

*Rutgers AAUP*

*Emeriti*

# Reporter

Volume 20 – Issue 2

September 2016

## THE CHAIRPERSON'S CORNER

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

When the time comes to write the half-year note by the Emeriti Chairperson, I ponder the issues we have dealt with in the preceding months, as well as what lies ahead. I remind myself that my main responsibility is, and our focus is on, the matters which bring us together --- our continuing academic interests, concerns that emerge because we have reached this stage of life, and how these play out in our increasingly complex, puzzling world.

Every year since I have been Chairperson, when we evaluate the preceding year's program, we agree to continue to look for speakers who are top notch in their field, drawn from a variety of subject areas, without any particular themes. We also have agreed not to take an activist role.

Nevertheless, when I think about the most recent programs, as in the spring of 2016, there tend to be some themes that run through the presentations. There is usually at least one focused on the ever-present inequities, together with the efforts to minimize the inequities and hierarchies that persist. Cathryn Potter, Dean of the School of Social Work at Rutgers reminded us of the increasing gap between those who amass huge fortunes, and those whose access to the resources required for a minimally comfortable life is not available.

Gerald Pomper's analysis of the "astonishing election" points to both the strengths and vulnerabilities of this country. We all draw somewhat different conclusions from the election, knowing that we are both vulnerable to great threats, and strong enough to continue to try to maintain this country's wonderful attributes.

This past year we added a new feature --- a tour of our lovely museum at Rutgers. We also identified some gaps --- lectures from the physical scientists about physical developments in the universe.

The AAUP graciously hosts us and provides facilities for our events, and one of its leaders will soon visit us as a speaker.

I look forward to the new semester and hope to hear from you, with suggestions.

Elfriede Schlesinger

## A Visit to the Zimmerli Art Gallery

On Tuesday, May 16, 2016, members of the Emeriti Assembly met at the Zimmerli art gallery on the Rutgers campus in New Brunswick. A gallery docent led the members to three special displays representing the artistic works of Andy Warhol, David Wojnarowics, and some Russian artists. The large prints conveyed active aerial events of man's race to explore space. The docent from the gallery introduced the significance of the artists' work and explained the importance of the visual compositions. The artistic elements remain as an expression of man's efforts in spatial flight during the 1960's.

In appreciation for this event, the Emeriti Assembly made a donation of \$100 to the Zimmerli Art Museum.

**EDITOR:  
DONALD BORCHARDT**



The next meeting of the  
Emeriti Assembly is scheduled for

11:30 a.m. on

Tuesday, November 15, 2016

at the AAUP-AFT Office,

11 Stone Street, New Brunswick.

Anne Gordon, Research professor  
emerita, History & Stanton/Anthony  
Papers

"A Citizen's Right to Vote:

View from the 19th Century"

**Presentation by Dean Cathryn C. Potter on  
Inequality on April 19, 2016**

**Following are notes of that presentation taken  
by Benjamin R. Beede,  
Secretary of the Emeriti Assembly**

Dean Potter has been at Rutgers for the past three years. She headed the Butler Institute for Families and then was Association Provost for Research at the University of Denver. Her undergraduate degree was from the University of Georgia, her M.S.W. from the University of Washington, and her Ph.D. from the University of Denver.

The Rutgers School of Social Work is now ranked 24<sup>th</sup> in the nation by US News and World Report (up from 26<sup>th</sup>). Using Academic Analytics data, the School is among the most productive (relative to its peers) of all schools here at Rutgers, and in the top 10 for productivity of articles, books and certain grants in the nation.

Dean Potter began with some general questions for discussion. What is inequality and how does it differ from poverty? What is the difference between income and wealth inequality? How much inequality is good? What are the negative effects of inequality? A lively discussion ensued, but some taking the position that inequality does not exist to any significant degree, and others taking the position that it is a major issue in the USA.

Dr. Potter discussed the ways that inequality can be

measured, including looking at the height and breadth of "income ladders," looking at income distributions and ratios between high and low earners, looking at income data over time, and use of the Gini coefficient, a measure that models the departure from direct correlation between percent of population and percent of income.

We looked at US data relative to each of these measures, including distinguishing between income and wealth inequality, with lively discussion as to both the data and the meaning attached to it. Copy this link into your browser for a provocative introduction to the wealth disparity. This video stopped the show and instigated much interesting discussion, "The collapse of the American dream":

<https://www.youtube.com/watch?v=qwYNNIHaMmc>

Although income inequality has the benefit of producing incentives for work and innovation, the emphasis in the United States on equality of opportunity rather than more managing toward more equitable outcomes has created severe dysfunctions.

