



RETIREES NEWSLETTER

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THE POWER OF SUNY RETIREES

Lessons Learned from Over 100 Retirement Stories

by Ram L. Chugh, Ph.D., Executive Director (Emeritus), SUNY Retirees Service Corps

Editor's Note: Dr. Chugh is also a SUNY Distinguished Service Professor Emeritus of Economics from SUNY Potsdam. After a 32-year career at Potsdam, he moved to Albany, NY and worked at SUNY System Administration. He headed the SUNY Retirees Service Corps from 2008 to 2013, at which time he retired after 43 years of service in the SUNY educational system.



Retirement is considered a major change in one's life. Moving from a full-time structured work life to an unstructured one can be challenging and stressful.

How a retiree deals with this change can make retirement an enjoyable experience – a time filled with new opportunities and challenges – or it can be a painful transition that brings boredom, lack of purpose, discouragement and a disruption to family life.

The primary goal of *THE POWER OF SUNY RETIREES: Lessons Learned from Over 100 Retirement Stories* study was to find out how SUNY retirees had adjusted to their retirement and the lessons we could learn from their retirement experiences. Based on those experiences, what steps could SUNY campuses and potential retirees take to improve their retirement planning?

A survey questionnaire, "The Power of SUNY Retirees: Lessons from Retirement Experiences Survey," was sent to retirees through the SUNY Retirees Service Corps (RSC). It contained questions relating to three items: **1. Adjustment to Retirement:** How have retirees adjusted to retirement and what were the activities they engaged in to stay busy? **2. Role of SUNY Campuses in Providing Retirement Assistance:** What assistance did survey respondents receive from their campus in planning their retirement? What more could campuses have done that would better prepare future retirees? **3. Advice to Employees Planning to Retire:** Based on their own retirement experiences, what advice would respondents give to SUNY employees looking to retire?

The Power of SUNY Retirees, continued from page 1

The survey questionnaire was sent electronically to retirees on the RSC distribution list. The responses came from retirees belonging to 30 SUNY campuses; they represented a variety of job classifications and years of service. About 67% of the responses came from retired faculty and the remaining 33% represented other job classifications.

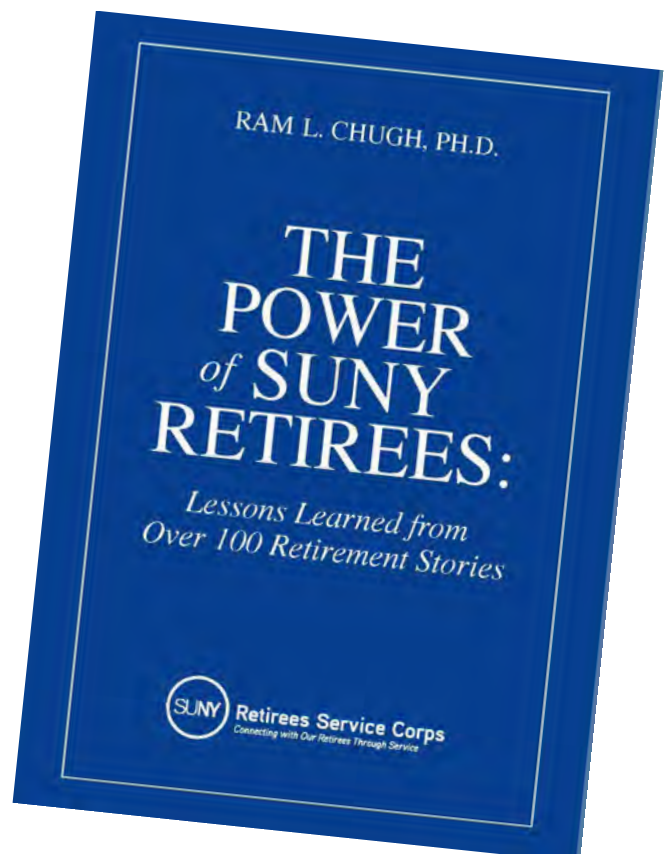
The report is divided into five chapters. **Chapter 1** provides an overview of the study and highlights the transition process most retirees generally go through in adjusting to retirement. **Chapter 2** contains 102 actual retirement stories from the survey responses and the SUNY RSC website. Each story is fascinating, showing the challenges faced in transitioning to retirement. Although some retirees experienced initial difficulties, most of the respondents got involved in a variety of professional, civic, and volunteer activities to stay busy and productive. Giving back to the community through volunteerism gave many much satisfaction and added meaning to their retirement. **Chapter 3** contains recommendations from the survey respondents to employees planning to retire to help them better prepare for retirement. Following are two examples of that advice:

- “Work closely with HR and start reducing spending six months to a year in advance of retirement. When you know your estimated monthly amount, try to work on your budget to be able to get your expenses and spending in line with your anticipated income.”
- “It’s important to prepare not only for the financial aspects of retirement but also the social, professional, and psychological. In other words, what are you going to do with yourself after you retire and how will it help fulfill you personally? This is an individual process, as the campus can’t tell you what you really like to do.”

Chapter 4 contains suggestions from retirees regarding what campuses and Human Resources Departments, in particular, could do to assist employees planning to retire. **Chapter 5** proposes several action items which SUNY campuses should consider taking to connect with their retirees and to tap this valuable resource.

SUNY campuses can take several simple, cost-effective steps suggested in the action plan to strengthen connections with their retirees. For example, creation of campus retiree programs or organizations, strengthening those already in existence, and encouraging retirees’ involvement in campus and community services will benefit everyone – campuses, communities, and retirees themselves. The study makes a strong case for promoting a “retiree-campus-community” partnership at every SUNY campus to harness the power of SUNY retirees for their own greater good and that of the campus and the community.

The plan is for a PDF of *THE POWER OF SUNY RETIREES: Lessons Learned from Over 100 Retirement Stories* report to be posted on the SUNY Retirees Service Corps website at www.suny.edu/retirees/resources/rsc-reports-and-resources/ along with a link to a free eBook version. Softcover printed books will be distributed to SUNY retirees whose stories are included in the book as well as to each campus chief HR officer. The eBook link will also be provided to campuses to share with retiring employees to help them with their retirement planning process.



RETIREMENT STORY

Clifton R. Wharton Jr. SUNY's Trailblazing Fourth Chancellor

Editor's Note: Clifton R. Wharton Jr. served as SUNY Chancellor from 1978-87. Below he shares excerpts regarding his tenure at SUNY from Chapter 9 of his autobiography, *Privilege and Prejudice: The Life of a Black Pioneer* (Michigan State University Press, 2015), which is available at www.amazon.com and www.barnesandnoble.com.

SUNY AS A SYSTEM

At SUNY my overriding goal was to fuse the hodgepodge of SUNY campuses into a more functional system. From talks with Clark Kerr, among others, I knew how powerful his University of California had become as a system – not just in political clout, but also in its reputation for academic excellence. SUNY was far more heterogeneous than the California system, which embraced only the state's eight graduate-research campuses. But I thought greater integration and cohesion would be of considerable benefit to the SUNY campuses, individually as well as collectively.

Not everyone agreed – in fact, quite a few didn't. Many campuses operated as independent fiefdoms, especially in the political arena. The state-operated campuses – i.e., the university centers and four-year arts-and-sciences schools – worked their representatives in the state legislature assiduously for greater support, often regardless of what Central Administration and the SUNY Trustees might have preferred. Campuses with friends on high got better treatment – for example, State Senate Majority Leader Warren Anderson invariably

protected and went out of his way to nurture the University Center in Binghamton, his district.... Moreover, years of infighting among themselves over funding and enrollments had subverted any campus impulses to pull together, and an invidious hierarchy had developed among them. University centers looked down on four-year colleges, which in turn sneered at the community colleges and agricultural/technical schools. There was snobbery even among the "peer" institutions. Because the University Center at Buffalo had begun as a private university, for example, it played up its heritage as "more prestigious" than the others, while the center at Stony Brook never tired of beating its drum as the "Berkeley of the East."

Nonetheless, there was an incredible range of talent throughout the system, and a spectrum of programs and resources that I thought collectively unmatched anywhere in the country. They needed to be brought into greater visibility and relief, and they needed to be marshaled in ways that would extend their reach and efficiency. While touring SUNY's 64 campuses during my initial year as chancellor in 1978, I had seen a wealth of opportunity for collaboration. For example, at Erie Community College there was a course on offset lithography – plate preparation, paper handling, inking, and bindery operations. It was a key component of Erie's program in graphic arts and communication – but couldn't it also be of great benefit to art majors at nearby Buffalo State? From the cutting-edge Fashion Institute of Technology to the nationally-renowned statutory School of Ceramic Engineering and Materials Science at Alfred University, the system abounded with academic

riches. I was convinced its potential synergies, harnessed and made more evident to citizens and policy-makers, could help SUNY realize its latent potential.

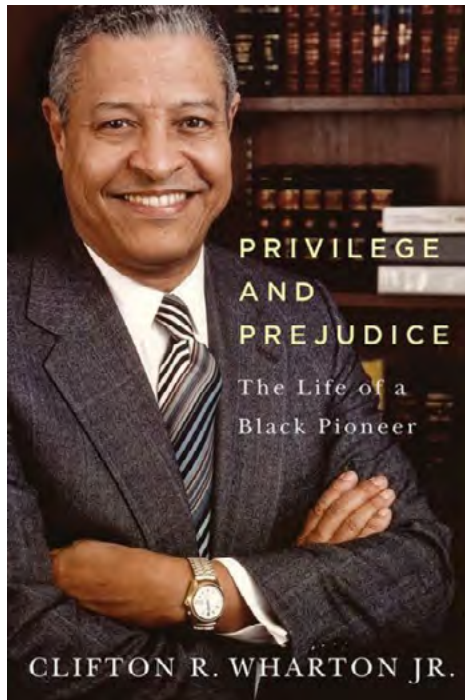


Although a unified front would boost SUNY's academic and political clout, there seemed to have been no significant prior attempt to build one. The challenge was to convince, persuade, and cajole campus leaders and their constituents to see that sustained cooperation and mutual support were in their own best interests. The key was to engage them in a dialogue, respecting their perspectives even as I hoped to change them. As chancellor, I couldn't dictate a plan ex cathedra. No matter what directions were proposed, the campuses would have to implement them, and they would need to see their own fingerprints anywhere they looked.

