BU’s strong tradition of teacher education continues. Page 16.

Something to learn? Go play a video game! Page 6.

Golfers, stretch to improve your score. Page 15.
Sometimes by taking a look back we are able to glimpse, with an air of nostalgia, the way we were and see just how far we have come. That is the concept behind “Over the Shoulder,” the column archivist Robert Dunkelberger writes for each issue of Bloomsburg: The University Magazine.

Likewise, a look back can also renew our appreciation of a long and successful history. Such is the case with our teacher education program. Bloomsburg Literary Institute, which had more in common with a high school than a college, was founded in 1839. Thirty years later, the addition of “and State Normal School of the Sixth District” to its name indicated that this institution had discovered its first true calling—the education of teachers to serve the students of the Commonwealth of Pennsylvania.

In this issue of Bloomsburg magazine, you will visit Central Columbia Middle School, a public school for students in grades 5 to 8. Located five miles from our campus, the Central Columbia School District, not surprisingly, employs many of our alumni as teachers, some of whom serve as supervisors to the student teachers who are following in their footsteps. Middle school principal Chad Heintzelman earned a master’s degree in curriculum and instruction from BU in 2007, and his wife, Apryle, a fourth-grade teacher at Central Columbia Elementary School, is pursuing a master’s in elementary education.

The students who completed requirements at the Bloomsburg Literary Institute and State Normal School would most likely be proud of the high level of academic preparedness and stringent GPA requirements for today’s teachers. Yet, the philosophy behind preparing teachers in the 1870s at the Normal School, the 1920s at the State Teachers College or today at Bloomsburg University is remarkably similar.

More than 130 years ago, Normal School Principal T.L. Griswold said the aim of the “normal course” was “to teach teachers for the profession of teaching and through them to affect improvements in the common and high schools of the state.” That sentiment, while appropriate for its time, has been expanded and improved upon, as our teacher education program now espouses a commitment “to improving the field of education through a comprehensive program which recognizes its unique contribution to society, both as a reflection of that society and as an agent for the improvement of society.”

Today, teachers who graduated from Bloomsburg University instruct and inspire young students in school districts as close as Bloomsburg Area and Central Columbia and as far away as Florida and Hawaii. The tradition of excellence continues.

David L. Soltz
FEATURES

Page 6...................... Games, Gadgets, Gizmos
If you want to learn about nearly any subject, Professor Karl Kapp encourages you to play a video game. Although foreign to most Baby Boomers, Kapp’s theory seems second nature to Generation Y.

Page 9....................... Motivated to Succeed
Some told Carlos Ojeda ’97 that he would never succeed. After starting three businesses and winning numerous awards before he was 30, this alumnus now inspires others to move beyond their personal struggles.

Page 12......................... A Path to Asia
Scott Peterman’s interest in Asia took root when he was 15 years old. The 1973 BU grad says in many ways it is Buddhism that has made it possible for him to live in the world’s largest continent.

Page 15.......................... Fairway Stretch
Professor Andrea Fradkin’s research can help a golfer really get into the swing of the sport. She shares how the proper warm-up before playing can decrease injury and hack points off a score.

COVER STORY

Page 16......................... Prepared to Teach
BU’s reputation for producing qualified teachers is reflected in a local school, where education majors are leading candidates for teaching positions. The education program’s theory and practical approach helps BU alumni gain jobs across the United States.

Page 21........ ‘I Love You’ ... For the First Time
Joneen Lowman, assistant professor of audiology and speech pathology, is driven to foster basic communication in children. She is convinced that the need for speech pathologists is greater today than ever before.

DEPARTMENTS

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Medical Imaging
Program prepares radiologist assistants

A mid-level radiology career, the radiologist assistant, has emerged to help bridge the gap between the demand for radiologic technicians, who operate X-ray, CAT scan or sonogram devices, and the number of radiologist physicians, who analyze the images. BU is one of only 10 universities in the country, and the only program in Pennsylvania, offering a radiologist assistant (RA) master’s degree program.

“A radiologist assistant is an experienced radiologic technician who has undertaken additional training so he or she can take on a larger role in medical imaging,” says Christine Mehlbaum, assistant professor of biology and allied health sciences and the program’s coordinator.

Working under the supervision of a radiologist, an RA can evaluate patients’ medical histories and conditions before and after procedures, explain techniques and obtain consent. “This allows radiologists to concentrate on the diagnostic and treatment tasks that only they can do.”

BU’s 45-credit program offers a combination of online and on-campus components to help meet a shortage in the radiology field predicted to continue through 2030. In their first fall semester, students complete courses online; courses for the second and third semesters, spring and summer, are offered on campus. The first class was admitted in 2006.

The American Registry of Radiologic Technologists (ARRT), which administers certifying examinations, declared BU’s program to be in compliance with its recognition criteria through July 31, 2011, meaning BU graduates are automatically eligible for the certifying exams. BU’s program is also accredited by the American Society of Radiologic Technologists and the American College of Radiology.

To be eligible for BU’s program, a prospective student must have a bachelor’s degree, ARRT certification in radiologic technology and at least three years of full-time work experience as a technologist. For information, contact Mehlbaum at (570) 389-4527 or cmehlbau@bloomu.edu.

Aid to Law Enforcement
Bill funds Center for Computer Forensics Research

Bloomsburg University received $200,000 through the 2009 Omnibus Appropriations Act to expand its Center for Computer Forensics Research. The funding was facilitated by U.S. Rep. Paul Kanjorski and Sen. Bob Casey.

The grant will allow the center to expand partnerships between BU and law enforcement agencies by providing training, service and research related to extracting information from digital media.

Major goals of the Center for Computer Forensics Research are:
- Provide a “clean” environment with the latest equipment and software that law enforcement personnel may use while conducting investigations.
- Develop a series of training seminars for law enforcement personnel emphasizing the practical applications of hardware and software for conducting computer forensic investigations.
- Serve as a national resource center for law enforcement and government personnel.

The Center for Computer Forensics Research builds upon BU’s recently established bachelor’s degree program in computer forensics. The program combines computer science training with specialized courses in computer forensics, criminal justice, ethics and accounting fraud.

In Great Shape
BU, LCCC form exercise science agreement

Students who earn associate’s degrees in exercise science — fitness leadership from Luzerne County Community College may move seamlessly into BU’s exercise science bachelor’s degree program under a new articulation agreement between the two institutions.

According to Tom Martucci, assistant chair of BU’s exercise science and athletics program, students who complete 61 credits at LCCC and receive associate’s degrees may transfer to BU where, after completing 61 more credits including an internship, they will earn bachelor’s degrees.

BU currently has about 180 students enrolled in the exercise science bachelor’s degree program, as well as graduate students who are pursuing master’s degrees in exercise science or athletic training. Degrees in exercise science may lead to careers in education, corporate wellness, cardiac rehabilitation, health care, sports medicine and research.
Financial Services

PSECU contributes $16,000 to scholarships

The Pennsylvania State Employees Credit Union (PSECU) contributed $16,000 for academic scholarships at Bloomsburg University. The credit union, which operates an e-Center in the lower level of the Warren Student Services Center, was awarded a five-year contract for on-campus ATM and banking services in June 2007. The current contract is PSECU’s second for ATM/banking services for the university. Shown from left are Jachelle Yingling of Williamsport, student assistant manager, a senior speech pathology and audiology major; David Soltz, BU president; Marlene Latzman, PSECU manager; Jim McCormack, assistant director of resident life for administration and technology; Jim Hollister, assistant vice president for university relations; and Brittany Delaney, student assistant manager.

Extraterrestrial Sample

Prof tests lunar soil

Michael Shepard, professor of geography and geosciences, was selected to test the light reflection properties of lunar soil. Shepard spent a recent Saturday testing a 30-gram sample of the material, enough to fill a small bowl. Shepard’s tests are part of a research project for NASA’s next lunar orbiter mission. The samples were tested with a goniometer that Shepard constructed 10 years ago to measure the way light reflects off of planetary soils. He has used it to measure analogs (look-alikes) of Martian and lunar soils, as well as calibrate targets that were used on the Mars Exploration Rovers. This is the first time Shepard worked with an authentic extraterrestrial sample.

To the Third Power

EET program receives support from L³ Communications

The Electronics Engineering Technology (EET) program received a monetary gift from L³ Communications, Williamsport, to establish a student chapter of the Institute of Electrical and Electronic Engineers (IEEE). The gift covers the fees for students to become IEEE members.

EET students’ professional growth is now supported by the Industrial Electronics Society of IEEE, under the supervision of Ghassan Ibrahim, associate professor of physics and engineering technology, who serves as adviser to the newly formed chapter.

BU’s electronics engineering technology program recently received full accreditation from the Accreditation Board for Engineering Technology (ABET). Other BU programs accredited by ABET are health physics and computer science.
**Stay Tuned**

*Mass Communications renovates studios*

A project under way to renovate the mass communications department’s television studio in McCormick Center and upgrade video equipment and lighting is designed to help BU students create professional-quality projects.

