

Alumni Memories Graduate School of Education

GSE and my fond memories...as an international student from Portugal, of course I felt homesick. Every time I returned to the U.S. to resume my classes and programs, I cried and I felt bad for everything I was leaving behind. But every time I arrived in Buffalo I also felt that it was a new beginning. The support of all of the people in GSE helped me face these challenging times. I have fond memories of Dr. Kauppi and his classes, and all the stories he told, making every minute of his lectures interesting. He was able to turn his tie into a part of a rehabilitation tale. I'll never forget how touched I was by the profound lessons and silences of Dr. Frantz...in my constant turbulence he was a lake of calm, a safe port. There are words of his, regarding grief and death, that I'll carry with me forever as a person, and as a counselor. Dr. Cramer and the way he joked with me, how he provoked me to write better and to constantly improve, are memories that will last. Being away from home was hard, but the people in GSE gave me a home away from home. Diane, Sam, and Nancy from CEP (Department of Counseling and Educational Psychology) were helpful and family from the get go. Dr. Barbara Trolley gave me comfort and sensitivity. Jenifer Lawrence became a good friend...sharing with me times of sadness and some tears, we shared so much! I can't forget Sue Gerber and Marybeth, and all the hours we spent helping people in the GSE computer lab, all the nice adventures from our hours together. Sue embraced my culture and me, she made me feel welcomed...I'll never forget that either. I appreciate the opportunity that Dr. Shuell and Dr. David Burganowski gave me with the assistantships, allowing me to pursue my dream there. I grew as a person and a professional...my learning didn't stop. The team that I worked with was amazing, and left me with so many memories to treasure, especially Michelle and Pryia. The daycare on both campuses, and its entire staff were amazing. I was able to trust my sons to them and feel safe. I want to share with all of you that a piece of me was left behind when I left Buffalo and UB. After seven years there, being treated as part of the community, it was just as hard to leave UB as it was to leave Portugal. I embraced two homes, and I now have two cultures. UB and all the people I love there made that possible.

Rosa Amaral, Ph.D. '03
Counselor Education

For my graduate work in my master's and doctoral studies, my favorite faculty members included: Dr. Conrad Toepfer, Dr. Robert Harnack, and Dr. Charles Fall. I remember when I first met Dr. Toepfer seeking an advisor for my master's degree. I had been in the service (Vietnam, which included two combat tours). He always said he remembered me as I looked then. I had long hair, a beard, jeans, tee shirt, and was also wearing my service field jacket. I guess I did not look like the typical education major. Dr. Harnack was a great teacher and mentor to me. I chose him for my dissertation committee because I knew he would help me and guide me in the right direction when it came to the research. He did get me though (he was good at getting a student's goat). He asked me a question during my defense of my dissertation. I thought there was no clear answer to the question. Dr. Fall tried to come to my rescue. Anyway, when I finished after an hour or so, and asked if there were any other questions, Dr. Harnack raised his hand, and smiling said, "Mr. Bream, you never did answer

my question.”

Jerry Bream, Ed.D. '79
Curriculum Planning

In the late 70s, I was a graduate assistant working with Dr. Mike Kibby in the Reading Clinic in the basement of Baldy Hall. Dr. Kibby asked if some of us would videotape various testing and teaching procedures so students could watch exemplary teachers at work. We worked all summer on that project. But for fun we decided to make a video showing what it was really like to be a supervisor in the Reading Clinic: from putting on jackets, mittens, and scarves to combat the effects of the air conditioning to editing yards and yards of cut and paste (the real, old-fashioned paper) reports to how to make the “perfect” pot of coffee. Dr. Kibby said it was our best work of the summer and he actually showed it to his students. I enjoyed working with all the people in the Reading Clinic and whenever I run into someone from my classes, we all talk about that wonderful experience.

Susan Busch, Ed.M. '79
Reading Education

In 1964, I began my graduate study at UB in the rehabilitation counseling program headed by Dr. Marceline Jaques. She formulated a challenging program of study and encouraged me to take additional courses in college to complement my major in industrial arts education, before beginning study in the field of rehabilitation. The wisdom of Dr. Jaques and her guidance during that period of transition prepared me for the future. The rehabilitation counseling program was comprehensive. It was laced with a balance of academic and the hands-on experience that formed the foundation for my long career, which required adapting to many challenging and evolving professional roles—always with a strong commitment to public service.

After receiving my master’s degree in rehabilitation counseling, I enrolled in the social foundations in education program under Dr. Charles Fall. I worked in several departments on campus including: the University Research Center, headed by the late Dr. Alan Kuntz; the urban studies program; and the University Libraries, where I worked as the personnel director. In this position, I initiated a library technical assistance program that brought students into library science who had not considered that field of study.

I received my Ph.D. in 1974, at the same commencement ceremony as my sister Lenora. It was a proud day for my sister and I, as well as our parents, because it was the first time in the university’s history that siblings received their respective doctoral degrees at the same ceremony.

Arthur Cole, Ph.D. '74
Social Foundations

In 1968, I enrolled in the educational administration doctoral program at UB. While pursuing my studies, Dr. Richard Siggelkow, vice president for student affairs, became a significant mentor and supporter. He hired me to develop and administer an educational opportunity program for financially needy students requiring special mentoring and support to pursue undergraduate degrees. I was fortunate to help prepare a significant number of students enrolled in this program. These students ultimately earned undergraduate degrees and have become notable professionals, making significant contributions to the economic development of Buffalo and the communities where they reside. I also remember commencement day in June 1974 when my brother Arthur and I received our doctoral degrees (his program area was social foundations). On that day our parents, John and Susie Cole, were filled with joy and pride as they witnessed and rejoiced in recognition that they were the first parents in the history of UB to witness two of their children receiving Ph.D.s at the same time. After the ceremony, I lived with the admonishment of my proud father, a strong advocate for education and achievement. I told him, “Daddy, I have earned the highest degree awarded in my field.” He responded, “You must now go into the world and ‘prove’ yourself.”

