

SUNY Retirees Newsletter

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Campus Retiree Organization Profile

Keepers of the Flame at HVCC

by Eric J. Bryant, Assistant Director of Communications and Marketing,
Hudson Valley Community College

Keeping emeriti faculty and longtime administrators engaged in the life of the college was the goal when Hudson Valley Community College (HVCC) established the Keepers of the Flame organization 14 years ago. The then 45-year-old institution was seeing an abundance of stalwart teachers and administrators – many of whom had been around in HVCC's first two decades – moving into retirement, and a new organization was envisioned to keep them connected to each other and to the college.



Hudson Valley Community College's
Frank J. Morgan Clock Tower.

First established in 2002, the Keepers were instrumental in the creation and execution of many activities for the college's 50th anniversary celebration and several years later, they were heavily involved in fundraising for the Frank J. Morgan Clock Tower, which now stands at the center of campus. Morgan served as dean of the Liberal arts division for 16 years; his wife, Anne, was one of the founding Keepers

of the Flame and also a faculty member for over 30 years.

Each spring, the Keepers of the Flame return to campus for a luncheon that celebrates and welcomes new members who have retired during the past academic year. But the annual gathering is more than just a reunion of old friends and former colleagues; it provides a forum for the Keepers to get an update about what's happening at the college and provide feedback from the perspective of their years of experience.

"We have a good core group of people who are interested in attending and get to all of the events," said former college administrator Marie Stasiak, who has also been involved with the group from its outset.

Stasiak said that each summer the HVCC Foundation invites Keepers to attend one of several games of the Tri-City ValleyCats, a Class A affiliate of the Houston Astros organization that plays at the college's Joseph L. Bruno Stadium. "It's another opportunity for us to get together on campus," she said.

President Drew Matonak stops by the annual retiree luncheon to visit with retired colleagues and talk about what's on the horizon for Hudson Valley. Both physically and in the number of students it serves, the college has grown tremendously over the past two decades. He believes it's important that those who helped build and grow the institution keep abreast of its continual growth.

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Keepers of the Flame, continued from page 1

“The luncheon provides an opportunity for retired faculty and staff to get together and engage in a discussion about where the college has been and where it is headed,” said President Matonak. “These emeriti faculty and longtime staff members have a real wealth of knowledge and experience to offer.”

Now that the staff of the Hudson Valley Community College Foundation has returned to campus from a short stay off-campus, Foundation Interim Executive Director Regina LaGatta hopes to make their office a campus hub for reconnecting with the Keepers of the Flame. She hopes that making its conference room and kitchen space available for Keepers will encourage them to meet more frequently on campus and attend college events.

One example is this fall’s homecoming, which will also feature a unique event involving the Keepers. When alums from the 50th anniversary classes of 1966 and 1967 arrive at the homecoming football



Hudson Valley President Drew Matonak visits with retired Mathematics Department faculty members Deanne Sodergren, Cherie Pash-Corr and Joan Shack at the 2015 HVCC Retiree Reunion and Recognition Luncheon.

game, they’ll be greeted by some faculty members from that era, several of whom will likely be Keepers of the Flame.

“These people gave decades of their professional lives to make this institution what it is today and we are proud

to honor that fact and learn from their experience and institutional memory,” LaGatta said.

To learn more about the HVCC Keepers of the Flame organization, contact Regina LaGatta at r.lagatta@hvcc.edu.

Health and Medical Evacuation Insurance While Traveling Overseas

by Steve Solosky



Editor’s Note: Professor Steve Solosky is retired from the full-time faculty of Nassau Community College. In his second career as “The Traveling Professor,” he has published the highly-successful “The Traveling Professor’s Guide to Paris.” He also runs small group tours for active adult travelers to Europe and South America. His website is www.travelingprofessor.com, and he can be contacted at info@travelingprofessor.com.

If you are like me, travel has become a way of life since retirement. Personally, I have racked up over 650,000 air miles and my passport has been stamped over 75 times since leaving Nassau Community College in 2010. I am sure many of us have had even greater adventures since walking away from the blackboard.

Unfortunately, I’ve seen my share of sprains, broken bones, and other medical situations while on the road in Europe and South America. My traveling companion suffered from altitude sickness in the Andes, a friend had intestinal issues in Iceland, and a colleague experienced appendicitis on the Amalfi Coast. The importance of having medical insurance coverage for these issues cannot be overstated.



Let’s take a moment to discuss the basics of travel medical/evacuation insurance. Please note each insurer’s

policies are different and it is the responsibility of the policy holder to read and understand the conditions and limitations of coverage.

Emergency Medical Coverage: This does exactly what the name implies. It pays for medical expenses related to illness or injury while traveling. Medicare coverage is virtually non-existent outside of the United States, including Canada. According to a telephone interview I had with an Empire Plan representative, overseas coverage essentially equates to domestic out-of-network coverage. Most other domestic policies provide no reimbursement for overseas illness/injury at all.

Emergency Medical Evacuation Insurance: If medical evacuation transportation is needed from a foreign country for treatment to the United States, the fees can be astronomical. For instance, I knew a professor who broke his hip in Paris and needed to be medically evacuated to Florida for treatment. The fees were over \$75,000 – all paid with his travel insurance. Please note Medicare or the Empire Plan will not pay for overseas medical evacuation expenses.

So, where does the retiree obtain health and medical evacuation insurance for overseas travel? Some premium credit cards provide adequate coverage. However, it is important to understand the terms and conditions of such insurance coverage. Some of the better on-line resources for overseas travel insurance are Allianz Global Assistance, Blue Cross Blue Shield Travel, or HTH Travel Insurance. Many other good carriers can also be found online.

If taking more than one overseas trip per year, it might be worthwhile to purchase an annual policy. The cost of my annual policy, for instance, provides coverage for as many overseas trips as I take per year at a significantly reduced cost compared to paying on a trip-by-trip basis.



SUFFOLK COUNTY COMMUNITY COLLEGE RETIREE PUBLISHES A NOVEL

Emeritus Professor Larry Epstein recently published *The Gallery of Missing Husbands*, a 32,000 word mystery novel set on the Lower East Side in New York in 1914. The title refers to a weekly section of the newspaper *The Forward*. The Gallery consisted of mostly grainy pictures of men who had abandoned their families.

The novel opens as the protagonist, Daniel Levin, witnesses the death of the area's greatest psychic. Asked by the victim's attractive sister-in-law to investigate, Levin uncovers a web of romantic deceits, blackmail, and murder. His investigation leads him to a midnight break-in at the city morgue at Bellevue Hospital, an anarchist determined to avoid being forced back to Russia, a corrupt police officer filled with hate, and a friendship with a crime reporter.

Eventually, Daniel understands the complexity of missing husbands and fragile families.

Beyond solving several murders, Daniel has to deal with a debilitating personal problem. He feels guilty about what he believes was his responsibility in his mother's suicide.

Readers can get a free PDF copy at Larry's website: (<http://www.lawrencejepstein.com/the-gallery-of-missing-husbands/>). The Amazon link for a 99 cent Kindle book is: <https://amzn.com/B01GQFFCUA>.



SUNY Retiree Volunteer Profile

Innovative Program Helps Monroe CC's Betty P. Smith Regain Independence and Continue to Help Students

by Pierre Radimak, Editor, SUNY Retirees Newsletter

Photo courtesy of MCC



Undated photo of Betty Smith at Monroe CC Commencement wearing her SUNY Chancellor's Award Medallion.

Betty Smith is not your "typical" SUNY retiree. She retired from Monroe Community College's Brighton, NY campus in July 2014 after a 30-year counseling career that included 16 years as a professor of psychology. Her age when she retired? Eighty (yes, 80) years old.

Betty was an adult learner. She went to college at the age of 46, the mother of three grown children and a son who was in the fifth grade at the time. Smith received her A.S. degree in Liberal Arts from MCC in 1982. She then went to Brockport College. "You get papers back with As and you think they made

a mistake; this couldn't be MY paper!" She soon realized there was no mistake; those high grades were indeed hers. Betty earned a B.A. in Psychology and an M.S. in Higher Education Mental Health Counseling.

Smith ran several workshops on returning adult students at Monroe Community College (MCC). The head of Admissions, who was in charge of the college's workshop program, told Betty that he'd like to find a way to use her on a professional level.

"I never planned to work," Smith said. "We were from that age where the husband provides." But she was motivated by a passion to help people "find themselves by getting new lives when they felt life was coming to an end," Betty recalls, such as displaced Kodak and Xerox workers in Rochester.

Smith started her MCC career in 1984, working part-time for two years in the admissions department, counseling students and teaching psychology and inter-personal communications. The timing was perfect. "My kids were grown up, my husband, Chuck, loved me being active doing things; it was great," she said. Betty became a full-time employee in 1986. In time, she became a full professor.

Betty loved teaching, but she eventually decided to devote herself exclusively to counseling students. Smith worked out of MCC's Counseling Center and Veteran Services (CCVS) department, helping students ranging from recent high school graduates through adult learners over 50. She assisted her

students with various challenges in their personal and academic lives.

Betty also originated and ran a number of workshops for staff, students and peer leaders. She and Anne Hughes, a fellow counselor who she mentored and remains good friends with to this day, received the Innovation of the Year Award for their collaboration in creating the WINS Program, which stood for "Workshops Initiated towards the Needs of Students." The program also earned Smith and Hughes the SUNY Award for Excellent in Student Services.