According to Michael DiGiorgio, manager of instructional media services, the project began about a year ago by converting all equipment from analog to high definition and upgrading all systems to Apple software. All editing work stations, switchers and teleprompters have been replaced to support high definition, he says.

Along with DiGiorgio, Matthew Colosimo, chief electronic engineer, and Asa Kelley, media specialist, have been instrumental in the project, which has cost approximately $420,000 to date. The final piece of the project, to be completed this summer, will enable campus-wide Internet streaming.

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**Rooms with a View**

*Upper campus apartments to open*

A new apartment complex with 136 units is opening on BU’s upper campus this fall. Each unit contains four single bedrooms, two bathrooms, a living room and a kitchen with a dishwasher, as well as campus network data jacks, cable TV service and air conditioning. Laundry areas are located on each floor, and parking is allocated on site for each resident. A community building includes a fitness room, office, mailboxes and study space. Students who lived on-campus during the spring semester were eligible to apply for spots in the new apartment complex.

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**His Father’s Vision**

*Namesake speaks at BU banquet*

Martin Luther King III, center, spoke on ‘My Father’s Dream, My Mission’ at BU’s 16th annual Martin Luther King Jr. Commemorative Banquet. More than 400 members of the campus community and area residents attended the event where the following received humanitarian awards: Robert Wislock, deputy to the president for equity and interim director of accommodative services; Kambon Camara, assistant professor of psychology and counselor at the Center for Counseling and Human Development; Donna Miller Counterman ’91, a teacher at Danville Area High School; Andy Stout, a senior English major from Berwick, and Ashley Ryman, a junior secondary education/English major from Danville. Shown in the accompanying photo, left to right, are Judy Wright ’82M, King and Irvin Wright, assistant to the provost for diversity initiatives and director of ACT 101/EOP.
**Toward a Cure**  
**Walk raises $8,000 to fight breast cancer**

The BU community raised more than $8,000 during the annual Breast Cancer Walk/Run. Over the past six years, the Breast Cancer Walk/Run has raised approximately $60,000 for breast cancer research, the largest amount of any college or university in Pennsylvania. This year, the walk/run had 91 runners and about 500 participants overall who raised funds to benefit the Pennsylvania Breast Cancer Coalition. The coalition, founded in 1993, is a non-profit organization dedicated to ending breast cancer through education, outreach and research.

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**Quick Takes**

- **Ralph M. Feather Jr.**, assistant professor of educational foundations and secondary education, is the consulting author for a new, three-year middle-level science program that will be published by Glencoe/McGraw-Hill starting in 2010. During fall 2008, Feather published a three-book series of state-coordinated middle-level science textbooks for Tennessee. Additionally, he presented two sessions of his “Dr. Ralph’s Teaching Inquiry Science with Toys and Treats” at each of the three National Science Teacher Association regional conferences last fall. The peer-reviewed workshops drew a total attendance of nearly 1,000 elementary, secondary and higher education science educators.

- **Amarilis Hidalgo de Jesus**, professor of languages and cultures, was invited to serve as a judge for the semiannual paper competition sponsored by the Latin American Studies Association’s section on Venezuelan studies. She was selected based on her scholarly work in Venezuelan studies.

- **Maureen A. Hill** and **Tess Deckert ’07**, staff interpreters in the accommodative services for students with disabilities, passed the National Registry of Interpreters for the Deaf Certificate of Interpretation performance examination. The exam is an intensive evaluation of the usage of American Sign Language, both receptively and expressively.

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**Student Leaders**

**CGA president, treasurer re-elected**

Gia Adornetto, a junior speech pathology and audiology major from Eagleville, was elected to her second term as president of the Community Government Association earlier this spring. Others elected to lead BU’s student government during 2009-10 are: Anikka Brill, vice president, sophomore speech pathology and audiology major from Elizabethtown; Jeff Bajorek, treasurer, senior finance and economics major from Vowinckel; and Kristina Kachur, secretary, junior geography major from Duncansville. Bajorek served as treasurer during 2008-09, and Kachur was last year’s parliamentarian.

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**Helping Others**

**Students spend spring break in service**

Ten BU students and two staff members who are involved in the Northeast Pennsylvania Alliance Against Homelessness spent spring break in New Orleans. They worked with the United Saints 1st Street Recovery Project, helping families affected by Hurricane Katrina work on their homes. The Northeast Pennsylvania Alliance Against Homelessness, founded by professor emeritus Gary Clark, is based at BU.

In a separate project, seven students involved in Catholic Campus Ministry, Sister Debbie Borneman and Father Don Cramer served the poor and needy in Pittsburgh during spring break, staying with the Millvale Franciscans. They took more than 400 pairs of new socks, more than eight boxes of books for teens, and a monetary donation for a charity they chose. The students raised their own money for this first-time trip.
The learning value of video games is receiving validation from some unexpected sources, including the National Science Foundation, the U.S. Department of Education, the Federation of American Scientists and private foundations. Members of Generation Y, those born between 1977 and 1994, are not surprised.

A military medic comes upon an accident, performs triage on the patients and saves their lives while the ambulance is on the way to the scene. Just what you’d expect, right?

Sure—except that this medic isn’t in the military, has never had a day’s formal training, and isn’t ... well ... a medic. Everything he has put to work he learned by playing an MMORPG (massive multiplayer online role play game). This video game, sponsored by the U.S. Army, is called “America’s Army.”

And it actually happened.

OK, let’s try this: You hear “World of Warcraft,” the title of another MMORPG. If you’re a certain age, you imagine zombies with week-old stubble staring at a computer terminal, eyes glazed, empty latte cups piled up until they’re spilling over onto a floor covered with dirty socks and jeans.

The Harvard Business Review sees future global leaders. By playing “World of Warcraft,” according to a May 2008 article, Generation Y is learning how to lead a team of people dispersed across the globe to accomplish goals.

And the great thing is that “World of Warcraft” gives these unwitting students of global commerce a safe place in which to try out different leadership styles. Democracy doesn’t work? Try tyranny for a while. Then take what you’ve learned and apply those skills to leading a real virtual team collaborating on a project.

Games, gadgets, gizmos for learning—what’s the world coming to? Karl Kapp knows. In fact, he’s written the book. Literally.

“We talk about information overload, but these kids have never had information underload. They
create behaviors to adapt to continual communication stimulus,” says Kapp, professor of instructional technology and author of “Games, Gadgets and Gizmos: Tools for Transferring Knowledge from the Boomers to the Gamers.”

In fact, Kapp says, Jon Burgess, development executive at Apple, estimates that the average Generation Y consumes 20 hours of media each day—in seven hours.

How is that possible? By having a computer, cell phone, MP3 player and various other electronics in use simultaneously.

“Walking into some classrooms,” Kapp says, “is like getting on an airplane—‘Turn off and stow all electronic devices.’ So today’s students end up using electronics all the time—except in the classroom.”

This, he believes, is a mistake. Teachers, faculty and instructors should leverage the potential of digital devices. “Otherwise,” he says, “I think we perpetuate the myth that older people are out of touch and don’t know what’s going on.”

But can this whole game thing be good? Don’t they just waste time?

Games teach. Kapp uses his son as an example. His son knows all about World War II. He can tell you about the Axis powers and the Allied powers and other details from a war fought almost 70 years ago. Yet his teachers never seem to have time to cover World War II during the school year.

His son played “Age of Empires,” and the learning was secondary to the fun of playing the game. If you enjoy it, you’ll play again and again—and that’s how we learn.

“We know from research that strong emotions tie learning events together,” Kapp says, pointing to the passion players put into the games.

“It helps you encode that knowledge more richly and deeply for future recall. Additionally, video games teach problem solving and higher level thinking skills.”

As part of a multi-university team, Kapp recently received an $800,000 National Science Foundation grant to create a video game that teaches math and engineering concepts to middle-school students.

The premise: You are competing with three other people to be the host of a survival show set in a frozen wilderness. You earn points in mini-games that teach you how to build a shelter, start a fire and rappel across a ravine, because you’ll need to talk about these things as host of the fictitious show. Students learn about combustibility, the R-value of materials and formulas for heat flow, surface area and velocity.

But there’s a twist. On the player’s way to the last mini-game, the plane crashes in the wilderness. All four contestants have to work together to construct a shelter, using what they previously learned to build it strong enough to combat high winds and heavy snow while keeping the group warm enough to survive the night. It is an action-adventure video game with a learning outcome.

“We have to teach the kids for the world they’re going to have to deal with,” Kapp says. “In the future, maybe they’ll listen to podcasts, play a game, do an online role play with a fellow student.”

Continued on next page
He sees brick-and-mortar universities becoming secondary to the content and knowledge that can be gained. “What technology allows us to do is extend the classroom and learning beyond the classroom period.”

