

One College Avenue

Pennsylvania
College of
Technology

PENNSTATE



Power in His Hands

Mentorship helps shy freshman
become confident grad

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Centennial

1914  2014

Fall 2014



One College Avenue, a publication of Pennsylvania College of Technology, is dedicated to sharing the educational development, goals and achievements of Penn College students, faculty and staff with one another and with the greater community.

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*Courtesy of the college's
horticulturalists, the campus
dresses in shades of summer.*

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degrees that work.

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Electronics and computer engineering technology student Joshua I. Bobenrieth had difficulty adjusting to Penn College's campus, before a mentor made all the difference. See Page 10.

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In this issue, you will find "QR codes" like the one at right. Smartphone users can scan them and get instant access

to extra content – like photos and video – on the *One College Avenue* website.



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Letters to the Editor

In for a Surprise

The following, an excerpt from publisher William S. Jackson's regular "From Where I Sit" column in the March 6 edition of The Sun, is reprinted with permission.

Had a rather interesting week just past. For the first time in several years, I was back in the classroom teaching a class. Not on journalism or even the weekly newspaper business, but rather a class which I titled "Automotive Research for Beginners."

For those of you who have followed this column over the years, you know that before Rosemary and I purchased The Sun in June 1970, I was editor of Antique Automobile magazine for the Antique Automobile Club of America, working out of its national headquarters here in Hershey.

After purchasing The Sun, I very shortly became editor of Classic Car magazine for the Classic Car Club of America and later still, editor of Bulb Horn magazine for the Veteran Motor Car Club of America, printing both right here in Hummelstown on The Sun's press.

In those early days of automotive history writing, there was no such thing as the Internet, Google or Yahoo. When I had to write a historical article, or verify the research on an article submitted to me, I had to physically find a source at a library, automobile museum or interview people who had been involved. Thus, I learned where the best and sometimes only sources of research material or photographs were in the relatively new field of automotive research. I built a library of my own and collection of sources which I have maintained to this day.

Enter my friend Earl Mowrey from Williamsport. I worked with Earl on the Carroll Shelby exhibit at the AACA Museum and learned he was working with others to start a curriculum on automotive restoration at the Penn State affiliated Pennsylvania College of Technology in Williamsport. It has since become a reality.

So, last Wednesday, I headed to Williamsport and met up with Earl and Roy Klinger, who is head of the curriculum.

Was I ever in for a surprise. I have given classes before at Indiana University of Pennsylvania on journalism and weekly newspapers, but I wasn't prepared for

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what I found at Pennsylvania College of Technology. I expected something on the scale of the Dauphin County Technical School in Harrisburg. Was I wrong! Their campus is modern (and) well laid out. ...

My initial meeting with the students came in their large well-equipped garage, where we examined a 1936 Cord 810 Phaeton that had been brought in for the occasion. They are working on several other projects for museums there, including an 1895 Duryea for the Boyertown Museum, an early Chevrolet Chevelle for the AACA Museum and the one-off Verrill Wolf Wagon for the Swigart Museum.

Before my two classes, I was taken to the Le Jeune Chef Restaurant for lunch, the on-campus facility run by students and faculty as part of their curriculum. It is open to the public, has a varied menu and was crowded.

My two classes went well, and I'll be seeing the students again March 19 when they come to Hershey to visit the AACA Museum and the AACA Library and Research Center.

We stayed overnight on campus at the college's guest house, a magnificent Victorian mansion that was completely designed, constructed, finished and furnished by the various student curriculums.

If you get the impression I am impressed by what they are doing there, you are absolutely right. It strikes me they are preparing students for careers in job areas that are needed, right now and in the future. Instead of turning out well-educated students in areas where they can't find good and immediate employment, they are turning out graduates that people and companies are waiting in line to hire. This as opposed to master's degree students in things like philosophy that are flipping burgers at McDonald's.

If you've got a kid who is getting close to high school graduation, isn't keen on college and isn't sure what they want to do, I highly recommend taking a look at Pennsylvania College of Technology.

William S. Jackson

"From Where I Sit"

Publisher, The Sun, Hummelstown

WTI After Korea

Editor:

I enjoy reading your magazine, particularly the older information. I was a student at Williamsport Technical Institute in 1955. I graduated with a degree in drafting. In those days, we worked from simple drafting to copying Lycoming (Engines) prints. I had just returned from Korea in 1954, got married and lived in Williamsport up by the city park. I was going to school using the G.I. Bill of Rights, which amounted to \$180 a month. That was a little rough paying rent, tuition, with a baby on the way. We had moved to Williamsport from Punxsutawney. The following January, I took a job with Piper Aircraft in Lock Haven as a detail draftsman. I had made arrangements with the school to finish my drafting education and get a degree. The school had served me very well to prepare me for drafting. At the time, I think I remember Dr. (Kenneth) Carl, and I do not remember the names of my teachers, but one was an older man who had a disability that impacted the use of his right arm. He was a wonderful man, as he introduced me to engineering work.

My career at Piper extended to 30 years, during which I soon became a drafting supervisor, followed by chief draftsman and later manager of engineering services. At one time, Piper Aircraft employed 33 wonderful draftsmen and illustrators that had attended or graduated from Williamsport Tech. Many of these people were promoted to or went on to very important jobs in the field of engineering.

Russell G. Fullerton

Lakeland, Fla.

