

THE CHAIRPERSON'S CORNER

**Elfriede Schlesinger, Chair
Professor Emerita, Social Work**

Each semester, since I have been chair of The Emeriti Assembly, I have viewed the responsibility of writing the Chairperson's Corner of the Newsletter with a mixture of excitement and burden. Ever since I started to be assigned some various responsible tasks and positions going back to being involved in extracurricular activities in high school, I have always felt this mixture of pleasure and a bit of irritation. Fundamentally, I always enjoy doing the job, and hope that it comes out right.

This time, March 2017, has a somewhat different flavor. In part, I know that I am coming close to the end of my term as chair-I think I will need to do only one more Newsletter after this. But more important, is the responsibility of making comments with meaning at this stage of history. No matter what our view on the election of Donald Trump, most would agree that much of what we hold dear in our country, in our society, and the University is being questioned and challenged.

That is true for any segment of our world. Rutgers, under the leadership of the union which graciously hosts us, took part in the early protests about the proposals that would be coming out of the White House. A number of our Emeriti members almost immediately became concerned about how the new administration would affect not only the University, but us as seniors. We were already in the beginning of changes in our health care plans. While at first glance these changes did not appear to reduce the health care services which we have been quite fortunate in receiving, a number of us did begin to wonder whether some losses were on the way. I know that when I began to reflect on

what we might expect, I realized that we have been quite fortunate here as Rutgers Emeriti. Yet some of our colleagues began to worry about whether the academic freedom which we have long taken for granted would be affected. This seemed a bit farfetched to some. Yet those of us who were here at Rutgers around the McCarthy period and after remember Professors being fired who were in some way suspected of being "disloyal." And, the first or second day of Trump's presidency, he began to issue instructions to remove materials about climate change from the White House website. I understand that those scientists directly involved in developing and using this information in their work were concerned enough that they immediately set about to try to prevent this important information from being lost. The woman who was appointed as Secretary of Education worries a lot of educators at all levels.

Well before the election of Donald Trump, many AAUP members became concerned about actions being taken at Rutgers that were worrisome. I think I reported to you about issues raised at the Union Executive Council meetings about greater control being taken by upper level administration over matters related to the evaluation of faculty who were candidates for promotion. In the view of many union members, the role of collegial assessments was on the way to being diminished.

Yet as a faculty member and administrator at Rutgers, and as a member of the Emeriti

**EDITOR:
DONALD BORCHARDT**



Assembly, my experience has been very positive. Throughout my time with our group, we have been discussing what the focus of our group is and should be. Some like a relatively low keyed program, depending on lectures and other presentations by scholars and others engaged in important activities in our community, such as the people working against faulty trials and unfair convictions in the courts.

Others are eager to get involved in an activist stance on the kind of issues which either affect us directly as seniors, or others calling for examination of social policy issues. We have begun to engage in discussions of these kinds of matters.

Given the current political changes, these matters have come up more often. At this point, the Executive Council members have agreed that it is time to have some well-planned discussions where questions of this nature are examined systematically. We have set aside one of our regular meetings, now planned for March 2017 for this purpose.

Also planned for the spring semester is a trip to Grounds for Sculpture in Hamilton, New Jersey, an innovation for which we can thank Judith Friedman.

Reflecting on the Fall 2016 semester, and 2017 which is already well underway, I believe that our program is moving along well. We have had some excellent speakers, including our own Ann Gordon who spoke about the history of the struggle for the woman's vote. The anthropologist, Peter Guarnaccia, addressed the issue of the educational experience of immigrant adolescents, a very timely matter. We are finally doing what we have been promising ourselves, and that is inviting members of the physical sciences to speak. Still in the "long talking stage" but not yet fully acted upon is seriously inviting members of other Emeriti groups, such as from the Medical School to our meetings, and attending their meetings to which we have been invited.

I look forward to the rest of Spring Semester 2017 both to the activities and speakers planned, and the evaluation of our bylaws, mission, membership and other related matters. Thanks for the support you always give when there are "glitches"- such as a speaker cancelling at the last minute.

