The Good Teacher: Generations of Inspiration
Lasallian Values:

Teaching as a Work in Progress

In the spring of 1962, after completing a six-month active duty assignment in the Navy, I was job-hunting. One of my professors at La Salle encouraged me to apply for a faculty position in the Accounting Department. Teaching, I reasoned, is worth a try for a year before I decide what to do with my life.

Forty years later, I realize teaching, especially at La Salle, was one of God’s blessings bestowed on me. In many ways, it is a profession that provides psychic income that transcends the concept of money. It is humanistic, and often very personal and enriching beyond description. The shared journey between professor and student is, metaphorically speaking, equivalent to sharing a row boat with two oars at the edge of a lake. How far the boat travels is a function of the symbiotic relationship created by both student and professor rowing together with passion, determination, and commitment to a joint mission. The student’s success is also the teacher’s. The relationship is not adversarial, rather it is one of advocacy. And, the student’s failure is, to some degree, also the teacher’s.

What one finds as he or she accepts a faculty position is, at first glance, rather intimidating. Challenge, struggle, late-night preparations, self-doubt, frustration, and great insecurity driven by the need to learn more and more are to be expected. Yet, it is incredibly fulfilling because your life’s work matters. Involvement with young people who are at an intersection on the highway of life enables you to have the opportunity to help them find the right exit for their personal destinations.

When you play the role of mentor, not critic, you are fulfilling a human need found within yourself. Is it not a natural high to help others? When students are in pursuit of the answer and you help them discover that it is not the answer that is important but the search for the answer, you have achieved. The greatest gift one can provide for learners is to allow them to find the answer on their own. When students comprehend the difference between wisdom and intelligence, and realize that failure is a powerful learning tool as long as it is a temporary state, you the teacher are no longer needed. At that point, set the student free.

An important issue that must not be forgotten is the role of self-esteem. For students, what matters most is how they feel about themselves. Nothing supersedes this belief. And the professor is in an ideal position to help bring this feeling to the surface. Indeed, it is incumbent upon the mentor to pursue this with relentlessness.

One of the misunderstood aspects of teaching is the realization that learning is a reciprocal relationship. The student is also teaching. So many students for so many years have provided me with profound wisdom. At the personal level there are so many memories of so many faces and so many experiences. The young man who gave me a gift on the last day of class and died in Vietnam one year later. The day after the Columbine shootings, when my class and I prayed. September 12, 2001, when I wept uncontrollably in class as I attempted to explain—to a group of students who were not born at the time—the sacrifices of so many Americans in the service of their country. And, I felt no embarrassment.

Lastly, I remember so many colleagues who were so generous in sharing their knowledge and expertise with me when I was struggling to improve as a young teacher. Most of them are dead, but only in the physical sense. The Lasallian Family lives on through the rest of us. One person’s legacy is another’s benchmark.
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Teaching without Boundaries—In their constant quest to make learning relevant for their students, La Salle's innovative faculty use the city as a classroom by exposing them to the rich history, culture, and commerce of Philadelphia. A cross-section of faculty includes: (from left) Theopolis Fair, History; Brother Gerry Molyneaux, '58, F.S.C., Communication (seated); Marianne Gauss, '74, Management; Bert Strieh, Geology and Physics; the Rev. Joe McGovern, Religion; Sabrina DeTurk, Art History; Brother Dave Schultz, F.S.C., Religion; Donna Fiedler, Social Work; and Jim Talaga, Marketing.
Teacher

The first thing you owe your students is edification and a good example.

—St. John Baptist de La Salle, Meditations

Good teachers are not hard to find at La Salle University. In fact, they are everywhere. They are part of the University's past and present, and they will certainly be here in the future.

We at La Salle Magazine decided to pay tribute to these loved and respected educators by collecting reminiscences from people they have inspired. It sounded simple enough, but we were soon overwhelmed by the sheer volume of stories and the mounting list of names. So many. And such a variety of names, spanning decades and departments. We realized our cover story could turn into a lifetime project, but thanks to Brother Joseph Grabenstein, '73, University Archivist, we made great strides. He dug up old photographs and shared his vast knowledge of La Salle history with us.

As you read through the stories in this issue, you may not see the name of your favorite professor. We hope you will understand our constraints of space and time. We intend this cover story to be a beginning, not an end. You can help us by taking a moment to write about a favorite educator who made a positive difference in your life. In a future issue, we will print a collection of these stories, so that everyone can be inspired by the dedication, the generosity, and the love of our very best assets.

We also welcome any questions you may have about your former instructors (where are they now?). We will do our best to answer your questions in future issues of the magazine.

To send us a story or question, you may enter your comments directly on our Website, www.lasalle.edu/alumni, or you may write to us care of: The Editor, La Salle Magazine, 1900 W. Olney Ave., Philadelphia, PA 19141.
The Teacher as Hero

BY JOHN RODDEN, '78

"Teaching is our mission!" went the old slogan from La Salle's Admissions Office. What always astounds me, especially as I look back two decades and more, is that it wasn't at all hype.

How many times did I witness the small daily miracle of classroom artistry wrought by a great teacher at La Salle? How many times was I inspired by its beauty and power, by its reverence for the minds and souls present?

Extravagant language? A utopian flight? No apologies from me on this one. Only those who have experienced love know what it is, and can transmit it to others. And these teachers knew. They were and are philosophers in the deepest sense of the word: lovers of the truth. By no means were my best La Salle teachers necessarily intellectuals or highly published scholars. No, they were scholars in a more important sense: seekers—or rather, finders—of wisdom. And they were and are men and women willing to share their finds with the rest of us.

Did I have a remarkable experience at La Salle? Definitely. And my impression of its special character grows ever stronger with the passing years. Not every student has my experience—and yet, I'm often surprised how many of my old classmates emerged with a similar sense of their extraordinary good fortune in attending La Salle.

I've spent most of my life involved in higher education. I've been a professor myself and still teach occasionally. So my "wisdom teachers" from La Salle have been especially important to me, serving not only as voices of the spirit, but as vocational guides, too. Yes, I was blessed during the 1970s to have studied with several masters of the craft, men and women whose teaching and conversation inspired me to pursue teaching as a life's calling.

How to describe them as a group? Pedagogical missionaries. And my young life was the beneficiary of their missionary zeal.

What had that boy to give them in return? Nothing—except gratitude. Or so that boy believed.

But no, it was far more than that. I now realize: the promise, unvoiced yet somehow understood among them, one day to pass the treasure on.

The Heaven's bounty I've reaped from these Explorers in the realms of Intellect! More than a quarter century after leaving most of their classrooms—when I've long forgotten the dates and names and definitions—I discover them still teaching me in ways I only now appreciate. I find myself still drawing on our shared moments, their half-lives far from exhausted, renewing me in ways I ever more value.

How long the roster stretches: Claude Koch, '40; John Keenan, '52; Jim Butler, '67; Vince Kling, '68; Barb Millard, Pat Haberstroh, Jack Seydow, '65; Margie Allen—and that's just my honor roll of the English Department faculty! What about Mike Kerlin, '57; Jack Rossi, '58; Dave Efroyonson; Bert Strich; Geoffrey Kelly, '54; Brother Joe Burke, '68; Brother Gerry Molyneaux, '58; and Sam Wiley?

And then there are those numerous others in the La Salle administration who taught me so much outside the classroom: Fred Foley, and Brothers Dan Burke, Emery Mollenhauer, Pat Ellis, and Arthur Bangs. And still others with whom my contact was briefer, and yet who communicated some invaluable lesson. Some of my great Explorers aren't even affiliated with La Salle any more, such as Mike Dillon. Others have passed away (and are probably now holding advanced seminars with St. John Baptist de La Salle), such as Claude Koch.

Ah, Claude Koch! Did I, as a boy of 19, even have an inkling of the treasure bestowed on me by my first Shakespeare professor, Claude Koch? Even we students called him, affectionately (though never to his face), "Claude." Did I ever fathom his countless hours of devotion in preparing our classes and reading my work? There we sat, huddled together in his office crammed with books on the first floor (was it Room 142?) of Olney Hall, as he patiently explained to me an Elizabethan figure of speech and soliloquized on the superiority of the 16th century.
Just recently, Claude died after suffering from a lengthy illness. Did I ever thank him sufficiently for embracing me as part of his mission? He always found time for me—to exhort, to praise, to criticize, to listen.

How many afternoons did I nab him! Just as his office hours were officially ending! Just as he was about to head home to dinner! He would glance at his watch, sigh with peevd delight, and then a smile would irradiate his face: “Hail, Blithe Spirit!”

And then the dramatic pause: “But the hour is late!” And in a tone of feigned grumbling, he’d invite me in “just for a few minutes” (that mysteriously stretched to an hour), I would squeeze between a dozen books piled on each chair as I settled into my familiar spot. And then the unstructured class hour would begin. Claude Koch’s highest priority was that young mind before him: Teaching was his mission.

Claude Koch and John Keenan: both of them without the doctorate. Could they even be hired today at the University? Without them, La Salle College would have been a poorer place—and my own life, and the lives of many other students who preceded and followed me, immeasurably poorer. For those men taught with love.

“We sometimes forget that teaching isn’t just what one does in that class hour,” John Keenan said to me 14 years ago, more than a decade after I had sat, wide-eyed, in his freshman English class in 1974. At the time, I was starting out in my own teaching career in Virginia.

We were speaking together in the La Salle University cafeteria, as he turned and gazed out the window at the stream of passing students exiting their classrooms. Silence fell; he grew pensive. Claude Koch had just retired; he himself was nearing it.

Did I even begin to intuit then that he was passing the baton to me?

“Teaching is really related to who one is—as a whole person,” he began. “It is working with students, being there to talk to students. I’m happy teaching in a place where good teaching is valued—La Salle’s been a good match for me. But I worry that our reward system is becoming geared to looking out for Number One. I worry that we’re sending young faculty the wrong message: ‘You should be writing an article or preparing a conference paper, not talking to students.’”

He paused. His glance took in the student stream; his tone was gentle yet firm.

“Young and old teachers each have a special role to perform with students; the relationship is different. It’s important to have some young teachers who are not so concerned with being ‘productive scholars’ that they can’t ‘waste’ time with students.”

He pulled out a few paragraphs that he had written. He turned, looked me directly in the face, and read aloud:

“If you know what you teach,

you will also know how much you don’t know, and that will make you tolerant of others. If you love what you teach, your students will sense it, and they will take the fire of your enthusiasm and the warmth of your concern with them when they depart. If you are lucky, they will have enough fire and warmth to share with others. In this way, you may enrich the lives of those you have never met.”

His words hung in the silence that followed. Imbued with gratitude. A reverence for all that they have received—from their own teachers—grounds their sense of purpose and fires their dedication. They demonstrate, though never discharge, their incalculable debt to their own teachers by passing on part of what they have been given to the students who have followed them.

“A teacher affects eternity,” wrote Henry Adams in his autobiography, The Education of Henry Adams. “He can never tell where his influence stops.” Indeed behind every great teacher stands another teacher—and another and another, on and on down the line. Claude Koch, John Keenan, Jim Butler....

Yes, and what of that young teacher who was John Keenan’s student—and my teacher? How many hours did I sit in Jim Butler’s office in Olney Hall (was it Room 166?) discussing my Wordsworth paper? I was writing on Wordsworth’s endlessly revised Prelude. Jim—who was to me (then 19)
the formidable “Dr. Butler”—had already established himself as one of the leading Wordsworth scholars of his generation. (Was Jim really just 30 when I met him?)