Conversations at oca.pct.edu:

I was in the first (computing) class that started under WTI. I guess you could say we all learned computers with George (Wolfe). I was hired at WACC when I graduated and spent 39 years at WACC enjoying every day working there. I have been good friends with George all these years. Penn College is still the leader in "hands-on" education.

Chuck Whitford, '65

Williamsport

(commenting on "Golden Anniversary," Winter 2013)

I was one of those WACC students who took classes in that trolley barn starting in 1978 in the architectural technology program. The following year, I transferred into engineering design technology – graduating in 1981. I remember being taught by the professors mentioned – Joseph G. Mark, Lloyd C. Cotner, William H. Ealer, Dale R. Straub and Chalmer Van Horn. Also, I recall my classmate Dan Brooks from those architectural technology classes.

Alvie Fourness, '81

Coudersport

(commenting on "Insight and Inspiration," Winter 2013)

Correction

The Winter 2013 One College Avenue mentions Penn College's role with the state's Workforce and Economic Development Network. The Pennsylvania State System of Higher Education managed WEDnetPA from 1999 until 2006, at which time Penn College assumed the management role.

Social Media Roundup



#pctselfie with president
Gilmour! @GilmourDavie

Image courtesy of
@whitnieraephoto

@penncollege #penncollege

College Approved for NCAA Provisional Membership

In April, the National Collegiate Athletic Association granted Penn College provisional membership in Division III. The announcement came a year after Penn College was approved for exploratory membership status in Division III for 2013-14. The five-year membership process features one exploratory year of membership and four years of provisional/reclassifying membership.

More than 170,000 student-athletes at nearly 450 institutions comprise Division III. The division minimizes conflicts between athletics and academics through shorter practice and playing seasons and through regional competition, reducing time away from studies.

For 2014-15, Penn College athletic teams will compete in the NCAA-recognized North Eastern Athletic Conference.



Greek Life
Fundraiser
Nails It

Phi Mu Delta's Marquise J. Frederick is a study in concentration during a colorful fundraiser by Penn College's fraternities. "Man-i-Cures for a Cause" turned the tables on tradition, as the young men painted patrons' fingernails in a choice of five shades, each keyed to a charity, raising close to \$600 for the American Foundation for Suicide Prevention (purple), Susan G. Komen breast cancer prevention (pink), Wise Options' local sexual assault awareness efforts (teal), Autism Speaks (blue) and AIDS Resource Alliance (red).

Dental Hygiene Student Initiates Program for Vets

Marrying personal conviction with academic requirements, December dental hygiene: health policy and administration graduate H. Kathleen Houdeshell developed a program to provide free dental care to Montgomery County veterans.

Houdeshell, then a dental hygienist in a Lansdale general-practice office and a distance-learning student, worked with her employer to set aside a day in November to provide free dental cleanings to veterans. She named the program "Operation Give Vets a Smile."

She was inspired by an article about a California couple who started a program with similar goals, and tied her new program to the Dental Hygiene Capstone course, which requires students to develop solutions to a health care issue or problem and, under the guidance of a faculty member, develop a program to be implemented in the health care environment.

"Many veterans suffer from dental issues when they return from war," she said. "During combat ... water can be in short supply and used for things other than brushing teeth. Also, there are a large number of veterans who return from war and

take anti-anxiety or depression medications to treat stress disorders. Many of these medications can cause dry mouth, which makes teeth more susceptible to decay."

In 2013, Houdeshell and her colleagues treated seven veterans, including two who had participated during the first Operation Give Vets a Smile in 2012.

"It was wonderful getting the opportunity to spend time helping these veterans and also hearing their many stories," Houdeshell said. "They were all so grateful for receiving free dental cleanings, and we were so grateful for the service they provided to our country. It was an amazing day, and we already have a date set aside for Operation Give Vets a Smile in 2014."



PHOTO COURTESY OF H. KATHLEEN HOUDESHHELL

December dental hygiene: health policy and administration graduate H. Kathleen Houdeshell shares a smile with one of the veterans who took part in her "Operation Give Vets a Smile" initiative.



Student-Manufactured Press Brake to Benefit Multiple Majors

Keith H. English, instructor of automated manufacturing and machining, second from left, with three of the 25 students involved with manufacturing a press brake that will be used for years to come for student work in such majors as automotive restoration, welding and automated manufacturing. The students, from left, are initial designer Jason B. Miller, manufacturing engineering technology; Brandon M. Littlefield, automated manufacturing technology; and Michael A. Johnson, manufacturing engineering technology. With a 7-foot width and 50,000 pounds of force, the extra-large brake is designed to install custom dies to form large, complex parts.

Find Complete Articles on PCToday

To find more comprehensive versions of the articles in Campus News – and to read other news stories about Penn College – visit PCToday, the college's news-and-information website, at oca.pct.edu/pctoday.

National Science Foundation Grant to Support Engineering Technology Majors

The National Science Foundation recognized Penn College's commitment to applied technology education with a \$616,417 grant to benefit students. The five-year grant aims to increase retention, degree completion and career preparation for students in the School of Industrial, Computing & Engineering Technologies at Penn College.

The majority of the grant's funds will be devoted to scholarships. Approximately 20 students will be awarded scholarships of up to \$10,000 per year for a maximum of four years. The first scholarships will be awarded during the 2014-15 academic year.

"This grant allows us to bring high-performing students to Penn College who might otherwise not have the means to do so," said Paul L. Starkey, vice president for academic affairs/provost. "It is likely to be a life-changing opportunity for these students. They will ultimately gain an education that will prepare them for a lifetime of success."