Lenora Cole, Ph.D. '74
Educational Administration

My first contact with faculty in this program was during my pursuit of a master's of science degree in psychiatric-mental health nursing when I took an elective course, Values of Education, with Marvin Farber during the Spring 1969 semester. Dr. Farber's class was fascinatingly overwhelming as he pushed me to think about the essential components of educational programs for nurses. (This was also the semester when classes were cancelled due to the riots over the Vietnam War.) Then during the 1980s, I began to study for the Ph.D.—these are some of my memories of this endeavor:

Mike Simmons—offered much support and empathy, taught me how to write and focus on expressing my own perspectives;

H. Warren Button—an extremely wise man who loved challenges; firmly believed that by directing dissertations on a wide range of educational issues—from nursing programs to computers in education—that he was constantly learning;

Maxine Seller—a tremendous role model of a woman who had excelled in her professional endeavors while being a wife and mother; she also supported and empathized with her students who were overwhelmed by multiple roles; Maxine also had great parties at her beautiful home;

Lois Weis—extremely challenging educator who had high expectations for her students and was willing to help them meet her standards; learning about the implications of the hidden curriculum in her classes had profound and lasting effects on my own teaching and research;

Gail Kelly—an incredible professor who used her own experiences of travel to places such as Vietnam to illustrate the points she emphasized during her classes; her lectures were extremely inspiring;

Stephen Brown—a thought provoking professor with a great sense of humor; one of my favorite experiences was in his course, The Nature of Inquiry, as a member of the “Egg Board” (editorial board) when a group of students had to review and publish a “journal”—my group was very dedicated, hard working, and task committed and we altered photos of the course’s professors for the cover of our great journal.

Janice Cooke Feigenbaum, Ph.D. '88
Social Foundations

First of all, I won't ever forget Bob Rossberg, an extraordinary teacher, who always included a sprinkling of poetry, literature, and philosophy into his not-to-be missed lectures. A DJ with his own jazz show and a great sense of humor, he was such an atypical professor and such fun to work with. I especially appreciated that he did not put his name as primary or even second author on the publications of his doctoral students.

And Tom Frantz—he was a very special friend, one of my favorites, brilliant, kind, caring, and helpful to all of us, a good friend to me well past graduation.

And Dwight Kauppi—such a character, so animated and funny, he even made the boring interesting, no small feat.

And Barbara Putman was my listener, one of the few women in the department at the time who held me up through prelims and the frustrations of the dissertation.

And then there was Stan Cramer, whom I continued to like in spite of the fact that he called me a “knee jerk liberal” when my feminist head reared up, with just cause I might add, at the sexism in the department.

And Jeremy Finn, in a field I abhorred, a hard-nosed guy, in his ever-present clogs, who helped me grasp, though I never really understood—probability, the most dreadful of subjects. In spite of it, I liked him.

But even more fondly, I remember my great classmates, especially Dave Rosenthal, my constant companion through it all, who among so many things taught me, in his typical New York City fashion, to dash across Main Street without getting hit, and to let out healthy primal screams when the mainframe computer far too often gave me fatal error reports on my data analyses.

And I remember having to commute across three campuses—Main, Ridge Lea, and Amherst to get to classes, and this after commuting 50 miles from Fredonia! Not fun that, especially in the Ice Storm of '76 and the Blizzard of '77 where I slid down a hill off the thruway so far that the tow truck had to put an extender on its usual winch to pull me back up.

And finally, I remember more recently being awarded a GSE Outstanding Alumni Award, an honor I still cherish.

Those graduate years were good years in my life, made so by bright and caring faculty and inspirational colleagues whom I will not forget.

Happy 75th Birthday GSE!!

Anne Deming, Ph.D. '77
Counseling Psychology

In 1957, I was a sophomore taking an advanced Spanish seminar. A fellow student, Mr. Papalia, later Dr. Papalia, who taught at GSE, gave me a brochure on NYU's brand new program for study at the University of Madrid and suggested I go. I took it home and showed it to my dad, who had previously refused to let me go to school out of town because I was only 16 as an entering freshman. Wonder of wonders, he thought it was a great idea! Tuition for the year was less than \$500, and I had the time of my life! THANK YOU, DR. PAPALIA.

Ann Fitzgerald, Ed.M. '75
Foreign Language Education

As a master's student in the CSSD (college student services development) program (now the SSA [student affairs administration] program), I was very close with my classmates. In fact, Anna, Laura, Sarah, Justin, Tabitha, and Kerri were like my Buffalo family. So much so that both years we celebrated by making a Thanksgiving feast in the apartment that Justin and I shared. We even invited Dr. Barba to attend and sit at the head of the table (since he brought us all together)! Since I am from California and was a long way from home it was awesome to have such great colleagues and friends at UB and it made my time really memorable. I am thankful to continue to have my six classmates as colleagues and close friends.

David Forgues, Ph.D. '05
Higher Education

I remember an evening in an educational administration course where we presented our group projects. At first, they were politely received. The instructor and the class asked questions and gave constructive comments. The mood shifted when one student, who enjoyed the sound of his own voice, had something negative and unnecessary to say about the next couple of groups. A domino effect ensued. The gloves were off. Naturally, when it came time for the original whiner to present, he and his poor group members took quite a verbal beating. I wish I could remember the name of the guy who ended the hostilities. He spoke for the next group. But before opening for comments from those who still had to present, he concluded his statistics on school district funding with a smile and a Bible verse by saying, "... and remember. He who lives by the sword, dies by the sword." That got a laugh, and peace reigned once again in the classroom.

