

Rutgers AAUP

Emeriti

Reporter

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THE CHAIRPERSON'S CORNER

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

As I reflect on my first year as chairperson of our Emeriti group, I think primarily of how the year has been for us, as retired Rutgers faculty. In doing so, I find it impossible to do without considering the political and social context in which we are embedded.

Our membership has remained stable and we find that we have essentially retained the number of paid up members since last year, and years past (about 30). I am not quite sure whether that is to be celebrated or whether it tells us that we need to work a bit more on recruiting more people. I think both are true. In order to retain and increase our membership, we have just sent out almost 80 recruitment letters to faculty who retired in 2013 and 2014.

Our speakers, without exception, were experts in their fields. Their talks ranged over a number of areas of interest. Kathy Pottick, spoke about mental health research focused on children, and Emily Greenfield reviewed new developments in the new and varied choices aging people make about where to live. Both are from the Rutgers School of Social Work. Bob Mitchell, anthropologist from Monmouth University, told us about his ground breaking research in Peru as that country undergoes multiple political and social changes. Our own Marty Oppenheimer told us about the Ku Klux Klan, shedding some new lights on its history. The talk was drawn from a book by David Cunningham. We also heard from other of our own members -- Shanti Tangri on immigration and John Leggett with Ann Gordon on issues for non-tenured faculty.

Our last lecture for the year, also given by one of our own, Joe Potenza, was about the changes at Rutgers that have taken place since many of us, now retired, first joined the Rutgers faculty.

We ended the first semester with a much delayed holiday party (due to weather) and ended the season with the Wolock's annual pool party -- which though delightful as usual, turned into a living room party -- given inclement weather.

We started the 2014-2015 year with a lecture by Professor Azzan Yadin-Israel of the Jewish Studies Department at Rutgers, entitled "The Recent Gaza Conflict" which seemed fitting given the war that had ended not too long ago. This lecture focused on one of the most difficult issues, facing not only Gaza and Israel, but certainly the United States and much of the rest of the world. The lectures planned so far for this year, include a diversity of areas -- more on the Middle East, the future of Newark, and on domestic violence and child abuse.

Both past and future programs show that retired faculty maintain an interest in hearing about matters of sociological, political, psychological and other areas of thought. Whether we think about the Middle East, or the problems facing children, especially poor children, at the beginning of the life cycle, or those of us approaching the slowing down of aging, all are matters of concern to us.

As we go to press we are reaching out to the AAUP-AFT of which we are a part and to which we owe our existence. We hope that some joint efforts, now on the drawing board will come to pass.

Thank you all for the help you have given me in locating speakers and other matters. Please do let me and the Executive Committee know what you think, both negatively and positively.

I look forward to a good year and ask all of you for suggestions on various aspects of our program.

TWENTIETH CENTURY PERU

"Andean Transformations: Migration, Guerilla War, and Religious Change in Twentieth Century Peru," was a presentation by Dr. William P. Mitchell, Freed Professor in the Social Sciences and Professor of Anthropology, Monmouth University. This report was respectfully submitted by the AAUP Emeriti Assembly Secretary, Benjamin R. Beede. Dr. Mitchell gave this presentation in the AAUP-AFT Conference Room on February 25, 2014.

Our chairperson Elfi Schlesinger met Dr. Mitchell during a cruise, and they became friends. In the copy of his book *Voices from the Global Margin* that Dr. Mitchell gave to Dr. Schlesinger he dedicated it to the "Panama Five," the group on the cruise which included Dr. Schlesinger. Dr. Mitchell holds a Ph.D. from the University of Pittsburgh. He will become professor emeritus at the end of this semester. He has been an active member of the Monmouth University chapter of the AAUP, including serving as its Vice President.

Dr. Mitchell has spent six years in Peru, beginning in 1965, as a teacher and researcher, largely in the highlands of the country where the Shining Path movement began.

During his stays in Peru, Dr. Mitchell has observed great changes, including an increasing inequality among the country's people.

Peasants have not been as isolated as has often been assumed. Although their primary goal has been self-sufficiency, producing food for home consumption, they rarely attain self-sufficiency. Instead, they have been tied to the world economic system from the beginning of the Spanish colonial period, when they worked on the mines producing gold and silver, and in more recent years have constituted a reserve labor force for urban employers and particularly for agricultural plantations on the coast dedicated to cotton and sugar exports, as well as on the guano islands gathering bird refuse for nitrate production, working on these export industries as laborers usually on a seasonal basis.

