A Blueprint for the Future

Summer of Discovery

Unfinished Business: 50 Years after Brown v. Board

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Another academic year has come to an end, and we welcome nearly 1,200 new alumni to the ranks of Duquesne graduates. It has been an eventful year, one on which we can all look back with pride.

At this time of year, however, it is more appropriate to look ahead. Our new alumni look forward to lives of accomplishment and service. We, as a University community, eagerly anticipate the future as well.

With the purchase of Citiline Towers and its rededication as Brottier Hall, we have fulfilled the dream of a unified, contiguous campus spanning the Bluff. What should the Bluff of our future look like?

Our Strategic Plan declares our vision—to enter the first ranks of American Catholic higher education by emphasizing our Spiritan identity and mission, enhancing the quality of students’ experience and developing our national reputation for academic excellence. Over the past year, we have engaged in detailed consideration of how these ambitions can be fulfilled in our physical facilities—how our beautiful (yet compact) campus can be further enhanced to promote and accommodate the growth we foresee.

The process has been a conversation among many constituencies—our students, faculty, staff and administrators have been involved, along with the Spiritans, and our neighbors in the Uptown Pittsburgh community—all of whom have a stake in our future.

The resulting Campus Master Plan is detailed in this issue. It is a visionary document—bold enough not only to consider a 10-year time frame as required by city officials, but also to look ahead to consider development of the campus over the next quarter-century. We have seen how the campus has changed over the last 25 years; now we can imagine how it can be transformed in the years to come. As we pursue the projects outlined in the Master Plan, we will maximize the functionality and unique ambience of our home on the Bluff.

Our central location in Pittsburgh—Western Pennsylvania’s hub—gives us the opportunity to contribute to the region’s economic, educational and cultural vitality. In this issue, we also present highlights of Duquesne’s recent Economic Impact Report. As individuals within the Duquesne community, we may not always recognize how we fit into the larger regional picture. This report, however, clearly puts our relationships with the community into perspective, and helps us to realize our potential for even greater accomplishment.

While we look toward the improvement of our main campus, we also prepare to dedicate a new location for our Italian Campus.

A highlight of our spring semester was a national conference marking the 50th anniversary of Brown v Board of Education, the landmark Supreme Court ruling that struck down the “separate but equal” doctrine, cleared the way for integration of public schools, and sparked the larger civil rights movement. Duquesne’s event, co-sponsored by the University of Pittsburgh, gathered many who were involved with the case and its aftermath to share their thoughts with a capacity crowd and a national C-SPAN television audience. We feature coverage of the event in this issue—looking back, but again, looking ahead to Brown’s unfulfilled promise.

Elsewhere in these pages, we examine how an early Spiritan influence led a young man to the priesthood and to Duquesne, where he now follows in his teachers’ footsteps. We discover how our historic commitment to service can become a true learning experience.

We learn more about women’s athletics at Duquesne—especially one of our newest sports, lacrosse, in which the Dukes share a regular-season conference title. And we visit with a distinguished alumnus, who recently returned to the area as president and CEO of the world renowned Pittsburgh Symphony Orchestra.

Alumni and friends who visit our campus often marvel at the changes that have taken place over the years. Enjoy this issue of the Duquesne University Magazine, and please visit us soon and often. Join with us as we follow our “Blueprint for the Future.”

Sincerely,

Charles J. Dougherty, Ph.D.
President
A Blueprint for the Master Plan
Duquesne's topography is stark, its vistas dramatic. Relegated to building on marginal but affordable land, the University's Spiritan founders broke ground high above the Monongahela at the edge of a rocky precipice hemmed in by narrow streets lined with row houses. Thrift and necessity put Duquesne's back to a bluff in a warren of tenements, lending the future campus unforeseen benefits as well as undeniable drawbacks.

Not only did the location present incomparable vantage points for reckoning the broad bends of the river valley to the south, there was room for incremental growth on the north and east. Slowly, over the decades, Duquesne acquired private homes and transformed them into classrooms, offices and student housing, later building on larger parcels of land and renovating commercial structures for academic use.

Now, with the addition of 24-story Brottier Hall (formerly Citiline Towers) in January 2004, Duquesne has a unified campus that stretches seamlessly across 45 acres of land between the Liberty Bridge and Mercy Hospital—and the University is still growing. Within 10 years, Duquesne expects to attract an additional 800 students, bringing enrollment to 10,500.

Duquesne has been working to make that growth not just possible, but beneficial...
Duquesne University will enter the first ranks of American Catholic higher education by emphasizing our Spiritan identity and mission, and enhancing the quality of our students’ experience and developing our national reputation for academic excellence.
Planning the Bluff of the Future

The team that created the Master Plan included members of the administration, faculty, staff, students and outside agencies. The professional firms of WTW Architects and Trans Associates, parking and traffic consultants, joined forces with a Core Committee from Duquesne made up of President Charles Dougherty and the University Cabinet. An Advisory Committee of nearly 25 representatives, including deans, faculty, staff and graduate and undergraduate students assisted the Core Committee and the professional planners.

Before being filed with the City Planning Commission, the Master Plan was shown to the campus community in open meetings. It was also shared with the University Board of Directors, and reviewed with the Uptown Community Action Group and Mercy Hospital, constituents representing the commercial, institutional and residential neighbors surrounding Duquesne.

in the sky,” as the University has been called—hides itself from view, fueling perceptions that the campus is unwelcoming to visitors, unaccommodating to motorists and unwinding to pedestrians. Therefore, in addition to adding living quarters, recreational facilities, offices, laboratories and classrooms to the campus, the Master Plan had to consider broader questions of how the University is perceived by visitors and city residents, as well as members of the campus community (see Growing Needs sidebar).

Viewed in those terms, certain areas of campus demand improvement, and though most of the construction projects are for annexes, additions and new construction (see campus map sidebar), some planning will enhance the image and mission of the University without adding to existing buildings or creating new ones.

For example, the Master Plan calls for redesigning areas with high vehicular and pedestrian traffic, such as the area on Locust Street in front of the Union. That area, according to the Plan, should be transformed into a plaza that acts as a “distributor,” or “welcoming point” for visitors to campus.

by Richard Tourtellott

Architect’s drawing of proposed additions to the McAnulty College and Mary Pappert School of Music.
The Campus Master Plan outlines a number of possible building projects, without assigning specific priorities for construction. Though all of the projects are feasible, construction of some is contingent upon further engineering studies.

1. A two-story addition to the A. J. Palumbo Center to house expanded athletic training, recruiting and recreational facilities, including rooftop dek hockey and basketball courts.

2. An addition to McAnulty College on the parcel of land east of the existing structure.

3. A School of Music Recital Hall on the parcel of land west of the existing Mary Pappert School of Music.

4. A vertical expansion to the Bayer Learning Center.


6. A new 10-story residence hall on the site of Saint Ann and Assumption Halls with the potential to house 650-700 new beds.

7. A vertical addition to Vickroy Hall, adding an additional 230 beds.

8. A vertical expansion of the northern section of Rockwell Hall.


10. An addition to Fisher Hall to the east of the existing building.

11. An 80 ft. elevator bringing pedestrians from the main campus entrance at Forbes Avenue and McAnulty Drive to Locust Street next to the Gumberg Library.