My mind floats back to a little event after our 1:30 p.m. class in English Romantic Poetry. “The Big Five,” my friends and I call the course, since it covers the work of the five major poets of Romanticism (Wordsworth, Coleridge, Keats, Shelley, and Byron). That class day we had just finished studying Keats’s “On First Looking into Chapman’s Homer,” a wondrous sonnet about young Keats’s revelatory encounter with George Chapman’s translation of Homer: “Then felt I like some watcher of the skies / When a new planet swims into his ken.”

With some trepidation, I ask Dr. Butler if he would like to see a poem I found in a magazine that’s relevant to our class on Keats. I’m nervous about exposing my jock attitudes; I haven’t yet mentioned to him that I’m sports editor of the Collegian this semester. Unlike Keats (and, so I imagine, also unlike my distinguished professor of English Romanticism), my mythic heroes have been figures in baseball lore, not ancient Greece.

I begin reading to him a parody of Keats’s “On First Looking into Chapman’s Homer.” To my relief, Dr. Butler is smiling! And then I come to the closing lines. The speaker of the poem gazes in awe as he beholds Chapman’s titanic home run blast sail past him into the left field bleachers overhead.

At this, Jim Butler laughs long and heartily—the first time I’ve seen him do so.

And what of all the others? Does

Vince Kling have the slightest conception of the bounty he bestowed on me?

I never even had Vince for class.

Ten years after his graduation in 1968, he arrived back in La Salle’s English Department, just as I was graduating. But Vince Kling didn’t need a class to minister to students! He was a street preacher like St. Philip Neri, utterly without pretense or a sense of hierarchy—and yet his appreciation of verbal nuance and depth of learning were stunning. We quickly established a friendship that nonetheless maintained respect for our differences in age and experience.

Vince had just returned from Chicago, where he had taught at a prestigious college that nonetheless felt soulless, “so unlike La Salle and everything I’ve known here,” he lamented.

So what did he do? He quit!

Almost unheard of, given how scarce tenure-track college positions in the humanities were in those days. He resigned his position and came back to Philadelphia. He had no firm job prospects. “So what?” he told me. He was under no illusion that La Salle College was perfect. But he came back to La Salle, even though he could not, as yet, find anything more than part-time employment in the English Department.

That didn’t matter: He was home.

Vince and I would stroll the campus—just as the Christian Brothers used to do on many evenings. (Do they still take their strolls, pausing to wave to students in the cafeteria, every evening?) And as Vince and I saunter through the campus, the conversation turns to his teachers. In the same tones of filial love that John Keenan had spoken about Claude Koch, and that Jim Butler had spoken about them both, Vince speaks about the La Salle teachers in his life: about John Keenan; Claude Koch; Brothers Dan Burke, Emery Mollenhauer, and Edward Patrick Sheekey; and several others whom I have never met.

Kling didn’t append after those names—he didn’t need to append—the phrase: “He changed my life.” It was implicit in everything he said. He had encountered not just a model of the good teacher but of the good man.

And his acknowledgment of his own teachers reminds me: It is not classroom performance, narrowly defined, that marks the great teacher. It is “teaching,” in this broadest sense: teaching as a quality of special presence.

Claude Koch, John Keenan, Jim Butler, Vince Kling: my Knights of the King’s English.

And my mind’s eye quickly spots all the others, Yes, how many more there have been—in the English Department alone.

The late Dick Lautz: My God, his joy over a line in a poem! How he could luxuriate in a metaphor! As he reads a couplet in his class in Contemporary American Poetry, I can see him roll his eyes heavenward and exclaim: “How wonderful that is! Everybody, isn’t that simply wonderful? It’s just marvellous!”

Barb Millard: her passionate, prodigious efforts to awaken us to the majesty of Shakespeare’s poetry via film adaptations of his plays! Not to mention her theatre trips with us to the Philadelphia Drama Guild (followed by a sumptuous meal at Chez Millard). One of those productions was my first attendance at Hamlet.

Pat Haberstroh: A teacher of immense fortitude and seemingly
irrepressible cheerfulness—and yet also an authoritative scholar. I recall her good-natured, bemused tolerance as I rush in, usually a few minutes late after my shift as a La Salle security guard, to her summer afternoon class in Modern British Poetry. During the class break, she happily sacrifices her own respite and instead vouchsafes me her interpretation of a passage in Ezra Pound’s *Cantos*, the topic of her recently completed dissertation at Bryn Mawr College.

What about Mike Kerlin’s heroic forbearance with my endless revisions (a la Wordsworth) of my “Potatoes, not Popes” paper on Karl Marx’s revolutionary hopes for Ireland? Or Jack Rossi, in the middle of an absorbing lecture on Irish history, abruptly detouring to reel off the batting averages of the last 30 National League champions—and then tying it all together because one or two of them were Irish-American?

Or Mike Dillon’s inspiring ringside engagement in the battles among the titans of political philosophy, the Ancients vs. the Moderns? And his trademark responses to our head-scratching, which I began to lip-sync by senior year? (“If this helps, here it is; if not, ignore it.” Or as awed silence reigned after a virtuoso interpretation: “Problems, questions, confusions? Anyone?”)

Or Dave Efroymson’s twirling his lollipop at me, as he half-apologizes in his Ancient Church History course for enlightening us about how St. Augustine invented Hell?

Or Jack Grady, writhing before the blackboard with intense seriousness as he calculates the graph of a marginal utility curve, then taking sudden flight in a poetic lamentation on the dismal science of economics, where there are so few “real writers” such as Robert Heilbroner and John Kenneth Galbraith?

Or how about...? Alas, that one—and all the others—will have to wait: *Ars longa, vita brevis.*

So long ago? Only chronologically. None of these men and women has receded into a forgotten past. Each of them—via his unforgettable gesture or her memorable *mot*—still shines forth as radiant as ever, the stories of their generosity to that young man always close to me, ablaze in an everlasting present. For no such act of kindness ever perishes. Gift-wrapped in care—“wasted” in love—they survive as eternal moments.

Yes, a teacher affects eternity. You never know where the buck—i.e., your influence—stops. Or where it even starts.

An anonymous poem that a student gave me several years ago humbly reminds me of that. I don’t know precisely why he gave it to me. It was the kind of poem that the baseball lover in me prizes, but which—if it weren’t for the example of my La Salle teachers—the snobbish English Ph.D. in me might have simply read with detached, ironic bemusement. It was what Kipling called a “good bad poem,” the kind that you clip out and hang on the fridge.

As it turns out, it does hang on my fridge today; a reminder of the footsteps that I walk in:

*You never know when someone*
*May catch a dream from you*
*You never know when a little word*
*Or something you may do*
*May open up the windows*
*Of a mind that seeks the light.*
*The way you live may not matter at all*
*But you never know—it might.*

And just in case it could be
*That another’s life, through you,*
*Might possibly change for the better*
*With a broader and brighter view,*
*It seems it might be worth a try*
*At pointing the way to the light—*
*Of course, it may not matter at all,*
*But then again—it might.*

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*About the author: Since graduating from La Salle, John Rodden, ’78, has taught* at the University of Virginia and the University of Texas at Austin. He is currently writing a critique of American academic life, *From Ivory Tower to Industrial Park: The Professionalization of the Professorate.* He can be reached at jrod@mail.utexas.edu.
When Assistant Dean of Students Anna Melnyk Allen, '80, was selected to receive La Salle University's Lasallian Distinguished Educator Award (see page 21) two years ago, Brother Emery Mollenhauer, F.S.C., was the first person to congratulate her.

"He sent me an e-mail that read, 'It's a pleasure to be in your company,'" a proud Allen recalled of her former English professor who was honored with the same award from the Baltimore District of the Christian Brothers 10 years prior. "I'll never forget that."

It was fall of 1976 when Allen first encountered Br. Emery, who served as Provost at the time. She was a student in his freshman literature class.

"I was very impressed by him," she remarked. "The thing that was so unbelievable to me is that he's so smart, and infinitely prepared for class. He has this wit about him that let us laugh at ourselves and he laughed at himself, too. I remember thinking to myself, 'Here's this senior administrator of a major university teaching freshmen.' I was so struck by his commitment to teaching."

Though she never had another class with him, Br. Emery always remembered Allen. Four years later, when she graduated with a degree in psychology, he was the one who encouraged her to apply for a position as a counselor in La Salle's Admission Office.

Moving up the ladder to Assistant Director and eventually Associate Director over the next 20 years before assuming her current position in the Division of Student Affairs, Allen recalls the influence her former teacher has had on her life.

"Br. Emery's dedication and commitment made me want to do something and have the same kind of passion for it," said Allen, who always knew she wanted to make a career out of helping students. "He's always been very passionate and serious about what he's been asked to do in his many roles at this university," she said. Br. Emery's long history at La Salle includes an array of positions from full-time faculty member, to Dean of the School's Evening Division from 1961-69, to Chief Academic Officer for the following 21 years.

"Watching him always have something important to do—whether it be teaching, sitting on committees, or giving advice—shows what a vital part of this community he is," Allen said of Br. Emery, who continues to teach in the English Department. "It makes him ageless in a way."

Though not a teacher in the traditional sense, Allen in her role as an administrator is a vital part of the educational process as well.

"Administering a university is such a big job. If it's not done well, then the classroom part won't happen," she said. "Attending class is only a piece of college. We make sure opportunities are extended to students beyond the classroom. That's why not just teachers are educators."

Vice President for Enrollment
Services Ray Ricci, ’67, can attest to that statement. He is one of the people who recommended Allen for the Lasallian Distinguished Educator Award in 2000.

The nomination letter he wrote is housed in the upper left-hand drawer of Allen’s desk.

“If I’m having a bad day, I read that letter and know why I’m here,” Allen said. “When you do things one person at a time, you begin to think what you’re doing isn’t so important, but what you forget is that it’s important to the person you did it for. People’s lives change here. Whenever I read Ray’s letter, I am reminded that in some small way, I am a part of that.”

A longtime administrator and an alumnus of La Salle, Ricci himself has been influenced in big and small ways by his former teachers.

Though he had never had Br. Emery in the classroom, he learned valuable lessons working for him for 16 years. “Br. Emery was a great educator and role model. He was devoted to making the University the best it could possibly be and inspired others to think the same way. He always conveyed the idea that we all had a contribution to make.”

As far as classroom teachers go, Ricci put former philosophy professor Dick Strosser, ’49, at the top of his list. “He brought the subject matter to life and got me interested in spite of my initial skepticism. He demanded a lot, encouraged us to think differently, write differently, and, in sum, changed my life for the better. Most importantly, he gave me the heart to continue in school.”

Another of Ricci’s favorites is Professor Emeritus of English John Keenan, ’52. “I was not much more than an average student, but you’d never know it by the way he treated me. He just never gave up on me. A test of how good he was is the countless times I have read something that reminds me of a point that he taught.”

Jim Smither, ’72, can still remember sitting in the psychology class of Jack Rooney, ’46. An 18-year-old sophomore, Smither had no idea what he wanted to do with the rest of his life.

“He used to break us up into small groups to talk about books we had to read. He’d encourage discussion and treat us like adults,” Smither recalled. “I was always struck by how smart and receptive he was. And I remember thinking to myself, ‘I’d like to be able to do that some day.’”

Thirty years and four degrees later, the industrial/organizational psychologist is doing just that.

