

The

# Ascent

November 2002

## In Memory of Prof. Masterson

\*\*On November 8, John T. Masterson, retired Associate Professor of English at Daemen, passed away at the age of 83 after a long illness. Prof. Masterson had taught at Daemen since 1948. We at *The Ascent* were surprised to discover that he served as this newspaper's first faculty advisor. Maybe not many current students knew Prof. Masterson well because we were here during his years of semi-retirement. Perhaps only by reading about the life of this extraordinary man and by listening to the words of those who knew him can we begin to understand his impact on the college and realize the treasure we have lost. A memorial service for Prof. Masterson will be held at Daemen in December.\*\*

Mr. Masterson taught British literature at Daemen from its founding as Rosary Hill College. "He was brought here as the English department," said Assistant Professor of

English Gayle Nason, who was hired by Masterson in 1966. Mr. Masterson served as English Department chairperson from 1948 to 1970. In 1978 he received the President's Award,



Photo courtesy of Mike Andrei

and in 1987 he was further honored with a scholarship established in his name. Even after retiring in 1999, he continued to teach courses each semester on Chaucer and Shakespeare.

"He was the Shakespeare authority in residence as long as the college was in session," said Nason.

The Buffalo-born Masterson received his A.B. in 1941 from Canisius College and his M.A. in 1950 from the University of Buffalo, where he wrote his thesis on "Mysticism and the Poetry of Francis Thompson." He completed additional graduate coursework at Cornell University, Syracuse University, and the University of Buffalo.

Mr. Masterson also served in the U.S. Army from 1942 to 1946. As a paratrooper, he was dropped behind enemy lines during the Normandy invasion. Dr. Ned Cuddy of the History Department observed, "Although John served his country valiantly in World War II, he was a vigorous critic of American militarism. He detested Washington's penchant for aggressive

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## DC Seeks Grant for Updating Systems

By Antoinette DelBel

Daemen College is seeking to attain a \$1.8 million Title III grant. This competitive, federal grant is part of the U.S. Department of Education's Strengthening Institutions Program, which was founded as Title III of the Higher Education Act in 1965. It provides money so an institution can improve its academic quality and become more stable.

By providing institutional strengthening, the grant would exponentially improve Daemen's campus with better services for faculty, administration and students.

The Title III grant helps strong schools that have a main weakness. Daemen's weakness is the information resources management system; the computer infrastructure needs to be redone.

A new and upgraded system would allow all

parts of the campus to be integrated. "It will help the college to better serve the students," said Danielle Woodman, the Academic Grants Coordinator. "It will free up time wasted by paperwork used by faculty for students." A new information system would also allow advisors to take on the role of a mentor by helping students on a more personal level.

Having an out-of-date computer infrastructure system makes it difficult for students to get information easily and to access virtual classrooms. Dean Clausen, Vice President of Academic Affairs and Dean of the College, describes Daemen's old system as a wall between students and faculty with registration and administration. "Our goal is to not only open [the wall], but to blow the wall in between down, allowing information to flow back and forth very easily." The new system would also make it easier for students to get transcripts,

schedules and information about financial aid status more quickly.

Of the grant money, \$1.3 million would go toward buying a new computing system. The remainder would be used to expand the Learning Center and for faculty development.

"If we get the grant, it will take Daemen up to the next level and put Daemen way ahead of institutions in New York and in these areas," said Clausen.

The application for the Title III grant is due in February. To receive the grant, Daemen must make a persuasive argument for the school's need and propose ways to address that need. We will know by summer or late next year if we will receive the grant. Because it is so competitive, there is a great chance that Daemen will be denied. Luckily, if we are denied, we can simply reapply.

## Freshmen speak out about IND 101

By Michelle L. Smith

As reported in the last edition of *The Ascent*, the new course IND 101, Interdisciplinary Studies: Critical Relationships, has replaced the liberal arts colloquium once taken by all incoming students at Daemen. In IND 101, nineteen faculty members teach or oversee a small group discussion session and a large group lecture focusing on the central theme of sustainability. The course seeks to challenge freshmen intellectually and to introduce them to Daemen.

This year's freshman class is the first to take IND 101, and they have a lot to say about how the course is going.

In a survey administered by *The Ascent*, freshmen were asked what they like and dislike about IND 101 and if the course is meeting its self-defined goals. We received 72 responses

that demonstrate trends in what students think about the course.

The surveys show that there is a lot of dissatisfaction with the course. Students were asked what their favorite thing about IND was; two of the most frequent responses were "nothing" and "when it's over." "This class sucks," said one survey.

Other criticism was more constructive. Some students do not think the course is relevant to the college experience. Others think that the course lacks organization and do not see how the individual lecture topics relate to one another.

"I still don't see how all the different topics we talk about relate to each other," said student Mia Schachel, "or how *The Color Purple* fits into the picture."

Lee Loomis said, "The course is thrown together. There is little to no order of the topics,

which seem superficial, unorganized, and unrelated at best. The teachers all seem intelligent and coherent; however this is not seen in the overall value of the class. Too little time was spent on linking everything together. IND 101 is like a class of middle schoolers getting up to show each of their own presentations to the class on a topic of their choosing."

Out of the 72 responses, 62 students do not like attending the large group lecture. Many freshmen said that they have not been interested in any of the topics. One person added that there is not enough individual attention in the large group.

Other concerns included grading standards that differ from professor to professor in the small groups, the need for homework assignments to be spaced out better and explained

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# Editorials and Opinions

*Disclaimer: All opinions expressed on this page are those solely of the writers. They do not reflect the opinions of the staff or advisors of this newspaper or the college as a whole.*

## Beyond the Halls of Duns Scotus

By Joelle Schelhaus

We all know that classroom learning is valuable. Why else would we be in college?

But that shouldn't be the end of learning. Learning should reach beyond the halls of Daemen. Luckily, we attend a school where this is important. There are various programs that allow you to go out into the community and apply the

skills that you have learned in the classroom.

One of the best experiences I've had here at Daemen is my involvement with the English Club. Why? We go on road trips at least once a year to a literary destination. Now, not every aspect of the trip is educational, but our reason for going is to see where an author lived or where a particular literary work was written.