Constant communication was vital for getting buy-in to the system vision. During my first year at SUNY I gave some thirty speeches, on topics ranging from university public service to the diminishing returns of excessive state oversight (the latter didn't sit well at all with the Albany budget department bureaucrats). My speeches were distributed to my statewide list of contacts and leaders. I also began the practice of annual briefings with the editorial boards of key newspapers in New York

Retirement Story, Clifton R. Wharton Jr., continued from page 3

City, Long Island, Albany, Buffalo, Syracuse, Binghamton, and Rochester. Whether it was the New York Times editorial board lunches on 42nd St. or a soup and sandwich press room meeting at the Buffalo News or the Rochester Democrat and Chronicle, these were opportunities to set out my ideas while putting



a human face on the huge SUNY system — and not in a crisis setting. Also, I met mayors, county executives, and business leaders, again trying to put a human face on the huge SUNY aggregation. In the South Tower of SUNY Plaza in Albany, my wife Dolores arranged for me to host quiet luncheons for individual legislators and state officials. Quiet and off-the-record, the one-on-ones helped head off

misunderstandings and confrontations in more public settings. In addition, I developed an annual dinner for key state legislators hosted by the SUNY Board of Trustees, held in the South Tower's first floor conference room.

To reach grassroots leaders beyond Albany, [Vice Chancellor for University Affairs and Development] Bob Perrin and Jim Van Houten, his assistant for alumni relations, organized "Chancellor's Regional Report" dinners around the state. At the dinners, I would begin extolling the SUNY system's resources and contributions to New York, followed by comments from Dolores, and then a general Q and A for both of us. Our invariable theme was the excellence of both SUNY's individual campuses and the system as a whole. I wanted New Yorkers not just to appreciate the University more highly, but to become outspoken in the pride they felt in it. The program exceeded our expectations. In all, we held nine meetings and attracted more than five thousand guests — who even paid for their own meals! Buoyed by the success, we went national with dinners in Washington, Boston, Miami, and Los Angeles — the SUNY campuses identified key alumni in each of those areas.

Not all the steps we took were so sweeping, and some were

a little corny. For example, neckties with SUNY's gold and blue logo were distributed to officers in SUNY Central Administration, as well as campus presidents and trustees, with matching scarves for women. I thought them a bit contrived, but it was surprising how often people seemed to wear them....

SUNY's improving quality image was reflected by my election as Chair, Council of Presidents, National Association of State Universities and Land Grant Colleges (1981-82).

CAREY BUDGET VETO

Early 1980 brought the chronic fiscal problems for the SUNY system to a head. Governor Carey's budget proposed \$861.9 million for the state-operated campuses — up \$23.3 million over the previous year, but almost entirely for non-discretionary costs such as utilities. Moreover, the increase had been achieved by cutting \$26 million from academic programs and personnel, which would require eliminating more than 2,000 full-time positions. The proposed budget, I told the Board of Trustees' Executive Committee, confronted SUNY with a grave crisis, raising serious questions about the system's ability to sustain quality and academic integrity. Moreover, shortages in the capital fund would require delaying \$34 million in construction for a long-sought new campus for the college of technology in Utica/Rome.

As in previous years we lobbied the state legislature for relief. The lawmakers agreed with our position, passing an appropriations bill that restored some \$22 million above the governor's recommendation. When the bill reached Carey, he vetoed the legislative increase, undoubtedly assuming that would end the dispute. But as things stood the governor's veto put SUNY in a precarious fiscal condition, and the developments we had undertaken to strengthen the University system would be undercut. Building centers of academic excellence takes years, and tentative gains can be wiped out by one year of draconian cuts. SUNY was on the way up, but protecting and extending the gains we had made was critical.

With the concurrence of the SUNY board, I took an unprecedented step, beginning a statewide "crusade" to get the legislature to override Carey's veto. Herb Gordon, the astute Deputy for Governmental Relations, said no gubernatorial veto had been overturned in New York in a quarter-century — but he was game to try. With SUNY Central Administration I developed the play book, and then campus presidents were persuaded to work with the campus council, alumni, media, and local leaders. Each could use his or her own situation as an example of the potential budget crisis, but always in the context of why

the entire system needed and deserved greater support. Success would hinge on University constituents from every region of the state conveying back to the legislature a groundswell of support.

Would the strategy work? I didn't know, but I was prepared to go down fighting. Fortunately, the system's response was galvanic. Campus councils spoke up forcefully. The faculty union brought its considerable influence to bear. Even the system-wide student organization chimed in. Editorials supporting SUNY appeared from Long Island to Buffalo, and Albany to Binghamton. (My regular meetings with their editorial boards helped.) The Albany Times Union editorial cartoonist Hy Rosen published a sketch of Carey and me on a race track, with me giving the governor a hot foot (February 7, 1980).

On April 30, the State Assembly and Senate voted unanimously to restore the additional \$22 million to SUNY's appropriation, trumping the governor's veto – the first in 25 years.

The action was little short of stunning – even I had a hard time believing we had pulled it off. Carey was decidedly unhappy, and our relationship would be distant and formal for some time. Thereafter, however, his budget division treated SUNY with a bit more respect and caution – they had found out that when cornered, we could and would fight back. Even more important, from my perspective, campus presidents and others throughout the system had discovered for themselves the power of collective action. “As a system, we could win,” President Radley of SUNY Oswego told me. “You proved it to us all.”



ABOUT THE AUTHOR

Dr. Clifton R. Wharton Jr. has been a Black pioneer in four different fields – philanthropy, foreign economic development, higher education and business. The first Black to become CEO of a Fortune 500 company, Dr. Wharton is the former Chairman and CEO of TIAA-CREF (now known as TIAA), the world's largest pension fund with assets of \$300 billion. Elected president of Michigan State University (1970-78) he became the first Black to lead a major predominantly white university in the country, and as Chancellor of the State University of New York System (1978-87) he was the first Black to head the nation's largest university system, with 64 campuses.

From 1982-87, Dr. Wharton was Chairman of the Rockefeller Foundation, a position that reflected his work in foreign economic development. The son of a career U.S. Foreign Service Officer and Ambassador, Dr. Wharton served six presidents in foreign policy advisory posts. In 1993, he was appointed by President Clinton as Deputy Secretary of State, the second highest post in the U.S. Department of State.

Among his former corporate directorships are Ford Motor, Time Warner, Public Broadcasting Service (PBS), New York Stock Exchange, TIAA-CREF, and Vice Chairman of the Federal Reserve Bank of New York. In addition to the Rockefeller Foundation, his extensive non-profit trusteeships have ranged from the Council on Foreign Relations and the Carnegie Foundation for Teaching to the Aspen Institute and the Asia Society.

In 1983, he received the U.S. Presidential Award on World Hunger and, in 1994, the American Council on Education's Distinguished Service Award for Lifetime Achievement.

EXPANSION OF LIFELONG LEARNING

at The College at Brockport

by Dr. Jason Dauenhauer, Director of Multigenerational Engagement

In 2015, developers of Brockport's new senior living community, Chateau at Heritage Square, met with College administrators to develop a mechanism for local community members, retirees, and future residents of Heritage Square to have greater access to opportunities available at the College and for the College to have a strong presence at the new residence. Dr. Jason Dauenhauer, Associate Professor of Social Work and Coordinator of the Aging Studies minor, was appointed as Director of Multigenerational Engagement with the goal of creating new opportunities for lifelong learners, increasing awareness of existing programs, and finding ways to promote multigenerational dialogue and engagement. An advisory board of local community members was formed to help guide this initiative.



The advisory board decided to capitalize upon SUNY's existing policy that allows New York State residents aged 60+ to audit virtually any course for free if they have permission from the instructor. Auditing allows a person to participate in the class and engage with students and faculty. Because an auditor is not receiving college credit for the course, there is no pressure to complete course assignments. This special category of adult learners also receives a college ID card, library access, discounted parking rates, and a discount membership rate to the College's fitness center.

To make it easier to register for a class, I met with faculty across campus who provided permission for a limited number of auditors to sign up for their classes. The course descriptions and orien-

tation brochure was sent out by the Division of Advancement to a variety of community members. The response was overwhelming – during the fall 2016 semester, the College enrolled 40 auditors in a total of 15 different courses (compared to six total auditors during academic year 2014-15). This success led to continued offerings where there are now more than 70 auditors taking classes each academic year including a limited number of opportunities for community members to participate in faculty-led “study abroad” courses.

The success of the auditing initiative is due to making the registration process easier for retirees. Prior to this orientation, retirees would need to know how to navigate the College's online course schedule, find a course, contact the instructor, locate their office and have them sign a form; that can be a frustrating process. As part of the orientation, not only can retirees sign up for select classes, but learn how to access college technology such as “Blackboard,” which houses course readings, syllabi, and more.

Building upon the success of the College's longest-standing lifelong learning program, “Mornings with the Professors” (in



An Advisory Board of local community members was formed to help guide the new initiative in Lifelong Learning, Standing (L-R): Ray Duncan, Rosie Rick, Gordon Fox; Sitting: Richard Fenton, Jason Deunhauer. Deunhauer is Director of Multigenerational Engagement and leads the initiative. Board member Richard “Bud” Meade is absent from the photo.

Photo by Diane Hickerson courtesy of Westside News, Inc.



Students and auditors engage in small group discussion as part of SWO 476: Aging Issues in America

existence for 50 years), a new evening lecture series was also developed. The “Lifelong Learning Community Lecture Series” includes a series of engaging lectures delivered by current and retired faculty experts. These programs occur twice each semester in the McCue Auditorium in the new Liberal Arts Building and are attended by community members, students, and faculty. Example subjects from the fall 2017 presentations are: “Natural and Human Causes of Climate Change: What Scientist’s Know and How They Know It,” and “Traveling to the Southern Continent: Glimpsing the Past and Potential Future in Antarctica.”

This program gives people the opportunity to take part in an engaging topic, but doesn’t require a semester-long commitment like auditing – we want to have something for everyone. You can view one of the methods used to disseminate information to senior alums and friends of the College at: <http://alumni.brockport.edu/learning>. The information about specific programs and events is also shared with Brockport College retirees via email.

Innovations continue for the spring 2018 semester. Proposed by Professor Emeritus and advisory board member, Dr. Raymond Duncan, the College established a Great Decisions community discussion group. The curriculum for the course follows the Foreign Policy Association’s format which prepares selected readings, videos, workbooks, and a facilitation guide to foster critical analysis and discussion surrounding eight topics of contemporary significance. Examples include “The Waning of Pax Americana” and “Russia’s Foreign Policy.” A total of 12 retirees are enrolled along with five students who are receiving course credit for their involvement. According to Duncan, “It’s very exciting to have dialogue about foreign policy with these students. It helps all of us think more critically about the challenging issues facing our country and the world and how we become more informed citizens.” More information about the Great Decisions program is available at: http://www.fpa.org/great_decisions

As people continue to live longer, there needs to be a range of opportunities for older community members and emeriti to remain or become more engaged. These various initiatives that connect students and community members helps to build relationships, promote learning and foster dialogue between generations. The College at Brockport recognizes that learning is a lifelong process and that many benefit from the expansion of these community initiatives.