Smither, a professor of management at La Salle for 10 years now, said his reasons for becoming an educator are three-fold. “Teaching is an occupation where you’re constantly learning, always making things better. It keeps me young, keeps my energy up, and enables me to keep a certain perspective on life I might lose if I weren’t teaching 20- and 21-year-olds who are unique in so many ways. And if I can help some people in some modest way, then that’s even better.”

Though he worked for a while as an industrial psychologist in the corporate world before returning to the classroom, Smither said the memories of his favorite professors were always vivid to him.

“It was my admiration for the really good teachers I had at La Salle that made me want to be like them,” he said. “Because of them, I knew I wanted to go on to teach at the college level one day.”

When asked which professors in particular made such a lasting impression, he cited longtime veterans of the psychology department Jack Rooney, ’46; Jack Smith, ’57; and the late Joan Faye Pritchard and Brother John Dondero, ’45, along with Math and Computer Science Professor Samuel J. Wiley.

Wiley “is one of the best teachers I’ve ever had. How could you not learn it if Sam’s teaching it?” he said of the recipient of the Lindback Award for Distinguished Teaching (1974) and the Provost’s Distinguished Faculty Award (2000). “He’s just a wonderful person, which is what I’d say about everyone I just named.”

Some of Smither’s former students would probably say the same about him.

“Every now and then I’ll get e-mails from former students who write about a new job they just started and they just wanted to let me know. Or they’ll say to me, ‘I’m actually...”
The Students Speak

Looking for the current perspective, La Salle Magazine asked today's students to identify their favorite teachers, and explain the impact these people have had on them. Students were ready and eager to do so. Not surprisingly, students regard teachers who know their stuff, know how to reach their audience, and who care about the students' lives as well as their classroom performance.

Erin Whitesell, Senior, Biology
Gerry Ballough, Associate Professor of Biology

"Dr. Ballough is the most challenging teacher I've ever had, but he's also one of my favorite teachers. He's passionate about what he does and he makes you enjoy learning. He definitely makes it hard, but you learn a lot, so it's so much more rewarding when you do well. Since he's also my adviser, he's helped me a lot with career advice, too. He offered a lot of guidance when I changed my mind and decided to apply to law school instead of medical school."

Eva Tierney, Junior
Elementary Special Education
Jack Rossi, '58, Professor of History

"I'm not a person who likes history very much, but Dr. Rossi made me enjoy the subject. He takes what can be boring and makes it interesting for us. He's hard, but he's one of my favorite teachers. I remember everything I learned in both of the classes I had with him."

Cathy Kozen, Senior
Finance/M.I.S./S.G.A. President
Brother Ed Sheehy, F.S.C., '68, Associate Professor of History

"I only had one class with Br. Ed my freshman year, but I still talk to him all the time. He's been encouraging and supportive of the decisions I've made about my life at La Salle. He's always willing to lend an ear and give guidance."

Mark Alicantara, Junior
Communication
Jack Seydow, '65, Professor of English

"He actually cares about his students. I had writing problems as a freshman and he took extra time to sit down with me. He tries to get on a more..."
personal level with his students—he’s a funny, father-like figure. He knows a lot about the subject he teaches—and he knows how to teach it in an interesting way.”

Samantha Thompson, Sophomore, Psychology
Darlene Hanigan, Lecturer, Psychology

“I like her class the best because she makes examples about things that students can relate to, like our families. Thinking about psychology in a personal way makes it a lot easier to learn.”

Jennifer Bellezzi, Freshman, Communication
Terry Aisenstein, Lecturer, Communication

“I had Dr. Aisenstein for the Freshman Year Experience class, and she made my freshman year go by with ease. She’s very understanding, and she was always willing to explain something I didn’t understand. I really appreciated that she let us approach her less formally, as Terry.”

Nicholas Lock, Junior, History
George Stow, Professor of History

“I really like Dr. Stow. He knows so much about history, and he keeps it interesting by telling jokes while he’s teaching.”

Jason Jonigk, Senior, Accounting
Bruce Leahey, Associate Professor of Accounting

“He makes Accounting classes fun and relates what we’re doing to our upcoming post-graduate experiences.”

Ryan Murphy, Sophomore, Accounting
Jeanne Welsh, Associate Professor of Accounting
Brother Gerry Molyneaux, F.S.C., ’58 Professor of Communication

“Two teachers that have really impacted my time at La Salle have been Dr. Welsh in Accounting and Brother Gerry Molyneaux. Dr. Welsh is great because she really knows her stuff and she helps me understand it. She takes a very hard subject and makes it easier. Br. Gerry is just an awesome guy. He is a great teacher. He’s very energetic and he stays after class to help you out.”

John Schiavello, Junior, Business
Steven Meisel, Associate Professor of Management

“Dr. Meisel is a great teacher. He really helped me with my presentation skills. He makes the students feel comfortable, and he is very supportive and easy to approach.”

Dave Smith, Junior, Nursing
Gerry Ballough, Associate Professor of Biology

“Dr. Ballough is a great teacher. He really cares about his students and pushes them to do their best. This one time he gave a test at midnight so that we could have all day to study—and he brought us pizza while we were studying. That is just the kind of thing he would do for us.”

Meg Kane, Junior, Communication
Preston Feden, Associate Professor of Education

“I had one class with him, an honors seminar on how humans learn. The class was an eye-opener about education; it caused me to look at learning in a different way. I now see learning as a lifelong experience. I’ve gone back to him for advice. He took an active interest in students.”

Alan McMenamin, Junior, Finance
George Stow, Professor of History

“The man really left such a mark on me. College was a whole new experience for me and right off the bat he showed what it was all about. He’s a brilliant man in the discipline of history. He knows everything about everything, not some person who sits and reads books. He showed you there is a balance in life—there are other aspects of life that are just as important. He is a very engaging man.”

Toy, from left: Joseph Urges, Associate Dean, School of Business Administration; Paul Brazeau, Accounting; Br. Joseph Burski, F.S.C., ’68, Psychology and President Emeritus; Marilyn Lambert, former of Education; and Edward Turanski, ’51, Assistant Vice President, Government and Community Relations.
Teaching Teachers

BY KIMBERLY DUCAN

It takes a good teacher to make a good teacher. And being a good teacher is much more than knowing and passing along information. Good teachers connect with their students and inspire their minds.

La Salle's rigorous teaching programs are filled with hard work and high standards, but backed with encouragement, confidence, and guidance.

La Salle's Education Department offers two programs: the unique Elementary and Special Education program (ESE), and the innovative Secondary Education Program (SE) with its focus on pedagogical content knowledge and educational technology. Although the programs differ in their approach, their objective is ultimately the same—to produce great teachers.

"The Education Department's mission is to prepare undergraduate and graduate students, as best we can, to be creative, reflective, and dedicated teachers—teachers who put their students' needs before their own," said John Sweeder, Associate Professor of Education in the SE program.

"Our goal is to educate excellent teachers," said Preston Fedner, Associate Professor of Education in the ESE program.

"I want to be able to feel comfortable if one my children is being taught by one of our graduates."

The two programs reach their goals in ways that are specific to their individual subject matter.

La Salle was one of the first universities to develop a combined Elementary and Special Education program. This distinguishes it from a dual certification program by offering an integrated sequence of course work that combines elementary and special education course content rather than offering parallel courses on both topics.

"We combined these two disciplines because we want our teachers to be prepared for every student they face, regardless of educational needs," said Frank Mosca, Director of the Elementary and Special Education Program. "We train our students to see the child first rather than seeing differences in strengths and weaknesses."

To do this, the ESE program emphasizes cognitive and developmental psychology, which promotes the use of research-based practices and a deeper understanding of how to work effectively with all students regardless of race, culture, or disability.

Deb Yost, Chair of the Undergraduate Education Department, agrees with Mosca and adds, "Combining elementary and special education allows our students to look at their students from a developmental perspective, which gives them insights in terms of how children grow, change and mature over time. They are then able to draw from this knowledge and create lessons that are developmentally appropriate. Each student is unique and, as teachers, we need to look at individual characteristics and teach to those levels."

According to Maryanne Bednar, Director of the Secondary Education Program, students essentially have a dual major because they are required to take all the courses in their content area as well as their education courses.

"Our students concentrate on learning what we call pedagogical content knowledge. This is where they learn how to teach specific content in a variety of meaningful ways," Bednar said. "In addition, the Secondary Education program uses a creative and systematic blending of 'idea' and 'product' technologies in order to enhance both teaching and learning processes. We are much more in tune with current
technology and we use it to complement both the faculty and the students in the practical application of theory,” Bednar said.

The importance of Lasallian values connects the ESE and SE programs, just as their mission does.

“The Christian Brothers have a long history of commitment to the education of youth,” Feden said. “We encourage our students to make the classroom a community. Rather than teach by telling, we want them to create a community that inspires learners.”

“We model Lasallian values on a daily basis,” said Bednar. “We practice what we preach.”

The faculty members are the biggest assets to La Salle’s Education Department. They truly care about their students and want them to succeed. “We worry to death about our students in the most positive way,” Bednar said.

Sweeder reinforced this by saying, “The individual attention that each faculty member gives to her/his students is what sets our program apart, along with a dedicated faculty who stay as up-to-date as possible regarding research that guides the profession.”

Added Feder, “The faculty forges very close relationships with the students. Despite our growing program we maintain as much individual contact as possible.”

Students who want to apply to La Salle’s undergraduate Education program better be serious. Acceptance is becoming increasingly more difficult because of the high standards in place. In most schools, students can enter as Education majors, but not at La Salle. Here students enter as pre-Education majors, and after their freshman year, teacher candidates can make a formal application to the Department of Education. Admission is based on the following criteria: Application, overall (freshman) G.P.A., recommendations from specific course instructors, and field placement evaluations.
Nothing ventured, nothing gained, right? Ron Ellison of Yardley, Pa., and Paul Connolly of Levittown, Pa., took this advice and decided it was time for a change—so they made big ones.

Both men decided to cast aside careers they had spent years working to achieve and start from the beginning. They enrolled in La Salle University’s Master’s Degree Program in Education and began to pursue their newfound desires to become teachers.

After 23 years as a manager in the accounting department at Conrail, 47-year-old Connolly decided to leave his steady, high-paying career and pursue his dream of becoming a teacher.

“I wanted to do something that was more fulfilling to me,” said Connolly. “I was looking for a change.”

“I like being around children, too,” said Connolly, who plans on teaching social studies, “I have always coached soccer or Little League, so teaching has been something I have always done. Now I want to do it for a living.”

Ellison worked in retail sales and management for 10 years. At age 35 he received an unexpected push to go after his dream of being a teacher, but it was exactly what he needed.

“I was starting to get burned out from retail, and I wanted to make a move, but I was comfortable where I was at,” Ellison said. “My company was restructuring and I got laid off. It was the best thing that ever happened to me because I took that opportunity to get into something I really wanted to do—become a teacher.”

Both Connolly and Ellison tutored in the Enrichment Program La Salle offers for junior high school students who live in the La Salle community. The program not only benefits the neighborhood children, but also gives graduate students in Education a chance to experience a genuine teaching situation.

“La Salle is serious about preparing people to get out into the workforce. The books can’t teach you how to interact with the students, but participating in the Enrichment Program gives you the classroom experience you need to be ready for the real thing,” Connolly noted.

For Ellison, “This program allowed me to get in a real classroom with real students. It was great for the students and for us. All of the theory we learned in class is put to work, and we get to see how effective we are. It is a good way to weed out what works and what doesn’t as far as technique goes. If you can’t survive these two weeks, you know teaching is not for you. I know this is what I should be doing.”