Elfriede G. Schlesinger, Ph.D.

Emeriti Assembly meetings are held
once a month
On the third Tuesday
At 11:30 a.m.
at the AAUP-AFT Office
11 Stone Street, New Brunswick

**"The Presidential Nominating Process"
A Presentation by David Redlawsk
February 23, 2016**

David Redlawsk holds the directorship of the Rutgers-Eagleton Poll and a professorship in the Rutgers political science department in New Brunswick. The following are notes taken by Benjamin R. Beede, Secretary of the Emeriti Assembly.

Professor Gordon Schochet introduced the speaker as having been one of the best graduate students in political science at Rutgers and as having had a notable career since then. One of his many accomplishments has been the revival of the Rutgers-Eagleton Poll.

After having been graduated from Duke University magna cum laude, Professor Redlawsk received an M.B.A. at Vanderbilt University and then an M.A. and Ph.D. at Rutgers.

He became an associate professor with tenure at the University of Iowa, Iowa City, and in 2009 he was appointed to his Rutgers-Eagleton Poll directorship. His publication record already includes five books and many journal articles. Professor Redlawsk's current work includes preparation of a book manuscript that examines the positive features of negative campaigning.

In the 1980s, Professor Redlawsk was a Republican official in a Pennsylvania town. By the 1990s he was a Democratic Party activist, and he was elected to a township board in New Jersey. He went to Iowa in 1999, chairing a caucus and becoming an acting city chair by

2004 and being selected as a delegate to the Democratic National Committee in 2008.

State political organizations have a significant role in the presidential nominating process. Iowa voters vote their convictions with little or no concern for candidates' electability, what Professor Redlawsk termed "sincere preferences." Some voters, he noted, vote primarily against a given candidate.

The states determine whether to use primaries or caucuses. Some states have dropped primaries, owing to their costs. Political parties pay for caucuses, thereby relieving states of the expense.

The Iowa caucuses was brought into prominence by Jimmy Carter. Iowans are fully cognizant of their significant role in election campaigns. Interestingly, Iowa uses caucuses for no other offices. The Iowa caucuses are important, because they begin the presidential nominating process. The caucuses and the media really set and destroy expectations for candidates. Indeed, the Iowa results "send signals to later voters," as Professor Redlawsk explained. The media changes its focus on the basis of the Iowa results, as in 2012. Candidates who did better than expected in Iowa also did better in New Hampshire, for example. The media have always had clout, and they affect individual focus. Ultimately, though, the media are devoted primarily to making money. The candidates, of course, try to manage "voter expectations."

Professor Redlawsk discussed the nature and operation of caucuses, which meet in governmental buildings and churches, among other locations. They are organized by precincts and elect county convention representatives and county central committees. The caucuses prepare platform proposals, moreover.

In 2016, Professor Redlawsk did a survey of caucus attendees, receiving an impressive seventy per-cent response. Mail and telephone contacts have maintained their importance, despite increasing attention being given to the Internet.

One of Professor Redlawsk's projects is a study of emotional reactions by Iowans to the 2016 presidential candidates. He has already found that negative feelings are discrete, and favorable views are more diffuse.

**"A Citizen's Right to Vote:
A View from the 19th Century"
A Presentation by Dr. Ann Gordon
November 15, 2016**

Dr. Ann Gordon is Research Professor Emerita and former Editor and Director, Papers of Elizabeth Cady Stanton and Susan B. Anthony, Rutgers, The State University of New Jersey. The following are notes taken by Benjamin R. Beede, Secretary of the Emeriti Assembly.

Between 1867 and 1874, many women attempted to vote in elections at various levels. This was a spontaneous effort by black and white women, including urban white women.

The impetus for these events was the discussion of citizenship and the right to vote, which were generally regarded as separate matters, in the wake of the Civil War. Defining citizenship was clearly in the federal sphere, and voting regulations were enacted by the states. Legislation and judicial decisions in the late 1860s molded the handling of these issues in a way that has persisted to the present.