Extreme income inequality is said to work against socio-economic mobility and suitable levels of consumer spending. Increases in crime and the erosion of the social contract can ultimately threaten democratic institutions.

The extent of economic inequality is much greater in the United States than generally realized. About one per cent of the population held about a quarter of the total wealth a few decades ago, but now that one per cent has 40% of the wealth.

The average CEO makes 380 times as much as the average worker in a large enterprise. From 1947 to 1979/1980 to the present productivity has risen eighty per cent. Compensation has increased by nine per cent and wages by seven per cent. Corporate profits are way up; productivity is up; wages, however, are down. There are also great income differences between racial groups.

**"The Astonishing Election of 2016"  
Gerald Pomper  
Board of Governors Professor of Political  
Science  
July 21, 2016**

Describing himself as an "embarrassed expert," Professor Pomper made what was widely regarded as a superb presentation to a very large, enthusiastic, and engaged audience. After a failure to establish a working relationship between his computer and the office's projector, he said, "Anything that is wrong with this talk is

due to technology and not to me,” but the consensus was that there was nothing “wrong” with the talk, save perhaps the dark uncertainty and pessimism to which its contents inevitably led. In the absence of technological assistance (although he did pass out several charts), Professor Pomper was obliged to rely on the excellent and obvious skills that made him a revered and successful teacher.

What is “astonishing” and embarrassing about this election, he said, are the surprises and novelties, which together mean that there are no experts. He quoted himself as having said a few months ago, “Donald Trump? Never!” Beginning with the insurgent and widely popular campaigns of Bernie Sanders and Trump, to the inability of the Republicans prevent the nomination of a media star with no political experience, the nomination of a woman by the Democrats, the fact that both candidates are relatively widely disliked by the electorate, the ease with which Sanders raised money, and the uncertain coalitions that might result in Michigan’s going Republican and Utah Democratic, no one knows quite how to explain the election nor what to expect. “Take everything I’m saying with several grains of salt,” he said, “because I’m as confused as everyone else.”

In light of all this, Professor Pomper limited himself to 3 topics, going from “what I am most sure about to the least”: (1) the Electoral College, about which just about everyone presumes to know something; (2) voting behavior, based on the accumulated research in political science; and (3) the outlook for the election itself.

### (1) The Electoral College

Following initial confusion about it at the Constitutional Convention, there was a general optimism and an apparent faith that, as Alexander Hamilton wrote in *Federalist* 68, “This process of elections affords a moral certainty, that the office of the president will seldom fall to any man, who is not in an eminent degree endowed with the requisite qualifications.”

The total votes cast by the Electoral College (538) is equal to the number of members of the House of Representatives (435) and the number of senators (100: 2 per state) plus 3 votes from Washington, DC. Each state has as many votes as it has members of Congress (representatives plus 2 Senators). The Electoral College effectively means that presidential elections are based in the separate states rather than the nation as a whole. In order to be elected, a presidential candidate must receive a majority of the *electoral votes* (270), not a majority of the votes cast nation-wide nor a simple majority of the states. And it is principally for this reason that presidential election coverage is dominated by national maps of Red (Republican) and Blue (Democratic) states. While each state determines how

its electoral votes are cast – there are no US Constitutional requirements or restraints – all but two use a winner-take-all system. In the event of a tie – “a 1% chance,” according to Professor Pomper – the election is decided by the House of Representatives, with each state having one vote (as watchers of the television program *Veep* will recall, he noted).

The purpose of the Electoral College is to promote and preserve a “republican” form of government, not a majoritarian democracy, to maintain a federal not a national system, and to reinforce the independence of the elected president from Congress and from state governments.

### (2) Voting Behavior

The crucial measures of voting behavior are size, turnout, and distribution between the parties. Party loyalty has been the principle determinant in all three categories: 90% of voters vote along party lines. Ideology is also very important. Since the 1990s, party loyalty and ideology have come together, but in the past they had tended to be separate. Today, Republicans, for the most part, are conservative (but people from all groups voted for Romney), and Democrats are liberal and moderate (but all groups voted for Obama). Between 1994 and 2014, Republicans moved from about 64% more conservative than Democrats to 92%, and Democrats from 70% more liberal than Republicans to 94%. Independents are more ideological, but there are very few “independent” voters.