In fact, Kapp sees a time when we no longer stop, go to college to learn, and then go on with the rest of our lives. Instead, he sees games, gadgets and gizmos as weaving knowledge into the everyday flow of life, making learning a true life-long experience.

“Under the right conditions,” Kapp points out, “a video game player will see each frustration, each failure in the game, as an opportunity to get it right on the next try, which has wonderful learning implications.” The player gets it right, establishes a new skill and tries something more difficult.

“The act of obtaining that new skill and the promise of learning a subsequent skill is highly motivating. This is part of the reason gamers can spend all day playing a game. They are slowly, but surely, learning a new skill at each level and making steady, visible progress toward their goal of defeating the game, bettering their time or finding the hidden treasure.”

Think about this in terms of your own job. How would you rather learn a new skill—in a classroom being lectured to by someone who expects you and the others in the group to progress at the same rate? Or by playing a game, being able to try and fail and try and succeed, all without ruining the product or risking lives?

Doctors already learn surgical techniques through the use of video game-like programs. Pilots use simulators to learn to fly under adverse conditions. Soldiers learn to respond under fire in “smart” rooms, where the walls can tell where bullets hit—and soon, soldiers in one room will be avatars for soldiers in another room.

But what about the potential for abuse? If those of us who didn’t spend our entire lives with technology are digital immigrants, and the people who’ve never known lives without technology are digital natives, there’s got to be a possibility that some of today’s students will become digital savages.

“My belief is that we, as educators, must teach students the limits, boundaries and proper use of technology for learning and communication,” Kapp says. “If you put a tool like a knife on a table and say, ‘Don’t touch that knife,’ eventually they’re going to touch it and potentially hurt themselves. But instead if you teach them how to safely and properly handle that knife, they’re less likely to get hurt.”

Writer Laurie Creasy lives and works in the Philadelphia area.
Carlos Ojeda Jr. believes “life is not measured by the breaths you take, but rather by the moments that take your breath away.”

The oldest of three children and only son of immigrant Puerto Rican parents, Ojeda says the hurdles he surmounted only made him stronger and more determined. Many of his boyhood friends chose the streets and wound up dead or behind bars. A teacher once called him “the greatest piece of garbage” he had ever seen. But instead of conforming to the stereotypes with which he was labeled, the 34-year-old educator, communicator and poet proved everyone wrong—and continues to inspire minorities to reach for the top. A full-time motivational speaker, he has spoken in more than 20 states and averages 60 speaking engagements a year, most to Hispanics and other minorities.

Finding his motivation
Ojeda grew up with a “wonderful mix of cultures” that gave him the ability to speak fluent English and Spanish, thanks to a father who emigrated from Puerto Rico to Newark, N.J., when he was 8 or 9, and a mother who came to the United States as a teenager and remained culturally grounded in her native land.

When Ojeda was 10, the family moved from Newark to Reading, Pa. “I wasn’t happy to move to Reading from the cultural mecca of the world, just across the river from New York City,” he remembers. “And when they put me in bilingual classes even though I spoke fluent English, I already knew what the school system thought of me.”
By the time Ojeda got to high school, he was getting into trouble and hanging out with the wrong crowd. And while there were some good teachers, the “garbage” comment only fueled the fire of resentment building in him.

When he was a high school senior, Faye Ortiz, a Latino recruiter from Bloomsburg University, entered his life. “She and Mirna Fuchs, the talent search coordinator at Reading High School, saw something in me that I didn’t see in myself. They saw I was full of potential that had never been tapped.” The two women helped Ojeda prepare for his SATs and secure a full scholarship to Bloomsburg.

He describes college as “the greatest four years of my life, the most transformative four years and the most difficult times of my life.”

Ojeda admits he struggled early on, but his perspective changed when he became godfather to Zachary, the newborn son of his cousin and best friend Jose “Joey” Negron.

“I started to work harder and apply myself. I got an internship with a banking corporation and became more responsible. I found myself earning more per hour as an intern than my parents had ever made in their lives.”

All that ended when Zachary, then 18 months old, fell from an open seven-story window. He and the boy’s father were in the emergency room when the toddler was pronounced dead.

“I had never felt that kind of pain. I fell apart. My grades suffered and, eventually, I got kicked out of school,” Ojeda admits.

The following New Year’s Eve, Ojeda says he realized that he needed to live for the godson whose life was cut short. “I needed to live for him, for my father, for my mother and for my migrant grandmother who had toiled so hard in the fields.”

Ojeda’s determination got him reinstated at BU where he helped start a Latino fraternity; got involved in student government; debuted in his own radio show; became editorial director of the student newspaper, The Voice; began a brotherhood program to mentor other students; and was hired as the first employee of the Multicultural Center. He graduated in 1997 with a multitude of leadership awards from a university that, today, he says, is much more diverse than the institution he and fellow minority students found in the early 1990s.

Inspiring others

After BU, Ojeda earned a master’s degree in business administration from Kutztown University and became the university’s assistant director of admissions and an adjunct professor in the College of Business, the first Latino to hold that position. With Ojeda as the Latino school and community liaison, Kutztown’s minority enrollment quadrupled in three years. Kutztown also received the U.S. Hispanic Chamber of Commerce Foundation President’s Award based on Ojeda’s support of the organization’s Latino youth entrepreneurship program, Bizfest, and his involvement in bilingual business development workshops in Kennett Square and Coatesville.

In 1997, he accepted his first speaking engagement as keynote speaker at the Pennsylvania Statewide Latino Coalition. The same year, he launched Hispanic Heritage Month at Colgate University.

Ojeda was hooked, and his enthusiasm was contagious. Inspired to reach minority teens with his message of education, empowerment and progress, he founded three businesses before he was 30: Third Millennium Innovations, a marketing firm that connected businesses with Pennsylvania’s Latino community; Distinct Communications, a motivational speaker clearinghouse and bureau where Ojeda mentored, developed and marketed speakers; and Carlos Ojeda Jr. Inc. (www.carlosojedajr.com), his professional speaking company.

He serves as national director of SLiCK (www.iamslick.com), a leadership development program he developed with his mentor and fellow inspirational speaker, Consuelo Castillo Kickbusch, who retired from the Army as the
highest-ranking Hispanic woman in the Combat Support Field. He’s also developing CoolSpeak, a speakers’ bureau that will provide motivational speakers for middle school, high school and college students.

Ojeda’s other projects represent his varied interests. He published a book of original poetry, “Mi Alma” (“My Soul”) and, with his cousin Joey Negron, he is writing a movie script based on Negron’s book, “1ZERO9,” about their experiences growing up and Zachary’s death. He also is editing some of his speeches into a DVD that will take his message of determination to more youths.

Ojeda’s wife, Sandra de Jesus Ojeda, will earn a degree in optometry this spring, and the Ojedas are expecting a second child in August. Their first, Carlos Alberto Ojeda III, was born in 2004.

“I live my life to the fullest,” Ojeda says. “I’m on a constant hunt for moments that take my breath away and enable me to help other people. It doesn’t matter how long you live, it matters what you do while you live.”

Sue A. Beard retired last year as editor of The Record Herald, Waynesboro, Pa.
A Path to Asia

According to the U.S. State Department, 6.6 million Americans, excluding military, live abroad in more than 160 countries. BU alumnus Scott Peterman is part of this group, living and working in Tokyo and Hong Kong.

Scott Peterman’s first extended visit to Asia was as a fellow at Taiwan University’s Stanford Center, founded in 1961 to immerse upcoming Asia experts in Chinese and other Asian languages. He came home fluent in Chinese—“fairly good, but not ‘native’ fluent”—finished his dissertation and went to work in marketing for a Philadelphia company.

The phone rang. It was an acquaintance whom Peterman had known at an earlier job with a software maker in Silicon Valley. Would Peterman be interested in working for Apple Computer, developing its Asia market? There were lots of marketing experts the Apple guy could have called, but not many who spoke Chinese. Already, Peterman was part of a small pool.

He took the job.

Based in Hong Kong and working in 15 Asian countries, Peterman used focused philanthropy to introduce the Apple brand and create demand for the company’s products. The company donated 1,500
computers to impoverished schools across Asia, then supplied them with heavily discounted Apple software to use on those machines.

In addition, Peterman negotiated software purchases from other suppliers so teachers could develop computer-based learning programs. He also arranged for an Australian professor to teach week-long courses in courseware development at universities where Apple had made donations.

“You wouldn't believe the reactions people gave me,” recalls Peterman ’73. “We were making donations to very poor colleges in Seoul, Taiwan, Kuala Lumpur. Places with no computers at all and whose students had no money. The reaction was just overwhelming.”

Other marketing jobs followed, but Peterman could see himself topping out in marketing. Soon, he was taking night law classes. He finished in three and a half years while employed full time and is now a partner in Sidley Austin, his third firm since 1996.