For more information on SUNY Brockport’s Lifelong Learning program, contact Dr. Jason Dauenhauer at jdauenha@brockport.edu or (585) 395-5506.

Campus Retiree Program and Retiree Organization Contact Information

Editor’s Note:

There are approximately 20 SUNY campuses with a retiree organization or retiree program of some sort. Go to page 23 of this *Newsletter* to view a list of contact persons for each program or organization.

The SUNY Retirees Service Corps is providing this information in the event that representatives of these programs want to network with their counterparts and as a resource for campuses or retirees interested in starting their own retiree program or organization.





10 WAYS TO WORRY LESS

by Hedi McKinley, LCSW, Professor Emerita, University at Albany

Editor's Note: Hedi, at 97, is a practicing clinical social worker who writes on mental health and other issues.

- 1 Remember that today is the tomorrow you worried about yesterday. And nothing happened. See?!
- 2 Ask yourself "What is the worst that can happen?" Most of the time it is something you can live with. You may not like it but you'll survive.
- 3 It's hard to worry while you try to solve other problems or while you're in action. So move!
- 4 Life is too short to be little. Don't brood over tiny hurts, small grievances. Ask yourself whether "it" will be meaningful three years from now. If not, forget it; if yes, don't agonize, act.
- 5 Don't worry about giant ants, earthquakes, and bridges collapsing. Think of the odds and have some faith.
- 6 Don't expect happiness. Who said life was fair? Remember that happiness is not a station to arrive at, but a mode of travel. A moment here or there is all you can ask for.
- 7 Don't expect gratitude. Do what you do because you think it's right.
- 8 The universe is immense. Believe that there is an order in the vastness and that you are part of it. Leave it at that.
- 9 Not everybody is going to love you or even like you. You don't like everybody yourself. Do the best you can and then sit back. There are other fish in the sea.
- 10 Accept the inevitable: you are going to die. So will everybody else. Don't pretend otherwise. Face it every day by saying "If I die, I die."

And remember, worrying does not bake cakes, win wars or raise kids. Instead, worry makes you tired, dull to be with and brings about some of the things you worry about.



NEW YORK STATE'S HISTORIC SITES

Francis Lewis Park in Queens, NY

by Daniel Scott Marrone, Ph.D., SUNY Distinguished Service Professor (Emeritus), Farmingdale State College



Editor's Note: Dr. Marrone's books – *New York Heroes: Herkimer, Lincoln, TR, & La Guardia*; and *Theodore Roosevelt/Spring Rice in WWI, Joshua Barney, Dolley Madison, Elizabeth Monroe, & USN "Airdales"* – are available on www.amazon.com.

On April 29, 1939, New York City Mayor Fiorello H. La Guardia officiated at the opening ceremony of "Francis Lewis Park" and the Bronx-Whitestone Bridge. The municipal park as well as the southern end of the 3,770-foot span rest on land once owned by Francis Lewis, a signer of the Declaration of Independence and the Articles of Confederation, and his valiant wife, Elizabeth Annesley Lewis.

FRANCIS LEWIS' EARLY LIFE INCLUDED ADVENTURE AND PERIL

Francis Lewis was born in Llandaff, Wales on March 21, 1713 to Reverend Morgan Lewis, a Church of England minister, and Anne Pettingale, the daughter of another Anglican cleric. In 1718, both of his parents suddenly died. Fortunately, Francis



Francis Lewis (1713-1802) was one of four signers of the Declaration of Independence from New York.

had caring relatives in Scotland that came to his aide. Upon reaching the age of 21, Lewis inherited property that he converted into saleable merchandise. Within a year, he accumulated enough funds to pay for passage to the New York Colony. There, he established an import/export firm with Edward Annesley. The business partnership proved profitable, and Lewis opened a second business in Philadelphia.

In 1745, Lewis married Edward's younger sister, Elizabeth Annesley.



View of Francis Lewis Park that was once the estate of Francis and Elizabeth Annesley Lewis during the American Revolution. The Bronx-Whitestone Bridge is in the background.

Little is known of her early life other than she was born in 1715 in New-York City – a municipality which, until 1899, consisted solely of Manhattan Island and was spelled with a hyphen. Through their 34 years of marriage, entrepreneur shipmaster Francis Lewis would leave on long trips while his wife cared for their seven children, only three of whom survived infancy. Francis Lewis travelled to Africa and Asia as well as to Russia delivering and receiving merchandise for subsequent sale. His adventures included two shipwrecks off the coast of Ireland and being imprisoned during the French and Indian War (1754-1763).

In summer 1756, Lewis was in the extreme north of the New York Colony resupplying Fort Oswego when, on August 10, the British garrison was attacked by French troops under the command of General Louis-Joseph de Montcalm. Many fort defenders were killed immediately in battle or shortly thereafter at the hands of Native American warriors seeking revenge upon the British for occupying their tribal lands along the southern rim of Lake Ontario. The French spared Francis Lewis for they considered him an especially invaluable prisoner due to his wealth and prominence in international mercantile affairs. As a detainee of the French, he was first jailed in Montreal and later forced to sail across the Atlantic where he ended up in a Paris prison. He languished there until the war ended. Finally, in 1763 Lewis was exchanged for a French prisoner of war and released from prison. He then sailed back home to the American colonies.

In 1765, the Lewis family moved from bustling Manhattan to

New York State's Historic Sites, continued from page 9

the northern tip of Queens. This area is named "Whitestone" for the massive limestone outcroppings along the shoreline. The Lewis property consisted of 200 acres overlooking the East River. The Lewis family undoubtedly expected to enjoy tranquility at their new Whitestone estate. However, disturbing events occurring in the colonies would soon prevent this hoped-for idyllic experience.

THE STAMP ACT TRIGGERS UNREST

On March 22, 1765, the British Parliament passed the Stamp Act, a tax on various paper items including calendars, documents, deeds, leaflets, licenses, newspapers, official documents, and even playing cards. It was enacted to generate revenue from American colonists to help repay massive debt incurred by the British during the French and Indian War. Besides defending the American colonies that ran along 1,225 miles of Atlantic coastline from the northern tip of New Hampshire to the southern border of Georgia, the British had to fight the French and their allies in Europe, Africa, Asia, and South America when the conflict became the worldwide Seven Years' War (1756-1763). Though the British were ultimately victorious, their treasury was now depleted – hence the need for the Stamp Act.

The British were shocked at the reaction of American colonists, who formed the Stamp Act Congress (also called the First Congress of the American Colonies) that met in Federal Hall, located on Wall and Broad Streets in Manhattan, from October 7 through 25, 1765. Francis Lewis, a stridently vocal critic of the Stamp Act, was selected to represent the New York Colony in this ad hoc congress. Though this meeting included representatives from only nine of the thirteen colonies, the gathering should have been seen by the Parliament of Great Britain for what it represented: a deliberate first step in an inexorable process toward independence from British rule.

The Stamp Act was rescinded by Parliament on March 18, 1766 – less than a year after its enactment. However, the political arrogance and ineptness of British authorities became blatant when the Declaratory Act was enacted the same day the Stamp Act was repealed. The Declaratory Act unequivocally affirmed: "Parliament could make laws binding the American colonies in all cases whatsoever." Parliament further stoked anger in the colonies with the enactment of the Townshend Revenue Act of 1767. This was a tax on everyday commodities including glass, lead, oil, paint, paper, and tea. By 1770, the fiercely unpopular Townshend Act taxes were repealed except for the tax on tea. On May 10, 1773, Parliament enacted the Tea Act essentially as a bailout measure for the increasingly insolvent joint stock East India Company that imported and exported commodities throughout the British realm. On December 16,

1773, Boston residents – thinly disguised as Mohawk warriors – emptied crates of East India Company-owned tea leaves into the harbor. In response to the "Boston Tea Party," the British Parliament enacted the Boston Port Act on March 31, 1774 that called for the complete shutdown of the port on June 1 of that year.

The Americans derisively referred to these taxes and punitive actions as the "Coercive Acts" and the "Intolerable Acts" and simultaneously coined a phrase that had monumental importance: "No taxation without representation!" Throughout the colonies, the Americans were forming "Committees of Correspondence" in an effort to communicate and coordinate resistance efforts against British rule. In the New York Colony, this underground group was called the "Committee of Fifty." On May 19, 1774, Francis Lewis joined, necessitating a name change to "Committee of Fifty-One." By 1775, the group grew to the "Committee of One Hundred" and evolved into the New York Provincial Congress, of which Lewis was a member. He was also elected that year to his first term in the Continental Congress.

Though the Declaration of Independence was famously made public on July 4, 1776, most signers endorsed the document in the weeks that followed. Lewis signed on August 2. This founding document formally "proclaimed the colonies forever absolved from allegiance to the British crown."

ELIZABETH ANNESLEY LEWIS, GREAT WOMAN OF THE AMERICAN REVOLUTION

When Francis Lewis signed the Declaration of Independence, he immediately became marked for summary execution for the crime of treason against the British Crown. His wife, Elizabeth Annesley Lewis (1715-1779), also became a target for retaliation and imprisonment. These perilous events could not be imagined three decades earlier when older brother, Edward Annesley, introduced Elizabeth to business partner, Francis Lewis. The Society of the Descendants of the Signers of the Declaration of Independence has authenticated the place and date of their marriage: New-York City, June 15, 1745. Her husband's business ventures required him to be away from home numerous times – sometimes for lengthy periods. Over the course of their marriage, Francis and Elizabeth had seven children but only three – Ann Lewis Robertson (1748-1802), Francis Lewis Jr. (1750-1816), and Morgan Lewis (1754-1844) – lived beyond infancy.

In certain respects, Elizabeth's life and hardships parallel that of John Adams' resolute wife, Abigail Adams (1744-1818). Both Elizabeth and Abigail endured hardships with spouses frequently away for long periods in the service of the new

nation. Both also suffered the loss of several infant children. Unlike Abigail, however, who witnessed the Battle of Bunker Hill in Massachusetts from a somewhat safe distance, Elizabeth faced the direct wrath of the Redcoats in her Whitestone home and during three months of deprivation in prison.

British troops and Hessian mercenaries invaded Long Island on August 22, 1776. The contest for control of the 118-mile long and 23-mile wide island was the first large-scale battle of the American Revolution. After the Americans were forced to retreat to Manhattan Island on August 30, the British commenced



Pewter medallion depicting Elizabeth Annesley Lewis (1715-1779) manacled, imprisoned in 1776.

a brutal occupation of the island that lasted until the final days of the war in October 1783.