Cyclical migration has been a common experience. They would leave their home communities after the harvest in May, traveling to the coast where the export sector is located, then return to their villages, when they were not needed as employees.

In their villages, peasants struggle to support themselves and their families, confronting limited farmland, crop disease, drought and lack of irrigation water, among other problems, while at the same time many had to pay rent to larger land owners. Typically, peasant land

holdings have been scattered, rather than constituting single farms. Having several plots gave a peasant some protection from unfavorable weather patterns, including hail storms. The resulting *minifundia* or scattered small farm plots are not a problem as many outsiders assume, but a solution to difficult environmental conditions.

When the young and middle-aged men have been working in the cities, older people, women, and children have performed most of the farm work, creating severe labor shortages.

Villagers continued to worship local gods as well as participating in the Catholic Church. One of the dramatic changes in Peruvian village society has been in the religious sphere. When Dr. Mitchell first experienced village life in 1965, there were extensive Catholic ceremonies. Catholicism was a public religion, as opposed to household celebrations to the mountain god. Roman Catholic observance in rural Peru through elaborate fiestas was an expensive undertaking.

The religious scene today is quite different. The traditional Catholic ceremonies have largely disappeared. About fifty per cent of the people are now evangelical Protestants. A local version is the Israelites of the New Covenant (*Israelites del Nuevo Pacto*), an autochthonous religion derived from a combination of Seventh Day Adventism and idealized visions of Inca life. Men do not shave and women in this group often dress in veils as in popular representations of Biblical characters. Household religion to the mountain god and other spirits, nonetheless, persists.

Godparenthood, which can be established for many events in a person's life, including not only baptism, but the first hair cutting, marriage, and even house building, is used to extend ties beyond the natal family. Through godparenthood, the parents and godparents become *compadres* or co-parents, creating ties of mutual aid, which is helpful to the people, but which can also be exploited.

Traditional peasant political leaders have departed. Those leaders had provided a kind of police force and also assistance to the peasants, but at the same time working at the behest of municipal officials, particularly administering traditional, compulsory labor for community purposes.

Since the mid-1960s, when Dr. Mitchell first worked in the community for his doctoral dissertation, mutual systems of aid have declined and cash relationships have grown increasingly important. Cash cropping is much more significant now. People have also turned away from farming to focus on production of ceramics for tourist sale. Home crafts have also declined, being replaced by the increased use of manufactured goods. Migration patterns have changed, too. Rather than

returning to their villages, peasants are likely to move longer distances and stay in their new homes, even traveling abroad to other countries in Latin America and to Europe, Japan, and to the United States, creating communities in places like Patterson, New Jersey.

According to Dr. Mitchell these changes are the result of increasing family size, caused by a reduction in infant mortality, combined with ever more difficulties in earning sufficient income through farming. As family size and population increased, the farm economy also declined, so that the peasant has had to sell more sacks of wheat to buy the manufactured goods that she/he wanted, such as medicines, clothing, and kerosene. As population grew rapidly, moreover, the percentage of people under the age of 18 grew larger and larger, creating enormous pressures on parents to ensure the future of their children. They consequently turned to petty capitalism, migration, and to do so they began to emphasize education as the route to mobility. In the mid-1960s the community consisted largely of monolingual Quechua speakers. Today most people have some education and are bilingual in Spanish and Quechua. For these same reasons, people turned away from the expensive Catholic fiestas, people telling him that those expenses should have been put into buying goods for commercial sale rather than into the fiestas. According to Dr. Mitchell, the fiesta system was a system tied to rural farming: wealthy peasants could get laborers at time of labor scarcity if they were known for giving such fiestas. Once the farm economy declined, the underpinnings of the fiesta system also disappeared.

In the 1980s, Peru was convulsed by the "Shining Path" war. Organized by faculty at the regional university in the city of Ayacucho, then combatted by brutal military repression, the war left as many as 70,000 killed. Peasants were initially attracted to the movement, because of its promise to solve their problems and to create a more moral government, but they were soon disillusioned by the brutality of the guerillas. Peasants would often say that they were "between the sword and the wall", between the brutality of both the guerillas and the military. After long and bloody fighting, the war ended in 1992 with the capture of Abimael Guzman, its leader and former professor at the regional university (a scholar of Kant and follower of Mao Zedong!).