Sheila Hanlon Kincaid, Ed.M. '88
General Education

I graduated as Elaine Gardon with a bachelor in education in 1968. My field was health and physical education. I spent 35 years in education at Cleveland Hill in Cheektowaga. My fondest memories of UB were in and around Clark Gym. I watched my future husband play baseball from a window on a stairwell on those bitter cold days in April. I scored a career high 27 points during a basketball game against Fredonia State during the beginning of women's collegiate basketball at UB. Clark housed the pool I struggled to learn diving and synchronized swim. But my fondest memories are those I shared with my peers in the Majors Room. It was a small sitting room, facing the football field, with a few soft chairs and a couch. We'd talk about classes, jobs, and boys. We learned about each others families, religions, meals, aspirations, and life. Many of these women remain my dear friends today, and some I've not seen since graduation. Still, I smile when I think of the times we shared together.

Elaine Hansen, Ed.M. '80
Physical Education

I remember how proud I was to be asked to be the graduate assistant (by Dr. Stan Cramer) while the counseling education department was going through accreditation activities. I thoroughly enjoyed it. Time—about 1976. One of the highlights of my three years at SUNY Buffalo was the internship at the health center on the old campus. I had so many tough and interesting cases in the student body from all over the world. I was very fortunate to have Dr. Foti (head of psychiatry at the Erie County Medical Center) as my supervisor. I supervised a very hard-working and intense student from Palestine who kind of just appeared in our department and wanted to work on her doctorate. Not too popular with the faculty, but I admired her courage and guts to come to the U.S. alone.

My favorite memories, of course, are of faculty (Marcie, Tom, Bob, Stan, Jim) and my fellow students. There was Dan who finished his doctorate in two years and went back to Maine with his wife and kids. And my best friend was Anne Deming who went on to great achievements in the college world. Oh yes, how can I forget Jeremy Finn and Dave S. who both made statistics understandable and I liked it!!!

I was in graduate school in the 70s when the first courses in family counseling and courses in adult development were appearing. I took a great course in adult/older student development from a fine female sociologist. Guess I had better stop, as I sit here and keep remembering more and more things. One final note—do you remember keypunching IBM cards and going to the computer center and handing them in to a techie? And reams and reams of paper came out. Those were the days of living in the computer center with the geeks late at night. And they were very helpful to me, who at the time was old enough to be their mother.

One of my favorite highlights at UB was co-leading a counseling group with then dean of student affairs, Dr. Siggelkow. He was such a neat guy, and we became good friends even though I had to criticize his counseling skills. He was into giving advice and not practicing

all those great counseling techniques I was learning. I think of him often, especially when I am near his country home in ski country.

Congratulations to the School of Education!!

Mary Hodgson, Ph.D. '78
Counselor Education

I have numerous fond memories of my six years of doctoral studies and writing at UB. Among my favorites is the time I spent with Dr. Stephen Brown, who had a dual appointment in learning and instruction and social foundations of education.

Steve was known for his coruscating wit, his Socratic teaching method, his thought-provoking questions, his playful humor, and profound insights about everything. My first conversation with Steve was by telephone, the summer following my first year at the University of Buffalo. Being in my early twenties at the time, I had gone home to live with my parents that summer. Steve called me to offer me the opportunity to work with him as his graduate assistant the following year. It was a July afternoon and thunderstorms were rolling through the area. Our phone conversation was interrupted a few times with crackles over the lines. After the third such instance, Steve asked if I was gargling. It was not just the out-of-context nature of this question that was odd; what made the remark so memorable was his deadpan, direct delivery, tossing the non-sequitur mid-stream in the flow of our discussion of my likely duties as his graduate assistant. I chuckled in the moment. After our conversation, I smiled as I thought about his comment, realizing that he had revealed a great deal of his personality to me, and my interest in working with him was all the more piqued.

The following fall, Steve and Marjorie Hanson were charged by the Department of Educational Organization, Administration and Policy (OAP) to create a course on research methodology that would be required of all OAP graduate students. Both Steve and Marjorie made me a full partner in this exciting process of creating this important course. It would be called The Nature of Inquiry. We worked for months researching, talking, taking notes, meeting with colleagues, writing, debating, and writing more and more and more. Finally, months later, we presented our proposal for the course. The course was presented to the entire OAP faculty, provoking considerable discussion and debate.

I recall that meeting well for many reasons, not the least of which was that Steve and I were scheduled to travel to the University of Georgia the next day to meet with Steve's partner, Dr. Thomas Cooney, to catch up on the status of their work on their National Science Foundation project on the beliefs of mathematics teachers. Back to the OAP meeting on the course proposal; the meeting went on for some time. The room was full and nearly everyone offered remarks at one time or another.

Even under the tense moments of the scrutiny brought to bear by intellectual colleagues, Steve's sense of humor could not be suppressed. He happened to be sitting next to Professor Gail Kelly, who was well known for her serious intellectual demeanor. As an aside, I took a few courses with Gail; she was a tough, demanding professor, and I had the utmost respect

for her. Steve had great affection for Gail, and enjoyed, as he did with his other colleagues, opportunities for playful interaction. Gail was sitting next to Steve in the meeting, and I was on the other side of Steve. Apparently, Gail had been moving her feet in and out of her shoes during the meeting, and at some point, her shoe flopped on Steve's foot. Proceeding undetected, Steve grabbed Gail's loose shoe and placed it in his briefcase. Gail did not realize that her shoe was missing for some time. When she finally noticed and realized that Steve had put it in his briefcase, she responded in a way that made clear that she did not find any humor in the incident. For me, a young graduate student, who looked on both professors with great respect, the interaction between Steve and Gail was fascinating. Steve, never intending to upset Gail, apologized profusely and eventually got her to smile.

