

Parent Scope

A Publication of the St. Lawrence University Parents Committee

Spring 2004

PHILANTHROPY 101:

Passing on the Lessons of Giving

By Catina Hayden
Barbieri P'06, '07

"We are never too busy to help someone," said Sister Xaveria during a classical literature seminar when I was in college. I have never forgotten those words, nor can I ignore them. Generosity of time and money has become part of my existence.

It was effortless during those carefree days of college to volunteer my time to tutor a struggling student, to assist the mentally challenged, or to campaign for a favored politician. With the transition from student to mother, volunteer priorities changed. PTA and coaching were added to the long list of temporal donations. Still, time was not a precious commodity; it could be shared.

Our donations compensate excellent, dedicated teachers, maintain technological and scientific advances, and sustain a campus devoted to the positive growth of our children and their quest for knowledge.

However, with adulthood and professional employment also came requests for monetary donations. Each request was accompanied by a sad tale, a burning need or a heart-wrenching photo of an



Catina Hayden Barbieri, *second from right, is the mother of two Laurentian sons, George '07 (center) and Albert '06. A teacher at Woburn (Mass.) Memorial High School, she and her husband, Albert, right, are members of the St. Lawrence Parents Committee and live in Harvard, Mass. At left is their daughter, Gina.*

impoverished child. Their desperate stories tug at our consciences.

The needs of our private universities are less obvious. We are asked to donate to an institution whose neatly manicured grounds are dotted with stately buildings. There is no compelling, emotional "visual" that commands our attention.

Nevertheless, our donations are necessary. They compensate excellent, dedicated teachers, maintain technological and scientific advances, and sustain a campus devoted to the positive growth of our children and their quest for knowledge.

Our commitment to assist sets a clear and important example for our children. They learn that scholastic and familial responsibilities must be augmented by a respon-

sibility to our neighbors, to our society and to our world. No act of kindness, no donation of time or money is too small. Simple, altruistic deeds are the seeds of generous, adult philanthropy, because we are our children's good examples. And so the son who helps a stranger push a baby carriage up a steep slope on a soccer field becomes a volunteer sailing instructor. The daughter who was a peer tutor joins a philanthropic sorority and becomes a Big Sister. The student who, with classmates, donates "the senior dollar" becomes a major contributor to "alma mater." Their actions set examples and standards of behavior followed by the next generation. Each exemplary act of kindness makes a person the role model for the generous contributors to come because "we are never too busy to help."

New Science Facilities Planned

By Amy Zarriello '04

In response to ever-increasing technological advancements, St. Lawrence is taking strides toward modernization through major new construction and renovation at its science complex, giving students the opportunity to experience contemporary undergraduate study at its best. The University's vision has generated a four-phase project that is part of St. Lawrence University's 10-year Master Plan to support excellence across the curriculum. That plan includes a commitment to the quality and increased size of the faculty; a focus on well-balanced, learning-centered campus life; and a historic investment in renovated and new facilities, all aimed to assure the University its place among the best institutions in the nation.

During Phase I of the science project, two interconnected buildings will be constructed parallel to one another for the biology and chemistry departments. These renovations will also benefit the two new interdisciplinary majors, biochemistry and neuroscience, by offering separate laboratory space promoting the growth of the new majors. The complex will have animal behavior laboratory space, a green-



In response to a growing movement toward more laboratory-based, hands-on, interdisciplinary learning in the sciences, St. Lawrence has embarked on a multi-million-dollar construction project to provide appropriate facilities for new styles of teaching and research.

house and extensive space for students, and its location will be energy-efficient, taking advantage of solar energy in all four seasons.

The science project evolved in large part because of the changes in science teaching. Team learning has steadily replaced lectures, environmental awareness has heightened, and growing enrollments are not accommodated by the current space in Bewkes, Flint, Valentine and Brown halls. Gaines Professor of Psychology Thomas Greene says, "We are seeing a

revolution in science education, one that replaces passive lectures with more engaging hands-on, discovery-based learning. Although a few traditional classrooms remain, the new building's space plan reveals a new focus on laboratories and other spaces that support our commitment to student research and active learning."