Peterman works from offices in Tokyo and Hong Kong, flying regularly between the two locales to advise clients on high-level corporate issues: mergers and acquisitions, corporate finance, venture capital, hedge funds. He’s worked in Washington, D.C., London and Vienna. In addition to his law degree from Georgetown University, he has a doctorate (in Chinese religious studies) from Stanford, two master’s degrees (one in religion, one in political science) from Vanderbilt and Ohio State universities and, of course, his Bachelor of Arts (with honors) from Bloomsburg.

All of which, Peterman might say, is so much “trishna”—a Buddhist term connoting excessive attachment to the impermanent things of this world.

“I am not sure there is any socially redeeming value in what I do,” says Peterman. “All I do is make rich people richer, though some might dress it up and say I ‘contribute to the smooth functioning of the capital markets.’ ”

On the other hand, Peterman’s work allows him to live in Asia, a region that began to draw him at age 15 when he came across a history of Buddhism. The seed was planted, though didn’t sprout until he entered graduate school.

“I was so naive that I didn’t know you could study Buddhism as a student,” says Peterman, who became a Buddhist himself in the mid-1980s after leaving Stanford.

Continued on next page
In many ways, he says, Buddhism has made living in Asia possible. “It’s a fun place to live because you’re constantly confronting new experiences and also confronting yourself,” says Peterman, who has become more appreciative of the powerful influence of culture in how we interpret experiences.

Like different interpretations of etiquette. “Japanese people are very polite,” says Peterman, “but many Japanese business people are reluctant to look you in the face,” instead glancing slightly down or to the side. As someone taught that it is rude to look away from the person to whom one is speaking, Peterman had to adjust. “Over time, I’ve become more conscious that I see things through a different filter.”

No single viewpoint is inherently correct, he says. Asians seem more conscious than Americans that varying viewpoints can all be valid—and, to Peterman, that now seems the most “correct” view.

He attributes this Asian sensibility to the influence of Buddhism and enjoys working in an environment in which others also understand such concepts.

Though still a U.S. citizen, Peterman now looks at his home country as an outsider. Often, a disgruntled outsider.

“I haven’t liked what I’ve seen going on in U.S. culture,” he says, citing our reluctance to tackle long-term problems such as Social Security reform, overconsumption and energy use.

“Japan’s energy consumption must be half of ours,” says Peterman. “In terms of energy management, Japan is at the top of the industrialized world.” Open the trunks of many Japanese automobiles and you’ll find a large propane tank like those we use to light our barbecues. The country’s electric mini-buses turn themselves off while waiting at stop lights. Such contrasts annoy Peterman when he is sitting in a traffic jam surrounded by hundreds of idling gas engines during visits to the U.S. to see his wife and daughter, a student at Swarthmore College.

“Taxes are a bit higher in Japan,” he says, “but I don’t recall ever seeing a single pothole in the whole country.” Japanese are “big” on maintenance, says Peterman, who notes that the Chinese are quite the opposite.

Are there downsides to living in Asia? Absolutely. Peterman offers an example of Japanese rigid adherence to rules. In Tokyo, Peterman swims laps at a government recreation center where, as a resident alien, he pays the same $4 fee as local residents. A visiting California businessman he met recently was charged a higher tariff to use the pool, but what annoyed the executive was the staff’s zealous enforcement of a policy requiring that all swimmers wear swim caps. The businessman is completely bald. The philosophy, Peterman explains, is “Rules are rules.”

Peterman says his friends from Bloomsburg might not be surprised by his career path. “People knew me as an energetic, overcommitted person. I volunteered and suggested things.” He was president of six student organizations, including the debate society, the student election board and a group that advised the political science department on curriculum.

Traits of that “energetic, overcommitted person” remain. On one recent work day, Peterman got up early, went to his Tokyo office and worked on a couple of hedge funds. That night, he had dinner with a young artist; he’d been her first commercial sale and he wanted to stay in touch with her work. The next day, there was more fund work, followed by a weekly lawyers meeting with a study session on some fine points of Japanese law. Peterman is the only foreigner in these meetings. Later, he wrote engagement letters, followed by dinner with a banker.

In a way, it all ties together, says Peterman. Whether artist or fund manager or lawyer, many of the people with whom he works are struggling to deal with a changing world.

“The Buddhist in me,” he says, “wants to reach out and to give them a leg up as they try to make this transition.”

Mark E. Dixon is a freelance writer in Wayne, Pa.
On frigidly cold mornings, some experts recommend warming up vehicles for several minutes before driving them to heat the oil and allow it to circulate. Doing so, experts say, could prevent future engine trouble. Similarly, research conducted by Andrea Fradkin, assistant professor of exercise science, demonstrates how warming up properly before driving a golf ball can prevent injuries and improve performance.

Fradkin studied the prevalence and effects of warming up before golfing, then developed and tested a warm-up routine based on the physiology and biomechanics required to play the sport. She found that fewer than 2 percent of amateur golfers perform an appropriate warm-up prior to playing a round of golf and fewer than 0.5 percent warm up before practicing.

“I also found that less than 1 percent of golfers know what constitutes an effective warm-up,” Fradkin adds. “An appropriate golf warm-up consists of three steps, can take less than eight minutes and requires nothing more than a golf club.”

The warm-up she developed includes:

• Two minutes of dynamic stretches, such as jumping jacks or trunk twists, to get the blood and oxygen flowing throughout the body.
• Static stretches of the wrists, elbows, shoulders, lower back and hamstrings—areas where golf injuries commonly occur.
• Air swings of the golf club, because doing an activity that mimics golf will spark muscle memory.

Between 31 and 37 percent of golfers sustain an injury over a 12-month period. Fradkin’s research found that just 5.6 percent of golfers who warmed up properly sustained an injury, while 34.9 percent of those who didn’t warm up sustained one.

“Still, golfers tend to be more focused on the performance-improvement benefits associated with the warm-up than the injury-prevention benefits,” Fradkin explains.

In order to measure performance-improvement benefits, Fradkin correlated club-head speed (the speed of the club the moment it strikes the ball) as a measure of performance. As she points out, golfers with lower handicaps tend to generate faster club-head speeds than less-skilled golfers.

“Golfers who warmed up improved their club-head speeds by 12.8 percent, equaling a drop in approximately four strokes [per round],” Fradkin says. “Meanwhile, golfers who used the warm-up program as a conditioning program for five weeks improved their club-head speeds by 24 percent, which translates to a drop in approximately seven strokes.”

In a sport in which every stroke matters, a golfer’s most valuable tool just might be a proper warm-up.

Kevin Gray is a freelance writer based in the Lehigh Valley.
As the eighth-grade girl watches carefully, Francesca Womack draws a small volcano on the margin of the quiz. The 22-year-old Bloomsburg University student teacher’s pen starts working on small rocks flying from the volcano’s top.

“See?” Womack says, smiling at the student. “We have our volcano and the rocks are pouring out, exiting. Exiting. So what kind of rock...?”

“Extrusive!” the girl says, giving Womack a big smile and pointing to the multiple choice answer. “It’s coming out, it’s formed on the outside.”

After going over the geology quiz for about 10 more minutes, the girl assures Womack she is ready to take a retest. For Womack, in the midst of her eight-week student teaching placement in the Central Columbia Middle School’s learning support class, the moment confirms again that she is embarking on the right career.

“I’ve always wanted to teach. I guess I have that motherly instinct and love working with kids,” says Womack, of Morrisville, Pa. “I like feeling that I made something a little easier to understand, that I helped them study to do well for a test.”

Training teachers to help students succeed was one of Bloomsburg University’s earliest missions, an endeavor formally recognized in 1869, 30 years after the institution’s founding, when the name was changed to Bloomsburg Literary Institute and State Normal School of the Sixth District. Today’s education majors receive a mix of practical experiences that begin with classroom observations even before they are accepted into...
the program. There are also a wide array of seminars and student teaching opportunities in a variety of districts, ranging from rural areas like Central Columbia School District, just five miles from BU’s campus, to urban experiences in Philadelphia, Harrisburg and Allentown.

Chad Heintzelman, principal of the 725-student Central Columbia Middle School, earned his master’s degree in curriculum and instruction at Bloomsburg. Heintzelman says schools like his benefit greatly from their ties to the university, with student teachers who are well prepared and professors who serve on various planning and education committees. The university’s education majors are also prime candidates for teaching positions, Heintzelman says, adding at least half of his school’s staff has a bachelor’s or master’s degree from BU.

Associate professor Michael Patte ’92/’94M, a supervisor for student teachers at Central Columbia Middle School, says, “What the students appreciate is that while we teach the theory—the method behind the madness—we also teach practical solutions to everyday problems they are going to run into in the classroom. In terms of the kind of teachers we are producing and putting out in the schools, when the rubber hits the road they are doing the job they need to do to be successful.”

Just ask senior Jessica Gonzalez of Boonton, N.J., who is in the midst of her eight-week placement in Central Columbia Middle School’s life skills class for...
Urban Experiences

Bloomsburg University has long had close relationships with neighboring school districts in mostly rural and suburban Central Pennsylvania. But as part of its commitment to giving its students a wide range of teaching experiences, the university continues to reach out to urban districts, as well.