While both Connolly and Ellison still have some coursework to complete, both will be entering the teaching workforce by the fall of 2002.
Teaching to Touch the Heart

La Salle's President, Brother Michael J. McGinniss, F.S.C., '70, is the University's top administrator, and he's also a vital member of the faculty. It's an unusually busy schedule that many presidents at other campuses wouldn't attempt, however Br. Mike says it helps keep him in touch with the essence of La Salle and his vocation as a Christian Brother. La Salle Magazine Editor Maureen Piché asked him about his life as a teaching administrator, and his time as an undergraduate at La Salle.

Q: With all the pressures and demands of your presidency, why is it important for you to continue to teach?

A: I teach because teaching is fun. Being part of a person's exploration of new intellectual terrain is a pleasure for me. I've felt this way since beginning my career as a high school teacher at what was then South Hills Catholic High School in Pittsburgh — today it's Seton-La Salle High School. In part, the fun comes from the way I feel about what I'm teaching. At South Hills Catholic, I mainly taught literature and writing; at La Salle, I've taught religion and theology. Both literature and religion invite the teacher and the student to encounter the subject matter and one another in very personal ways, about very important experiences and dimensions of life. The Brothers' founder encouraged his earliest followers to seek to "touch the heart." I've been fortunate enough to do that in my career.

As a president, I "fit" my teaching into a diverse and crowded schedule, some aspects of which aren't easily compatible with the kind of focus and concentration I'd like to bring to the classroom. Still I teach because it's fun. And as a president, my class keeps me plugged into the real reason that La Salle exists, and why I joined the Christian Brothers — for students and for their hopes and plans to live happy and fulfilling lives.

Q: Which professors had the greatest impact on you during your days as a student here?

A: I came to La Salle in 1966 as a student brother and already inspired to be a teacher. That early inspiration came from several people, but most of all I thank Jerry Tremblay, my senior English teacher at La Salle High School, for really turning me on to the excitement of teaching. As a college student, I took inspiration and example from several of my teachers, Charles Kelly showed me how to combine meticulous preparation and attention to detail with moments of flamboyance and occasional exaggeration — a nice blend that kept students listening. Mike Kerlin, '57, gave me my first experience of a true seminar class and of how to "recede" to allow the members to find their own way. Brother Dan Burke's literary criticism and senior seminar courses gave me a way to read, enjoy, and interpret literature that influences me to this day. Jack Seydow, '65, and John Keenan, '52, showed me how to combine being both a friend and a teacher. I attribute the successes that I've enjoyed in teaching to the influence and example of all these teachers.
For the Fun of It

The U.S. Army Medical Research Institute of Chemical Defense (USAMRICD) in Aberdeen, Md., has a serious tone: armed guards, security badges, restricted areas. But every summer, La Salle students come here to do something fun.

At San Miguel Middle School in Camden, N.J., the rooms are sparse and the library could use more books. But every semester, La Salle students come here to do something fun.

In Anatomy and Physiology I and II, nursing students work with samples of once-living things, preparation for dealing with the "yuk" factor of caring for people. But sometimes they get to do something fun.

The connection between these worlds is Gerald P. Ballough, a La Salle biology professor who says it was his dream to teach at a university like La Salle. Part of that dream includes taking students with him every summer to Aberdeen, where for a decade he's conducted research on antidotes against chemical warfare threats. It means teaching nursing students about the 80 parts of the human hand. It also means traveling with students to San Miguel, a Christian Brothers school for boys, where he conducts hands-on scientific demonstrations for students there, many of whom have never used a microscope.

Last December, Ballough and Blair Hontz, who recently graduated with a biology degree, went to San Miguel. They brought slides and sheep brains and had the boys perform dissections. "To be a scientist, you have to go through a lot of years of college, but, man, you have a lot of fun," Ballough told one student. Brother William Johnson, F.S.C., '65, principal of San Miguel, said, "This kind of experience with La Salle faculty and students opens up their world."

Because Ballough was helped by teachers, he feels the need to give back. He has a learning disability, and couldn't read or write properly until he was 12. At the Milton S. Hershey School, he got the help he needed. He says the school's principal, William Fisher, "believed in me and allowed me to take the college preparatory curriculum, despite my reading difficulties. He was a father figure for me."

Before coming to La Salle, Ballough, who received the Lindback Distinguished Teaching Award last May, spent two years at Aberdeen. "We wanted him to stay, but he felt a calling to teaching," said Dr. Margaret Filbert, Director of Research Operations at USAMRICD. She did arrange for him to return during summers, and he's brought La Salle undergraduates with him. "He picks his best students and many have gone on to graduate school and medical school," said Filbert. "I've been very impressed with them. We kid Gerry about his entourage of La Salle students."

Several graduates have continued at Aberdeen in internships and post-bachelor programs. Joe Jaworski, a biology and German major, gave up three summer vacations to work at Aberdeen. Why?

"Because working with Gerry is a blast," he said. "He tells exciting stories (about research) and he's a great teacher."

When the School of Nursing was looking for someone to teach an anatomy-related course in its Speech-Language-Hearing Program, Dean Zane Robinson Wolf didn't have to look very far.

Ballough had been teaching nursing students who are required to take two semesters of the Biology Department's anatomy and physiology course. "We heard he was an outstanding teacher, and what we heard was right," said Wolf, who asked him to teach additional courses. "Both of us are pleased to have this inter-school partnership work out as well as it has."

Ballough says, "One of the major reasons I like to do it (teach in the nursing program) is that I get to help and interact—maybe inspire bright young people whose focus is not on getting rich and self-interest, but whose hearts are full of compassion. They want to be in the medical field helping people, they have lots of ability, and they're focusing that ability to help others."

But before caring for someone, a nurse needs to know how the human body works, and there's only one way to do that: dissection.

"He made it fun," said Patricia Gauss, a senior nursing student. "He was very thorough, and he wanted you to love science as much as he does, and he bent over backward to help us."

Recent grad Blair Hontz spent two summers at Aberdeen. "It was a pretty eye-opening experience," she says. "You got to see how research affects the medical community. You got to see the applications of your work."

Going to San Miguel was an eye-opening experience, too. Camden is one of the poorest cities in the country. Students there have below-average test scores and some have learning disabilities, but they thrive in the atmosphere of the Christian Brothers. Hontz saw the students "really get into" Ballough's lesson. "Gerry has a way of making science very interesting, and the kids responded to it. They even asked if they could be a professor some day. He plants this little seed for students who don't have the opportunities that most kids have."
after taking several English courses with Claude Koch, ’40, David Livewell, ’89, got up the courage to show his teacher some of his own poetry.

Koch was an inspiration for Livewell (he took four classes with him). Livewell was awed by his dedication and love of literature, as well as the fact that Koch was the author of numerous poems, plays, novels, and short stories.

Livewell gave Koch 22 pages of material. Later in Koch’s office, the professor, then in his 70s, pointed to two sentences from among the pages. “These are the only two lines of poetry,” Koch said, and he threw the rest into the trashcan.

“He’d try to discourage you until he knew you were serious,” Livewell said, “then he became your greatest reader, and gave you all his attention. It was an interesting kind of tactic.”

Far from discouraging Livewell, Koch eventually became one of his closest friends, and the two stayed in touch until Koch’s recent death. Shortly afterward, Livewell published “Vernal Song” in the magazine Poetry as a tribute to the man who became his mentor and close friend. Livewell had tried to write something for Koch but nothing satisfied him, until the 19-line poem (called a villanelle) came to him. He submitted it to the magazine, which, fortunately for Livewell, had planned to organize its February issue around the theme of elegies, and it readily accepted his work.

“Vernal Song” is itself based on an idea from a Koch poem. As a marine in World War II, Koch was on a South Pacific island while it was being bombed. That experience led him to write a poem in which the narrator prays to have one more spring to spend with his wife. Livewell’s work is from the perspective of an old man, realizing that his life is ending, and asking the question, “By what right do I beg for Spring?” The narrator wonders if he can have that one more spring—as the younger man in Koch’s poem, also facing death, hoped to have more spring.

“At least I hope it says that,” Livewell said.

After Livewell graduated from La Salle, he and Koch corresponded regularly (Koch even read a poem at his former pupil’s wedding), and the professor helped Livewell start a literary journal, Jannus.

“Even in his 70s, he was excited by young people discovering literature,” says Livewell. “La Salle was very privileged to have had him all those years.”
A Dinner to Remember

Richard DiDio, ’76, remembers the first test he took with his freshman physics professor at La Salle, Mark Guttmann.

“I scored 18 out of 40,” he says. “I was ready to quit physics and quit school, but he kept at me, as well as the rest of the class. I ended up being a physicist. I still have that first test, and math, but I really appreciated what I learned from him,” he said.

Tom Blum, ’85, was one of only two students in a freshman physics class, and the other student was injured and missed several weeks. So Blum had Guttmann all to himself. “He was very interactive. I spent almost as much time at the board as he did—that was his style.”

All of these students not only learned from him, but followed him into the academic life, returning to La Salle to teach in the Math and Computer Science Department. Guttmann retired in 1992 after nearly 40 years of teaching, but taught a course or lab for the next six years. He was delighted that his former students pursued academic careers and returned to La Salle. He was so appreciative, he left a provision in his Will to pay for a dinner in the students-turned-professors’ honor.

The four, plus Guttmann’s wife, Vera, and her sister and brother-in-law, dined at Bistro San Tropez in Philadelphia on Oct. 18, 2001, the first anniversary of the professor’s death.

(A fifth student, John Keenan, ’52, who also taught at La Salle as an English professor, had Guttmann for physics at West Catholic High School in Philadelphia. He was unable to attend the dinner.)

“He had planted a seed for the love of academic life” with those students, said Vera Guttmann. “The fact that these people eventually thought enough of it to make it a profession—he was encouraged and appreciated it.”

“I’m not surprised he would be so generous,” said Andrilli. “He always thought of his students. Teaching was really his love.”

Salut!—Toasting the late Mark Guttmann, a professor of physics at La Salle for more than 40 years, are (from left) Richard DiDio, ’76; Tom Blum, ’85; Mrs. Alma E. Meagher; Janice Longo; Steve Longo, ’65; Stephen Andrilli, ’73; and Andrilli’s sister-in-law, Vera Guttmann; Francis J. Meagher; and Anna Maria DiDio. Guttmann taught DiDio, Blum, Longo, and Andrilli, and was pleased his former students followed him by teaching at La Salle. In his Will, he left a provision so the four faculty members and their spouses could have dinner on him. The party dined at Bistro St. Tropez in Philadelphia on Oct. 18, 2001, the first anniversary of Guttmann’s death.
Setting the Bar

BY JON CAROULIS

James Horan, ’90, M.B.A. ’97, was going to become a dentist. Then he heard accounting professor John F. Reardon, ’59, speak at his high school about attending La Salle. Horan was so impressed by the talk, he became an accounting major at the University. And more than a decade after his last class with Reardon, Horan is still a little surprised that his teacher “made accounting exciting.” Horan went on to earn an M.B.A. at La Salle and now teaches in that program. “The way Jack Reardon gave to his students, that’s the way I try to be for my students,” Horan says. “That’s the example I got from Jack.”