Major reasons for peasant involvement in the guerilla movement at the beginning were: discrimination, limited governmental infrastructure, water shortages, the lack of an appropriate credit system, and other forces negatively impacting peasant livelihood. Exchange rates in the 1980s, for example, were controlled by the government, and those rates generally worked to the disadvantage of the peasants.

Dr. Mitchell distributed an extensive, largely statistical, handout that neatly summarized the many changes that have taken place in rural Peru.

WATCHING THE VIDEO

An HBO documentary, entitled "Paycheck to Paycheck: The Life and Times of Katrina Gilbert" based on Maria Shriver's *The Shriver Report*, was shown at the March 18, 2014, meeting of the Emeriti Assembly. The following notes were written by AAUP Emeriti Secretary Benjamin Beede while watching this documentary:

Currently, there are forty-two million women (of whom thirteen million are mothers) and twenty-eight million children who are in families living "paycheck to paycheck."

Ms. Gilbert was married for ten years with her husband present, and she has three children. Her husband was a drug addict, and the family income paid for his addiction.

Ms. Gilbert is earning \$9.49 an hour as an aide in an elder nursing facility in Tennessee. As young as they are, even her children know that she needs help.

As the video begins, she is taking her children to kindergarten from her home in a trailer park. Current expenses include storage fees for household articles and car insurance. The video follows Ms. Gilbert's activities during a single day, including scenes from her work at the nursing facility. Despite her own problems, she is able to comfort and care for older people and the disabled.

The Gilberts are receiving some assistance. One child has "Head Start" support, and Ms. Gilbert receives federal Earned Income Tax Credit. She has medical problems, however, that eat up part of her income. She realizes that she needs more education to obtain a better job, but she does not qualify for financial aid.

Ms. Gilbert's husband, from whom she is separated, began a mill job, and he took the trailer, while his family moved to larger quarters. Ms. Gilbert's boyfriend, Chris, is paying child support, and, thus, he cannot help her much.

The video shows the problems that face many young families and notes that an increase in the minimum wage is needed.

AGING SERVICES

On Tuesday, April 22, 2014, Associate Professor Emily Greenfield from the Rutgers School of Social Work made a presentation titled "Community Initiatives as a New Response to Old Challenges in Aging Services." Her talk focused on efforts at the federal, state, local, family, and individual levels to support aging in place. Aging in place refers to living in one's own home or community safely and comfortably, especially in the face of later life challenges, with a high quality of life. She shared that fewer than 5% of adults ages 65 and older live in skilled nursing facilities, and that the vast majority of adults want to spend their later lives in their own homes and communities.

Community aging initiatives have developed as a response to long-standing limitations in the U.S. healthcare system and social service delivery system to support aging in place. Community aging initiatives can be defined as explicit efforts among diverse stakeholders to make local social and physical environments more conducive for aging in place. Dr. Greenfield's talk highlighted a variety of models for community aging initiatives, including Villages, the AdvantAGE Initiative, and Naturally Occurring Retirement Community Supportive Service Programs. She concluded her talk by discussing how community aging initiatives are one additional contribution that complements other approaches to support aging in place for a diverse and ever-changing population of older adults in the U.S.

TURNING THE LENS ON OURSELVES

"Turning the Lens on Ourselves: Professionals' Characteristics and Clinical Judgment," was presented on May 20, 2014, by Dr. Kathleen J. Pottick, Professor at the Rutgers School of Social Work. The following notes were recorded during the presentation by Benjamin R. Beede, Secretary of the AAUP Emeriti Assembly.

Dr. Pottick has served as acting dean of the Rutgers School of Social Work (2011) and, earlier, as Associate Dean for Faculty Development (2009-2011). Her research emphasizes the difficulties that children and adolescents and members of disadvantaged groups face in obtaining appropriate mental health services and the ways in which these difficulties can be eliminated or minimized. She has published extensively, and she is currently a member of the advisory board of *Ethics and Social Welfare*, a leading journal.

Dr. Pottick discussed theory and both quantitative research perspectives and results.

"Belief founding" is a key concept for understanding effective interaction between parents of clients and those who provide mental health services. Parental distrust of clinicians is widespread, although parents have more trust in social workers. Parents need confidence in clinicians, who, in turn, must believe that clients can change. Mutual respect is essential, because drop-out rates in the administration of social services are high. Thus, a major goal is to improve the clinical relationship.