In complete control of Long Island, the British wasted no time launching an intensive manhunt for Francis Lewis, the traitorous signer of the Declaration of Independence. The Redcoats knew where he lived. Troops were sent to “Whitstone” for his arrest and execution. The British overran the Lewis estate in early September 1776. At the time, Francis Lewis was not at home – he was serving in the Second Continental Congress at Philadelphia.

Unfortunately for Elizabeth Lewis, she was at home. Alarmed by the heavily armed Redcoats approaching the Lewis house, servants cried to Elizabeth: “Run, Mistress, run!” In a combined state of fear and tenacity, Elizabeth refused to leave her home. She refused to leave even after a British “man-of-war” vessel sailed to the shoreline of her estate and commenced an intense bombardment aimed at her house. Cannonballs crashing through walls and windows did not break her resolve. The British then stormed into the undefended home. Elizabeth was in her kitchen when the Redcoats grabbed her and put her in shackles. A bayonet-armed trooper ripped the buckles from her shoes thinking he found valuable gold ornaments. As she was being dragged from the house, she defiantly quipped back at the soldier that her buckles were not made of gold but instead of cheap pinchbeck. She said: “All is not gold that glitters.” The British stole or destroyed all of her belongings just before torching what remained of her home.

Elizabeth Lewis was then sent off to a Manhattan Island prison where she was initially denied adequate sustenance or a change of clothing. Nor was she allowed a bed. According to first-hand accounts, she was given “only the coarse and scanty food that was doled out each day to the other prisoners.” She was not permitted to communicate with anyone outside the prison. She rapidly became ill. Then and only then, the British permitted a servant to bring her bread and a change in clothing. For months she endured this horrendous existence in captivity. When the Continental Congress was informed of her hardship, the legislative body demanded that the British immediately release her, but to no avail. The British denial to release her stretched to three months. Finally, an incensed General George Washington issued an ultimatum to the British: immediately release Mrs. Lewis or the wives of two Loyalists would be imprisoned and face similar dire circumstances. Responding to the no-nonsense Commander-in-Chief’s threat, the British released Elizabeth from prison in December 1776 though she was not permitted to leave Manhattan Island.

Seriously ill, she never fully recovered from her harsh confinement. For the remaining two and one-half years of her life, her breathing was labored due to “consumption” – a disease that was later termed tuberculosis. Though bedridden, she was able to witness the marriage of her youngest son, Morgan Lewis to Gertrude Livingston (1757-1833) on May 11, 1779. Purportedly, she died only a short time later (exact date unknown). Her image as a true American hero is indelibly cast on a pewter medallion depicting her stoic bravery while imprisoned. The reverse side of the medallion honors her as a “GREAT WOMAN OF THE AMERICAN REVOLUTION.”

FRANCIS LEWIS LEGACIES

The Second Continental Congress met in Philadelphia from May 10, 1775 until March 1, 1789. Lewis was a member for the first two congressional sessions, 1775 to 1779. He was an active participant in the workings of Congress and volunteered to serve on the Secret Committee, which imported munitions for the Continental Army. When government funds ran out, Lewis freely donated almost his entire wealth in support of the “Cause for Liberty.” He was one of only 15 individuals who signed both the Declaration of Independence and the Articles of Confederation, the latter enacted into law on November 15, 1777.

Lewis retired from public life in 1781 at the age of 68. Thereafter, he served for several years as a vestryman at Trinity Church located in lower Manhattan Island. He is buried there. Engraved on his headstone is the year of his death: 1803. This is incorrect by one or two days. Source documents cite December 30 or December 31, 1802 as the day he died.

The main 11-mile north-south roadway in the present-day Borough of Queens is named “Francis Lewis Boulevard.” Though numerous expressways and parkways ring New York

New York State's Historic Sites, continued from page 11



*Francis Lewis High School
"American Patriot" logo.*

City, "Franny Lew" is arguably the best known of the Big Apple's boulevards.

Serving 4,100 students in northern Queens, Francis Lewis High School has earned a stellar reputation for academic excellence. The logo of the high school features an American Patriot, an image reflective of the crucial role Francis Lewis played in the Revolutionary War.

The Francis Lewis estate is now Francis Lewis Park in New York City. These serene acres also embody the southern end of the majestic Bronx-Whitestone Bridge. These landmarks present a fitting memorial to Francis and Elizabeth Annesley Lewis, important participants during the American Revolutionary War.

TRIBUTE FROM DIRECT DESCENDANT KATHRYN S. COLEY, PORT WASHINGTON, NY

"If I could speak with my ancestors, Francis Lewis and Elizabeth Annesley Lewis, I would thank them for their commitment to justice, for their generosity during the war, and for making all of us proud. I am especially proud and deeply touched to learn more about Elizabeth's character and her immeasurable sacrifices during the American Revolutionary War."



Kathryn S. Coley (Farmingdale State College) proudly standing in the municipal park named after her ancestor. The Descendants of the Signers of the Declaration of Independence has authenticated that she is a direct descendant of Francis Lewis and Elizabeth Annesley Lewis and subsequent generations, Francis Lewis Jr., and Elizabeth Ludlow. The Bronx-Whitestone Bridge is in the background.

RETIREMENT STORY

Edward Fitzgerald

Professor Emeritus of Environmental Health Sciences University at Albany



My retirement experience has evolved as anticipated. I continue to work part-time for the University at Albany as an O'Leary Professor and as a PI with the Research Foundation on a research grant. This is an excellent arrangement as it provides me with a supplemental

salary in addition to my pension, gives me the opportunity to teach and advise students, and conduct research, while also providing me with more time for other pursuits.

This includes travel, hobbies (including my favorite, golf), and seeing my four-year-old granddaughter grow up!

I also volunteer my services as president of the UA Emeritus Center Board and as a Board Member of the Albany-Tula Alliance, which helps promote cooperative activities between Albany and Tula, its sister city in Tula, Russia.

It's important to prepare not only for the financial aspects of retirement but also the social, professional, and psychological. In other words, what are you going to do with yourself after you retire and how will it help fulfill you personally? This is an individual process, as the campus can't tell you what you really like to do.



What's your Story?

DO YOU OR SOMEONE YOU KNOW HAVE A STORY TO TELL? WE WANT TO HEAR FROM YOU!

One of the objectives of the *SUNY Retirees Newsletter* is to share activities of SUNY retirees. We know many of you are doing great, interesting things in retirement, from scholarship to volunteerism and everything in between. Your story can inspire others.

We welcome stories from retired SUNY faculty, staff, and administrators from any of SUNY's state-operated and community college campuses, System Administration, the Research Foundation, and the State University Construction Fund.

Please share your retirement story or tell us about a retired colleague's story by contacting the SUNY Retirees Service Corps (RSC) at retirees@suny.edu.

Retirement stories that run in the SUNY Retirees Newsletter will also appear on the RSC website. For examples of such stories, visit <http://www.suny.edu/retirees/retirement-stories/>.



Retirees Service Corps
Connecting with Our Retirees Through Service

HEALTH MATTERS

Don't Take A Tumble! Fall Prevention for Older Adults

by Frances S. Hilliard, RN, MS, Professor of Nursing (Emerita), Nassau Community College



Almost one third of adults aged 65 and older suffer falls each year, and half of these individuals have fallen more than once. The negative consequences of such incidents range from mild to severe, and often have a significant impact on the individual's well-being as well as on the costs of their health care. A substantial number of the serious injuries are related to bone fractures, especially hip fractures, and up to three-quarters of older adults with hip fractures do not regain their prior level of functioning. Other serious results of falls include head trauma, pain, limitations in mobility, fear of falling again, depression, and social isolation.

Falls should not be accepted as a normal part of the aging process. Most falls result from a complex mix of factors about the individual and about the person's environment. Several health-related organizations, including the American Geriatrics Society and the U.S. Preventive Services Task Force (USPSTF), recommend that adults over the age of 65 be screened on an annual basis for disturbances in gait and balance and for a history of falls. If the screening detects an unsteady gait and/or a history of falls, a more in-depth assessment should be performed. There are numerous risk factors for falls, many of which can be modified to reduce fall incidence.

Environmental factors have been identified as the leading cause of falls. Other common causes are disturbances in gait, lower extremity muscle weakness, dizziness/vertigo, postural hypotension (a sudden drop in blood pressure when changing position from lying down or sitting to standing), visual impairments, and syncopal episodes (fainting). Using four or more prescription drugs has shown a strong correlation with increased fall risk, especially if these medications include psychotropic drugs, cardiac drugs (including diuretics), and drugs for seizure disorders.

Since there exists such a great variety of risk factors, specific interventions to help prevent falls should be tailored to the individual. Research has shown that four basic areas should be addressed:

- Exercise and physical activity, including measures to improve gait and balance.
- Enhancement of safety-related skills and behaviors (daily habits).
- Reduction of environmental hazards.
- Reduction Monitoring and adjustment of medication regimen.

EXERCISE AND PHYSICAL ACTIVITY

Increasing one's level of physical activity is an effective component of fall prevention. Activities that improve strength, coordination, and balance are best. The most frequently studied form of exercise is tai chi, which shows much promise for balance training.

Persons with movement disorders such as Parkinson's Disease can benefit from individualized exercise programs, including a walking plan. Assistive devices such as a cane or walker can also be helpful if they are appropriately used. Supervision by a physical therapist is generally needed to maintain the individual's safety as well as to achieve maximum benefit from physical activity.



DAILY HABITS

Quite often, a simple momentary mistake in judgement can lead to an unsafe action and result in a fall. Here are some risky habits to avoid:

- Wearing shoes or slippers with little support. Flip-flops are the worst!
- Venturing out during snowy or icy conditions.
- Using an unsafe method to reach high places (E.G., standing on a kitchen chair or using an unsteady stepstool).
- Leaving items on the staircase.
- Using throw rugs, especially at the top or bottom of a staircase.
- Making your floors slippery with floor polish or wax.

In addition, take these positive actions for safety:

- Be sure to have adequate lighting, especially in hallways, bathrooms, and on stairs.
- Arrange furniture so that there are clear pathways to walk.
- Promptly clean up any floor spills.
- Keep frequently-used items within easy reach.
- Keep electrical cords out of the way.
- Use handrails on all stairways, inside and outside the home.
- Be aware of dogs and cats.
- Have your eyesight checked regularly and wear corrective lenses as needed.

ENVIRONMENT

Outside your home, be aware of hazards on walkways and driveways, and repair any cracks or uneven surfaces. Use handrails, and regularly check to be sure they are firmly fastened. Light outdoor walkways and entryways, preferably with motion-sensitive fixtures.