Forty years ago, Reardon accepted an offer to teach for a year at his alma mater. He stayed on and he has won the Lindback Distinguished Teaching Award, has visited hundreds of high schools to recruit students, has attended open houses, and has kept his door open to any student who needed to talk. For 25 years, he’s participated in freshman orientation programs—and uses the same jokes to ease freshman fears, such as “Never trust a sophomore, they’re evil.” and “Marry an accountant—they make great money and are never home.” But he also says, “La Salle is like my second family.”

Marianne Gauss, ’74, one of the first women admitted to La Salle and now a professor in the business school, said, “I wouldn’t be teaching here if it were not for him. He mentored me through good times and bad, and he never let me forget what was most important in the work we do; leading students to finding a path that makes them the best they can be.”

In 1999 a new award was created at La Salle: the Provost’s Distinguished Faculty Award. It was to honor a person who was not only a great teacher, but embodies the aims and spirit of the University. The selection committee voted unanimously for Reardon. Provost Dr. Richard Nigro said the committee wanted to “set the bar” for its first choice, and Reardon’s selection “was a no-brainer.”

Clockwise, from top: Robert Chapman, Coordinator, Alcohol and Other Drug Program; George Shalhoib, Chemistry/Biochemistry; George Swoyer, ’44, Retired, Marketing; Joseph F. Fluhacher, ’35, Emeritus, Economics; Gerald Ballough, Biology, known for sleeping in his office at exam time; Brother Arthur Bangs, F.S.C., Education; and Brother Edward Patrick Sheekey, F.S.C., ’29, English
n 1940, Charlie Halpin's mother told her son to go to La Salle. Getting a college degree, she said, would take him places.

"It's been 60 years since she said that, I'm still at 20th and Olney," Halpin said recently.

After 55 years, Halpin, '44, a professor of management, retired in 2001, capping one of the longest teaching careers in La Salle's history.

"It wasn't work, it was play," he said about teaching, and why he did it for so long. "Somebody told me, 'Find something you like to do and get somebody to pay you for it.' I loved teaching and I love La Salle."

"You're a ham," he says about the role of a teacher. "Most people don't realize this, but when you're teaching, you're on stage, you've got to perform. Hopefully the students get something out of it and have a good time, too."
They All Earned an A

Since 1961, a generous award from the Christian R. and Mary F. Lindback Foundation has enabled La Salle University to recognize excellence in teaching by members of its full-time faculty. The prestigious Lindback Distinguished Teaching Award is presented annually at the University’s Commencement ceremony to a faculty member whose teaching is characterized by superior knowledge of the subject matter, vitality and inspiration in its presentation in class, and devotion to helping students realize their potential.

Recipients of the Lindback Distinguished Teaching Award are as follows:

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<tr>
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<td>Michael R. Dillon</td>
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<td>John S. Grady</td>
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<td>Richard E. Lautz</td>
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<td>Geoffrey B. Kelly, '54</td>
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<td>Patricia B. Haberstroh</td>
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<td>Nicholas F. Angerosa, '65</td>
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<td>Sidney J. MacLeod</td>
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<td>Barbara Guthrie Trovato, '80</td>
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<td>Marianne Salmon Gauss, '74</td>
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<td>Francis J. Ryan, '69</td>
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<td>Gerald P. Ballough</td>
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La Salle University’s Provost’s Distinguished Faculty Award commends exceptional involvement and devotion to the good of the University, the advancement of its mission, and support of La Salle as a learning community. Unlike the Lindback Award, which focuses on teaching and draws heavily on student input, this honor is intended to be primarily an award of the faculty for the faculty. Established in 1999, it is given annually at the Freshman Convocation.

Recipients of the Provost’s Distinguished Faculty Award are as follows:

<table>
<thead>
<tr>
<th>Recipient Name</th>
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<tr>
<td>John F. Reardon, '59</td>
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<td>Samuel J. Wiley</td>
<td>2000</td>
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<td>Preston D. Feden</td>
<td>2001</td>
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The Lasallian Distinguished Educator Award is given to honor the life and the educational vision of the founder of the Christian Brothers, St. John Baptist de La Salle. It is awarded to those who exhibit in their daily lives an understanding of and a commitment to Lasallian priorities and traditions: teaching, working in association to build community, taking a personal interest in students, and devoting oneself to the common effort. In the words of St. La Salle, award winners "put into practice what we want our students to believe." The award is open to faculty, staff, and administrators.

(Though given to Br. Emery C. Mollenhauer from the Baltimore District of the Christian Brothers in 1990, it was established as an annual award at La Salle University in 2000.)

Recipients of the Lasallian Distinguished Educator Award are as follows:

<table>
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<tr>
<th>Recipient Name</th>
<th>Year</th>
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<tr>
<td>Anna Melnyk Allen, '80</td>
<td>2000</td>
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The Person Is Forever

Brother Patrick Ellis, F.S.C., sees education as not just a lifelong endeavor, but an eternal one. A good teacher will touch a student’s mind—and a student’s soul.

The longtime La Salle professor and past University President is sharing his half-century of teaching knowledge in a new book, Called To Educate: The Person is Forever (Key of David Publications, 2001), a collection of essays that stress the importance of teaching the spirit as well as the mind.

Br. Patrick says the title of the book sums up the main message of its contents, as well as his philosophy of teaching and learning.

“Teaching is a vocation and a profession. The central fact of it is that what you’re doing goes on forever in those you teach,” he explained. “The spirituality you help foster in a person goes on into the next life. Every major culture has arrived at that sooner or later. The quality of the person is enhanced by education, and it never fully dies.”

Br. Patrick acknowledged that this philosophy places even greater responsibility on the teacher, but noted, “It’s a group effort. The teacher is assisted by divine grace. He or she is not in it alone.”

Creating an environment that fosters spirituality doesn’t necessarily mean heavy religious instruction. Br. Patrick said, “An hour spent on a Shakespeare sonnet is an extraordinary human experience. You don’t have to gild it with piety.”

“St. John Baptist de La Salle said a school is, in itself, worth doing, if it’s done well. Everything in the school honors our creator: the architecture, the curriculum, the teachers’ credentials,” he said. “I have a motto: The cross out front is a proclamation, not an excuse. Everything has to be done first-rate.”

Now in semi-retirement in Baltimore, Br. Patrick said this was the right time to examine his life and vocation. He said the book is a combination of memoir and polemic, both culled from 50-plus years as an educator.

Thirty of those years were spent in various capacities at La Salle. But, no matter what title he held, he never strayed from the classroom.

“Don’t talk students to death,” Br. Patrick cautions new teachers. “Try to elicit response through question and comparisons. Help them find out what they can learn from each other and the world.

“I like to talk, but I don’t lecture,” he added. “I think there has to be conversation.”

To teachers and students alike, he suggests a solid background in the humanities. “Always take as much philosophy, theology, literature, and history as your major will allow, no matter what your major,” he said. “You will find later in life that’s what comes back all the time. Those subjects are the basis for a life of practicality.”

After graduating from The Catholic University of America, he began teaching at West Philadelphia Catholic High School for Boys as a Christian Brother in training. At the same time he attended the University of Pennsylvania, where he received a Ph.D. in English in 1960.

He served as President of La Salle for almost 16 years (becoming the 26th President on January 1, 1977), and President of The Catholic University for six years. All the while, he maintained classroom time as an English professor.

He is the recipient of La Salle’s Lindback Distinguished Teaching Award, and the La Salle Alumni Association’s highest award, the Signum Fidei Medal.

Brother Patrick Ellis, F.S.C., pictured during his days as La Salle’s President
A Better Life

If you want something done, give it to a busy person.

Gabriel Blanco, ’70, had plenty to do as Chairman of the language department at La Salle College High School, but saw something he couldn’t pass up. He became director of La Salle University’s BUSCA (Bilingual Undergraduate Studies for Collegiate Advancement) Program for Spanish-speaking students. After school each day, Blanco comes to La Salle to oversee this burgeoning program.

“I took this job because I really feel a lot of compassion for Hispanics and their situation,” said Blanco, who arrived in the United States without knowing a word of English, “I know what they’re going through. I’ve been there.”

The program had about 20 students when he took over two years ago. This year, 83 are enrolled. He says students are a 50-50 mix of recent high school graduates and older adults with full-time jobs and families.

BUSCA (which means “to search for” in Spanish) enables students who speak primarily Spanish to pursue a university education without studying English before they begin. Students take “content” courses in Spanish for the first two years, while they take (for credit) English as a Second Language. Later, all coursework is done in English. So far, more than 70 percent of BUSCA graduates have stayed on at La Salle to finish their four-year degree.

“I have too much regard for this program to see it fail,” said Blanco, who had taught part-time in it before becoming director. “There’s a real need for this; it’s another way to reach people. I understand that they want to make something of themselves, that education can lead to a better life.”

His next task, he says, is to try to raise funds for scholarships.

“I like to be busy,” he says, “and if I can help others, I’m happy.”

Past Meets Present

The journey to the court house in Camden, N.J., was a little easier for Judge Joseph H. Rodriguez, ’55, than it had been for his father, Mario. The younger Rodriguez, a La Salle University trustee, was appointed a U.S. District Court Senior Judge in 1985 and hears cases in the building at 4th and Market streets where, decades earlier, his father was sworn in as a naturalized United States citizen after surviving a harrowing shipwreck.

Mario Rodriguez was born in Cuba and raised in Puerto Rico. When he was 20, he decided to emigrate to New York City. He booked passage on the USS Carolina, but the ship never made it. On June 2, 1918, a German submarine torpedoed the steamship (and five others that same day). Mario Rodriguez was one of 29 survivors who rowed their way to safety. After 44 hours in a lifeboat, the exhausted survivors landed on Atlantic City’s beach—right in the middle of a Shriners’ Convention. Seeing the survivors put the Shriners in a patriotic mood, and their band began playing The Star-Spangled Banner.

In 1995, a diver located the wreckage of the Carolina off the New Jersey coast and recovered the 10-pound letter “C” from the ship’s hull. The diver brought the metal object to federal court to prove he had found the vessel and sought to obtain legal rights to other objects from the ship.

The judge was the younger Rodriguez. When he saw the “C” and heard the story of where it came from, “A flash went off to bring back the past,” he said. Later, he signed the salvage rights to the steamship that almost brought his father to America.

Last year, Judge Rodriguez was interviewed by the History Channel for a documentary about submarine warfare, and also by the Philadelphia Inquirer and Atlantic City Press about his father’s tale of survival.

By Jon Caroulis

By Jon Caroulis
September 11 Follow-up

In the days after the Sept. 11, 2001 tragedy, Americans participated in the relief effort. Some of us prayed, some of us donated money, some of us donated blood—and some of us were called upon to do even more than that.

Answering the call of duty as so many Americans did, Army Maj. John R. Cook (Ret.), '74; Martin McDermott, '82; and John Torrence, '90, each went to disaster locations and helped rebuild.

Cook, now in his second career as a JROTC instructor at Pemberton Township High School, in New Jersey, knew he had to set an example.

"During the month of September, I left my high school classroom and served as a volunteer worker at the World Trade Center disaster site. It was an experience that I pray will never have to be repeated in my lifetime," Cook said.

As a former serviceman and a role model for students, Cook felt an obligation to get involved. His patriotism and values played a huge part in his decision.

"It is impossible to teach citizenship unless you can live its values," he said. "When the World Trade Center disaster occurred, I volunteered to help my fellow citizens."

For the past five years, McDermott has worked at McKinney Drilling Company as the Philadelphia District Manager. After the attacks, the Port Authority of New York and New Jersey contracted with two companies, McDermott’s being one of them, to install new ferry platforms on the Hudson River at Battery Park and re-establish commuter traffic.