Although the primary concern was with the voting rights of male African Americans, these issues became part of the first beginnings of the woman suffrage movement. The year 1866 marked the beginning of the woman suffrage movement in the United States. A petition was sent to Congress early year to win the vote for women. Late the same year Senate Resolution 180 for constitution change was proposed by Senator Pomeroy (Kansas) in an effort to tie suffrage to citizenship, not gender.

As she discussed the nature of research on citizenship and voting rights, Dr. Gordon noted the contrast between historians and literary scholars in their approaches to the woman suffrage movement. Literary specialists have taken a broader view as they have examined research materials, devoting attention to such items as letters that came to Congress. At this point, Professor Schochet asked about the sources of letters. Dr. Gordon explained that researchers theorized about the likelihood of correspondence existing and then checked archives and other collections.

In passing, Dr. Gordon noted that the New Jersey Constitution in the early 19th century did not initially deny suffrage rights to women, but an amendment soon excluded them. Similarly,

blacks voted in New York State until the state constitution was revised.

The Fourteenth Amendment to the federal constitution effectively sidestepped the 1866 petition and limited voting rights to men. Native American men remained out of the ranks of voters for several decades, moreover. There was also an age requirement that was not altered until the 20th century. This amendment was the only gender-specific language in the United States Constitution until women were given the right to vote early in the 20th century.

The Fourteenth Amendment brought with it a common definition of the term “citizen.” It did not deal with voting rights at all, however. The word “citizenship” was used in two ways by the post-Civil War amendments. Despite the rejection of woman suffrage, the 14th and 15th Amendments did contain language that seemed to be promising as women planned to direct action and judicial moves. The 15th Amendment had an apparently sweeping statement that United States citizens had the right to vote. The 14th Amendment indicated, by implication, that women were citizens.

In Rhode Island a new constitution distinguished between “native-born” and “naturalized citizens,” in order to keep many recent immigrants, especially Irish, from voting. About ten thousand men were affected. A property qualification, which was maintained until 1885, were another anti-immigrant device. The people who were affected asked for relief in the form of federal legislation, addressing their complaint to the United States Senate, but their plea was rejected. Senate Judiciary Committee’s report distinguished between “citizenship” and “voting rights,” narrowing the scope of the former term. Nevertheless, advocates of woman suffrage watched this controversy closely.

Susan B. Anthony was arrested in 1872 for voting in a federal election. She based her claim to suffrage on the obvious fact that she was a citizen of the United States and continued to refer to this case in later life, Forty or fifty women in Rochester, New York, also voted or tried to vote. Sixteen succeeded in one ward of the city. A grand jury in Albany charged them, and United States Supreme Court Justice Ward Hunt presided over their trial. In a campaign to sway public opinion, and judicial opinion, Anthony argued that efforts to prevent people from voting could have dire results. All sorts of distinctions might be employed in state statues. Justice Ward, however, asserted that the states, not the

national government, established voting rights.

Although by virtue of latest constitutional amendments, the states cannot deny voting privileges to women and both men and women who are eighteen years of age or more, they can enact statutes and regulations that deprive many potential voters of their suffrage rights.

**AN INTERVIEW WITH ANN GORDON
Member AAUP-AFT Emeriti Assembly
Former faculty member
in the Department of History**

By Isabel Wolock,
Treasurer, AAUP-AFT Emeriti Assembly



Tell me a little about your position at Rutgers before you retired.

I joined the Rutgers faculty as a non-tenure track faculty member in the Department of History in New Brunswick in July 1993. Until my retirement in the fall of 2012, I brought in my own salary through grants, awards, and gifts as a Principal Investigator. At retirement, I had the rank of Research Professor, still employed on annual contracts. I brought to Rutgers the second phase of a project I had been co-directing at the University of Massachusetts-Amherst. It was my job while at Rutgers to publish a six-volume edition of the papers of the leading American advocates of women’s voting rights, Elizabeth Cady Stanton and Susan B. Anthony, selected from the 14,000 historical documents assembled and microfilmed in the first phase. That was a full-time job—to direct this project of research, editing, and publication.