In October 2004, Betty, at the age of 70, developed a disease called occult aggressive macular degeneration. "It just happened overnight," Smith said. "It was quite scary." Betty eventually became legally blind.

Despite her vision loss, Smith continued to work full-time counseling students at MCC. "When it first happened, everybody from [then-] President Flynn down to the people that clean the dining rooms and sweep the floors would give me so much confidence and supported me," Betty said. "That's what really gets you through the difficult times. I was very lucky to be working at a college like MCC." That support continued through her retirement and beyond.

So did the accolades. Smith was inducted into the Monroe Community College Alumni Hall of Fame in 2002. She received the SUNY Chancellor's Award for Excellence in Professional Service in 2005. And Betty was inducted into the MCC Sports Hall of Fame (Special Award category) in 2007 for

her unwavering attendance at MCC sporting events.

Smith told her husband in March 2014 that she was going to retire. "Chuck said to me, 'What are you doing that for, Betty?' because he knew how much I loved my job. I told him I wanted to leave at the top of my game," she said. "But you get this feeling it's time, and I wanted to be with him as he was starting to show a little dementia." Betty's retirement became official in July 2014.

The following month, the MCC Foundation hosted a homecoming alumni luncheon and golf tournament in Smith's honor to celebrate her extraordinary career at Monroe Community College and thank her for her dedication and commitment to MCC's students by raising funds to support the Betty P. Smith Endowed Scholarship for Returning Adult Students. The scholarship was established in 2000 by faculty, staff and friends of Betty and MCC. She presented the first scholarship in 2005.

"Somebody asked me, 'Which was better – getting the Chancellor's Award or the endowed scholarship in your name?' And I said the best thing, besides every day at school, was the scholarship, because there's so much need today," Smith said. "To have the SUNY Chancellor give you an award and being in the MCC Hall of Fame and a community that supports you get is great, but to have your colleagues contribute money for a scholarship fund and endow it, I think that's the best because it goes to other people."

Shortly after Betty retired, Chuck was diagnosed with quick-onset Alzheimer's. And in March 2015, he passed away. "I was married 61 years and 70 days to a saint who would put up with me," she said. "I realized I was alone with no one to help me."

Smith's physician soon gave her a resource referral for a new, free seven-week program run by the Association for the Blind and Visually Impaired

(ABVI) in Rochester, NY called *New Skills, New Vision*. The program, funded by a \$2,500 grant from Excellus BlueCross BlueShield, was designed to teach legally blind adults over the age of 55 the tools and techniques needed to live independently. ABVI reached out to Smith twice to ask if she would enroll in *New Skills, New Vision*. "I was very ambivalent," she said. "It's hard to admit that you have a fault."

Betty eventually agreed to participate in the program. "I had to practice what I preached about asking for help. 'How can I help you?' was the first thing I'd say to my students and we would find a way to get them what they needed to be successful," she said. Taking that leap of faith with the staff of ABVI – letting them help her – paid off. "It helped me continue with my life."

A vision rehabilitation therapist worked with program participants to help them care for themselves and their families. The Excellus BCBS grant helped participants access transportation to and from ABVI and acquire certain tools, including a thermometer that audibly says the temperature. They were introduced to other products that make life a little easier and safer, including a speaking watch, a phone with large dialing buttons and an enlarged pill box.

"I consider myself a gourmet cook and I love baking," Betty said. "They helped me to use my oven, how to put pans in and out – little, simple things – like when you go back to teaching your children the dos and don'ts. I have a lot of don'ts, so I'm still able to do my thing. You know all this, but they teach you how to do it right, such as slicing a tomato."

"All I have to do is make just one mistake and I could end up in assisted living," Smith said. "I learned how to transform my house to make it really safe for me so I can stay here. I had a bathroom put in because I had to move downstairs [since] I have three floors. I have stripes on my stairs – that just doesn't go with my décor – but it helped me get

through that." Go to <http://YouTube.com/ExcellusBCBS>* to view a video on how Betty learned to live independently in her home.

One thing that hasn't changed: "I have a beautiful English garden. I've lived here a long time. I planted every tree, every bush, so I know where everything is," the Pittsford, NY resident said. "I still go out in my garden every day." In fact, Betty revealed that she was watering her garden during her interview with the *SUNY Retirees Newsletter* with the help of a talking timer.

"[ABVI and the *New Skills, New Vision* program] really gave me confidence and peace of mind that hey, I can do this!" Smith said. "They are really kind, compassionate people. My only regret is that I wish I had taken advantage of [their services] sooner," Betty added. "I was trying to survive and thrive on my own. But I needed help in finding out how because 'can't' has never been in my vocabulary."

Smith gained so much self-confidence with the help of her training at ABVI that she returned to Monroe Community college as a volunteer for the fall 2015 semester. The MCC Counseling Center and Veteran Services – her former office – asked her to come back. But Betty opted to work in the Student Support Services Program, a unit of MCC's Academic Support Services Department, instead, saying "I love my old office, but you can't go home again. So you need to go someplace else and grow."

Every Tuesday during the school year, Betty serves as a mentor, counselor, coach and workshop presenter – the same duties she performed during her 30-year MCC career, only in a different department, which serves students who have identified themselves as first-generation, economically disadvantaged, educationally disadvantaged, learning or physically disabled, and non-native English-speaking.

SUNY Retiree Volunteer Profile, continued from page 5

Smith said that most people don't realize she's legally blind. "I've trained myself not to look at them peripherally [and to] make sure I'm always looking them in the face. But I don't hide it," she stressed. If her condition comes up, she addresses it. "Sometimes I work with students with disabilities. I'll say, 'You know, I have a disability.' And you find out the disclosure is an advantage for the both of us."

The Oklahoma native maintains a busy schedule when she volunteers at MCC. "I see students from 9:00 to 12:00 and I have lunch from 12 to 1. I come back at 1:00 and I'm out of the office by 4:00," Smith said. "It's a full day. I'm tired when I go home, but it's a good tired." The director of Advising and Graduation Services (a friend and neighbor of hers), drives Betty to work, and one of Counseling Center's senior advisors (a good friend and former student) brings her home. But when she's on duty, Betty finds her way on her own since she knows the MCC Brighton campus like the back of her hand.

Smith often sees colleagues from her old office, such as Anne Hughes or Mark Basinski. She thinks the world of them. "Anne and Mark have given me a lot of laughter and joy and we learned together," Betty said. "They're gifts – the people who come into your life." Hughes and Basinski, who have known Smith throughout their MCC careers, feel the same way about her.

"She is my mentor, my friend (at work and in life), my confidant, and my champion," Hughes, who now works in the MCC Career and Transfer Center, said. "Betty is an outstanding counselor who holds students' feet to the fire one minute because they need it and gives out a hug in the next. Students always leave her office so much surer of themselves because of the support she offers."

Photo courtesy of the Association for the Blind and Visually Impaired



Betty Smith demonstrating how she puts her fine china away.

Basinski echoed Hughes' sentiments. "Betty is quite honestly one of the most amazing persons I have met," he said. "She has touched so many lives here, is always giving of herself to others, while persevering through her own challenges. Monroe Community College is a better place for having Betty Smith, and countless students and colleagues alike, have been enriched through knowing her."

Betty feels right at home in her new unit and with her new colleagues and new boss, Patricia Kennedy, Director of Academic Support Services. "[Pat] makes me feel good about my volunteerism. I feel like I'm doing a service," Smith said. "I'm not treated like 'You're a volunteer just putting in your time.' That's not the type of person Pat is. At work, she expects me to deliver to my students. I value that," she added.

Kennedy values Smith. "Betty is a breath of fresh air every time she reports to work. Her student-centered attitude is infectious and she inspires both students and MCC employees," the

Academic Support Services director said. "She is a gift and we're happy to have her working in our department!"

"I'm very blessed," Betty said. She affectionately refers to the students she counsels as "my kids" and "my children," and says "For me, it's such a gift. I can't imagine not being able to do this." She added, "You don't have to have vision to be a visionary. I really believe that."

Smith has some advice for SUNY retirees thinking about volunteering on their campus. "I think they just need to do it," she said. "There are so many students that need to be in contact with our generation or the younger generation of retirees. You've always got something to give a student. Sometimes it's your expertise or just your presence, because what you're saying is 'You matter, I care about you.'"

Editor's Note: To learn about a volunteer opportunity to mentor children in schools across New York State, see *The Last Word* column on page 24.

*Direct YouTube video link: www.youtube.com/watch?v=kcIWHYqo48

Retirement Challenges Unmet: Bridge and Tai Chi

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



By the time we need Clairol to cover our gray roots or require hearing aids to enhance our audible acuity, we have a fairly accurate assessment of our strengths and weaknesses.

We've accepted our shortcomings and (hopefully) have relied on our strengths to bring us to where we find ourselves in comfortable retirements.

My personal shortcomings were made obvious to me at a very early age. In my Brooklyn elementary school, I was put into a Listener Group and instructed to sit in a segregated section of the auditorium during Friday's weekly assembly period. Those in the group were forbidden to sing aloud but were encouraged to "mouth" the words; no sound was permitted to come forth from the twenty or so student outcasts. From this experience, I quickly learned that I could not at all *carry a tune*.