The association between a counselor and a client is usually viewed as interaction between two people, but a different situation exists when a parent is present. Parental perspectives are crucial. The clinician may well blame the parent for the client's dysfunctional attitudes and behavior. Clinician language may be confusing to the parent, moreover. Clinicians need to learn to use understandable language. "Relative risk analysis" is a useful approach adapted from the public health field. Applying this method involves assessing the probability of certain events and the relative usefulness of selecting a given solution. Parents must be informed about the relative effectiveness of various solutions. If parent/clinician conflict develops, then no one is available to solve the problems that brought the client for treatment. When parents are lost to the system, then so are their children, who need assistance.

All concerned must understand the importance of responsibility. Dr. Pottick used research by Philip Brickman and others to describe four models for interpreting the nature and degree of responsibility for problems. In a "moral" approach, clients are thought to be primarily responsible for their own problems and for developing solutions for them; A "compensatory" interpretation asserts that clients are not responsible for their problems, but they are responsible for the solutions. The "medical" model stipulates that clients are in need of substantial assistance from and guidance by clinicians, because they are not responsible for either their problems or for participating in their solution. Finally, an "enlightenment" theory states that clients are responsible for their problems, but they cannot or will not contribute to their solution, thus requiring firm treatment by clinicians.

The clinical situation is complicated. Characteristics of clinicians have to be factored into the study of social services, because some of those characteristics are likely to affect the diagnosis of client problems and the conceptualization of remedies.

Part of Dr. Pottick's research has involved a study titled, "Judging Mental Disorder in Youths: Effects of Client, Clinician, and Contextual Differences." A questionnaire was sent to 1,401 practitioners in the provision of social

services, specifically social workers, psychologists, and psychiatrists.

Women and minority clinicians tended to give their clients a diagnosis of mental problems less often than non-minority males, for example. Perspectives from professional education are also important. Psychiatrists were more prone to give a diagnosis of mental problems than psychologists and social workers.

Another factor is the culture of the social services agency. There needs to be a helpful "fit" or "relationship" between the client and the agency, because the goals and commitments of social agencies may well vary.

There are clearly unmet needs in the mental health services area. Staffing shortages constitute a significant problem. On a more fundamental level, though, theory in social services is not really well grounded. Mental health research may, in fact, have failed social service workers. At another level, clinical experience is not well integrated into public policy making.

**AN INTERVIEW WITH JUDITH STERN,
Member AAUP Emeriti Assembly
Former Professor, Department of Psychology
By Isabel Wolock, Treasurer,
AAUP Emeriti Assembly**



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

I joined the Department of Psychology of Rutgers College in July, 1973 as an Assistant Professor and retired from the New Brunswick-wide department in December, 2008 as a Full Professor. This large department has several subdivisions; mine was Behavioral Neuroscience. I taught mostly undergraduate students in lecture courses of over 100. Consequently, I relished the opportunities to teach undergraduate honors and graduate seminars. While I was assigned to teach General Psychology in my pre-tenure years, I later was

able to focus on courses in my field, especially those I introduced to the department, Hormones & Behavior and Psychology of Sex & Gender (originally Psychobiology of Sex Differences in Behavior).

My research focused on maternal behavior in rats, including studies of experiences, hormones, and brain mechanisms. In several well-developed lines of research, my lab identified the somatosensory reflexes involved in different aspects of maternal behavior, akin to long known sexual reflexes, and the underlying brain regions. Interests of my graduate students also led to studies on maternal aggression, sexual behavior, sexual differentiation, stress, and effects of alcohol on early development. During my first sabbatical, I teamed up with a clinical endocrinologist at Tufts (Seymour Reichlin) to study the effects of prolonged lactation in women on prolactin levels and duration of postpartum amenorrhea. An anthropologist/M.D. collaborator (Melvin Konner) provided blood samples from his observational study of lactating !Kung Bushman, which showed the similarity of women in Boston to those in a hunter-gatherer tribe in Southern Africa.

Much of my time was spent writing. I have close to 80 publications, largely research reports, plus chapters (some lengthy), book reviews, and commentaries. At conferences and invited colloquia, I gave a large number of research presentations over the decades.