Psychology and environmental studies combined major **Kelsey Hochstatter '04**, East Amherst, N.Y., is a member of the project's executive planning committee, which also includes faculty and staff. Hochstatter's role is to represent the student body, particularly those students spending time in the science building, and act as a liaison between those students and the executive committee. In order to assess what changes were most important and necessary in the eyes of the students, she formed a subcommittee representing most science major fields (see box, left).

"The building will act as a modern example of a sustainable design," says Hochstatter, explaining that it will be

The Science Facilities Planning Student Committee*

- **Kelsey Hochstatter '04**, chair
–environmental studies/psychology (and fine arts)
- **Todd Fallesen '04**
–physics and biology (math minor)
- **Chris Stevens '04**
–geology
- **Justin Keller '05**
–physics and math
- **Maggie Proulx '04**
–math (fine arts minor)
- **Leah Knickerbocker '04**
–environmental studies/geology
- **Rachel Putman '05**
–biochemistry
- **Sarah Webster '04**
–environmental studies/biology
- **Stephanie Miner '04**
–biology and psychology

*and their majors



“environmentally conscious” and energy-efficient. “Additionally, the new building and renovations will create an area where students and faculty can more effectively pursue their math and science interests in accommodating classroom, lab and research settings,” she says.

Through her own experience in the science department, **Megan Roppolo '05**, Saranac Lake, N.Y., a chemistry and French double major, says she sees how future science students will benefit from the project. She has conducted summer research through a grant funded by the Russell Pearce and Elizabeth Crimian Heuer Foundation. Roppolo worked with Jeffery Greathouse, assistant professor of chemistry, on computer simulations of quartz crystals.

“The only way for St. Lawrence to keep up with the world of science and technology is to invest in the newest equipment and up-to-date facilities,” says Roppolo. “It will be great to see undergraduates working in a state-of-the-art facility. When they go to graduate school or apply for a job, they will already have had experience with the latest technology,” she says.

The Bottom Line: Phase I, Science Facilities Project

Funds Available

Donor Commitments	\$16,258,185
Bond Funds	\$10,000,000
NYS (Ge*NY*sis)	\$4,500,000
NYS (Other)	\$2,000,000
Total Funds Available	\$32,758,185

Estimated Project Costs

Phase 1 Construction	\$29,100,000
Furnishings	\$2,001,165
Fees	\$2,733,480
Other	\$1,765,355
Total Costs	\$35,600,000
Difference Between Total Costs and Funds Available	\$2,841,815*

*minimum needed in gifts restricted to facilities

With Endowment/Budget Relief Included

Total Costs	\$35,600,000
Added Endowment Funding Needed	\$8,500,000
Total Needed for Phase 1	\$44,100,000

Funds Available	\$32,758,185
Total Needed for Phase 1	\$44,100,000
Need to Raise	\$11,341,815*

*in gifts creditable to the Science Resources Plan

Teachers as Scholars

The Role of Faculty Research at a Liberal Arts Institution



At St. Lawrence, the reason faculty engage in scholarship – resulting in an array of books (such as these on display at Brewer Bookstore), articles, research reports and creative works – is to improve their teaching.

In spring 2001, President

Daniel F. Sullivan wrote an essay for the St. Lawrence magazine that presented his views on the role of research and scholarship among faculty at a teaching-oriented liberal arts college. To read the entire essay, log on to the President's Web site at: www.stlawu.edu/president/lastword/lwspr01.htm.

President Sullivan cited in his essay a national study conducted on the effectiveness of liberal arts colleges. He wrote, “The researchers found that selective liberal arts colleges whose faculties are both research- and teaching-oriented are by far the most effective institutions of all kinds in accomplishing the academic and student development outcomes you and we work so hard for in our students.”

In higher education, one result of such scholarship can be book publication. St. Lawrence's continuing faculty have published 19 books since the year 2000, and another 43 books since 1990. Staff

at St. Lawrence are creating several new Web pages that list in chronological, alphabetical and department order the faculty publications from 1971 to the present. Check out www.stlawu.edu/publications to see what the faculty has been working on recently!