Next, in summer camp, the counselor never chose me to be the team captain of any sport. And the chosen captain always called my name last to be on her softball lineup. I soon added *athletic ability* to my "no talent" list.

Cooking was a third area in which I was quick to learn that I was not headed for culinary fame. While mixing batter for a chocolate cake, I splattered the dark brown dough all over the starched white curtains hung in the 7th grade cooking classroom. How lucky I was that Miss Howell did not give me a failing grade (this was certainly to ensure that I wouldn't be in her class a second time around).

Things began to look up in junior high school when I was made editor of *The Wigwam*. Having a by-line – even at age 12 – was a heady experience. Writing was my salvation from the psychic damage caused by my relegation to the

Listener Group.

And so the years passed and I wrote regularly for various publications. Eventually, my emotional wounds were buried and I thrived in my academic profession.

Then – most unexpectedly – in retirement I find that there are new challenges that I cannot meet. And again they have come in a one-two punch.

The first is *Tai Chi*. Having been told repeatedly that it's a wonderful regimen for improving balance, I signed on. The instructor is superb; the movements are incredibly difficult. "Parting The Horse's Mane" gives most students a directive as to how to move their torso, arms, legs, and fingers. Not me. I see no relation between the horse and my torso. Another command is "Waving Hands Like Clouds." Here, too, the student is to begin the movement from the cue the instructor gives. And here, too, I am lost. Step left: toe down first-or is it heel down first? Turn right: do arms follow to the right or do they go to the left? I'm lost. Totally lost. How pleased I am that there's no segregated section in the Tai Chi classroom that is analogous to the Listeners' Group of my elementary school days.

Still another addition to my "no talent" list is *Bridge*. This is a game for geniuses, I'm convinced. Not only must you master the play of the cards (for which you alone are responsible), but you must also interpret correctly the bids of your partner. After studying assiduously dozens of bids and their meaning, I'm confronted with a serious roadblock: the same utterance has a different meaning depending on *where* you are sitting at the table. In one seat, your "2 NoTrump" might mean you hold 20 points. In another position, the identical utterance might indicate a holding of 13 points. How in one lifetime can a person assimilate this?

Apparently, there are many who do – and very successfully at that. Are their hippocampi larger than mine? Have they imprinted those rules at a younger

age than I? Have they decided to closet themselves each day and just study the rules of the game? Do they ignore the incredible variety of magazines published today and read Bridge publications exclusively? Do they spend hours online with foreign Bridge players who speak no English but who understand the bidding rules of the game? No one knows how they've mastered their skill.

When asked, they'll tell you they are still learning, that it's impossible to really know how to approach each dealt hand. Even more amazing is that their level of play is recorded in a national registry. Master points are earned when games are won; those are then posted on the web.

Bridge etiquette requires that the players do not gloat over their published status, nor outrightly refuse to partner with players who have lower ratings. Not outrightly, but the message is made clear in more subtle ways.



For myself, I'll content myself with my 401K monthly checks and just ignore the two recently unearthed areas where I've fallen short of the norm. Frankly, I've no choice but to adapt this "live-and-let-live" approach. Let them bid their Slams; I'll just be glad I'm not assigned to a corner of the room.

Care to comment on this column? I would love to hear from you. Email me at SiviaKaye@mac.com.

New York State's Historic Sites

Anthony Wayne Recreation Area Named after the Hero of the Battles of Stony Point and Fallen Timbers

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



Editor's Note: Last year, Dr. Marrone completed his first book, *New York Heroes: Herkimer, Lincoln, TR, & La Guardia*. His second book, *Theodore Roosevelt/Spring Rice in WWI*,

Joshua Barney, Dolley Madison, Elizabeth Monroe, & USN "Airdales", was released in March of this year. Both books are available now on www.amazon.com.

Who was this person referred to in history as "Mad" Anthony Wayne? Born on January 1, 1745, Wayne sensed at an early age that his destiny would be related to leadership in battle. Growing up in Chester County, Pennsylvania, Wayne enjoyed a fairly comfortable life at the 500-acre Waynesborough estate that was inherited by his father, Isaac Wayne in the early 1700s. Anthony was schooled in the arts and sciences at the College of Philadelphia that is now called the University of Pennsylvania.

From Surveyor to Soldier

An excellent student in mathematics, he subsequently became a surveyor. In this role, Wayne developed stamina for rigorous outdoor life while at the same time he met influential individuals such as the most famous Philadelphian, Benjamin Franklin. With this connection, Wayne was asked to join an association that in 1764 purchased land in Nova Scotia for a new colony. Wayne's role in this endeavor was to serve as agent and surveyor for these newly purchased lands. After a year in Nova Scotia,

Wayne returned to Pennsylvania and began courting Mary "Polly" Penrose, the daughter of prominent Philadelphia merchant, Bartholomew Penrose. They were married on March 25, 1766, and settled into the Waynesborough family estate where Wayne farmed and opened a tanning business while still surveying for clients.

During the Revolutionary War, Wayne was colonel and then brigadier general of the Pennsylvania Regiment. He served with distinction at the Valley Forge encampment during the arduous winter and spring of 1778. On June 28 of that year, Wayne's Pennsylvania regiment performed admirably at the large-scale Battle of Monmouth Courthouse in New Jersey. Of even greater significance to Wayne's stellar military career was his carefully planned and successfully executed raid at a British-held fort in Stony Point, New York on July 15-16, 1779. Overnight, Wayne's troops audaciously launched a surprise bayonet attack on the encampment, which jutted out over the Hudson River (the raid took place very near the Recreation Area that bears his name). Wayne and his Pennsylvania regiment viewed this raid in some ways as "payback" for the "Paoli Massacre," occurring a few miles northwest of Philadelphia, perpetrated by the British on September 20, 1777.

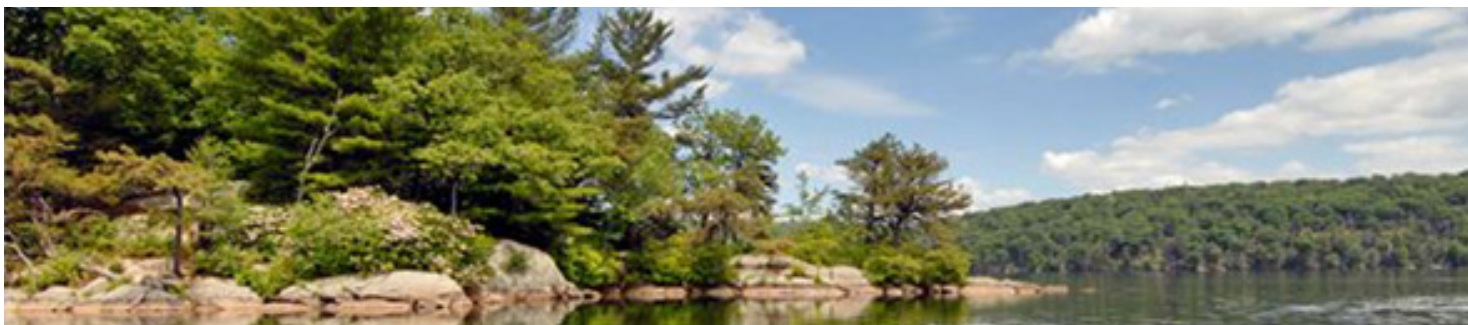
From late 1779 through the beginning of 1781, Wayne commanded troops at various New Jersey and New York locations. Life at these various encampments was tedious and, at times, precarious. On January 1, 1781, many soldiers of the Pennsylvania line mutinied for being without the basic necessities of life and for not being paid for over a year. After killing one of their officers and wounding

two others, the mutineers marched to Philadelphia. Extremely tense negotiations ensued between the mutineers and the then President of Pennsylvania, Joseph Reed. Fortunately, with almost all of the mutineers' demands being met including a general amnesty for the rebellious soldiers themselves, the mutiny ended.

In mid-1781, Wayne continued to serve as the commander of the Pennsylvania line under the overall leadership of Major General Nathanael Greene and, at times, of the Marquis de Lafayette. By July of that year, Wayne and his troops were constantly on the move in Virginia, North Carolina, South Carolina, and Georgia. In September and October 1781, Wayne's regiment directly participated in the Continental Army's massive rout of the British army at Yorktown, Virginia. For all intents and purposes, General George Lord Cornwallis and his British army were now defeated.

Subsequently, Wayne was ordered further south to complete the victory of the American Patriots by severing alliances the Native American Creek and Cherokee tribes had with the now defeated British forces. For his esteemed leadership and services while leading his troops in Georgia, Wayne was granted a sprawling rice plantation that was called "Richmond." In the closing days of the Revolutionary War in fall 1783, Wayne was promoted to the rank of Major General in what was now the United States Army.

After the war, Wayne turned his energies toward Pennsylvania politics. After several unsuccessful attempts, Wayne was finally elected to the U.S. Congress in 1791. Alas, his tenure there lasted only six months because members of the U.S.



Encompassing parts of Rockland and Orange Counties, Harriman State Park in Ramapo, NY is the second largest park in the New York State Parks System. The jewel of Harriman State Park is the Anthony Wayne Recreation Area, off Exit 17 of the Long Mountain Parkway.