A student watches the progress of the 3-D artwork while waiting to add her artistic contribution.

Fifth-Graders Provide Ninth-Inning 'Relief' for 3-D Little League Artwork

In a program co-sponsored by Penn College, the First Community Foundation Partnership of Pennsylvania and Little League International, area fifth-graders collaborated with New York artist Charles Fazzino on an eye-popping, three-dimensional showpiece to commemorate Little League's 75th anniversary. Fazzino and students from Lycoming and Sullivan counties gathered to create the artwork; he also held professional-development activities for teachers and met with high school students during his three-day stay. The piece will be dedicated during this year's Little League Baseball World Series and displayed in the World of Little League: Peter J. McGovern Museum. Other works created by area students in conjunction with Fazzino's visit are showcased in The Gallery at Penn College through Aug. 24 (the closing day of the LLB World Series).



Penn College automotive instructors Chad H. Rudloff (left) and Christopher A. Trapani with a 2012 Chrysler 300, one of the first two vehicles donated by the automaker to the new Mopar CAP major.

Automotive Program Adds Mopar Major

Already observing its milestone status as home to one of the nation's oldest continuous automotive programs, the college's School of Transportation & Natural Resources Technologies added a two-year major – automotive technology: Mopar CAP emphasis – to its curricular offerings. Students will alternate eight-week periods in the on-campus lab and at their respective dealerships, totaling 40 weeks at each before earning an associate degree.

"It is estimated that 100 new technicians are needed each year due to turnover in just the Mid-Atlantic Region alone," said Colin W. Williamson, school dean. "Especially fortunate for our students, Chrysler kept a lot of its rural dealerships when it reorganized several years ago – many of them in the smaller towns from which our students come."

'Winning Their Share'



WTI students,
faculty support
World War II efforts

*by Nicole S. Staron, library operations
public services coordinator*

WHEN THE UNITED STATES ENTERED WORLD WAR II IN 1941,

there was probably little reason to believe that it would have much of an impact on the small town of Williamsport. Unbeknownst to many, however, Williamsport had already made a name for itself nationally because of one man and his plan for the community.

George H. Parkes, director of Williamsport High School's vocational program and later Williamsport Technical Institute – both predecessors to Pennsylvania College of Technology – can be considered a visionary in his day because of the Depression-era Williamsport Plan, which customized training for the positions available at Williamsport-area plants. But his impact went far further than helping the unemployed during the interwar period: It later helped fuel the war efforts of the 1940s.

“On May 10, 1940, the world rocked with the realization that a nation of skilled technicians was about to smother an ancient and cultured civilization under an avalanche of scientific thought and mechanism.” These were the resounding first words in the brochure “Vocational Training for Defense,” which was distributed by the Emergency Training Commission and >>

“A nation of skilled technicians was about to smother an ancient and cultured civilization under an avalanche of scientific thought and mechanism.”

An aviation mechanic student works on an airplane engine. The student was later placed as an Army Air Corps aviation mechanic.



The U.S. Navy biplane "Lakehurst" at the Aviation Center in Montoursville, 1940.



WTI staff members pose with U.S. Army officers on the steps of the U.S. Post Office in Williamsport in 1941.

Williamsport School District in 1940 to make those within and around Williamsport aware of the immediate and important changes that would be happening at Williamsport High School to help the nation in its war efforts.

That year, school staff had to make immediate changes, including forfeiting their summer vacations, in order to alter a curriculum previously focused on retraining unemployed men and women, changing the focus to defense industries, especially the ever-important metalworking trades. In addition to the change in curriculum, the workload itself

became more intense, as students now spent a minimum of 40 hours per week in their classes.

The school's weekly publication, *The Newsletter*, noted that instructors were reprimanded for letting their classes out even 15 minutes early. Additionally, students who were absent without reason were not permitted to return to class until the absence was investigated. In the meantime, wait-listed students attended classes in their place. Training was so important for the war effort that Parkes made several mentions in *The Newsletter* of students and instructors both ensuring

that they were spending every minute of their time on the most efficient and productive tasks, opposing any kind of busy work and unnecessary, menial tasks.

The school continued to work with important government agencies: the National Youth Administration, the Civilian Conservation Corps, the Department of Public Assistance, the State Employment Service and others.

By 1941, when the vocational program was established officially as Williamsport Technical Institute, the school's successes had become much more apparent, both locally and nationwide. According to a Williamsport Sun article in October of that year, the institute was deemed one of the city's largest assets due to its ability to train 3,000 individuals for defense industries within a six-month period. In a separate article, the Sun reported that within seven short years, Civilian Conservation Corps enrollment in the national defense courses nearly doubled what it was when the classes were first offered in 1934. In fact, the use of WTI facilities for war training was so important that by November 1941, 10 new machines had arrived on campus in support of a course that was requested by the U.S. Office of Education in the interest of national defense.

In February of the following year, the *Grit* newspaper reported that the U.S. Office of Education sent the institute one of the largest pieces of equipment it had ever received – a boring mill – valued at around \$5,000.

The achievements of WTI were not only recognized by the federal

government, but were also praised in national journals, which in turn helped further those successes by bringing in new students. Upon initial defense-course offerings, young men began traveling to Williamsport from the anthracite coal regions in Pennsylvania and even New York City. By 1941, however, talk of the programs at WTI had traveled so far that one youth, upon reading about the progress of vocational training in Williamsport in a national journal, decided to leave his home in Alaska to study at the institute.

