BC Community Savors More International Flavor

Increase in students, faculty from abroad brings change, challenge

BY GREG FROST STAFF WRITER

Even as Boston College has become more active abroad over the past two decades, the international community on campus has grown and thrived in its own right, bringing changes to the University.

The international population at BC has nearly tripled during the last 20 years. According to data compiled by the Office of International Students and Scholars (OISS), the number of international students – both graduate and undergraduate – climbed to 776 in the current academic year from 360 in the 1986-87 academic year. Large increases in the number of research scholars and other foreign nationals on practical training programs at BC brought the total international population to more than 1,100, compared to fewer than 400 in 1986-87.

BC has responded to the increase by adding many programs to meet the needs of international students, an effort spearheaded by OISS, under the leadership of Director and Assistant Dean Adrienne Nussbaum.

From their headquarters on the second floor of 21 Campanile Way, Nussbaum, International Student Advisor Susan Shea and International Student Systems Administrator Ama Edzie offer a variety of services to international students ranging from immigration administration to advising and counseling.

OISS runs a Thanksgiving Day Host Program each November, which sends international students into the homes of BC faculty and administrator volunteers to celebrate the US holiday. It also coordinates the International Assistant Program, which matches each incoming undergraduate international student with a BC student.

The IA program had a big impact on Matt D’Oriu ‘06, who is currently studying in Argentina on a Fulbright Scholarship. D’Oriu served as an IA during his sophomore and senior years and says it contributed to his desire to be more international.

“I had wanted to go abroad for a long time, and the IA program put me in touch with other people and really helped me formulate my ideas and experience cultural exchange while still being on US soil,” D’Oriu says.

As an international assistant at Boston College, D’Oriu was assigned students from Colombia, Hong Kong, Italy and Germany, but the North Providence native ended up “adopting” many more.

Iraq, in Words and Pictures

Two years ago, Lt. Rory McGovern was finishing up his senior year at Boston College. Since last fall, he’s been with the US Army’s 1st Cavalry Division in Iraq, sending home a steady stream of e-mails and photos to family and friends, describing his experiences and impressions.

See page 6.

Nov. 26, 2006: I can’t believe how much I’ve seen in a week. I’ve seen good things that I don’t want to forget, like little kids trying to play soccer with us while we’re trying to patrol. I’ve seen terrible things that I can’t forget like the horribly gruesome aftermath of sectarian revenge killings...I’ve been served feta homemade pita bread while sitting with and talking to a family of eight. I also see Iraqis who’ve looked at me with such icy cold stares and pure hatred and who have acted as though they’d gladly kill me on the spot if they had the chance...
In Welles’ footsteps
Senior Rebecca Camacho entered her final year at Boston College with one unique distinction — as one of four siblings attending BC at the same time — and is leaving with another: She’s the winner of the second annual Welles Remy Crowther Service Award.

The Undergraduate Government of Boston College and the Volunteer and Learning Service recently selected Camacho, from Lenexa, Kan., to receive the award, which is named for the 1999 alumnus who perished after helping co-workers escape from the World Trade Center on Sept. 11. The award honors an undergraduate student who has demonstrated selfless service in a unique way.

Camacho, who received the award at an April 26 ceremony, has been a leader and participant in the University’s Appalachia Volunteers, the Pedro Arrupe International Immersion Program and the CURA Christian Life Community. She also spent a semester studying at La Casa Solidaridad in El Salvador. Three of her brothers, Paul ’07, Michael ’09 and Patrick ’10, are current BC undergrads.

As part of the honor, the Welles Remy Crowther Charitable Trust will donate $1,000 to the charity of Camacho’s choice, the newly formed Batala Volunteers, a service initiative in Nicaragua established by four BC seniors.

At the ceremony, attended by Crowther’s mother Alison and sister Paige, senior Kristen Campbell was recognized for her activities with Appalachia Volunteers, the Boston Living Center, the Jamaica Mustang Seed Program and the Boston College Campus School.

—Office of Public Affairs

A time to sweep

The Boston College Alumni Association Cleansweep program, which collects items donated or left behind in campus residence halls for area churches and social service agencies, is looking for a little help from the University community.

During the next two weeks, when Cleansweep swings into action, volunteers will be needed to pick up the donated items and bring them to the Flynn Recreation Complex, help sort the items and provide assistance when churches and agencies arrive to collect the donations.

Organizers say there will be plenty to do, depending on the amount of time (and strength) volunteers have to spend. Send e-mail to cleansweep@bc.edu and let them know which of these dates and times you are available:

Monday, May 14, 3-11 p.m.; Tuesday, May 15, 3-9 p.m.; Sunday, May 20, 3-8 p.m.; Monday, May 21, 3-11 p.m.; Tuesday, May 22, 5-9 p.m.; Thursday, May 24, 5-9 p.m., Friday, May 25, 9 a.m.-3 p.m.

For more about Cleansweep, see www.bc.edu/bc_org/rap/alum/cleansweep/.

Rally for Riley

The Boston College Police Department and its newest recruit, nine-year-old Riley Winslow, have joined forces to take on a new challenge: the battle against cystic fibrosis.

Riley, a third grader at the Floral Street School in Shrewsbury, is the daughter of 20-year BCPD veteran Lt. Fred Winslow. Riley was born with cystic fibrosis, a respiratory disease for which a cure has not yet been discovered.

“She has had surgery on her stomach and needed to have a feeding tube in place,” says Fred Winslow. “But other than that she’s just like any other kid.”

Winslow said that researchers are making progress and with continued support help for those suffering from cystic fibrosis is on the way.

BC’s police have partnered with Riley in an effort to raise funds to help support cystic fibrosis research.

“The officers in charge of property made the choice to donate the auction proceeds to cystic fibrosis,” said Winslow. “We are thankful for their help.”

The annual auction of unclaimed property organized by BCPD this year raised some $2,000 for Riley’s team, known as “Riley’s Irish Roses” which is organized through the Cystic Fibrosis Foundation.

To make a donation or learn more please log on to www.cff.org/great_strides, type in Riley’s name and state (MA) to be connected to her team’s Web page. —SG

Paper chase

The cost of wasting paper is on the rise.

In an effort to eliminate wasteful printing and its rising environmental and financial costs, Boston College will join a growing number of universities nationwide in adopting a student-printing allotment policy in University libraries and public areas, beginning this September.

At the start of the each semester, all BC undergraduate and graduate students will be given an allotment of 500 free pages for their printing needs on public printers, according to a new policy announced today by the University.

Should students use up their semester allotment, a fee of 3 cents per sheet will be charged to their Eagle Bucks card or to a print card that can be purchased in the library and at other campus locations.

“The goal of the program is to cut down on wasteful printing that contributes to rising costs and places a burden on the environment,” said Director of Public Affairs Jack Dunn.

Dunn stressed that the policy does not pertain to student-owned printers, but rather to University printers in public spaces such as libraries.