12. Renovations and a vertical expansion to Gumberg Library.

13. An addition to the west side of the Rangos School of Health Sciences (formerly the old gymnasium).

14. Creation of a public plaza on Locust Street between the Union and Gumberg Library that will serve as a “welcoming point” for visitors to the campus.
For more than 125 years, the growth and prosperity of Western Pennsylvania and Duquesne University have been linked. Over the years, thousands of Duquesne graduates have made invaluable professional and civic contributions to the quality of life in the region. As one of the region’s major universities, Duquesne contributes to a critical mass of positive community assets that make Pittsburgh appealing to businesses, conventions and visitors.

In addition, important economic bonds link the community with the University—and those bonds are stronger today than ever before. A recently published document, Duquesne’s Economic Impact Report 2003, summarizes the significant economic relationships between the University and the region.

This illustrated, full-color report describes Duquesne’s economic contributions in key areas, including the University’s role as:

A Conduit for Consumer Spending. Duquesne’s nearly 10,000 students spend almost $70 million a year at local businesses, on items from pizza to perfume.

A Research Center. The University has tripled its grant activity in the last 10 years, holds patents and conducts research in pharmaceuticals, renewable energy sources, cyber security, tissue engineering and other areas that have significant economic potential for the region.

A Business Resource. The Chrysler Corporation Small Business Development Center and the Institute for Economic Transformation, both associated with the School of Business, provide consulting services for small companies and economic development assistance, respectively, that add millions of dollars and hundreds of jobs to the region each year.

A Resource for Community Involvement. Duquesne, students and faculty volunteer thousands of hours of service annually to community agencies and organizations from the Alzheimer’s Association to the Pittsburgh Zoo. The monetary value of those thousands of hours of service totals nearly $3 million when calculated at minimum wage.

An Entertainment and Conference Venue. Duquesne is a gathering place not just for its students and faculty, but for the community as well.

In 2003 alone, more than a quarter million people attended events held at Duquesne, including a wide variety of entertainment and sporting events held at the A. J. Palumbo Center, and hundreds of business, educational and professional events held at various locations on campus.

The pages of the Economic Impact Report 2003 help quantify Duquesne’s economic contributions, so the relationship between the University and the region can be seen in perspective, not only for what the University and region have accomplished together thus far, but also as an indicator of what they can accomplish in the future.

by Richard Tourtellott

An online, printable version of the report can be viewed at http://www.publicaffairs.duq.edu/ El_Report_2003.pdf
A unique program funded by the Bayer School of Natural and Environmental Sciences, the Mylan School of Pharmacy and the National Science Foundation provides freshmen and sophomores with meaningful research experience.

Science may be learned in the classroom, but it comes to life in the laboratory. There it thrives on the successes—and failures—only fully realized through research.

Often, undergraduate science students do not gain research experience until their junior or senior year, but at Duquesne, students can benefit from exposure to research projects as freshmen, when they are eligible for the Undergraduate Research Program (URP).

Through URP, Jade Leung, a junior, has spent the past two summers immersed in a research project that may someday help patients heal injured nerve cells. Under the supervision of Dr. John Doctor, associate professor of biological sciences, whose work focuses on adult stem cells and tissue engineering, Leung studied a biomaterial called polycaprolactone, which could be used in nerve regeneration.

Working with a neuronal-like cell line called PC12, Leung determined that nerve cells could attach to the
“Here at Duquesne, they can work side by side with graduate students, research fellows and faculty who are world-class scientists.”

biomaterial and grow there. “I worked with three types of discs to determine which would give the best results,” Leung continued. “Once I found a disc that met all of the demands, I began to work with a 3-D nerve guide made out of the same material as the disc.”

While most summer jobs can offer some extra income and a few new skills at best, Leung, who is enrolled in a dual degree program that will grant her a bachelor’s in biology and a master’s in secondary education, believes her summer work is contributing to research that might one day help cure paralysis. “There are many patients suffering every day from nerve injuries that cannot be healed naturally by the body,” Leung said. “A polycaprolactone 3-D tubular guide may someday be able to aid in nerve wound healing. The guide would be able to connect the ends of the severed nerve and provide a protected environment for the cells to regenerate.”

URP shifts into high gear when many other academic programs begin to slow down. More than 150 students, from across the nation, with majors in biology, chemistry and biochemistry, pharmacy and physics, as well as health sciences, vie for approximately 30 spots in the competitive summer program.

If accepted, they embark on a 10-week research experience that includes a seminar series, community service and an ethics forum, while receiving a $2,900 stipend for their contributions in the lab. The experience culminates in a regional symposium, when students present their research with more than 100 science students from other local colleges and universities.

“This is a unique program,” said Dr. David Seybert, dean of the Bayer School, “because it gives undergraduates the opportunity to participate in ongoing research projects that are federally funded.”

Matthew Joseph, expecting to earn his doctor of pharmacy in 2006, worked in a video store the summer before he participated in URP. Last year, when he worked in the laboratory of Dr. Wilson Meng, assistant professor of pharmaceutical sciences, he discovered that his future career in pharmacy is not restricted to working in a drugstore.

“Research allowed me to gain experience and to grow in different avenues of knowledge that cannot be attained in other forms of work,” reflected Joseph, whose project focused on vaccine development. “My mind has been opened to many possible career opportunities in research and academia.” Joseph is now beginning to see graduate school in pharmacy or medical school in his future.

According to Dr. Jeffrey Evanseck, associate professor of chemistry and biochemistry, one of the most valuable things that a student can discover in the lab is a role model.

“A solid research experience enables them to build a strong relationship with a research mentor,” Evanseck explained. “That mentor begins to look out for the student and guides him or her to greater opportunities.” Over the years, Evanseck has enjoyed watching URP students move on to the graduate schools of their choice. “They essentially blast off in terms of their careers,” Evanseck said.

While URP gives many Duquesne
Duquesne students enrolled in the Undergraduate Research Program (URP) are helping solve one of the mysteries of science education—why do some kids lose interest in science?

To help solve the case of the disappearing science student, the Bayer School launched SEMUS—Solving Environmental Mysteries Using Science. Designed to provide a meaningful science experience for at-risk children, this unusual science summer camp brings children from several inner-city middle schools to campus for one week while they work to solve a simulated environmental “crime.”

Throughout the entire experience, Duquesne science students participating in the summer URP mentor the children. By volunteering as mentors, the students fulfill their URP service component.

“We have identified that there are few opportunities for students in middle school to get excited about science,” noted Dr. David Seybert, dean of the Bayer School of Natural and Environmental Sciences. SEMUS gives these children a chance to make learning exciting and Duquesne’s URP students ensure fun, as well as learning.

Carmen Rios, coordinator for the URP summer program, explained, “We want to expose our undergraduate students to this kind of outreach so that they can learn to give back to the community. They are going to be scientists, but that doesn’t mean they will be one-dimensional. They will need to do more in life.”

Under supervision from URP students, the children spend a day in the field documenting evidence and collecting samples. Then they return to the Duquesne campus, where they will spend several days in laboratory analysis. The investigation culminates in a courtroom presentation coordinated by Duquesne law students.

The results of the experiment sound promising. Dr. Edward Schroth, adjunct professor of biology and SEMUS director, said, “It’s rewarding to hear some of the questions that the kids ask during the week. It lets you know they are really starting to think about what’s going on.”

By Lisa V. Mikolajek
In His Teachers’ Footsteps
For the Rev. John Sawicki, C.S.Sp., the influence of his teachers continues to have a significant impact on his life, his vocation and his career.