In addition to the influx of male students from far and wide in the 1940s, WTI saw an increasing number of women enrolling in its courses. A 1941 Williamsport Sun article, titled “Young women swap knitting bags for tool kits as the nation prepares for defense,” outlined how WTI allowed women to break from traditional roles and move into more male-dominated areas, such as aviation, instrument repair, drafting and architectural drawing. Two such women, the article notes, were disabled due to infantile paralysis. WTI was able to provide them with a vocation and, more importantly, livelihood, despite their disabilities.

An article later that year emphasized the importance of women in the Red Cross Motor Corps taking weekly classes

in the institute’s auto mechanics shop. The goal of the course was for women to be able to repair a car without outside help, a job that they undertook with pleasure and pride.

The biggest step forward for women, however, occurred in January 1942, when all defense training work at WTI was opened to women on the same basis as for men. Although preference was still given to unemployed men, according to a Dec. 23, 1941, Williamsport Sun article, Parkes recognized that women should be trained in order to avert a possible labor shortage, should the men be wholly absorbed in the war.

The war program at Williamsport Technical Institute was terminated in June 1945, according to a Gazette and Bulletin article that year. Despite having existed for only a few years, the WTI defense-industry program excelled, in part because of the full support of the faculty and staff, but also because of the strong and selfless youth who wanted to do all they could to assist during the war. The administration at WTI had set very high standards for its students – a quality that was praised by civic and government officials – but continued to accept strong applicants regardless of where they came from, their gender or their physical disabilities.

Those students then worked hard to excel in their programs at a time their

country really needed them, giving so much of themselves that some even volunteered their spare time to help rush the completion of one of the school’s new buildings, Unit 4, in 1942.

This building, the school’s new machine shop, was especially important to the war effort, because this is where emergency orders were sent for jobs that were needed for local war plants. The March 30, 1942, issue of The Newsletter announced, “Word has been received from the government that Unit 4 must be prepared for a large new war assignment in two weeks. This is a big and entirely new development, the nature of which is confidential.”

The article’s ending statement – “The boys are winning their share of this war!” – refers to those who volunteered their time to rush completion of the project and couldn’t have been more true.

From students in the commercial art and technical illustration classes who designed posters to aid in the country’s defense, to radio communications students who found important work aboard naval ships, to students working on intricate aviation instruments, the Williamsport Technical Institute was able to help its young students, men and women alike, to defend their country with honor and pride. ■

Williamsport Technical Institute students examine a gas mask, circa 1941.



Unit 4 – the machine shop – was built with help from students, who volunteered their time to help rush the building’s completion in 1942.

The **POWER** of an Ally

**Mentors provide
another resource
for student success**

*by Melissa Stocum, academic skills specialist
for the Academic Mentoring Program*



When Joshua I. Bobenrieth was uncomfortable in his new surroundings, he says he sought help from classmates, friends and instructors and “couldn’t have been handed someone better” when he was directed to the Academic Mentoring Program and matched with Karen E. Wright, a graduation assistant in the Registrar’s Office.

FOR A FIRST-YEAR STUDENT, stepping onto our beautiful campus and beginning college classes can be overwhelming.

For a returning student, an unsuccessful first semester can add a lot of pressure, especially if the student is not certain how to avoid making the same mistakes.

Joshua I. Bobenrieth, a May graduate in electronics and computer engineering technology, was one of those first-year students.

“I was having a hard time adjusting to college life, being a nontraditional student,” he said. “After a few weeks, I was stressed and needed help, so I asked my instructor and was directed to the mentor program.”

Academic mentors are staff and faculty members who volunteer to provide help to any student who needs it. Academic mentors are not tutors and not counselors; the closest comparison would be that mentors are like academic coaches who listen and guide the students to a victorious semester.

Bobenrieth was paired with Karen E. Wright, a graduation assistant in the Registrar’s Office. On meeting Bobenrieth, Wright noticed he was tense and shy.

“That first week, I told him I wanted him to go to the Fitness Center, since his roommate had invited him, or to join a club. The following week, he told me he went to the Fitness Center and joined the IEEE (Institute of Electrical and Electronics Engineers) student chapter,” Wright said.

As Bobenrieth shared with Wright project designs, she came to know how intelligent he is and helped him to navigate common classroom problems.

“After meeting with him almost every week for the last two years, he has slowly gained confidence in himself,” Wright said, noting that he is comfortable talking in front of his classes, is very involved in IEEE, spends

free time running role-play or console games with friends, and plans to continue his education at Penn State, majoring in aerospace engineering.

“I could not have been handed someone better,” Bobenrieth said of Wright. “She has, without a doubt, guided me on my path toward college success. She talks to me weekly on how I’m doing, and if I’m in need of help, she points me in the right direction.”

After mentoring together successfully for several semesters, Wright had a heartbreaking visit from Bobenrieth. He told her he would not be returning to Penn College in Fall 2013 for financial reasons.

“At this point, he had already withdrawn from his fall classes and canceled his room with Residence Life,” Wright explained.

“He said he would do his best to return for the Spring 2014 semester, but from knowing him as well as I do, I knew if he left Penn College he would never return.”

She had no idea what help was available, but her concern for Bobenrieth’s educational future drove her to reach out to several people on campus. She started with Dennis L. Correll, associate dean for admissions and financial aid, who found money for Bobenrieth and referred her to Robb Dietrich, executive director of the Penn College Foundation, in hopes >>

“Katie was there to give me moral support when I was struggling with self-doubt.”