Congress voted to overturn the election results due to voting irregularities.

His political troubles, however, paled compared to his financial difficulties as the result of several failed business ventures. Creditors seeking to arrest him for non-payment were threatening him with debtors' prison. As a consequence, Wayne was forced to stay away from his native state as much as possible in order to be out of reach of his Philadelphia creditors. By 1792, Wayne recovered financially by the lucrative sale of his Georgia plantation. Unfortunately, at this time, his health was rapidly deteriorating due to recurring bouts of fevers as well as acute gout both in his arms and legs.

Wayne's "Legion Army" Victorious at the Battle of Fallen Timbers

The Treaty of Paris in 1783 ended hostilities between Great Britain and the new United States of America. However, the treaty had little effect in stopping the continual bloodshed occurring in the (old) Northwest Territories of the new nation that today encompass large parts of the present-day states of Illinois, Indiana, Michigan, and Ohio. Native American tribes, agitated and armed by the defeated though still ever-present British troops in the Territories, were fiercely defending their ancestral tribal lands from encroachment by American settlers from the original 13 colonies fanning out westward.

Intense, years-long negotiations

between the various Native American tribes and emissaries from the Washington Administration ended in failure. With negotiations going nowhere, President Washington sent American soldiers to quell the violence in the Territories in 1790 and then again in 1791. Both expeditions sustained substantial casualties and failed to stem the uprisings. In 1792, a frustrated President Washington turned to General Wayne to lead a third attempt to quell the violence in the Territories. Wayne, demonstrating stellar military prowess, organized his "Legion Army" whereby ground troops, mounted soldiers, and artillery were all astutely combined into one cohesive strike force. Wayne also provided substantial basic and advanced military training to his soldiers prior to entering battle. As always, Wayne was a stickler concerning military discipline; in his view, an essential component of a winning fighting force.

With stellar military organization, training, and leadership, Wayne's "Legion Army" was able to defeat the Native American tribal forces at the pivotal Battle of Fallen Timbers occurring on August 20, 1794. (The name of this area was derived from the many trees that had fallen down in a recent hurricane.) The Native American tribes, now weakened militarily, were then completely abandoned by the British. Thus, the tribesmen had no other recourse than to sign their approval to the August 1795 Treaty of Greenville (named after Nathanael Greene). Under this treaty, the Native American tribes ceded vast

territories to the new nation in return for various forms of compensation from the U.S. government. General Wayne's military organizational principles are still employed in today's United States Army.

Legacy

Major General Anthony Wayne, who passed away on December 15, 1796, has been widely recognized for his leadership and valor in battle. Well over one hundred U.S. cities, communities, counties, forests and parks, rivers, schools and colleges, streets and highways, and towns and villages are named after him. The last name, "Wayne," was given by Hollywood moguls to actor John Wayne (born Marion Morrison) and to the comic book superhero Bruce Wayne to convey strength, resilience, and bravery—all Anthony Wayne attributes! The extreme bravery and derring-do he demonstrated on numerous battlefield engagements earned him the sobriquet, "Mad" Anthony Wayne.

When one visits the Anthony Wayne Recreation Area in Harriman State Park (<http://nysparks.com/parks/145/details.aspx>), it would be most fitting to remember what this American hero accomplished on our nation's behalf.



Pastel portrait of Major General Anthony Wayne by James Sharples, Sr., 1796.

SUNY Retiree Profile

Betsy Waterman, Ph.D., SUNY Oswego

by Eileen Crandall, Associate Director of Communications

For Betsy Waterman, retirement has been a time to remain in tune with life-long passions – and discover new ones.

“One of the most exciting things I have been doing since I retired is playing with a band that performs Celtic music,” said Waterman from her Sandy Creek, NY home. “Music has been a part of my life since I was a child.”

Waterman began her musical career at age 6 with piano lessons. She later added clarinet, ukulele, guitar, keyboards and clavichord (a member of the melodica, or breath-controlled keyboard, family) to her repertoire of musical instruments, and has most recently started learning the Celtic lever harp.

Waterman has performed with musical theater groups, choruses and bands over the years. Now she is an integral part of The Tug Hill Players, a six-member band.

“Performing with this group has allowed me to explore a different area of music with some very talented musicians,” she said. “A friend and I do nearly all of the arranging of music for the group. It is very satisfying work, to listen to the intricate sounds of what makes up a song, arrange them for our particular group and then hear it all come alive as we play together.”

Waterman retired in 2009 after a 14-year career with SUNY Oswego’s counseling and psychological services department, for which she also served as chair. In addition to her lifelong love of music, she has expanded into other passions as well – skijoring (a sport that includes cross country skis, being pulled



Betsy Waterman and her co-pilot, Murphy, on Lewey Lake, Adirondack Park.

by one or more dogs) and nature photography, to name just a few.

“I have had the opportunity to photograph moose, elk, loons, wild horses, eagles and bears,” said Waterman, who enjoys challenging herself with new experiences.

Hard work to achieve success is hardly new for Waterman, who built a career training professionals in the field of school psychology.

“I had the privilege of working with wonderfully talented students,” Waterman said. “I remember one evening in my office several students worked together creating the games that were to be part of an early reading program for students with speech and language

problems. There was no academic credit that went with their hard work, but there was a wonderful sense of professional accomplishment.”

The program required practice and progressive learning experiences, Waterman said.

“It was a wonderful thing to see, when the students gave up their focus on grades and strictly knowledge-based learning, and began to take pride in the slow mastery of skills critical to the practice of school psychology.”



Is it Ever Too Late to Say Thank You? No!

by Sharon F. Cramer



Editor's Note: Sharon F. Cramer, SUNY Distinguished Service Professor Emerita at Buffalo State, sends notes of thanks for almost everything, and loves receiving them.

As another academic year comes to a close, many anchor their futures by looking backwards. Taking pride in their own accomplishments, they also mentally give credit to others, those people who helped them evolve. The powerful bonds between teacher and student, principal and teacher, mentor and mentee, are akin to musical celebrations: music arouses intellectual appreciation, but moves us by stirring our feelings.

Thinking back on interactions with a mentor or teacher includes memories of when the person pushed us to be better, as well as times when they rejoiced with us. A piece of music is not one single note endlessly repeated: memories of work with a mentor offer many vivid reflections. Instead of privately summoning up powerful memories, why not share them?

Several organizations to which I belong gave members opportunities to honor a mentor. I looked back over the decades to two mentors whose valuable guidance remained vivid: each envisioned more for (and of) me than I ever could have imagined on my own. Their confidence inspired me. I wrote to each,

to let them know how much their encouragement had influenced me – and I was surprised at how touched each was by my outreach. Saying thank you is never “too late.”

Gratitude is – or, at least, should be – at the core of being nurtured by a mentor. Instead of being a burden, or the source of guilt, any expression of gratitude touches both the giver and receiver: it can be likened to the reverberations created by plucking a stringed instrument. There are two completely separate outcomes: the finger feels the string respond, the instrument gives forth sound. Both mentor and mentee (or, the appreciator and the appreciated) are touched in ways that defy categorization.

At the simplest level, gratitude is an expression of thanks. “Thank you” need not be elaborate to be meaningful. When my father was closing his upholstery business in 2005, after 57 years, he sent me a box containing every written expression of thanks he had ever received. I took his package, and made sure the notes never disappeared – many are captured at www.thankyoumrcramer.com. He kept everything – invoices with just a few scribbled words, with the check, as well as elaborate explanations of how the writer appreciated his perfect upholstery or the extra effort he expended. The notes told stories about my father, as well as about his customers’ lives. The oldest, from the earliest years of his business, showed the remains of tape: he posted the note, savored the thanks. Reading all of the thank-you

notes he received and saved, I learned much about him.

Recently, I was on the other side of such sharing: a condolence letter I sent was meaningful to the daughter who received it: “You helped me to see the effect my mother’s work had on others.”

Ripples of gratitude can extend even further. At the recent graduation ceremony conducted at Nardin Academy in Buffalo, the outgoing president helped the graduates and their families to better understand gratitude. Marsha Joy Sullivan shared her deepest appreciation for all that her years of service at Nardin had meant to her. She helped her audience members to see clear connections between her gratitude for their involvement with her, and the generosity she experienced toward them.

Barriers (be they time, reluctance, or uncertainty) can be surmounted when gratitude morphs into generosity. As intertwined ribbons and yarn can be woven into brilliantly colored cloth, graduates could begin to imagine their inner selves forever clothed in garments made of gratitude entwined with generosity.



The Reading is Fun Program in Schenectady, NY: “Where Every Child is Everyone’s Child”

by Alvin Magid, Ph.D., Emeritus Professor of Political Science, University at Albany



Editor’s Note: Dr. Magid is Founder and Executive Director of The Reading Is Fun Program. His effort is an example of how SUNY retirees can do personally rewarding work that serves the public/community interest. This article updates one he published on pages 8-9 of the [SUNY Retirees Newsletter, Volume 3, Issue 2 \(Fall/Winter 2014\)](#).