The faculty approved the course enthusiastically, and Steve, Marjorie, and I team-taught the course that fall. That was another remarkable experience, and, as the expression goes, it is also another story.

Steve was a tireless and devoted reader of his students' work. Among the countless acts of dedication Steve demonstrated towards me was his inexhaustible energy in responding to my written work, including drafts of my doctoral dissertation. On occasion after occasion, Steve would read and comment extensively on my work, returning it to me each time within just a day or two after having received it. And his comments were always comprehensive and evidenced close and thoughtful reading of the entire work. Time after time, he would amaze me at his efforts and attention in this regard, especially given that I was but one of his students, and he had countless other duties and responsibilities.

Steve's dedication to his students extends beyond completions of courses and graduation ceremonies. As much as Steve was my academic advisor, mentor, and friend during my years at UB, we have remained close friends for the near 20 years since I completed my Ph.D. We communicate a few times a year. Beyond that, however, Steve's profound influence remains with me. Now in my 19th year as headmaster of an outstanding private elementary/middle school (Loudoun Country Day School—www.lcds.org) in one of the fastest growing areas in the country (Loudoun County, Virginia), hardly a day passes that I don't recall some aspect of my relationship with Steve or some dimension of his teaching. During my years at LCDS, I have taught eighth grade English, and there his influence has been particularly notable.

There are many famous collections of works about (famous) students reflecting on the influence of their past teachers/professors. One such collection is Joseph Epstein's *Masters: Portraits of Great Teachers*. I have become fond of noting that one important essay is missing from that collection: an essay on Steve Brown.

Randy Hollister, Ph.D. '88
Social Foundations

I don't think I'll ever forget the Reading Clinic lab when the rest of the students and Dr. Kibby were all watching me and a student doing an assessment. The student asked what the camera and microphone were for. When I told him that Dr. Kibby was watching to make sure that I did the best I could do, he asked who is Dr. Kibby—that fat guy? I was just

mortified. Everyone else had quite a chuckle—even Dr. Kibby!

Joyce Immerman Szemkow, Ed.M. '75
Elementary Education

I am concluding my 43rd year in education and plan to retire in May 2007. I taught in the Buffalo Public Schools for seven years from 1964–1971. An unfortunate circumstance led to my being transferred from one school to another mid-year, 1971. I had been taking on students from UB as observers and student teachers for more than five years through the TTT (Teachers Training Teachers) program, coordinated by Dr. Walter Petty.

Walter and Steve Winter, the director of Teacher Education, invited me to become part of the doctoral program at UB, and found me enough money to support my family of seven (wife and five kids) as I studied under Professor Charles Cooper, newly arrived from California. In addition to supervising student teachers, I taught a methods class on secondary reading during the first two years at UB. Sid MacArthur, the coordinator of student teaching retired in 1973, and I was selected to be his successor while still a doc student. I served as coordinator for three years while completing my studies and dissertation.

Dr. Bob Fisk, acting dean, broke the bad news that since I was finishing my program I had to leave the position and “grow up” by getting a professorship somewhere. In the midst of this proposition, the Faculty of Educational Studies (FES as it was then known) and our office had to move from comfortable, old Foster Hall to the newly opening Baldy Hall on the north campus. There were only about four buildings on that frozen tundra in January 1976 when we moved—and who could forget the parking lot rope that we had to use to climb the icy hill before the handrails were installed. Alan Riedesel, Herb Foster, 5 instructors, about 30 grad assistant/supervisors, and I made up the teacher education program at that time, along with a young secretary named Karen Lewis who has had a long lasting career at UB I understand.

I found a position much to my liking in California—director of teacher education at the University of San Diego, a private, independent, Catholic university founded in 1950 and formed under a merger between the Women’s College and the College for Men in 1972. I had 40 student teachers total in the first year, a much lower number than the nearly 600 at UB in 1973. Charles Cooper warned me that I was now on the professor track and should plan to move about every 7–10 years throughout my career. I am pleased to say that was the one time he was wrong. I have remained at USD for the past 31 years, teaching, writing, and serving the community of students and scholars, particularly in the field of literacy education that I was so well prepared for at UB.

During my time here I have served as director of the San Diego Area Writing Project for 11 years, as a board member and president of the California Association of Teachers of English (3,000 strong), as president of the Greater San Diego Council of Teachers of English, as board member of the Conference on English Leadership of the National Council of Teachers of English, as well as serving many other groups and organizations. I have co-authored a book and have written many articles over the years, and have been a presenter in many

venues.

Having received bachelor and master's degrees from Canisius College, I had many qualms about entering the "big" university in town. I must say that I was never treated so warmly and received so well as I was at UB. In addition to the above mentioned faculty members, I have fond recollections of my encounters with Drs. Doran, Callahan, Lohnes, Pautler, Swanson, and Salzer, and with Florence Fradin. I am still in touch with several of my teacher ed colleagues throughout the country including Geri Mycio, Dick King, and Roy Bartoo. I will always remember the recently deceased Dr. Kathy Hill for her intellect and charm. Most of all, I remember Charles Cooper, who followed me out to San Diego to UCSD in 1979, and who became not only my mentor but my friend and colleague; I am forever grateful to him for his guidance and friendship.

I have been part of the UB alumni group in San Diego, attending several events including the visit from President Simpson and from former president and Mrs. Greiner several years ago at the Hotel Del Coronado. He and his wife were so cordial and inviting. The dinner consisted of one Southern California alumnus and spouse from each decade—from the 1940s to the 1990s. Quite a treat for all of us.