“This program is already in place at most major universities where it has proved successful at cutting costs and eliminating waste,” said Dunn. “We are hopeful that it will have the same result here, and will assist us in our efforts to create a greener campus.”

—Office of Public Affairs

A name to remember

Boston College football linked to a golden era of its gridiron past when Coach Jeff Jagodzinski named Jack Bicknell Jr. as assistant head coach and offensive line coach on April 26.

Bicknell is the son of former Eagles’ head coach Jack Bicknell (1981-90) and was the starting center on the storied BC football teams of the mid-1980s that featured Heisman Trophy-winning quarterback Doug Flutie.

The younger Bicknell brings an impressive coaching resume that has seen him at both BC and Division I-A colleges. For the past eight years he served as head coach at Louisiana Tech, where he was one of the youngest head coaches in Division I-A football when he was appointed in 1999. Bicknell had previously served as an assistant coach at the University of New Hampshire from 1987 until accepting the Louisiana Tech position.

A 1985 graduate of Boston College, Bicknell added a master’s degree in education from the Lynch School in 1987 before starting his full-time coaching career. He was the anchor of the offensive line that helped the Eagles win the 1985 Cotton Bowl, clinching Flutie’s Heisman Trophy season.

Bicknell is often remembered as the center who snapped the ball to Flutie to start the 1984 game that became a college football classic.

—Office of Public Affairs

The Boston College Chronicle
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For more information about Cleansweep, please contact Ann Habel (617) 552-3350 or e-mail to cleansweep@bc.edu.

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The controversy over whether bilingual education helps or hinders children of nonEnglish-speaking families has become one of the 21st century’s hot-button issues. Now, a new study led by a Lynch School of Education faculty member has added a new dimension to the debate.

A research team headed by Asst. Prof. Mariela Paez (LSOE) found that preschool children who speak Spanish as their first language at home are losing their native tongue for fear it might be more difficult to speak English.

The results of the study, which tracked students from age four through the second grade, are a cause for concern, says Paez, because children’s first language skills can provide a foundation for learning English. Losing their Spanish-speaking ability could have long-term effects on the children that impede their learning, says Paez.

“We have had a pretty good idea of how students are doing in the short term, but we were looking at long term perspective, especially in early childhood. ‘That’s a critical period because it’s when students develop pre-reading skills.’”

Paez and her team studied 319 bilingual children in Massachusetts and Maryland in their first year of preschool. The children were from homes where Spanish was at least one language spoken. All of the children were first assessed in the autumn of 2001 through last year.

After comparing children in the United States and Puerto Rico, Paez said she and her colleagues were surprised that the children’s Spanish was so poor and at such an early age.

“The most surprising finding was that we are seeing that students in Puerto Rico were doing so much better in the oral language test when compared to the students in the mainland of the United States,” said Paez, who has a bilingual family and speaks Spanish at home.

“We expected the children in Puerto Rico to show strong language skills in Spanish because they are immersed in a Spanish language culture, but we were surprised by the differences that we found because they were from low socioeconomic backgrounds.”

“Asst. Prof. Mariela Paez (LSOE): ‘We expected the children in Puerto Rico to show strong language skills in Spanish because they are immersed in a Spanish language culture, but we were surprised by the differences that we found because they were from low socioeconomic backgrounds.’ (Photo by Leo Pelligrini)

“Part of what I want to do with this study is to look at different contexts in which bilingual children develop,” said Paez. She says it is critical to ask more questions about the impact of home and school so as to start understanding the development of bilingual students.

“With this study we are just starting to see the conclusions,” she said.

The Lynch School of Education has been selected as one of 42 high education institutions to receive a 2007 Hewlett Packard Technolog for Teaching grant, designed to transform and improve learning in educational institutions to receive $50,000 to support innovative projects that provide students with opportunities for deep learning in critical areas of science and technology, as identified in national and state standards.

The grant — which will be used to transform and improve learning in classroom through innovative uses of technology — will receive HP wireless equipment and a faculty stipend to support and improve student achievement, valued at more than $68,000.

During the 2007-08 academic year, that grant projects will affect more than 6,000 higher education students. Grant recipients will use HP wireless Tablet PC technology to enrich student learning in engineering, math, computer science or business courses.

The Boston College project team, led by Asst. Prof. Mike Bamert (LSOE), is an interdisciplinary collaboration that includes Asst. Prof. Kate McNeill (LSOE), Research Assoc. Prof. Eric Straus (Biologie), Assoc. Prof. Alan Kafka (Geology, and Geophysics) and Urban Ecolo Get Institute Director Charlie Lord.

The project utilizes an existing infrastructure developed through funding from the National Science Foundation for the Informa tion Technology Experiences for Students and Teachers (ITEST) program. Student project partici pants will use the tablet personal computers to collect data on urban ecology issues, such as urban street trees, bird bioacoustics and urban biodiversity.

Boston Public School and LSOE students, for example, will use Geospatial Information Systems (GIS) and advanced computer modeling software to conduct scientific inqui ry with data that they collect in their neighborhoods. The complexity of these investigations provide students with opportunities for deep learning in critical areas of science and technology, as identified in national and state standards.

The study, titled “Early Childhood Study of Language and Lit eracy Development of Spanish Speaking Children,” was funded by the National Institute of Child Health and Human Development and the US Department of Edu cation.

Paez said that an important aspect of the study is the socioeconomic background of the students who were tracked.

“I don’t think we understand enough about how to disseminate...”

The Boston College Chronicle MARCH 14, 2007

“...and Will Receive O’Neill Award

In addition to being chosen as featured speaker for this year’s Law School Commencement, US Rep. Edward J. Markey ‘68 JD’72 (D-Mass.) will receive one of Boston College’s most prestigious honors: the Speaker Thomas P. O’Neill Award for Distinguished Citizenship,” said Markey. “Tip O’Neill was a fellow alum, one of my mentors and a great Speaker of the House. Tip was a political legend and I feel blessed to have served with him in the House throughout his years as Speaker. He set the standard for being a champion for working Americans and fairness and justice in American society.

“In the strong Boston College tradition of public service, Tip’s work represents an ideal we all strive to reach, and I am deeply touched to be a recipient of this award.”

Four Receive Distinguished Teaching, Research Honors

At the annual Faculty Day event held Monday in Corcoran Commons, University President William Leahy, S.J., Provost and Dean of Faculties Cuthberto Garza presented this year’s Distinguished Teaching and Research Awards.

Teaching Awards

Assoc. Prof. David Quigley (History): Completing his ninth year on the Boston College faculty, Quigley already has garnered two awards for teaching excellence from Phi Alpha Theta, the undergraduate history honor society. His classes have inspired students in the American Civil War and Reconstruction in particular to have contributed to his long and established record as an outstanding teacher: “commanding in the classroom, rigorous but fair and respectful of students, who lavish praise on his courses,” said one colleague in nominating Quigley.