In addition to working with the Hazleton and Williamsport districts, education majors can help teach summer school in Harrisburg or be part of a program that gives them classroom experiences in Philadelphia, Allentown or Bethlehem.

“The population of today’s classroom across the country is changing; it is not the classroom of the 1980s,” says Charles Starkey, chair of early childhood and elementary education. “There are more and more children where English is a second language and from diverse cultures … it is important that we prepare our teachers so they are equipped to interface with the various groups and be effective instructors.”

In the Harrisburg School District’s summer school program, BU students help pupils in first through eighth grades for the first half of the day, and then assist with recreational activities in the afternoon, says Michael Patte ’92/’94M, associate professor of educational studies and secondary education. Participating Bloomsburg students are paid $12 an hour as tutors for the academic time they spend with the kids. Additionally, early childhood, elementary or special education majors can take part in a program focusing on pre-school children.

The Philadelphia Urban Seminar is open to students from Bloomsburg and the 13 other universities in the Pennsylvania State System of Higher Education. Students arrive for the last two weeks of the district’s school year, live in La Salle University residence halls and spend their days observing and helping to teach, Patte says. The seminar includes professional development talks in the evenings and community service. Last year, for example, students revived an overgrown park in a project that culminated with a multicultural celebration.

“It gives them a flavor and they come out either saying ‘I’m cut out to do this’ or ‘No, I could never teach in an urban setting,’” Patte says. “Either way, they have very strong feelings, and it’s an incredible experience for them.”

students with learning disabilities. In addition to basic reading, writing and math skills, the life skills students learn to be as self-sufficient as possible in the classroom’s kitchen and during weekly field trips to the grocery store.

Sitting at a table flanked by three boys working on basic math and reading exercises, Gonzalez easily switches from one to the other as she helps the students puzzle through the work. “You were supposed to use the ruler, see?” Gonzalez says, pointing to a ruler next to a picture of a ball and explaining the measurements as the one boy smiles and nods, getting it.

“Remember what three-quarters is? If you had a pizza and you cut...
Principal Chad Heintzelman drops by the library at Central Columbia Middle School, part of a recently completed renovation project.
do. This is something you are chosen to do,” she says.

But it is more than that. Her brother, Shaun, who is one year older than she, has Asperger’s Syndrome, a form of autism. “Just seeing the struggles he had to go through and the struggles my mom went through to see that he had a proper education made me want to get involved,” says Gonzalez.

The semester before her student teaching placement, Gonzalez took part in a Professional Development School (PDS) practicum, spending two days a week in the same classroom where she is student teaching. The experience allowed her to get to know the teacher and the pupils, learn the school’s culture and feel at home when she began student teaching. Not all education majors complete the PDS where they’ll student teach, but all are required to do a semester-long practicum with a school district.

While Gonzalez works in the life skills classroom, two other student teachers are delving into sixth-grade science concepts. Senior Jessica Zschack of Franklin, N.J., is going over an exercise focusing on drugs and their effects on the human body, while Melissa Browne of High Bridge, N.J., prepares an activity bulletin board on types of worms for a unit on the families of the animal kingdom. Both spent the previous semester in the school as part of the PDS program.

Zschack says she began doing classroom observations in her sophomore year, which, along with her classes, improved her teaching and assured her that she was in the right career. “From the second I walked into this major, they kept me on track, meeting with my adviser, making sure I’m taking the right classes,” she says. “They really prepare you and make sure you know what you’re doing.”

Browne agrees. “When they place the student teachers, the fact that we do have a good reputation makes the placement a lot easier. They know that Bloomsburg has really good student teachers, and the districts want us to be in their schools.”

**Farewell Note**

Since she was a little girl, Jessica Gonzalez of Boonton, N.J., knew music would hold a special place in her life. At BU, it put her on stage for graduation ceremonies where, over the past three years, she has sung the National Anthem and alma mater as part of a student quartet. This spring she will perform with the quartet for the last time when she sings at her own graduation. “I’m relieved to finally graduate, but I don’t think it will really hit me until next December when graduation rolls around and I’m not there,” she says.

Starting with the choir in fifth grade, Gonzalez sang until her high school graduation. She knew she wanted to carry her love of music into college so, as a freshman, she joined the Bloomsburg University Chamber Singers, a select group of about 16 students.

This spring she will perform with the quartet for the last time when she sings at her own graduation. “I’m relieved to finally graduate, but I don’t think it will really hit me until next December when graduation rolls around and I’m not there,” she says.

Francesca Womack’s eight-week student teaching stint confirms that she’s making the right career choice.

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**Francesca Womack**

Francesca Womack’s eight-week student teaching stint confirms that she’s making the right career choice.

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**Jack Sherzer**

Jack Sherzer is a professional writer and Pennsylvania native. He currently lives in Harrisburg.
Joneen Lowman understands how speech therapy can markedly improve a child’s quality of life.

Lowman, assistant professor of audiology and speech pathology, began her career as a special education teacher in Florida, with an emphasis on teaching the mentally handicapped. Her love of working with children led her to speech pathology. “I liked working with children with disabilities,” Lowman says, “but I wanted the ability to work in different settings, which speech pathology provided.”

Speech pathologists focus on the diagnosis, treatment and prevention of disorders related to language, articulation, stuttering and swallowing. Returning to school with a new career in mind, Lowman received her master’s degree and doctorate from Florida State University, where she specialized in normal language development and the prevention and treatment of speech disorders in children.

Her classroom experiences confirmed her belief that school-based speech pathologists play an essential role in the lives of their patients. “Speech pathologists have the power to give communication to a child and a family. We can give a child the ability to tell his mom ‘I love you’ for the first time,” Lowman says.

The power to foster basic communication in children is a driving factor for Lowman. It’s a passion she passes on to her students, as well.

“It’s because of Dr. Lowman that I stayed with this major,” says Gina Connolly, a senior speech pathology major from Carlisle. Connolly worked with Lowman

Continued on next page
on a year-long independent study project to research vocabulary acquisition in children. The experience, Connolly says, is one of the reasons she plans to pursue a graduate degree in speech pathology.

Like much of Lowman’s research, Connolly’s project focused on the practical application of speech pathology in the classroom. “A lot of elementary school students can’t keep up with the reading requirements of their grades,” Connolly says. “Teachers don’t have enough time to explicitly teach every vocabulary word, so Dr. Lowman and I focused on teaching morphemes instead.” With Lowman’s guidance, Connolly taught students root words and then determined if the students could form additional words from those roots. After learning the roots of just six words, Connolly says, most students were able to form an additional 30 words.

Lowman sees research as an essential component of speech pathology at any level. “I love this profession because it is constantly evolving. It’s amazing to see what we’re accomplishing when the field is full of such innovation,” She notes that a traditional classroom exercise, such as a vocabulary lesson, can become more efficient and effective by implementing new teaching strategies learned through research.

She also believes she gains insight to share with her BU students by working with classroom teachers to enrich the language and vocabulary skills of at-risk students. Lowman’s participation in such a project for pre-kindergarten pupils in the Southern Columbia School District, Catawissa, was recognized with a recent cover story in Advance for Speech Language Pathologists and Audiologists.

Her involvement in the public schools proves to Lowman that fully prepared speech pathologists are needed now more than ever before. The number of children diagnosed with speech disorders far exceeds the number of qualified speech pathologists, and many states—including Pennsylvania—are experiencing a critical shortage of school-based speech pathologists. To help meet the demand, Bloomsburg University is creating a part-time, distance-learning master’s degree program in school-based language pathology.

While BU’s current master’s program in speech and language pathology is focused on generalist training that allows graduates to work in a wide variety of settings and with individuals of all ages, the proposed program is designed to certify speech pathologists to work in schools.

“We recognize the need for speech therapists in this community,” Lowman says, adding that the new program will initially focus on eastern Pennsylvania in an effort to meet the demand for speech pathologists within the region. “The master’s program helps to ensure the quality of speech therapy programs within local schools.”

Lowman believes the program will help fill a vital need, not only for schools, but also for educators who hope to expand their knowledge and experience without sacrificing their careers. “The part-time, distance-learning nature of the program means those working in schools will not have to take time out of their current jobs to earn the advanced degree,” Lowman says. And, just as important, “those in the program can implement what they learn in their classrooms immediately.”

Pending approval from the Pennsylvania State System of Higher Education’s Board of Governors, Lowman hopes the program will be open to students by summer 2009.

“At Bloomsburg, the emphasis is on teaching,” Lowman says. “We are a clinical program and are training our students to be knowledgeable and experienced therapists.”

The practical application of their education is as important to Lowman as it is to her students. “It’s incredibly rewarding for me when my students tell me they used a strategy they learned in class and that it worked,” she says. “I am privileged to see their competence and skills grow daily.”