Inside your home, the most dangerous area is generally the bathroom. Always keep a night-light on in the bathroom. Install grab bars in the shower, and if necessary, by the toilet. Use non-skid mats or decals in the tub or shower. Use a raised toilet seat if needed. Consider using a shower stool and hand-held shower nozzle so that you can sit down while bathing.

MEDICATIONS

You and your health care provider (and also your pharmacist) should regularly review your drug regimen (prescription as well as over-the-counter), paying close attention to the side effects and interactions which may worsen your risk of falls. Are the medications causing postural hypotension? Drowsiness? Fatigue? Affecting your thought processes? Slowing your reaction time?

The USPSTF is currently recommending Vitamin D supplementation for anyone at increased risk of falls. This may help protect your bones from fractures if you do fall.

Be aware that if you are taking anticoagulant medication (“blood thinners”), the risk of serious injury from a fall is significantly increased (especially the risk for brain bleeds). Individuals on these medications need to be extra vigilant about preventing falls, and any fall should be promptly reported to your health care provider.

This column is not intended as a substitute for medical advice, diagnosis, or treatment. You are urged to seek the advice of a health care practitioner for any questions or concerns you may have about your medical condition or treatment.

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THE SMART WAY TO HELP GRANDKIDS WITH COLLEGE

4 tips for helping offset tuition bills

by Jane Bryant Quinn

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Are you planning financially to help a grandchild — or niece or nephew — go to college? A common question is whether your gift will hurt the student's chance at financial aid. The answer: sometimes yes, sometimes no. It all depends on the type of aid the child is apt to get.



If you're helping grandchildren with college expenses, be aware that some financial gifts can jeopardize financial aid.

If the family earns a substantial income, aid based on financial need is off the table. Instead, the school might offer a merit scholarship. This form of aid goes to students a school particularly wants, typically supersmart kids or those with a special gift. Grandparent money has no effect on merit scholarships, says Dean Skarlis, founder of the College Advisor of New York, which counsels families on educational choice. So feel free to give any amount of aid in any form you want.

It's another story, however, if the family qualifies for aid based on financial need. In that case, your gift will indeed reduce the amount the student receives. But so what? The money you give will almost certainly exceed any potential loss in need-based aid. What's more, that "aid" might have come in the form of student loans. Your contribution will help your grandchild graduate with a smaller burden of debt.

Here's how to help the student while still getting the most out of need-based aid.

1. Give the money to the parent rather than the student and let the parent pay the bills. Students are expected to contribute 20 percent of their assets toward college; the contribution

expected from parental assets is limited to 5.6 percent. By routing your gift through the parent instead of through the child, the child will qualify for more aid.

2. If the parents have a 529 plan for college savings, see if you can contribute to that one rather than setting up a 529 of your own. Money paid to the school from a grandparent's plan won't affect need-based aid in the student's first year but counts as student income in future years. As a result, aid could drop sharply. Payments from parents aren't considered student income. (Quick note: 529 investment plans grow tax-free when the money is used for higher education. They're offered through brokers and — at lower cost — directly from the states.)

3. Grandparent gifts become a nonissue in January of the student's junior year. By then, the student will already have filed an aid application for his or her senior year. Any future grandparent contributions won't show up in the record, so they'll take nothing from a financial-need award, says Joe Hurley, founder of savingforcollege.com, an expert site for information on 529s. You might let the student and family pay for the first 2½ years of school and then start making your own contributions after that.

4. A student with financial need might also receive a merit scholarship, says Karen McCarthy, senior policy analyst for the National Association of Student Financial Aid Administrators. A grandparent gift may affect the size of the need-based award but, in most cases, should have no bearing on the merit award.

Before you start writing checks for college (or promise to), be sure that your own retirement is assured. Helping grandchildren to an education is a splendid act — as long as you won't have to ask for the money back in your older age!

*Jane Bryant Quinn is a personal finance expert and author of **Making the Most of Your Money NOW.***

ACCESSORIZING LETTERS WITH POSTAGE STAMPS

by Sharon F. Cramer, Ph.D.



Sharon Cramer in Prague

Editor's Note: Sharon Cramer, SUNY Distinguished Service Professor Emerita of Exceptional Education, looks for opportunities for learning wherever she can find them.

Postage stamps. Decades ago, they were the gateway to communication. Letters contained our stories, our wishes, our expressions of concern, and stamps were the resource that made such sharing possible. My husband told stories of how his mother and her sisters would forward multi-page letters on to each other, adding their own commentary to the originator's pages. By the time the letter reached the fifth sister, the fat envelope bulged with gossip and shared memories. Today's youngsters would look at such as oddities, like the phone booth, long gone.

Now, any letter is rare. Greetings from family and friends jiggle at us on our phone or computer screens; even at the holidays, we are more likely to receive a beep than an envelope. But, for those of us that like to share our thoughts in writing, or ship the gift of a card to a friend's mail box, the option for mail remains. And, a pleasant surprise awaits you. You may think of stamps only as purely functional, even annoying, requirements for getting letters from here to there. But look further, and you will find that stamps are so much more. For me, they are accessories – superb ways to individualize and amplify the message I want to send.

Stamps – jewelry for envelopes. Stamps are unexpected bursts of color and design. In 2010, the “Pioneers of American Industrial Design” stamps honored individuals who cleverly married design to improvement of our daily lives (clocks, lamps, kitchen appliances). When I sent my sister a letter on our father's birthday that year, I used the stamp featuring Dave Chapman's sleek sewing machines – our dad's upholstery shop had the very same machines. The 2011 “Modern Art in America” series prompted me to select the right work of art for birthday cards. Although “Celebrate!” stamps – with color and confetti – are uplifting, my art stamps gave my friends a learning opportunity (with details about the art and the artist included on the backing, which I cut out and taped to the back of the letter). In 2012, friends could almost hear the music – stamps showed Miles Davis and Edith Piaf. Everyone loved the workers on the “Building a Nation” stamps, featuring photographs by Lewis Hine, who captured inspiring, dangerous work on tracks and bridges. In 2016, Andrew Wyeth was celebrated, with 12 of his most famous paintings and a young artist provocatively staring out at us.

Stamps invite people to imagine. In 2014, the stamps based on vintage circus posters help us glimpse how generations ago, people were enticed to the big top. Acrobats, tigers, elephants and clowns promised an escape from boredom. Now that Barnum and Bailey's circus is no more, we must use our imaginations to enter the circus world, and what better way than through stamps? The 2014 “Celebrity Chefs” series teased us with flavors, aromas. Julia Child and James Beard each smiled at us from their stamps, teasing us to imagine listening to their secrets. That year, I visited a restaurant at Middleton Place, a former plantation outside Charleston, SC. The menu was based on the recipes of Edna Lewis, one of the chefs featured in the “Celebrity Chefs” series. No one at the restaurant knew she had been so honored – so when I sent a thank you letter to them, her stamp was attached.

Stamps are playful. Batman, Star Trek, Wonder Woman, pets and Harry Potter stamps brighten the mailboxes of my friends. The Soda Fountain series gives them ice cream specials

Accessorize Letters with Postage Stamps, continued from page 17

(banana splits, “brown cows,” cones with two scoops and hot fudge sundaes) with no calories. Get in a truck, visit national parks – you can do it through stamps. The recent Total Solar Eclipse received its own stamp that involved senders and recipients – what appeared to be a black circle inside the sun’s corona became (when touched) the surface of the moon! On the reverse of the sheet of stamps, the map of the United States showed the line of totality for August 21, 2017. Tactile experiences with stamps are invited by the stamp sheet of sports balls – golf, baseball, volleyball and more each have raised colors in their design that bring the stamps to life.

In sending letters on sad occasions, I choose my words on the card carefully, summoning up specific memories of the person who has died, which I hope will be comforting. The right stamp is needed, so I am sure to keep on hand ones for messages of sorrow – the “Views of our Planets” series, departed heroes, presidents, birds and flowers, all match the message on my cards.

You never know where a stamp will take you or how it may give you pause for reflection. At www.USPS.com, you can find many more stamps than you see at the local post offices (and search out your favorites by stamp themes, like History, Love/Wedding, Nature, Patriotic). When I found the 2016 “Repeal of the Stamp Act, 1766” stamp (commemorating the overturning of the British Parliament’s 1766 famous Stamp Act), I smiled. Seeing “Stamp” on a stamp reminded me of the immense pleasures offered by bedazzling envelopes with stamps, for both senders and receivers.



ART CLASS FOR RETIREES

by Sivia Kaye, Professor of English (Emerita), Nassau Community College



When I first retired, I thought I’d finally have the time to pursue one of my interests – become a non-matriculating student and delve into subjects that I had always wanted to pursue. Not having to grade composition papers gave me a gift of free time that I had coveted for years.

The local university offered classes tuition-free to seniors. I enrolled in a film course and learned all about Hitchcock and the devices he perfected for conveying suspense in his films. I signed up for a Literature course and read Proust’s 3,000-page tome. I took a music course and sat quietly while the instructor spoke about Major and Minor voices; Chord progressions;

Sonatas vs Rondos. After each lengthy explanation, he had his live music students illustrate these concepts. I could discern none of the illustrations. None. But the senior auditors in the class were not graded; I kept my mouth shut. No one was aware of my being tone deaf.



To regain a sense of my self-worth, I enrolled in another Lit course and the instructor adored my insight and praised me loudly in front of the class of 18 year olds. My gray hair was not a deterrent to his compliments.



Language and its nuances has always been my special love. I copy sentences out of *Kindle* – or the *New York Times* – that sound pleasing to my ear. Simple sentences like: “The sea bore its wrinkles like an aging nonagenarian.” Or more com-

plex ones like: “The fact that we prefer not to be proved wrong when we have uttered a false prophecy cuts short the duration of our memory of such prophecies and permits us very soon to affirm we never uttered them.”

I read slowly so that I can savor the way words are put together. Surely Art must be similar. So I enrolled in an Art Class.

How hard could this be? Buy a few paints, get some canvases, and although a Leonardo might not emerge, it could be fun.

WOW! What an adventure! The supplies ran nearly a hundred bucks. The wheeled case for carrying all the supplies was another hundred. But I was determined to emulate Churchill or “W,” both of whom in retirement found comfort in self-expression on a canvas.

I chose Watercolor because I love the soft melding of the colors. There are no hard lines and mistakes can easily be corrected by merely wetting the brush and painting over your errors.

I plunked my credit card down with aplomb and officially enrolled. Because I had never held a brush in my hands, I didn’t think I’d excel in the class – but I surely didn’t think I’d be the worst either.

Put colors together in a pleasing way and you have a lovely visual in paint – in lieu of one in words. So I loaded up my newly-purchased art case and went off to my first class.