Last month, we went to Cooperstown, NY,

which was founded by the father of the American author James Fenimore Cooper. There, we stayed on the shores of what Cooper called Glimmerglass Lake. We toured the James Fenimore Cooper exhibit at the Fenimore Art Museum. I learned a lot by experiencing aspects of Cooper's life – and I could never have done that here at Daemen.

As for the non-academic side, we did go to the Baseball Hall of Fame. But, hey, what would be the point of going to Cooperstown and not visiting it?

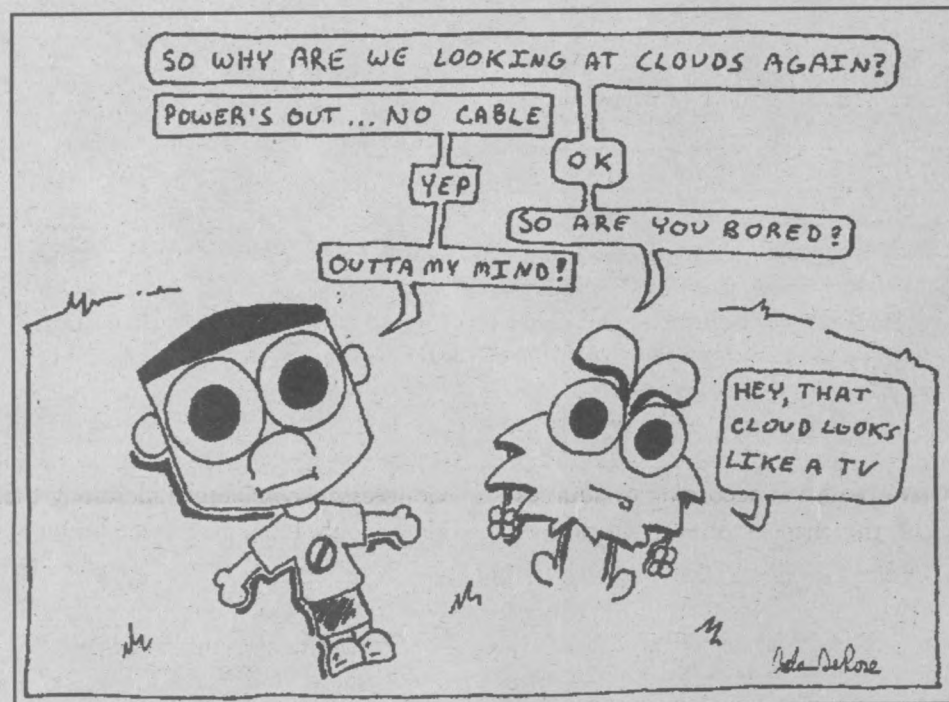
Another great experience I've had during my time at Daemen was my internship at Six Flags America. Those of you who know me know how much I loved it. I talk about it all the time.

What made it so great was that I got to put what I learned in class to use. I actually wrote press releases, worked with reporters and got on TV. It made me realize that I am in the right major; I know I really want to work in public relations because of my time at Six Flags America.

I hope that all of you will take advantage of all the opportunities to learn outside the classroom. Check out what Daemen has to offer – internships, club activities, community service and more. Don't miss out on a great chance to experience more than you ever could in the classroom.

## Adamtoon

By Adam DeRose



## Should Rotation Day Be "Rotated" Out of Our Schedules?

By James Middleton  
& Kristen Polakiewicz

There are many opinions about rotation day, mainly about how it fits into people's schedules. For one thing, many Daemen students do not live on campus, and it is a huge inconvenience to come to school on a Thursday when they normally have other activities like work or sports. A student then has to rearrange a whole week's schedule just for one day, which affects the hours needed at work, a day out with your family or friends, or maybe you're missing a class you enjoy on Thursdays.

What is funny is the fact that many professors cancel on rotation day due to other prior engagements that need to be taken care of. Although rotation day is set up early in the year so people can work around it, it still poses a big inconvenience. Students and faculty have a tendency to forget about such a day; hence, some people have a free day. If the professor cancels that class, you end up missing two classes instead of the one you already were supposed to miss.

We as students are paying for these classes and instead of missing one class, we are missing two. Our tuition enables us to receive the best education possible. Canceling two classes could be the breaking point between passing or failing. Some students require more class time than others. Even

though many students skip classes for no apparent reason, there are some students who value their classes and the information they receive in them. So we miss one day of classes. Study at home!

We only have Tuesday-Thursday classes twice a week, and if you have noticed, they are sometimes around two hours long, whereas a Monday-Wednesday-Friday class only lasts for fifty minutes. With rotation day, we're losing a class we only have twice a week. We think that if we have snow days or power outages or another emergency that causes school to be canceled, then rotation day should be put into effect. Why isn't rotation day put into effect when students miss school because of weather? Or why isn't it put into effect if we miss Tuesday or Thursday classes? We missed certain classes the first week of school because of Convocation; rotation day would have been better suited to that need because some people missed out on a class they hadn't had yet.

In conclusion, maybe students and faculty could vote on whether or not to have rotation day. We [the authors] were first introduced to it last year, and we found it to be more of an inconvenience than helpful. If the students and faculty are supposed to work hand-in-hand with education, why can't they work hand-in-hand on deciding which classes should be missed or not? As it stands, what is your opinion of Rotation Day?

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# Political Opinions

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## Is War Really Necessary?

By Toby Beahan

In recent days, the focus of the nation and world has been on the developing crisis between the United States and Iraq. President Bush insists that Iraqi president Saddam Hussein is a madman and a threat to national security who must be removed from power before he uses his "weapons of mass destruction" against civilian targets, or disseminates such weapons to Al-Qaeda. It is no secret that Hussein is a dictatorial ruler who is well-known for abusive policies and tyrannical actions against any perceived threat. He is a madman, and there is little question that the Iraqi people would be better off without him.