Still friendly and warm, still down home Buffalo, still part of a terrific tradition—that's what I remember and cherish about UB. We never had those great athletic teams of other universities of the size and stature of UB. But the academics were outstanding, the people were strong and unselfish, and the students made my day, as they do even today 3,000 miles and several decades away.

My best to all the current faculty and students at GSE. Look me up on your next visit to glorious San Diego at rinfant1@san.rr.com or (858) 793-5609. Thanks for the opportunity to remember.

Bob Infantino, Ed.D. '76
English Education

When I was finishing up my dissertation, literally refining the final drafts ("Public Broadcasting and Collaboratives for Educational Improvement"), Bob Stevenson was my advisor and he was right in the midst of preparing to leave the area for a year-long sabbatical out of the country. So I was literally doing mailbox and driveway drop-offs of various chapters with Bob as his home was getting packed-up for the trip. The day I defended was just a day or so ahead of his family's departure. All I can say is that he was incredibly dedicated to be squeezing this work into his life at such an incredibly busy time! To this day, I am still awed by Bob's commitment to a student.

Pam Johnson, Ph.D. '94
Educational Administration

If you can find a head shot of Dr. Adelle Land, who was my graduate school mentor, I think it should be featured in your 75th anniversary newsletter. Dr. Land was not only a first-class teacher, she was a role model, particularly for female graduate students like me. I remember her driving to and from the campus in her bright red Corvette. She was a classy fox of a lady, always wore a beautiful diamond ring, had the Corvette, and vacationed at the Italian Lakes in Northern Italy. Quite a sight for sore eyes in the late sixties! At the same time, she was a relentless seeker of the highest quality in graduate work. She was fair, yet demanding of her students. I am sure there are others, in school in the 1965 through 1969 period, who can give some interesting stories about her. She was wonderful.

Frances Kelly, Ph.D. '68
Higher Education

Congratulations to the UB Graduate School of Education on your 75th anniversary! Over the course of 75 years, you have provided first-rate graduate education to countless students, including me. In the fall of 1981, I began my master's program in rehabilitation counseling. Dr. Elsie Smith, an African American psychologist, was my advisor. In the short time she was on the faculty, she helped to shape my thoughts and interest in cross-cultural issues and counseling, an area that I continue to devote my professional time. I worked with Dr. Kauppi and Dr. Putnam for the remainder of my master's program, finishing in 1983. Following my master's program, I was admitted to the doctoral program in counseling psychology. Baldy Hall became my second home, where I had an opportunity to work with very supportive faculty. Dr. Stan Cramer was my advisor and the late Dr. James Hansen was my dissertation chair. I particularly remember lunches with Stan, who would invite his advisees to talk about various issues, academic and otherwise, over lunch. I did not realize until years later that Stan was my anchor. I also remember Dr. Maggie Wright, who taught a class in cross-cultural counseling. I was so excited when I met her, but she made me aware that this was not the first time we had met. She knew my family and I met her as a young girl. A friend and mentor, I worked as Dr. Wright's graduate assistant in the School of Medicine's Office of Medical Education for three years. In addition to the faculty, there were my fellow students. As the only African American student in my cohort, I felt somewhat isolated at times. I am grateful to Dr. Mary Gresham, a couple of years ahead of me, who served as a source of support and encouragement. We affirmed and validated each other's experiences and found comfort in knowing we were there for each other. There were other members of my cohort that I remember as well. I have fond and warm memories of taking several classes and walking the halls of Baldy with Susan, Kerry, and Jim. I am sure there were others, but the three of them stand out in my mind. I have great pictures of all of us laughing and having a great time "back in the day." It was truly a special time and I am grateful to the Graduate School of Education for its excellence in preparing me for my career as a counseling psychologist.

Sharon Kirkland-Gordon, Ph.D. '91
Counseling Psychology

In a free association of my memories of my experience at the UB Graduate School of Education, I recall the small, but close class of students that I went to school with, Dr. Robert Rossberg, a fine and understanding mentor, his self-discovery, theoretical orientation classes, hot chicken wing breaks, many days and nights in the library, studying for comprehensive exams, Buffalo VA field placement, Syracuse VA internship, and the blizzard. And finally, the five-week break and breathing space before my job working for the State of New York and 20 years later, where I happily remain.

Mary Lou Lange, Ph.D. '87
Counseling Psychology

My fondest recollection is about the time spent during my first year in the rehabilitation counseling program ('60-'61) in that little, wood frame house on Winspear Avenue (that no longer exists). As I recall, we took several of our courses in that building. But, my most salient memory is that of a lot of sitting around with my fellow students and Marcie (Dr. Jaques), drinking loads of coffee, and exchanging ideas/feelings about the process of counseling. Like most graduate students we were competitive, while at the same time close. I'm sure we were all apprehensive about being effective counselors (I know I was), but somehow the closeness of those relationships seemed to help build the confidence we needed to take the steps needed toward that goal. Although that was 45 years ago, if I close my eyes I can still imagine the faces of all those young and eager classmates, and I hope that I will see some of their recollections in the "Alumni Memories."