This was a matter of good story telling: we selected roughly 11% of extant documents, figured out both their authenticity and origin and their meaning. How could we make a letter intelligible to a modern audience in ways comparable to how its original recipient read it?

Or, could we figure out from dozens of newspaper reports of a speech, how a recycled speech taken on the lyceum circuit across the land by Elizabeth Cady Stanton differed from one year to another? What parts of Susan B. Anthony's diary provide information and insight that is no longer available in any other surviving sources? Staff carefully created transcriptions of the papers selected for publication, and also researched people and events mentioned in the documents. Following the lead of the documents themselves, we might be reading about the history of apples in New York State and the shift to production of apples that shipped well for national trade. Or, we might be focused on Reconstruction, the constitutional changes in voting rights in that era, and how courts made certain that women not be enfranchised. We moved from photocopies of historical sources in their original form—handwritten, newspapers, broadsides and pamphlets—to word processing files and on to files clean enough and accurate enough to feed into the modern page-making software that produces books.

What were your major accomplishments and sources of satisfaction while you were at Rutgers?

Three things stand out from my years as a faculty member at Rutgers. First, I did indeed complete my assignment and publish six volumes of the *Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony* (1997-2013). Second, to get that done, I figured out how to direct a staff made up almost entirely of students on graduate assistantships—smart and loyal students, most of them with good senses of humor, who honed their own skills on the edition's tasks and also made my job a pleasure. Third, I made a difference in the working lives of a lot of non-tenure-track faculty by pressing the Rutgers AAUP-AFT to take our conditions seriously and, immediately after I retired, by bargaining for the union with the university to put job protections and procedures in place.

Did you receive any award /honors before or after retirement?

The federal awards I received from the National Historical Publications and Records Commission and the National Endowment for the Humanities between 1993 and 2012 were all in competitive grant programs.

For *African American Women and the Vote, 1837-1965*, I edited a volume of other scholars' essays and received the Leticia Woods Brown

Prize of the Association of Black Women Historians in 1997.

From the Association for Documentary Editing, I won the Lyman H. Butterfield Award for contributions to editing, in 1996, and the Distinguished Service Award in 2000. Since retirement, I won the Association's Boydston Award for the best essay on editing. From the Turning Point Suffrage Memorial Association in Virginia, I was the third recipient of its Silent Sentinel Award in 2012.

What did you do before coming to Rutgers?

The list of what I did before coming to Rutgers is a little odd to read but it was a lot of fun to live.

- Trained social studies teachers for secondary schools as an Assistant Professor in the School of Education at Northwestern University.
- Taught college courses in Wisconsin state prisons and, as an adjunct, taught women's history at the University of Wisconsin-Madison.
- Edited newsletters for labor unions in New Jersey.

•Directed a study of and wrote the report about who uses historical sources and why, for the American Council of Learned Societies and the National Historical Publications and Records Commission.

•Acquired the skills of historical editing at the University of Illinois-Chicago, searching for the papers of Jane Addams, at the start of a new editorial project; and at Princeton University, helping to edit the papers of Woodrow Wilson in a well-established project.

•And then the years at Massachusetts for the Stanton and Anthony Papers.

Going back to earlier days, had you always planned on having an academic career—doing what you did?

I went to graduate school because I loved studying and researching history, and graduate school seemed the way to do that. I never thought about becoming a professor. I lacked the capacity for that kind of planning. Instead, things happened, one thing led to another. I've been very lucky in finding work. I also benefitted from affirmative action: Northwestern was required to hire women when the university hired me. And in a variant of that social change, I

benefitted from the rise of women's history in the profession and new interest of federal agencies in awarding funds to editions of women's papers.

What type of prior training/education did you have?

I hold a PhD in American history and have additional training as an editor and scholar of historical manuscripts.

If you were to do it all over again, would you pursue the same career or would you choose another one?

I pursued the PhD in history but, after that, there was no plan. I think things went very well, and the results were that I had the opportunity to research and write history while getting paid for it. And I produced publications—45 reels of microfilm and then the 6 volumes—that will help other people conduct research for years to come.

Is there any one event or experience or person that had the greatest influence on your life? If so, please tell me about it.