Sawicki first encountered the Spiritans as a student at Holy Ghost Preparatory School in Bensalem, Pa. “I became a seminarian within the Congregation largely as a result of going through Holy Ghost Prep,” explains Sawicki. “I had mostly priests as my teachers, and they were marvelous and thoughtful. There was no question that they were dedicated 100 percent to our future and our upbringing. I thought they were good men, and I had a wonderful experience there.”

Sawicki initially responded to the Spiritans as people, and later he responded to their principles. “I believed with a great deal of steady faith as a young man, but like most people, the one thing that impressed me about the Spiritan community was their devotion to their students—it really changed our lives,” he said. “It was drawn to their principles after I recognized the quality of the people. It wasn’t difficult later on, as I began to reflect more prayerfully as an undergraduate about my future, to review the possibilities and think carefully about what God was calling me to do. I began to think more seriously about religious education and a religious vocation.”

During his senior year at Heidelberg College in Ohio, Sawicki decided to enter the Spiritan Congregation. “The Spiritans have a good understanding of religious devotion; the laws, duties and teaching authority of the Church; the human condition and trying to meet people’s needs in a very complex world,” said Sawicki. “So my amazement, as I went through formal seminary studies, that was exactly the spirituality of the Spiritan Order. That is exactly, in so many ways, what generations of Spiritans have been taught in the spiritual writings of their founders, and that is very much a part of the charism of the organization. I knew that I had made a good choice.”

Now an assistant professor of political science at Duquesne University, Sawicki is, in turn, influencing his students and others around him.

“I don’t put things through a doctrine blender, but I bring a value system to what I have to say,” says Sawicki. “I present what I think is necessary to teach the syllabus, but at the same time I think every moment is a teaching moment. I try to give observations that are useful to the wider direction of society.”

Sawicki’s expertise is in international security studies. When teaching courses such as Current Problems in International Politics and War and Peace in the Nuclear Age, he tries to promote awareness of global issues among his students, but for Sawicki, teaching extends beyond the classroom.

“If you’ve been involved in Catholic education for any period of time, you know that nobody holds just one job,” says Sawicki about how he keeps a balance among all his responsibilities. “I think there is a real sense of having to be committed to what is being done. I don’t see my life at Duquesne University as a job that I can punch in to and out of—it is a vocation. I have a vocation to the Church and to God and to my religious order. But I also think my life as a Spiritan educator is a vocation. My life and my time are at the disposal of the University community. I am committed to this and I see that as a worthy goal.”

In all his roles, whether they involve interacting with students, overseeing the Congregation’s financial issues or saying Mass in the University Chapel, Sawicki embodies the spirit, or charism, of his order’s mission.

As advisor to the Duquesne chapter of the national Sigma Nu fraternity, Sawicki works to foster leadership and development among students. “I am very committed to Greek life, both as a laboratory to teach leadership skills and to develop good, solid community spirit for the University,” said Sawicki, who attends weekly meetings and many of the group’s events and activities to show his support. “I was Greek as an undergraduate student and I believe in it to this day. I think you have to be prepared for growth opportunities. It’s very rewarding to be able to see young men and women grow into full adulthood, be happy and contribute to society. It also allows me to interact with students in a structured way and to help shape values.”

In addition to his work with students, Sawicki’s administrative work includes serving as treasurer for the Spiritan USA Eastern Province, a responsibility that results in membership on the Duquesne University Corporation and the University’s Board of Directors, for which he sits on the academic, executive and finance committees.

“I think it’s also important to note that you need to see God as being present in all of this,” adds Sawicki. “I think God has called me to do this work. It’s what is expected of me at this moment in time. I don’t know how much I will be able to do in the future, but if I am able to do this now, and this is what God asks me to do, then I’ll do it.”

by Rose Ravasio
Service has been an integral part of a Duquesne education since the University first opened its doors in 1878, and many students, faculty and staff embrace volunteer opportunities on campus, in their communities, across the county and around the world.

Now Duquesne has taken the next step in the evolution of community service partnerships by adopting service-learning, an educational philosophy that integrates academic study with community service.

"Service has always been paramount to the mission of the University and is now at the heart of the Strategic Plan," remarked President Charles J. Dougherty. "Providing a formal link between service and learning allows us to integrate our educational and volunteering successes to bring both to new levels."

Beyond Volunteerism

There are several key differences between service-learning and volunteerism, explained Leigh White, director of Duquesne University Volunteers (DUV) and coordinator of service-learning programs on campus.

"Service-learning has an academic component not found with volunteerism. It begins in the classroom, where students not only identify an unmet community need, but also determine specific academic and/or civic objectives they will achieve through the activity," White said.

Another distinguishing characteristic of service-learning is structured reflection on the service activities that is ongoing and progressive. The students begin by describing the tangibles of the experience, then move on to how the activity is affecting them and their learning, and finally reflect on what this means for the partner or community at large.

"We call this the ‘What? So What? Now What?’ model," White continued, "because we basically ask students what did you do, so what did it mean, now what will you do with this knowledge?"

A second hallmark of service-learning is reciprocity, added Lina Yacovelli, service-learning graduate assistant. "It’s so important that the agencies we work with have input into what we are doing. The activity should meet a need defined by the community. Encouraging community participation is how we break down the perception of the ‘ivory tower’ and develop strong, sustainable relationships," Yacovelli said. "Reflection and reciprocity between partners are what distinguish service-learning from other experiential learning opportunities."

"Service-learning should be part of the learning experience of students in a faith-based university, especially a Catholic university," said Academic Vice President and Provost Ralph Pearson, one of the leading advocates of the concept at Duquesne. "Here at Duquesne, there is enormous potential to establish service-learning across the curriculum as an effective teaching methodology, as well as a learning opportunity that supports the primary mission of the University."

The service-learning philosophy is a natural extension of Duquesne’s mission, agreed the Rev. Timothy Hickey, C.S.Sp., executive director of Mission and Identity. "Service is an important manifestation of our mission, and a commitment students already make through volunteerism."

"Service is an important manifestation of our mission, and a commitment students already make through volunteerism."
make a difference in the world."

Although still in its early stages, the concept of service-learning is quickly gaining support from faculty and administrators alike. A daylong symposium in February drew nearly 150 participants, including faculty members and students, community agencies, nationally known speakers and grant recipients. In addition, Duquesne is considering the inclusion of a service-learning requirement in the University's undergraduate core curriculum.

**Faculty Recognition and Reward**

Although service-learning courses should be personally rewarding for students, Pearson emphasized that learning goals and performance expectations must be rigorous to insure the academic integrity of each project.

“These goals legitimize granting academic credit for the experience. It is my hope that students come away with an increased understanding that the educational experiences they have in and outside of the classroom can have an impact on the community beyond campus,” Pearson said.

Effective programs must also involve faculty willing to develop and guide the efforts of students. “Service-learning provides opportunities for faculty to engage in creative teaching and research methodologies to integrate community and academics,” Pearson continued.

This concept appeals to faculty for many reasons, agreed Laurel Willingham-McLain, associate director of the Center for Teaching Excellence (CTE). “Some see service-learning as a type of experiential learning that encourages students to develop values and skills that require a real-life context,” Willingham-McLain remarked. “Other faculty take it a step further by also seeking transformation of social institutions—such as higher education itself—through sustained service-learning partnerships, the ideal context for fostering life-long learning.

“This challenge is positive. The service-learning movement is strong and this is an exciting time,” declared Willingham-McLain.