The question all American people should be asking is "Why is it our responsibility to eliminate this infamous villain?" Since the end of the Gulf War, in which George W's father left Saddam in power, Hussein has been quiet. Iraq has languished under crippling economic sanctions that have inflicted incredible hardships on millions of Iraqi citizens. While it is true that in the late nineties Hussein refused to cooperate with U.N. weapons inspectors and hampered the ongoing investigation, the U.S. was using the U.N. as a cover to get CIA operatives into sensitive areas of Iraq to conduct espionage. It is true that Hussein seems to hate the United States, but what reasons have we given him not to? What makes us think that, in a region where America is extremely unpopular, any new government would hold us in any greater esteem? Most importantly, where is it written that on the President's whim, America has the right to launch a major offensive to invade a sovereign nation with the express purpose of removing that nation's leader?

In a speech given in Ohio a few weeks ago, President Bush attempted to provide the American people and Congress a rationale for

committing thousands of lives to combat in Iraq. I had hoped when I sat down to watch our Commander in Chief that he would provide us with some sort of truly damning evidence against Hussein's regime that would validate action by the U.S. and the world. Unfortunately the speech that Mr. Bush delivered was filled to the breaking point with nothing more than sweeping generalities, scare tactics, and the typical bubbling buffoonishness that any articulate person has come to expect when listening to our illustrious leader.

No concrete evidence was provided that could convince me that military action is necessary or even warranted. We were told that Hussein possessed chemical and biological weapons in the past and that he had used them on Iranians during that prolonged conflict. We were not reminded that it was America that provided those weapons to Hussein in the first place. Perhaps the president got a "C" in that history lesson. Bush also repeatedly emphasized the threat of Hussein developing a nuclear arsenal (or as Mr. Bush would say, nukular) and the threat of mushroom clouds on the distant horizon. Well Mr. President, if you are going to use scare tactics which have no factual basis, it would be infinitely easier to take if you could at least say the word correctly. Nuclear weapons have terrified people ever since they were developed and used at the end of WWII, but from what I have read, and according to sources such as the CIA, the chances of Hussein or terrorists developing any nuclear weapons is slim to none.

Other overly general statements include important issues such as the "large coalition of nations" that will support U.S. military involvement in Iraq. Bush mentioned no specific nations. It is no wonder as there is scant international support, outside the loyalties of Tony Blair and the self-interest of the Israeli government. It is true

that other nations have come on board in recent days, but is that because of their heart-felt belief in the cause, or their fear of economic reprisal by the hawks perching in the oval office?

Personally, though I am no fan of Bush, I am most disappointed and angry with the Congress. Congressional leadership has done nothing to oppose Bush's plans to side-step the real issues of today in order to focus on manufactured threats abroad. In what seems to be desperate action to maintain overly inflated popularity polls from the day after 9/11, Bush seems to be seeking another conflict to prove his leadership ability to the American people. This, instead of yielding to common sense and tackling the economic problems that are reflected every day in the stock market indices.

What the American people should be most concerned about is Bush's use of what have been termed by members of the media "weapons of mass distraction," not the somewhat nebulous and unfounded threats that are purported to exist within the walls of Hussein's Presidential palaces. It is a great disappointment to me and many of my forward thinking friends that Congress, instead of standing up to the President and refusing to grant him powers to wage war, decided to follow behind him like sheep, singing the praises of a strong executive willing to stand up to foreign threats. Congress is completely abdicating their authority as the only body that is empowered to declare war. George W. Bush has an agenda to first destroy Saddam Hussein and second, to distract all attention from his inept handling of domestic economic policy in the days since the horrific attacks on September 11th of last year.

The saddest part of this entire episode is the fact that Bush and his cronies concocted this plan

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## Citizenship in the Balance

By Wayne Brown

When Congress resumes from its biennial November dance, they will be face-to-face with controversial legislation. This is neither new, nor exciting; rather, it is their jobs. However, this bill will force many Congressmen to reach for their antacid bottles. This new legislation will force lawmakers to decide how best to ease revocation of U.S. citizenship.

Rep. Jack Kingston, R-Ga., authored HR-5440, a bill that basically states that not all citizens, native or naturalized, are worthy of U.S. citizenship. "John Walker Lindh will spend 20 years in prison and go down as one of the most notorious traitors in American history," Congressman Kingston said. "However, his sentencing did not include the loss of his U.S. citizenship."

This is not an issue to be taken lightly, nor half-heartedly ignored. In Buffalo, we share a border with Canada. Immigration is not a major issue, and Canada is our friend. Therefore, I might contend that to truly appreciate the immigration question, you may need to look outside of Buffalo.

As a former Miami resident, I have seen and

worked with people who truly realize that being a U.S. citizen is a stroke of luck, and none of us will ever truly appreciate what a gift it is to be born here. Granted, we do not have a utopian government of which we can sit in awe. Our country is by no means perfect, but we do have a say in how our government runs because we have the freedom to petition our government in times of displeasure. Do you think that Iraqis can come out and say that Saddam is a warmonger, regardless of how they feel? Remember, he won with 100% of the vote! Even Ronald Reagan lost 2 1/2 % of the electoral votes in 1984, a blowout not matched by any other modern Presidential candidate.

Mr. Kingston has the right idea. There are people that risk their very lives on a daily basis just for an opportunity to salute the flag that our citizens want the constitutional right to destroy. But stateside, people are busy consternating over whether referring to the Lord in our country's pledge is offensive. Americans have lost their perspective, and I see nothing on the horizon that can re-ignite that passion on a long-term basis.

We live in a country where men like John Allen

Muhammad (the serial sniper) can take a rifle and annihilate innocent citizens who are merely engaging in day-to-day life activities. While it is problematic to let judges sort out such laws, there are people playing judge, jury, and executioner with complete strangers for their 15-minutes of fame.

What makes our country so wonderful is diversity. People from across the globe have emigrated here, and we are richer for it. When people move to America and offer up their life's work and knowledge as a contribution to the kaleidoscope of experience that has made us the best, it makes America even better.

If you are a citizen, appreciate how lucky you are. Maybe if people were more afraid of citizenship's fragility, we would have people trying to be better citizens. Remember, as a citizen, you are either an asset or a liability. If you are an asset, it will show, and the country will reward your virtue with the country's growth. If you are a liability to the country, someone right now is eagerly willing to live here in your place; you might want to think about why.