The most important experiences of my life, I think, came as a result of enrolling in the University of Wisconsin-Madison in 1966. The antiwar and anti-military draft movements introduced me to a new kind of citizenship and an ideal of politically engaged scholarship. I also came to doubt institutions and be skeptical of a university's professed neutrality. I learned new values and new skills while taking part in the complex political environment of that university and city. My labor union experience dates to those years in Madison too: I was a member of the Teaching Assistants Association, the first union of graduate students in the country.

What did you do after you retired?

I had a perfect celebration planned within weeks of my retirement—a conference marking 50 years since the Port Huron Statement of Students for a Democratic Society in Ann Arbor. Hurricane Sandy hit, the flights were canceled, and I was blocked into my neighborhood for several days by fallen trees. There went the plan. I did, as described above, agree to chair a bargaining committee for the union dealing with non-tenure-track faculty working conditions. I also started writing history in short bites on a blog — <https://historicaldetails.wordpress.com> — and I've been quite busy as a lecturer to public audiences. Occasionally I get back to working

on a book I started in 1976—just to see if it's something worth finishing.

How did it happen that you got involved in bargaining issues affecting the non-tenured faculty?

While still employed at Rutgers, I had accepted some assignments concerned with non-tenure-track faculty. I had agreed to run for the Executive Council as NTT rep and I was one of several representatives of the union on President McCormick's NTT Faculty Task Force. Once I retired, from the union's point of view, it made sense for me to chair the bargaining team. The logic? The university can't fire a retired person. (And if that sounds like an extreme view, one department did get rid of a member of the bargaining team who was still teaching.)

Lecturing has been a surprise. I had always accepted invitations to lecture to the public: I was, after all, supported by federal tax dollars intended to enhance public knowledge in the humanities. I think the opportunities that have come my way since retirement are built on that earlier practice and reputation. That and the fact that citizenship and voting rights—the history that is encompassed in the papers of Elizabeth Cady Stanton and Susan B. Anthony—are vital topics of public policy these days.

What do you see as the best thing about retirement?

I worked for 42 years, 38 of them on calendar-year employment without one single paid leave or sabbatical. This is my time for research and writing and lecturing.

Are there any drawbacks? Do you have any regrets?

I had no choice about retirement—and I was already 68 years old. Federal grants paid my salary, and I had completed the tasks for which the federal government made those grants. It never crossed the mind of anyone at Rutgers to ask if I might want to continue working.

Any personal information you'd care to share:

Children: I have a 35-year-old son.

What advice, if any, would you give to others who are planning to retire?

Have a plan! A plan of things to do. Either go

full bore on what you are already good at or set out to master something entirely new.

How did you come to be involved in the AAUP Emeriti Assembly? Is there anything in particular you like about being part of this group?

I'd known about the Assembly for a long time. Its founder, Dick Wasson, was a good friend. And when I served on the union's Executive Council, I learned more through the retired faculty members who served on that Council. I like that the Assembly has introduced me to new people, all with their own expertise and stories.

**"Immigrant Students and Their Journeys to Higher Education"
A Presentation by Dr. Peter Guarnaccia
January 17, 2017**

Dr. Peter Guarnaccia teaches and conducts research in the Department of Human Ecology and Institute for Health, Health Care Policy and Aging Research, Rutgers University. Following are notes of his presentation taken by Benjamin R. Beede, Secretary of the Emeriti Assembly.

Dr. Guarnaccia is a medical anthropologist, whose academic career has been almost entirely at Rutgers, beginning with his appointment as an assistant professor in September 1986. He reached the rank of Professor I on July 1, 2002. He received a B.A. at Harvard University and an M.A. and Ph.D. from the University of Connecticut, Storrs.

Much of the presentation dealt with Dr. Guarnaccia's research on immigrant students at Rutgers, funded by the National Institute of Child Health and Human Development. Working with various cultural organizations at Rutgers, he developed several focus groups consisting of current students. He asked the students, "How did you get to Rutgers and how and to what extent have you maintained your family culture?" The object of the research was to determine how acculturation processes influenced student success.