I served on a plethora of committees, at all levels. In addition to many departmental committees I was the Behavioral Neuroscience Area Coordinator for two years and served on the committee for the Women's Studies Program of Rutgers College. I was also a Fellow and a member of the Honors Committee of the Women's Studies Program at Douglass College. I was a member of the New Brunswick Executive Committee of the AAUP and served on several University level committees: Appointments & Promotions, Biomedical Research Support Grant committee, which I chaired for one year, and the Johnson & Johnson Discovery Fellowship committee.

I served on five editorial boards of journals in my field, reviewed articles for many other journals, and reviewed grant proposals.

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

I enjoyed interacting with students, especially those I worked closely with in my lab, and found deep satisfaction with my research accomplishments, and their dissemination via presentations and publications. Interacting with research colleagues, mostly away from Rutgers, was for me a very positive aspect of my profession.

My early mid-life crisis was due to the sexist policies of my previously all-male Rutgers College Department, hypocritically backed by the Administration. I was hired on an Affirmative Action line, available because RC had only recently become co-ed. I witnessed several male colleagues, with credentials inferior to my own, in terms of publications and grant support, being promoted to Associate Professor with tenure. And then I was turned down, with a fabric of lies. Though supported by RC and University appeals committees, it took three years to finally win my promotion, which was effective two years earlier, retroactively. My promotion to Full Professor 10 years later was also unfairly delayed. A silver lining to the miserable tenure ordeal was the friendship and support of my two AAUP counselors, Annamay Sheppard, RU Professor of Law, and the late George Horton, NB Professor of Physics, both outstanding as professionals and human beings.

Did you do any community service work?

When George Horton retired from the board of the Rutgers Community Health Plan, the first HMO in our area which he had helped to found, he nominated me to join its board, which I did. When it was sold, the Rutgers Community Health Foundation (RCHF) was formed with the proceeds. I've been a member of the board of RCHF ever since, serving as Secretary and President for two years each. It is very satisfying to interact with my colleagues on that board, to learn about the health and social service needs of the community, and then to be able to help somewhat by the awarding of grants. I've also served on other boards, such as Planned Parenthood of Middlesex County and National Alliance for the Mentally Ill of NJ.

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

In my senior year of college I received a National Science Foundation Undergraduate Assistantship to do research in the Department of Animal Behavior, American Museum of Natural History (AMNH) and a New York State College Scholarship. My graduate studies were supported by a National Institute of Mental Health (NIMH) Predoctoral Fellowship and my post-doctoral research was supported by a NIMH Biomedical Sciences Postdoctoral Fellowship. My research was supported by many grants, mostly from NIMH. As a junior faculty member at Rutgers, I was invited to be a member of the NIMH Neuropsychology Research Review Committee, which was a great honor, a lot of work, and a tremendous learning experience over four years. I was elected Secretary/Treasurer and later President of the International Society for Developmental Psychobiology.

What did you do before coming to Rutgers?

- BA, 1964: Brooklyn College of CUNY; majors, Psychology and Biology
- Ph.D., 1970: Institute of Animal Behavior (now defunct), Rutgers-Newark, Psychobiology
- Post-doctoral Fellow: Stanford University School of Medicine, 1970-72
- Research Associate: Stanford University School of Medicine, 1972-73

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

No! Despite being the smartest, by far, in my immediate family, as a girl, raised by an uneducated mother widowed since my infancy, with two older brothers, I was expected to become a public school teacher, like my aunt who taught elementary school. Given my fascination with science, I figured I would be a high school biology teacher. I reprogrammed myself during college. Though female professors were few and far between, each one who I took a course with provided the message: Yes, you can! Sputnik, in 1957, also helped by providing greatly increased support for science education and research.

What kinds of experiences or situations led to your decision to pursue an academic career?

As a child, school was my savior, so having an academic career makes a lot of sense for me. I took a few education courses, which were reasonably interesting, but my fellow students were deadly dull. At least in those days, new teachers in NYC were assigned to the worst schools; I did not want to be a disciplinarian or put myself in danger. In contrast, I loved the excitement of discovery in what little exposure I had to research before my senior year and then in my senior year I discovered psychobiology in courses and I had an opportunity to conduct research – on learning in brain-lesioned fish – at AMNH.

What type of prior training/education did you have?