“Choose two warm and a cool,” said the instructor. What? The colors all had names on their tubes, but no indication of their temperatures. – OR –

“Choose Madder Lake and Phthalo Blue and make puddles.” Sneaking a look at my neighboring classmate, this meant

choose Red and Blue and dilute a bit of each into a consistency ready for painting. But not just ANY red and blue. The red should be Madder Lake and the blue, Phthalo. The manufacturer should be ShinHan Premium Artist Watercolors. The students all knew how to translate what the instructor said. To me it sounded like another language.

“Apply the darker of your chosen colors to those areas you wish to be in shadow.” Well, exactly how would I know which area deserves a shadow? There’s no sun depicted on my paper, so I had no clue where the shadow should fall.

“Sprinkle your canvas with salt while the paint is still wet.” This command I could easily follow – even the command that we hold the salt the requisite 15” above the canvas.

“Now spray Alcohol – 91% proof – on surfaces you just sprinkled with salt.” Here, too, I was a perfectionist.

We learned how to “smush” paint; this was a new word for an English professor – but its euphonious sound pleased me.

At the close of every session the instructor holds a critique. I try to keep my head down and not deliver my work to her desk for criticism and suggestions. I rarely succeed in this: she takes it off my desk and is kind enough to find something positive to say. It’s like telling a grossly obese person that he has nice eyes: there’s always something positive to say if you try hard enough.

I’ve not dropped out of the class nor do I intend to. I’m uncomfortable being the least talented in the group – especially with having this shortcoming exposed to all the other students. I can always sign up for a Lit class and shine again.

But here’s the catch: I read somewhere that to deal with the aging process in your brain, you should expose yourself to concepts with which you are totally unfamiliar; you should learn new terminology; you should handle unfamiliar equipment; you should surround yourself with people who are well-versed in this area and try to stretch to become one of them.

In doing this, you supposedly grow new neurons or ganglia or something in your existing brain cells. Eventually your skill will approach that of your fellow classmates. Key word here is “approach”: it may never be complete, but you will **approximate** their skill. And your reward will be that you will have (allegedly) arrested the onset of dementia.

So I pack my rolling case, subdue my pride, and go off to the weekly Art class.

RETIREMENT STORY

John Fisher

Professor Emeritus of English, SUNY Oswego

After 31 years in Oswego, my wife, Joanne, and I decided to retire from our teaching positions. I was a Professor of English at the college, and Joanne taught in the local elementary schools, where she often monitored practice-teachers from the college in her classroom. It was not an easy decision to leave a career we both loved, but we felt it was time to move on to a more relaxed life. Little did we know! We became much busier than expected, and often felt that we would have more leisure time to ourselves if we had remained in the classroom.

I did wonder, however, when contemplating retirement, how I would adjust to no longer being a member of a college community. I soon had my answer! I would hang in there! I spent the next two years teaching part-time as an adjunct, and within a month after I retired, the college provost called and asked me to attend a meeting of recently-retired faculty to consider how we might continue to contribute to the college. At that meeting, we emeriti immediately created an Oswego Emeriti Association and established ourselves as the founding board of directors. For the next 25 years I served as editor of our *Emeriti Newsletter*, which we created at the meeting, and for an additional three years I remained on the board. For me, after 28 years on the board, even as its only surviving founder and keeper of its history, I felt it was time to give newer retirees an opportunity to provide newer ideas.

During those 28 years, I was fortunate to be able to take part in the Association's remarkable contributions to the college and our former colleagues. Our most important mission, largely delivered through the *Newsletter*, keeps retirees connected to their former lives through information about themselves, the school, SUNY, and higher education in general. And that mission has had a variety of personal results for our emeriti, such as regularly-scheduled spring, summer and fall luncheon meetings with former colleagues. We also have created opportunities for retirees to gather together at the college and elsewhere for dinner and entertainment throughout the year.

In addition, with funds solicited through the *Newsletter*, the Association has created scholarships for Oswego students

who are descendants of its emeriti, and personal scholarships have been created by former faculty active with the Association. Among other projects, yearly on-campus retirement sessions by members of the board discuss what the future holds for faculty contemplating that move. We have also sponsored a reunion of students of the former Campus School.



We helped restore an early 20th-century classroom to its original form to give today's students a better understanding of the college as an extremely important figure in the history of U.S. education. An important part of our mission occurred when our Association president and I on a couple of occasions were asked by Ram Chugh, the founding executive director of the SUNY Retiree Services Corps, to meet with other SUNY emeriti associations in Albany to share our experiences and advice regarding our mutual interests. I understand that several of the attendees went back to their campuses to follow Oswego's lead.

Joanne and I, beyond our school-associated activities, have truly enjoyed retirement. Three months a year, for many years, we enjoyed golfing – and “early birds” – in Florida, instead of burrowing in during the winter snows of Oswego and the Rochester area. We made new friends in Florida and when we relocated to Fairport, NY two years after we retired to be closer to our families. Our parents and our son and grandchildren were now nearby, and we had more opportunities to visit with our daughter and her family who live in Hawaii.

We have had more time to read beyond our careers, and engage more actively as volunteers. We had volunteered in Oswego, where Joanne was a valued member of the Children's Board and I was active with the local historical club and Rotary. I continue to be active with the Fairport Rotary, especially with its literacy programs and its efforts to eliminate polio from

the world stage. And Joanne has now, for many years been active with the Fairport Historical Club, which gathers periodically to discuss not only local history, but the historical visits of its members. Joanne has presented a paper on our Mississippi River trip by steamboat, and discussed several of our other trips since retirement, and I have written articles for the *Emeriti Newsletter* which encourage former colleagues to visit places where we have ventured since retirement – in the U.S., including Alaska, the Mississippi, the Columbia River expedition of Lewis and Clark; and European tours of Ireland, Portugal, Spain, and Ireland.

We also returned to Rome and were able to show our daughter, who visited us there, where she and our son had been with us while I had taught as a Fulbright Fellow at the university. She had been two at the time, and our son had been five. We had a reunion of sorts with a good friend of Joanne, and a former playmate of our son and daughter.

In Fairport, Joanne and I have been active volunteers in our church. For a number of years, we were Communion ministers, serving former members of our parish then living in local assisted-living facilities. I continue to serve in that capacity, but now during Mass on Sundays. And for quite a few years, both Joanne and I were “Maids of Martha,” cleaners of the church chapel. Also, three years ago, with the help of a committee, I edited a history of our church for its 50th anniversary, with additional information from the Diocese of Rochester. In his Foreword, the pastor made mention of the coincidence that existed between the patron of the church, St. John Fisher, and the editor of its history.

At the present time, Joanne and I remain active with children and grandchildren, sisters, brothers and cousins, friends, volunteer activities in the community and church, and – of course, after 30 years of retirement – with our aches and pains.

Obviously our suggestion for [current and future] retirees: Stay active, and continue to be the person you were before you “retired.”



MOVIES NOW & THEN: IT'S HERE!

by Ann Fey, Professor of English (Emerita),
Rockland Community College



The clown is an ambivalent figure. Some find him fun and funny, but many don't like him at all, and see him as scary, even dangerous. Ronald McDonald does not deserve all the blame for this, whatever harm our contact with his many offerings may do to our blood pressure, or sugar level, or body mass index.

There has been a big increase in unfunny frightening clowns starring in scary movies in recent years, not very well-received critically but well-attended. One of the more recent, “IT,” (Andy Muschietti) has been very widely viewed, “trending” among millennials, and favored by them over THE EXORCIST. IT involves a clown called Pennywise, who is the essence of evil. The current raging popularity of clown films raises the question of how the clown figure originated.

He seems to have developed in England, in the Middle Ages in the morality plays, which essentially dealt with humanity's ongoing struggles against vice and strivings towards virtue. On the morality play stage, on either side of a central human being, stood chorus-like groups: on one side were the heavenly virtues, in attractive gowns, looking prosperous, chanting passages from religious texts; on the other side were the vices, standing there, silently, looking poverty-stricken.

They wore unmatched trousers and shirts, ripped and torn, repaired with roughly-shaped shards of fabric. They had no

Movies Now & Then, continued from page 21

coats, and had rags stuffed into their shirts to ward off cold. Their costumes suggested failure, discomfort, deterioration.

The constantly changing actors who performed in the vice roles, gradually, over the years started to act out with small gestures appropriate to their particular character. We can only speculate about gluttony, for example, stuffing himself with a huge loaf of bread; pride strutting around with his nose in the air; sloth sleeping on the side of the stage, wrath stomping and kicking, and so on. The vices became the show the audiences came to see. The costumes of those poor early sinful figures evolved into clown suits: rags became ruffles at the neck and pompoms down the front, mismatched changed to different-colored sides and sleeves, and ripped patches became bright triangles and circles: the classic clown costume.

As he evolved over the centuries and through the world, the clown went two ways: one, a dressy multi-colored slick figure in a sort of jester role, making snide remarks, often hurtful wisecracks; the other into a poor soul, a loser, with a sad painted face, bent over in a ragged long-tailed coat and a derby, oversized

shoes, often getting hurt and confused, and referenced in the Italian Commedia dell'Arte.

Contemporary comedy manifests the latest versions of these two characters. We have enjoyed "poor soul" clowns like Jackie Gleason, Charlie Chaplin, the Marx Brothers, the Three Stooges, Red Skelton, and the first comic strip characters, Mutt and Jeff. And our society takes on countless witty wise guys who entertain us by verbally poking at us, our inclinations, our institutions. For example: George Carlin, Lenny Bruce, Bill Maher, Joan Rivers, Aziz Ansari, Wanda Sykes, comedian-tweeter Anthony Jeselnik, Comedy Central roasts, and so on.

But now that clown heritage has moved in film into images of colorful-costumed, murderous clowns.

The film *IT* (2017), based, with changes, on a Stephen King novel, is set in 1989. *IT* centers on a jester-like clown, horribly evil, who emerges every seventeen years in the fictional, quintessential American small town of Derry, Maine, marking the anniversary of a terrible destructive explosion. He selects, seizes and destroys victims and anyone who would interfere with his disgusting, self-aggrandizing omnipresence. The settings go from typical small-town frame houses, Main Street little shops, to a gross underground labyrinth sewer.

The story deals with a group of pre-teen social misfits who come together in friendship and choose as their purpose to rid their town of *It*, the essence of evil. Excellent acting and an edge-of-your-seat script may keep you watching but doesn't temper the horrible visuals.

We learn each member of the group has faced troubling, even victimizing personal situations in their lives: being bullied, beaten, sexually molested, made a Munchausen proxy, mocked, cheated, body-shamed, and more. They join together – dubbing themselves The Losers Club – in an ideal union of friends, and vow to unite to destroy Pennywise, to rid their world of *It*, the vice figure turned clown. The group is inclusive by race, ethnicity, social level, gender. They are the new kids on the block.