Historically, Democrats won a majority of white voters, but that is no longer the case. Furthermore, the white proportion of the overall population has been steadily decreasing. Preference for Republicans is increasing among whites but not among white women. Trump has been doing especially well among non-college-educated white voters, but a very large majority of non-whites at all economic and educational levels do not support him. This reflects the severe racial splits in contemporary American, and Trump hopes to compensate for his disadvantage by winning the white vote. However, Clinton’s popularity among white women should give her an advantage because women tend to vote in larger numbers than men.

Polling information, the most important source of information about voters, and polling itself are ever more problematic: because of the growth of cell phones, the numbers of which are often not publicly available, and the corresponding decrease in land-line use, the same numbers of calls that worked for pollsters in the past now reach fewer random respondents.

Beginning to open his third topic, Professor Pomper argued that there may be a “hidden” Trump vote that does not turn up in polls because people are reluctant to

express their preferences. On the other hand, computer users may provide more reliable samples, but there is no way both to get access to this class of voters and to be sure that they have been randomly selected.

The personalities and character-traits of the candidates are also very important, according to Professor Pomper. He noted that despite her problems, Clinton remains stronger than Trump. With what he admitted might be partially wishful thinking, he suggested that voters would prefer to support a “crook” than a “mad dictator.” Clinton has fewer critics within her own party and they are less intense than the Republican opposition to Trump, and, in addition, she is doing better with fund-raising. Finally, he said that Clinton’s superior political and governmental experience is seen as an asset by voters.

### (3) This Election

The hard and historical evidence favors Clinton (see above as well). There are more states that are “reliably” Democratic than Republican: Democrats start with 242 “safe” electoral votes, Republicans with 170. At the end of May, Clinton was leading Trump by 347 electoral votes to 191, and while Trump’s numbers are “beginning to go down, don’t count on that to continue.” Expect greater clarity at the end of June and still more after the Conventions.

Although the then-current polls suggested that Clinton was comfortably ahead, there have been electoral periods of substantial and largely unanticipated realignment, and we may be due for another. One such major shift occurred with the election of Franklin Roosevelt and another with Reagan. 2016 could be yet another of those times.

It may be that this election uncovered, exacerbated, and will presage continuing economic and racial distress in American society. There is much more hostility toward “other” groups among Republicans than among Democrats, but Trump has made that hostility respectable. His defeat will not remove the severe divisions in American society. Perhaps the support for and victories of Sanders and Trump are the beginnings of continuing conflict, deadlock, and “democratic decay.”

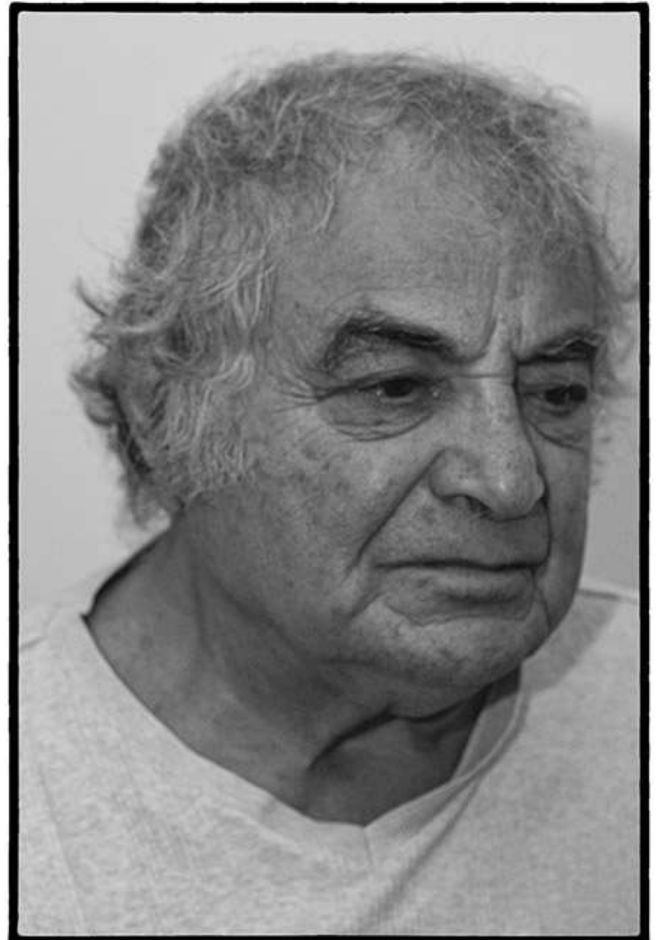
And on that note of somber foreboding, Professor Pomper concluded his presentation to the enthusiastic and continuing applause of the members.

