, there's plenty of resources on campus. The program is good, people just have to put effort into it."

What do you like best about Daemen socially?

"I like that you meet a lot of people and you get really close. There's always something to do on or off campus. BEER."

What is one activity or organization you see a need for on campus?

"More varsity sports—football, lacrosse, baseball. We could probably have more intramural sports. It could get more people involved in something."



Interviews and photos by Beth Seilberger and Jennifer Roush

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Points of Contact:

Geoffrey Gatz - editor Step literary magazine
ggatsa@daemen.edu
Dr. Peter Siedlecki - faculty advisor for event

Or SnailMAIL to:

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