

Professor
Robert Daly &
The American
Culture

HONORS TODAY

In Search of American Culture

We have had a resurgence of patriotism in America. The tragedy of 9/11 and its horrors and heroisms touched off a firestorm of retaliation against terrorism all over the world. We are once again proud to be Americans, leaving behind the shame many of our countrymen felt in the wake of Vietnam. We now fly our flags with pride and have bumper stickers that proclaim "God Bless America" plastered in places usually reserved for our favorite sports teams.

Still, there is a bit of Hamlet in our blood. We struggle with uncertainty evident in any nightly news report: whether to aggressively involve ourselves in the affairs of other nations or to suffer the possible consequences of our neglect — the release of weapons of mass destruction. This dilemma has engaged us before — isolationism or entanglements in foreign lands.

In this familiar but uncertain climate, it seems appropriate to reflect on the American Culture. So we turn in this issue to one of our own faculty, Distinguished Teaching Professor Robert Daly, whose field of scholarship has him frequently considering the early years of America. In one of his published articles, Daly quotes

Nathaniel Hawthorne writing to Longfellow on the apparent absence of American Culture: "The English are intensely patriotic; their island being not too big to be taken bodily into each of their hearts; whereas, we must dilute and attenuate our patriotism till it becomes little better than none. We have so much country that we have really no country at all; and I feel the want of one, every day of my life." Yet, Francis Grund writing in 1837 stated an American's "country is in his understanding; he carries it with him wherever he goes...his home is wherever he finds minds congenial with his own."

The Honors Program has always sought to encourage students to explore a wide range of experiences: overseas study, internships, research opportunities, community service, and an eclectic choice of course work in pursuit of the elusive American Culture. To that end, we created the Disparate Majors Awards twelve years ago. These awards are given to graduating seniors who have double majors in widely separated fields. And just last year we created a Special Majors Program in Liberal Studies designed to encourage students to pursue deep studies in divergent fields. We passionately believe that such efforts not only pay homage to

the Renaissance ideal but provide students with a greater appreciation of the multiculturalism of the world at large as well as the multiculturalism that is the hallmark of America at its roots; we are a nation of immigrants building the culture as we go.

It seems fitting to recall the lines of John Adams writing home from Paris to his Abigail in the dark days of the American Revolution: "I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce, and agriculture in order to give their children a right to study paintings, poetry, music, architecture, statuary, tapestry, and porcelain."

Adams was right when he emphasized that different learning is required for different times. But now we have reached a time that Adams only dreamed about. In universities like Buffalo and particularly in Honors Programs, students have the freedom to study the arts but they needn't stop there. Why not politics, philosophy, commerce, and science too? A student can "have it all" as he searches for his place in the evolving American Culture.

KIPP HERREID &
JOSIE CAPUANA
*Academic Director and
Administrative Director*



HONORS TODAY

On the Inside...

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Photograph by
TOM MINEO

What's in a Name?



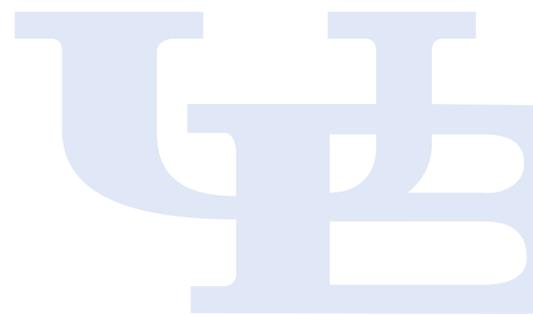
Josie anxiously awaits the new office space to be completed!

JOSIE CAPUANA

Administrative Director, Honors Program

The UB Scholars Program focuses on opportunities - opportunities to engage in cutting edge research, to experience the workplace through internships, and to understand other cultures through study abroad. Students in the program learn from some of UB's most outstanding professors and from each other through the Office of Honors & Scholars new Lecture Series, UB Scholars Workshops, and specially designed community service projects. Over the next several years, we anticipate expanding academic options for these students. We plan to encourage many of these students to participate in the Advanced Honors Program as well as departmental honors and research opportunities on campus.

putting everyone"? Remember our space in 214 Talbert? Well it is undergoing a major renovation (see me by the ladder standing in what once was Chris Mast's office area). The offices are being redesigned and we have taken over 212 Talbert Hall for the next two months until our new offices are ready. Once we move back into the new 214 Talbert offices, 212 Talbert will be reconfigured into a seminar room for Honors and a new central entrance waiting area. Hopefully all of this will be done by the end of January. So stay tuned - in our next alumni issue you will have a chance to hear from Erik as he updates you on his recruitment efforts and we will have pictures of our new digs!)



With regard to the Honors Program - a lot! This fall, we became the Office of Honors & Scholars. Why the name change? Well, we added a new program to our repertoire!

The University at Buffalo Scholars Program was created as a part of UB's mission to attract more academically talented students in addition to those in the University Honors Program. For fall 2002, approximately 750 freshmen entered UB with scholarship awards provided by the university for academic achievement. Like the Honors Program, the UB Scholars Program helps students make the most of their undergraduate education at UB by providing students with an enriched, interactive environment in which to explore a wide range of topics, in and outside of each student's major.

The program is coordinated by Ricki Shine, who came to UB in January 2002 with a distinguished background in the recruitment and education of Honors Scholars. Most recently she directed the Freshman Honors Program at Iowa State University. Ricki is a member of the Executive Committee of the National Collegiate Honors Council. In addition to Ricki joining our staff, we have also added a recruiter of academically talented students. Last March, Erik D'Aquino joined the Honors staff and has been working with the Office of Admissions in developing new strategies and outreach programs designed to attract more academically talented students to UB.

Some of you may be asking, "Where are we



Ricki Shine, coordinator of the UB Scholars Program.

Internship? Check. New city? Check. Educational and exciting experience? Check.

This summer I had the opportunity to work as a lab assistant in an electrophysiology lab in Boston, Massachusetts alongside Dr. John Assad, a UB Alumnus and member of the first graduating honors class in 1984. The internship gave me a chance to try something new and exciting — it proved to be an incredible experience!

A Doctor, a Student, and a Monkey

AJAY PANCHAL
Honors Scholar, Class of 2004



Ajay had the opportunity to use state-of-the-art equipment in the lab.

I am currently in my third year at UB and looking to pursue a career in medicine. However, last spring I was searching for a summer position that would introduce me to research to see if I liked it. The recently established Honors Alumni Internship Program provides Honors Scholars with descriptions of internship and research experiences available with participating alumni. I came across one listing for a research assistant position in the Department of Neurobiology at Harvard Medical School, so I thought I'd give it a shot and apply. Before I knew it, I was on my way to Boston for the summer!

The main focus of the lab was to study the neurological mechanisms of the visual system and how the brain translates visual information into signals that control the motor system. Pretty fascinating stuff! As part of the research, trained macaque monkeys performed various visual tasks while the electrical activity of neurons in different parts of their brain were being recorded.

Although I didn't have enough time to set up and run my own project, I was able to assist other researchers in the lab. Dr. Joseph Neimat was working on a project with a monkey named Stimpy, whose job was to guide a dot to a target at the center of a screen using a joystick. While he was doing this, recordings were taken of neurons from regions of the brain such as the subthalamic nuclei and globus pallidus. I collected data with Joseph,

helping him find neurons that were firing and then watching the electrical activity as Stimpy performed his task. In addition to the technical work, I helped Joseph clean and prep Stimpy for the experiment (we quickly became friends by sharing bananas and juice)!

Apart from helping out with projects like this, I spent time in the lab making microelectrodes. This was really exciting for me because we had talked about them in a physiology course I had taken and wondered what they would actually look like. Who would have thought that I would actually be making microelectrodes myself?!!