Three years ago I founded **The Reading Is Fun Program (RIF)** in Schenectady, NY, an economically-challenged, heterogeneous city of 65,000, many of whom were suffering distressed lives. Since then, aided by a large – and ever-growing – cohort of volunteers, I’ve been networking all over the city and in the surrounding area to keep building the program so that it can fulfill its mission: to help teach reading-readiness (letter identification, letter sounds, and letter combinations) and conversational skills and vocabulary to as many as possible of the city’s 4-9 year olds, in pre-K, Kindergarten, and Grades 1-3, so that the youngsters may be more solidly grounded and their prospects in life significantly improved.

During the 2015-2016 school year,

65 RIF volunteers worked one-on-one with 104 youngsters in different public venues, principally in eight schools. Early on I was warned by some that it would be a daunting task, with little likelihood of success. They’ve been proven wrong.

RIF is partnering with six key organizations in Schenectady, all of them as determined as I am to ensure that RIF will have a permanent place in the civic life of the municipality: the Schenectady City School District, the Schenectady City School District Education Foundation, the historic First United Methodist Church, the Boys and Girls Club, the Schenectady County Sheriff’s Office/Jail, and the Schenectady Police Department. Among the RIF volunteers are the county sheriff and an assistant chief of police, both of them decked out in their handsome uniforms as they work on reading with Schenectady schoolchildren.

(NOTE: A 501(c)3 tax-exempt entity, the Schenectady City School District Education Foundation manages all money raised by The Reading Is Fun Program to support RIF’s activities; the education foundation also does routine year-end bookkeeping for RIF.)

I’m often asked what led me to adopt for RIF in Schenectady the motto “Where Every Child Is Everyone’s Child.” What does it signify? This is an important question. I address it here.

More than a half century ago, I went with my family – my wife and our two daughters – ages 26 months and 15 months – to Nigeria, to spend the 1962-1963 academic year conducting

Ph.D. dissertation research on local politics and governmental administration among the Idoma people. While there, I frequently observed newborns being breast-fed by women who were not their biological mothers, e.g., when the biological mothers were ill or tilling the fields or trading in the marketplace.

One day I remarked upon this to a village elder, who proceeded to ask me if it was not the practice also in America. I answered that it was not, then asked him why it was so in Idomaland. He answered, “It has always been this way among our people. You see, among the Idoma every child is everyone’s child.”

A few months later, my family had an experience which brought this practice home to us squarely, directly. Traveling along a country road, my battered old VW Bug suddenly blew a tire. My wife and our two daughters sat nearby as my local research assistant and I strained to replace it at noontime in the blazing heat.

Suddenly there appeared a bare-chested woman carrying a load of firewood on her head. Seeing our plight, she put the firewood down on the ground and began rubbing her breasts. What could this mean? My wife and I conjectured that the woman must be ill and suffering pain. I asked my assistant if this was so, and should we drive her immediately to the government hospital a long way off once we repaired our vehicle. He laughed, then remarked, “No, she’s not ill, she requires no hospital care.”

My assistant went on to explain, “Seeing your two children and your family’s distress, she was offering to

breast-feed the youngsters.” I asked him to tell the woman that my wife and I were deeply appreciative and that our girls were off-breast and needed no assistance with feeding. Hearing that, she lifted the firewood back onto her head, wished us good fortune, and went on her way. I asked my assistant if the woman had expected to be paid for her service, and he replied tersely, “Of course not; among the Idoma every child is everyone’s child.”

That spirit is what the all-volunteer Reading Is Fun Program is about, helping children in need in families in need, engendering widespread feelings of optimism and hope.

RIF continues to be acclaimed in many quarters in Schenectady and the surrounding area. Classroom teachers in the city school district have been effusive in their praise of RIF’s work with youngsters on the reading front, as have been the Superintendent of Schools and other school administrators, government officials, the electronic and print media, and a wide array of civic organizations and ordinary citizens.

The Schenectady City School District Education Foundation has selected The Reading Is Fun Program as the 2017 recipient of the Ray and June Benenson Community Service Award, which is presented annually to individuals and/or organizations rendering outstanding support to the students and teachers in the city school district. The award will be presented at the foundation’s Education Celebration event to be held January 19, 2017, 6:00-8:00 pm, at the historic Proctors Theatre in Schenectady.

To support its work, RIF is continuing to attract volunteers along with donations of money and children’s books and educational apparatus and writing supplies. Its fundraising campaign includes

Photo courtesy of The Daily Gazette



Magid with father and son.

an annual hayride/bonfire event at Riverview Orchard on Riverview Road in Rexford, NY, this year held on September 30th.

Want to learn more about The Reading Is Fun Program? Feel free to reach out to me by any of the means below.

By Mail:

Dr. Alvin Magid
The Schenectady City School District
Education Foundation/The Reading Is
Fun Program
PO Box 9437
Niskayuna, NY 12309

By phone:

(518) 377-9542

By email:

magid2@juno.com





Jefferson Community College Honors Retirees and Members of the Campus Community at Annual Recognition Ceremony

by Pamela J. Dixon, Public Relations Technical Specialist

Jefferson Community College (JCC) observed the retirement of nine faculty and staff and honored 40 current employees for milestone years of service to the College at its annual Recognition Celebration held on Friday, May 6, 2016. The honorees' combined years of service to the College total 520.

Retiring and Retired Jefferson Community College employees recognized were: **Patricia K. Jaacks** (13 years of service); **Marlene P. Johnson** (7 years); **Sheri J. Madlin** (15 years); **Jeffrey A. Moore** (32 years); **Cynthia A. Shelminide** (26 years); and **Thomas W. Vincent** (12 years).

Go to the SUNY Retirees Service Corps website at <http://www.suny.edu/retirees/news-events/retirees-in-the-news/jefferson-cc-honors-retirees-employees/> to see mini-bios of each retiring/retired employee honored by JCC.



Jefferson Community College retirees pose with President JoAnn C. Baker at JCC's annual Recognition Celebration on May 6th. From left to right: Marlene P. Johnson of Dexter, Thomas W. Vincent of Brownville, Sheri J. Madlin of Watertown, JoAnn C. Baker of Watertown, President McCoy (in green), Patricia K. Jaacks of Watertown, Paul J. Amyot of Plessis, and Cynthia A. Shelminide of Mannsville. Retirees not pictured: Jeffrey A. Moore of Dexter and Rebecca E. Buchanan of Albany.

SHOULD WE MARRY? Did Romeo Marry Juliet?

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



Editor's Note:
Hedi, at 95, is a practicing clinical social worker who writes on mental health and other issues and maintains an office in Albany, NY.

"If you are afraid of loneliness, don't marry," said Anton Chekov. And he was right.

We expect total love, commitment, interest, loyalty, fidelity, AND SEXUAL attractiveness. And what do we get? A 50-percent divorce rate (90% in teenage marriages).

Not too surprising when you realize that many of us look at 60-plus years when we say "I do." That's four times the life of a car, three times that of a refrigerator. And 36,000 meals!

On the other side of this life sentence is that we all need someone to care, someone to worry when we're late coming home at night.

Looking for a marriage partner is often a tough job, not that there isn't plenty of advice: Mom, Grandma, our married friends, Ann Landers, maybe even the Sunday sermon.

But no matter what they tell us, we tend to look for the one sentiment – love! Love that makes us happy, giggly, crazy and totally unreasonable.

Is it the long eyelashes, the muscular torso, the adorable lisp? What we SHOULD look for is someone reasonable, kind and non-egocentric, whose parents are still married and whose actions and philosophy we admire.

Why? Because what you see is pretty much what you get more often than not. We tend to grow into our parents no matter how much we swore we never would.

So, should we marry? Did Romeo marry Juliet? Did Tristan marry Isolde? How about Dante and Beatrice? (He did not even know her.)

What about "shacking up," or what used to be called "living in sin"? A very interesting fact: When people who have lived together in long-term relationships with no thought of separating decide to marry, statistics tell us that the divorce rate soars!

Why? What makes us want to break out? The thought of "forever"? The closed door for further conquests? The monotony? The lack of surprises? The

receding hairline? The lies of TV ads?

We've forgotten that the divorce rate for second marriages is higher still!

So, what about remaining single?

Single life used to be a male prerogative. No more. Many women choose to be single mothers or delay marriage until their careers are established.

STILL – MARRIAGE BECKONS. If you have become a confident, self-sufficient, strong person accepting of yourself, marriage might make your life complete. BUT if you tend to be needy, fearful of being lonely, wanting constant admiration, maybe you'd better get a puppy!

MOVIES NOW AND THEN: BIG EYES

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

BIG EYES (2014), directed by Tim Burton, opens with our hero Margaret Albrecht, who has left her husband, driving along a highway with her daughter in the back seat. They are on their way to San Francisco, where she tries to get a job, and tries to sell her paintings of large-eyed soulful-looking waifs in a public park fair. There she meets him: Walter Keane, charming! He paints generic, charming European village scenes: winding streets with stereotypical brick architecture, flowers in window boxes. Soon, Walter and Margaret fall in love and marry.

Financially strapped, they "rent" walls in a popular restaurant to display and hopefully sell their paintings. The walls they get are in those narrow corridors that lead to the toilets, and that is where Walter sees a fellow looking closely at one of Margaret's works, and engages him in conversation, stating that he himself is the painter. That's how the

big lie starts.

It escalates to where Walter gains fame and fortune as the creator of Margaret's works, and over the years she is a stay-at-home housewife, in increasingly elegant and expensive digs, dutifully reproducing variations of those big-eyed young saddies in a studio that even her daughter is locked out of. In one frightening/funny scene, Margaret is pushing a shopping cart through a food market and suddenly imagines everyone there has her trademark huge eyes in wildly comic, zany versions.