McDermott and his team were mobilized on Sept. 21 and worked 24/7 until the job was completed on Oct. 27.

"It was the most humbling experience I have ever had," said McDermott. "As my team and I were working with wind howling at 30 miles per hour on a Sunday morning, no one complained. Everyone rallied around this effort, and I felt privileged to be able to contribute."

Some 300 miles away from Ground Zero, Torrence—a professional geologist and project manager for ERM, Inc.—toiled in Shanksville, Pa., at the site of the Flight 93 crash.

Although he is unable to comment on the specifics regarding his work, Torrence for the past 11 years has been involved in environmental engineering/site investigation and remediation.

"I think about the effort every day. I am extremely proud of the people I worked with at the Pennsylvania crash site and of the local people I met in Shanksville. They all did an admirable job working together on- and off-site," Torrence said.

Improving Communication

The Connelly Foundation has awarded the School of Nursing a grant of $250,000 for its Speech-Language-Hearing Science Program. The grant will help with construction and equipment for a research/teaching laboratory and a community clinic for residents with communication disorders.

"This grant will help us provide the clinical experience our students need and equipment to help them assess patients’ needs," said Zane Robinson Wolf, Dean of the School of Nursing. "The program expands the opportunities for our students to provide service to the surrounding area, and is a good example of how we stay in touch with our neighbors."

A master’s degree program is available for individuals who hold a bachelor’s degree in Speech-Language Pathology or a related field. La Salle also offers a five-year (bachelor’s to master’s degree) program to prepare for a career in speech-language pathology. This program combines liberal arts and science courses with clinical courses and professional experiences.

The Connelly Foundation’s mission is to enhance the quality of life in the Delaware Valley. Its grants reflect its founders’ directive to have concern for the issues that affect society and the world at large.
Off-Campus Student Center Opens

Fitting into the neighborhood has always been a challenge for universities. Off-campus students occasionally abuse their new freedoms, or don’t understand their rights. Neighborhood residents sometimes feel resentment toward rowdy students and the university that is so much a presence in their area.

The Department of Student Services at La Salle hopes to create more understanding, and bridge the gap between town and gown, by opening a center for off-campus and commuter students—the Brother Augustine Center at 5632 Uber St., just across Olney Ave. from the Main Campus. The Center opened in August.

Alan Wendell, Associate Dean of Students, said the Center will provide a “focus for services to commuter and off-campus students.” Special events and student-neighbor mediations have already taken place there. A full-time professional staff member who lives on-site also provides students with information about tenant rights, city codes, and appropriate off-campus living behavior.

“The Center is going to build better relationships with our neighbors, and let students know they have rights, too,” Wendell said. “It reminds us of who and where we are. We’re not an isolated institution, but interwoven in the neighborhood. It’s good for students to experience that.”

The Center’s name honors Brother Dominic Augustine, F.S.C., who was a member of the La Salle staff for 21 years, and chaired the Sociology Department from 1948 to 1963. Brother Augustine was perhaps best known for his work as the La Salle and regional moderator of the National Federation of Catholic College Students. He also focused his great charity on those whom social, economic, or hereditary factors had left with little or no hope.

In the early 1940s, he worked on labor relations, helping workers to speak publicly to make their Christian views known at union meetings. In the 1950s, he was active in solving the social dilemma of that period: changing views on marriage and the family.

Helping Young Mothers

La Salle University’s Neighborhood Nursing Center is the lead organization of four nursing groups awarded a $4.8 million Nurse Family Partnership grant from Philadelphia’s departments of Health and Human Services to help improve the health of expectant young mothers and their children.

The other awardees are the College of Nursing and Health Professions at MCP/Hahnemann University, the Department of Nursing at Temple University’s College of Allied Health Professions, and the Visiting Nurse Association of Greater Philadelphia.

The grant will enable public health nurses from the organizations to work with pregnant women. The goal is to improve the health of mother and infant throughout the pregnancy, and continue to provide follow-up care and health education after the birth.

Dr. Kay Kinsey, a professor of nursing at La Salle and Director of the nursing center, said helping mother and infant maintain good health during pregnancy would help improve their health in the future. This program is based on a national model and is being conducted for the first time in the city.

SAVE THESE DATES...

Spring 2002
School of Business Events

April 4, 6:30 p.m.
Annual Business School Celebration
The Union League of Philadelphia

April 25, 6:30 p.m.
Accounting Awards Dinner
Student Union/Ballroom

(From left) Rebecca M. Murphy, Assistant Director of Admission and Coordinator of International Admission, talks with freshmen Sajjil Qureshi and Karim Rahimtoola, both from Canada, at the annual Multicultural and International Student Welcome Reception, held in the fall.

(From right) The Rev. Alphonsa Yaa Dakora, a senior M.B.A. student and graduate assistant in the Multicultural and International Center, and Rachael-Ann Joseph, a sophomore from Trinidad, greet Rahimtoola and Qureshi.
La Salle's traditional athletic colors are, of course, blue and gold. But in the last several years, a little bit of black has become more visible in Explorer Athletics.

La Salle isn’t following the national athletic trend that has seen teams opt for darker colors in their uniforms. Instead, the black represents the increased presence of the Christian Brothers in the operations of the Athletic Department.

“Increasing the presence of the Christian Brothers in athletics has been a special goal. One of the distinctive characteristics about the program that we promote to prospective students and their parents is the unique nature and the value of a Lasallian education. The presence of Christian Brothers among our staff is a continuing reminder of the important role that the Brothers provide for all of us associated with the Athletics Program,” said Dr. Thomas Brennan, La Salle’s Director of Athletics.

For two Brothers in particular, athletics is a full-time commitment.

Brother John Kane, F.S.C., ’80, is in his third year as Director of Athletic Operations and Facilities. He came to La Salle after a total of 15 years at Archbishop Carroll High School in Radnor, Pa., and West Catholic High School in Philadelphia, where he was Athletic Director.

“The opportunity to work in college athletics had a great appeal,” Br. John said. “Being here adds to the presence of the Brothers on campus, and my job gives students another perspective on what we are and what we do.”

His job involves some very long hours. On a game day, for example, it’s normal for him to work from 6 a.m. to 9 p.m., but Br. John said the opportunity to interact with so many students makes the long hours worthwhile.

“We have around 500 student-athletes, and 100 student workers on top of that, so it’s an opportunity for me, as a Brother, to get to interact with young people. It’s also an opportunity for students to get to know the Brothers in a different way,” he said.

“One thing that helps me is that I love athletics. At a basketball game, I’m at work, but I also enjoy watching the game.”

Br. John is also responsible for coordinating use of La Salle athletic facilities among high schools and other organizations. La Salle has hosted the Philadelphia Public and Catholic League swimming championships, Catholic League boys’ basketball playoffs, baseball and softball playoffs, Public League baseball playoffs, and an assortment of other activities.

A lifelong Philadelphian, Br. John remembers driving to La Salle College in the early 1970s with his father, John Kane Sr., ’52, and the two of them watched as the Hayman Center was built. “Little did I know, 30 years later, that I’d be the one in charge of the building’s operations,” he said.

His day-to-day job includes allocating field and court time to La Salle’s 23 men’s and women’s athletic teams at the University’s athletic facilities: Hayman Center, McCarthy Stadium, Good Shepherd Field, Hank DeVincent Field, and Belfield Tennis Courts.

The coaches are very understanding of the facility challenges, and their understanding is typical of the sense of community within the department and the University.

In further developing that sense of community, Br. John most recently assumed the supervisory role of La Salle Athletics’ Project Teamwork, an organized community outreach program designed to develop a sense of service among the University’s student-athletes. Working closely with the Belfield Recreation Center and a local chapter of the Big Brothers/Big Sisters Organization through a grant from the Patricia Kind Family Foundation, La Salle has been a leader within Philadelphia in assisting area youth.

“Project Teamwork is of particular importance because it is an attempt by Athletics to reflect the mission of service that defines all of La Salle University,” Kane said. “We try to establish specific programs through which our student-athletes can get positively involved with kids in the community. I think the experience, as we continue to develop and grow, will be worthwhile and rewarding for everyone.

“Getting our student-athletes out into the community will further perpetuate what La Salle is. It’s a caring and friendly place.”

Brother Steven Casale, F.S.C., ’62, also thinks of La Salle as a very friendly place. “The warmth and friendliness is impressive, in general, and in particular, in the Hayman Center,” he said.

Br. Steven is in his second year as Assistant Director of Academic and Student Support Services. He monitors the academic progress of all members of the football, baseball, men’s and women’s swimming, and men’s and women’s rowing teams.

If necessary, Br. Steven matches the athletes with student tutors. He has compiled a pool of potential tutors, mostly on the advice of department chairs, and he works to make a match when a student-athlete expresses a need.

His current position affords him the
opportunity to deal with student-athletes on an individual basis.

"Certain students meet with me on a regular basis to monitor academic progress, and I offer advice about academics," he said. "Basically, my job is meeting with people one-on-one, while also assuming counseling, managerial, and administrative roles. It's gratifying when you see students take advice or do well because of your advice and manage to be successful because of that," he said.

Meanwhile, the Brothers have also been making their presence known on the sidelines with three teams.

Brother Edward Sheehy, F.S.C., '68, may be La Salle's most recognizable Brother. In addition to his regular load of history courses, Brother Ed, as he is known to everyone who's passed through 20th and Olney in the last 14 years, is also a fixture on the sideline for La Salle's two most recognizable teams.

For 10 years, Br. Ed has been the moderator for the men's basketball team. He also has worked in the same capacity for the football team since the re-establishment of the program in 1997.

"We have a long tradition at La Salle of the presence of religious faculty members on the bench," Br. Ed said. He called his involvement "a sign of the Brothers' commitment to athletics," but added that he's interested in more than just athletics when it comes to student activities. "I have a great personal interest in sports, but I think it's good for younger adults to see faculty members at their events, be they athletic, dramatic, or otherwise.

"The more you know students, the more you can interact with them as adults, and one of the strengths of this institution is that we know each other personally," Br. Ed added.

The primary role of a moderator is to lead the team in prayer before and after every game. Br. Ed became the men's basketball team's moderator nine years ago, replacing the Rev. Robert Breen, the moderator since the late '80s. Father Breen was transferred to a parish near Easton, Pa.

Newly named Head Coach Archie Stalcup is among a large band of Br. Ed admirers.

"Without a doubt, La Salle's number one athletic fan is Br. Ed, a caring friend to our athletes and coaches alike," Stalcup said. Since the rebirth of La Salle football in 1997, Br. Ed has been our confidant, the one we can always depend on for encouragement, advice, and support.

I personally enjoy watching him on the sideline during a game. He is as emotionally involved as any player or coach. Knowing that Br. Ed is an outstanding professor, I have, on more than one occasion, tried to test his historical knowledge of the game... only to come out on the short end of the question. Christian Brothers such as Br. Ed Sheehy are what make La Salle special for our student-athletes and coaches.

La Salle's first-year men's basketball coach Billy Hahn echoed the prevailing sentiment on the association of Br. Ed with Explorer Athletics.

"Having Br. Ed as a part of our team is extremely valuable," Hahn said.

"He brings great spirit and a fresh perspective for sports, and he has a way of incorporating both into everyday experiences that is unmatched."

Meanwhile, on the women's side, a new tradition was begun two years ago. For the first time, the women's basketball team was assigned its own moderator, Brother David Schulz, F.S.C.