The research wasn't the only new experience for me. As a native of Amherst, New York and a commuter to UB, spending the summer in Boston was my first time living away from home. I had an apartment off-campus, giving me the opportunity to try my hand at some home cooking! Boston was great! From frisbee in the Boston Common, street performers at Quincy Market, sailing on the Charles River to riding the "T" everywhere, there was always something fun and unique to do.

On the whole, it was definitely a complete summer! Boston is a great city, but more importantly, I got my chance to experience cutting-edge research. I was able to do things I hadn't thought I would ever do and I gained substantial knowledge in the process. If I had another opportunity like this in the future I would grab it in a heartbeat! ☺



Hard at work at Harvard!



Not the real "Stimpy," but the same type of monkey that Ajay worked with at Harvard.

Honors Internship Program

The Honors Program is very excited to announce the expansion of our Alumni Internship Program! As you will see from the adjacent article by Ajay Panchal, this endeavor has proven to be a wonderful opportunity for personal and intellectual growth. We hope to broaden the scope of the Program and create additional opportunities for both our students and our alumni. We are asking you to consider providing internships for current Honors Scholars. If you have research projects that could use another set of capable hands, need meaningful assistance in the day to day endeavors of your field or are looking for the chance to open doors of possibility for other members of the Honors community this would be a great chance to do that! We are looking to provide opportunities for our students to do research in their prospective fields, to discover more about themselves and to more accurately discern their career track.

Additionally, if your office already offers internships, please don't hesitate to send that information to us and we will disseminate it to our students.

If you are interested and would like some more information or have any additional questions please contact Nigel Marriner, Assistant Administrative Director, at nmarrine@buffalo.edu or 716.645.3020.

"Success"

Kate Abbam (founder of ASAWA),
Laura Halliday, and Esi (member of ASAWA)

We want to update you on the success of our Undergraduate Research and Creative Activities Fund! The Office of the Provost provided the Honors Program with a second grant of \$25,000 to fund the program. Students apply for grants of up to \$5,000 per project. Honors Scholars now have an opportunity to delve deeper into their academic and intellectual interests. Last year, we were pleased to be able to fund nine individuals whose interest spanned the academic disciplines. Some of the projects included dating a Renaissance painting in the Collegiate Church of San Gimignano in Italy, creating algorithms used in artificial neural networks, optimizing "Yochizyme" amino acids and its application into new organic synthesis, creating a virtual on-line workbook to "experience" the interior of a Assyrian palace, and producing an original avant garde theatrical production (as well as supporting Laura Halliday's experience in Ghana, which follows). This pool of money will continue to allow students the opportunity to explore additional areas of interest and to make contributions to their academic disciplines as undergraduates.



Crossroads

LAURA HALLIDAY
Honors Scholar, Class of 2004

Now that I am home surrounded by the familiar and resuming my routines, my summer spent in Africa seems, at times, almost incomprehensibly distant. Yet it is close and forever ingrained on my mind.

Last fall, knowing that I wanted to study abroad over the summer, I began to investigate my options. I am interested in joining the Peace Corps, and eventually want to attend law school to study international/human rights law. Operation Crossroads Africa caught my attention because of how well it fit in with my interests and future goals. Not purely academic, Crossroads, founded in 1956, is a non-profit, self-

described service-learning project. Participants in Crossroads are assigned to a group and then to a community-initiated volunteer project that they complete along with counterparts in the host country. This is an extraordinary opportunity to volunteer and experience intense cross-cultural exchange. I thought this program would also provide me with an invaluable opportunity to perform undergraduate research.



Homes in the village where ASAWA's Women's Center is located.

Tempted by all of the possibilities presented by the Crossroads Program, I applied and was accepted to a women's development project in rural Ghana. After I received a complete project description I was able to formulate my research accordingly.

The International Association for the Advancement of Women in Africa (ASAWA) is a women's development NGO founded in 1985 by Kate Abbam. ASAWA's goal is to assist rural Ghanaian women in initiating grassroots agricultural projects to increase their economic self-reliance and improve their social conditions. The motto of ASAWA is, "Work, Prosperity and Dignity."

This project provided the ideal setting to study the socio-economic conditions of rural Ghanaian women. What have been the economic results of ASAWA's efforts? Were any social changes realized and what were the consequences of these changes?

As a University Honors student I was able to apply for the Honors Program Research and Creative Activities Fund grant. I proposed my intended research (the effect of economic independence on the social

conditions of Ghanaian women) and was awarded a grant to cover my participation fee for the Crossroads Program.

I left on June 16, 2002 for New York City to attend a three-day orientation; last-minute information was dispensed and the groups were introduced to each other. As a group of ten, we represented a diverse assortment of backgrounds, opinions, experiences and objectives for the imminent journey. Spending essentially all of our time together was an enlightening experience in itself. Almost like living a reality TV show, the group dynamics proved to be both challenging and vital. There were nights when we had time to relax before bed — it was valuable to have the support of a group to help process the experiences of the day.

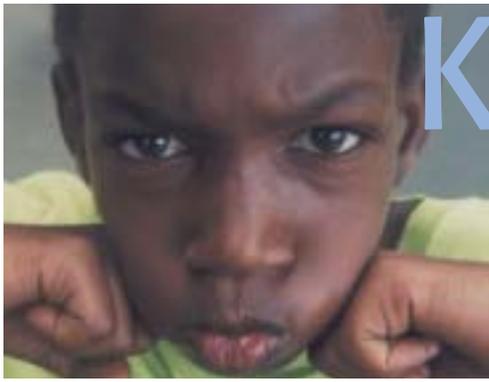
While in Ghana our project was to perform agricultural labor at the ASAWA Women's Center which was recently built to host educational workshops and meetings for the women members. It was built in Ekumfi-Eysiam, a rural village central to a majority of ASAWA members. We lived at the Center, spending our days working in the fields, planting a pineapple farm and vegetable gardens. The profits from the sale of the harvest will be put directly back into the Center; this self-sufficiency will let ASAWA focus its efforts on more pressing issues, and allow for more concentration on the elevation of women.

Kate Abbam also made provisions for us to attend loan meetings, where women applied for and received loans through ASAWA. ASAWA received a loan through the Emergency Social Relief Fund issued by the Ghanaian federal government. With the backing of a Ghanaian bank, it lends money to member women for the purpose of starting an income-generating project. The women would find it nearly impossible to receive these loans independent of ASAWA, and would find it wholly impossible to acquire the reasonable interest rates of ASAWA's loans. We also met with several of the surrounding district assemblies to learn what additional efforts were being made to aid women.

Ghana is not one of the poorest African nations, nor is it one of the most oppressive. Yet I saw people living in abject poverty with no access to clean water, or with insufficient provisions. It is impossible to escape the evidences of injustice. I had the extraordinary opportunity to experience the daily life in a rural Ghanaian village, and take part in the accomplishments of a women's organization started by women to help women. My experience could never be duplicated and I am grateful I had the opportunity to participate.)

ASAWA's Women's Center built in 1997
with a grant from the Dutch Embassy.





Kid Power!

MAX SKOLNIK
Honors Scholar, Class of 1997

I have never liked writing about myself. So, instead, I will tell you about my kids. Larry, my secret favorite, is a little Buddha, always happy and laughing, beaming with young wisdom. Erick cannot stop climbing on things. Mariah is an eighty-year-old grandmother trapped in a six-year-old body, and when she wags her finger you better listen. Robert and Shannon are amazing actors who have already starred in two productions. Gloria is one of the best dancers I have ever seen. Bianca has trouble controlling her anger. Nathan is lonely and sad, and he sticks closely to my side. Taneshia has severe learning disabilities but is a fanatical reader of *Buffy the Vampire Slayer* books. Darnell has problems paying attention. Devon is a leader. Patrice has a big smile. Portia is on track for college.