A sampling:

- *Defining Masculinity in a Simple Story*. Forthcoming in *Eighteenth-Century Fiction* (April 2004) by Assistant Professor of English Caroline Breashears
- *Connection: A Woman's Place in the Fictional Landscapes of Emily Carr, Willa Cather, Margaret Laurence, and Alice Munro* by Professor of Canadian Studies Robert Thacker (forthcoming)
- *Marie Laurencin, Une Femme Unadaptée in Feminist Histories of Art* (Ashgate Publishing Company, 2003) by Professor of Art Elizabeth Louise Kahn
- *El mundo más que humano en la poesía de Pablo Antonio Cuadra: un estudio ecocrítico* (Managua: Asociación Pablo Antonio Cuadra, 2002) by Professor of Modern Languages and Literatures Steven F. White
- *Freedom's Promise: Ex-Slave Families and Citizenship in the Age of Emancipation* (University of Virginia Press, 2002) by Associate Professor of History Elizabeth Regosin
- *Five Key Concepts in Anthropological Thinking* (Upper Saddle River, NJ: Prentice Hall, 2002) by Professor of Anthropology Richard Perry
- *The Reluctant Film Art of Woody Allen* (University Press of Kentucky, 2001) by Professor of English Peter Bailey
- *Global Multiculturalism: Comparative Perspectives on Ethnicity, Race, and Nation* (Rowman and Littlefield, 2001) by Vice President of the University and Professor of Philosophy Grant H. Cornwell '79
- *Microfoundations and Macroeconomics: An Austrian Perspective* (Routledge, 2001) by Professor of Economics Steven G. Horwitz

ART PROJECT:

Arts Facilities to Benefit from \$1 Million Renovation

By Devon M. Rodonets '04

What do you do with the 20,000 net square feet cleared in the former E.J. Noble University Center by the recent move to the new Student Center? You expand the arts departments into the Noble Center space.

With the move to the new Student Center completed when it opened in January, students, faculty and staff are focusing attention on renovations in Griffiths Arts Center and the adjoining Noble Center, to provide more and improved room for the music, fine arts, and speech and theatre departments and Richard F. Brush Art Gallery. The project is scheduled to be finished in time for the spring 2005 semester.

On February 21, the Board of Trustees voted a \$1 million allocation to begin the renovations, which President Daniel F. Sullivan described as "The first phase of what we plan to be a multi-phase project over several years. We are actively raising funds for the complete project," said President Sullivan. The architect of the project, Albert Filoni, of MacLachlan, Cornelius and Filoni, also designed the Brewer Bookstore, Dana Dining Center and the new Student Center.



Once the University's long-term arts renovation project is complete, students will have greatly expanded and modernized facilities for the study and creation of art. Above and below is the Barnes Family Sculpture Yard, provided by St. Lawrence parents Carlyle F. "Hap" and Betty Barnes and their children Lynne Barnes Leahy '72, Joan Barnes Flynn '77 and Fuller Barnes '80.

Part of St. Lawrence's comprehensive facilities enhancement program, these renovations will eventually involve The Artery, the student gallery in the Winning Health Center building. In years to come, with the construction of a new health and wellness center and the razing of the Winning building, The Artery will move into Griffiths/Noble Center.

as those focusing more on production, the business side of theater, costuming and make-up," she says. Farr has been in each full-scale drama production since she has been at St. Lawrence, and looks forward to other possibilities to be on stage.

The renovations will result in a rehearsal space and an additional classroom for the speech and theatre department, an arts technology lab and computer area, and a dance studio to be used as a practice area. What used to be the Formal Lounge will be an art studio, and what used to be the Northstar Pub will be divided into an arts technology lab, performance and rehearsal space, and art studios.

Mark McIntyre '05, a music major from Longwood, Fla., is also looking forward to the renovations. He believes they will create a broader range of opportunities for all arts students. McIntyre states, "There's a lot of room to grow and I think there is a lot of interest in the music department among students. With this growth, I think students will become even more involved in the arts."

Melissa Farr '06, a speech and theatre major from Hopewell, N.J., says she is excited about the renovations and the opportunities that they will open for each department. Farr considers the speech and theatre department strong but limited in its course offerings because of space and resource limitations. "I hope that with the expansion in space will also come an expansion in courses, such



Athletics Class

At St. Lawrence, sports is one more way to convey learning.



Among St. Lawrence's more successful teams in recent years have been men's soccer (below), which has a six-year record of 106-8-7 and won the NCAA Division III national championship in 1999; and women's basketball (left), which has a record of 143-30 in the same six-year span and went to the national title game in 2002. But Saint athletic success is not measured only in the playing venues; in 2002-03, five women's ice hockey players had GPAs of 4.0, and 11 senior athletes were elected to Phi Beta Kappa, the national academic honorary.