In his time at BC, Quigley has supervised 19 honors theses, nine of which was instrumental in developing the History Department honors seminar to train and support these promising seniors. He also has played a key role in the Teachers for a New Era program, working as a contact mentor with minority majors training to be secondary school teachers and running weekly labs for education students in his courses in the Civil War and Civil War courses.

One former student says of Quigley, “His [his] classes function as an invitation for students to share [his] passion for his area of study, and are constructed to stimulate work while enticing student interest.”

Prof. Ann Burgess (CSON): Burgess, an internationally recognized expert on the treatment of trauma and abuse, is a member of the Connell School of Nursing Community and Psychiatric Mental Health Nursing Program. She is credited for her ability to bring students, faculty and researchers together from a wide variety of disciplines, professions and backgrounds.

Colleagues cite several examples of Burgess’ teaching qualities as a teacher. They note her engagement in development of students serving as teachers, advocates and community liaisons, for example, and her use of her extensive research on rape and abuse — including interviews with both victims and perpetrators — as well as her use of special skills in communicating subject matter.

“She patience and caring have supported her through the many tumultuous times that one experiences during [graduate study],” wrote one student. “She is charitable in both her availability and patience, allowing me to reach my highest potential.”

Research Award

Prof. Zhijie Xiao (CSON): Horowitz, who joined the Connell School faculty in 1980, focuses her research on family mental health. Her major areas of interest encompass postpartum depression (PPD), childhood bullying and teasing, and couples in interfaith marriages.

Horowitz’s contribution to PPD research has been widely hailed. She has conducted studies to determine PPD prevalence rates in the United States and internationally, and demonstrating feasibility of large-scale PPD screening. Horowitz also has developed and tested interventions to promote healthy interaction between depressed mothers and their infants. Her honors include induction as a fellow of the American Academy of Nursing and the Nursing Research Excellence Award from the Massachusetts Association of Nurses.

“She sustained productivity is reflective of an exemplary academic career, and her excellent research skills will help to expand the discipline of nursing and related health fields as well as contribute to the education of students,” wrote a colleague from the University of California-Los Angeles.

Junior Research Award

Assoc. Prof. Zhijie Xiao (Economics): A colleague nominating Xiao called him “astonishingly productive” and “one of the top economic theorists in the world in his age cohort,” noting that in the nine years since his doctorate, “he has published more papers, on more different topics, in prominent economics journals than most scholars produce in a lifetime.”

Xiao specializes in time series econometrics, the study of data in which there is a natural sequential ordering provided by the date of observation, such as interest rates or the consumer price index. He was the winner of Mulha Scrip- sit Award in Econometric Theory (2002) and National Prize of Sci- ence and Technology Progress in China (1993).

“His work is so diverse, spanning so many different topics that it is difficult to describe any unifying, distinctive theme, other than that his papers have a very high level of technical, mathematical sophistication,” added the colleague, “and all contain results that are directly useful for both theoretical and applied econometricians.”

In addition to the Distinguished Teaching and Research Awards, the University announced presentation of the following grants:

Research Incentive Grants

Rebecca Nedostupp, Shannon Setz, Maxim D. Strayer, Sarah Beaudard, Katharin Gruber, Kevin Ohl, Evgenya Madhav van, Stephen Pope, Adam Brasil, Tiesen Yu, Mei Xue, Jiit Chod, Susan Shu, Thanh Van Tran, Dennis Shirley, Rosanna DeMarco Teaching, Advising and Mentoring Expenses Grants

Kevin O’Neill, Gerald Kane, Samuel Graves, David McKenna Teaching, Advising and Mentoring Grants

Franziska Seraphim, James Morken, Crystal Tialka, Mark O’Connor, Lisa Cahlan, Jonathan Laurence, Ernesto Livon-Gross, May Tami, Judith Clair, Sharon Beckman, Paul Tremblay, Patricia Tahlboli, Patrick McQuillan, Guerda Nicolas

Four Receive Distinguished Teaching and Research Honors

May 16 eTeaching Day to Include Presentations and Workshops

May 16

eTeaching Day to Include Presentations and Workshops

By Stephen Gawkil
Staff Writer

Virtual tours of Renaissance art and, in the classroom, a look at Web-based collaboration through technologies like Facebook, and MySpace and the inner workings of iTunes U. are all part of the University’s eTeaching Day event to be held on campus May 16.

The day offers three different opportunities for direct interaction with faculty presenters who will discuss the ways they are using technology in the classroom. Topics covered during the morning presentations will include recreating the context of art through technology, integrating collaborative technologies into teaching and utilizing multimedia templates to present course content.

Organized by Instructional Design and eTeaching Services, eTeaching Day will also recognize faculty who were nominated by students for their outstanding uses of technology to enhance learning during the Teaching with New Media Awards ceremony. Participants must register by to

10 a.m. to 3 p.m.

at Fisher 111 with a presentation by Prof. Stephanie Leone (Fine Arts) on her “Roma: Cartap Mundi” project, a virtual tour of old Rome which was created to facilitate students understanding of the city as a physical entity.

“By navigating the map and interacting with the monuments, students take a virtual tour of Renaissance and Baroque Rome, which helps them to learn about the interrelationships between monuments and between monuments and the urban environment,” she says of the project, created with Associate Director for Instructional Design and eTeaching Services Jeanne Power.

Aust. Prof Gerald Kane (CSON) will discuss recent trends towards Web-based collaboration,-computer use in his “Teaching an Upper Division Web 2.0” presentation will explore the available tools, opportunities and implications of integrating collaborative teaching technologies into teaching. He will offer a guided tour of the Wiki site he has developed for his course, teaching a number of the available tools he has experimented and discussed the benefits and chal

Engaging students in their pedagogy, we are all edu-

A team of Carroll School of Management undergraduates has won the third annual Busi- ness Strategy Challenge, held last month at Georgetown University.

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Twelve teams representing eight universities competed in the Georgetown event. Participants were given 36 hours to prepare a business plan for an as

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### Where There’s Love, There’s No Burden

**Campus School head DiMattia prepares for retirement**

**BY SEAN SMITH**  
**CHRONICLE EDITOR**

More than 50 years ago, Adj. As-soc. Prof. Philip DiMattia (LSOE) missed a deadline — and it was probably the best thing he could’ve done, for himself and the Boston College Campus School.

BC’s 25-year administrators and staff are: John Bai, Margaret Bakalo, Richard Baldaro, Mary Cahill, Jerri Cole-Lauziere, Paul D’Anello, Kenneth DeGrazia, Domenic Delo, Alice Drew, Anibal Figueredo and Fredlyn Frank.

Faculty members completing 25 years are: Daniel Chambers, Charles Heffting Jr., Jeanne Sholl, Robbie Tourse and Paul Tremblay.

The school was originally housed in McGuinn Hall, with some administrative offices scattered elsewhere around campus, before moving to the old Robert Center, where it stayed until Campus Hall was extended in the early 1980’s.