This is what I do all the time. I talk about my kids. After work, I gather with my co-workers and talk about my kids. On vacation, I gather with my family and talk about my kids. I am a youth advocate and site coordinator for a tutoring program at Galveston Place in Southwest, Washington DC. I work with thirty-five children, ages four to fourteen, and they have consumed almost every waking moment of my life and even some of my dreams. Yes, I am seeking psychiatric help!

At my agency, we are involved in all aspects of the kids' lives, every day but Sunday. With the help of many volunteers, we run intensive math and reading curriculum and homework help programs.

We maintain regular contact with schools, neighborhoods, and parents. The kids are active in community service projects, theater and arts programs, and weekly recreational activities. We advocate on their behalf in any legal, educational, or psychological matters. We even operate a day and overnight camp in the summer. At this point, it's not work. I'm just helping out thirty-five of my little brothers and sisters. They are deep in my heart, and they are frustrating and difficult and beautiful and full of love.

It wasn't always this way. There was a time, which seems like a lifetime ago, when I aspired to be an earnest engineer at UB. That lasted about two weeks. I remember walking into Josie Capuana's office early on in my first semester. Two weeks was about all the engineering that I could take, and political science felt like a good fit. Josie thought for a second and told me that I could do whatever I wanted in life. I went into that office dreading a lecture on the importance of commitment and responsibility. Instead, I found true understanding.

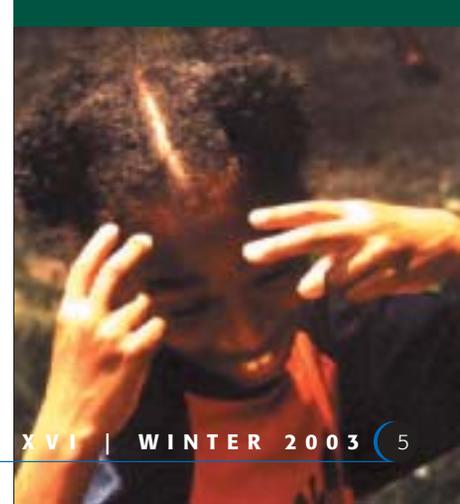
That's when my devotion to UB and the Honors Program was cemented. I have been to many schools in my life, but UB will always be my home. Buffalo was where I started my education, where I learned how to teach, and where I began my work with kids. When I ventured off campus and explored the city of Buffalo, I began to understand that there was so much work to be done. Not with any missionary zeal or pity, because such sentiments have no place in social service, I saw the potential of constructive community effort.

I studied many things after UB and visited many strange and exotic places. For a long time, Latin America was my passion. I even pursued a doctorate in the field for a few years, but in the end kids and social service won out.

Now, I'm starting my own arts and education non-profit organization for youth called Kid Power-DC. Check out our website (when we finally finish it!) at www.kidpowerdc.org. So, my plan is to talk about kids for the rest of my life. What else is there to do?)

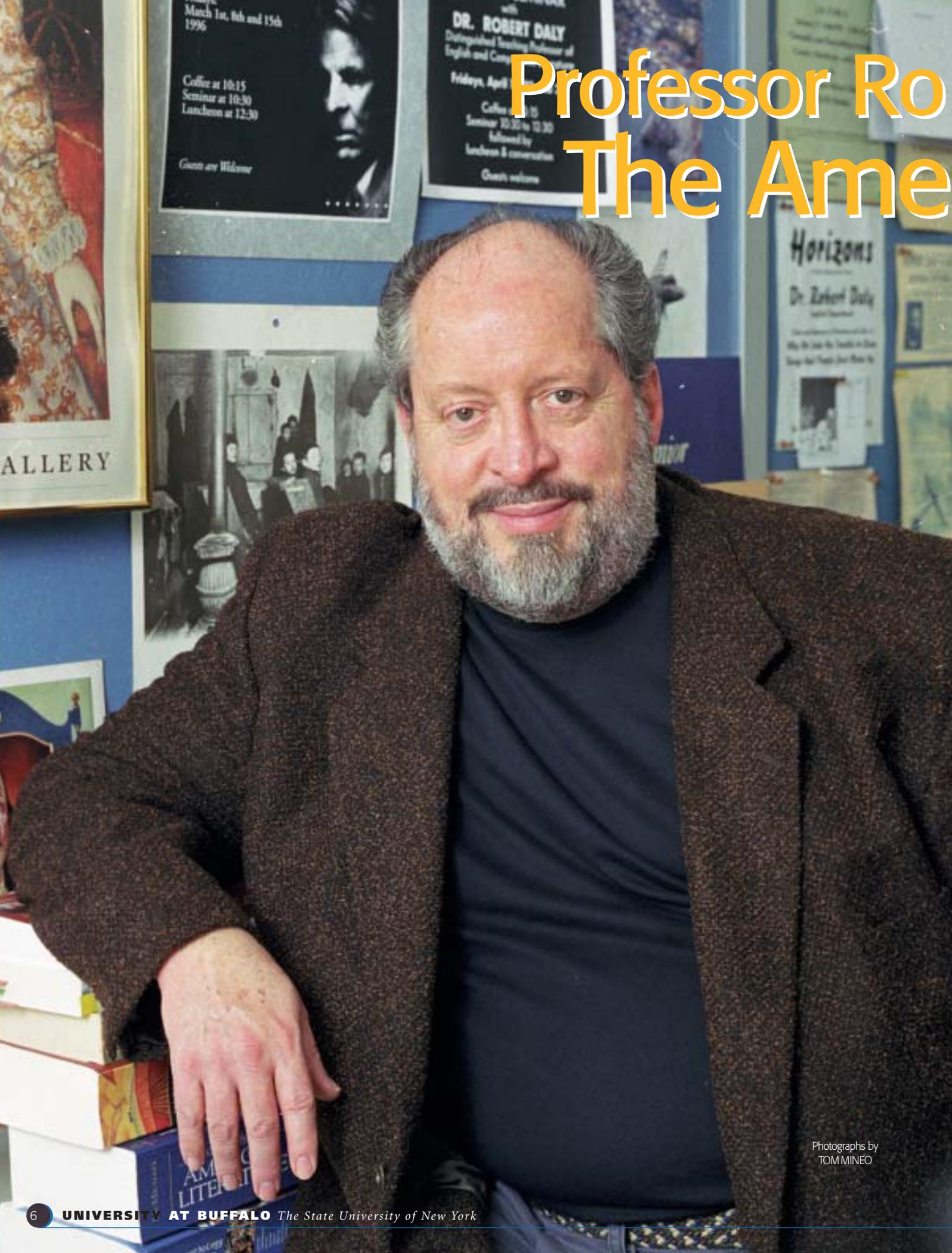


“At this point, it's not work. I'm just helping out thirty-five of my little brothers and sisters. They are deep in my heart, and they are frustrating and difficult and beautiful and full of love.”



Photographs by
MAX SKOLNIK
Honors Scholar, Class of 1997

Professor Robert The American



Photographs by
TOM MINEO

Robert Daly & American Culture

by JESSICA (SEABURY) DUDEK
Assistant Administrative Director, Honors Program
Honors Scholar, Class of 1994

Photograph By Danielle Ingber



Dr. Daly's Fall 2002 Honors seminar "The Modern American Novel."

Robert Daly remembers the exact moment that the meaning of his chosen career path became clear. He recalls walking across the beautiful Cambridge campus on his first trip to England in 1972 and thinking that these institutions were built "simply because people love ideas and love knowledge. It was then that I decided that the whole point of education, in addition to all the usual justifications, is to make available the sources of inspiration, to make available the muses. I had this sense that what we do first is inspire and the way we do that is by making available things that have been inspiring to earlier generations of people."