Margaret laments the deep sadness of her childhood, which she establishes as the source of her works' signature feature (those big, sad eyes!). Should she break out? Assert herself? While Walter



Movies Now and Then: Big Eyes, continued from page 15

gains celebrity status, and his public life spins around Kardashian-like recognition at gallery receptions, newspaper interviews, television shows and panel discussions, the question of Margaret's own socially isolated and emotionally servile existence surfaces.

She seeks consolation and advice in a Catholic confessional, revealing her Methodist upbringing and her feeling of having a repressive husband to the priest, who advises her that in the shared bases of both their religions, "...man is the head of the household."

But Margaret's endurance of the classic Stepford wife mode won't last. She discovers that Walter never was in Europe, that he never saw those European villages, and never did those village works: his signature is painted over that of the real artist.

Meanwhile, Walter's absurd self-indulgence and public self-celebration and the low-end rending of those sad big-eyed images printed on posters and cards bring about among journalists and art critics negative commentaries. Walter goes off the rails in public. Margaret leaves Walter and heads to Hawaii, where the film's ending sequence, a confrontation arranged by Margaret, is a breakout that is extremely rewarding to the viewers, who are likely get more and more involved in her character as the film goes on.

As Margaret, Amy Adams creates that '50s June Allison sweetness, with sadness added. Christopher Waltz, as Walter, gives a performance that is suited to this unusually styled film, creating a character that seems genuine, crafty, lying, smiling, superficial, egotistical, foolish, troubled, clownish, and stupid. His last sequences in the film rival the best comedy sketches.

BIG EYES is based on a true story: Artist Margaret Albrecht still paints. (She appears in the background sitting on a bench in the opening scene of the film where the couple meet in the park.) Walter is no longer with her – or with us.

The graphic image of those big, sad eyes central to this film doesn't originate here. Consider works like the classic table game BESM: Big Eyes Small Mouth, or the book "Astro Boy" by Osamu Tezuka, and even characters like old Scrooge McDuck.

In this movie, director Tim Burton re-energizes interest in those BIG EYES and in women's roles. He varies his traditional style somewhat in a tip-of-the-hat to artist Albrecht in an entertaining,

successful, clever sort-of-documentary. The most common discussion viewers of BIG EYES have entered into is: should Margaret have continued to keep her secret about who really created those sad-eyed paintings? Another question most viewers answer quickly and in almost total agreement is: when Margaret is shopping in the food market and goes for the soup, what do you think of?

If you have seen this film, please share your answers at my new email address: moviesnowthen@optonline.net. See the box below for this issue's viewer poll questions. A summary of responses will be included in our next MOVIES NOW AND THEN column.

MOVIES NOW AND THEN: BIG EYES *Viewer Poll*



Question 1: Should Margaret have kept the secret about who the artist really was? Why?

Question 2: When Margaret reaches for soup in the food market, what do you think of?

Send your responses to moviesnowthen@optonline.net

NOTE that the above email address is new. Please click the link or type the address carefully.

HEALTH MATTERS: Advance Care Planning

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

What would happen if you should experience a sudden, serious illness? What if that illness prevents you from making your own medical decisions? How can you be sure that you will receive the medical care that you desire? Do your loved ones or caregivers have sufficient information about what you value and believe? (Do they have enough information for them to feel confident when making decisions about your care?)

According to a survey of upstate New Yorkers, nearly nine out of ten adults feel that it is important to have someone close to them making medical decisions on their behalf, should they be unable to make their own decisions. Yet, less than half of those surveyed have actually taken steps to make sure their wishes are carried out. Common reasons given for not doing so included: not feeling adequately informed about the subject, not knowing where or how to access necessary information and forms, being unsure of who to name as one's proxy or spokesperson, and the individual (or significant others) being uncomfortable thinking about and discussing the topic.

When it comes to physicians, the situation is very similar. A recent nationwide poll found that most doctors do express agreement about speaking to patients about preferences for end-of-life care, but a large number of physicians are not sure how to do so. Medicare reimburses physicians \$86 for talking with a patient about end-of-life care, but only fourteen percent of those surveyed have actually billed Medicare for this service. Physicians reported being unsure of what to say, having concerns that such

discussions will take hope away from the patient, and fearing that the patient might believe that the doctor is giving up on them. Yet studies have shown that patients increasingly want such discussions, especially when facing a terminal illness. Many patients and their families are concerned about receiving aggressive medical interventions that they really do not want.

What is *advance care planning*? It involves learning about the types of medical decisions that might need to be made, thinking about these decisions, discussing the options with significant others and medical practitioners, and letting others know about your decisions. Although you may not be seriously ill at present, making health care plans now for what may occur in the future is vitally important. Advance care planning is the only way to ensure that you will receive the medical care that you would want should you become unable to express your own wishes.

The best and surest way to maintain control over how you will be treated is to put your preferences into an *advance directive*. This is a legal document that takes effect only if you become incapacitated and unable to speak for yourself. An advance directive is considered a "living document" because you can make adjustments to it as your situation changes. (In fact, advance directives should be reviewed and updated periodically, especially after major life events.) Advance directives protect your right to request the treatments that you want, and to refuse treatments that you do not want.

In New York State, there are two parts to an advance directive: *Living Will and Health Care Proxy*. The New York Living Will is used to specify your wishes about medical care should you develop a serious, irreversible condition that prevents you from making your own decisions. Individuals are able to indicate under what set of circumstances they would be in favor of or against specific interventions. You may also add personal instructions in a special section called "Other Directions." (Examples of such instructions might be a statement about wanting maximal pain relief or a desire to die at home.)

The Living Will form also includes a section on your preferences about the use of cardiopulmonary resuscitation, intubation and mechanical ventilation, artificial hydration (intravenous fluids), artificial nutrition (tube feedings), and comfort care measures. ***Please note carefully: According to New York State Public Health Law, if you do not include your wishes about artificial hydration and nutrition, your spokesperson (proxy) cannot make these decisions for you. If you do not specifically state that you do not want these treatments, then, under the law, they must be administered.***

The New York Health Care Proxy allows you to designate someone to make treatment decisions for you whenever you are not able to make such decisions on your own. The proxy (or spokesperson) must be a competent adult (at least eighteen years of age), be willing to speak and act on your behalf and according to the wishes expressed

HEALTH MATTERS: Advance Care Planning, continued from page 17

in your living will, and be readily available should the need arise. It is important to choose your proxy carefully, and to discuss your wishes with them ahead of time. You may also list as many alternate proxies as you wish, making sure that each alternate meets the specified criteria.

You are not required to complete both the Living Will and the New York Health Care Proxy documents, but it is best to do so. The forms do not need to be notarized, nor is an attorney necessary to fill out these forms. The documents must be properly signed, witnessed, and dated. (Please note that on the proxy form, your spokesperson and any alternates cannot also act as witnesses.)

Keep copies of your completed forms for yourself in a secure place (not a locked security box nor a safe deposit box, which might prevent others from easy access). Give a copy to your proxy, alternates, primary care physician, and all specialist physicians who participate in your care. If you enter a hospital or nursing home, be sure to provide a copy to be placed into your medical record.

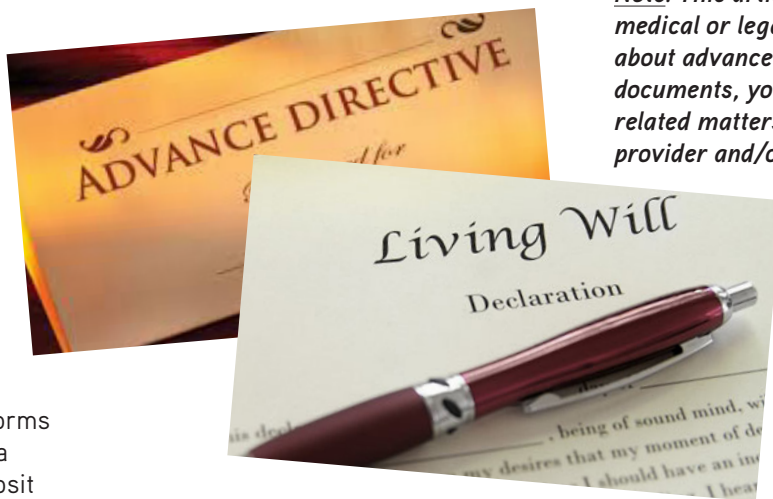
In recent years, the MOLST program has been developed to further improve the quality of care for patients towards end-of-life. MOLST stand for **Medical Orders for Life-Sustaining Treatment**, and is generally used for patients with advanced chronic or progressive conditions or terminal illness. The MOLST document is a physician's order form that tells other involved in the patient's care exactly what the patient's wishes are for life-sustaining treatments, and the form requires a physician's signature. MOLST is approved and recognized by the New York State Department of Health for use in all care settings. It is not intended to replace traditional advance directives, and in contrast to these documents, MOLST applies to the patient's current situation and is not conditional on the patient losing capacity

to make decisions.