Looking Back, Looking Ahead

Name: Assoc. Prof. David Gill, SJ  
Department: Classics  
How long have you been at Boston College?  
I’ve been on the faculty in Classics since 1969, 38 years. In another sense I’ve been here since I was 13 years old: BC High ’52, BC ’56, Weston ’60, etc., then back on faculty in 1969.

What are your plans for retirement?  
For the past four years I’ve been half time at BC and the rest of the time I’ve been serving as pastor of St. Mary of the Angels Catholic parish in Rosloun. For the foreseeable future I hope to continue with the same routine: part-time at BC and the rest in Rosloun. No big change really.

What will you remember the most about working at BC?  
I’ll still be around gathering memories, I guess. I’m sure that my fondest memories will be of students I have taught, colleagues I have worked with, and companions I have shared life with in the Jesuit Community.

Name: Richard Geppner  
Department: Purchasing  
How long have you been at Boston College?  
27 years.

What are your plans for retirement?  
I just came back from three months in Florida and I’ve been playing golf and tennis and going to the beach, so I think that about sums it up.

What will remember the most about working at BC?  
My fondest memories? Beating Notre Dame in [football] when they came in here with Lou Holtz [1994]. That was the best. Winning the Big East tournament in basketball in 1997. A bunch of us went down there every year for that and it was nice when we won it. It was a great win. Co-chairs the annual Boston College Tee-Off Golf Tournament — that has become one of BC’s great social events and I was happy to be a part of it.

Sufficiently educated in order to prove to be excellent timing on his part, coming as more enlightened views of physical and mental disabilities, especially those in children, were beginning to emerge. The Campus School was a symbol for this new era, says DiMattia, and through its programs and projects, such as EagleEyes, has helped increase understanding of human capabilities.

The Campus School is an institution that has provided tremendous programmatic and service options for public school administrators, as well as families, for years,” says Jim Early, former educational administrator for Watertown Public Schools. "Phil deserves a lot of credit for this. He provided excellent leadership, management, all of the things I learned," he says, "was that children are educated academically before they are excluded physically from school. The mind is meant to be worked, and if it isn’t then it starves. Unfortunately, too often kids with special needs wouldn’t be given any kind of stimulation because it was assumed they couldn’t learn — and they didn’t."

“I came to believe, and I still do, that not all the kids who fail, it’s the services that are supposed to help them. We wanted to be part of a culture that would challenge that,” he says. In 1968, DiMattia’s SOE colleague John Eichorn, the director of special education at BC, began spearheading discussions on establishing a campus facility that would not only serve disabled children but also help to train special education personnel. In many ways, the time was ripe, says DiMattia: National efforts to reach out to the disenfranchised, including the disabled, were starting, and led to legislation that specifically targeted the educational needs of disabled children.

From BC’s vantage point, however, the timing was less auspicious, DiMattia says, given that the University was in a shaker financial condition. But then-Academic Vice President Charles Donovan, SJ, gave his approval to the idea for the Campus School — “Just don’t bring us any red ink,” DiMattia recalls him saying.

“EagleEyes is like mining gold,” says DiMattia. “It’s an incredible program, because it helps us all see the capacity of the human spirit, the potential that exists within us, and space on campus was at a premium, but the administration gave it starves. Unfortunately, too often kids with special needs wouldn’t be given any kind of stimulation because it was assumed they couldn’t learn — and they didn’t.”

EagleEyes is a reflection of what we firmly believe at the Campus School: These kids are learners, just like everyone else.”

DiMattia’s introduction to special education came about a year after his graduation when he accepted a job at the Gallaudet School in Washington, among the first free-standing children’s psychiatric facilities of its kind. Appointed as the school’s principal in 1960, DiMat- tia was recruited two years later by BC’s School of Education to lecture in a new program that trained teachers to work with mentally ill children.

“Of the most important things I learned,” he says, “was that children are excluded academically before they are excluded physically from school. The mind is meant to be worked, and if it isn’t then it starves. Unfortunately, too often kids with special needs wouldn’t be given any kind of stimulation because it was assumed they couldn’t learn — and they didn’t.”

“I came to believe, and I still do, that not all the kids who fail, it’s the services that are supposed to help them. We wanted to be part of a culture that would challenge that,” he says.
‘Expect the Unexpected’

While on military duty in Iraq. Class of 2005 alumnus Rory McGovern (the second soldier from left in photo at right) shared his experiences via e-mail with friends and family. But words and pictures, he says, can only tell part of the story.

BY REID OSLIN  STAFF  WRITER

Two years ago, Rory McGovern ’05 was leading the good life of a Boston College senior: interesting and challenging classroom courses that topped off his political science degree; leisurely meals with friends at the time and location of choice; and weekends brimming with BC athletic contests and Boston social activities.

Today, Lt. Rory McGovern is an officer in the United States Army, leading a team of combat soldiers in Iraq. Each day he confronts responsibilities, trials and dangers far different from anything experienced by his classmates; his weekends have ceased to exist.

In April, McGovern, who grew up in Haverhill, Mass., returned to the United States for two weeks of “R&R” (rest and relaxation), a respite granted to all American soldiers at the approximate midpoint of their time in the combat theater. While on leave, McGovern spent time with his parents at their current home in Round Pond, Me., caught up on a lot of missed sleep, ate to his heart’s content and even planned to see a Red Sox game in Fenway Park. He also stopped by the Boston College campus to share some of his stories and experiences with ROTC cadets.

Since his assignment to the Middle East last October, McGovern has sent a steady stream of e-mails to his friends and family back home, detailing the stories, fear, expectations, disappointments, pain and occasional humor that have marked his time in combat. McGovern recently agreed to share his e-mails and his experiences with Boston College Chronicle.

As a graduate of the University’s Army ROTC program, McGovern was commissioned on May 22, 2005, the day before Boston College Commencement. Immediately after graduation, he served a brief tour at Fort Knox, Ky., before attending Army artillery school at Fort Sill, Okla. In January 2006, he was assigned to duty with the 1st Cavalry Division at Fort Hood, Texas. Last fall, the legendary “First Cav”—which traces its military roots to the horse-mounted soldiers of the Western plains—was ordered to Iraq.

Oct. 29, 2006: Ever since my unit got its orders to deploy, I wondered what the night before leaving would feel like. I wondered if I would feel nervous and apprehensive, calm and confident, or anything in between. I’ve sort of felt a myriad of all of those, but as I sit here to write, all I feel is tired...

As an artillery officer, McGovern was assigned as a unit Fire Support Officer, typically advising the company commander on the employment of fire support systems such as artillery, close air and attack helicopter support. “On top of that, we have anything that is considered a ‘battlefield effect,’” McGovern says. “That includes operations, civil military operations, company-level intelligence operations and local interaction.”