## Iraq

(Continued from Page 3)

and executed it to perfection, and no one from the Congress to the American people can see through it. The rest of the world seems to be able to see the error of our thinking, but the American people follow along blindly like sheep to the slaughter. The saying "If we do not learn from history, we are doomed to repeat it" has more truth to it than anyone thinks. If you were to ask most people about the War Powers Act or the Vietnam War, they could probably tell you very little, but if we are not careful we may head down the same road again.

It is important to note, if there was any real evidence that American action was warranted, I would not oppose it. I also do not claim to believe that if there was extensive evidence that the government would reveal it the populace, but I do feel that they would divulge it to other world leaders. It seems apparent that this evidence does not exist, though, as few other nations feel action is necessary. Bush seems to have flunked his courses on globalization and global integration and interdependence. His attitude seems to have gone from "Don't mess with Texas" to "Don't mess with the U.S." I would say it is more like "Don't mess with Bush or his daddy or you'll get blown up."

I am no sympathizer of Hussein or any other dictatorial tyrant. I am opposed to committing thousands of American lives to a baseless, unilateral military action that amounts to little less than the invocation of the Monroe Doctrine upon the entire world. I am also opposed to America granting excessive powers to the president, violating our founding principles of checks and balances. And most of all, I am opposed to the ignorance and ambivalence of the American people who seem to be walking in step behind George W. who amounts to little more than a Pied Piper leading America down the road to a potentially long and bloody war.

## Daemen Faculty Profile Series: Karl Terryberry

By Michelle L. Smith

When students talk about Dr. Karl Terryberry's classes, they frequently say, "He'll make you work, but you'll learn a lot." Dr. Terryberry has a reputation for holding his students to a high standard of excellence, which proves that he is interested in his students' success in and out of the classroom.

Dr. Terryberry, an Assistant Professor of English, came to Daemen two years ago. He currently teaches the honors section of Comp 101, Advanced English Composition, and Writing for Health Professionals.

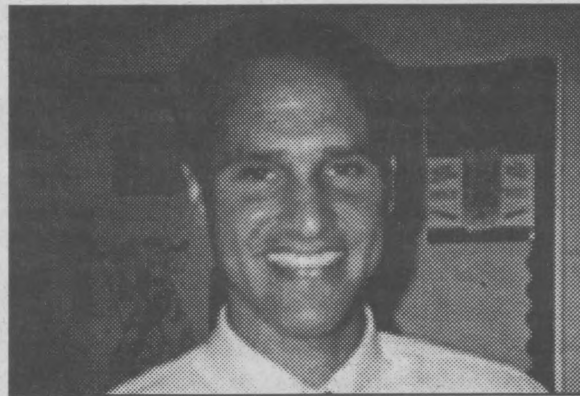
According to Dr. Terryberry, this third class is somewhat unusual because not many institutions teach something so specific. Unable to find a suitable text for the class, Dr. Terryberry received a faculty research stipend to write one himself; this past summer, he received a notice of publication for his textbook, *Advanced Writing for the Health Professions*. It will become the text for the class.

Dr. Terryberry now resides in Lewiston with his wife and his daughter. He attended Houghton College and the University of South Carolina. Dr. Terryberry taught for 2 years at the University of North Carolina, but he eventually became frustrated with the south because of factors like its hurricanes and North Carolina's public school system.

At that time, Dr. Terryberry and his wife were expecting a child. "We were not willing to raise a family down south," he said. They eventually returned to Western New York. "One thing people don't recognize about this area is the quality of life you have here," said Dr. Terryberry.

He added, "I lead an active lifestyle, and this is one of the few places in the country where I could do that affordably."

Dr. Terryberry does indeed lead an active life. He is in a curling league and plays golf, tennis and hockey. A self-described rabid sports fan, Dr.



Terryberry attends Sabres and Bills games and has, on occasion, been tossed out of them. He supports the fine arts and is involved in village and town government in Lewiston. He said, "If I'm going to live somewhere, I want to be involved in the decision-making process."

Dr. Terryberry's life blends academic pursuits and other interests, and he tries to help students do the same. He formed and now coaches a Rugby Club at Daemen. This year, the men's team enjoyed a successful season finishing 4th out of 16 teams; a women's team is still forming.

Dr. Terryberry said one reason he has promoted rugby here is that it builds a sense of community. Noting the strong student commitment to the Rugby Club, he said, "I think it's been a rewarding experience. I am so enthusiastic about it because they're enthusiastic about it."

"[The club] gives students a sense that they are representing Daemen," he said.

Similarly, Dr. Terryberry is aware that his students represent him, and he is committed to students' development. "If I try to do anything in my classes, [it is to] establish that there is a standard of excellence that is expected," he said. "I've been told that my teaching style is Nazi-like, intimidating. I'm doing this for a reason. I'm trying to establish that there is a standard." He encourages students to challenge themselves, work hard and represent Daemen well.

## Travel Security, American Style

By Wayne Brown

Independence Day demonstrated why the ACLU and other such groups are guilty of American citizens' feelings of insecurity during travel.

While the warnings of terror lingered heavily around all airports, many travelers feared the prospect of threats becoming a reality on their flight. As one of many global travelers on the Fourth of July, fear of terrorism was definitely part of my reality.

America is under a delusion that flying is safer now more than ever because the Federal Government runs airport security. This seems to be a false sense of trust for the American traveler.

On July 4, I flew from Frankfurt, Germany to Chicago, Illinois. The moment I got to the airport curb in Germany, every aspect of my person and my luggage was thoroughly scrutinized for everybody's safety. By the time I got on the plane, I passed through eight security stations, and had my shoes X-rayed and then examined by a German security officer. When the plane took off, the airline knew of everything that would be flying on their airplane that day, allowing even the most nervous traveler to relax considerably. One German guard explained that the increased security was due to threats made in regards to July 4.

Fast-forward eight hours to a completely different world. From O'Hare, I had to fly into

Buffalo. After traveling abroad for six weeks, the only thing Customs said to me was welcome home. My luggage was then unceremoniously loaded on to another plane, without any X-ray or examination. The only security checkpoint I went through was the metal detector to enter the airport's terminal. When I stopped for wandering, the security man said no bells went off, so that was good enough to not warrant closer examination. European airports made me empty my pockets entirely, and felt to check. This was to protect against non-metal weapons.