Human services student Stacey L. French, right, praises the moral support of her mentor Katie L. Mackey, coordinator of off-campus living and commuter services.

How does a student request a mentor?



STUDENTS ARRIVE AT MY OFFICE in a variety of ways. We have a Mentor Request Form on the portal (Penn College's internal website) that students can fill out. Often students will ask around the Academic Success Center hallway for help and be directed by others to the mentoring program. Other times, faculty members recognize the signs that a student is struggling and refer him or her to mentoring to get back on track. Still other students are required to seek the help of mentoring because of a prior academic dismissal. Ultimately, no matter how a student discovers the mentoring program, we are here to help!

- MELISSA M. STOCUM

that with Bobenrieth's high grades, the foundation could also help.

"This was not in my comfort zone," Wright said. "Robb found time to meet with me immediately. By that evening, Joshua was contacted by Candy S. Baran (director of financial aid) and told scholarships were awarded to keep him in school. With a lot of extra help from the dean, registrar, housing and a few others, he was rescheduled for his fall classes. This was Penn College at its best – helping a student in need of help and giving him a break in life, which would not have happened anywhere else."

SUPPORT FOR INDIVIDUAL NEEDS

The true nature of academic mentoring can be hard to describe in detail because it is designed to be flexible enough to meet the needs of each student. Many students request a mentor's help with time management, organization and adjusting to classroom expectations, but for every student who asks for help managing his or her time, there is another student who excels at time management but has a different problem to address.

Applied human services student Stacey L. French met with her mentor, Katie L. Mackey, after experiencing a rocky semester.

"Katie has helped me be successful in so many ways. She has helped me face many fears that I have had as a student," French said. "Being on academic probation is very stressful, and Katie was there that first semester to give me moral support when I was struggling with self-doubt. She also told me to take it one day at a time and just to try my best.

"I went from being on academic probation to being on the Dean's List both the fall semester of 2012 and the spring semester of 2013. I believe that if I didn't have my mentor, I would have given up and not finished the first semester back."

Although not all mentoring relationships continue quite as long as

French and Mackey's, their example is a testament to how helpful a successful pairing can be.

"I never really thought about getting a mentor," said Jaclyn M. Cardini, a surgical technology student. "I didn't think I needed one. Then I got into my major, and everything got 10 times harder, so I decided that it was time to step up and ask for help.

"It was the best choice I ever made, and I will never regret it. I have learned so much that has helped me go from getting C's and B's to getting B's and A's. Now I am more motivated than ever to get all A's my last semester here, and it is all thanks to my mentor."

HOW MENTORING CAME ABOUT

Several years ago, when the Academic Success Center was known as Academic Support Services, only students who were eligible for academic help through state-funded ACT 101 or TRIO grants were able to receive assistance from staff or peer mentors (along with tutoring and other specialized services). In 2010, when Penn College no longer held those grants, Academic Support staff members had to make some big decisions about how the department would change and grow. In addition to adding by-appointment tutoring to the line-up of services offered to all Penn College students, Academic Mentoring was added.

I had been a part of the department when it had the ACT 101 grant, then briefly worked for one of the college's academic schools, and returned in Spring 2011 as the academic skills specialist for the Academic Mentoring Program. I had the unique opportunity to help design the program from the start.

The Academic Success Center staff was confident that academic mentoring was a powerful resource for students on campus, but we were unsure about how students would perceive the service. Any doubts about the students' response to

Surgical technology student Jaclyn M. Cardini (left) enjoys regular meetings with her mentor Melissa M. Stocum, academic skills specialist for the Academic Mentoring Program (and author of this article).

the program were removed when several students filled out the Mentoring Request Form on the portal (the college's internal website) even before the announcement was made regarding the new mentoring program. Several students who had been searching for help on the Academic Success Center portal page found it on their own and submitted requests within the first few hours it went live.

The first couple of semesters, all academic mentoring was handled within the department by the mentoring specialist and other Academic Success Center staff members. It soon became apparent that the demand for mentoring far exceeded the availability and capacity of the center's staff. When the call for academic mentors went out to the college community, many faculty and staff, whether they serve the college in positions with little direct student contact or have contact with students every day, volunteered their time to help serve our students. Each semester, more and more people have volunteered, and we currently have over 40 active mentors – and we could always use more.

Mackey, coordinator of off-campus living and commuter services, volunteered as a mentor because she was aware from a very young age that in order to feel fulfilled in her work, she needed to know she was helping someone.

"Therefore, serving as a mentor was a no-brainer for me," she said. "As an alumna of Penn College, I can also remember many informal mentors that helped

me through my journey, and this was a way to pay it forward."

PENN PALS HELP, TOO!

Penn College students have a way to give back to the college while they are still attending classes. Part of our evolving Mentoring Services includes the Penn Pal program, through which experienced students volunteer to be paired with incoming students to help alleviate initial fears, answer questions and generally guide them through the often-stressful milestones of the first year. The Penn Pal program was an idea proposed by Penn College student Ryan M. Enders, '13, to find a way to help first-year students feel that they are an important part of the college. The program began in Spring 2012, and we are about to seek volunteers for our third set of Penn Pals. I have been consistently impressed with the enthusiasm that our student volunteers bring to the program each year.

While mentoring takes place all across our campus, both formally and informally, the Academic Mentoring Program provides

an outlet for students to request the help of a mentor if they need one, because not every student stumbles across the right person right when they need help.

Working with students one-on-one is one of the most fulfilling things I have ever done. I am constantly hearing from our mentors and mentees what a difference the experience has made in their lives.