Oct. 31, 2006: I’m here in Kuwait with not a whole lot to do at the moment. That’s a good thing because I know it’ll change soon... I had to pick a couple of soldiers to load live ammunition in their weapons to either shoot the driver if he tried to get away from the convoy and kidnap us or shoot back if anyone decided to shoot at us on the way. That was certainly strange for me, but I suppose I’ll have to get used to it.

“In all of our training — especially what we got in the ROTC classes at BC — the emphasis was ‘Always be flexible. Expect the unexpected,’” McGovern recalls. “If you learn that and take it to be the ‘golden rule’ you’ll save yourself up for success.”

Nov. 11, 2006: I should tell you about the guys I hate in my fire support team... PV2 Dore is a 24-year old salt of the earth former welder from Maine. My fellow New Englander is a rabid Red Sox fan, Patriots fan and hater of the letter ‘R’. He is a good soldier and is fiercely loyal, refusing to even entertain the idea of me firing on our own troops. Dore is a 24-year old salt of the earth former welder from Maine. My fellow New Englander is a rabid Red Sox fan, Patriots fan and hater of the letter ‘R’... He is a good soldier and is fiercely loyal, refusing to even entertain the idea of me firing on our own troops. Although the wound was not life-threatening, he was forced to spend months doing desk duty in the unit headquarters. “I feel that there is a lot of support from normal, day-to-day people at home,” McGovern says. “I get a lot of responses to my e-mails.” McGovern says that he has been fortunate to receive a number of “Hugs for Heroes” packages sent from the Boston College community that contain many hard-to-get items such as toiletries, individual snacks and batteries. “They make a lot of people very happy,” he says. “It’s great to see things like that.”

Dec. 3, 2006: As I write, I’m actually listening to some Christmas music by Nat King Cole that I put on my iPod recently. It’s comforting and reminds me of home.

Very recently, I was involved in a direct fight with insurgents. We had been out for about 7 hours and on our way back when we were ambushed by heavy and sustained machine gun and assault rifle fire... The whole thing was absolutely the scariest thing that has ever happened to me. I have a whole new confidence in my men, myself and my unit.

Dec. 17, 2006: I miss home and I miss all of you terribly. Of course I do get homesick. But we do take care of each other here.

Dec. 24, 2006: Merry Christmas to all of you. Thank you so much for all the emails, letters and packages that keep coming in. Your support means more to me than you know.

Just after Christmas, McGovern suffered a bullet wound to his ankle during a firefight with insurgents. Although the wound was not life-threatening, he was forced to spend a month doing desk duty in the unit headquarters while he recovered. “I got to the point where every time you sent your guys out without you, you would sit back like a nervous parent,” he says, “even if you had other work to occupy yourself.”

During his recuperation, McGovern received numerous cards and letters from friends and teachers at Boston College. Included in this mail were two e-mails that McGovern

Continued on page 9
LSOE Program Opens Door to a Wide World of Teaching

BY REID OSLIN STAFF WRITER

Lynch School of Education juniors who study abroad have the added opportunity to participate in the wide world of teaching during their international sojourns, thanks to an innovative program offered by LSOE’s Office of Practicum Experiences and Teacher Induction.

The International Practicum Experience program enables Boston College teacher candidates taking an academic semester in locales from England to Ecuador to experience a 10-day teaching and observation assignment in one of LSOE’s nearly 50 cooperating schools around the globe.

All future elementary and secondary level teachers are required to participate in pre-practicum experiences as part of their LSOE training, notes international practicum coordinator Jeffrey LaBroad.

Most of the practice teaching and observation opportunities happen at schools in the Greater Boston area, but he says that about 10 years ago a few students asked about the possibility of international practice opportunities.

“We recognize the merits and incredible advantages that studying abroad affords a student,” says LaBroad. “So, instead of doing all of the placement work here, we can do some of it over there and we’ll facilitate the other piece.”

The structure may be a little bit different in terms of how we set it up and how we manage it, but they are getting an incredible experience in a totally different setting.”

Each year, between 30 and 50 LSOE students take advantage of the international practicum program, LaBroad says. The practicum involves a series of scheduled visits to the partner school where the BC student observes and assists in classroom teaching.

One major foundation LaBroad cites as a reason for the program’s success is the relationships that the Lynch School has built with schools all over the world. “We’ve got sites in South Africa, Ireland, Australia, rural and urban England, Ecuador, Barbados,” he says.

“We are establishing new sites right now in Beijing and Puerto Rico. We are developing a sense of community between the Lynch School at Boston College and these schools around the world.”

“These schools abroad are becoming very familiar with how we do things and the mission and values of what we do,” LaBroad says.

“While this is significant,” he adds, “I think the real key is the courage of our students to accept the challenge to step out of their comfort zones and into uncharted territory.”

The rewards of international teaching experiences can greatly augment a semester of international study, LaBroad says. “When you study abroad, it is very common to spend your time exclusively with other Americans or with other college-age students. When you are student-teaching, you are forced to throw yourself into the community,” he says.

Jessica Kelly ’08 spent the fall semester studying in Ireland and helped teach “fourth class” at Scoil Bhride, an urban school in Galway. “Choosing to do a pre-practicum abroad was one of the best decisions I have made as an education major,” she says.

Even though English is spoken in Ireland, Kelly says understanding the nuances of the Irish dialect was sometimes akin to learning a new language. “Student teaching helped me to develop a greater empathy for students who immigrate to the United States, and especially for English language learners,” she says.

LaBroad, who taught at an elementary school in Bath, England, in the fall of 2004, says, “I learned so much from the experience of being the ‘outsider’ and really seeing a side of British culture that I wouldn’t have seen if I did not have this experience.”

“One of the things that I tell our students is that if you want to experience an ‘authentic’ England or an ‘authentic’ slice of a culture, there is no better way to do it than through a program like this,” LaBroad says.

“I think, too, that it fits in perfectly with the Lynch School mission,” he says. “We are sending our student teachers out and they are spreading our mission of justice and equality and good education. At the same time, the world is giving it right back to us.”

“Our students come back and have a greater appreciation not only for how we train our teachers in the American educational system,” LaBroad says. “They become a lot more inquisitive about why we do certain things and asking why our educational setting is this way or that.”

Thu-Hang Tran ’08 says she learned that exact lesson while student teaching in Quito, Ecuador, this past fall where she witnessed a disparity between that nation’s elite private schools and public schools.

“I saw poor and resource-lacking schools in poor urban areas and fully-equipped schools in the rich suburbs,” she recalls. “It brought home the idea of how we all can relate to the class divisions and educational opportunities that exist among people.

“I hope to work and use my time at BC to develop myself as a teacher who can pass these gaps and work to help teach out to students who may not be as lucky as some others are. Teaching in Ecuador really gave me a greater spectrum of myself and what role I can play in this world,” Tran says.

Krista Coppolino ’08 took this photo of children at the school in Australia where she taught as part of her international practicum.

International Presence Strong in Graduate Student Population

Continued from page 1

“You are given a certain number of hours, but the more you enter into the community, the more you are able to connect to other students and be a part of their lives as well,” he says.