The bottom line is that flying is safer if you travel through Germany, Spain, or Italy, even if you are only flying from Chicago to New Orleans.

There can only be one reason for this lax security amid the panic of terror in society today. Americans are so protective of their right to privacy; they are willing to forfeit the security they keep demanding.

While protection of personal privacy is a main cornerstone to Americans' love of the constitution, it seems that we have learned nothing from 9/11. President Bush declared a War on Terror, an obvious necessity to most American citizens; but why are we paying billions of dollars to fight a battle America is not serious about winning.

Granted the airport is not the front lines, but citizens complain to their congress people they want to win the War on Terror, but it should not inconvenience them. The citizens launched

that salvo at our own shores by having feeling they can dictate the path of the War on Terror.

Feeling secure about flying means that you cannot get your nose out of joint when security orders you to open your bag, or remove your shoes. And while I don't believe that 12 year-old children and 70 year-old women deserve the same scrutiny that 25 year-old angry men deserve, Israel and Palestine should be proof that anyone is capable of egregious actions.

So why blame groups like the American Civil Liberties Union? While they share guilt, they are one of the main perpetrators of the American mindset that everyone is a suspect except me, and if I am to be examined, the ACLU will defend my rights not to be examined.

American politicians should make a decision to either surrender the war, or fight it seriously on all fronts, even at the airport. America cannot strut around the world like the big bully on the playground, then ask countries who depend on our strength in the world to fight our battles for us.

Get serious or stop wasting taxpayer dollars. Airport security in the United States is a sham and an embarrassment. Airports require people to get to the airports early, but then the security is nonexistent. I have had harder security encounters going to Tuesday night hockey games than getting on that plane in one of the busiest airports in the continent. Fight to win, don't fight to not lose. America's future is at stake.



# In Memory of Prof. Masterson

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interventions into other countries and the diversion of vast resources into the war industry. Undoubtedly, his anti-war outlook owed something to his harrowing experiences in World War II."

The classically trained Masterson is remembered for his stoic, self-effacing demeanor, his formidable intellect and independence, and, above all, his dedication to teaching. Nason said, "He enjoyed what he did. He could quote poetry from memory. It was his life."

"Professor Masterson made his colleagues proud of being in the profession of teaching. He made us all feel that teaching and the life of the mind were activities that were intrinsically valuable. He was always willing to share his enormous knowledge of

Shakespeare and the English language. Having him in an office nearby was better than having the internet available. He was always most eager to share his knowledge. He often would ask colleagues about information from their areas of expertise which he thought could increase his knowledge. At a time and in a culture that often does not highly value the life of learning, Prof. Masterson embodied that life and made us all feel that we were doing something very worthwhile."

--James Moran (Professor of Philosophy)

"My most enduring memories of Mr. Masterson are related to the fact that I was imposed upon him when he was department chair. I was hired by the VP for Academic Affairs on the strong recommendation of a professor whom she and I had in common. He resented that and resented me for a while, as "that young upstart with all the new ideas." He intimidated me; but he intimidated everyone back then. Before long we got to know each other and he realized that when it came to the study of literature and English usage, I was almost as conservative as he was. We both believed in a solid foundation and a rational sequence of courses and--among many other things--that there was a proper time to employ the pronoun "that" and the pronoun "who," and a proper and significant difference between "who" and "whom," and that "their" was under no circumstances a singular pronoun.

Masterson hated "dilettantes," those people whose formal involvement with the study of literature was superficial and casual. This is why he advocated strongly for a comprehensive examination to be administered to all English majors at the end of their sophomore and senior years and was saddened when the practice was terminated in the early seventies.

I guess I felt proudest of my association with John back in about 1975, when the core and the entire curricular structure was undergoing a change. Because we could see little merit in the changes, John and I were accused of being "grandfatherly" in our attitudes. In recent years, John was not as militant as he once was; but I will always remember him as having been very important to my formation as a college professor."

--Peter Siedlecki (Professor of English)

"I was lucky enough to have had the opportunity to take four classes with Mr. Masterson. I was, and continue to be, inspired by Mr. Masterson's intelligence, passion for his work and compassion."

--Darcy L. Smith (Class of 2002)

"One day I was sitting in my office when I heard a tremendous crash. I ran next door to John's office to find that one of his bookshelves had fallen over (students will remember how heavily laden they were). He'd set one book too many on it. I helped him straighten up a bit, but that's pretty much how things stayed for a good long time: a big pile of books with John sitting in the middle. He just took up residence wherever there was room and didn't let much get in his way. All he really needed was a chair and enough room to prop up Shakespeare. When he semi-retired and switched offices, I helped him pack up his books. We had about 50 boxes of books to dispose of and another dozen or so of those he wanted to keep. Some of them went back forty years. They're still there in those boxes in his office."

--Shirley Peterson (Professor of English)

Thank you to Dr. Robert Morace for providing the biographical information.

## Alumna at anti-war rally

By Darcy Smith

Less than a year ago, I was at Daemen complaining of parking problems and the lack of indoor smoking areas. But on the weekend of October 26, I was marching around Washington DC speaking out for peace. I was part of a national movement, and I was participating in Democracy.

Let me tell you the story.

At about 2 a.m. on October 26, 2002, I was on a bus. I looked across the aisle from me. Directly across from me was an elderly couple. The old woman, for reasons of comfort, was leaning on her husband's shoulder to sleep. In the seat behind them was a young couple - he was probably in his early 20s, she her late teens. They were sleeping in a similar position.

These people, despite their age differences, were the same for a weekend. They were mirror images of one another. They united for a common purpose. They were together to promote peace.

Upon our arrival in Washington, I was awed at the number of protesters. They were gathered from around the country. I saw signs that mentioned Minnesota, Michigan, Maine, North Carolina, Kentucky and other locations of origin. Though many press sources sited approximately 50,000 people in attendance, bus registries from charter buses alone counted more than 150,000.

Many protesters carried protest signs. The messages on those signs were as varied as the people carrying them. One stated "No blood for oil," another "George Bush is the Threat to National Security," while yet another stated "Regime change begins at home." Speakers, including Rev. Jesse Jackson, Rev. Al Sharpton and actress Susan Sarandon, spoke of the financial and moral cost of a war, the plight of the Iraqi people, political prisoners and the movement to free Palestine. The crowd often chanted slogans like "no blood for oil," "no war in Iraq," or "Ashcroft sucks." Applause was thunderous.