The lively interest continued with questions and discussion of the Sanders candidacy (Pomper: he would have been a “terrible president but not a dangerous one”) and his failure, as of mid-June, to withdraw and endorse Clinton; of Citizens United; of the role of “third” parties, especially the Libertarians (Pomper: of minimal consequence and will draw voters from both parties); the role and value of the Democrats’ Vice-Presidential

candidate (Pomper: the party needs someone who will be effective and will help the ticket, namely, a white, male, Catholic); Occupy Wall Street; and the need to revive the labor movement.

Summary provided by Gordon Schochet  
Not vetted by Professor Pomper

### **Interview with David Antebi by Isabel Wolock, Treasurer, AAUP-AFT Emeriti Assembly**



**David Antebi, Member AAUP-AFT Emeriti Assembly**

***Tell me about your position at Rutgers before you retired.***

I was hired as Assistant Professor in Community Organization at Rutgers Graduate School of Social Work in September 1967, promoted to Associate Professor with Tenure in '75 and retired after 24 years in June 1991. I was hired with funds from a National Institute of

Mental Health (NIMH) Grant awarded to the Graduate School to develop new and innovative community organization practice sites. (This will be elaborated on below). At first I was affiliated with the Community Organization Sequence, a macro track specialty, primarily involved in field teaching. Later on, I developed and taught two new courses: "Community Setting and Mental Health" and "Social Action for Social Workers," fulfilling the Grant requirements. I became active in the development of the undergraduate social work program, which eventually was approved by the faculty and taught at the Newark Campus. When the Livingston Undergraduate Program was incorporated into the School's program, I became the Assistant Director upon the Director's retirement. As activism increased on Campus and in the New Brunswick community responding to Anti Viet Nam War protests and civil rights actions and after the assassination of Dr. Martin Luther King, students wanted to become involved. I saw this as a great learning opportunity in acquiring advocacy skills and at the same time participating in these historic events. Groups of students and faculty proposed and approved the creation of the Social Action Center (SAC) and I served as its director until I retired. (Below I listed several projects of the SAC).

Shortly before my arrival in the fall of 1967, Newark as well as other communities of New Jersey were torn with riots, which destroyed many neighborhoods. Thus upon my arrival in Newark to initiate my NIMH project, I was introduced to the turmoil and destructive aftermath of the riots.

The Rutgers Newark Administration welcomed me with open arms and provided an office on Campus. I was seen as a bridge between the Social Work School's Administration in New Brunswick and the Rutgers Newark Administration. They were interested in a larger presence of the School's Master of Social Work (MSW) program and were willing to provide space and find funds to teach it. I too was committed to seeing a larger presence and communicated this to faculty and the Dean. This resulted in the approval of the undergraduate social work program to be taught in Newark and the expansion of the professional credit courses and part-time credit MSW programs.

As I assumed responsibilities in initiating the NIMH Project, my mentors were Malcomb Talbot, Vice President of Rutgers Newark, and his assistant Marvin Greenberg. They were generous with their time and knowledge of Newark and kept me informed of important community activities and events. They helped me quickly learn about the complex politics of Newark and its organizations and introduced me to significant faculty and political leadership.

At first the position entailed evaluating and developing innovative community organization field placements,

working closely with the Essex and Hudson Council of Social Agencies and United Funds but not limited to them. A Student Unit was recruited from the student body and regularly-held fieldwork seminars were conducted. I met and developed (with agency-designated field instructors) student learning assignments and activities; periodically visited and evaluated the students' progress, assignments and served as consultant to the field instructors on educational and learning issues; and served as faculty advisor to the students in my unit. Some of the organizations ranged from an indigenous community health advocacy agency, a Community Poverty Board and staff services to several Essex County Freeholders, to name a few. One significant event was when one student served as staff aid to Freeholder Wynona Littman, analyzed welfare legislation and helped write Freeholder Littman's testimony, which proved invaluable

Another student helped develop a proposal for a methadone treatment program for Essex County. This was the first time in the history of the School that students were placed in indigenous non-traditional and public policy settings without a social work field instructor on site.