Nussbaum says the impact of LSOP is felt most in the graduate ranks, where foreigners make up about 10 percent of the total student population, versus only 2-3 percent of the undergraduate population. Accordingly, BC has made a real push in recent years to offer more resources for the burgeoning international graduate student population.

One example of this is the Graduate Student Lunchtime Discussion Series, in which international graduate students gather each Friday in the Connors Family Learning Center of the CFLC to discuss various aspects of living and studying in the United States.

Sue Barrett, director of the CFC, says this lunchtime program — sponsored by OISS, CFLC and the Office of Graduate Student Life — began about five years ago and is just one of a series of resources added in recent years to accommodate the needs of international graduate students.

“There just seems to be so much demand among graduate students to help understand the culture here,” Barrett says. “The idea was to give them a place to come and talk freely, practice English, ask questions about the university and bring up various cultural issues.”

Barrett recalls that one session featured a scene-by-scene explanation of the TV show “Seinfeld,” while another fielded students’ questions about dating.

She notes that her office has also increased its offerings in English as a Second Language tutoring and is working with international graduate students to prepare them for their roles as teaching assistants.

“For some of our international students it’s not just a language issue but it’s the fact that our country has a completely different educational system than the one they come from,” Barrett says.

“Many other countries there is a more formal relationship between students and faculty,” she adds. “We are starting to see some international teaching assistants as disrespect is just Americans being American.”

Palak Gupta, a second-year law student from Kolkata, India, is among the international graduate students who have taken advantage of the resources at the CFLC. As director of the Graduate International Student Association (GISA) at BC, Gupta gives the University generally high marks for its receptiveness to foreign students.

He specifically cites OISS’s orientation for international students at the beginning of the academic year as an excellent way of introducing foreigners both to BC and America.

But Gupta says more can be done to ease the transition for newcomers, noting that GISA has several initiatives in mind aimed at enhancing resources for international students.

Gupta says the moves are part of an effort by the group focused mainly on social programming to one looking to meet a broader mix of international students.

“Don’t want it to be a social organization anymore,” Gupta says. “I agree it’s an important part to have students know each other and interact with each other, but there’s got to be an academic part to it and a logistical part to it."
Learning from Those He Taught

BY SEAN SMITH 
CHRONICLE EDITOR

As far as Lynch School of Educa-
tion senior Brendan Downes is con-
cerned, the best education he's ever
received is the one he's received while
living and traveling in Africa. The 21-
year-old, from Kansas, has spent the
past three years teaching students
who have been displaced by war and
conflict, and he says the experience has
been one of the best of his life.

"I'm not a big believer in a liberal arts education," Downes
said. "It's not about getting a degree or getting a job.
"It's about learning about the world and how you fit into it."

Downes, who is currently a senior at BC, has
been teaching in Kenya and Tanzania for the past three years.
He says he was drawn to the Jesuit Refugee Service (JRS), a
goal. For Downes, it was enough to see the need for
education and service in Africa, and he
was drawn to the JRS because of its focus on
providing education to refugees.

"I was drawn to the JRS because of its
focus on education," he said. "It's
not just about giving them food and
shelter, but about giving them the
skills they need to be able to
succeed in the world."

Downes has been working with the JRS in
Kenya and Tanzania, helping to
establish schools and providing
education to refugees. He says he
has been able to see the impact of his
work firsthand.

"I've been able to see the impact of
my work first hand," he said. "I've
been able to see the change that
I've been able to bring to these
children's lives."
A Post-Bacc Ed in Africa

BY MATTHEW PUTORTI

The Boston College Chronicle

I had never been more nervous and uncertain than when the plane landed in Khartoum that October night. It was as if I was entering some forbidden, dangerous land – a place only known because of its tragedies: war, famine, genocide. I did not say much as we boarded and took our seats. Inside the airport, my ears still plugged from the plane ride, I sat quietly trying to inopinously look around at this new place while I waited for my visa to be processed.

At least, though, I was with a friend (and fellow volunteer), Frank So from Portland, Ore. We were arrived from Kigali, Rwanda, where we had completed the first leg of volunteer service with VIDES (Volunteers International for Development Education Services), an NGO operated by the Daughters of Mary Help of Christians (Salesian Sisters), a Catholic order.

I signed up for a year of service with VIDES after having completed my undergraduate degree. The decision to do so was something I contemplated for a long time – and was influenced by several factors. First and foremost, I was inspired by my parents, whose long involvement with civic organizations helped shape my personal development and moral system.

This metaphysical respect of humanity was codified and experienced during my time at Boston College where the Jesuit ideal of “men and women for others” referred to as the prisons of love and hate (towards humanity was codified and experienced during my time at Boston College where the Jesuit ideal of “men and women for others” refer to as the prisons of love and hate). The experience during my time at Bos College, influenced by several factors. I was inspired by my parents, whose long involvement with civic organizations helped shape my personal development and moral system.

Finally, with faith’s challenge to put love into action, I see a responsibility for the betterment of the human condition. Choosing to do work internationally does not deny that poverty exists in the US; rather it highlights that the poverty in many places of the underdeveloped world is more entrenched and widespread, while infrastructure and good governance do not exist to bring people out of poverty.

My first four weeks abroad were spent in Rwanda, the site of a recent genocide that left nearly 800,000 people dead during a ten-year-old period in 1994. Rwanda has moved toward stability and this is quite a remarkable feat: reconciliation to the point of progress in only 12 years.

I was volunteering at a primary school called VIDES International, housing three to 18. My tasks, like washing dishes, were fairly menial, yet three to 18. My tasks, like wash...
American Popular Music, in Black and White

Lee’s book shows the ‘symbiosis’ between black and white music

BY SEAN SMITH

American Popular Music, in Black and White

Continued from page 1

V-Tech’s Hughes Makes Emotional Return to BC

The Boston College
Chronicle

POSTINGS

Symposium on academic honesty May 17

Boston College Libraries will host the symposium “Teaching Toward a More Open Community” on May 17, featuring a keynote speech by Gary Pavela, cited by the New York Times as an authority on aca-
demic ethics.”

Pavela, who is director of Judicial Programs and Student Ethical Devel-

opment at the University of Mary-
land, will present his talk “Academic Integrity as a Bridge to Student

Ethical Development” during the symposium’s luncheon.

The event, which takes place in

Devlin Hall, will also feature work-

shops and presentations led by Bos-

ton College administrators, faculty

and staff on ethical dimensions in ar-

eas such as student formation, inter-
national education, student research,

and policies and pedagogy.

For information on registration

and other content, visit the adult

brary-symposium or call ext 2035.

Children’s literature is focus of “Conversations”

The “Conversations with...” series on readers and illustrators will pres-

ent “New England Voices,” a look at

new local work in the field of chil-

dren’s literature on May 22 at 7:30 p.m. in the Connors Family Learning

Center at O’Neill Library.