I don't know if the protest, and those like it around the country, had any effect on the political leaders who witnessed it, but it had an effect on those who participated in it. We became inspired to organize and lobby. We learned that we weren't alone in our pacifist feelings. We learned about each other.

\*\*\*Darcy L. Smith, class of 2002, is a former Ascent editor/writer and served as president of the Student Association. She is currently working as a journalist for Johnson News Services in northern New York.\*\*\*

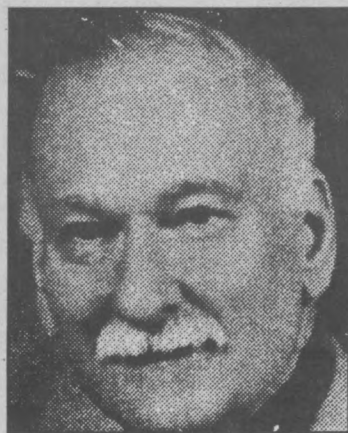
## Education Department Mourns Professor

Contributed by Sara Gugliuzza and Katie Henninger

As a box of tissues was being passed around the classroom, fourth-year students anticipated the arrival of Dr. Hartwick, the chairman of the Education department. A well-respected, tearful man walked in, shut the doors and approached the podium. Standing in front of the podium looking out at the 40 students, Dr. Hartwick fought back his own feelings and gasped, "This is not fair." It was confirmed: Mr. Joseph J. Yelich had died.

Mr. Yelich was 66 years old and died unexpectedly from a massive heart attack in his Orchard Park home on September 15, 2002. "He was a professional of utmost integrity. He was a consummate gentleman who was most generous of his time and talent to students and colleagues alike. His diligence and commendable work ethic were admired and ingrained qualities," explained Dr. McMahon, a professor in the Education Department. Mr. Yelich always went well out of his way to make sure that every student had an equal opportunity to succeed in his classroom.

During registration time, his classes were the first to be filled and students would beg to be added into his class. Education department professor Dr. Shields remembered how Mr. Yelich would like to talk about the students and what they were doing and how excited he always sounded about passing on his valuable knowledge to them.



Mr. Yelich was a highly respected member of the educational community. Mr. Yelich retired in 1991 as director of Special Education for the Orchard Park School District. He was a volunteer reader for the Niagara Frontier Radio Reading Service. He coached hockey at Orchard Park High School and West Seneca East High School. He was also the football coach at West Seneca East High School and a coach for the Western New York Special Olympics. "Mr. Yelich was an exemplar of caring and commitment to teaching and learning. If you look in a dictionary for the word honorable, you would find a picture of Joseph Yelich," said Dr. Fox, associate professor of the Education department.

No one will ever be able to fill his shoes and "he will never be replaced," as Dr. Hartwick told us the first day back to class after the funeral. The section of Mr. Yelich's Special Education Practicum Class has meshed together with Dr. Hartwick's section. The students and faculty decided there would be no replacement and Mr. Yelich's salary would be donated as a scholarship fund. As all 40 seniors pile into our respective classrooms every Monday and Wednesday, we continue to follow Mr. Yelich's syllabus, do work as planned and try to continue on the way he would have wanted us to. All the students have discussed and confirmed - we are so lucky that God let us borrow one of his angels for as long as he did.

A tree will be planted on campus in the spring in memory of Mr. Joseph J. Yelich because he always stood tall.



# Univera BuddyCheck 2

By Antoinette DelBel

On Tuesday, October 15, Paula Hibbard, a registered nurse at Univera Healthcare, spoke about Univera BuddyCheck 2 for breast cancer awareness month, which took place in the month of October.

Univera BuddyCheck 2 is a program sponsored by Univera Healthcare and WGRZ-TV (Channel 2). This nationally recognized program promotes breast cancer awareness and early detection. In Western New York alone, the program has helped to save a number of women's lives.

The BuddyCheck is a simple process that involves choosing a buddy and reminding her to give herself a breast self-examination on the second day of every month.

According to the American Cancer Society, one in eight women will develop breast cancer during her lifetime. Chances increase as you grow older. That is why it is important to make monthly breast self-examinations a habit.

The breast self-examination is only one part of the BuddyCheck program. Other parts include breast examinations by a physician and routine screening mammography for women between the ages of 40-75.

Hibbard, registered nurse at Univera

Healthcare, gave out pamphlets during the presentation to show women how to properly conduct a breast self-examination.

Check for any cancerous lumps in your breasts, first in the shower, and second, lying down on your back. Third, while standing nude in front of a mirror, check for any changes in the shape or contour of your breasts and look for discharge from the nipples, which may be a sign of breast cancer. Fourth, examine the area between the breast and underarm. All steps are done with the pads of your fingers in a firm circular, wedge, or vertical motion.

"I wouldn't poke myself like that," yelled a member of the audience, not realizing how firmly you have to press on each breast to detect any lumps.

Hibbard emphasized how important it is to know your own, individual body because everyone's is different. "You are the best advocate for yourselves and your health," she said. "Things change [on your body] so you really have to know if anything is unchanged."

"Just remember, you have to take care of yourselves because no one else is going to do that for you," said Hibbard.

For additional information on breast cancer, visit the websites [buddycheck2.com](http://buddycheck2.com) or [women-shealth.org](http://women-shealth.org).

*Throughout the year, The Ascent will be reviewing businesses in the Snyder area in an effort to introduce students to the wide variety of establishments around campus. Be sure to check them out for yourself!*

## Chochkey's: Unique Gifts Galore

By Nina Zehr

Am I the only one who absolutely hates shopping malls? Sure, the lights and decorations are pretty, but waiting in endless lines, forcing my way through aisles and always having to search out store personnel is not my idea of a good time. Of course, trying to find unique items for myself is no picnic either. Those of you who share this sentiment should stop in at Chochkey's the next time you need to find an original gift, or simply need to treat yourself.