"The Brothers want to make a public show of support that we consider women's athletics equally as important," Br. David said. "I'm really glad that I got invited, in that it's piqued my interest in women's athletics, and I enjoy being with them as their moderator."

Like Br. Ed, Br. David leads the team in its pre- and post-game prayers, and added.

"On a practical level, I'm available as a tutor, so the women have access to academic support."

He deemed his first season a success and a meaningful experience. "It's all been very positive, and there's been more friendly bantering back and forth as we've gotten to know each other," Br. David said. "I'd like to do it next year and continue on."

Also this year, Brother Edward Conway, F.S.C., described by crew members as "a team chaplain of sorts," has come on board as the moderator of crew. One of his most important contributions has been the formation of a Parents' Association, which, among other activities, has set up refreshments for post-race gatherings.
The Explorer Club is the official development fund and booster organization for La Salle Athletics. It provides financial support for La Salle's 23 intercollegiate sports programs. Explorer Club members receive benefits at various levels, including priority for purchasing the best seats in the house for ticketed events. Gifts can be designated for the sport of your choice or the general athletic fund.

**Program Areas Supported by the Explorer Club**
- Athletic Recruitment Program
- Academic and Student Support Program
- Degree Completion Assistance Program
- Athletic Publications and Promotional Materials
- Radio and TV Production

**Bill Raftery '63 Honorary Chair**

**2002 Spring Fund Drive**

A former basketball star and class president at La Salle University, Raftery now serves as a college basketball analyst for ESPN and CBS, and is regarded as one of the best by his peers.

*On Oct. 14, 2001, Raftery received an honorary Doctor of Humane Letters degree from La Salle University.*

**2002 Explorer Club Fund Drive**

The Explorer Club is looking for individuals who are interested in taking a leadership role with the athletic program and willing to participate in the Spring Fund Drive. For additional information, please contact Peter D'Orazio, Executive Director of the Explorer Club, at 215/951-1545.

**Fund Drive Schedule of Events**

- **Kick-Off Party**
  - April 16
- **Reporting Session**
  - May 2 and 16
- **Victory Celebration**
  - May 31

*To receive an Explorer Club membership application, please call the Athletic Advancement Office at 215/951-1545 or e-mail us at explorerclub@lasalle.edu*
23rd Annual Holroyd Award and Lecture Slated for April 5

La Salle’s School of Arts and Sciences and the Health Professions Alumni Association will hold their 23rd annual Holroyd Program on Friday, April 5, at 7 p.m. in the Dan Rodden Theatre.

John Michael Draganescu, M.D., FACP, ’79, the Assistant Director of the Internal Medicine Residency Program at Mercy Catholic Medical Center in Philadelphia and Darby, Pa., has been chosen as the recipient of this year’s Holroyd Award.

Joseph M. Kaczmarczyk, D.O., M.P.H., Senior Medical Advisor on the Federal Executive Staff of the White House Commission on Complementary and Alternative Medicine, will give the Holroyd Lecture, titled, “Complementary and Alternative Medicine in Medical Education: Implications for Pre-Health Professions in Education.”

The award ceremony and lecture will be immediately followed by a reception.

Named after the beloved La Salle biology professor Roland Holroyd (1896-1985), known to his legions of former students as “the Good Doctor,” the Holroyd Award is given annually to a La Salle graduate who has made distinguished contributions to the medical profession. The Holroyd Lecture showcases one of our nation’s leading medical experts.

Holroyd Award Recipient
A 1975 alumnus of La Salle College High School, Dr. Draganescu graduated maxima cum laude from La Salle in 1979 and earned his M.D. degree from the University of Pennsylvania School of Medicine in 1983. He completed postgraduate training at the university hospitals of Case Western Reserve University and the University of Pennsylvania Medical Center. Upon his graduation from La Salle, he received the McShain Award for outstanding contribution to the University and the award for highest honors in the Department of Biology.

A board-certified gastroenterologist, Dr. Draganescu is a Diplomate of the National Board of Medical Examiners and a clinical assistant professor of medicine at Hahnemann University/Medical College of Pennsylvania (MCP). He is an active staff member in the division of gastroenterology at several local hospitals, including Mercy Catholic Medical Center, Delaware County Memorial, Mercy Community, and Springfield. He serves on a multitude of professional and civic committees and helps to provide assistance to financially disadvantaged undergraduates who wish to pursue a career in medicine.

Recently named a Fellow in the American College of Physicians-the American Society of Internal Medicine, Dr. Draganescu has received accolades throughout his career. Among them are the Dean’s Award for Excellence in Clinical Teaching from Hahnemann University/MCP (1997) and the Physician’s Recognition Award from the American Medical Association (1993). He is the past president of La Salle’s Health Professions Alumni Association (1992-96).

Holroyd Lecture
Board-certified in both OB/GYN and Occupational Medicine, Dr. Kaczmarczyk is an Associate Professor of Obstetrics and Gynecology and Adjunct Associate Professor of Preventive Medicine and Biometrics at the Uniformed Services University of the Health Sciences, where he also serves as the course director for a fourth-year medical student elective in complementary and alternative medicine.

Dr. Kaczmarczyk received his bachelor’s degree from Lycoming College, his master’s degree in physiology and biophysics from West Virginia University, his D.O. from the Philadelphia College of Osteopathic Medicine, and his M.P.H. in Health Services Administration from the Uniformed Services University of the Health Sciences. He is a career commissioned officer in the U.S. Public Health Service and holds the rank of captain.

He is the President of the American College of Osteopathic Obstetricians and Gynecologists, a member of the American Osteopathic Association’s Women’s Health Advisory Committee, and serves on the Complementary and Alternative Medicine Task Force. In addition, Dr. Kaczmarczyk serves on the Maryland Women’s Health Promotion Council and the National Council for Quality Assurance Women’s Health Measurement Advisory Panel for the HEDIS report cards.

Find a Classmate!

Ever wonder what happened to that freshman roommate? Or how about your sophomore lab partner? Well, wonder no more. The latest edition of the La Salle Alumni Directory is being compiled and should be available in early 2003.

Your participation will ensure a comprehensive directory designed to help you find old classmates and network with your colleagues. Further details will follow.
Alumni Awards Honor Two Distinguished Alumni and the Polec Family

Two long-time supporters of the University were honored for their contributions at the annual La Salle Alumni Association awards dinner on Nov. 16. Thomas J. Lynch, '62, Vice President of the Rittenhouse Trust Company and President of the Union League of Philadelphia, and John J. Shea, '59, former chairman of the Board of Trustees at La Salle and retired President and Chief Executive Officer of Spiegel, Inc., were given the John J. Finley Memorial Award for their continued service and commitment to La Salle.

Among Lynch’s many contributions to La Salle, he served as Co-Chair for the eighth annual La Salle University Charter Dinner as well as on the Council of President’s Associates and the Business Advisory Board of the School of Business Administration. He currently is a member of the Explorer Club and an active supporter of Sigma Phi Delta.

Shea has also devoted much of his time to La Salle by serving on the Board of Trustees from 1991 to 2001. He was Chairman of the Board from 1993 to 2001. He was the first lay-person to be named Chairman.

The Association also awarded the Signum Fidelis Medal, whose name originates from the motto of the Christian Brothers: “Sign of Faith.” It is presented annually to someone who has made noteworthy contributions to the advancement of humanitarian principles in keeping with the Christian-Judeo tradition.

This year’s recipients were John and Kathy Polec, who since the murder of their 16-year-old son, Eddie, in November of 1994, have risen to the challenge of seeking justice in the way St. John Baptist de La Salle proclaimed. In conjunction with an organization called “Lost Dreams,” the Poles tell their story in the hopes that their experience will help prevent future violence, specifically among high school students.

President’s Cup 2002

Please join Brother Michael J. McGinniss, F.S.C., for the fourth annual President’s Cup Golf Tournament

Monday, April 22, 2002
Blue Bell Country Club
Blue Bell, Pa.
12:30 p.m.
Shotgun Start
5:30 p.m.
Cocktails, Dinner, Prizes, Auction, and Raffle

To reserve your spot today:
Please reply with your name, address, and phone number to:
215/951-1880 or e-mail gordon@lasalle.edu

2002 Hall of Athletes Inductions—Individual athletes were honored for their achievements at La Salle’s Hall of Athletes Induction Feb. 2. Awardees were John K. Lyons, La Salle’s men’s and women’s swimming coach from 1982-99; Kimberly (Long) Dragun, ’88, the first La Salle woman swimmer to win an Eastern championship with victory in the 1,650-yard freestyle (1985); Sheryl Reid Barnhill, ’86, the first woman Explorer to become an NCAA track qualifier; and Sam R. Boone, Jr., ’86, the Explorers’ baseball’s leading hitter in 1985 with a .440 batting average in 51 games. From left: Thomas Brennan, La Salle’s Director of Intercollegiate Athletics and Recreation; Evans; Long; Reid Barnhill; Boone; the evening’s emcee and CNS sports commentator Lou Tilley; and Gerry Binder, ’73, La Salle Alumni Association President.

Also inducted into La Salle’s Hall of Athletes this year was the 1952 NIT Championship Basketball Team, in honor of the 50th anniversary. That year the Explorers finished with a 25-7 record. Team members attending the induction were: (front row, from left) John Moosbrugger, ’54; Gary (Tom) Settle, ’54 (manager); Harry Bruner, ’52 (trainer); Jim Warrington, ’55; Dick Breen, ’53; and Bill Katholes, ’58. (Back row, from left) Buddy Donnelly, ’52 (captain); Jack Moore, ’54; Frank O’Hara Jr. (son of Frank O’Hara, ’34); Helen Sperka (wife of Norm Grekin, ’53); Jack French, ’53; Norm Jones, ’52; and Ed Altieri, ’55. Also on the team, but not present, were: Tom McCormick, ’54; Tom Gola, ’55; Fred Leible, ’53; Joe Gibson Jr., ’55; James O’Connor, ’52 (manager); and Coach Ken Loewler.
Carrying the Olympic Torch

It began on December 4, 2001, in Atlanta. From there, 11,500 people continued the Olympic torch relay for approximately 13,500 miles through 46 states until it made its way to Salt Lake City for the 2002 Olympic Winter Games on February 8. Joseph T. Cashman, '00, helped to get it there.

The 35-year-old Bustleton resident carried the three-pound torch for a quarter-mile down South Broad Street in Philadelphia, with his friends and family on the sidelines. He was nominated to take part in the relay by his older sister, Joan.

When she heard about how Coca-Cola, Chevrolet, and the Salt Lake Organizing Committee were soliciting nominations for inspirational Americans to carry the flame, she submitted his name. She described her brother as someone who is always available to help others or to offer good advice to his large family (He is the seventh of 13 children). “He’s just an all-around great guy.”

Despite three knee surgeries and chronic hearing problems, Cashman recently completed his first marathon, ran in the Philadelphia Distance Run, and plans to complete the Broad Street Run in May.

His wife, Chris Giansiracusa Cashman, '88, said he never complains and always goes out of his way to help people. “It’s the little things he does,” she said.

Joseph J. Cashman, '00
Mathematician Receives Presidential Teaching Award

Each year a national panel of distinguished scientists, mathematicians, and educators recommends up to 216 teachers to receive one of the White House's Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). Last year, Vicky Clark Kauffman, '76, was one of them.