While service-learning can facilitate creativity, it can also pose challenges for faculty as they explore new ways of planning courses, evaluating student progress, and defining research opportunities. To assist them, DUV and CTE are spearheading efforts to develop service-learning literacy among faculty, by sponsoring workshops on developing community partnerships, designing and implementing courses, assessing and evaluating programs, and the role of service-learning in tenure and promotion.

The DUV office is also compiling an extensive library of resources and a list of service sites for students.

“Service-learning initiatives will not take the place of Duquesne’s traditional volunteer efforts,” Yacovelli observed. “We recognize that volunteers provide a very valuable service to the community, and we will not be diminishing those services at all.”

For more information, call the DUV office at 412.396.5853 or visit www.cte.duq.edu.

By Kim Saunders

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As part of her service-learning project, Duquesne’s Melanie Schepers (center) coordinated social and artistic activities with the women of Emmaus House, a residential home for people with mental retardation or developmental disabilities.
The smoke of the Civil War had barely cleared when the 14th Amendment to the Constitution was ratified in 1868. Interpretations of that historic legislation—and efforts to bring about its realization—have been debated ever since.

In its 1892 Plessy v. Ferguson decision, the Supreme Court ruled that providing “separate but equal” accommodations for blacks and whites satisfied the 14th Amendment standard, setting the scene for decades of legalized racial segregation, with everything from restrooms to classrooms separate—and rarely equal. Not until 1954, in Brown v. Board of Education, did the Court reverse itself. The desegregation of public schools sprang from that ruling, and the larger civil rights movement, previously only inching forward, gained momentum.

How did the nation arrive at the landmark Brown decision? More importantly, how far have we come since? More than 1,000 years have passed since the passage of the 14th Amendment. What progress has been made, and what challenges remain? These are the questions we will explore in this special issue, Unfinished Business: 50 years after Brown v. Board of Education.
people packed the Duquesne Union Ballroom Friday, March 26, to consider these questions and hear from people directly involved in the case and its aftermath.

Organized and co-moderated by Duquesne Law Professor Ken Gormley, the program began with a consideration of the events leading to Brown. Dr. Genna Rae McNeil, professor of history at the University of North Carolina, discussed the far-reaching inspiration of Charles Hamilton Houston, a pioneering black attorney who won early victories against segregation in professional schools and mentored Thurgood Marshall. It was Marshall who would later bring the Brown litigation to the Supreme Court.

The stakes were highest for those who fought hardest. Joseph A. DeLaine, Jr., a member of the Presidential Brown Anniversary Commission, recalled how his family’s home was burned and his father forced to flee South Carolina after death threats resulting from the elder DeLaine’s involvement in a local school desegregation case, which was later folded into Brown.

Several of the attorneys who argued the Brown case recounted their efforts, including federal judges Louis Pollak and Robert Carter and Columbia Law School Professor Jack Greenberg, all of whom were young attorneys with the NAACP Legal Defense and Education Fund, working with Marshall in the crusade to undo state-sanctioned segregation.

In its Brown ruling, the Supreme Court called upon states to desegregate their schools “with all deliberate speed.” Julian Bond, veteran civil rights activist and chairman of the NAACP, whose father wrote legal briefs in the Brown litigation, analyzed the mixed messages
In its Brown ruling, the Supreme Court called upon states to desegregate their schools “with all deliberate speed.”

sent by this wording. Bond also moderated a panel discussion with three people who were intimately involved in the Brown decision aftermath: Willie Shepperson participated in a 1951 school walkout by black students in segregated Prince Edward County, Virginia, where officials later closed the doors for five years to stymie the Brown ruling; Minnijean Brown Trickey was one of nine black students confronted by a hateful white mob when they enrolled in Little Rock’s Central High School in 1957; and Vivian Malone Jones was one of the first two black students who entered the University of Alabama in 1963, despite Governor George Wallace’s “stand at the schoolhouse door.”

Only through the intervention of the National Guard and Deputy Attorney General Nicholas Katzenbach was Jones permitted to enter. Katzenbach recalled those events in the Duquesne program and reflected on the progress made—and the unfulfilled promise—in the decades which followed.

At the conclusion of the program, joint university citations were presented honoring the efforts of Charles Hamilton Houston and Thurgood Marshall, and accepted by their sons, Charles Houston Jr. and John Marshall.

Fifty years after Brown, the participants’ views differed in some aspects. Trickey, who was later expelled from Central High after dumping a bowl of chili over the head of a white classmate who taunted her with racial slurs, expressed forgiveness, saying she “doesn’t want to carry the weight of hatred.”

More than 1,000 people jammed the Union Ballroom for the Brown decision commemoration.
Jones met with Wallace shortly before his death and expressed similar sentiments. But Shepperson, whose father lost his job as a result of his civil rights efforts, still harbors bitterness. “Do I still hate anybody? Oh, yes sir, I do,” Shepperson told the panel.

Most panelists agreed that Brown v. Board of Education has played a decisive role in the struggle for civil rights. Greenberg pointed out that major companies now have black CEOs and there are now 40 black members of Congress (compared with two in the 1950s). But the vision he shared with Thurgood Marshall has still not been realized. Schools in many major cities remain segregated, he said—not as a matter of law but as a result of economic disparities that keep blacks and whites in different neighborhoods.

Trickey and Jones agreed that many of today’s schools remain separate but unequal, as suburban schools often have more resources for staff, supplies and facilities than their inner-city counterparts. “There has been some progress,” Jones said. “But the playing field is still not level.”

Given the mixed record of success, some critics charge that commemorating the Brown anniversary is an empty gesture. Houston disagreed. “It’s important that people remember and celebrate Brown,” he said. “But it’s also important that they recognize—as my father would—that Brown is only a stop on the road to justice and equality for all. There’s still a lot of work to be done.”

“Brown v. Board of Education: A 50-Year Commemoration” was the first program in a two-part series jointly sponsored by Duquesne University and the University of Pittsburgh, with funding from the Heinz Endowments and the Pittsburgh Foundation. Duquesne’s event was filmed by C-SPAN television and was broadcast nationally as part of the “American Perspectives” series on Saturday, May 8. The Brown-Pittsburgh commemoration concluded on May 7 with an event hosted by the University of Pittsburgh’s Center on Race and Social Problems. “Fifty Years After Brown: New Solutions for Segregation and Academic Underachievement” brought together local and national panelists to consider educational successes and shortfalls in the decades following the landmark decision.

by Bob Woodside
Imagine conjugating Italian verbs while relaxing on Rome’s fabled Spanish Steps, learning archaeology in the ruins of Pompeii or studying art history while gazing at Michelangelo’s resplendent Sistine Chapel frescoes.

Duquesne’s Italian Campus program offers undergraduates a chance to spend a semester immersed in one of the world’s most enchanting and culturally rich cities, while fulfilling their core and general course requirements.

Students in the program take a minimum of 12 credits and attend classes Monday through Thursday, often meeting on-site at various locations in Rome. Courses include Shaping of the Ancient World, art history, sociology and theology, among others. English-speaking, Rome-based adjunct faculty members teach classes, along with Duquesne faculty members when scheduling allows. While course content is comparable to what is taught on the Bluff, the setting makes all the difference.

“The self-confidence these kids take on amazes me. One day they’re worried about getting lost in an airport and weeks later, they know how to buy a train ticket to another country in a different language.”