Guest speakers will be posted on

the Web site of the Foundation for

Children’s Books, a co-sponsor of the series [www.thefbc.org].

Admission is free with a BC ID, $5

for other college students with ID

and $15 for all others.

For more information, e-mail co-

hemlin@bc.edu.

Early release begins May 25

vice President for Human Resources Leo V. Sullivan has announced the


24, students may take a shorter work day and classes will close at 3 p.m. on

Fridays.

Sullivan issued several guidelines associated with the policy:

• It applies to Friday afternoons between 3 and 5 p.m. and may not be

used to alter work hours at any other time.

• The shorter work day applies to those who are normally scheduled to

work after 3 p.m. on Fridays.

In the relatively few cases where a person’s regular shift ends earlier than 5 p.m. on Friday, the employee may be released two hours early with the supervisor’s approval.

• If an employee is required to work past 3 p.m., he or she may receive compensatory time off on another day approved by the supervisor.

• An employee who takes a vaca-

tion or sick day on Friday is charged with a full day and does not get the

“extra” two hours to use at another time.

• Except as noted above, the Uni-

versity’s policy is to provide coverage in the office where the employee is working and employees are expected to

work their regular schedules. Any provision for an exception to this policy should be directed to Sullivan’s attention.

Lee’s book’s focus on black and white musical connections, Lee spends time on more straightforward musical history, such as the influence spirituals had on the development of jazz. She also explores black music in the years between the end of the Civil War and early 20th century, a period she says has received relatively little attention. “I once heard a New Orleans bootlegger owner say that in musical terms this generation — post-Civil War to 20th century — was ‘lost,’ ” she says. “Most research stops at the spirituals and picks up again at rag
time, but in fact the music didn’t fall below during those years.”

If The Black and White of Ameri-

can Popular Music seems an un-

likely project for a former Romance Languages department chair and

one-time executive director of the French Library and Cultural Cen-

ter of Boston, Lee says in fact it

reflects some long-standing interests of hers.

“I am not a trained musician, per se, but I’ve always loved music and it’s been a big part of my life: I wrote musical comedies in college, I’ve composed songs, I’ve been a violinist, and I’ve been involved in ballroom and tango dancing.

“In fact, it was through my ball-

room dancing that I first got the idea for this book. As I listened to the lyrics sung from songs that had been popular in the 1920s, 30s and 40s, I thought how over time we lose sight of the context in which these songs were written. How many people, for instance, really know what I’ll Be Home for Christmas about. ‘It got me thinking about the relationship of songs to society at the time they were popular, and one day I said to another girl, ‘I found myself looking at the interplay of black and white musicians and the impact on popular music.’

“in the beginning, I was very caught up in the black-white relation-

ship, and by the end I realized, ‘Uh oh, there are some very contro-

versial issues here,’ ” she says. “I tried to address in one chapter of the book, but it’s an area that expands into a whole other discussion.

‘Any of these chapters, really, could be expanded. The relation-

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Donald J. White Teaching Awards

The annual Donald J. White Teaching Awards, which recognize excellence in the teaching of students, were presented in April 23 on Gasson 100. Each of the winners received a cash award and a letter of congratulations from Provost and Dean of Faculties Cuthberto Garcia. This year’s recipients were: Daniel Halgin and Christian Rousin (Carroll School of Management); Yehui Liu (Connell School of Nursing); Lisa Chen; Robin Hennessy, Sara Hosmer, Alexandra Kenna and Yi Shang (Lynch School of Education). Winners from the Gradu- ate School of Arts and Sciences were: Carlos Abaunza, Helena Alfonso, Lea Marie Alford, Na- diege Bartin-Yansen, Brandon Bate, Philip Braunstein, Erin Casey, Thomas Carulli, Paul Clemens, Marina Cio- gregorio, Eric Dimuse, Tatiana Farina, Jayme Flynn, Eric Fort, Krista Granger, Eric Haizlip, Erin Heaths, Matthew Hezerman, Megan Hekter, Ely Janis, Timoth- y Kirkpatrick, Collin Langford, Xiao Yao Lan, Benjamin Lorch, Julia Adeline Lauzon, Also, Stephanie Maniscal- co, Jason Marvin, Michael McLaughlin, Sarah Museo- Marina Osvaldt, Deborah Pi- attelli, Jennifer Quinby, Meghan Radwisch, Matthew Robinson, Margarita Supponikov, Michael Smith, Tara Sujko, Jacqueline Tabares, Kevin Trang, Antonio Tresombeta, Amy Witherbee and Yaqin Yoo.

Graduate Student Awards

The 2006-07 Graduate Student Awards were recently presented, honoring Boston College graduate students who make significant contributions to the University and the community through teaching, research, service and leadership activities.

University Awards


School Awards

Carroll School of Management: John Owens and Peter Lloyd-Evans, Academic Achievement; Nicole Pedersen, Contribution to Community; Jason Roberts, School Award. Graduate School of Nursing: Julia Harris, Academic Achievement; Desiree Pajari, Contribution to Community; Monica O’Reilly, Award. Lynch School of Arts and Sciences: Vikki Tsefrikas, Academic Achievement; Tanya Prace, Contribu- tion to Community; Travis Hock- loway, School Award. Graduate School of Social Work: Gloria Tower, Academic Achievement; Madeline Howe, Contri- bution to Community; Cindy Lawlor, School Award. Law School: Cesar Caubetmeco, Garcia, Academic Achievement; Add M. Khan and Shiva S. Kandil, Contribution to Community: Esther Chang, School Award. Lynch School of Education: Al- ison Skerritt, Academic Achieve- ment; Joanna Kerski, Contri- bution to Community; Maria Dejesus, School Award. Woods College of Advanced Studies: Michael Kogut, Aca- demic Achievement; Sarah Jewett, Contribution to Community; Mark Collins, School Award.

Not a Bene

The Boston College Venture Competition, held April 24 in Fulton Hall, saw five teams of student entrepreneurs presenting business plans to a panel of BC faculty and alumni who have experience raising capital for new ventures. Cash prizes ranged from $10,000 for the winners to $2,000 for the third place team.

CampusTime, an outlet that is already operating the “EagleNites”Web site for BC students, was declared the top winner. Several firms including, Highland Capital Partners, Goodsmiths LLC, North Bridge Venture Partners, and Solasta, Inc. sponsored the competition.

Vying for the judges approval were firms with names like Quick- Hockey, O’Nore, Tealicious and Just Tracking. Their business plans proposed such ideas as advertisement-supported text messaging, a tea- themed restaurant concept and cellular-tracking software.