St. Lawrence was in the sports news a lot in January. The University and seven other NCAA Division III institutions offering Division I programs that include grant-in-aid scholarships saw votes at the NCAA convention permit them to maintain those scholarships for their Division I teams. At St. Lawrence, men's and women's ice hockey are Division I; 29 other teams are Division III while one, riding, is not a recognized NCAA sport.

The Saints also make the sports pages when, as often happens, teams do well. Case in point: last fall, when the men's and women's cross country squads captured all six Upstate Collegiate Athletic Association awards (rookie of the year, runner of the year and coach of the year in each sport). Opening new facilities, such as Newell Field House or North Country Field, and hosting national championships, as the University will have done three times within the past two years by the time the current semester concludes, also attract attention.

That's all very nice, but what is the context behind these headlines? How does athletics fit in at a selective private liberal arts college like St. Lawrence?

Simply put, it's one of many ways in which the University achieves its mis-

sion, which is "to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise."

President Daniel F. Sullivan explained the connection this way in an essay in the St. Lawrence magazine: "Intercollegiate athletics is primarily about the education and development of young people. Without that as the core purpose of athletics, it would make little sense to pursue it so vigorously and broadly at a liberal arts college.

"I view what St. Lawrence does in recreation and athletics as a key piece of a larger strategy," President Sullivan wrote. "We need, first and foremost, to be distinguished academically, and to provide our students with a demanding, rigorous and life-transforming liberal education. We need also, however, to help our students achieve a kind of balance in their lives, and to take advantage of the fact that students can learn important things from athletics that are hard — though not impossible — to learn from other parts of our program."

In commenting on the aforementioned NCAA vote, President Sullivan further elucidated St. Lawrence's philosophy regarding athletics. "We are pleased that our colleagues among NCAA member institutions understood that grants-in-aid help us recruit women's and men's hockey student-athletes who are both representative of the St. Lawrence student body as a whole and very talented athletes," he said. "This vote also recognizes that St. Lawrence does live up to the Division III ideals of broad-based participation and a student development-focused philosophy."

"Intercollegiate athletics is primarily about the education and development of young people."

—President Daniel F. Sullivan

This outlook infuses the coaching staff as well. Listen to Chris Phelps, head football coach and, as a 1991 St. Lawrence graduate, a Laurentian student-athlete himself: "I view the football field and our workout facilities as a classroom where we challenge our student-athletes to grow individually as well as collectively in a competitive environment. I believe the lessons that are learned in an athletic environment can be life-changing as we prepare our student-athletes for their lives after St. Lawrence. This University continues to raise the bar of excellence in the development of all of its students, in the classroom, on the athletic fields and as part of the University community."



CALLING ALL SAINTS (CAS) PROGRAM:

Saints on the Line

*When you
get that call,
enjoy the
conversation!
Whatever the
environment,
the experience
is the same.*



Gifts from parents helped fund construction of St. Lawrence's new Student Center (below), which opened in January 2004. The Wachtmeister Field Station, at the gateway to the Little River Nature and Recreation Area adjacent to campus (above), was provided through a major gift from the Wachtmeister family, including Trustee Karen Wachtmeister; her husband, Edward; and their sons, Erik '99 and Carl '05. Its purpose is to provide a suitable location for students and faculty to conduct interdisciplinary research as part of the University's Integrated Science Education Initiative.

Akintunde Akinmade '06 reports several evenings a week to a small room filled with a dozen or so other students who are part of the Calling All Saints (CAS) program, settling in at their phone stations, catching up on campus news, getting ready for friendly competition. Cindy Affleck, parent of Jane '06, settles into her den at home in Wyndmoor, Pa., by herself, with only her enthusiasm for St. Lawrence to keep her company.

The camaraderie of CAS is just one reason "Tunde" is in his fourth semester of work at the campus job, but the most important reason he keeps at it is the same as Cindy's as she sits on her own, punching numbers into her phone. Wherever they are, Tunde and Cindy both love hearing about the strong connections that people have to St. Lawrence.

Tunde and Cindy raise money for St. Lawrence. Tunde calls alumni and parents for gifts at any level, and he knows how important every gift is to the University. This year, Tunde and his fellow callers are emphasizing participation, working hard to increase the

"I didn't realize how important alumni and parent support is to the University until I became involved in Calling All Saints."