Above: Perugino. “Christ Delivering the Keys of the Kingdom to Saint Peter,” Sistine Chapel, 1481-1483.
Image courtesy of Art Resource, Inc.
“Before students go over, I ask them to name a major classical monument or piece of literature. Few of them can,” says Dr. Roberta Aronson, program director. “After a few weeks in Rome, they all can. Rome becomes their textbook. They study art history in the Pantheon, which they no longer confuse with the Parthenon.”

Students also experience time in ways they can’t in America. “If something is 100 years old here, it’s ancient to us—if it’s 100 years old in Rome, it’s yesterday,” Aronson says.

The Rome experience changes students in ways that don’t show on a grade report.

Aronson observes that students depart with a narrow focus and return a few months later with a broader worldview. “American students are surprisingly unaware of politics and issues in other parts of the world,” explained Aronson. “They need to travel to encounter cultures where other languages and customs prevail.”

A semester in Rome makes students seasoned travelers. “When the students prepare to leave, some are unsure how to find their flight,” Aronson said. “Four or five weeks later, the same students tell me they’re going to Switzerland for the weekend. The self-confidence these kids develop amazes me. At first, they worry about getting lost in an American airport, but weeks later they know how to buy a train ticket to another country in a different language.”

Positive student response has helped spur recruitment, with 48 students participating in the program’s seventh semester (spring 2004). More students are enrolled for the fall of 2004, which will mark the inaugural semester in the program’s new, permanent location just west of Vatican City (see Formal Dedication for Italian Campus sidebar).

The program recently received a Battile Decree, an official sanction issued by Italy’s Ministry for Universities and Scientific and Technological Research. The decree gives the Rome campus program official status. With it Duquesne joins Notre Dame, Georgetown, Harvard and other elite American colleges and universities whose programs are recognized by the Italian government.

“The students who go through the program fall in love with Rome,” says Aronson, an art historian who first visited Rome...
“It just gets to you—the pace of life, the appearance of things, living among structures from the ancient world and the Renaissance. It all coexists and blends together, and it’s very beautiful.”

Italy as a graduate student in 1973. “It just gets to you—the pace of life, the appearance of things, living among structures from the ancient world and the Renaissance. It all coexists and blends together, and it’s very beautiful.”

Perhaps the greatest compliment comes from parents. “Sometimes parents visit students in Rome. They are astounded when their child takes them through the Roman Forum or up to the Capitoline Hill, explaining everything as they go along,” says Aronson. “The parents will say, ‘I can’t believe what my kid knows.’”

by Rose Ravasio

FORMAL DEDICATION FOR DUQUESNE’S ITALIAN CAMPUS

Duquesne University will formally dedicate a new, permanent location for its Italian Campus in Rome on Oct. 9, 2004. Dr. Charles J. Dougherty, University president, along with members of the University’s Board of Directors, faculty, staff and guests will be on hand to celebrate the Inauguration Gala.

The Italian Campus site is located just west of Vatican City on property owned by the Sisters of the Holy Family of Nazareth, a worldwide order with houses in Pittsburgh and throughout the United States. Members of the order have been working closely with the University to renovate their property so it can accommodate the influx of students.

Located on an estate that includes scenic gardens and walkways, the Italian Campus features modern classrooms and computer facilities, a library, dining hall, recreational areas and contemporary living quarters. The University’s new Italian Campus promises to be a comfortable and safe environment for a semester of living and studying in one of the most richly historic cities in the world.
The women’s lacrosse team is smart, talented and misunderstood. “A lot of people still don’t get the sport,” sighed senior Kristina Rohall, one of the team’s three captains and a starter for the fourth year. “When I’m carrying my equipment bag, people sometimes ask me if I’m on the rifle team.”

Although it’s the oldest sport in North America, lacrosse is the newest on the Bluff. Added to the women’s sports program at Duquesne in 1997, it is the first—and still only—Division I collegiate program in Western Pennsylvania.

“Our lacrosse program has been extremely competitive and successful from the start. Head Coach Kim Eldridge has done an exceptional job establishing Duquesne lacrosse as a competitive force, both regionally and nationally. As a result, she has been named Atlantic 10 Conference Coach of the Year in 2000 and 2004,” said Brian Colleary, Director of Athletics.

Now in her eighth year, Eldridge has led the squad to the Atlantic 10 finals in four of the last five years, including a title game playoff in 2001. With just three starters lost from last season, Eldridge takes the field this year with a solid corps of veterans and an eager group of recruits, all of whom have victory in their sights.

“We’ve been a consistent contender in the A-10 conference since 1999, and have had the most competitive season to date,” said Eldridge. This past season, that competitiveness earned the team their first regular season title and sent them to the A-10 Championships, where the top-seeded...
Dukes lost the final game to Temple in overtime play.

Conference recognition for individual team members caps that winning season. Junior midfielder Ginger Flocco was named A-10 Offensive Player of the Year, both sophomore defender Krista Mann and Flocco were selected for the All-Conference team, and for the second consecutive year, senior Kristna Rohall was picked as the A-10 Student-Athlete of the Year.

In spite of its popularity—women’s lacrosse is a varsity sport at hundreds of colleges and universities—the game remains a mystery to the average sports fan.

Native Americans developed lacrosse in the fifteenth century as a religious ritual and training regimen that prepared young men for war. Players pass and catch a hard rubber ball using a stick topped with a netted head—the crosse, which is French for “crosier” (for its resemblance to the symbolic shepherd’s staff carried by bishops).
Female athletes have competed at Duquesne from the time coeds were first admitted to the University. A variety of women’s sports came and went before 1972, a watershed year in collegiate athletics, when federal legislation known as Title IX helped usher in a host of Division I varsity sports for women. That landmark legislation prohibited discrimination based on gender for programs that receive federal funding, which leveled the playing field for female athletes. At Duquesne and other schools Title IX energized women’s intercollegiate sports.

Even before Title IX Duquesne’s women athletes had been competitive, and recently they have been winning laurels in the classroom as well. The University earned the top spot on the 2003-04 Atlantic 10 Commissioner’s Honor Roll, with a school record 243 honorees, 159 of which are female. To make the honor roll, student-athletes must have a 3.0 or better GPA. Duquesne had more athletes on the list than any other A-10 school.

“We are extremely proud of our accomplishments and ever-growing success in each of our 10 women’s sports,” said Director of Athletics Brian Colleary. “Our female student-athletes have access to numerous resources to assist them in managing their class work as well as their training.”

Colleary also applauds the women athletes’ on-field performance. “We’ve built a solid foundation and have exceptional coaches and student athletes that continually strive to improve upon their success each year and to make a name for Duquesne athletics nationally,” Colleary said.

Here’s a roundup of women’s intercollegiate sports at Duquesne.

Lacrosse is played on a football-length field with goals on either end, and is often described as a combination of basketball, soccer and hockey.

Junior midfielder Laura App takes exception to this definition. “It takes more technique than soccer and basketball because of the stick. And just because there’s no contact doesn’t mean it’s not a physical game—the only protective gear we wear are mouth guards and goggles,” she explained.

App also finds the game unique for the level of teamwork it demands. “It’s so different from other sports because we feed off each other on the field. This connection is what makes the game unique and intense,” App declared.

Sophomore Kelly Mulford, who’s played the game since five years of age, agreed. “It takes quickness and finesse from each individual player—the stick really becomes an extension of your arm—but the game requires a whole team effort. Knowing that everyone contributes to each play is the biggest thrill for me.” Making the most of her talents and those of her teammates earned Mulford the A-10 Rookie of the Year title in 2003.