Bill Skaarsgard, as "It" with his made-up face, frightening expressions, receding hairline, and bright orange hair, gives an amazing performance. Will the kids succeed? Will the intrusion of the sinful clown end permanently in this otherwise great American town? We'll see. A sequel, *IT: CHAPTER TWO*, is scheduled to be released in September 2019.

Just remember: the current chapter of *IT* – a compelling and significant film – is not for the squeamish or faint of heart.



CAMPUS RETIREE PROGRAM AND ORGANIZATION

CONTACT INFORMATION (SPRING/SUMMER 2018)

Editor's Note: There are approximately 20 SUNY campuses with a retiree organization (established/run by retirees) or retiree program (campus-sponsored). Below is a list of the programs/organizations by campus and the contact person(s) for each one.

STATE-OPERATED CAMPUSES

University at Albany

University at Albany Emeritus Center
Edward Fitzgerald, President
efitzgerald@albany.edu or (518) 402-0380
Website: <http://www.albany.edu/emeritus-center/>

Binghamton University

Retiree Services Program
Corinna Kruman, Retiree Services
Coordinator; ckruman@binghamton.edu or
(607) 777-5959; Website: <https://binghamton.edu/human-resources/retirees/retiree-services-brochure.html>

SUNY Brockport

Brad Schreiber, Senior Director of
Advancement; bschreib@brockport.edu or
(585) 395-5161; Website: <http://www.acs.brockport.edu/~rmeade/emeriti.htm>

Richard "Bud" Meade, Editor
"Update" (SUNY Brockport Emeriti
e-Newsletter)
rmeade1@rochester.rr.com

University at Buffalo

UB Emeritus Center
Patricia Ennis, President
emeritus-center@buffalo.edu or
(716) 829-2271

Retired Employee Volunteers-University
Program (REV-UP)

Amy Myszka, Director of Wellness & Work/
Life Balance, Liaison to the University at
Buffalo Emeritus Center
amyszka@buffalo.edu or (716) 645-5357
Website (REV-UP): <http://www.buffalo.edu/administrative-services/wellness-work-life-balance/for-retirees/keep-your-ub-connection-after-retirement.html>

SUNY Cobleskill

SUNY Cobleskill Retiree Network
Anne Donnelly, Facilitator
donnellal@cobleskill.edu or (518) 234-7502

SUNY ESF (College of Environmental Science and Forestry)

SUNY ESF Emeritus Center
Frank Maraviglia, Coordinator
fmaraiug@twcny.rr.com or (315) 422-6938

Dr. Lee P. Herrington, Distinguished
Teaching Professor (Emeritus), Convener
of SUNY ESF Emeritus Center meetings
(10 per year)
ipherrin@syr.edu or (315) 446-2196

SUNY Fredonia

The Association of Retired Faculty and Profes-
sional Staff
Barbara Mallette, Co-chair
barbara.mallette@fredonia.edu
Catherine Kilpatrick, Co-chair
catherine.kilpatrick@fredonia.edu

Campus Liaison: Denise M. Szalkowski, As-
sistant to the President and Secretary to the
College Council
Denise.Szalkowski@fredonia.edu or (716)
673-3456

SUNY Geneseo

Geneseo Emeriti Association
C/O Julie Briggs, Assistant VP for Human
Resources
briggsja@geneseo.edu or (585) 245-5616

Morrisville State College

Morrisville State College Emeriti
Association
C/O Institutional Advancement Office
alumni@morrisville.edu or (315) 684-6020

SUNY New Paltz

New Paltz Retired Faculty Planning Committee
Alan Dunefsky, Chair
dunefska@newpaltz.edu or (845) 338-2680

SUNY Oneonta

Retired Faculty, Administrators &
Professionals Association at SUNY Oneonta
Dick Burr, President
rbburr4@gmail.com or (607) 432-0517
Website: <http://www.oneonta.edu/RFPA/>

SUNY Oswego

SUNY Oswego Emeriti Association
Vernon Tryon, Chairperson
vernon@tryon.com or (315) 343-9692
Website: <http://www.oswego.edu/emeriti.html>

SUNY Plattsburgh

Sarah Reyell, Health Benefits Administrator
reyellsg@plattsburgh.edu or (518) 564-5062

SUNY Potsdam

Carol Rourke, Assistant to the President
rourkecm@potsdam.edu or (315) 267-2128

Stony Brook University

Stony Brook Emeritus Faculty Association
Robert Kerber, Chair; robert.kerber@stony-brook.edu; Website: <http://www3.cs.stony-brook.edu/~drs/indexefa.htm>

Campus Liaison: Alison Gibbons,
Provost's Office; Alison.gibbons@stonybrook.edu or (631) 632-7002

SUNY Upstate Medical University

"The Retiree Associates" Program
John C. Farruggio, Administrator
Benefits Manager, Upstate Medical
University
farruggj@upstate.edu or (315) 464-4942

COMMUNITY COLLEGES

Hudson Valley Community College

"Keepers of the Flame" Organization
Regina LaGatta, Interim Executive Director,
HVCC Foundation
r.lagatta@hvcc.edu or (518) 629-8012
Website: <http://www.hvcc.edu/giving/keepers.html>

Schenectady County Community College

Retirees Association of Schenectady
County Community College
Stan Strauss, President
strauss.stan@gmail.com or (518) 377-3610

Suffolk County Community College

Retirees Association of Suffolk
Community College
Peter Herron, Membership Committee Chair
and Website Manager; rascpcpeter@optonline.net Website: <http://www.rascpc.org/>

Westchester Community College

The Westchester Community College Volunteer
Corps
Adele Shansky, Director of Volunteer Ser-
vices; adele.shansky@sunywcc.edu or (914)
606-6805; Website: <http://www.sunywcc.edu/about/volunteer/>

If **your** campus has a retiree program or
retiree organization that is **not** listed above,
please reach out to the SUNY Retirees Ser-
vice Corps at retirees@suny.edu and share
your program/organization name and contact
person so that we may include that informa-
tion in the next *SUNY Retirees Newsletter* and
on the SUNY Retirees Service Corps website
(www.suny.edu/retirees). Thank you!

THE BULL

by Lou Rupnick, Professor of Sociology and Psychology (Retired),
Suffolk County Community College



Editor's Note: Lou's story, A dog – "I could call him Wolff," appeared in the Spring/Summer 2017 issue of the SUNY Retirees Newsletter.

It was the summer of 1957. It was NOT the best of summers for me, but it sure was one I'd never forget.

By the time 1957 rolled around, I'd grown into a passionate Brooklyn Dodgers baseball fan. I was all of twelve years old. I knew everything there was to know about MY Dodgers. Odd, I never really did get to Ebbets field a lot except for about three times. That kind of entertainment was just not in my family's budget. No matter. I never missed a game on the radio, or if it was on TV. Sometimes, we'd even sit around *watching* the radio when a game was broadcast.

Interestingly, I was NOT good at baseball or any sport for that matter. My dad wasn't sports-minded. He didn't know a first baseman's mitt from a catcher's mitt. But I did! We never even played catch together; not once. Some years later (during the 1960s), my brother-in-law, who was a great athlete and Yankees fan, told my sister (his wife), "Your brother is the worst I've ever seen touch a baseball!" He was correct.



My personal Brooklyn Dodgers hero was Duke Snider. But I had other favorites like Don Zimmer, Pee Wee Reese, Johnny Podres, Don Newcombe, Sandy Koufax, Jim (Junior) Gilliam, and Carl Furillo. And who can forget the great catcher, Roy Campanella?

You just cannot explain to a twelve-year-old boy that baseball is a business. No way is a pre-teen, American male gonna buy that argument. It's BASEBALL, man! It's a game! How in the Sam Hill could a baseball team move from a place like historic Ebbets Field in Brooklyn to anywhere, especially Los Angeles, California – a world away?! The announcement was made public on May 28, 1957. My world collapsed. I felt empty inside. I cried.

Just about every summer in the 1950s, my parents would rent a house in remote Pike, New Hampshire. Well, that went on only until they split up in the mid '60s. The summer of '57 was no exception for our traditional summer excursion in spite of my broken baseball heart. Many folks across our country don't know it, but New England can be very hot and humid during the summer months, especially during the dreaded "black fly" season.

We'd drive up there in my dad's 1949 Buick. My dad never, ever bought a new car. Those summer drives were long, hot and....slow. Interstate Highway 91 didn't exist then. Air conditioning? Are you kidding? No way! A pipe-dream for sure. You can be sure that even with windows down and the wind blowing in our faces, it was still hot and sticky.

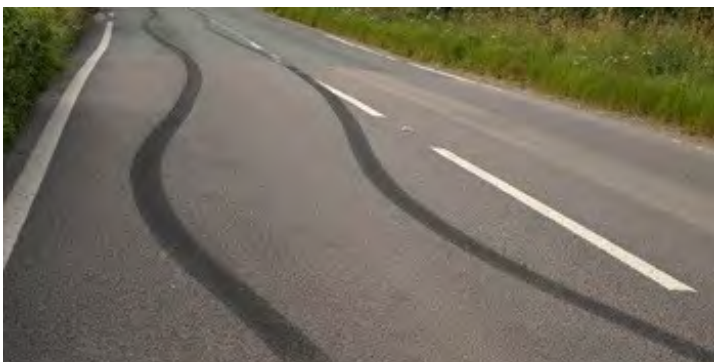
While my mom sat on the bench seat in the front with my dad, my twin sisters shared the back seat with me. They were four years my senior. We always had some sort of puzzle books to keep us occupied on long car rides. Those books usually helped to distract me on ordinary road trips.

Sometimes on the road we'd play a game we called "I see something that begins with (a letter of the alphabet)." It usually was a good distraction, but not this time on our drive to Pike, New Hampshire. Thoughts of MY now-departed Dodgers overwhelmed my brain and pre-occupied my thinking. I missed them so much.

My dad really got teed off while playing that game on that summer ride up to Pike in 1957. It was one of my sister's turns at "I see..." She said, "I see something that begins with the letter S." For an unknown amount of miles and an incredible amount of time, we all guessed and kept guessing – unsuccessfully. My mom usually never got into the game, but she participated in this one. On and on it went. "Sky? Sun? Street? Stems? Sycamore trees? Stripes? Studebaker?" We even re-tried some words, thinking my sister didn't hear them the first time.