"I never imagined that the experience would be this rewarding for me," said Mackey of her time as a mentor. "Stacey and I have a very 'give-and-take' relationship, in that she has helped me learn and grow just as much as I have helped her."

I am proud of all of the hard work of our mentors and our Penn Pals. I feel that Penn College offers more academically supportive resources and tools for students than the average college, and it is within that supportive framework that mentoring exists. Our mentors are willing to take time out of each week to focus on an individual student's success, and I know that our participating students really appreciate the support. ■



Loss & Legacy

Honoring a son and employee's dedication, respect and devotion

by Tom Wilson, writer/editor-PCToday

To his parents, *Steelyn G. Kanouff*

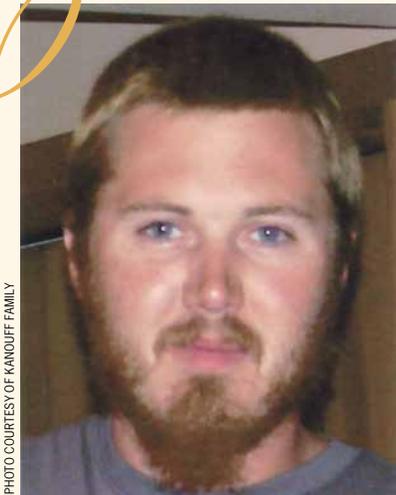


PHOTO COURTESY OF KANOUFF FAMILY

Steelyn G. Kanouff, '07, was killed in a workplace accident last year. His mother says neighboring farmers knew they could depend on him for help: "Simply identify the task and let Steelyn roll."

*"I want to keep on making them all proud and to **live up to Steelyn's character** and his reputation."*

was a strong, big-hearted soul, an outdoorsy kid who was "never clean until bedtime."

To his employer, he was a peerless blend of competence and dedication, a "contagious team spirit that made us all better – professionally and personally."

And to the first Pennsylvania College of Technology student to benefit from a scholarship established in his memory, he will be a continual and conscientious guide, a daily reminder to "adhere to the personal qualities on which my selection was based."

They all came together in early April at the college's Schneebeli Earth Science Center, turning heartbreak into hope. After walking through the same diesel-scented labs where Kanouff earned his degree, meeting the students who have followed in his formidable footsteps, the group gathered for a historic announcement.

Amerikohl Mining Inc. had endowed a \$1 million fund in memory of Kanouff, who graduated from Penn College in 2007 with an associate degree in heavy construction equipment technology: technician emphasis. A July 2013 Indiana County workplace accident claimed the life of the 28-year-old, who cherished his job as a heavy equipment technician with the western Pennsylvania company, and whose positive and ethical demeanor moved owner/president John Stilley to purposeful response.

"The scholarship fund will provide significant financial support to many students who aspire to continue their education in diesel or heavy equipment technology," college President Davie Jane Gilmour said. "Amerikohl's unprecedented generosity pays such a meaningful tribute to Steelyn, and will provide important assistance to students who will follow in his educational and career path."

On hand were Steelyn's parents, Gary and Ramona, and his fiancée, Hailey Fink, as well as Stilley and other Amerikohl representatives: Stilley's sons Jake and Jamie, and Todd Fiedor, who worked closely with the Penn College Foundation to formalize the scholarship.

During the brief and bittersweet Earth Science Center ceremony, Gilmour also introduced the first recipient from the fund: Forrest S. Martin, a dual diesel technology/heavy construction equipment technology major from Greencastle.

"According to the faculty and administration of this campus, Forrest shares many of the qualities that were so important to Steelyn," the president said of Martin, who exhibited some of those commendable attributes before he ever met his benefactors.

Where a simple thank-you note might have seemed wordy to some college students, Martin wrote double-sided page after page of gratitude and introduction to

the Kanouffs. When he strode across the ESC lobby, flowers in hand for Steelyn's mom, one of life's meaningful moments seemingly slowed for onlookers to savor.

"I was extremely anxious to meet Steelyn's family and to try to get to know him better through all of them," Martin said. "We shared interests, and I learned more about the person Steelyn was, in exchange for a little bit of who I am. This was a very emotional and heartfelt time for all of us; there were tears, but also much joy and laughter. They gave me so much inspiration, motivation and courage to do my best – not only in school, but in all of my endeavors.

"It was a wonderful opportunity to meet them and, for sure, a memory that I will never forget."

The Kanouffs, too, were bolstered by the experience.

"We are relieved that Forrest has such good character, manners and work ethic," said Mrs. Kanouff, who had compiled a proud tribute to her son in hopes of attracting the most inspired students to submit scholarship applications. In relatively few, but well-chosen words, she encapsulated Steelyn's too-short life.

She recounted his idyllic boyhood of Tonka trucks and tools, of tearing apart a tractor transmission because he'd seen Dad do it. He flirted with high school football; enjoyed hunting, fishing, tubing and four wheeling with his younger brother, Brandon; and – always – was a kind and kindred presence wherever he went.

"When neighborhood farmers needed a helping hand, they called Steelyn," she said. "He made himself available and worked tirelessly. Neighbors knew that they could depend upon Steelyn without any need to supervise. Simply identify the task and let Steelyn roll."

That attitude carried over into his job, which his mother said was performed with "dedication, respect and loyalty to others, devotion, and sheer love for the work."

Martin is gratified that the scholarship rewards such integrity as much as it does academic performance, and he vows to use similar criteria if he's successful enough to pay it forward. He said as much in his first face-to-face with the Stilley's, genuinely impressed that a business owner would be so personally affected by an employee's death that he would endow a \$1 million scholarship.