When Dr. Martin Luther King was assassinated in April 1968, Newark went into riot mode and several of my students were deployed to staff the Mayor's Office phone bank. After the riots we had a meeting with the Assistant to Mayor Hugh J. Addonizio and learned how the City manipulated the election in its favor a Community Poverty Board. In an attempt to understand the City's politics Ken Gibson, an engineer for the Newark Public Housing Authority (later to become the first Black Mayor) was invited as our guest speaker. Without any hesitation he laid out the scheme the Authority used to put forth their own contractor to submit the lowest bid. He went on to expose the extortion and kickback attempts on contractors who were involved in City contracts. But in 1970, eight days before a mayoral runoff, Mayor Addonizio went on trial on charges of conspiring to obtain \$1.4 million in kickbacks from contractors on city projects. He continued his campaign from a Federal courtroom, but lost to Kenneth A. Gibson in the runoff.

### ***What were some of your other accomplishments while at the School of Social Work?***

One of the School's innovative teaching projects was the creation of the Community Field Labs in four communities across the State. This was one of the first courses the students were required to take as an introduction to the profession. Newark was one lab site and I was appointed as the coordinator. This was a first-time educational experiment focused on community and social problems, not on a social work method approach.

Ours was the largest unit in the School with over 55 students and four faculty assigned to study the community and its social service network; in addition, and another first, the students undertook the study of a social problem with a research faculty member assisting us in the field. Students had a hands-on experience interviewing agency executives and professionals, residents, and local political leaders to learn about local history, problems and changes.

I was appointed Social Work Consultant to meet with a class in Juvenile Delinquency Law at Rutgers University's Law School, Newark Campus to provide the social work perspective. I became familiar with other law faculty and developed a joint social work and law student project at the N.J. State's Public Defenders Juvenile Unit in Newark based on the Community Lab teaching model described above. Professor Richard Chused's law students worked alongside social work students in all aspects of learning design. Professor Chused was so impressed with this joint teaching and learning effort that he wrote an article for the Law Journal illustrating this innovation in lawyers' training.

At this time some Schools of Social Work were expanding their vision in terms of where to practice. It was obvious to me that the social work profession could play a major role in helping workers and their families at the work site. The social work profession needed to expand where it practiced. This included large corporations and labor unions. With these ideas in mind placements were developed with Johnson & Johnson, a major corporation in the New Brunswick area, and with the following labor unions: District 65, the International Ladies Garment Workers Union, the Amalgamated Clothing Workers Union, and the International Electrical Workers Union. A number of students were finding it difficult financially to go to school for two years without earning an income. In each of the placements developed I negotiated a stipend to ease this burden. I was instrumental in negotiating with the District 65 President to hire their first MSW social worker and in addition placed several of our students there for their fieldwork. I co-authored a paper on this practice with Miriam Habib.

### ***Tell me more about the Social Action Center.***

The Social Action Center was created as a result of student activism on Campus against the escalation of the Viet Nam war and the riots happening across the State. I served as its Director for 23 enjoyable years. Part of its mission and purpose was to provide independent study opportunities for students in time-limited action projects and to participate with other organizations on campus and in the community. This was a significant learning site for developing leadership skills and skills in organizing for action and advocacy. Students chaired forums, participated in rallies in

Washington D.C. against the war and in demonstrations on campus. One significant event we participated in was with the National Association of Social Workers in Washington D.C. to demonstrate and celebrate Solidarity Day with labor unions and other organizations.

Another significant experience was the independent study of 12 students who witnessed an action project in Washington D.C. and created a multi-media production using film, song, music and voice. Presented to the entire Profession Weekend class emphasizing civil rights and direct action, it brought tears to some by the themes and mood it created.

Social Work was experiencing increasing criticism because of not being in the forefront of the urban crisis. My experience with media and photography led me to develop a series of radio programs with a local radio station using a panel of prominent social workers discussing timely subjects to get our voices heard.

I also developed a 30-minute DVD on "The Profession for All People" with a \$27,000 grant from the University's Media Center using its staff to produce, edit and create the final video. The video was presented several times on public service television time, used each year to orient undergraduate students to the profession and presented at the national conference of the National Association of Social Workers to encourage State Chapters to purchase a copy for use in their recruitment efforts to the profession.