Self-described as a "one of a kind gift and home interior consignment shop," Chochkey's is located at 4553 Main Street within easy walking distance from Daemen. I was reminded of my grandmother's living room as soon as I entered; the scent of potpourri fills the air, classical music plays softly in the background, and the space bursts with colorful decorations and knickknacks. All of the fixtures are hand-painted and dried flower arrangements occupy any empty space. Chochkey's is clearly no shopping mall.

Of course, it's not a discount store either. The majority of the items are hand-made and hand-painted by the owner, Michelle White, and other local artists. The quality and creativeness of the merchandise justifies the prices, which are sometimes high. However, there is still a large selection of reasonably priced items.

Especially interesting are the small votive holders made of frosted glass and decorated with genuine flowers, which are somehow held in position through a firing process. These beautiful holders will only cost you \$6.95 and are well worth the cost. Also attractive is the selection of jewelry, which is all hand-made and truly original. In addition, there is a wide assortment of adorable Christmas ornaments, delicate picture frames, painted wine glasses, and decorative plates.

Some of the more expensive items are still worth looking at. There are gorgeous scarves made of Italian yarn and mohair, priced at \$40. Among my personal favorites were the purses made out of decorated cigar boxes and lined with various materials. Again, college students may gasp at the price tags (which run anywhere from \$50 to \$75), but you are not going to find items like this anywhere else, guaranteed.

Simply shopping for a gift isn't the only reason you need to stop in at Chochkey's. It can also provide a kind of escape. I was amazed at how quickly the small space enveloped me, making me forget the traffic whizzing by outside. Whether you need a gift or simply want to look around, the staff will be happy to welcome you into their cozy, colorful world. I was almost disappointed when I had to step back out into the comparative dinginess of Main Street.

Chochkey's hours are 11 a.m. to 5 p.m. Tuesday through Friday, and 11 a.m. to 4 p.m. on Saturday. Make the time to stop in. You're guaranteed to find something to fit your budget and your personal style.

## Mix Girls and Boys in the Classroom? You Decide

By Brittany Cozad

Let me begin by saying that I am a feminist. Now that doesn't mean I burn my bra or hate all men. It means that I believe in the social, economic, and political equality of all women. But before taking the course Sociology of Women at Daemen this semester, I perceived feminists in a negative way.

This class has opened my eyes and ears to current women's issues about which I have formed strong opinions. Therefore, when my professor gave me the o.k. to use this course for credit for the honors program, I was pleasantly surprised when she asked me to choose a women's issue that intrigued me, research that topic, publish my findings in our school newspaper and conduct a survey based on opinions I get from you, the students. The topic: should girls and boys be together in the classroom or are single-sex schools the way to go?

As a graduate of Mount Mercy Academy, I think it is obvious which side of the argument I'm on. Personally, I believe that attending an all-girls school was one of the most rewarding experiences I've ever had. I never had to think twice about how I looked in the morning and definitely felt more at ease in the classroom than I had when I attended public schools.

"Going to an all-girls school benefited me because I was able to put aside petty things that would have distracted me from school," said Ashley Connors, class of '05.

Research has shown that girls in single-sex schools have more confidence in the classroom than they would in a co-ed school. The Harvard School of Education and The American Association of University Women have also concluded that teachers tend to call on boys four times more often than girls in the classroom. I also noticed during my high school years that my grades were better than when I attended public schools. It has been noted that girls' grade point averages are higher in single-sex science and math courses.

But what do you have to say about these statistics, girls? If you went to a co-ed school, do you feel like you were overlooked and distracted in class? Sophomore Dana Haug said, "It was very distracting because you couldn't concentrate in class because you were worried about what the boys would think if you gave answers in class." However, she pointed out that by having both sexes in school, she would get different opinions on different subjects. Jessica Tedeschi, class of '04, stated that having boys in the classroom "challenged me intellectually to keep up with the guys in class."

And what about the social aspects of attending co-ed schools? Did girls like me miss out on social opportunities with guys, not just in the classroom but outside it as well? Yes, it's true that during my high school years, my circle of friends consisted mainly of girls but was that wrong? Tedeschi said, "My closest friends from high school that I have stayed in touch with are boys."

So did I miss out? I want to know what you think girls, because I know I can't be the only Daemen student who has an opinion on this issue.

- 1) If you went to an all-girls school, was it beneficial to your education and how?
- 2) If you went to a co-ed school, were you distracted in the classroom and overlooked at times by your teachers?
- 3) Did going to an all-girls school make you feel like you missed out on social opportunities with guys?

In the next issue of The Ascent, I will publish my findings based on what you told me and compare it with additional research done on this debated topic. And to all the guys, don't feel that you're excluded from this survey. I want your opinions as well. The more results I get, all the better for my project and your awareness on this issue.

Please email responses to [bcozad@daemen.edu](mailto:bcozad@daemen.edu). Thank you!



## Freshmen Speak

(Continued from Page 1)

more fully, the length of the class periods, difficulty in using blackboard and too much reading. A few students expressed that the theme of sustainability is too broad and that the course tries to cover too many topics.

Although over half of the students surveyed said they do not like attending the small group session, others listed it as their favorite part of the class, especially because of their professors and the good discussion.

The responses suggest that IND 101 may be meeting at least some of its goals. The course intended to introduce freshmen to faculty and students, especially those outside of one's major. Of the 72 responses, 49 students said that they had been introduced to faculty members through IND 101. Fifty-three freshmen met new students in either the small group or large group sessions. IND 101 also stresses participation in class discussions, and 58 students felt that their small group instructor encouraged discussion.

However, other course objectives remain unfulfilled. The IND 101 syllabus says that the course serves as an "introduction to college life in general, and to Daemen in particular," but only 9 people thought that this was happening.

"I have been completely disappointed in the class and I have been repeatedly convinced of its unimportance to our curriculum," said Brittany LaBarge.

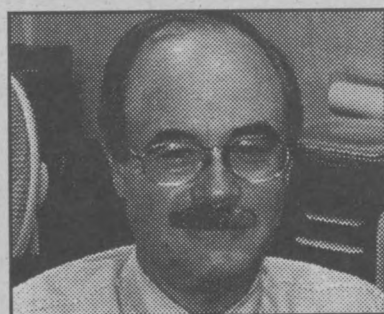
Several freshmen stated that IND 101 should not be continued in the future; a few others called for changes to the course.