"That really made an impact on me and showed how much of a personal and sincere business owner he is," Martin said. "To care for employees of your company at that level is almost unheard-of anymore, and it imprinted on me right away the type of company Amerikohl is and the type of businessman Mr. Stilley is."

They talked quite a bit about Steelyn – "They told me what a great employee he was. Always up for anything, always with the best attitude" – and the Stilley's advised Martin to continue his education and hard work. They also answered a number of questions he had about the business, a key exchange for someone with similar aspirations.

Martin hopes to put his degrees to work in a heavy-duty diesel truck shop for a few years and, as his experience accrues, to dive into a full menu of entrepreneurial options. His ultimate goal is to own his own company, perhaps a small trucking line, and to "pass this blessing on to future students, the same way that it has been given to me."

The Stilley's, Fiedor, the Kanouffs and Fink all attended a reception that evening on the college's main campus, on hand when Amerikohl's name was added at the top level of the Donor Wall. Martin and his family were unable to attend, but – like the abiding spirit of Steelyn Kanouff – the scholarship recipient was represented in the evening's message: Philanthropic aid to students pays dividends far beyond the immediate contribution.

"I want to keep on making them all proud and to live up to Steelyn's character and his reputation," Martin said. "I personally feel as though I have an unspoken agreement with them to do the best in all I do and to become all that I can be." ■



Assembled in front of Penn College's Donor Wall, which reflects Amerikohl Mining Inc.'s inclusion in the Millionaire's Society, are (from left) Todd Fiedor, Amerikohl's vice president of finance/controller; Hailey Fink, Steelyn Kanouff's fiancée; his parents, Gary and Ramona; John Stilley, Amerikohl chief executive officer/president; Jamie Stilley, vice president of Amerikohl Aggregates; and Jake Stilley, vice president of Patriot Exploration at Amerikohl.



The first awardee from the Amerikohl scholarship, Forrest S. Martin, gets acquainted with his benefactor.



Martin greets Kanouff's mother with a grateful hug. At left is Kanouff's father, Gary, and at right is Debra M. Miller, director of corporate relations for Penn College.

START



"I WAS DRIVING A RACE CAR BEFORE I COULD RIDE A BIKE WITHOUT TRAINING WHEELS."

Daytona International Speedway

But Hubler can see a welcoming sight straight ahead: the starter waving a green flag. The nationally televised 80-lap race is beginning. Hubler feels a rush of excitement and accelerates. Instincts are taking over.

He navigates Turn 1 with just his left hand on the wheel because his right is occupied shifting the car into fourth gear. Hubler adroitly positions himself just above the double yellow line marking the bottom of the track. He is drafting competitors and advancing from the 20th position.

"It's happening," Hubler thinks to himself.

MIDGETS AND LEGENDS

The Coplay native began dreaming of this moment after attending his first race at the age of 4. On his fifth birthday, shortly after he blew out the candles on his cake, Hubler and his dad drove to Indianapolis, where they purchased a quarter-midget car straight from the factory. Soon, he was driving the 250-pound, dune-buggy-like vehicle 30 mph in races throughout Pennsylvania.

"I was driving a race car before I could ride a bike without training wheels," Hubler said. "I was like a pitcher who picks up a ball for the first time and throws it over the plate at an impressive speed. It's a natural calling. For me, my calling is to be put in a car

and drive."

And win. Hubler took first in more than 100 midget races.

At 14, he switched to legends racing. "The cars were more sensitive to drive and easier to upset," Hubler said about the motorcycle-engine-powered vehicles that have body shells reflecting cars from the 1930s and '40s. "I was not as comfortable with how the cars handled."

Eventually, he became quite comfortable. From 2009-12, Hubler captured three track championships at Sundance Vacations Speedway in Hazleton and won 33 of 48 starts. His dominance pointed him to the next step in racing. His maturity directed him to college.

"School is one of those things that you don't want to put on the back burner," said Hubler, who, like his father, followed a vocational track in high school focused on electrical technology. "You hear about too many people who take a year off and they end up with a family or have money problems, and they never go back."

The decision about where to go to college was an easy one for Hubler.

"Penn College is respected. It's well-known. It's affiliated with Penn State," he explained. "One of the biggest things that impressed me was the number of diverse companies that come here looking for skilled employees. You get a good degree."

Or in Hubler's case, three. He has earned associate degrees in electromechanical maintenance technology and electrical technology and is on track to graduate in May with a bachelor's degree in building automation technology.

"I like to have a lot of paper to back me up," he said with a grin.

FULL-THROTTLE FOCUS

Hubler isn't contemplating multiple diplomas as he exceeds 160 mph at Daytona. He's focused solely on his car, a former NASCAR vehicle. A simple lapse of concentration could put him in harm's way. Stock cars are built to sustain crashes, but Hubler doesn't want to personally vouch for that safety attribute.

As he goes full throttle, Hubler realizes his crew chief's prediction that he would feel comfortable after a few laps has come true. In fact, Hubler compares driving on the straightaway to handling a Cadillac at 45 mph on the highway. He only has to slightly adjust his wheel. However, the sharp turns on the tri-oval do remind Hubler that he is traveling at breakneck speeds. The G-forces give his upper body a workout.

The car's extreme heat, exacerbated by his jumpsuit and helmet, taxes Hubler's entire body. But he's not complaining. His strategy of remaining low on the track is working. Hubler methodically passes several competitors.