I was one of the first faculty to acquire a computer in the early '80's. One of my first projects was to work with a PhD student researching articles on social work and social welfare and related topics in Communist China. The next was to identify Internet sites helpful to social work and social action. In the course of this exploration, specific sites on AIDS, cancer, multiple health topics and information on the problem were identified as well as self-help and a professional network. I made a presentation at an international conference on Computers and Social Work on the importance of the Internet, and the valuable tool of computers for social work practice and teaching to professionals and faculty.

As I became more engaged in international social work with Nicaragua, the Internet sites became invaluable for current, historical and political information. This led to a three-week trip to Nicaragua with the Masaya Sister City group. Follow-up work enlisted others to send medical supplies, tools, clothing, sports equipment, school supplies etc. in a container twice a year. As a result of work with Nicaragua and a voter registration drive that I conducted, I was selected as an election day monitor during the 1990 elections in Nicaragua, a major historic event..

close to practice situations. I served from the mid '70s to the time of my retirement in 1991.

***In what way did your skills as a photographer influence what you did at the School of Social Work?***

I incorporated the use of photography in my lectures, teaching and practice of social work by creating slide shows, multi-media productions and exhibits of a documentary nature. As a documentary photographer, I photographed and had exhibits on documentary themes of poverty, homelessness, asbestos workers and their families, etc. I have illustrated several textbooks used by both undergraduate and graduate courses and illustrated professional publications. The National Association of Social Workers used my award-winning photos in their publications and in their National campaign promoting the social work profession.

As a documentary photographer, I photographed and had exhibits on themes of "Down But Not Out" on homelessness, "Asbestos Workers and Their Families," "Poverty in America," and interviewed and photographed soup kitchen participants and created an exhibit on "Whose American Dream?" The exhibits were shown at various social work and social welfare conferences, schools of social work, a New York photo gallery and various universities in Canada and the United States and publicized in the local press. Several students in a research class in the Toronto School of Social Work who undertook their study using photography and interviewing techniques attributed this to my presentation in their paper.

***What made you shift your interest from the Graduate Program to the Undergraduate Social Work Program?***

The Undergraduate Social Work Program at Livingston College was incorporated into the School of Social Work in the '70s and '80s. I had a good working relationship with the Director as well as the other faculty. Because of my experience, I was asked to coordinate the student field placements. After all, I had several years' experience in fieldwork administration and, in addition, had a wide range of unused placements I had developed in the New Brunswick area that could be made available to the undergraduates. When I started to engage with the undergraduates, I was impressed with their enthusiasm and willingness to select difficult and complex social work settings such as criminal justice, welfare, and the Division of Youth and Family Services. They seemed to be drawn to the challenge. This attracted me to devote more of my time in the undergraduate programs and I shifted my teaching and field responsibilities accordingly. Later on, I was appointed Assistant Director even though offered the Directorship because it offered me the opportunity to be

***What did you do before coming to Rutgers?***

My 17 years of social work practice before teaching at Rutgers included working with a street gang in Harlem, group work with 5- to 8- year olds, serving as Coordinating Counselor for an early adolescent group in a summer camp, case work services in an outpatient clinic, and conducting a study of Gypsies of the Lower East Side of New York City. I participated in a workshop on Puerto Rican Culture and History in San Juan, P.R. As the head social worker of a team of five social workers, we provided medical and casework services to military personnel and their spouses. After my discharge from the U.S. Army in 1955, I was the first community organizer hired by the Philadelphia Housing Association to develop citizen-housing committees in North and West Philadelphia to enable local citizens to become more active in the decision-making in housing policies and legislation affecting their area. From 1958 to 1965, I provided community organization services to the Area Council Association of the Welfare Federation of Cleveland as Field Worker in the Hough Area and later on the West Side, both inner city communities of Cleveland. I helped citizens to voice and act on their concerns of police protection, school services, city services, public housing development, etc. From 1965 to 1967, I was appointed Assistant Director of the Development of Neighborhood Centers, a federally-funded poverty project of the Chicago Federation of Settlements. I served as Consultant and Trainer to 16 Settlements and coordinated a central staff of three other specialists.