What first inspired Distinguished Teaching Professor Robert Daly, now approaching his 30th year in the English Department at the University at Buffalo, oddly enough, was not words, but numbers. A pre-school math whiz, he played number games with his Swiss grandfather before he could even read. His mathematical talent initially translated into an undergraduate major in Electrical Engineering; however, two years into the program Daly realized, after a class field experience on what engineers do, that that was decidedly not how he wanted to spend the rest of his life. Instead, he chose English literature, taking both a BA and a MA at the University at Akron, then moving on to teach English at Iowa State for two years, an experience that cemented his decision to pursue a career in literary teaching and scholarship.

Subsequently Daly took his Ph.D. at Cornell University, where he honed his interest in early American literature. A dazzling first semester graduate seminar on Nathaniel Hawthorne made him fall in love with the 19th century author. After years of teaching Hawthorne, most notably in five National Endowment for the Humanities summer seminars, Daly comments that, "Hawthorne is still surprising me." Daly's fascination with Hawthorne piqued his interest in Puritan literature: "I studied the Puritans originally primarily in order to understand Hawthorne. . . . [he] is full of allusions to the Puritans. I realized that he knew them not only far better than I did, but far better than most early American scholars did." Daly's graduate research on the Puritans culminated in his dissertation, which was later published in book form as [God's Altar: The World and the Flesh in Puritan Poetry](#).

It was while researching on that first trip to England that his focus on American culture crystallized: "I realized that English and American cultures are extraordinarily different. America has a real culture — strange, bizarre, and fascinating— of its own. I really became interested in literature as a part of culture rather than literature just by itself or literature as part of an education for the individual psyche." In 1979, Daly returned to England on a John Simon Guggenheim Memorial Foundation Fellowship. He had a visiting appointment in the faculty of literature at Cambridge University that year, while his research frequently found him in the university's rare books room. In the Michaelmas term Daly sat in on two graduate seminars, Raymond Williams's course on Cultural Studies and Frank Kermode's seminar in Literary Theory, which together would prove pivotal in his development as a literary scholar.

These seminars provided Daly with a unique perspective on the strengths and weaknesses in both cultural studies and literary theory. He found that cultural studies is good at linking literature to the rest of culture, but that the discipline does not allow literature much effect on those contexts. All literature can do in this system is, in Daly's words, "lament oppression while implying nothing can be done about it." Daly realized that literary theory exhibits its own limitations. Although it is very good on theorizing literary interpretation and deeply involved with how literature works, literary theory places literature in isolation from the rest of culture: "Literary theory does not say why we should care about it nor does it tell us how literature relates to the rest of culture."

The Cambridge seminars marked a turning point in how he thought about literary scholarship. "I realized that there were two divisions in literary theory, both very interesting, but neither as interesting as they could be if they were combined. I wanted to find a way to bring these two ideas together, to study not only how literature works, what makes literature literary, but also the cultural work that literature does—to study the ways that literature enables agency—the ability to move or make things happen—both for the individual and for larger groups. So that is what I've been doing ever since." He does it lucidly and convincingly in a 2002 article, *Lexias and Agency in Anne Bradstreet*. Daly theorizes that Puritan Anne Bradstreet's deft weaving of lexias (the shortest block of text that has a distinguishable affect upon the reader) from various sources into her poetry arms her with a potent agency. The effect, he writes, is that "[Readers] can imaginatively reoccupy textual frames of reference from other times and places and so free themselves, not from history (that would be impossible), but from the parochialisms of any particular time and place."

Daly outlines the literary implications of historical reoccupations more fully in the 1996 article, "*We Have Really No Country at All: Hawthorne's Reoccupations of History*". Daly says that Hans Blumenberg's reoccupation thesis "enables you to talk about the way in which people will remember and reoccupy several earlier historical forms, but with different content. The people who can do that are not limited to just the one period of history that they are in...they can know history and bring together insights and information from all different periods and then recombine them with their own period in order to live a more informed and more aware life." Daly argues that, "In Hawthorne, such reoccupations offer exactly the freedom and multivocality that any one past moment would deny. Each historical position may speak with only one voice, but the many positions that intertextuality allows us to reoccupy offer us a multivocality that frees us from enslavement to any one of them..."

This multivocality, a fluid and reciprocal interaction of art, literature, music and other media, is at the heart of the relatively new field of cultural theory. Daly points to J. E. Elliott for one of the best articles to date on cultural theory. In his wide-ranging, *From Language to Medium: A Small Apology for Cultural Theory as a Challenge to Cultural Studies*, Elliott credits cultural studies with awakening us from our "textual slumbers" by allowing

“I realized that there were two divisions in literary theory, both very interesting, but neither as interesting as they could be if they were combined. I wanted to find a way to bring these two ideas together, to study not only how literature works, what makes literature literary, but also the cultural work that literature does...”



us to see that the world cannot be reduced to just language, but he ultimately faults the discipline for subordinating literature to other discourses. He and Daly believe that literary scholars should be studying the various discourses that constitute culture — not just literature, but movies, paintings, economics. Daly defines his work as a cultural theorist as “talking about culture as a complex adaptive system, where literature dynamically interacts with all the other things going on in the culture.”

Daly’s most recent literary lecture, “The Rise and Fall of Individualism in American Culture”, embodied this dynamic ideal. Lecturing to a standing-room-only audience at Canisius College this past September, Daly talked about his most recent area of interest: the current dissatisfaction with individualism within the context of American culture. Daly traced the roots of individualism in the late 18th century, discussed the great individualists, Margaret Fuller, Ralph Waldo Emerson, Henry David Thoreau, and then described the narrowing down of individualism over the years. Culling evidence from many facets of culture—history, art, pop music, politics, economics, philosophy, and of course, literature, Daly argued that literature ultimately offers a third and best alternative between individualism and collectivism. Echoing his own theories from earlier publications, Daly envisioned literature as providing the ability to reoccupy “several historical times and cultural matrices”, which allows one freedom, and ultimately agency. Consequently:

“We shall have moved from heteronomy, or control by others, through subjectivity, or individualism, to intersubjectivity, participation in a number of networks which transcend individuals without subsuming them, since each of us constantly adjusts the degrees of our participation in this or that network....And such networks...are intrinsically dynamic. They can foster individual and community without subsuming either under the other, and they can allow for interactive change in both. They not only enlarge our epistemology and sense of options. They give us a chance to participate in networks that range farther and last longer than we do.”

The talk itself was pure Daly — at once intelligent, insightful, ironic and witty, it flowed seemingly effortlessly from one idea to another, peppered with quotations (most times from memory) and delivered in his patented rich and measured cadences. As Dr. Robert Butler, Director of The Canisius College All-College Honors Program, the lecture’s sponsor, summarized, “It was a brilliant lecture. It demonstrated Dr. Daly’s immense knowledge of American literature and also added his own fresh

insights. Dr. Daly is a special person who has a gift for making knowledge available to a diverse audience.”

Daly’s special rapport with audiences is most evident in the classroom. A recipient of numerous teaching awards, including the Student Association Milton Plesur Memorial Teaching Award, and the Chancellor’s Award for Excellence in Teaching, Daly has a unique and commanding classroom presence that leaves a lasting impression on his students. One former student, Laura Laffrado (’87) now herself a professor of English, says, “If there were a Nobel Prize for teaching, Bob Daly would win it. He’s the Albert Einstein of the classroom, just without the crazy hair.” Colleague Barbara Bono, Associate Professor of English at UB, offers her own praise: “Bob Daly is the gold standard of teachers. Over many years I have shared many undergraduate and graduate students with him, seen them graduate and go on in the professions, reviewed his teaching evaluations comparatively. No one teaches more different kinds of students better. He is invariably meticulous, exciting, professional, encouraging, and learned. I seek him out for advice about cars, curriculum, and colleagues, as well as students. He’s totally reliable and honest. He gets under the hood and fixes things.”