I did course work and research in the fields of psychobiology and animal behavior since my senior year in college, when I learned about the work of the late, great Daniel S. Lehrman and then met him when he gave a research talk at Brooklyn College. The next year he became my mentor for my doctoral studies.

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

One's choices are largely related to time and place. After a brother committed suicide in 1992, I read enough to become expert on the family malady, bipolar disorder.

I diagnosed a nephew and realized that my mother and surviving brother had milder forms of this inherited disorder. As the flagrantly bipolar individuals in my family were so unpleasant, I previously chose normal behaviors to study. After my brother's death I began to teach Abnormal Psychology, with a behavioral neuroscience emphasis. I suppose a career involving clinical psychology research would also have been fruitful and satisfying. If the costs of medical school were not so daunting, I might have become a physician, or even a Ph.D.-M.D. researcher, a path I was unaware of in my youth.

Is there any one event or experience or person that had the greatest influence on your life?

Not one but many, as indicated in part above. Danny Lehrman, my doctoral mentor at Rutgers, an expert on the reproductive behavior of birds, was a brilliant and charismatic man, the first at Rutgers to be elected to the prestigious National Academy of Science. Seymour Levine, my postdoctoral mentor at Stanford, was also charismatic and a major contributor to the field of developmental psychobiology. Both of these men were very supportive of me and other young female scientists. The contrast between the wonderful experiences I had during my predoctoral and postdoctoral training and the shabby treatment I received in the early years in my department at Rutgers was enormous. I continued to have gratifying collaborative research experiences with very gifted scientists many times in my career.

What did you do after you retired?

Like many professionals, I worried about not having enough to do after retirement. I thought I would write up a few papers based on completed research but I have not done so. After retirement I finally got to pursue family/Jewish genealogy. Most days I am content with reading the NY Times, other magazines and book reading, PBS/HBO TV at night, gardening and swimming in the summer, and planning trips. Getting rid of stuff - books, papers, clothes - is an unappealing but necessary ongoing task. I'm still on the board of RCHF, which meets quarterly. I belong to the I. L. Peretz Secular Jewish Community, where I'm active in the book club and now head the planning committee for Friday night events. I'm a donor to the Bildner Center's Rutgers Jewish Film Festival each fall; now that I'm retired I can go to most of the films. As a political junkie, I enjoy Eagleton Institute lectures. My boyfriend and I have season tickets in Princeton to McCarter Theatre plays and Richardson Classical Music series. We attend two music salons now and then, such as Jazz Nights, hosted by two RU Emeriti Professors, Judith Brodsky and Michael Curtis. And then there is NYC... Basically, I find that there still are not enough hours in the day!

How did it happen that you got involved in doing this?

Most of the above are continuations of what I did before retiring, except the genealogy. I was long interested because though of Ashkenazi Jewish background on both sides, my father was born in Alexandria, Egypt, and his father in Istanbul. Through a cousin I met a second cousin from Tel Aviv, from whom I learned that our great-grandparents went East from Poland in the mid-1870's. I've met many members of the very large family now in Israel, Australia, or the U.S. I've also attended five International Association of Jewish Genealogical Societies conferences and have spent a lot of time online.

What do you see as the best things about retirement?

Not having a fixed schedule, being able to travel at any time of the year, and having more free time. Of course, I'm happy not to deal with testing or grading.

Are there any drawbacks? Do you have any regrets?

I would still like to select, from among my large array of eclectic interests, something to work on with enthusiasm. Maybe I'll get to that once I've accomplished getting rid of lots of stuff and redecorating my kitchen and bathrooms.

Any personal information you'd care to share:

Hobbies and interests

I've discussed my interest in genealogy above. I love to travel, both in U.S. and abroad. Recent trips were The Jazz Cruise (sensational jazz!) in the eastern Caribbean last winter, which we are repeating this year in the western Caribbean, and a Baltic Sea Cruise this summer. In October we are taking a car trip to NC (Greensboro, Asheville) and TN (Gatlinburg, Great Smoky Mountains National Park).

Spouse

I've never been married but I'm in the 8th year of a relationship with Stan Herzog, a retired chemical engineer who lives in Princeton, except when with me on weekends and on trips.

Children

No children, regrettably, but nephews, nieces, some with children, and one great-grandniece; I have relationships with some of these. Stan has three children and five grandchildren.