***What attracted you to Social Work?***

I had no hesitation in selecting social work as my career of choice. I was and still am particularly attracted to the progressive values embedded in social work ethics and practice and all that the profession stands for as manifested in its history. These values were embodied in the people I most admired—Gandhi, M.L. King, Jane Addams, and F. D. R. My background also drew me to social work. Traveling by car through the segregated South during the Depression made me aware of the ravages of poverty and racial discrimination. Growing up in a Sephardic Jewish community with traditional conservative values about education, politics, ethnicity and gender, peace and war issues, it was not uncommon to hear negative slurs describing Negroes. My mother and other relatives would sit and gossip and denigrate others once they were out of hearing distance. As I grew up I was expected to work in my mother's business. The only exception was if I wanted to study to be a doctor or lawyer. Very few Syrians at that time went to college. I worked for relatives and other members of the Sephardic community. I could not tolerate the

disrespect they exhibited toward customers cursing them in Arabic because they did not purchase the merchandise shown. Another example—my uncle charged my father more for merchandise than others of his customers. It was not unusual to try to sell soiled merchandise or cheat customers by exaggerating its value or misrepresenting where it was made. There was a strong community move to adopt Jewish Orthodox practice and oftentimes children had no choice but to go to Yeshiva and follow Orthodox Jewish practices. I saw the contradictions between religious pronouncements and practice. I rejected the strict religious requirements and belief in God antithetical to my more secular and tolerant attitude towards other religious beliefs. There were business practices which bordered on criminality. There were many problems in my own family. My mother abandoned us when I was 6 or 7. My father had to obtain a Court Order requiring her to return to her family. A few years after her return, my parents separated and, then, finally divorced. As a single mother and the only bread winner, it was not uncommon for her to leave us with a nanny and work in Florida. When she returned, she displayed a picture of her new boyfriend. Throughout my high school years, my mother wanted me to leave my schooling and work in her store or move to Florida. I rebelled at any attempts on her part to interrupt my education. In fact, I remained alone in Brooklyn while the rest of the family moved to Florida. At an early point in my life, I determined that my mother did not have my best interest at heart and I rebelled. My friends and extended family were my support group, which eased the transition. My father on the other hand supported me financially to go to college while my stepmother, his wife, objected strenuously.

I attended City College of New York and majored in Sociology and Anthropology at first and changed my major in my junior year to include social work. My early work experience—working with a street gang, group work in a YMHA, and summer camp counselor—and my fellow students' interest in social work as a profession and faculty in the Department, all contributed to my final decision to go into social work.

### ***What did you do after you retired?***

Before I finally retired, I was approached by many of my colleagues who seemed anxious about their own retirement and wanted to find out what I was planning to do. To allay their anxiety and fears and as a good academic, I prepared a list of 34 items. I must admit I set high expectations for myself and I knew I could not do them all, but it was a good exercise to set some future goals for myself. I never mentioned the necessity of good health and not to be burdened with serious and debilitating illness as conditions to fulfill my retirement goals.

After retirement, I devoted more time to outdoor sports and physical fitness activities. I learned to rollerblade, became an enthusiast of kayaking and canoeing and joined a group going out regularly during the spring and fall months. In three different years in June, I participated in a white water rafting and canoe trip down the Lehigh River conducted by the Wildland Conservancy, an environmental education and advocacy group. I continued bicycling and tested my endurance biking almost 45 miles in one day, hiked along the Raritan Canal or in the park; and when possible backpacked and camped, usually in the White Mountain of New Hampshire and occasionally the Pacific North West. I have a life-long interest in photography at first devoted to documentary works. Early on, I became very active in digital art photography, which I have exhibited and continue to do. In fact, I regularly meet with a friend photographer to share and solve digital art print problems.

When I was teaching full time, I did not have time to take advantage of the rich menu of courses offered on campus. This drastically changed upon retirement. Both my wife and I registered for as many as two classes a semester. I enjoyed being around bright students and listening to their perceptive questions and, as seniors, we were exempt from taking exams and writing papers but did the readings and participated in class discussions. The courses I took were in a variety of subjects and departments, i.e. various courses in photography techniques at the Mason Gross School of Arts; Art History of Buddhist Art, Modern Art and film; as well as literature courses offered by the Middle East Studies, Japanese, Korean and Jewish Studies Departments.

Retirement gave us time to travel to Europe, the Middle East and the Far East. We made regular trips to see Broadway plays in New York City, art museums, and music performances or just to walk and dine in our favorite neighborhoods.

### ***What do you see as the best thing about retirement?***

It provided the time and release from all the tensions of work and the opportunity to explore new travel adventures as well as more time to spend with my grandchildren and their families.