Like all collegiate sports, lacrosse demands devotion during the season and continued conditioning the rest of the year. “You’ve got to love the game,” Rohall states matter-of-factly. “Otherwise, you couldn’t be on the practice field at 5:30 in the morning or 10 at night.”

Love for the game characterizes the play of Flocco. “I love lacrosse because it’s an upbeat, fast sport that really requires teamwork. Players with different athletic abilities—strength, speed, endurance, hand-eye coordination—all come together to contribute.”

Four-year starter Kristina Rohall was named the Atlantic 10 Women’s Lacrosse Student-Athlete of the Year for the second time. Rohall who has a 3.95 GPA in journalism, plans to pursue a graduate degree in broadcast journalism at Syracuse.

Four-year starter Kristina Rohall was named the Atlantic 10 Women’s Lacrosse Student-Athlete of the Year for the second time.

The 2004 Dukes, which finished the season with a 14-4 record, ranked among the nation’s top 15 teams in scoring offense, scoring margin and winning percentage.
Athletes Make the Grade

**Volleyball**  
*(established 1974)*  
Three Dukes from the women’s volleyball team received Atlantic 10 honors. Sarah Morrow and sophomore Diana Wuebker were named to the All-Conference team and Avery Dunn was named to the All-Rookie Team. Morrow has been named to the 2003 Atlantic 10 Academic All-Conference Women’s Volleyball team.

**Basketball**  
*(1975)*  
Duquesne’s women’s hoop squad was named to the Top-25 Academic Team by the Women’s Basketball Coaches Association (WBCA). The team ranked 20th with its combined team grade point average of 3.270 for the past academic year. Duquesne went 16-13 this past season tying the University record with 10 Conference wins. Loui Hall was named to the All-Rookie team, and Candace Futrell was named the Atlantic 10 Co-Player of the Year and a first team All-Conference pick. Futrell was also recently drafted into the Women’s National Basketball Association.

**Tennis**  
*(1976)*  
The women’s tennis team went a perfect 4-0 during the fall season led by Jackie Hughes with a 12-2 mark (8-0 in singles, 4-2 in doubles). Hughes won the Flight B singles championship at the Bucknell Invitational. Duquesne’s spring campaign wrapped up in April at the Atlantic 10 championships in College Park, Maryland.

**Swimming**  
*(1978)*  
The women’s swimming team finished the 2003-04 season with a 9-7 record and a seventh place showing at the Atlantic 10 championships. The nine victories set a new school record. The Dukes broke 11 of 14 individual school records during the season as well as two of the five relay records. In addition, junior Desiree Rodeheaver and sophomore Jillian Rupinski were named to the Atlantic 10 Academic All-Conference Team.

**Cross-Country**  
*(1985)*  
The women’s cross country team placed fourth at the A-10 finals and finished fifteenth at the NCAA Regionals. Liz Graham was named an All-Atlantic 10 pick, finishing seventh overall at the A-10 Championship. Graham was joined by teammate Amy Tucker on the A-10 Academic All-Conference squad.

**Track and Field**  
*(1988 outdoor; 1991 indoor)*  
The indoor team finished fourth in the A-10, its best showing ever. Tara Gerlach captured the gold for the 1000-meter and helped lead the 4 x 800 meter relay team of Liz Graham, Alison Buchanan and Michelle Flynn to a first place finish as well. Other medalists included Kristin Micsky and Sara Fetterman, who received silver medals for high jump and pole vault, respectively. Shea McMillan brought home the bronze for the triple jump. The team is expected to carry their success into the outdoor season. Buchanan, McMillan and Fetterman were named to the Academic All-Conference team, and McMillan was voted as the A-10 Academic Student-Athlete of the Year in the indoor track as well as the outdoor track categories.

**Rowing**  
*(1995)*  
The Dukes women’s rowing team captured the inaugural 2003 Head of the Ohio Governor’s Cup and the 2003 Head of the Speakmon Points Cup. In 2004, junior Colleen McCloskey was named the A-10 Women’s Rowing Student-Athlete of the Year, and three of her teammates—Jessica Lisjak, Karen Pridmore and Kate Talarscyk, all seniors—were picked for the A-10 Rowing Academic All-Conference Team.

**Soccer**  
*(1995)*  
For the fifth straight year, the Dukes have received the Team Academic Award presented by the National Soccer Coaches Association of America (NSCAA) recognizing the team GPA of 3.06. Lauren Bracco was named a 2003 first team All-Atlantic 10 selection and a NSCAA/adidas Mid-Atlantic All-American. Three Dukes—Bracco, Caitlin Holmes and Becky Barritt—were named to the A-10 Academic All-Conference team.

**Lacrosse**  
*(1995)*  
This year’s team finished the season 14-4 and made it to the final game of the Atlantic 10 Conference Championships, losing in overtime to Temple. The A-10 honored two team members with year-end awards—Ginger Flocco was named the Offensive Player of the Year and Christina Rohall was picked as the Student-Athlete of the Year for the second consecutive year.

For updates and schedules of the Dukes sports action, visit www.goduquesne.com
Like his jazz musician father, David H. Tamburri, M’51, MM’53, Lawrence J. Tamburri, MM’72, graduated from Duquesne, at the time regarding his undergraduate music education degree as “an insurance policy.” That policy has paid off. Today Tamburri is president and CEO of the world renowned Pittsburgh Symphony Orchestra (PSO).

“Duquesne’s music school was very strong in applied music because of its relationship with the Pittsburgh Symphony,” said Tamburri. “Music education is always high quality in cities where orchestra musicians teach. The Symphony has a great relationship with Duquesne.”

Tamburri first rubbed elbows with PSO musicians when he studied bass with Robert Leninger, who taught at Duquesne and served as the assistant principal bass of the PSO for 18 years. “Rob was a fine musician and a really warm, interesting person who took his role as a teacher and mentor seriously,” said Tamburri.

Early in his career, Tamburri taught music and played jazz with Walt Harper—one of Pittsburgh’s most enduring and beloved jazz artists—who is well known for playing at Steelers home games. He also played with the Butler Symphony and the Wheeling Symphony.

At that time, Tamburri didn’t understand the role of business management in music. “I didn’t see the big picture,” said Tamburri.

Seeking a challenge, he yearned for other ways to pursue a career in music and to see the world beyond Pittsburgh. To that end, Tamburri landed a teaching assistantship at Arizona State University that allowed him to attend graduate school. He felt the school’s strength was in music history, so he earned a master’s degree in it. However, Tamburri didn’t think the degree left many career options other than earning a Ph.D. in music history and teaching.

But Tamburri finally found the career path for which he had been searching when he heard about orchestra management through one of his wife’s acquaintances. Tamburri then prepared himself for orchestra management by pursing an MBA.