Sam Lauricella, Ph.D. '72
Counselor Education

It was Fall '97 and I remember being pregnant with my first child and enrolled in my second semester of residency for my Ph.D. I had to withdraw ¼ into that semester because of complications with my pregnancy. It was a very emotional period for me because it was so difficult to have to let go of my studies after working so hard to get to that point, but also very exhilarating to be having a child. One of the courses that I was enrolled in that semester was Readings in Higher Education, a small seminar taught by Bruce Johnstone. On the last day of classes, Dr. Johnstone brought the students from this course to his office and they telephoned me as a group to see if I had had my baby. He said it would not have been a complete closure to the semester unless they—he and the class—found out about my pregnancy outcome. I was so incredibly touched by the gesture of that call—it was a lifeline, so to speak. I had seemingly stepped away from the nucleus of my doctoral efforts, but not entirely. As I retell this story now and have retold it many times before this point—it may seem like such a small thing—a telephone call—and the words used to convey the story—almost lacking in comparison to the powerful impact that call had at that time. As I reflect back on my doctoral training, and as I interact with my own students today, the memory of that call often resurfaces. It speaks of the importance in connecting with our students, not only in the context of the knowledge that we work to produce, but in the context of the lives

that surround that knowledge. Although so over clichéd, the importance of the journey as well as the destination seems to ring true here. Oh—and that pregnancy produced a beautiful bouncing baby girl who just turned nine. Peace and Best Wishes.

Barb LeSavoy, Ph.D. '04
Higher Education

Though I have many fond memories of GSE, I also remember the other kind. In my four years working toward an Ed.D., I spent summers on campus. The rest of the year I did a weekly commute from Webster, some 85 miles away, to get to 7 o'clock classes. I would leave home at 4, get to campus, grab a bit to eat, and take a quick nap in the nap room. After class, I'd head home. Sometimes, usually in December, I would shovel my driveway, get on the New York State thruway and head for Buffalo. As I made my way through the snow flurries, the big trucks would make it a point to obscure my vision by throwing snow at my windshield. Finally, arriving in Buffalo, what did I find? Not only was UB closed, the city was closed. What to do? Head home, get a good night's sleep, and think about teaching high school English the next day. As the saying goes, all's well that ends well. I got my degree in February '68.

Richard Manganel, Ed.D. '68
Higher Education

Dr. R. Oliver Gibson is one of those professors who left an indelible mark on my educational and professional life. Dr. Gibson embodied the admiring qualities I searched for in professors—intelligence, wit, a Socratic approach in his courses, an unwillingness to accept nothing less than your and his best expectations of you, an ability to transform current thinking and best practices, and the insistence that every argument stand the test of logic. As an emerging professional in the early 80s, Dr. Gibson also spent quality time learning to know his students if they took the time to know him as well. His office hours, from my experience, were legendary opportunities to learn about life, education, and philosophy. Like *Tuesdays With Morrie*, I remember R. Oliver Gibson with profound respect and fondness.

Terri Miklitsch, Ph.D. '05
Higher Education

My fondest memories are of the people that influenced my life and my career. Foremost among them is Marcie Jaques, who guided, directed, and provided me an opportunity to become all that I was capable of becoming! And there were Jim Hansen, Bob Rossberg, Stan Cramer, Bill DeRoo, Andy Halpern, Jeremy Finn, S. David Farr, Bob Carkhuff, Roy Ford, and others who provided the mold that sees me today as a professor emeritus, senior research scientist, and university teaching fellow, having followed in their footsteps some 37 years later. As I reflect on my UB moments, my class of doctoral student colleagues maintained a

closeness among them: Chuck Vander Kolk, Bob Grantham, Bob Hartl, Bill Burke, and Ted Champ. The six of us worked very hard together and formed a bond of friendship over the years. The honor of being selected a GSE Distinguished Alumni Award well into my teaching and research career brings fond memories as well. But as I reflect on the most challenging moment, it was immediately following my successful defense of my doctoral dissertation proposal. I was rushed to the hospital where I had an emergency appendectomy. So much for psychosomatics. The pain was real. The years in Foster Hall and Foster Annex, the many colleagues who have passed through UB, and the foundation for a successful career are the best of memories!

Thomas Miller, Ph.D. '71
Counselor Education

My best memory at UB was being nominated for, and receiving, the “Thinking Outside the Box” Award for my dissertation. It was an honor and a very proud moment for myself and my dissertation chair, as well as the dissertation committee.

Davina Moss-King, Ph.D. '05
Counselor Education

I was awarded my Ph.D. in 1980, but it still is not difficult for me to conjure up fond and clear memories of the Graduate School of Education, 1976–1980. The memories return easily because the content of the courses that I took and the professional relationships that I developed remained useful to me in my own career as a medical educator on a daily basis.

Professor David Farr, who was a member of my thesis committee, taught a course called Advanced Statistical Methods for Educators. That course, and Dr. Farr’s nurturing approach to individual development, remained with me as I completed educational research projects in medical school settings, led faculty development efforts in several institutions, and eventually became a full professor and faculty mentor to many academic physicians.

Dr. Lisa Tedesco, now the dean of the School of Arts and Sciences at Emory, stands out in my mind as a leading fellow student. Lisa began graduate school before me and I viewed her as a role model. I would ask her to guide me in the selection of courses, and her advice proved helpful and durable as I pursued numerous evaluation projects. We met again a decade ago in Philadelphia and spoke of the successes that we both were able to achieve as a result our excellent GSE training.

Through GSE studies, I learned the importance of using the strengths of several departments. Professor Michael Milstein (educational administration) taught me the necessity of understanding change as I charted an academic path, and Professor E. Perry Hicks (instruction) encouraged me to use the discovery process to approach new projects, to take joy in innovation, and always, to read the educational literature carefully.

In sum, GSE was a practical, nurturing, and friendly training ground. Thank you for letting me share my memories and for giving me the opportunity to state the importance of the GSE to my career in education.

Linda Nieman, Ph.D. '80
Educational Research and Evaluation

I will always be grateful for the support and encouragement I received from several excellent faculty members, including Professor Robert H. Rossberg, Professor James C. Hansen, Professor Stanley Cramer, and Professor Barbara Putnam, among others. Not only did these faculty members guide me through the doctoral program, but they helped me land my first administrative position at UB. And I also remember good times I had with my colleagues in the doctoral program, such as Dr. Merle Hoyte of Trinidad, Dr. Ron Pound, Dr. Yael Shoshani of Israel, and Dr. Frank Tancredi. All of us would no doubt remember our first statistics sequence with Dr. Malcolm Slakter—two challenging classes, to say the least. We worked as a team to make it through!