### ***Do you have any concerns about retirement?***

There is always the lingering in my dreams of not preparing well enough for a class. Or I am in the process of consultation. There is always the challenge you face in practice and I enjoy these types of experiences and miss these encounters. Whenever there is an opportunity to share my professional expertise with others, I am more than willing to do so. As I am getting older, I am beginning to feel the effects of health issues



that tend to limit some of my activities. I definitely do not want to be placed in a nursing home and have instructed my children that I want to be taken care of at home if I do become incapacitated. I think I have prepared financially for both my wife and myself to live modestly until one or both of us pass.

***Any personal information you'd care to share:***

***Family***

In February of this year, I achieved 88 years of living and have resided in Highland Park, NJ since 1975. The other milestone is that I have been married and celebrated 64 years with my wife. Ever since we have been married both of us have participated in progressive causes and continue to do so. Shortly after moving to Highland Park, we helped to create a secular Jewish school that continues to exist. We both are active participants in the Peace Coalition to Stop Endless Wars and other progressive causes.

My wife Paula is a retired Gerontology Social Worker and an MSW graduate from the Rutgers School of Social Work. She is healthy at 84 years, and a social activist in many causes—immigrant rights, criminal justice reform, peace and war, women's rights, abortion rights and many others.

We have three adult children, two are married and my daughter Nadine is with her fiancé, a graphic artist, living in Corte Madera just outside of San Francisco. She is a Physical Therapist and works in a rehabilitation center in San Francisco. My son, Adam is Managing Director at the Max Planck Institute for Biology of Ageing. He and his wife and two sons, 16 and 14, live in Bonn, Germany. They go to the Gymnasium where all classes are conducted in German. His wife, Helen, works for the Max Plank Institute assisting new staff and scientists to integrate into their new environment. My eldest son Julian is a Chemical Engineer and also works as an environmental consultant. His wife Hilary is an Electrical Engineer and also works as a computer specialist. They live in New Jersey and their son Jordan will be entering his sophomore year at college.

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

Pay attention to your health. Get regular complete physical checkups. Watch your weight gains and losses and eat a healthy non-fat diet of vegetables, fruits and less meat and fatty foods. Regularly exercise or walk every other day. Enjoy life with friends and family. Do the things that give you pleasure and satisfaction. Life will end eventually; maximize living it while you can.

As the saying goes, "You can't take it with you." Start uncluttering—begin at the basement and proceed to the top floor. Start distributing items to family and friends to avoid someone throwing out things in the dumpster that are valuable. Be sure to have all legal documents up to date, including wills and asset distribution to avoid family disputes when you pass. Likewise, prepare several copies of your health directive and give it to your children and your spouse so there are clear instructions about how to handle end of life decisions including health care, burial or cremation, religious services or ceremony, etc. Include a file of all financial statements, security accounts, property deeds, car owner certificates, and life insurance policies. Go over these matters with the executor of your estate, like one of your children, so he or she knows where these documents and files are located.

***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?***

Before I retired I was active with the AAUP Committee. I continued on with the Assembly with friends of the past. I enjoy the stimulating talks and eating lunch with my colleagues. We might consider taking trips together or going to a performance in one of the entertainment venues in New Brunswick.

**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](mailto: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, AAUP-AFT**

11 Stone Street  
New Brunswick, NJ 08901-1113  
Phone: 732-964-1000  
Fax: 732-964-1032  
E-mail: [aaup@rutgersaaup.org](mailto:aaup@rutgersaaup.org)  
[www.rutgersaaup.org](http://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](mailto:aaup@aaup.org)  
[www.aaup.org](http://www.aaup.org)

**American Federation of Teachers, AFL-CIO**

555 New Jersey Avenue, NW  
Washington, DC 20001  
Phone: 202-879-4400  
[www.aft.org](http://www.aft.org)

**AFT's Web Page for Retirees:**

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

**AARP**

601 E Street NW  
Washington, DC 20049  
Phone: 1-888-OUR-AARP (1-888-687-2277)  
[www.aarp.org](http://www.aarp.org)

**AARP NJ**

Forrestal Village  
101 Rockingham Row  
Princeton, NJ 08540  
Phone: 1-866-542-8165 (toll-free)  
Fax: 609-987-4634  
E-mail: [njaarp@aarp.org](mailto:njaarp@aarp.org)  
Web site: <http://www.aarp.org/states/nj/>

**NJ Department of Treasury  
Division of Pension & Benefits**

Links for retirees  
<http://www.state.nj.us/treasury/pensions/retiree-home.shtml>