**Leader of the Band**

Tamburri’s first management positions were with the Savannah, Ga., New Hampshire and Mesa, Ariz., orchestras. Most recently he was executive director of the New Jersey Symphony Orchestra.
Name: Lawrence J. Tamburri  
Hometown: Pittsburgh, Pa.  
Year of Duquesne Graduation: 1972  
Degrees: B.A. in music education, Duquesne University; M.A. in music history and literature, MBA, Arizona State University  
Current Position: President and CEO of the Pittsburgh Symphony Orchestra  
Greatest Accomplishment: His children—Jack, who is an English major at the University of Chicago, and Emilia, who is a composition major at the New England Conservatory of Music.  
Duquesne Role Model: Former Music School Professor and Pittsburgh Symphony Assistant Principal Bass Robert Leninger  
Favorite Duquesne Classes:  
• Music Theory, taught by Dr. Joseph Jenkins  
• Music History, taught by Dr. James Hunter  
• Piano, taught by Carmen Rummo  
• Jesus and the Bible and the Bible as Literature—"Both theology classes were interesting to get a better understanding of Western culture," said Tamburri. “And they were excellent classes to make you a well-rounded person.”  
Advice to Current Music Students: "Each musician needs to be a personal entrepreneur who is willing to go out and make things happen," said Tamburri. "Also, it is imperative to be a well-rounded person with other interests and abilities. You need to know many types of music, be good at improvising and public speaking. In the future, just sitting and playing will not be enough."
“Each musician needs to be a personal entrepreneur who is willing to go out and make things happen.”

Under Tamburri’s guidance the New Jersey Symphony grew impressively, receiving its first Grammy Award, launching an aggressive $35 million endowment campaign, increasing its operating budget to $15 million and attracting more than 25,000 subscribers. Additionally, he secured the funding to acquire 30 prized Italian string instruments, including a dozen Stradivarius violins.

“The New Jersey Orchestra was underrated,” said Tamburri, “but it was wonderful to give them the visibility to become one of the more prominent orchestras in the country.”

Tamburri credits his many accomplishments to a knack for being “successful at selling subscriptions and getting the house full.”

In Tune With Pittsburgh

When starting his career in orchestra management, “I never thought Pittsburgh would be one of my stopping points,” said Tamburri. “But it’s an exciting opportunity because the Pittsburgh Symphony is an historic organization—one of the world’s greatest orchestras.”

Upon his return to Pittsburgh, the city’s airport, highways and neighborhoods impressed Tamburri.

“Pittsburgh has a very strong infrastructure, the cost of living is low and there are lots of good buildings,” said Tamburri. “In terms of the arts community, Pittsburgh is the best in the country on a per capita basis. It is a jewel just waiting to be discovered.”

The Challenge Ahead

Tamburri’s short-term goals for the PSO are financial stability, audience development, engaging the board of directors and supporting volunteers. However, he believes the orchestra’s greatest challenge arises from the changing nature of American culture, which often misunderstands and undervalues the arts.

“We are devaluing the importance of art and culture in our society,” said Tamburri. “It is a reflection of the elimination of music education programs and an anti-intellectual trend. Researchers have shown that the coverage of the arts and culture in newspapers and magazines is diminishing in the United States.”

Despite this cultural shift, Tamburri remains undaunted. “We work in a non-profit cultural organization that doesn’t have the resources to make up for this difference,” he said. “But, we still fight the good fight.”

by Amy Winn
On Friday, April 16, Lawrence J. Tamburri, president and CEO of the Pittsburgh Symphony Orchestra (PSO) addressed about 1,000 people attending Duquesne’s annual Downtown Alumni Luncheon. The luncheon, held at the Pittsburgh Hilton, is Duquesne’s largest alumni event.

Tamburri, the keynote speaker, encouraged alumni to engage in public service activities. He explained that a commitment to public service is key to leadership success, giving examples of how Duquesne students are currently serving the community.

“It is not common knowledge, but the largest number of leadership jobs in the United States are in the nonprofit sector—like mine with the PSO,” said Tamburri. “Nearly one million nonprofit organizations are active in this country. With dwindling tax dollars and an unstable economy, the need for volunteering and private support is great.”

Tamburri’s remarks complemented the luncheon’s “Do More … For the Mind, Heart and Spirit” theme. Prior to Tamburri’s address, University President Charles Dougherty introduced Duquesne’s new “Do More” communications program, which highlights academic excellence and the tremendous impact students, faculty and alumni are making in the world around them.
1960s

Lance Barclay, A’60, mental health and mental retardation (MH/MR) administrator for Erie County, Pa., retired in January. During his 26 years of county employment, he served as deputy MH/MR administrator, Erie County director of administration, deputy director of human services, and MH/MR administrator.

Rev. Deacon John Milan Hanchin, A’62 was ordained to the diaconate in St. Mary’s Byzantine Catholic Church in Monessen, Pa., by his Eminence Metropolitan Archbishop Basil M. Schott. Hanchin was a professor of English at California University of Pennsylvania for 34 years until his retirement in 2001. Carol (Mamula) Morgan, A’63 exhibited eight paintings at the Asthma Foundation fundraiser in Washington, D.C. She works as a writer for the Environmental Protection Agency.

Dr. Constance M. Carroll, A’66 was appointed chancellor of the San Diego Community College District. The district includes three colleges and six non-credit centers with a student population of more than 100,000, and offers educational programs to 45,000 personnel at military bases across the nation. Carroll was formerly president of San Diego Mesa College.

Dr. William S. O’Bruba, GE’68 has retired after 30 years of service at Bloomsburg University. While at Bloomsburg, he was chair of the Education Department for over 20 years, was awarded a Certificate for Exceptional Academic Service and designated a Commonwealth Teaching Fellow. O’Bruba also taught at The Ohio State University and Indiana University of Pennsylvania, and has authored over 220 publications and a reading guidebook for children.

1970s

Carol (Caruso) Caruthers, A’71 is writing speculative articles for local newspapers on privately financed long-term care insurance. Charles R. Mannix, A’72, GA’76, JD’76 was promoted to colonel in the U.S. Air Force Reserve, where he serves as legal advisor to the Air Force Surgeon General. He was recently named associate dean and chief operating officer of Dartmouth Medical School.


Dr. Miles Groth, GE’73, is the author of Translating Heidegger.
Groth is associate professor and chair of the Department of Psychology and director of the honors program at Wagner College, Staten Island. His book of poems is due to be published later this year and Psychology of Men is to be published in 2005.

Thomas J. Rooney, A’73 has launched his new consulting business, The Rooney Sports & Entertainment Group (TRSEG). The company provides consultation in the areas of sponsorships, marketing, and new product and venue launches as well as training for revenue generating initiatives. It also specializes in professional, college and amateur sports and entertainment related efforts.

Deborah Pelkington Jackson, E’76 was recently elected superintendent of schools of the Burgettstown Area School District.

Francis J. Frank, S’77, senior executive consultant with Novartis Corp., was presented the President’s Award, the corporation’s top honor for outstanding achievement. John Levitske, B’77, JD’91 recently joined FTI Consulting, Inc. as a managing director in the forensic and litigation practice’s Chicago office.

Marilyn (Abate) Walters, A’78 and her husband, John, have become owners of Maids to Order of Allegheny County, a professional residential and office cleaning service.

Henry J. Lenard, A’79 had an article on his visit to the Auschwitz-Birkenau concentration camp published in the Orlando Sentinel Sunday Travel section. He is also director of communications for the Pittsburgh law firm of Klett Rooney Lieber & Schorling.

Anthony W. Fabio, A’80, JD’83 was the guest speaker for the African-American Heritage Celebration at Bossier Parish College, where he delivered the address “Unfamiliar Black Innovators in the United States and Canada.” Kenneth J. Horoho, JD’80, a partner in the Pittsburgh law firm Goldberg, Grueren, Gentile, Horoho & Avalli, P.C., has been nominated for the position of Pennsylvania Bar Association (PBA) vice president.