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PEOPLE

Donald J. White Teaching Awards

The annual Donald J. White Teaching Awards, which rec- ognize excellence in the teaching of students, were present- ed in April 23 on Gasson 100. Each of the winners received a cash award and a letter of congratulations from Provost and Dean of Faculties Cuthberto Garcia. This year’s recipients were: Daniel Halgin and Christian Rousin (Carroll School of Management); Yehui Liu (Connell School of Nursing); Lisa Chen; Robin Hennessy, Sara Hosmer, Alexandra Kenna and Yi Shang (Lynch School of Education). Winners from the Gradu- ate School of Arts and Sciences were: Carlos Abaunza, Helena Alfonso, Lea Marie Alford, Na- diege Bartin-Yansen, Brandon Bate, Philip Braunstein, Erin Casey, Thomas Carulli, Paul Clemens, Marina Cio- gregorio, Eric Dimuse, Tatiana Farina, Jayme Flynn, Eric Fort, Krista Granger, Eric Haizlip, Erin Heaths, Matthew Hezerman, Megan Hekter, Ely Janis, Timoth- y Kirkpatrick, Collin Langford, Xiao Yao Lan, Benjamin Lorch, Julia Adeline Lauzon, Also, Stephanie Maniscal- co, Jason Marvin, Michael McLaughlin, Sarah Museo- Marina Osvaldt, Deborah Pi- attelli, Jennifer Quinby, Meghan Radwisch, Matthew Robinson, Margarita Supponikov, Michael Smith, Tara Sujko, Jacqueline Tabares, Kevin Trang, Antonio Tresombeta, Amy Witherbee and Yaqin Yoo.

Graduate Student Awards

The 2006-07 Graduate Student Awards were recently presented, honoring Boston College graduate students who make significant contributions to the University and the community through teaching, research, service and leadership activities.

University Awards


School Awards

Carroll School of Management: John Owens and Peter Lloyd-Evans, Academic Achievement; Nicole Pedersen, Contribution to Community; Jason Roberts, School Award. Graduate School of Nursing: Julia Harris, Academic Achievement; Desiree Pajari, Contribution to Community; Monica O’Reilly, Award. Lynch School of Arts and Sciences: Vikki Tsefrikas, Academic Achievement; Tanya Prace, Contribu- tion to Community; Travis Hock- loway, School Award. Graduate School of Social Work: Gloria Tower, Academic Achievement; Madeline Howe, Contri- bution to Community; Cindy Lawlor, School Award. Law School: Cesar Caubetmeco, Garcia, Academic Achievement; Add M. Khan and Shiva S. Kandil, Contribution to Community: Esther Chang, School Award. Lynch School of Education: Al- ison Skerritt, Academic Achieve- ment; Joanna Kerski, Contri- bution to Community; Maria Dejesus, School Award. Woods College of Advanced Studies: Michael Kogut, Aca- demic Achievement; Sarah Jewett, Contribution to Community; Mark Collins, School Award.

Not a Bene

The Boston College Venture Competition, held April 24 in Fulton Hall, saw five teams of student entrepreneurs presenting business plans to a panel of BC faculty and alumni who have experience raising capital for new ventures. Cash prizes ranged from $10,000 for the winners to $2,000 for the third place team.

CampusTime, an outlet that is already operating the “EagleNites”Web site for BC students, was declared the top winner. Several firms including, Highland Capital Partners, Goodsmiths LLC, North Bridge Venture Partners, and Solasta, Inc. sponsored the competition.

Vying for the judges approval were firms with names like Quick- Hockey, O’Nore, Tealicious and Just Tracking. Their business plans proposed such ideas as advertisement-supported text messaging, a tea- themed restaurant concept and cellular-tracking software.

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Bonaiuto, Quinn Earn Arts Awards

Outgoing College of Arts and Sciences Dean Joseph Quinn and Bands Director Sebastian Bonaiuto headlined the winners of this year’s Arts Council Awards, presented on April 17, during the second day of the University’s annual Arts Festival.

Bonaiuto received the 2007 Faculty/Staff Award for Contribution to the Arts, while Quinn was presented with a Special Appreciation Award for his support of arts-related programs and activities.

In addition, 13 undergraduates received Student Awards from the council.

At the presentation ceremony, Arts Council Chair Prof. Jeffrey Howe (Fine Arts) praised Bonaiuto for turning the bands program “into a jewel in Boston College’s artistic crown,” not only through his work with the Screaming Eagles Marching Band but with jazz and concert music ensembles such as BC bOp! and the University Wind Ensemble.

“He not only has the highest standards for music and works the students hard, but he also purposefully and carefully brings out the best in leadership and character,” said Howe. “He has, literally, changed the artistic landscape on the Heights, and we ought to tell him that we know and are grateful.”

Howe said Quinn — who will resign the faculty at the end of this academic year after serving as A&S dean since 1999 — had provided “full support, financial and moral” for the arts during his tenure as dean, adding him for his “understated, behind-the-scenes” backing.

“Joe has supported the arts in innumerable ways and has played a vital role in the growth of the arts on campus in the past ten years,” Howe said. “We will miss him.”

A look at this year’s winners of the University’s annual Arts Festival.

A new program, “BC’s Best,” recognizes student singer/songwriters and bands, made its debut this year. Jay Leonard ’07 won the singer/songwriter category while The Project took top band honors.

“Benjamin Tress ’08 — member of BC bOp! for three years, saxophone section leader for two years.
Cara Campianelli ’09 — saxophone section leader for BC bOp!”


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Christopher Hopkins ’08 — singer and pianist in University Chorale; chosen to take part in vocal master class this spring.
Emily Reeves ’08 — played clarinet and saxophone with BC bOp!, Concert Band and University Wind Ensemble.

Sebastian Bonaiuto receives his award at the Arts Festival while Jeffrey Howe (center) and Joseph Quinn applaud.

O'Neill Plaza was once again the hub of the Arts Festival.

The Filipino Student Association demonstrated a traditional folk dance.

A sampling of desserts and other delicacies pleased festival-goers.

Visitors had a chance to view and purchase work from local artists, as well as purchase art supplies from the Bulldog Art Supply at the festival’s outdoor market.

An array of desserts from bakeshops and restaurants in the area were also available.

The winning entries of the festival’s 24th Annual Art and Design Competition were on view and available for purchase.

Tickets for the festival were available online at www.bc.edu/artsfestival for $13.

The festival also featured a host of programs and events, including:

• “The Impact of Science Fiction Film on Student Understanding of Science” with Prof. G. Michael Barnett (LSOE), 7 p.m., Weston Observatory, 381 Concord Road, Weston, call ext. 2-8385, email: weston.observer@bc.edu

May 21
• “Teaching Toward a Culture of Academic Honesty” with Gary Pavila, University of Maryland, 9 a.m. Devlin 08 and 10, call ext. 2-0835, email: barretcs@bc.edu

The Arts Council also honored the winners of this year’s collaborative sculpture, “Carnival Masks.”

William Przylucki ’07 — percussionist in University Chorale; performed in “Pirates of Penzance.”

Emily Reeves ’08 — played clarinet and saxophone with BC bOp!, Concert Band and University Wind Ensemble; clarinet section leader for Wind Ensemble.

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"Steve Smith"