For his own part, Daly says he simply “loves everything” about teaching. He particularly enjoys working with University Honors Scholars because “they have first-rate minds. They have wonderful ideas and intelligence, but haven’t always had the discipline to present their ideas logically and rigorously. They are committed and passionate so you can make an enormous difference by enabling them to find their own voice and to gradually acquire a language that is worthy of their ideas.”

Daly appreciates his opportunity to follow the trajectory of Honors students’ careers. Many times he will first meet an Honors scholar over lunch in the Tiffin Room when the student visits UB Honors as a high school senior. Over the course of their years at UB, Daly then teaches these students in Honors seminars and English courses, mentors them, monitors their progress in his role on the Honors Council, helps them in the graduate school application process, writes them letters of recommendation, directs their undergraduate theses, and then proudly watches them march across the stage at graduation. Reading at the Honors Convocation is one of Daly’s favorite duties; he relishes the chance to see how far these students have come. At that moment he believes, “You have the best evidence possible that education works.”

From Pittsburgh to the Pampas

KATHERINE (BAHNSEN) STIKKERS
Honors Scholar, Class of 1995



Upon entering UB as a focused and serious freshman, my intended path was clear: a degree in linguistics, and then on to library school. My language studies in high school had gone well and proved enjoyable, and I had found great satisfaction in a volunteer position at my local library back home. My choice for a course of study, therefore, was simple and logical — and lasted approximately a semester and a half. Credit an honors seminar (really!) with awakening in me a latent interest in engineering. At the end of my UB career, after a stimulating set of classes and a delightful string of roommates, I graduated as an Industrial Engineer with a minor in German.

Not satisfied with the five years I spent at UB, I immediately signed up for two more years of school in Pittsburgh at the Heinz School of Public Policy and Management. So much for obviating the question I encountered so often as an undergraduate, “what are you going to do with THAT?” It turns out that public policy is even more

difficult a profession to describe to the uninitiated than industrial engineering. In a nutshell, my job is to help inform the decision making of politicians and public officials by analyzing the costs, benefits, and consequence of various policy options. Beware of those in my occupation: we help decide how to spend your tax dollars! We try, anyway. I’ve learned over time that the political decision-making process is not as straightforward as simply finding an engineering solution to a problem.

If ever I decide to give up policy analysis, perhaps I will continue my pattern of radical career changes and become a field biologist. My husband and I (he is also an engineer and policy analyst — we have infinitely dorky discussions about policy minutiae such as whether public employees should be required to share hotel rooms on business trips) spent two weeks in Argentina this summer as members of a research team on a biology project, and I am hooked. Our trip was sponsored by Earthwatch Institute (EI), a nonprofit organization that supports scientists around the world — biologists, archaeologists, geologists, anthropologists — who are studying our planet and its inhabitants. The benefit of EI projects is bi-directional: the researchers receive funding and warm bodies to help with time-consuming data collection, and the participants get an opportunity to visit a different part of the world as something other than tourists.

The ongoing project in which we participated focuses on the small carnivores — foxes, cats, and skunks — that inhabit the grasslands known as the Pampas in central Argentina. The researchers, mostly graduate students in biology, hope to learn enough about the animals’ habits and habitats to develop a conservation plan for these native fauna. As research assistants, we helped perform a variety of tasks ranging from the mundane (digging holes in which to catch insects) to the strenuous (hiking over ridges and into canyons at 1AM to check for animals in box traps) to the truly glamorous (monitoring the temperature of a sedated fox while other team members weighed, measured, and radiocollared the animal). I am not an outdoorsy type by nature, and so living in a tent in a field camp for ten days was a bit of a stretch for me. But the researchers’ good humor and their genuine concern for the animals and the ecosystem was inspiring, and I found great enjoyment in making new friends of our Argentine hosts and the other members of our group.

Even though I enjoy my job as a budget analyst for the Pittsburgh city government, I am continuing to keep an open mind about my career options. I have a lot of different interests, and see opportunities for challenging and fulfilling work in a variety of fields. Perhaps we all experience a certain degree of wanderlust in our careers or personal lives. Even our alma mater is not immune to shifting identities — I recently heard a rumor that UB now ranks among the top ten party schools!)



Katherine (in the beige hood) and other Earthwatch Institute Volunteers examine a captured skunk.



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sequence of America's Modern
es, 2002); *A Study of Language, and
the Human Mind* (Thomas Betjem
tomyography of Shoulder Musc
hing and its Implications on T
abilitation of the Baseball Pl
t, 2001); *Health Risk Assessment of
dicare Enrollees* (Tammy Sm
pir's *Ballade Op. 52 in F Minor*
n *Structural, Theatic, and
pective* (Song-Eun Song, 2001)
Public Art in Buffalo and En
ian Russo, 2002). As you can see
ellent examples, Advanced Honors
ot try to take the easy way out
undergraduate education; they
their desire to learn, accept the

Taking Honors to a Higher Level:

The Advanced Honors Program

by CHRISTINE DULSKI
Assistant Administrative Director, Honors Program

The Advanced Honors Program is a relatively new Honors option for UB students. Established in the fall of 1999, the Program recognizes the outstanding academic achievements of current sophomores, juniors and seniors, providing them with the opportunity to customize an honors experience to meet their individual academic interests. Undergraduate research is the driving force of the Program; all students must carry out an independent research project under the supervision of two faculty advisors that culminates in a senior honors thesis of publica-



Joshua Kamp, Advanced Honors Program Scholar, Class of 2003.

tion quality. The Program offers a flexible structure that allows students to receive honors credit for coursework completed in their major or minor areas of study, and encourages Honors Scholars to challenge themselves by enrolling in courses at the graduate level.

In addition, students gain breadth outside of their majors by participating in an internship, study abroad, or community service experience. Students can also meet this requirement by undertaking a minor or second major. As of November 2002, we have 123 students participating in the Program and 39 graduates.

For those of you reading about this for the first time, it may sound like we ask a lot of our students (and don't get me wrong, we definitely do). Yet, we are always amazed at the creativity and quality of work we get in return. As the coordinator of the Program from its inception, I have worked one-on-one with each of our students from their admission through graduation. I have dealt with a fair share of student anxiety and doubt, especially with regard to the senior thesis. On occasion, I have had to play the role of the bad guy to motivate them; however, once these students find their focus and choose their research topics, watch out because there's no stopping them! Since students from any major can participate in the Program, I have received thesis proposals from the majority of academic departments on campus. Quite honestly, I don't understand everything that comes across my desk — this is where Dr. Herreid's assistance is greatly appreciated. As the Academic Director of the Office of Honors & Scholars, he approves all thesis topics, including those I neither understand nor can pronounce such as *Two Approaches to the In Vitro Selection of RNA: Protein Binding and Ribozyme Catalysis* (David



Kerry-Ann Lindo, Advanced Honors Program Scholar, Class of 2002.

Padalino, 2000) or *The Sea Anemone Aiptasia Pallida and Their Zooxanthellae* (Gemma May, 2001).

To better illustrate the great range of research projects our students have completed in the past three years, I'd like to share the titles of some of their senior theses — *Capital Punishment of the Mentally Retarded as an Unintended Consequence of America's Modernity* (Karolynn Jones, 2002); *A Study of Language, Mathematics, and the Human Mind* (Thomas Betjeman, 2002); *Electromyography of Shoulder Muscles During Pitching and its Implications on Training and Rehabilitation of the Baseball Player* (Darren Vogt, 2001); *Health Risk Assessment of Managed Medicare Enrollees* (Tammy Smith, 2000); *Chopin's Ballade OP.52 in F Minor: An Analysis from Structural, Thematic, and Rhythmic Perspectives* (Sung-Eun Song, 2001); and *New Deal Public Art in Buffalo and Erie County* (Jillian Russo, 2002). As you can see from these excellent examples, Advanced Honors Scholars do not try to take the easy way out of completing their undergraduate education; they make obvious their desire to learn, accept the challenge of assuming the increased work load of the Program, and have definitely taken the Honors experience to a higher level.)