He will formally take office in May 2004, become president-elect in May 2005 and president of the PBA in 2006.

George Kidney, A’82 is a legislative advocate for the Mental Health Association in New Jersey. Gus Martin, JD’82 has a new book, The New Era of Terrorism: Selected Readings, published by Sage Publications. This follows his previous book, Understanding Terrorism: Challenges, Perspectives, and Issues.

Alan A. Parise, B’82 was hired as controller at William Penn Association.

Matthew Ferrante, M’85 will lead The Ellis School’s newly-formed Performing Arts department, which includes music, drama and dance for students in grades K-12. Ferrante will oversee all the programs, operations and outreach for the school’s performing arts, including curriculum, educational programs, festivals, special events and a wide range of productions.

William A. Edwards, A’86 recently obtained an M.A. in Leadership and Liberal Studies from Duquesne and is an assistant director in Duquesne’s Office of Admissions. Harriet L. Schwartz, A’87 has authored a new book, Spirituality 101: The Indispensable Guide to Keeping—or Finding—Your Spiritual Life on Campus, published by SkyLight Paths Publishing. Schwartz is the assistant director of the Career Center at Carnegie
Mellon University. Michelle L. Smith, B’89, JD’03 is currently a law clerk for Pennsylvania Superior Court Judge James R. Cavanaugh in West Chester, Pa. Samuel S. Woodhouse, B’89, JD’93 was recently promoted to senior partner at the law firm of Cozen O’Connor, a full service national law firm with more than 480 attorneys.

1990s

Dr. Amanda C. Trimpey, S’90 was recently appointed associate medical director of Occupational Medicine Specialists (OMS) in Wilmington, N.C. Jayne (Elser) Welch, S’90 is the associate director of development and alumni affairs at Holy Cross High School in Waterbury, Conn. She has also been a practicing attorney in Connecticut for the past 10 years. Walles “Joe” Marm III, B’91 served with distinction from 1991-2003 on active duty in the U.S. Army and was awarded the prestigious Order of St. Maurice from the National Infantry Association for outstanding service. He is now with Northrup Grumman in Tacoma, Wash., and serves in the U.S. Army Reserves. He has been mobilized since December and will deploy to Kuwait for one year with the 385th Transportation Terminal Battalion as the Battalion Security Officer responsible for port security. Maj. David Yost, A’91 is an intelligence officer assigned to Headquarters Marine Corps. He has been deployed to Iraq several times in the last year. William G. Ryan, A’94 was awarded Microsoft’s Most Valuable Professional award in Embedded Development. He is active in running two very popular developer sites and has been named senior developer for Infopro, a division of Infopro Group, Inc., and oversees all mobile device development. James Wilson, M’94 is an assistant principal at the Strawbridge School in Baltimore. Anthony M. Gigliotti, B’95 was promoted to director, Organizational & Human Resources Development at Children’s Hospital of Pittsburgh. Katrina (Scansion) Knopp, GE’97 teaches fifth grade in the North Allegheny School District. She and her husband Pat have a three-year-old son, Dennis. Dawn Marie Wentzel, A’98 received her doctoral degree in clinical psychology with a specialization in forensics and neuropsychology from Argosy University in Tampa. She has accepted a position as a psychologist with the State Correctional Institution in Pittsburgh. Jeannette (Guerra) Witten, JD’98 has joined the law firm of Jackson Kelly PLLC in its Morgantown/Fairmont offices practicing in the areas of business/corporate, intellectual property and Internet/new media law.

2000s

Douglas J. Fink, A’00, GE’03 is currently teaching social studies at Bethel Park High School and coaching varsity soccer. He has also received a Teacher of Honor nomination for two years in a row. Patrick Fisher, MBA’00, a consultant at Yanni Partners, has earned his Chartered Financial Analyst (CFA) designation. Binh Hoang, A’00 was recently hired by Blattner Brunner as a business analyst. He will support both the Business Intelligence and Strategic Services departments analyzing market research, developing insights from data analysis and building marketing portals. Amy (Maulsby) Potts, Pharm.D.’00 had her article, “Computerized Physician Order Entry and Medications Errors in Pediatric Critical Care Unit,” published in Pediatrics, Vol. 113, No. 1, Jan. 2004. Gregory M. Fink, E’02 is currently a police officer with the NYPD and recently joined the NYPD soccer team. Stephen McGinley, GA’02 is in his second year of the Presidential Management Fellows Program at NASA Headquarters.

“Mamma Mia!”

Did you miss our Sweethearts’ Night at the Symphony event in February? Here’s another chance to join your fellow alumni at Heinz Hall for the nation’s favorite get-happy hit, the musical “Mamma Mia!” A mother, a daughter, and 3 possible dads. It’s a trip down the aisle you’ll never forget. Discounted group rate tickets are available especially for Duquesne alumni for the Saturday, July 17th show only (8:00 p.m.). Please call the Alumni Relations office at 412.396.6209 for reservations. Tickets are limited and are available on a first-come, first-served basis. Ticket prices range from $30.25 to $66.75.
Marriages


New Arrivals


In Memoriam


2004

HOMECOMING & FRESHMAN PARENTS WEEKEND

Mark your calendars now for a return trip to the Bluff. Homecoming and Freshman Parents Weekend will be held on October 29-31, 2004. Activities include the Dukes vs. Marist football game, AutumnFest on Academic Walk, 75th anniversary events for the School of Education and a special concert event you won’t want to miss. Stay tuned for more details.


In Memoriam

Be on the lookout for . . .

June 18, 2004
School of Business Alumni Association Golf Outing at Southpointe Golf Club. For more information, please contact Mary Lou Grasser at 412.396.5701 or grasser@duq.edu.

June 28, 2004
17th Annual Dukes Court Golf Invitational at Shannopin Country Club. For more information, please contact Athletics at 412.396.6565.

June 28, 2004
John G. Rangos, Sr. School of Health Sciences 10th Annual Golf Invitational at Diamond Run Golf Club in Sewickley, Pa. For more information, please contact Deb Durica at 412.396.5551, by fax at 412.396.5554, or at durica@duq.edu.

July 17, 2004
CLO performance of “Mamma Mia!” at Heinz Hall. For more info on available group tickets, please contact Alumni Relations at 412.396.6209 or alumni@duq.edu.

July 22, 2004
“Blues on the Bluff” – Open air blues/jazz concert with Pittsburgh’s greatest guitar legends. For more info, please contact Alumni Relations at 412.396.6209 or alumni@duq.edu.

September 27, 2004
School of Pharmacy’s Fifth Annual Golf Invitational at the Treesdale Golf and Country Club in Gibsonia, Pa. For all the details visit http://www.pharmacy.duq.edu/golf.html.

October 29-31, 2004
Homecoming and Freshman Parents Weekend

Celebrating 75 Years of Service
This year the School of Education marks its 75th anniversary. Celebrate the past, present and future of the School of Education by participating in these special events:

- Attend a Mass of Celebration and Thanksgiving in the Duquesne Chapel, followed by a reception in the Bayer Rotunda. Saturday, Sept. 18, 6:30 p.m.
- Raise the roof of Canevin Hall at the 75th Anniversary Celebration, a special evening of food, beverages and music from around the world. Friday, Oct. 29, 6:30 p.m.

For more information on these and other alumni events, please call the Alumni Relations Office at (800) I-LOVE-DU or visit our Web site at www.alumni.duq.edu