None of us can predict the future. Perhaps you will be fortunate enough to never face a medical situation where you are unable to speak for yourself or make your wishes known. However, giving health matters some thought now,

and preparing an advance directive, may be able to provide you and your loved ones with some peace of mind. Taking these steps now can reduce uncertainty about the future and will reduce confusion and conflict about your medical care.

Note: This article is not a substitute for medical or legal advice. For clarification about advance care planning and MOLST documents, you may wish to discuss related matters with your health care provider and/or attorney.



SUNY Retiree Profile

Linda Syrell Tyrrell, Dean Emerita of Continuing Education, Summer Sessions and Public Service, SUNY Oswego

by Linda Loomis, Adjunct Instructor, English and Creative Arts



Editor's Note: Linda Syrell Tyrrell was named to the SUNY Oswego Faculty Hall of Fame in August 2014.

In 25 years marked by "changes, challenges and celebrations," Linda Syrell Tyrrell served three divisions at SUNY Oswego. Whether in Student Affairs, Academic Services or Administration, she was constant in her advocacy for students.

Arriving in 1969 to a burgeoning campus, Tyrrell spent one year as residence hall director of Lonis-Moreland-Mackin before moving to Seneca, Oswego's first coed hall.

"Responding to students' demands, we trained our first team of male and female resident assistants and prepared for selected students to live together," Tyrrell says. "Despite the dire warnings from some community and faculty members, it turned out fine." By 1976, two other halls welcomed men and women, and the practice was normalized.

After her appointment as Assistant Dean of Student Affairs, Tyrrell launched and directed the Oswego Student Advisement Center. A mid-1980s appointment as Assistant Dean of the College of Arts and Sciences required Tyrrell's mediation skills in matters of academic standards, including student hearings.

"When I was Associate Dean of Arts and Sciences, Linda and I collaborated on the development of academic advising services," says Dr. David King, who later served as Acting Provost and Dean of Graduate Studies. "We were charter members of the National Academic Advising Association. Linda is one of the exceptional people in higher education who was equally effective in student and academic affairs. She had an enormous positive impact on Oswego students."

Tyrrell retired in 1994 as Dean of Continuing Education, Summer Sessions and Public Service, where she helped establish the evening degree program.

"It seems like standard fare now," Tyrrell says. "But it was unusual for faculty to teach undergraduates in the evening." Tyrrell wanted to ensure that nontraditional students engaged in rigorous coursework. "I felt strongly that access to higher education for adults was necessary and that classes should be taught by a mix of full-time and adjunct faculty," she says.

A non-traditional student herself, with the support of her late husband, Robert, and three children, Tyrrell earned an undergraduate degree at Rochester Institute of Technology and a Master's degree at University of Rochester, where she worked as a graduate assistant.

"I was raised to be a problem solver, not to make excuses," she says. "My choice, my challenge."

Tyrrell, owner of Harbor Towne Gifts and Souvenirs in Oswego for 39 years, is past president of the Oswego Chamber of Commerce and sits on other not-for-profit boards, including the

Oswego Emeriti Association and Aurora of Central New York, for which she and her husband, Frank, both volunteer. A loyal advocate of Oswego students, Tyrrell has ensured that her support will continue by establishing a scholarship through a legacy gift in her estate plan.

Reflecting upon her career, Tyrrell, who received the Chancellor's Award for Excellence in Professional Service, says, "Those were exciting times at Oswego. We all worked hard to understand students and provide appropriate services. I'll always appreciate that I had great people to work with in every position."

Tyrrell adds, "I hope I gave all those students something valuable for their journeys. I know I treasure the affirmation and wisdom I received from them."



What's your Story?

Do You or Someone You Know Have A Story to Tell? We Want to Hear from You!

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

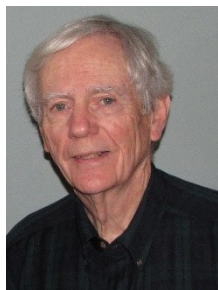
We welcome stories from retired SUNY faculty, staff, and administrators from any of SUNY's state-operated and community college campuses, System Administration, the Research Foundation, and the State University Construction Fund.

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

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

Some Ideas for Establishing and Maintaining a Local Retiree Organization

by Peter Herron, Membership Committee Chair, Retirees Association of Suffolk Community College
rasccpeter@optonline.net



Editor's Note:

The mission of the SUNY Retirees Service Corps (RSC), which publishes the SUNY Retirees Newsletter, is to promote a strong "retiree-

campus-community" connection within and among the SUNY campuses. The Newsletter is an excellent forum for information on the mechanics of starting a campus retiree program or organization and on the working of similar programs at other institutions. The [Spring/Summer 2016 issue](#) featured a profile of the Retirees Association of Suffolk Community College (RASCC). Below, Peter Herron, who conceived the RASCC in 2002, provides a guide for SUNY retirees who are interested in undertaking a similar endeavor.

It is hoped that the following list will be of use to those who are about to begin the task of establishing a retiree organization at their campus. The list was made upon the reflection of what it took to get the Retirees Association of Suffolk Community College (RASCC) up and running.

1. Core group of retirees who want to remain connected to their college.
2. Institutional support (retiree contact data, stationery, copying, postage, etc.).
3. Support of all local unions.
4. Invite retirees to social events, preferably at a college campus and with food, to introduce the retirees to the concept of a retiree organization.
5. Membership should be inclusive (administrators, faculty, and support staff).
6. Establish good communication with the college's human resources office, administration, and all unions. This will help in learning who is planning to retire and provide the opportunity to inform the new retiree of the benefits of retiree organization membership. The retiree organization can only grow if it gets most new retirees to join.
7. Get members to do as much of the work as possible (copying, data entry, envelope stuffing, etc.); this will help renew old friendships and make new ones.
8. Retirees should be encouraged to volunteer at many college activities, especially fund raisers.
9. Many retiree organization activities should be coordinated with college events.
10. When possible, the organization should coordinate its activities with other local organizations.
11. It is essential that the college community is aware of the existence of the retiree organization.
12. Take every opportunity to let everyone know that the retiree organization exists and is a positive force for the total college and local community.
13. Use email to remind members of upcoming activities and events.
14. Establish a newsletter, a website, and a Facebook page. Communicating with members and the college community is essential. Keep members informed by keeping the website and Facebook page constantly updated. Unfortunately, many retirees rarely check their email and are even less likely to visit the website. This is why a newsletter is essential. The website and Facebook page require action by the viewer in order to be effective. A newsletter comes in the mail (or email) without any action on the part of the reader. The recipient is most likely to read the newsletter if it is attractive and informative.
15. Most information should be posted on the retiree organization website and via a short emailed notice to members encouraging them to go to the website for more detailed information on planned events.
16. The retiree organization's website and newsletter should be used to highlight activities of its members. For example books authored by members, art exhibits by members, deaths of members, recent retirees, etc.
17. Distribute the newsletter to key people throughout the college community.
18. The retiree organization must be a conduit for information pertinent to retirees. Using the website, Facebook, newsletter and meetings, the retiree organization must provide current information on changes in the local health insurance plan; services provided to seniors by local governments and other agents; information on opportunities for retirees to volunteer their time, energy and talents; cultural and educational opportunities for seniors, etc.
19. Many retirees do not live locally. The retiree organization must make every effort to keep these retirees in the loop. Special effort must be made to encourage these members to contribute to the newsletter and the website. Information readily available to locals must be put into the newsletter and posted on the website so that non-local retirees feel membership in the retiree organization provides them with essential benefits.
20. Distribute a membership directory annually. The directory will enable retiree organization members to reestablish connections with former colleagues who are dispersed throughout the United States.

CAMPUS RETIREE PROGRAM AND ORGANIZATION

Contact Information (Fall/Winter 2016)

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

STATE-OPERATED CAMPUSES

University at Albany

University at Albany Emeritus Center
Sorrell E. Chesin, President
schesin@albany.edu or (518) 439-1471
Website: <http://www.albany.edu/emerituscenter/>

Binghamton University

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

SUNY Brockport

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

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

University at Buffalo

UB Emeritus Center
Elenora (Ellie) Heffner, President
heffner@buffalo.edu

Retired Employee Volunteers-University
Program (REV-UP)

Amy Myszka, Director of Wellness & Work/
Life Balance, Liaison to the University at
Buffalo Emeritus Center
amyszka@buffalo.edu or (716) 645-5357

SUNY Cobleskill

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

SUNY ESF (College of Environmental Science and Forestry)

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

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

Morrisville State College

Morrisville State College Emeriti
Association
C/O Myron Thurston III, Development
Associate
thurstmj@morrisville.edu or (315) 684-6218

SUNY New Paltz

New Paltz Faculty Emeriti Group
Alan Dunefsky, Chair
dunefska@newpaltz.edu or (845) 257-3986
(O), (845) 338-2680 (H)

SUNY Oneonta

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

SUNY Oswego

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

SUNY Plattsburgh

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

SUNY Potsdam

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

Stony Brook University

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

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

SUNY Upstate Medical University

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

COMMUNITY COLLEGES

Hudson Valley Community College

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

Schenectady County Community College

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

Suffolk County Community College

Retirees Association of Suffolk
Community College
Peter Herron, Webmaster
rc39pete@optonline.net
Website: <http://www.rascc.org/>

Westchester Community College

Barbara Christesen, Alumni Affairs
Coordinator, Editor, *Ink-Link*
(WCC retirees newsletter)
Westchester Community College
Foundation
Barbara.Christesen@sunywcc.edu or
(914) 606-6559

The Westchester Community College
Volunteer Corps

Adele Shansky, Director of Volunteer
Services
adele.shansky@sunywcc.edu or
(914) 606-6805
Website: <http://www.sunywcc.edu/about/volunteer/>

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

About the SUNY Retirees Newsletter

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

The *Newsletter* is a publication of the SUNY Retirees Service Corps (RSC). It is created with the assistance of the following people, who constitute the Editorial Committee:

Dave DeMarco

Assistant Vice Chancellor (Retired)
SUNY System Administration

Anne Donnelly

Member, SUNY Retirees Service Corps
Advisory Council
Professor of Biology (Emeritus),
SUNY Cobleskill

Pete Herron

Member, SUNY Retirees Service Corps
Advisory Council
Editor, *NYSUT Retiree Council 39
Newsletter*

Jim Kalas

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

Curtis Lloyd

Vice Chancellor for Human
Resources
SUNY System Administration

Alvin (Al) Magid

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

Julie Petti

Director, University-wide
Human Resources
SUNY System Administration

Pierre Radimak

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

The Editorial Committee thanks **David Schillinger**, Director of the Design and Printing department, for his design work on this issue of the *SUNY Retirees Newsletter*.