Angelica Marlatt said, "I think that IND is a good idea, but make it more interesting and useful."

\*It is important to note that faculty who are involved with IND 101 have told The Ascent that they are aware of these concerns and assure students that changes will be made in the future.\*

## Who's Who at Daemen

Dr. Blake Thurman's profile was mistakenly omitted from the Who's Who section in the October edition of The Ascent. We apologize to him for this oversight.



**Name:** Blake Thurman

**Title:** Executive Director of Academic Support Services

**Office location:** Duns Scotus 126

**Why might a student want or need to come see you?:** There are many reasons, including adds/drops, referrals, grade appeals, fellowship information, registration, discussing majors or courses, finding your advisor and getting things signed. I also enjoy meeting the students and helping them solve problems.

**Advice for Daemen students:** \* Remember – it's YOUR education!

\* Be prepared and on time.

\* Enjoy education.

\* There are many ways to solve problems. Don't give up half-way!

**Favorite Daemen activity or moment:**

\* working with students and helping them solve problems

\* improving the institution

## Dating Violence Theater at Daemen

By Marcie Peterson

*domestic violence* = physical abuse between partners who are living together

*dating violence* = physical abuse between people who are not living together, such as a boyfriend and girlfriend.

During every fall semester over the past four years, Daemen College has offered its students a chance to learn about violent relationships. On Thursday, October 17, Equalogy of Bloomsburg, Pennsylvania presented *Play Rights Dating Violence Theater: Four Hearts Changing*, written and directed by W. August Schulenburg and Heather Dyas-Fried.

Equalogy is a not-for-profit organization that promotes social change and expands awareness about issues of equality and violence against women. The Equalogy staff has a combined 60 years of experience in fields dealing with sexual assault and domestic violence. The Play Rights actors have been trained in these subjects; they are professional actors and college graduates.

In *Four Hearts Changing*, there are four college-aged characters: Lizzie, Brian, Matt and Erica; the only props used are four chairs and some books. The play starts out at the beginning of the characters' junior year with best friends Matt and Brian at a party trying to pick up best friends Erica and Lizzie.

As the play continues, the four become friends, and eventually Erica and Matt begin dating. Soon after Matt and Erica move in together, he becomes physically abusive towards Erica. Throughout the play Lizzie and Brian tease each other back and forth, but Lizzie soon begins to be emotionally abusive towards Brian.

If you did not attend the performance, then you will have to wait until next fall to find out what happens.

Heather Dyas-Fried, co-writer and co-director of Equalogy's plays, believes theater is a better way to get across to people the dangers of dating violence rather than just talking or lecturing about it.

Dyas-Fried also plays Erica in *Four Hearts Changing*. She provided each audience member with a program/pamphlet loaded with information on dating violence.

This is a very sensitive subject, and I applaud Equalogy and what they do; I hope that others do the same.

### CRISIS SERVICES

834-3131 (24 Hours a Day)

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Did you know...?

90% of victims are females

95% of perpetrators are males

### FOUR MAIN TYPES OF ABUSE IN RELATIONSHIPS:

1. verbal abuse (yelling, screaming)
2. emotional abuse (criticizing, threatening, manipulating emotions)
3. physical abuse (punching, kicking, choking, biting)
4. sexual abuse (any unwanted sexual contact)

### HOW CAN YOU HELP A FRIEND?

If a friend tells you that she is being abused, you can help her by just listening and believing what she says. Be helpful and supportive. Let her know that she is not to blame, and help build her self-esteem. Encourage her to meet with a professional; give her the number for a domestic violence hotline. Respect the decisions she makes, and do not pressure her to do what you think she should do. Be patient and realize that this process may take time.

### WOULD YOU KNOW WHAT TO DO IF SOMEONE IS BEING ABUSIVE?

Challenge the person in a nonviolent manner, and let him know that you have a problem with his behavior. However, if his victim has confided in you, do not give him this information; that could create more danger for the victim. Also, do not step into a violent situation; call the police instead.

If you or someone you know is in an abusive situation, the following information can help...

### COUNSELORS

Dr. Eileen Joyce, MA, MSW, CSW, Ph.D., Psychotherapist  
33 Mt. Vernon Road (directly across the street from Daemen's front lawn)  
Amherst, NY 14226  
839-4471

Joanne Cannavo, MSSA, CSW  
4548 Main Street Suite 10  
Amherst, NY 14226  
839-6504

Deloris Fields, MSW, CSW  
837-7878

Ms. Fields will come on campus and meet with students in a private setting.

Anne Gilles-Thomas, Ph.D Clinical Psychology  
6265 Sheridan Dr  
Williamsville, NY 14221  
626-9016

## Ice-T came to Daemen

By Jennifer Swan

On November 4, actor, rapper and social commentator Ice-T came to Daemen College to give a lecture. Ice-T, who plays Det. Tutuola on *Law & Order: Special Victims Unit*, spoke on a variety of subjects, from his personal life to politics.

Ice-T prefaced his speech by warning the audience that he would be using language that some people might find offensive. He told the audience if they were going to get offended by anything they should "get offended by homelessness, AIDS, going off to war."

During his lecture, Ice-T noted that people have

called him racist and sexist and accused him of glamorizing violence. He denied all three accusations. Regarding violence, Ice-T said, "I've been through it and I write stories about it."

Ice-T said he is not sexist but that he does talk about sex. He discouraged people from entering into a relationship and trying to change the other person. He compared this to U.S. foreign policy: "We're inflicting our beliefs on other people."

Ice-T closed with a hopeful message for the audience: "If I can do it [be successful], there's no excuse to fail." He also asked people to reflect on everything he had said. "Don't think everything I think 'cause then only one of us is thinking."



# WHAT'S BEEN HAPPENING



The Daemen English Club on their trip to Cooperstown, NY, the home of James Fenimore Cooper.



Ice-T visits Daemen, speaking hope and truth unto our nation's youth.



Daemen Resident Assistants enjoying Daemen activities.



Boobar participants partaking in the Halloween Group Costume contest.



Daemen residents decorated their halls for Halloween.



Fake car crash for AA (Alcohol Awareness) week, select Daemen students are diagnosed with fake injuries.