Lynette Mong ’08 lives in Seattle, Wash., where she works as a books merchandising specialist at Amazon.com.
The Celebrity Artist Series

Hosting today’s performers. Supporting tomorrow’s artists.

Through the generous contributions of sponsors, Bloomsburg University’s Celebrity Artist Series has brought professional artists and entertainers to the region for more than two decades.

This year, Celebrity Artist sponsors will also help support scholarships and other learning opportunities for BU students in music, theater and dance. And the 2009-2010 season marks the grand reopening of Mitrani Hall in Haas Center for the Arts.

To learn how to become a Celebrity Artist Series sponsor and help the next generation of performing artists, call (570) 389-4047. The 2009-2010 season includes the following performers:

2009
Sept. 19 — Ventriloquist Kevin Johnson
Oct. 24 — Cirque Le Masque
Nov. 07 — Yamato Drummers of Japan
Nov. 14 — Ten Tenors
Nov. 19 — Lecture by Titanic discoverer Robert Ballard
Dec. 05 — Annie, the musical

2010
Feb. 03 — River North Chicago Dance Company (above)
Feb. 21 — Monterey Jazz Festival 50th Anniversary Tour
April 10 — Turtle Island String Quartet ... and more to be announced.

Dates and shows are subject to change. Complete information will be available on the Web at: www.bloomu.edu/CAS
B loomsburg University’s Quest program offers extended trips for BU students, alumni and friends. No experience is necessary for many of these trips, and most equipment is provided. Varied amounts of physical stamina are required. Participants travel to destinations in the commonwealth, across the U.S., and in Africa, South and Central America and Europe.

**Cotswold Ring, England Walking Tour,** June 10 to 18: The Cotswold Way is one of the most scenic walks to be found in the British Isles. Its rural character has been preserved, with quiet lanes, thatched cottages and rose vine-covered stone walls reminiscent of an age long past. The land was settled by a Celtic people more than 2,000 years ago and artifacts are still visible today.

**Walk Across England – Coast to Coast,** June 22 to July 4: Participants will walk across the breadth of northern England through some of the island’s most beautiful mountains and moorland. The walk will begin in the Lake District region of northwest England, passing through the mountainous and hilly landscape of highland sheep farms and villages of stonewalled houses, inns and ancient churches before finishing at the North Yorkshire Moors.

**Three Peaks of the Cascades,** July 18 to 26: Participants will climb three of the Cascade’s stratovolcanoes: Mount St. Helens, Adams and Rainier. A variety of terrain will be covered, from volanically devastated forest to high alpine meadows and glaciers on Washington’s largest mountain. This trip is designed for strong hikers with a go-getter attitude who want to enter the world of mountaineering.

In addition to the programs listed above, Quest also conducts day trips on most weekends and custom-designs teambuilding and other experiences to meet groups’ needs. For additional information, contact Quest at quest@bloomu.edu or (570)389-2100 or check online at www.buquest.org.

Traveling with PASSHE

Among 90 participants in the PASSHE Alumni and Friends trip to Hawaii were, left to right, first row: Carol Poust and Donald Poust ’63, and, second row: Denise Berg ’82, Mary Lou Manhart and Jerry Manhart ’68.

**’50 Wayne Von Stetten** and his wife, Margaret, recently celebrated their 62nd wedding anniversary. The couple has four children, 11 grandchildren and 14 great-grandchildren. Von Stetten, who played football at Bloomsburg during the 1946-48 seasons, remains an avid Huskies fan.

**’69 Alan T. Harris,** Shillington, is a real estate agent with Keller Williams Realty Group, Exeter Township.

**’71 Tony Kohl**, (right), a retired Emmaus High School English teacher, is a veteran performer at Allentown’s Civic Theatre.

**’73 Robert D. Jackson** was honored by the Central Pennsylvania Chapter of the American Society for Training and Development for service as a human resource professional, including more than 20 years with the Pennsylvania Office of Administration. He is currently director of the Keystone Academy for Learning.

Ken Marquis received the Greater Wilkes-Barre Chamber of Commerce’s small business owner of the year award for 2008. He runs an art and picture-framing business.

**’50 Wayne Von Stetten and his wife, Margaret, recently celebrated their 62nd wedding anniversary. The couple has four children, 11 grandchildren and 14 great-grandchildren. Von Stetten, who played football at Bloomsburg during the 1946-48 seasons, remains an avid Huskies fan.**
**Births**

- **James Thomas ’91** and wife, Sheree, a daughter, Elizabeth Anna, Oct. 16, 2008
- **Laurie Pflugler Werkheiser ’92** and husband, Chuck, a daughter, Aubrey Robin, Oct. 24, 2008
- **Jennifer Kraatz Falkoff ’95** and husband, Gil, a son, Joshua Michael, Dec. 12, 2008
- **Natalie Clipsham Lucca ’97** and husband, Todd, a daughter, Molly Jane, July 7, 2008
- **Mike Moore ’98** and wife, Katie, a daughter, Allison Theresa, Dec. 27, 2008
- **Dawn Giles Vinton ’98** and husband, Edward, a daughter, Bryn May, Dec. 17, 2008
- **Beth Edwards Logsdon ’99** and husband, Ben, a daughter, Bodie Michael, Oct. 12, 2008
- **Stephanie Risser McPherson ’00** and husband, Justin, a daughter, Brianna Marie, Dec. 11, 2008

- **Melissa Shelly Saylor ’00** and husband, Shawn, a son, Logan Patrick, Nov. 24, 2008
- **Nicole Brucoliere Bennett ’01** and husband, Paul, a daughter, Mallory Sophia, August 2008
- **Christine Makara Ratkiewicz ’01/’03M** and husband, Frank, a son, Garrett James, April 29, 2008
- **Peggy Romanic Fetchko ’04** and husband, Greg, a son, Zachary Kody, Aug. 28, 2008
- **Katie Miller Ronk ’04** and husband, Chris, a daughter, Lauren Elizabeth, Dec. 30, 2008
- **Laura Clement Harbold ’05** and husband, Ryan Harbold ’02, a daughter, Caitlyn Margaret, Jan. 11, 2009
- **Ashley Howard Gardner ’06** and husband, Jedd, a daughter, Audrey Ann, Oct. 15, 2008

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**Former governor joins PRWT**

Former Pennsylvania Gov. Mark Schweiker ’75 accepted a position as president of the business process outsourcing unit of PRWT Services Inc., effective June 30. PRWT is an enterprise of business processing services, pharmaceutical manufacturing and distribution, facilities management and other related businesses.

Since leaving the governor’s office in January 2003, Schweiker served as president and CEO of the Greater Philadelphia Chamber of Commerce. During his chamber tenure, he assisted in creating Select Greater Philadelphia, an economic marketing partner designed to attract and retain companies in an 11-county region. Schweiker helped more than 40 companies create new operations in a region that includes southern New Jersey and northern Delaware. From 2006 to 2008, Schweiker helped expand the chamber’s paid internship program from 440 to 1,500 students. Through his leadership, the chamber generated its two best years financially in its 208-year history.

Before he was elected to his first government office in 1979, Schweiker worked for Merrill Lynch and McGraw-Hill and formed a management consulting firm. Schweiker’s 15-month experience as Pennsylvania governor and his background in business have prepared him for his newest responsibilities with PRWT, which include back-office support and outsourcing services to local and state government agencies across the country.
James Nagy (right) was promoted to president of Solar Manufacturing Inc., which is part of the Solar Atmospheres Inc. family of companies. Debra Heffner Surdoval was promoted to business manager for East Penn School District.

Mark Derr is service-group manager of financial services for Herbert, Rowland & Grubic Inc., serving Central Pennsylvania.

Rick DiLiberto was awarded second prize in the Delaware State Bar Association’s fiction writing contest for his short story, “The World Series Ring.” The story was published in the Bar Association publication and a public reading was conducted at Border’s Books and Music in Wilmington, Del., in March.

Charles “Chuck” Muller, Souderton, retired as chief investigator, special investigations division, from New Jersey’s Department of Corrections. He is head football coach at Notre Dame High School.

Mike Modrovsky is varsity baseball coach at Honesdale High School.

Richard F. King, CPA, treasurer and finance coordinator for Schlouch Inc., received the 2008 Deborah Hahn Memorial Award from the Construction Financial Management Association.

Noreen Hanus Weatherstone is a sales representative with Century 21 Hughes-Riggs Realty Inc. in New Jersey.

Michael F. De Stefano ‘94 was nominated to the Pennsylvania Institute of Certified Public Accountants (PICPA) top ‘40 under 40: Members to Watch” list of up-and-coming young leaders. Nominees demonstrate commitment to the accounting profession through support of PICPA programs and committees. De Stefano began his career in public accounting in 1995 when he joined the tax department of Reinsel & Co., now Reinsel Kuntz Lesher. He worked two years in the tax department before he transferred to the audit department and is now manager in the audit services group. De Stefano, who earned his CPA designation in 1999, serves as the treasurer for PICPA’s south-central chapter and is co-chairperson of the Emerging CPAs group. He also serves on the board of directors of Mental Health America in Lancaster County and is a member of the finance committee for the Lancaster Public Library.