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

I was able to put away a lot of tax-deferred funds so I am financially comfortable. For worry-free, if a bit pricey, investment help, consider a financial advisor, such as Jeff Gitterman. Take advantage of all RU benefits for retirees.

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 was always a member of AAUP so joining the Emeriti Assembly came naturally. I enjoy the opportunity to interact with colleagues in other fields.

MEMBERSHIP DUES

The fee for AAUP Emeriti Assembly membership is \$10 per year beginning each September. If you have forgotten, please send your check to the AAUP-AFT office at 11 Stone Street in New Brunswick to cover the year 2014-2015 (sorry, cash cannot be accepted). It was decided at the November 19, 2013 meeting that it will now be possible to renew membership for one, two, or three years by paying \$10, \$20, or \$30.

The next meeting of the
Emeriti Assembly is scheduled for

11:00 a.m. on

Tuesday, October 21, 2014
at the AAUP-AFT Office,

11 Stone Street,
New Brunswick.

Professor Hooshang Amirahmadi

will speak about

"The New Geopolitics of the
Middle East"

Please note the special time and mark
your calendar.

**THE RICHARD WASSON AWARD
Presented to Prof. Emerita Elfriede Schesinger
by Prof. Emerita Isabel Wolock
on August 12, 2014**

This year Elfriede Schesinger has been selected as the recipient of the Richard Wasson Leadership Award. The award, established in 1999, in memory of Richard Wasson, is presented to an individual who has demonstrated leadership in the area of academic retirement. The leadership can take a variety of forms: teaching, research writing, public service, organizing programs, or promoting the provision of resources and legislation. Elfi has demonstrated leadership in several areas.

She joined the Rutgers Social Work faculty in 1966 and retired in 1999. In addition to being a faculty member she served as Department Chair, Associate Dean, and Acting Dean.

1. Teaching

For three or four years after she had retired she continued teaching Master's Level Social Work courses --- at Rutgers, Yeshiva University and at Fordham. Most of the courses focused on the subjects that Elfi had pursued prior to retirement --- those that were dear to her heart --- ethnicity and race and health care and their relationship to poverty.

2. Writing

She continued to write with her colleague Winnetta Devore on race and ethnicity after retirement. The original book which they co-authored called "Ethnic Sensitive Social Work Practice" was republished four or five times. After retirement she and Winnetta Devore continued to write about race and ethnicity but expanded the scope and focus of this work. She became particularly interested in the relationship between blacks and Jews which became the topic of several papers which she and her collaborator presented at national conferences.

Elfi has had a passionate interest in health care issues and the inequalities between minority and majority populations. Before retirement she published a book called, "Health Care Social Work Practice: Concepts and Strategies," which was used as a text to teach the subject to social work students. She continued her interest and work after she retired.

Elfi took on new writing/research interests, working with me on issues related to Health, Child Maltreatment and Poverty within a global perspective. We presented

several papers at national and international conferences: two of the papers were published in international journals.

3. Public Service

Examples of Elfi's leadership in public service are numerous.

One is her work for the Human Rights Commission of Highland Park, NJ. This work, begun before retirement and continued after retirement, entailed directing an intensive study examining the ethnic/racial makeup of Highland Park and how the members of the various groups interacted with one another. A full report was presented to the Human Rights Commission and received high praise from several community groups and leaders.

On a different level was her active involvement in the campaign to help Obama get elected in 2008 and in 2012. She was part of a very active group that focused on getting out the vote in Pennsylvania which was about to adopt voter registration. She traveled many times to Pennsylvania by bus and spent many hours telephoning potential voters.

Shortly after retirement she became an active member of a group called Rekindling Reform which served as an educational and advocate forum for the reform of health care. A widely diverse group in terms of membership, it supported universal Health Care.

Last but certainly not least, Elfi's leadership role in academic retirement is demonstrated by her willingness to accept being the Chairperson of the Emeriti Assembly and the many hours of time she has dedicated to the position. She has been successful in keeping members engaged, interested, and intellectually stimulated.

**EDITOR:
DONALD BORCHARDT**



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

Rutgers Council of AAUP Chapters, AAUP-AFT

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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/yourwork/retirees/>

Rutgers University's Web Page on Retiree Services:

<http://uhr.rutgers.edu/ben/RetireeServices.htm>

AARP

601 E Street NW
Washington, DC 20049
Phone: 1-888-OUR-AARP (1-888-687-2277)
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
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>