A mathematicist and robotics teacher at the Career Enrichment Center in Albuquerque, N.M., Kauffman was selected from more than 600 national finalists to receive the 2000 Presidential Award for Secondary Mathematics. There are approximately 2 million K-12 science and mathematics teachers across the country eligible for the honor—the most prestigious administered by the National Science Foundation (NSF).

"The talent and motivation it takes to cultivate young minds deserves recognition," said NSF Director Rita Colwell. "Today, we honor those mathematics and science teachers who bring innovation into the classroom and spark the desire to learn in our children—our future leaders. The dedication to excellence of these teachers should inspire us all."

As part of the award, Kauffman received a $7,500 educational grant to improve her school’s math program and was invited to the Nation's Capital to participate in a series of celebratory events.

After graduating from La Salle with a degree in Secondary Education/Mathematics in 1976, she taught for several years in Philadelphia. She moved to the Southwest in 1982 to attend graduate school and teach at the University of New Mexico, and has been a math teacher with the Albuquerque Public Schools since 1984.
1971 | Robert J. Christian (B.A.) is the Senior Vice President and Chief Investment Officer at Wilmington Trust Company in Wilmington, Del. He recently received the 2001 Alumni Award of Excellence from the University of Delaware’s College of Business and Economics.

1972 | Robert Cohen, C.P.A., C.F.E. (B.S.), is the President of the Philadelphia Area Chapter of Certified Fraud Examiners, Inc. He recently delivered a speech to the members of the Philadelphia Area Chapter on “How to Administer a Litigation Services Practice.” He also addressed the National Association of Financial Services Auditors on “How to Detect and Prevent Financial Statement Fraud.”

1973 | William D. Fox Jr. (B.S.) was a walk-on to the La Salle men’s basketball team in 1971. His daughter, Bridget, a sophomore at La Salle, this year followed in his footsteps as a walk-on for the women’s team.

1974 | Michael Casey (B.A.), thanks to a two-year conditioning program sponsored by Team in Training, competed in his first marathon. He raised over $8,000 for cancer research and ran the Dublin, Ireland, marathon. He ran to honor his sister, Pat, who passed away from Non-Hodgkin’s Lymphoma.

1975 | William E. Tierney, C.P.A. (B.S.), is a practice manager and co-owner of Jersey Cape Rehabilitation Therapy Company in Cape May Courthouse, N.J.

1976 | Ronald M. Fnock (B.A.) was promoted to Chief of Police for the Upper Merion Township Police Department in November 2001.


1978 | Joan Gallo Valk (B.A.) recently became the Director of Human Resources for the Vicariate of Human Services for the Diocese of Camden.

1979 | Margaret Byrne Cargan (B.A.) was recently named Theology Department Chair at Conwell-Egan Catholic High School in Philadelphia. She will graduate in May 2002 with a Master’s in Pastoral Counseling degree from La Salle.

1981 | John D. Rossi III (B.S.) has been invited to serve as a member of the American Institute of Certified Public Accountants’ (AICPA) Group of One Hundred, a prestigious cross-functional group of AICPA members from various segments of the profession. He was also elected President of the Lehigh Valley chapter of the Institute of Management Accountants for 2001-02.

1982 | Dr. Mary Ayala (B.A.), Associate Professor of modern languages and Chair of the Department of Languages and Literature at Eastern New Mexico University, has been selected as the 2001 Carnegie Foundation for the Advancement of Teaching New Mexico Professor of the Year. Criteria for receiving the award include extraordinary dedication to undergraduate teaching, demonstrated by excellence in: impact on and involvement with undergraduate students; scholarly approach to learning; contribution to undergraduate education in the institution, community, and profession; and support from colleagues and current and former undergraduate students.

1984 | Kenneth J. Sylvester (M.B.A.) recently joined Photogen Technologies in New Hope, Pa., as Vice President of Manufacturing. He was previously Vice President of Operations at Watson Pharmaceuticals.

1985 | Gregory A. Burton (B.A.) was recently appointed Associate Dean of Arts and Sciences at Seton Hall University.

1986 | Teri Lewis (B.S.) was recently promoted to Assistant Regional Inspector General for Audit for the Philadelphia regional office of the U.S. Department of Education Office of Inspector General.

1987 | William J. Miles (B.A.) was appointed Principal of Saint John Neumann High School in Philadelphia in July 2001. Throughout his career, he has taught English at Cardinal Dougherty, Bishop Egan, and John W. Hallahan high schools, and served as Assistant Principal for Academic Affairs at Archbishop Ryan High
recently hired as Executive Director of the Delaware Valley Society of Association Executives.

1990 | Frederick Prozzillo (B.A.), after completing internships in Cambodia and Nepal, recently received his Master of Architecture degree from the Frank Lloyd Wright School of Architecture.

1991 | James J. McBrine (B.S.) has been named senior business development manager at Turner Investment Partners, Inc., a firm that invests more than $8 billion on behalf of institutions and individuals.

1992 | Christopher J. Barbier (B.S.) was named Manager of Business and Information Technology Consulting Services at Smart and Associates LLP in Devon, Pa.

Sister Hilary Decker, O.S.B. (M.A.), is the Director of the St. Scholastica Center in Fort Smith, Ariz. The center is a place for both private and group retreats and other prayerful activities.

Donna Gregg (B.A.) is the Director of Sales and Marketing for Coca-Cola in Buffalo, N.Y.

1993 | John Lenox (B.A.) received a First Place Award and Best of Show at the 33rd annual Pepperpot Achievement Awards Ceremony of the Philadelphia Chapter of the Public Relations Society of America. His award was in the category Single Piece Communications-Print, for Answers, a newsletter sent to the American Cancer Society’s major donors.

1996 | Frank Ferrare (B.A.) received his J.D. in 2000.

2000 | Joanne Cislo (B.S.W.) received her M.S.W. degree from Rutgers University in May 2001. Nancy Fusco (B.A.) of Newtown, Pa., was recently appointed Director of Development for Grey Nuns of the Sacred Heart in Yardley, Pa.

2001 | Andrew Kolisz (M.A.) was recently promoted to School Social Worker by the New Jersey Department of Human Services, Office of Education. He is currently working toward his M.S.W. degree at Monmouth University.

Barbara Ward (B.S.N.) was recently hired as a Clinical Instructor in La Salle’s School of Nursing.


Births

1980 | A daughter, Shira Lillian, to Rabbi Steven Folberg (B.A.) and Saundra Goldman.

Deirdre (Lynch) Tennant, '94: An Iron Woman

It's perhaps the most grueling test of endurance around, but it was conquered by a La Salle grad. Deirdre Tennant, '94, competed in the Ironman Triathlon World Championship in Kailua-Kona, Hawaii, on Oct. 6, 2001. She placed second in her age group and 18th overall among women. More than 50,000 triathletes from more than 50 countries attempt to qualify for this event each year.

The Ironman consists of a 2.4-mile swim, a 112-mile bike race, and a 26.2-mile run, which must be completed within the allotted 17-hour time frame. Training for the race typically requires 18 to 24 hours per week for six to eight months to develop the stamina and endurance needed to complete the 140.6-mile event.

According to Tennant, participants battled 50-mile-per-hour winds during the bike race. Some competitors were blown from their bikes, and the heat caused many to become sick and dehydrated. Tennant overcame these obstacles and completed the race in 10 hours, 32 minutes and 10 seconds.

"It was a great experience," said Tennant, who lives in Kailua. "I started my training in May 2000 with my objective being to compete in the Ironman, and I was able to meet my goal within a year."

Tennant plans to focus on and compete in Olympic distance triathlons for the upcoming triathlon season and eventually turn professional.

"I don't know how long I will be pursuing triathlon competitions but I do know that I am having a great time right now," said Tennant, who was a varsity scholarship swimmer at La Salle. "One insight I have gained from participating in the Ironman is that as long as you are determined, the mind and the body can be pushed beyond your expectations."

The Ironman can now be added to Tennant's long list of accomplishments, including her first-place female finish in both the Honolulu International Triathlon and in the Tinman Triathlon, also in Honolulu. She finished sixth place female in the 2001 Keaau Kona Triathlon and is a record holder in several individual and relay events at La Salle; she was also named MVP for both the MAAC and the National Catholic Conference Meet.

1985 | A daughter, Elisabeth Marian, to Gregory A. Burton (B.A.) and Mary Senn-Burton (B.A. '86).
1988 | A daughter, Alexandra Hennessy, to Frank M. Chomenko (B.S.) and Victoria Hennessy Chomenko; a daughter, Maria Michele, to Mark Delpo (B.S.) and Michele Di Filippo Delpo (B.S. '89); a daughter, Grace, to Tom Hennigan (B.S.) and Annmarie Hill-Hennigan (B.S.); a son, Brendan Gerard, to Karen Cantello O'Kane (B.S.) and Jerry O'Kane.
1989 | A son, William James, to Missy and Jim Gulick (B.A.).
1990 | A daughter, Brianna Margaret, to Anne Preieler Groch (B.A.); a daughter, Emma Marie, to John and Michelle (Ackenback) Weiss (B.A.).
1991 | A daughter, Mary Kate, to Joseph and Traci DiDomenico Bruno (B.A.); a son, Jonathan, to Stephen and Tina (Becsei) Halms-Griffiths (B.A.).
1992 | Twin daughters, Kasey Patricia and Erin Frances, to Dan and Helen (Monaghan) Cottrell (B.S.); a daughter, Sarai Seuflonia, to Stefan and Nicole (Anderson) Johnson (B.A.); a son, Brendan Thomas, to Thomas LaSere and Jennifer Hallinan-LaSere (B.S. '94); a daughter, Nicole Elizabeth, to Kathleen (Loughman) Ramsey (B.A.); twin sons, Brian Patrick and Charles Granville, to James and Patricia Browne Spurrer (B.A.).
1993 | A daughter, Olivia Paige, to Christopher R. De Santo (B.S.) and Rosa Ann M. Cacia De Santo (B.S. '94); a daughter, Sarah Anne, to William and Barbara Binnig Dymowski (B.S.); twin sons, Nathan Anthony and Nicholas Taylor, to Benjamin Suit (B.S.) and Jennifer Berkenstock; a daughter, Lauren, to Joe and Kristin (Falcone) Visalli (B.A.).
1995 | A daughter, Hannah Kailyn, to Edward and Johanna Schaff (B.A.).
1999 | A son, Zachary Joseph, to Nicole Cherill (B.S.) and Joseph Miller.
We Want to Hear About You!

If you have news, we want to know! Complete this form and send to: Office of Alumni Relations, La Salle University, Box 830, 1900 W. Olney Avenue, Philadelphia, PA 19141

Name: 

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City: __________________ State: __________ Work Phone: __________ Zip Code: __________

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Please send the following information on: admissions  planned giving  chapter activities
alumni-admissions  volunteer information

Mark your calendar for

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For more information or to volunteer for a class committee, please contact the Alumni Office at 215/951-1535 or 888-4-ALUM-LU, e-mail alumni@lasalle.edu, or visit the Website at www.lasalle.edu/alumni.

Remember: Reunion can only be a success if you are there!

2002
Did You Know...

- Education is the second largest major at La Salle University.

- La Salle's Graduate Education Program offers students the opportunity to engage in multiple practicum experiences prior to certification, while other programs typically require only one semester of student teaching after the completion of all coursework.

- In 1986, La Salle was the first university in the United States to combine elementary and special education into one unified program.

- La Salle's undergraduate Education majors begin their fieldwork during their freshman year. This allows them opportunities to experience several different school settings, such as urban, suburban, public, private, parochial, and charter.