Meredith poses with some of her students.

Life Lessons From Around the

MEREDITH WUTZ
Honors Scholar, Class of 2000

I've been interested in travel ever since I studied abroad in Japan when I was 15. My first experience in Japan opened my eyes to other parts of the world, sparking my interest in foreign language and culture. At UB, my fascination with Asia led me to major in Language and Linguistics with a Concentration in Japanese. My junior year, I was chosen by the University to receive a full scholarship from the Association of International Education, Japan (AIEJ.) I was able to live my dream of returning to Japan, where I studied at International Christian University in Tokyo as an exchange student. There I studied Japanese language and Linguistics, and learned about the aspects of Japanese culture I missed when I was 15. It was

during this time that I first began teaching English as a foreign language, which paved the way for my first job after graduation as an English teacher in Japan.

After graduating from UB, I found myself wandering off to Egypt in hopes of learning about the Middle East, a part of the world I knew very little of (and to see the pyramids!) I spent about six weeks learning Arabic at a language school in downtown Cairo, and another two weeks visiting the Red Sea coast. My experience in Egypt was extremely different from my experience in Japan. It was much tougher as a solo woman traveler, even though Egypt is one of the more lenient Muslim nations. There were many restrictions in everyday

life that I had to deal with as a woman. For example, even in the intense heat I was expected to wear non-revealing clothing. In other words, shorts and tank tops were out! As a foreigner with blond hair and no hejab (scarf that covers hair), being harassed by men on the streets occurred on a daily basis. Adaptation to life in the Egyptian community was challenging, but I succeeded in learning about a culture unlike America or Asia. At the end of two months, I actually wanted to extend my stay, but had to return to the states to prepare for my job in Japan starting the next month.

Just two weeks after returning from Egypt, I shipped off to Japan to become an English teacher with the JET (Japan English Teaching) Program. Sent to a small town about an hour away by train from Tokyo, I worked as an English teacher at five different public junior high schools near the area where I lived. My two years spent in the JET Program were rewarding in many ways. I used English as



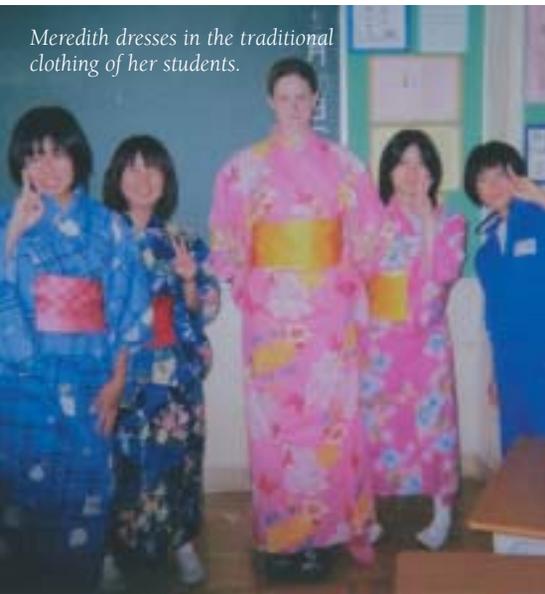
Meredith gets to see the pyramids!

World



Meredith's students show how much they love to learn (and have their pictures taken)!

a medium for spreading my culture to the people I came into contact with, and their curiosity and advancement gave me a sense of self-satisfaction. It was exciting to see so many people positively affected by the things I taught. In a sense, I could spark their interest in foreign culture, the same way my interest in foreign culture had been sparked when I discovered a world unlike my own.



Meredith dresses in the traditional clothing of her students.

Now that my contract with JET is finished, I'm preparing to set off on a voyage around the world as a volunteer with the Japan-based NGO Peaceboat. Peaceboat will cruise around the world for three months, stopping at 16 different countries in an effort to promote peace and cultural awareness. My main job will be as a language instructor (English and Arabic) aboard the ship, but in every port of call, I'll have the chance to involve myself in exchange activities with local NGOs and volunteer groups. I'm excited about acquiring "hands on" training with an NGO, and of course to do some more traveling!

Attending UB and being a part of the Honors Program has helped me accomplish many things since graduation. Being able to study abroad my junior year gave me the idea of teaching English as a foreign language, and with the help and support of my professors, I was able to apply and be chosen as a JET candidate. When I applied for the Peaceboat position, I was required to create sample lesson plans to show my ability as an English teacher. I utilized the skills I acquired from one of my Honors seminars (Case Studies) to write them. These are just a few examples of how attending the University at Buffalo has shaped my future and led me to achieve my goals of travel and inter-cultural exchange.

I feel that my choice in undergraduate education was a successful one. With the many opportunities provided to me, I consider myself a proud alumnus of the Honors Program and the University at Buffalo.)



We are proud to announce that the University at Buffalo's Honors Today alumni newsletter won first prize in the 2002 National Collegiate Honors Council (NCHC) Newsletter Contest! The two most recent editions of the newsletter (Fall 2001 and Spring 2002) were entered into the competition which included Honors Programs from across the country. We received the award this fall at the NCHC annual conference in Salt Lake City, Utah.

The Metamorphosis of a Musician

BURT LaFOUNTAIN
Honors Scholar, Class of 1996

Today I am on an interstate highway somewhere in Indiana. In the back of my car are some clothes, a guitar, and several hundred copies of my new CD. I am a performing songwriter, and by week's end I will have performed 5 times in 4 different cities.

My current job is to be an artist and a traveling salesman, and it is an ongoing string of small failures and small successes. In moments of failure I am selling myself, my CD, my performance, my skill as a songwriter. In moments of success I am selling none of these, but rather an idea — the idea that we humans, though we are often silly and self-defeating, can be extraordinary towards ourselves and towards each other if we choose to be. It's not a new idea, but it is worth selling.

Ten years ago I was about to enter the UB Honors Program as a freshman, and the idea of working full-time on music was nowhere in my mind. I was interested in a wide range of subjects, including music, but decided to study engineering. Now, engineering is an interesting field, and engineers can have a huge positive impact on people's lives. But looking back, I have to admit that my decision to harness my broad curiosity and immediately focus it on engineering was based partly on fear.

I didn't know if I wanted to be an engineer, but I knew down the road I didn't want to be unemployed — engineering seemed like a safe bet to ensure a solid income.

So I based one mildly significant decision less upon what I wanted to create than upon what I wanted to avoid. And how often do we all do that?

Of course, one's choice of major need not be a big deal in the long run, and one can always switch. My problem was not my specific choice of major — my problem was that I let subtle fear, pride and inertia, rather than real interest, dictate my continuing course of study. I didn't even seriously question my academic decisions, though my behavior outside the

classroom should have given some clues. I took a tepid role in engineering clubs, not from an authentic interest, but because they were supposedly good for my resume. By contrast, I found myself scribbling musical ideas on graph paper in the Capen Hall library, noodling for hours on the piano while my homework sat untouched. In my junior and senior year, I sang in a cappella group and played in a garage rock band. My interests were speaking to me, but I wasn't listening. After all, I was far from miserable — in fact, I was pretty comfortable. But comfort can be costly.

And how often do we all do that sort of thing? It is incredibly easy and seductive to just go with the flow, without really asking if we're being true to ourselves.

By the end of my senior year, I knew I was seriously interested in music and would love to focus all my energy on it. This was a prospect that really spoke to me, that turned me on more than any class I had taken. But I didn't know how to go about it, and the chances for failure (or at least looking like a failure!) seemed very great indeed. Rather than really wrestle with my own interest and confront what seemed like wishful thinking, I headed off to engineering grad school.

Again, how often do we all do that — in our professional lives, in our personal lives, in our communities? How often do we dismiss ideas that really resonate with us, because we are resigned to perceived futility or are afraid of looking like idiots?