Residing in Elizabethtown with his wife Kristin Lindeman De Stefano ’95 and their three children, De Stefano will join the accounting team of Petroleum Products Corp., Middletown, this spring.
Marriages

Robert S. Shelly ’70 and Phyllis L. Huggins, April 7, 2007
Constance Shope ’80 and Steven Crawford
Ann Marie Stelma ’80 and David Graff, Oct. 18, 2008
Daniel Young ’87 and Heather McGarvey, Oct. 12, 2008
Anne Marie Tellup ’91 and Edward Ellex Jr., Sept. 20, 2008
Amy Brosius ’96 and McGarvey, Oct. 12, 2008
Daniel Young ’87 and Heather McGarvey, Oct. 12, 2008
Ann Marie Stelma ’80 and Steven Crawford
Constance Shope ’80 and McGarvey, Oct. 12, 2008
L. Huggins, April 7, 2007
Robert S. Shelly ’70 and Phyllis L. Huggins, April 7, 2007

Yvonne Verberg Dockey, and her husband, Kim, observed their 35th wedding anniversary on Nov. 3, 2008.

Laura Spicer Rice owns a tutoring business in Mount Kisco, N.Y., and has published a set of reading games with Nasco, an educational publisher.

Kevin J. Kotch (right) is serving a two-year term as co-chair of the Asbestos Subcommittee of the American Bar Association, Section of Litigation, Insurance Coverage Litigation Committee. He is an associate and member of the law firm, Obermayer Rebmann Maxwell & Hippel LLP, Philadelphia. He also served as panelist at the bar’s Section of Litigation 2009 Insurance Coverage Committee CLE Seminar in Tucson, Ariz.

Christopher Budzynski, is vice president and treasurer of Baltimore Gas and Electric Co.

Tracy A. Finken, a trial attorney in Pennsylvania and New Jersey, is a partner in the firm Anapol, Schwartz, Weiss, Cohan, Feldman & Smalley, Philadelphia.

Todd Hitz, a Hodgkin’s lymphoma survivor, won the Livestrong.com/Nike Give 100 Percent contest in 2008. He was nominated by his wife, Krissy. The contest is supported by the Lance Armstrong Foundation and Nike.

Janeen Schrann Sutryk, Sayre, was promoted to shareholder and officer for the accounting firm of Piaker & Lyons.

Sean D. McDonough was named to the Pennsylvania Public Television Network Commission.

David J. Maurer, Cumru Township, is manager of audit services group, at Reinsel Kuntz Lesher in the Reading area.
Seuyong Soo Park ’00M, a South Korean education policy official, is studying education in Connecticut as part of a fellowship program.

Rhonda Wynn Shimko, Selinsgrove, is an agent with the Shimko Insurance Agency.

'02 Matthew E. Ashenfelder, Berwick, is employed in the chemistry department at PPL.

Matthew T. Neeb is the county senior planner with the Monroe County Planning Commission in Stroudsburg.

Ryan Van Noy (right) is assistant coach of the Mansfield University women’s basketball program.

'03 Jamie Zeigler Stiely, Dornsife, joined the staff of Liberty Travel after completing training to be a cruise specialist.

'04 Naomi Kolberg earned a master’s of sociology degree from the University of South Carolina.

'05 Lisa Vergari Boguski is a special education teacher for the Western Wayne School District.

Pam Cianni is the head field hockey coach at Palisades High School, Kintnersville.

Melissa Cox is a marketing assistant with Playworld Systems, Lewisburg.

Jessica Horst is the supervisor of nuclear medicine at The Good Samaritan Health System, Lebanon.

Alum trains Mickey Rourke

Jon Trosky ’03/05M trained actor Mickey Rourke for his lead role in the award-winning film, “The Wrestler,” and appeared as the referee in the final scene. The film, also nominated for two Academy Awards, is a fictional account of a burnt-out professional wrestler who tries to rebuild his life.

Trosky has been involved in commercials, TV and films. He was a stunt double in the 2008 film “Tell Tale” and a Coke Zero commercial, which aired during the 2008 Super Bowl. He also appeared in the television shows “Law & Order: Criminal Intent,” “Life on Mars,” “WWE Smackdown” and “WWE Velocity.”

Trosky teaches at Lehigh Carbon Community College and previously taught at DeSales University, Penn State Berks and Lackawanna Colleges.
Couple makes unique wedding request

Curt Fessler ’05/’06M and Valerie Hakes Fessler ’03, Bloomsburg, asked a unique favor of guests at their wedding in October 2008. The newlyweds established a scholarship at BU in memory of Valerie’s father who passed away in 2003 and then placed favor cards on tables inviting their wedding guests to make donations.

“It was very important to my dad that I receive a college education, and he worked hard his entire life to save in order for me to do so,” the new Mrs. Fessler explains. “So Curt and I established the Jeff Hakes Memorial Scholarship to be awarded annually to an outstanding senior from ‘our’ high school, Montoursville High School, who will attend BU.”

The newlyweds are seen in the accompanying photo with the BU graduates and students who attended their wedding.

D.C.-area alumni socialize

Washington, D.C.-area alumni who shared a social evening earlier this year are, left to right, first row: Teresa LaForgia ’82, Angela Capone ’99 and Andrea Daly ’03; and second row: Allison Viola ’92, Phillip VanGavrec ’06, Chris Campbell ’00, Kerri Sears ’92, Alumni Affairs Director Lynda Michaels ’87/’88M and Belitza Hernandez ’03.
First-year reporter garners awards

Danielle Lynch ‘07, in her first year as a reporter, received an honorable mention from the Suburban Newspapers of America for a four-part series she co-wrote about poverty in Chester County. A reporter for the Daily Local News, West Chester, Lynch earned a first-place award for the best example of public service from the Pennsylvania Associated Press Managing Editors, first place from the Philadelphia Society of Professional Journalists and third place from the Philadelphia Press Association.

Tad K. Schantz is semi-senior accountant with the Lansdale-based firm of Baum, Smith & Clemens.

Anthony Serafini is a special education teacher in Wilkes-Barre.

Mary Shortledge, a senior accountant with Parente Randolph, Williamsport, completed her CPA examination and earned a license to practice in Pennsylvania.

Katie Gelok is a fourth-grade teacher at Independence Central School, Great Meadows, N.J., and head varsity cheerleading coach at Belvidere High School, Belvidere, N.J.

Rachel Bedford Kehrer is a third-grade teacher at Kleberg Elementary School, Kingsville, Texas.

Dana Roush, Middleburg, is an account executive with Sire Advertising.

Emily A. Smith is marketing coordinator for GreenWorks Development, formerly Powers & Associates, Harrisburg.

Michael Marra is a staff accountant at Beard Miller Co.

Lindsey Tretina is a special education teacher at North Philadelphia Community High School.

Deaths

Pauline Welliver Beishline ’27
Doris Fritz Hassert ’27
A. Ruth Oswald Olson ’27
Norma Knoll Craythorne ’30
Erema M. Hefferan ’31
Evelyn Heiser Keef ’33
Kathryn John Evans ’36
Mary Grosek Kuc ’37
Mae Weikel Illieck ’40
William F. Kanasky ’40
L. Ward Lichtel ’41
Aleta Stiles Erhart ’42
Helene “Nellie” McGonigle ’42
LaRue E. Gunnison V12, ’44–45
Bernard F. Rodgers ’48
Edward J. Kolodgie ’50
Genevieve Straw ’50
John E. Seebold ’51
David C. Evans ’52
William G. Gillespie Sr. ’52
Stephen Fago ’53
Mary J. Koch ’57
Donald F. Hemler ’58
Donald J. Steinhart ’58
Phyllis Henninger Wagner ’60
Audrey Buckley Stump ’64
Susan Lathrop Miers ’65
Patricia Yost Miller ’65
Joanne Nelson Pineno ’65
Judith Mears Heitz ’66
Betty Ruth Keller Luchak ’68
Kenneth Mattfield ’68
Carol Cavanaugh Morris ’68
Gregory Horan ’70
Bemice Obzut Lazar ’70
Ann Perch Hackney ’72
James T. Morgan ’73
John Vadyak ’74
Roma Aungst Koehler ’78
Lester G. “Bud” Long ’79
Mollie Pringle DeLauretis ’80
Dennis N. Swanger ’81
Beth Ann Wallace Hess ’83
R. Todd Sullivan ’86
Judith Schmidt Hahn ’98M
Julie Grillo ’05
Bryan J. Pascoe ’07

Find more Husky Notes online at www.bloomunalumni.com.