The Retirees Service Corps welcomes content submission from retirees and campuses for inclusion in the *SUNY Retirees Newsletter*, which is distributed electronically system-wide twice annually (spring/summer and fall/winter). For more information, contact Pierre Radimak at retirees@suny.edu or (518) 320-1354.

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

COMMENTS, CONTENT SUGGESTIONS?

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

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

IN MEMORIAM



Donald P. Lackey

Assistant Vice President for Human Resources
(Emeritus), SUNY Geneseo

The SUNY Retirees Service Corps (RSC) and SUNY Geneseo have lost a good friend. Donald Lackey died in a car accident on September 11th at the age of 74.

Lackey retired from Geneseo's HR department in 2002 after 30 years of service. "We have lost a cherished member of the Geneseo family, and that

loss reminds us how precious life is," said President Denise A. Battles. "May the examples Don set as a consummate professional and dedicated servant be a model for us all."

Lackey also served as the first non-faculty member of the SUNY Retirees Service Corps (RSC) Advisory Council since the RSC's creation in 2008. "He leaves behind a good legacy for his campus, colleagues, friends, and for individuals like me who had the opportunity of knowing him and working with him," said Dr. Ram Chugh, executive director of the SUNY RSC from 2008 through 2012.

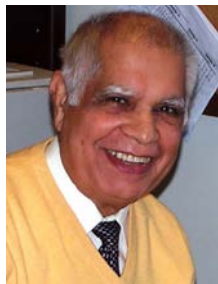
"Don was instrumental in creating the SUNY Geneseo Emeriti Association and encouraging his colleagues at other SUNY campuses to start retiree organizations of their own," Chugh added.

"I had the pleasure of working with Don in both Human Resources and with the SUNY Retirees Service Corps," Julie Petti, Director of University-wide Human Resources said. "His wonderful way of connecting with people, his ever-present smile, and his dedication to SUNY and his family made a great impression on all who met him. He will be greatly missed."

The SUNY Retirees Service Corps sends its sincere condolences to Don's wife, Nancy, and the rest of his family.

SUNY Retirees Urged to Share Their Stories for Upcoming Collection

by Ram L. Chugh, Ph.D., Distinguished Service Professor of Economics (Emeritus)



Editor's Note:
Dr. Chugh was Executive of the SUNY Retirees Service Corps from its inception in 2008 through September 2012.

I welcome this opportunity to announce the launch of a project I am doing on behalf of the SUNY Retirees Service Corps (RSC).

The RSC started collecting stories from SUNY retirees about their retirement experiences several years ago and posting them on the Personal Stories of Retirement page of its website. These stories are heartwarming and show the tremendous commitment of retirees to make a difference.

We would like to collect more retirement stories and compile them to show the collective impact SUNY retirees make on their campuses and in their communities.

We are asking retirees of SUNY's community colleges, state-operated campuses, Construction Fund and System Administration to tell their retirement story via a brief online survey at <https://www.surveymonkey.com/r/LMCJT6Q> that requests answers to the following three open-ended questions:

1) Did your life during retirement evolve as anticipated? How do you spend your time as a retiree? (e.g., hobbies, travel, writing, consulting, part-time work, volunteerism, etc.).

Please be as specific as possible. For example, if you volunteer, what do you do and where (on campus, in the community, both)? Describe the level of fulfillment you feel through your activities. Have you had any "unique" post-retirement experiences? See examples of retirement stories at <http://www.suny.edu/retirees/retirement-stories/>.

2) Discuss your retirement process - Did it go as you expected it would? What did your campus do to help you prepare for retirement that was really

helpful? What more could they do that would better prepare future retirees?

3) Based on your own experiences, what advice would you give to SUNY employees who are planning to retire?

The combined open-ended responses from selected online survey respondents will be compiled into a collection called *The Power of SUNY Retirees: Lessons from Retirement Experiences*.

Retirees whose retirement stories appeared on the Retirees Service Corps website or in the *SUNY Retirees Newsletter* do not need to complete the online survey. Several of them will be contacted to seek permission to include their stories in my project.

It is expected that *The Power of SUNY Retirees* survey results will reinforce the findings of a 2010 Retirees Service Corps survey, which showed many SUNY retirees are involved in a variety of volunteer activities where they share their knowledge, expertise, experience and time. In the process, they enhance the quality of life of their campuses and communities. Additionally, some retirees continue to stay engaged in their professional research and publish.

If you are a SUNY retiree who would like to participate in *The Power of SUNY Retirees: Lessons from Retirement Experiences* project, please share your unique story by completing the online survey at <https://www.surveymonkey.com/r/LMCJT6Q> by Tuesday, November 15th.

Retirees whose stories are used in the resulting collection will receive an electronic copy of the publication as a token of our appreciation. Stories which are submitted but not used in the collection may be posted on the SUNY Retirees Service Corps website (<http://www.suny.edu/retirees/>). Some will be featured in the *SUNY Retirees Newsletter*. The SUNY RSC will contact selected survey respondents to seek their permission to run their stories and request a photograph.

Thank you in advance for your cooperation.





I started the New York State Mentoring Program during my husband's administration, and it originally ran from 1987-1994. In 2015, my son Governor Andrew M. Cuomo, reinstated the program, and I once again serve as chair. The program is recruiting State University of New York retirees and others to volunteer their time and talents as we expand statewide. Experienced and patient adults often make wonderful mentors and guides for the young people of New York State.

Research shows that mentoring has positive benefits for young people in their personal, academic, and professional development. Confidence, self-esteem, and academic focus all increase through a consistent and strong mentoring partnership. Through quality mentoring programs, school districts repeatedly experience increased school attendance, which is crucial to more learning and higher achievement. Young people are greatly influenced when exposed to opportunities outside of those often seen in their own communities. In today's world, when children on average interact with a working parent for as little as 35 minutes a day, mentoring for just an hour a week can make quite the difference.

Mentoring with retirees is a great example of an intergenerational program that provides benefits for both mentors and mentees. Baby boomers and older adults have the opportunity to share their vast knowledge, wisdom, and life experience. Our programs keep retirees connected and engaged with the younger generation, and increases each partic-

The Last Word

New York State Mentoring Program Connects Generations

Reinstated Program Seeks Volunteers for Rewarding Mentoring Partnerships

by Matilda Raffa Cuomo

ipant's sense of purpose. Evidence has shown that volunteering combats depression and isolation, and improves the physical and mental health of the retiree.

The New York State Mentoring Program is a one-to-one mentoring program that pairs each adult with a young person for at least a full academic year. Mentors meet with their mentee only at the sponsoring school, in a group, on a weekly basis for one hour at the same time and day. The sessions are non-academic and focus on social-

mentors in case of absences, and are mandated reporters trained to handle sensitive information if a problem were ever to arise. Students are selected based on their ability to reach their fullest potential through a mentoring program. Those that are already high achieving and those that require more intense, clinical interventions are not usually included in the program.

SUNY retirees that are interested in participating can sign up by creating a profile at <https://on.ny.gov/BeAMentor>. You will enter your contact information as well the location at which you would like to mentor. If a preferred school near you is not listed, select "site to be determined," and staff will work with you to establish a nearby program. For any questions, the program can be contacted via email at NYSmentoring@hesc.ny.gov or by phone at 1-844-348-6976.

Thank you for your interest—we hope you will join us in this exciting activity. Remember, mentoring changes not only the life of a child but the life of the mentor, as well.



Gov. Mario Cuomo, Gov. Andrew Cuomo and Mrs. Cuomo.

izing, conversation, playing games, or whatever the mentee is interested in. Through these interactions, mentors can best meet their mentee where they are and over time help them fulfill goals and reach their highest potential. Mentoring isn't hard; it's building a positive encouraging relationship, 90 percent of which involves just being present and consistent.

All sessions are staffed by a school appointed site coordinator. These site coordinators are on hand for each and every mentoring session for the protection of both mentor and mentee. Site coordinators are in contact with the



Matilda Raffa Cuomo's visit to Schenectady.