Finally, we just had to give up. My dad asked, "OK, what is it?" After a long pause my sister boldly, confidently and triumphantly replied, "Cement!" Suddenly, my dad gripped the steering wheel with both hands and hit the brakes so hard we were all very abruptly thrown forward! Once the Buick came to a full stop, my dad slowly put the gear shifter in neutral, slowly pulled up on the emergency brake, and slowly turned around to face all three of us kids in the back seat. We were like stone, terrified as we looked at the angry expression on his face! With a combined raise of his left eyebrow, and a stern dip in his right eyebrow for added emphasis, he calmly but menacingly said, "C! Cement begins with a C!!!!!" Silence prevailed for a few moments. As we resumed the drive, I looked out the back window of that old Buick. Wide-eyed, I could see four tire skid



marks leading up to where our car came to a very full stop! This was turning out to be an extra-ordinary road trip.

Once at our small rented house in New Hampshire, we quickly settled in. Nothing really got MY relocated Dodgers off my mind. Playing in the cool waters of the babbling brook with slippery rocks that ran behind the small barn across from our house didn't ease the broken-hearted baseball pain I was feeling. Everything else we did, like blueberry picking up on the hill behind our house, playing in the hayloft of the near-by barn, pushing each other into big piles of hay, climbing Black Mountain, or plinking with dad and his .22 rifle; none of it could make me forget the loss of MY beloved baseball team. LOS ANGELES DODGERS didn't even sound right to my ear.

There weren't a lot of folks who lived in remote Pike, New Hampshire, so playmates for me were few and far between. One boy about my age, Caleb, lived nearly a mile away. No bikes. Walking was how we got around there. I'd have to walk about a half-mile along a dirt road, at which point the road hooked left for another half-mile before I'd get to Caleb's farmhouse. For a twelve-year-old, that's a long walk. Big pine trees bordered both the dirt road and Caleb's family's property. There was a big field of knee-high grass teased by the winds between their barn and the big pine trees. I often thought about cutting

through the field since I was certain it would reduce the length and time of my walk to and fro.



One day, after playing with Caleb, I decided I'd give the shortcut a try. I was about half-way along my imaginary diagonal which I thought would take me to my house when I saw a big black

bull in the middle of the field about fifty yards from where I stood; I froze in my tracks. He looked gigantic! His blackness seemed to glisten. I was holding my breath as I watched his rib cage expand and contract as he breathed in, then out. When he caught my scent he looked up and at me! He took a few steps in my direction. He snorted, shook his big black head and took a few more steps toward me. I was terrified! Should I go back the way I came, or keep going forward? "JUST RUN!!," I told myself. I ran and ran as fast as I could from the big, black, threatening bull! I was convinced he was running after me and would eventually catch me. Then, he'd surely gore my insides

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out. I believed I could hear his big hooves hitting the earth as he ran after me.

I ran and ran until I was exhausted, but I eventually made it through the bordering pine trees and onto the familiar dirt road leading home. I soon saw my rented house with its peeling red paint. I didn't stop running until I was in the kitchen, where my mom was making a fresh blueberry pie. I was out of breath and sweating like a pig. "What's the matter? What's happened? You look like you've seen a ghost!" I couldn't tell her what happened because I knew I shouldn't have tried to cut across Caleb's field. Like any good mom, she told me to lie down on a cot we had in a small room off the kitchen where she comforted me and put a cold, wet cloth on my forehead. Slowly I calmed down, but I just couldn't get the thought of that big, black bull out of my mind. I even dreamed about him!!!

Later that summer, we were all talking with Fred, the man who rented the house to us. Somehow, we got around to talking about our neighbors, Caleb's family. "Don't know if you know," he said in his heavy New Englander's accent, "but they've got this real old, black bull they just don't know what to do with. Been with 'em for years. Got a damn ring in his nose, too! They keep him chained to a stake in that field next to their barn.

Damn thing is so old it can hardly walk anymore." I don't know if anyone heard my sigh. Our 1957 summer vacation in Pike, New Hampshire soon came to an end.

Sixty summers have passed since MY Brooklyn boys of summer abandoned me without so much as a casual glance over their shoulder. Indeed, it was a summer of two maturing events for me; the realization that baseball is a business, and it's better to be safe than sorry.

There are times I'll be driving on a two-lane highway through the countryside and I'll see a cow, or a bull, or even a bison in a field. That often leads me to think of that big, old, black bull and the summer of '57. Occasionally, that thought will lead to an ever-fading recollection of MY old Brooklyn Dodgers. I still thank that bull to this day for making such an enduring impression on me. He was the ONLY thing that summer that took my mind off my inconsolable Dodgers loss. That big, old, black bull made the summer of '57 in New Hampshire extra-special for me. He helped to create a lifelong and unforgettable memory, one that surely displaced the sorrow I was feeling about MY departed Dodgers.

Today I'm not a baseball fan, and I don't often think of the old Brooklyn Dodgers, but I do think of the New Hampshire bull and the impact he had on me. Only then do I think of Duke, Pee Wee, Junior, Carl, Campy, and MY other lost boys of summer.

Thanks again, old bull!



Comments, Content Suggestions?

We value your input and want to hear from you! Please drop us a line at retirees@suny.edu if you have anything you'd like to say about this issue of the *SUNY Retirees Newsletter* or if you have something you'd like to see us include in future issues.

Whether it be events listings, retiree accomplishments, an In Memoriam section, or other type of content, let us know and we'll see what we can do!

ABOUT THE SUNY RETIREES NEWSLETTER

The *SUNY Retirees Newsletter* is designed to share information about happenings, programs, and personalities at SUNY's various campuses and System-wide which are of interest to retirees.

The *Newsletter* is a publication of the **SUNY Retirees Service Corps** (RSC), a unit of the University-wide Human Resources department, which is based at SUNY System Administration in Albany. This publication is created with the assistance of the following people, who constitute the *Newsletter* Editorial Committee:

DAVE DEMARCO

Assistant Vice Chancellor (Retired)
SUNY System Administration

Membership Committee Chair and
Website Manager, Retirees Association
of Suffolk Community College
Editor, *NYSUT Retiree Council 39
Newsletter*

ALVIN (AL) MAGID

Emeritus Professor of Political Science,
University at Albany, and Founder/
Executive Director of The Reading Is
Fun Program in Schenectady, NY

ANNE DONNELLY

Member, SUNY Retirees Service
Corps Advisory Council
Professor of Biology (Emerita), SUNY
Cobleskill
Facilitator, SUNY Cobleskill Retiree
Network

JIM KALAS

Vice Chair, SUNY Retiree Service
Corps Advisory Council
Associate Provost, Academic Affairs
(Ret.), SUNY System Administration

JULIE PETTI

Senior Director, University-wide
Human Resources, SUNY System
Administration

PETER HERRON

Member, SUNY Retirees Service
Corps Advisory Council

PIERRE RADIMAK

Editor, *SUNY Retirees Newsletter*
Coordinator, SUNY Retirees Service
Corps, SUNY System Administration

The Editorial Committee thanks Robyn Diaz of the SUNY System Administration Design and Printing department for her design work on this issue of the *SUNY Retirees Newsletter*.

The Retirees Service Corps welcomes content submission from retirees and campuses for inclusion in the *SUNY Retirees Newsletter*, which is distributed electronically system-wide twice annually (spring/summer and fall/winter).

For more information, contact: Pierre Radimak at retirees@suny.edu or (518) 320-1354. To learn more about the SUNY RSC, visit www.suny.edu/retirees.

If you know retired SUNY colleagues who might want to be added to the *SUNY Retirees Newsletter* electronic distribution list, have them say so in an email to retirees@suny.edu.

THE LAST WORD

WHY ATTEND A CONFERENCE ABOUT RETIREMENT?

by *Caroline M. Kane, Association of Retirement Organizations in Higher Education (AROHE) President, and John Bugge, Emory University Emeritus College Executive Committee Chair and AROHE Conference Co-Chair*



to attend a conference about it?

Well, because a “conference” is, by definition, a communitarian endeavor, and this is about more than just you.

For starters, it’s **about your own retirement organization (RO)**, if you’re lucky enough to have one (or if you’re not, it’s also about starting one). Even if your own organization has its act together, there’s always more to learn from other such similar entities at colleges and universities across all of North America. Retirement Organizations themselves plan and put on local and regional conferences on topics germane to their memberships.

Large organizations interested in elders’ well-being have major regional and national/international conferences to explore issues and solutions for the benefit of retirees. These conferences typically have influential speakers, interactive workshops, panel discussions, new and developing products’ demonstrations, health activities, shared meals, information technologies, policy projects, videos, and takeaway brochures and coupons.

As an example of a large organization, the Association of Retirement Organizations in Higher Education (AROHE) Conference in 2018 will feature intense discussion of subjects that are relevant to your own RO:

- How to start a retirement organization – how to get the ball rolling on your campus.
- If your RO includes both faculty and staff, how to integrate these two constituencies.
- How to start an “emeritus college,” a place faculty retire to, to push the life of the mind to a new level.
- How to build community among your retirees through creative communication in real or cyberspace.
- How to celebrate an ethos of continuing achievement: recognize your best people, programs, and services.

You’re retired! You may feel you’ve gone to enough conferences as part of your career. Plus, you already know about retirement, since you’re smack in the middle of it. So why bother

- How to add momentum to established ROs – move from a peripheral to a focal campus presence.

You can learn about what ROs everywhere are doing to make academic retirement a far more satisfying “life to come” than ever before. And you can take it all home to your own campus.

A retirement conference is also **about your own college or university**. For example, those who attend the AROHE Conference this fall cannot help but learn a great deal about the unique potentialities that surround retirement in academe. Administrators – including presidents, provosts, and human-resources professionals – will bring a wealth of information about their own best practices, but also take away more, in the form of expanded insight into both the needs and the assets of those still-very-valuable constituents, their retirees. Everyone who attends will be exposed to important topics like:

- How to make the transition to retirement far less problematic and foreboding.
- How to make creative use of retirees in service both to the institution and to the larger community.
- How to partner with local, regional, and national collaborators in academic retirement.

And, finally, what’s in it for you personally? Well, conferences are also **about you as an individual academic retiree**. As you well know, conferences are venues for sharing professional concerns, for networking, for learning, for refreshing perspectives, for meeting friends and making new ones. If you are taking a new direction in retirement, you will profit from talking with people who have done the same. But you are also likely to experience the warm glow of satisfaction that comes with knowing you are part of a national movement that can improve our system of higher education – by making retirement the capstone of the academic life course.

Make plans to attend AROHE’s Ninth Biennial Conference in Atlanta, October 7-9, 2018. The theme is “Re-Creating Retirement: Connect, Serve, Celebrate,” and the registration fee is quite affordable. Please visit the Conference web site at www.arohe2018.org to learn more about the event.

We hope to see you at the AROHE Conference in Atlanta!