Eventually, of course, my own honesty caught up with me. After doing a halfhearted Master's at MIT, I started playing in the bars of Boston by night while working as an office temp by day. I played in an acoustic duo, a full-fledged rock band, and eventually started performing solo. My education continued throughout, as I was forced to examine my own motives for playing in public and for working towards a full-time music career. I confronted, and con-



Burt's newest CD, "Waking Up the Saints." For more information about Burt and his music, log onto www.burtlafountain.com or www.cdfreedom.com/burtlafountain.

tinue to confront still, more instances of fear-based and pride-based decision making. I've had to learn by trial and error and by routinely looking like an idiot, but my experiences have been rich and the rewards have been amazing.

So that is, in brief, how I ended up in my current occupation. Of course there are other, more profound, more dramatic stories out there. As I see it, my "career" story is only useful to illustrate this simple point: something I dismissed as unrealistic — so much so that I didn't let myself really want it or stand for it — was in fact possible once I got honest with myself and recognized my own silly and self-defeating fear.

Like one's choice of major in college, one's choice of career after college need not be a big deal in the long run, so I don't want to give too much weight to the importance of career choices. After all, there are more fundamental and more interesting problems facing us and our world — but as we look at them and imagine what else could be, do we dismiss our visions as unrealistic? Perhaps it is not "realism", but accumulated fear (including our own) that prevents the realization of our most inspiring visions. I'm not suggesting this in some sort of dogmatic or spiritual sense, but as a practical way of examining our own impact on the world around us. Again, it's not a new idea, but I think it is worth selling and applying. It certainly deserves to be more than just a thought in my head as I drive from gig to gig.)



Alumni Updates

What they're doing now...

1984

HELEN (HESS) CAPPUCHINO

Helen and her husband Andrew have six children — Jackie (21yrs.), Mac (14yrs.), Andrew (15yrs.), Jake (10yrs.), Nick (9yrs.), and Lizzy (7yrs.). Helen is working part time at Roswell Park Cancer Institute in Buffalo, New York on the Breast Cancer service and her husband is an orthopedic spine surgeon. In her spare time Helen pursues charitable endeavors and enjoys travelling and skiing with the family.

1987

MEREDITH (MAU) CALLAGHAN

Meredith has been teaching chemistry in Clinton High School in New York since 1993. She and her husband John have two children, Graham (5 1/2 yrs.), and Emer (3yrs.) and they miss Buffalo a great deal!

HEATHER OSGOOD

Heather is currently the director of the Fashion Program at Marist College.

1988

JULIA COZZARELLI

Julia has a tenure-track position at Ithaca College in New York teaching Italian Language and Literature. She also gets to take students to Italy each year for a summer class!

WILLIAM MCGLASSON

Bill works for The Gleason Works, as a gear production machine tool

Calling All Honors Alumni...

Do you enjoy talking about your days as a UB student? If so, we could use your help!

In our efforts to bring more bright minds like yours to the university, the Honors Program uses its alumni during recruitment events to share with prospective students their personal experiences, both as Honors Scholars and members of the UB community. Each year, we take our show on the road as we hold receptions throughout New York State and several neighboring states (Pennsylvania, Ohio, New Jersey, and Connecticut). If you would like to assist us, please call the Honors office at (716) 645-3020.

builder in Rochester as Chief Research and Design Engineer. He and his wife Cara have a wonderful daughter Skye (3 yrs.).

DANIEL SPERRAZZA

He and his family have moved to Chicago. Dan has accepted a position as Senior Vice President and Director of Fixed Income Research at the Northern Trust Company.

1989

STEPHANIE ARGENTINE

She recently left her position as Director of Human Resources at the Catholic Health System for a tenure-track position as Assistant Professor at Medaille College in Buffalo, New York in the MBA Program.

PETER BREEN

Peter recently became managing director of the In-Store Marketing Institute in Larchmont, NY. He lives in Norwalk, Connecticut, with his wife Michele and daughter Julia (18 mos.)

KEVIN CHERKAUER

Kevin is now a Senior Software Engineer with IBM, designing and developing features for the market share-leading IBM DB2 database.

REBECCA (BURG) PARKER

Becky recently started a new job as a Design Engineer with a company called Advanced Technologies, Inc. in Newport News, Virginia. They make models for wind tunnel testing, as well as fixed wing and rotary wing UAV's.

DAINA (PUPONS) WICKHAM

Daina is currently working at IBM's Silicon Valley Lab as an Advisory Human Factors Engineer for Data Management products. Last year, she co-authored a book called *Designing Effective Wizards* which is published by Prentice Hall.

FRED WRIGHT

Fred is currently living in Chapel Hill, North Carolina and working as an Associate Professor in the department of Biostatistics at the University of North Carolina.

1990

CAROL (MARTIN) STERLACCI

Carol and her husband Jeff live with their three children (ages 9, 5, and 2yrs.) on Long Island. Carol is attending Columbia University as a full-time MBA student, and Jeff runs his own real estate appraisal and consulting business.

1991

ANDREA (FROHMAN) CIASULLO

Andrea is currently working as a Propulsion Engineer for Delta Airlines in Georgia.

ALBERT FIORELLO

Albert is working in Emergency Medicine in Tucson, Arizona. He resigned his commission with the US Public Health Service, after having worked with the Indian Health Service for the last four years. He accepted a full-time academic position at the University of Arizona College of Medicine, as an Assistant Professor in Clinical Emergency Medicine and Director of Emergency Medicine Ultrasound.

AMY (OTT) KIMMEL

Amy received her Ph.D. in English from the University of Delaware in 2001. She's been an English teacher at Canisius High School in Buffalo since 1999, and was named English Department Chair this spring. Her specialty areas are Early American Literature and Indian Captivity Narratives. She loves working at Canisius and plans to stay there indefinitely.

continued on page 16

Alumni Updates

(continued)

1993

JASON ENSHER

Jason is working with Precision Photonics Corp (PPC) in Boulder, Colorado. PPC is a start-up that specializes in optical wavelength measurement and control products.

LAURA M. WILLIAMS

In 1999 Laura completed her Ph.D. in English literature, married James Crowley, and moved to Seattle, Washington. She is presently working as a Technical Writer at Microsoft, and loving every minute of it! Also, since March 2002, she has been volunteering as an organizing member of the Seattle Chamber of the UB Alumni Association.

1994

JUSTYNA BRAUN

She received her Ph.D. in the fall of 2000 and is currently teaching at the Franciscan University of Steubenville in Ohio.

DAVID GUGLIELMI

David is currently working for Intel Corporation and is enrolled in Lewis & Clark Law School in Oregon.

THOMAS SHARP

Tom is currently the deputy director of the District of Columbia's Office of Citizen Complaint Review (an independent police oversight agency).

1995

CHRIS RIEDESEL

Chris has been working as a Production Manager on various projects, including a low budget feature film, and most recently, a documentary on foster care in Los Angeles.

1996

MICHELLE LIPMAN

Michelle has been living in Nashville, Tennessee since 1997 working in the Music and Theatre Industry and has been working under the professional name Nicolette Hart for five years. She and her husband Galen both work in the entertainment business and are getting ready to move to Manhattan in the spring.

ANNE MARIE (JOHNSON) NEUWIRT

She received her Master's degree in environmental planning from the University of Colorado at Denver in 1999 and has been employed as the Environmental and Historical Review Officer for the City and County of Denver, Colorado for the past two years. Basically, she reviews all HUD projects in Denver to be sure they comply with all federal environmental and historical regulations. Before that, she was the state coordinator for Project Impact, a Clinton Administration FEMA program that promoted disaster-resistant communities in every state across the country.

TARA LIN REIMER

Tara is finishing up her third year of residency in the pediatric program at Children's Hospital of Buffalo where she will be chief resident next year!