Carole Petro, Ph.D. '76
Counseling Psychology

It really is difficult to return to my first years at UB in GSE, without referencing how...empty...the area was, at that time. All that I remember is Baldy Hall and I think O'Brian Hall. The parking lot was miles from the buildings and, in winter, the wind was wicked!! Most of the classes I attended were in the evening because I was teaching and coaching at Orchard Park Central School during the day. Many of my classmates were also teachers who were pursuing graduate degrees. UB did an excellent job of understanding that we all had "day jobs" and scheduled classes accordingly. I always felt that my classes at UB in GSE used real life experiences in the fact that we relied on the classrooms in which we taught, for the examples and research we needed. Much of what I was asked to do in the classes at UB related directly to what my students were doing in class. This made a direct connection in real day to day life. While politics interrupted the final degree for me, I have always felt that every class was worthwhile and helpful. Eventually, after being away from graduate school for over 10 years, I returned to attain my New York State certificate for school superintendent. It was well worth it!!!

Jack Quinn, Ed.M. '78
English Education

My husband came to UB in January 1992 in order to study for a Ph.D. in civil engineering and a month later, when he found a place to live, I followed him with our three children, who were then 7 years old, 4 years old, and nine months old! My dream was a Ph.D. in education, but many of my friends warned me before I left Israel that it was not realistic to

think that we could do it simultaneously.

I knew Buffalo was a cold place, but I didn't expect such a long winter and so much snow. Everything was new and it was not easy to adjust both to being a graduate student and to raising three children. Still, I made up my mind and I was sure that this was a chance which came once in a lifetime and if I didn't take advantage of it, I would have never forgiven myself. I remember that one day, at the beginning of the first semester, one of our professors, a young woman, gave us a talk about the process she went through during her Ph.D. She talked about the setbacks and the challenges, and finally said that in the end she was very proud she did it and added with a big smile on her face, "and I have even stayed married to the same person."

For four years my husband worked toward his Ph.D. and was a research assistant in his department, and I worked toward my Ph.D., worked as a research assistant for BRIET (Buffalo Research Institute on Education for Teaching), and also worked part-time as a Hebrew teacher and teacher of Jewish studies. It was not at all easy, but I must say that it was quite an experience and that I would do it again if I had the chance.

I had the privilege to learn from some of the best professors in the field, such as Professor Altbach and Professor Johnstone. I had the opportunity to work with Dr. Emihovich at BRIET, and I met some of the most interesting people who had a lot of experience in the field. I had the opportunity to participate at several conferences and to personally meet some of the most well-known names such as Michael Fullan and Andy Hargreaves. I felt it was a privilege to be able to talk to them informally.

As soon as we graduated, we immediately came back to Israel. As a result of my studies, I immediately started working at Gordon College of Education and also at Haifa University, in Israel. I have been working for these institutions for a decade and during the last three years, in addition to my teaching duties, I also had some administrative positions. During 2004–2006 I worked as an academic coordinator for undergraduate studies at Gordon College and since 2006 I am the academic coordinator of the graduate program in learning and instruction, which prepares veteran teachers for becoming mentors in their fields.

Studying at UB was a great experience for me, not only from the academic point of view, but also from the social point of view. I met some people whom I could have never met had I not been there. I met people from China, India, and Arab countries, who would have never come to Israel, but whom I met at the international students office. My husband's best friend at UB was from China, and they have stayed in touch since then and have met when my husband went on a business trip to the West Coast a couple of years ago. Some of our Israeli friends have come back to Israel and whenever we meet, we go back to some of the stories of those years. With some other American friends we stay in touch through email.

Today my children are 22, 19, and 15 years old and my eldest daughter, who has graduated from the Technion (Israel Institute of Technology) with a B.Sc. in information systems, is thinking of studying for an MBA degree after working for a couple of years in order to gain some experience. I don't know what will happen in a few years, but I know that if she ever decides to study abroad, I will encourage her to do so because I appreciate what this experience has done for me. GSE was a great place to be, Buffalo was a friendly place for us,

the skiing at Holiday Valley was great and in spite of the fact that I didn't get used to the long winters, I will always be happy to come and visit, especially during the summer or during the fall with its amazing colors. In the meantime, I cherish the memories and I keep a warm place in my heart for UB in general and for GSE in particular.

Roxana Reichman, Ph.D. '96
Social Foundations

Perhaps my fondest memory relates to the general aura that permeated this school. It was relatively small and, moreover, the faculty and staff treated us doctoral candidates as colleagues, an experience that I am sure shaped my own role as a professor. I could not have asked for a better environment. I spent hours with faculty in a variety of situations: exciting conversations that ranged widely—not only of research in education but of movies, books, sports, music (Ella Fitzgerald was a particular favorite of several faculty), politics, and on and on. A special favorite of mine was Friday night bridge.

Although I can't recall all the faculty and staff, I have special memories of Dave Farr (my dissertation advisor), Bob Fisk, Neil Goldman, Steve Abrahamson, Bob Rossberg, and the person who probably had the most effect on my future scholarly development—Dick Bugelski, professor of psychology.

Of other students, I have pleasant memories of working with Al Cali and Bob Walker as we taught the “senior unit”—all senior education students (early childhood, secondary education, and phys ed—most of the football team, among others) were put together in one large group. I was responsible for handling the psychological aspects of the course. It was a fascinating experience and an almost unbelievable challenge! I also enjoyed working on research projects with Henry Hausdorf, that were supervised by Dave Farr.