—Tunde Akinmade '06

number of gifts. As gratifying as the successful calls, he says, are the connections he makes with alumni and parents, many of whom stay on the phone with him for 20-30 minutes, catching up on campus news.

"I get to remind alumni of their great experiences here. They have taught me



so much about lasting friendships,” he says. “I didn’t realize how important alumni and parent support is to the University until I became involved in Calling All Saints.”

While Tunde’s CAS work constitutes his campus job, Cindy Affleck is a volunteer. Co-chair of the Parents Committee with her husband, John, she asks fellow parents for leadership gifts. She, too, talks about the connections she makes.

“Most parents appreciate my call because their student’s experience has been so good. They want to help and they understand the need for additional financial support.”

—Cindy Affleck ’06

“Most parents appreciate my call because their student’s experience has been so good,” she says. “They want to help and they understand the need for additional financial support. This work has reinforced for me something I’d heard, that people who affiliate with St. Lawrence really, really love the school.”

Both Tunde and Cindy profess a strong belief in the work they do; neither could keep it up if they did not. Cindy stays involved with her community through fundraising for environmental and arts projects, and chose to extend her skills to St. Lawrence when her daughter enrolled. “It’s important to be involved in our world, to make a contribution for its improvement,” she says.

Tunde agrees: “I think I’m doing a service for the school, even if I’m getting paid.” He’s also getting great career skills. The student from Salt Lake City, Utah, plans to major in government or economics, and is still thinking about his career options. Whatever he chooses, his CAS work, in addition to serving his alma mater by raising money and connecting with alumni, will improve his communications skills and teach him about working on a team.

MARK YOUR CALENDAR:

Commencement Weekend

May 15-16, 2004

Questions?

Families of prospective

graduates have received a mailing from the University. For continuing updates, check out the Commencement Web site: www.stlawu.edu/commence/.

If you have additional thoughts or inquiries, contact Lisa M. Cania, associate vice president for University relations and chair, Commencement Committee, lcania@stlawu.edu.

Future Commencement Dates:

May 14-15, 2005, May 20-21, 2006,
May 19-20, 2007



MAJOR DATES:

Spring, Summerterm and Fall 2004

Spring Semester

March

21 Sunday, Spring Break ends*

April

30 Friday, Classes end

May

3-8 Monday-Saturday, Final exams

16 Sunday, Commencement, 10 a.m.

Summerterm

June

1 Tuesday, Undergraduate Session I begins

28 Monday, Graduate Session I begins

July

2 Friday, Undergraduate Session I ends

6 Tuesday, Undergraduate Session II begins

16 Friday, Graduate Session I ends

19 Monday, Graduate Session II begins

August

6 Friday, Undergraduate Session II and Graduate Session II end

Fall Semester

August

18-19 Wednesday-Thursday, New faculty orientation

23 Monday, New student orientation begins

26 Thursday, Classes begin

September

3 Friday, Last day to add a course; last day to drop a course without petition or payment; no refund for course changes after this date

October

1-3 Friday-Sunday, Family Weekend

14-15 Thursday-Friday, Midsemester Break*

18 Monday, Midterm grades due

November

5 Friday, Last day to file a petition to withdraw from a semester course

19-28 Friday at 5pm-Sunday, Thanksgiving Recess*

29 Monday, Classes resume

December

10 Friday, Classes end

13-17 Monday-Friday, Final exams

This calendar is subject to revision by the University.

**Residences are open and meals are available during midsemester break; residences and meals are not available during Thanksgiving recess and spring break.*

ST. LAWRENCE UNIVERSITY

ALUMNI AND PARENT PROGRAMS

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Contributors to this edition of ParentScope include three seniors who were interns in the University communications office in spring 2004, earning course credit in the English department while working on University publications. Morgan Doherty, left, of Camillus, N.Y., is a member of the women's track and field team; she studied on St. Lawrence's program in London. Amy Zarriello, center, of Adamant, Vermont, works in St. Lawrence's admissions office and is an officer in her sorority, Kappa Delta Sigma. Devon Rodonets, of Kittery Point, Maine, is co-captain of the women's squash team and a peer advisor in the career services office.