Send information to alum@bloomu.edu or to Alumni Affairs, Fenstemaker Alumni House, Bloomsburg University of Pennsylvania, 400 E. Second St., Bloomsburg, Pa. 17815
Calendar of Events

Academic Calendar

Summer 2009
Session I – May 18 to June 26
Session II – June 30 to Aug. 7
Session III – May 18 to Aug. 7

Fall 2009
Classes Begin
Monday, Aug. 31
Labor Day, No Classes
Monday, Sept. 7
Thanksgiving Recess Begins
Monday, Nov. 23, 10 p.m.
Classes Resume
Monday, Nov. 30, 8 a.m.
Classes End
Friday, Dec. 11
Finals Begin
Monday, Dec. 14
Finals End
Friday, Dec. 18
Graduate Commencement
Friday, Dec. 18
Undergraduate Commencement
Saturday, Dec. 19

New Student Activities
Summer Freshman Orientation
Saturday to Monday, June 27 to 29
Act 101/EOP Orientation
Sunday and Monday, June 28 to 29
Fall Freshman Preview
Monday through Thursday, June 15 to 18, and Monday through Thursday, June 22 to 25
Transfer Orientation
Wednesday and Thursday, July 15 and 16
Non-Traditional/ACE Orientation
Saturday, Aug. 29
Welcome Weekend
Thursday through Sunday, Aug. 27 to 30

Alumni Events
Visit www.bloomualumni.com for details or to register to attend. For information, contact the Alumni Affairs office at (570) 389-4058 or (800) 526-0254, or alum@bloomu.edu
Alumni Association Board of Directors Meeting
Saturday, May 16
Alumni Hiawatha Cruise/Picnic
Williamsport, Thursday, June 11, 6 p.m.
Alumni Baseball Outings
• Reading Phillies, Friday, June 19, 7:05 p.m.
• Scranton/Wilkes-Barre Yankees, Friday, July 10, 7 p.m.
• Lehigh Valley IronPigs, Friday, July 17, 7:05 p.m.
• Philadelphia Phillies, Friday, July 24, 7:05 p.m.
• Lancaster Barnstormers, Saturday, Aug. 15, 6:35 p.m.
Alumni Summer Picnics
• Hershey, Hershey Park, Sunday, June 21
• Harrisburg, City Island, Thursday, June 25, 6 p.m.
• Elysburg, Knoebels Amusement Resort, Saturday, July 11
Stratford Festival 2009
Monday to Saturday, July 13 to 18
Roger Sanders Alumni Wrestling Reunion
Saturday, July 25, Alumni House
Alumni Bloom @ the Beach
Seacrets, Ocean City, Md., Saturday, Aug. 1

Special Events
45th Annual Reading Conference
Thursday and Friday, May 7 to 8
Trash to Treasure
Saturday, May 9, 9 a.m. to noon; early birds, 8 a.m.; adjacent to Litwhiler Field, Upper Campus; benefits Columbia County United Way. Call (570) 389-4329
Math and Science Camps
Summer Experience, sixth- through eighth-graders, and CSI Summer Experience, ninth- through 11th-graders, Monday to Thursday, July 13 to 16. Exploring Emergence, ninth-graders, Monday to Thursday, July 6 to 9 and July 13 to 16. For more information, emauch@bloomu.edu or (570) 389-4103
Athletic Hall of Fame Induction
Friday, Oct. 2, 6 p.m.
Kehr Union
Call (570) 389-4413 for tickets and information
Homecoming Weekend
Saturday and Sunday, Oct. 17 and 18
Parents and Family Weekend
Friday to Sunday, Oct. 23 to 25

Summer Camps
For more information and brochures, call Kevin Wood at (570) 389-4371 or go to www.buhuskiessportscamps.com. All dates are subject to change.

Basketball
Men’s Basketball Day Camp, June 15 to 19
Men’s Basketball Team Camp, June 19 to 21
Women’s Basketball Individual Camp, June 22 to 25
Women’s Basketball Team Camp, June 26 to 29

Field Hockey
Field Hockey Camp I, Aug. 2 to 5
Field Hockey Camp II, Aug. 9 to 12

Football
Youth Football Day Camp, June 8 to 10 or 11 to 13
Football High School, July 26 to 29

Soccer
Women’s Soccer Plus, June 21 to 26
Men’s Soccer Youth Camp, June 28 to July 1
Men’s Soccer - NSCAA, July 6 to 12
Men’s Soccer UK Elite, July 19 to 23

Softball
Softball Pitching Clinics, June 22 to 26

Tennis
Tennis Camp I, June 20 to 24
Tennis Camp II, July 25 to 29

Wrestling
Wrestling Parent/Child I, June 19 to 21
Wrestling Parent/Child II/Big Brother, June 26 to 29
Wrestling Senior High Team Camp, July 12 to 16
Wrestling Intensive Training Camp, July 12 to 22
Husky Training Camp Special for Wrestling, July 12 to 23 (local students only)
Wrestling Junior/Senior High Team Camp, July 19 to 23

For the latest information on upcoming events, check the university Web site: www.bloomu.edu/today
Over the Shoulder

By Robert Dunkelberger, University Archivist

A Tradition of Giving: Scholarships at Bloomsburg University

About 90 percent of today’s Bloomsburg University students receive some form of financial aid in the form of grants, work study positions, loans and scholarships. The need for financial assistance was just as great in our days as a state normal school.

The Class of 1893 offered the first student loans. The fund, later administered and enlarged by the Alumni Association, provided no-interest loans which students later repaid to keep the program going.

Since the fund held only a few thousand dollars, just a handful of students benefited at a time, but by 1940 the fund increased to $15,000 through the determined efforts of R. Bruce Albert, Class of 1906, longtime president of the Alumni Association. When Albert died suddenly in 1945, the association believed the best way to honor him was to create a scholarship paid with interest generated by the loan fund. The R. Bruce Albert Memorial Scholarship became the first in school history.

Many more scholarships have been created since 1946. Along with the funding for scholarships, donors establish the criteria upon which the awards are made. For example, in 1984 a businessman from Shenandoah, Fred G. Smith, decided to provide scholarships through a trust fund in his will. Smith hadn’t graduated from high school, but he wanted to give others an opportunity to earn a college degree. Born in Mount Carmel, Smith wanted the scholarship to go to students who lived in and graduated from high schools in the Ashland, Mount Carmel and Shenandoah areas. After his death in 1985, the Fred G. Smith “Golden Rule Trust Fund” scholarship was established.

Another scholarship was established by BU’s military veterans in celebration of the institution’s 150th anniversary in 1989. The Veterans Memorial Scholarship fund was created primarily to assist the children of veterans, and the first award was made in 1990. The fund was built by donations from veterans and the Bloomsburg University Foundation, along with bequests from the estates of alumnae Anna Miller Freyermuth ’23 and Edith Behr Shuman ’24.

Mildred Quick Muller ’34 is another alumna who has given generously to the university over the years. Muller, who was very involved in collegiate activities as a student, created a scholarship in 1999 to help freshmen entering the College of Business. The scholarship was established, she said, in recognition of the sacrifices her parents made to send her to school and the principles they instilled in her to help others, especially with regard to education.

Bloomsburg University has come a long way since the first $300 in scholarship money was awarded in 1946, reaching more than $600,000 by 2008. As the scholarships have grown, the principle has remained the same as alumni and friends of Bloomsburg University generously enable thousands of students to gain an education to last a lifetime.

Editor’s note: To learn about available scholarships, see http://departments.bloomu.edu/finaid. For information on providing financial support to BU scholarships, see www.bloomu.edu/giving.
“Here’s to the nights we felt alive. Here’s to the tears you knew you’d cry. Here’s to goodbye, tomorrow’s gonna come too soon,” sang the rock group Eve 6 in the early 2000s. The band’s song “Here’s to the Night,” written about a time of transition, could also sum up the bittersweet emotions students experience as they leave college to enter the “real world.”

The University Store offers items all Bloomsburg graduates can wear, display and enjoy as they hold on to warm college memories. Consider giftware or clothing, like an alumni cap, T-shirt, sweatshirt, travel mug, license plate frame or decal for a special graduation gift. Or, perhaps, a diploma frame, BU afghan, stadium blanket or chair. BU insignia gifts, from T-shirts, sweatshirts and caps to pennants, glassware and stuffed animals, are great gifts for all ages, including the special high school grad who will soon become a BU freshman. Can’t decide? Gift cards are available in any amount.

The University Store offers the convenience of shopping online for hundreds of items at www.bloomu.edu/store. For a traditional shopping experience, the University Store is open seven days a week during the academic year and Mondays through Fridays during the summer. Stop by in person or online for everything BU.
This summer’s alumni calendar of events is filled with free warm-weather activities where you can meet up with your old BU buddies and make new ones. From picnics and amusement parks to beach trips and baseball games, BU alumni are invited to break out the flip-flops and suntan lotion and join the party.

Visit www.bloomualumni.com for updates and to register for events. For more information, contact the Alumni Affairs Office at (570) 389-4058, (800) 526-0254 or alum@bloomu.edu.