A singular event—one day, as I was working at a cubbyhole, Dean Bob Fisk appeared and informed me that the faculty member who was to teach a summer statistics class would not be available. I was to take over: it was my first opportunity to teach at the graduate level and I had all of two or three weeks to prepare. WOW!

In the summer of 1961, I moved to the Albany area to join the faculty of what was then a College of Teachers. I took the position because I would immediately work with the first, and just approved, doctoral program at the institution. I thought I would stay there for four or five years and move on. However, I still live in the Albany area.

I owe so much to the UB Graduate School of Education for preparing me for a successful career in higher education.

Jack Rosenbach, Ed.D. '61
Educational Research and Measurement

As a graduate assistant for the astute Dr. Walter Hill, my primary research duties were to catalogue the William S. Gray collection of reading. I was honored to work with him, and to have an office in Baldy to call “home.” My office became the meeting place for the students in my graduate classes since the coffee was always on. I had a collection of pens, pencils, and papers for use, as we wrote everything first in longhand and then typed our papers. Computers were just being developed and were not commonly used then. When we used the computer at Ridge Lea, we used stacks of punch cards to access information from the room-sized CPU.

My daughter Mona was a toddler, and the walls of my office in Baldy were decorated with the colorful paintings that she would create in the Early Childhood Center, under the influence of the wonderful Christine Cataldo. DayAnn McClenahan and I used to trade recipes, Leroy Callahan always had a kind word, and Ruth McGrath spoiled me with her stories of world-wide travel.

Often Dr. Kibby would give those in his classes a tremendous amount of reading to be done in two days; thus, our group of students would meet in my office, divide up the readings, then report back the next day to trade information and impressions on the readings. I learned how to write in a concise and direct form, able now to write anything in one page or less.

Our department secretary, Marilyn, was intelligent, witty, and kind. At Christmas, she surprised each of the graduate assistants with a small fruitcake. One very snowy evening, other graduate students and I were working well into the night, and we ate the fruitcakes for dinner. To this day, everytime I enjoy a slice of fruitcake, I remember those times when we were all poor in money but rich in friendships.

Deborah (SantaMaria) Frandina-Gonzalez, Ed.M. '78
Reading Teacher

The UB experience proved valuable for me in several ways. First of all, it allowed me the opportunity for tremendous intellectual growth not only through the professors' snippets of wisdom, but also through formal and informal discussions with a cross-national spread of classmates. Many hours in Lockwood Library, as well as in Barnes & Noble and Talking Leaves added to the broadening of my worldview. I am grateful as well to Professors Philip Altbach and Catherine Cornbleth for pointing me in the direction of publishing possibilities.

In addition, the two-and-a-half years at UB offered me a brief glimpse of what makes the United States tick, and of the dreams and hopes that have attracted countless immigrants to its shores. Finally, no mention of my time at UB would be complete without including my transition from living in a tropical climate to acquiring a new vocabulary including “lock de-icer” and “freezing rain.”

Jason Tan, Ph.D. '96
Social Foundations

I have so many fond memories of GSE! I remember one of my first courses was Nature of Inquiry. The professor was Dr. Kofi Lomotey, and he gave a writing assignment the first night of class. I completed the assignment and when he returned it to me, it was full of red ink! The comment he gave me that I remember most was “excess verbiage.” It was tough, but my writing improved.

I also remember feeling so clueless in class because I didn't understand education jargon. I didn't know what *The Chronicle (of Higher Education)* or the Compact (for Learning) was and it was as if everyone was speaking a foreign language! Of course, I sounded just like everyone else the following semester.

One of my fondest memories was of Dr. Weis' yearlong qualitative course. I made so many friends in that class! Whenever I say that I went to grad school with someone, what I really mean is that I took Dr. Weis' class with them. Since it was a yearlong course, you really got to bond with your classmates, and the peer review of papers was priceless.

Letitia Thomas, Ed.M. '93
Educational Administration

Having graduated from UB in 1970 with a bachelor's degree in sociology, I proceeded to follow the pattern of so many women of that era who married and had children shortly thereafter. After being a stay-at-home mother for a few years, I had an “itch” to return to the campus and continue my studies. Coincidentally, I read a small article in the Buffalo News about a new graduate program for returning “adult” students. I called, indicated my academic interest, and was put in contact with Dr. Robert Rossberg, who would serve as my mentor for an independent study.

I spent one semester working with Bob Rossberg, who nurtured me, enabled me, and generally cultivated the intellectual part of myself that I was not even aware I had. With some coaxing and prodding from Bob, I slowly gained enough self-confidence to enter into the master's program in counseling psychology. I changed diapers and carpooled to preschool during the day and became a student at night. Those were the best days of my life.

Bob Rossberg continued to be my mentor for years to come. Nobody before or since has challenged me intellectually and at the same time given me the self-confidence to pursue my dreams. Bob would spend time critiquing every paper I wrote. His comments were always provocative and substantive and never failed to propel me forward. Bob introduced me to students and faculty who shared my interests and provided me with opportunities to grow academically and professionally.

The history of GSE for me is highlighted by Bob Rossberg, whose physical presence for so many years as a faculty member and then dean was instrumental in framing the lives of so many students. His love of learning and sincere interest in his students motivated so many of us to succeed in our academic and professional careers. Quite simply, Bob was a pivotal force

in my own life and, I'm certain, in the lives of hundreds of students through the years. To me, Bob Rossberg epitomized all the best in GSE. His memory lives on in all of us who learned so much from his knowledge and guidance. It was my privilege to have known him.

Judy Zuckerman, Ed.M. '78
College Counseling and Student Personnel Work