The speaker gave much attention to the relationship between the anthropological concept of "acculturation" and immigrant children in higher education. Acculturation as a subject for systematic study goes back to the

mid-1930s. Investigators did not limit themselves to immigrants. Rather, their focus was cultural contacts on a worldwide basis. The early acculturation research has been criticized for its assumption that there was only a single path for adapting to another culture. Diversity in learning the dominant culture and maintaining a significant degree of cultural autonomy was, indeed, a concept that was foreign to investigators of past years. Psychologists have tended to conceive of acculturation as being a "steady march," but that perspective is unrealistic.

"Culture," which Dr. Guarnaccia described as a "blueprint for living," is actually a changing concept. Most people in the United States are multi-cultural.

A vital factor in student success was "parental sacrifice," which involves a "tacit bargain" between the students who try to succeed in higher education and their parents who provide the resources to keep their children in college. Students believed early on that they would go to college, and this effort usually became a "family project." Higher education is frequently cited as a vital factor that makes the "American dream" possible for immigrants and their children. In his presentation, Dr. Guarnaccia characterized immigrant parents as the "first or real 'dreamers,'" who inculcated their hopes and their views in their children. A member of the audience suggested that although parents are vital supporters for their children, they can put undue pressure on their children if their vocational expectations are incompatible with their children's abilities and interests. Dr. Guarnaccia replied that the university might do more to alleviate such family conflicts.

Dr. Guarnaccia wanted a diverse pool of Rutgers students for his study. The research was conducted by forming twenty-one semi-structured focus groups. The discussions ran for ninety minutes, and, later individual questionnaires were administered to members of the groups. Interestingly, many students speak not only the national language of their country but also a regional or religious language, relating more particularly to their ethnic group. Dr. Guarnaccia noted that "language schools" exist in Asian and European-American communities, but not Latino or areas African-origin communities. Language experiences are often complex and fascinating.

Generally, immigrant students' cultures are not being slighted by the dominant society as they

had been in the past, in part because of the value Rutgers places on diversity. Such students bring important benefits to the United States. Bilingual students can enhance ethnic and area studies programs. Moreover, immigrant students in college can recruit immigrant students who are still at the secondary stage of their education. Immigrant students can also tutor Rutgers students who are going abroad. At the same time, there is a need to continue developing special forms of support for immigrant and diverse students.

Questions were many during the presentation, and each of them elicited further discussion.

MEMBERSHIP DUES

The fee for AAUP Emeriti Assembly membership is \$10 per year beginning each September. If you haven't already done so, please send your check to the AAUP-AFT office at 11 Stone Street in New Brunswick to cover the year 2016-17 (sorry, cash cannot be accepted). You may also renew membership for one, two, or three years by paying \$10, \$20, or \$30.

Below is a list of organizations and their contact information including web sites you may find useful:

AAUP Emeriti Assembly

11 Stone Street
New Brunswick, NJ 08901-1113
Phone: 732-964-1000
Fax: 732-964-1032
E-mail: aaup@rutgersaaup.org
<http://www.rutgersaaup.org/Emeriti-Assembly>

Retired Faculty & Staff Association

<http://retirement.rutgers.edu/>

Rutgers Retiree Benefits

<http://retirement.rutgers.edu/retiree-benefits/>

Rutgers Council of AAUP Chapters-AFT

11 Stone Street

New Brunswick, NJ 08901-1113
Phone: 732-964-1000
Fax: 732-964-1032
E-mail: aaup@rutgersaaup.org
www.rutgersaaup.org

American Association of University Professors

1133 Nineteenth Street, NW, Suite 200
Washington, DC 20036
Phone: 202-737-5900
Fax: 202-737-5526
E-mail: aaup@aaup.org
www.aaup.org

American Federation of Teachers, AFL-CIO

555 New Jersey Avenue, NW
Washington, DC 20001
Phone: 202-879-4400
www.aft.org

AFT's Web Page for Retirees:

<http://www.aft.org/retirement>

AARP

601 E Street NW
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Princeton, NJ 08540
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