MARTIN SANBORN

Marty earned his Ph.D. in chemical engineering this year at Northwestern University. He's currently employed as a senior research engineer at BP Amoco in Naperville, Illinois.

1997

HELEN BLAMIRE

Helen received her DVM from Ohio State University in 2001. She is employed at the Amanda Animal Hospital in Lancaster, Ohio, where she practices large and small animal medicine.

DIANNE GAGLIARDO

DiAnne graduated from the University of Arizona Speech Pathology graduate program in 1999 and moved to Phoenix. She was married in September 2000 in green Buffalo (compared to Arizona) to Charles Snyder. DiAnne currently works as a speech language pathologist within the school district and does her own private based therapy in Early Intervention in the home setting. She specializes in hearing impaired children, including cochlear implants and aural rehabilitation and really enjoys what she does!

1998

BEMINA (ATANACIO) ROHDE

Bemina is still working as a Software Engineer at Clearwire Equipment, LLC in Cheektowaga, New York.

PATRICIA LEWIS

She is currently living in the San Francisco Bay area and working as a business analyst for Gap Inc.

ROBERT WONG

Bob just graduated from UB Medical School in 2002. He will be doing his intern year at UB in internal medicine, and next year he will be in an Anesthesia Residency at Johns Hopkins.

1999

DANA GOLDSTEIN

Dana will begin her first year teaching chorus at Merrick Avenue Middle School on Long Island while pursuing her career as a singer/songwriter. She just signed a songwriting contract with a small music publisher!

SCOTT SCHOENFELDER

Scott is employed as an Assistant Marketing Manager for Fisher-Price.

KARIN TOWNSON

Karin is living in Las Vegas working on a new musical and travelling around the country teaching dance. She also works as a physical therapist at a nationally known clinic in Las Vegas.

2000

CARRIE HARDER

Carrie received her Master's degree in Electrical Engineering from the University of Michigan this past April.

JOSEPH PRICE

Joe earned his Master's degree in Computer Engineering from Rochester Polytechnic Institute (RPI) in May 2002.

2001

GERARD AND KELLI (MAXAM) BERRY

Gerard and Kelli are in their second year at UB Medical School.

JENNIFER BRODERICK

She is currently in Paraguay as a Peace Corps Volunteer, and is working in the Agricultural sector with Beekeeping extension and soil conservation.

MICHELLE DICARLO

Michelle has been accepted into the Clinical/School Psychology program at Hofstra University and received a graduate assistantship!

ANGELA FRAAS

Angela is beginning her first year in a Master's program, concentrating in Vocal Performance at the Hartt School of Music in Hartford, Connecticut!

KEVIN A. GREEN

Kevin finished his first year of graduate study in Geography at Arizona State University. During the school year and the summer he worked as a Research Assistant and wrote articles for professional journals. After he receives his Master's degree, Kevin plans to go on to earn his Ph.D. in Geography.

HAROLD HOTCHKISS

Harold is currently enrolled at the University of Illinois at Urbana-Champaign. He is working on his M.F.A. in lighting design.

VERONICA LAMOTHE

After graduation, Veronica taught high school chemistry for a year and then decided to change careers and take advantage of her degree in chemistry. She is currently working as a scientist at Wilson Greatbatch Ltd. (created by Wilson Greatbatch, who invented the pacemaker in the 1950's). The company is currently one of the world's leading producers of batteries for implantable medical devices.

DANIEL MORRISON

Dan is currently working at Lockheed Martin as a software developer and recently got engaged to Bianca Genco!

PATRICK PRENDERGAST

Patrick is entering his second year of law school at Wake Forest University.

ANGELA SNYDER

Angela is the Production Design Group Leader as well as a Project Manager at Hebel Corporation. She works in an administrative capacity making sure that designers hit the scheduled release dates.

ANDREW SRENIAWSKI

Andrew is entering his second year at Columbia Law School.

2002

ADAM COURTNEY

He is working at Deloitte & Touche as a staff accountant.

ALAN DELMERICO

Alan is working as a grant writer in Buffalo, New York.

ATUL JAIN

Atul is starting medical school at SUNY Upstate Medical University in Syracuse, New York.

JENNIFER "BETH" LAKE

Beth is in her first year at Cornell Vet School.

CHRISTOPHER J. MILLER

He's currently working for E-Zoil Products, Inc., they manufacture diesel fuel additives for the heavy-duty industry. He's also started the process of applying to Law School.

MEGAN RIEMAN

She is currently in the Illinois College of Optometry Class of 2006.

JESSICA SMITH

Jessica is currently a Ph.D. candidate in Comparative Literature at UB and her chapbook *Evolocution* is forthcoming from Housepress.

SHOSHANA TOBIAS

Shoshana recently received her physical therapy licensure and is working with children in Long Island, New York.

Marriages

BEMINA ATANACIO (1998) married Michael Rohde on May 18, 2002!

GERARD BARRY (2001) and **KELLI MAXAM** (2001) were married on June 29, 2002!

ROBERT BERMELE (1999) married Valerie Demmin this spring!

NATHAN BIDWELL (2001) recently married Shelby Jay!

MICHELLE LIPMAN (known as Nicolette Hart) (1996) married Galen Butler on July 19, 2002!

JOE PRICE (2000) married Rupa Mukerji on July 6, 2002!

CARL "CHRIS" REYNOLDS (1999) married Jodi House on August 17, 2002!

JAIME STRASSBURG (1999) was married this April!

New Additions

STEPHANIE ARGENTINE

 (1989)

Stephanie and her husband Dave had their third child Mallory Cathryn on July 18, 2002. She joins Benjamin (5yrs.) and Helena (3 1/2yrs.).

SUSAN (LADLEY) O'BRIEN

 (1988)

Susan and her husband Michael are thrilled to announce the arrival of their lovely baby girl, Abigail, in January 2002.

DAINA (PUPONS) WICKHAM

 (1989)

Daina and her husband Brian have a new son, Christopher John who was born on June 15, 2002!



If you know of a student who may qualify for admission to the Honors Program, or who would like more information, please have him or her contact the university Honors Program office at (716) 645-3020; or better yet - E-mail their name, address and graduation date to: capuana@buffalo.edu; or check out our website at www.buffalo.edu/honors.

We want to Hear from you!

To update our records, please e-mail the following to Karyn C. Peckey at kcpeckey@buffalo.edu

NAME, CURRENT ADDRESS, E-MAIL ADDRESS AND CLASS YEAR

also...

Please include news about you to share with your former classmates!

Future Honors Scholars



Pictured: ① Sofia Rose Guglielmi, daughter of David '94 and Karen Guglielmi; ② Adrian Cunningham (along with man's best friend) son of Sean '89 and Carol Cunningham; ③ Standing: Kris and Stu Skogsholm, sons of Susan Chute '88 Seated: David Lawrence, son of Cindy (Horowitz) Lawrence '88 and Kevin Lawrence '87; Sarah and Breana Kennedy, daughters of Dr. Amy (Pong) Kennedy '89; Rachel and Hannah Lawrence, daughters of Cindy (Horowitz) Lawrence '88 and Kevin Lawrence '87; ④ Christopher, son of Daina (Pupons) '89 and Brian Wickham; ⑤ Benjamin, Mallory, and Helena children of Stephanie Argentine '89 and her husband Dave; ⑥ Julia Breen, daughter of Peter '89 and Michelle Breen

In future newsletters we would like to include pictures of the next generation of honors scholars. **That's right — your kids!** Send in photographs of your little ones for the back cover of future alumni newsletters. Please include names and ages with the photographs, and they will be returned to you after the newsletter is printed. Send photographs to Karyn C. Peckey, c/o University Honors Program, 214 Talbert Hall, Buffalo, New York 14260.

HONORS TODAY

UNIVERSITY HONORS PROGRAM

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