By lap eight, he has moved up nine spots to 11th place. Emerging from Turn 4 on lap 13, he is primed to crack the top 10 and draw praise from the FOX Sports 1 TV commentators.

Their attention, though, shifts to near the front of the pack. ➤

ON THE CIRCUIT

THREE MONTHS AFTER HIS DAYTONA DEBUT, Scott D. Hubler competed in his second ARCA race: the International Motorsports Hall of Fame 200 at Talladega Superspeedway in Alabama. Hubler completed the 76-lap race, finishing 24th out of 36 drivers.



Building automation student Scott D. Hubler helps staff a table for Tri-M at Penn College's Spring Career Fair. Hubler secured summer internships with the company in 2013 and 2014.

It appears that Chase Elliott has nudged the rear of Buster Graham's No. 99 car. Graham veers to his left before sliding back into the path of dozens of other racers, including Hubler.

RACING MEANS JUGGLING

Hubler enjoyed a clear Daytona track in December following finals at Penn College. Bobby Gerhart, a team owner and eight-time ARCA winner at Daytona, invited him to participate in a three-day test session at the hallowed speedway. Gerhart knew Hubler's father and was impressed with the rookie's racing resume.

Hubler lived up to his billing, despite no previous experience driving a stock car. He easily handled the 180 mph speeds and tested in the top seven of 73 drivers. The result? ARCA approved him as a driver for its 2014 season, and Gerhart offered Hubler the opportunity to drive one of three cars he planned to enter in the Lucas Oil 200.

Scotty Hubler Racing was born.

Family members established a website (scottyhullerracing.com), designed personalized racing attire and helped secure sponsors to offset the rental fee for Gerhart's car and crew. In the midst of this whirlwind of activity and excitement, Hubler returned to Penn College for the spring semester. The opportunity of a lifetime was just a few weeks away, but assignments were due within the next few days.

"At the beginning of the semester, I made all my instructors aware of my upcoming absence due to the race," said Hubler,

who would miss five days of classes. "The week before I left, they allowed me to come into different lab sections so I could get ahead. I focused on getting my schoolwork done first. After that, I would watch Daytona races from years past. It's a juggle between school and racing."

Hubler has juggled fairly well, according to Wayne E. Gebhart, assistant professor of electrical technologies/occupations. "He is hardworking. You show him how to do something once and he has it," Gebhart said. "His situation is unique in that he is involved with something, auto racing, that is very popular. We've had other unique students, just not on such a big stage."

Of course, Hubler's stage has inherent risks. Daytona alone has claimed the lives of more than 20 race car drivers since its opening in 1959. "You take chances with anything that you do," Hubler said in downplaying the danger. "If something would happen, I have faith that the big man upstairs has a plan."

AVOIDANCE MOVES

Hubler has mere seconds to devise his own plan to avoid the collision unfolding approximately 100 yards in front of him at the Lucas Oil 200. He doesn't want to be a crushed cog in a chain-reaction accident that will be replayed for perpetuity on YouTube. He responds by letting up on the gas.

Mark Thompson has T-boned Graham's car, sending a chunk of side panel through the air seemingly destined for Hubler and his No. 7 car. The debris whizzes past, missing the front driver's side



PHOTOS ON PAGES 16 AND 19 COURTESY OF SCOTTY HUBLER

After successful testing at Daytona in December, Hubler accepted the opportunity to drive one of three Bobby Gerhart-owned cars.

by inches. Hubler has a shot at evading the unfolding mess.

He sees a clearing near the bottom of the track. Hubler cuts in front of one competitor and heads toward his possible escape route, pit row. There's just one more car to avoid, an out-of-control Ford driven by Justin Allison. If Hubler makes it through the gap to the right of Allison, he could be in fifth place.

Hubler accelerates to 150 mph. Allison slides toward him. The gap quickly shrinks. A second later, there is a loud pop. Allison has smashed the driver's side of Hubler's car. Rather than refuge on pit row, Hubler is left spinning until coming to rest on the bright green infield grass. His race is over.

His back is slightly tweaked, but any physical discomfort is camouflaged by heartache. "It's shattering," Hubler said. "It crashed my self-esteem."

THE ROAD AHEAD

A week later, Hubler is back on the Penn College campus. He's traded his jumpsuit for jeans and helmet for a baseball cap. He's also changed his perspective on his 33rd-place finish at Daytona.

"To be there and drive where the legends do on Sunday was just incredible," he said. "I think we turned some heads in the 13 laps. Everybody who saw the race saw how quickly I edged up and that the accident wasn't my fault."

Racing fans certainly noticed. In the days following the Lucas Oil 200, Hubler received positive messages and autograph requests from Canada, Tennessee, North Carolina and his home

state of Pennsylvania.

"I'm so focused on the next step," Hubler said. "What do I have to do next to get where I want?"

Hubler wants to be a "Sunday star" in the pinnacle of stock car racing, the NASCAR Sprint Cup Series. To get there, he plans to compete in ARCA until hopefully offered a spot in a NASCAR team's driver development program.

"When you do what you're supposed to do, good things happen," he said.

That's also true of his Penn College education. For the second consecutive summer, Hubler interned for the Tri-M Group, a full-service electric solutions company. In 2013, Hubler worked for the company's electrical construction division. This year, he interned for Tri-M's building automation division at the Lehigh Valley Hospital in Allentown.

Those internships, coupled with his classroom and hands-on lab experiences, should open another rewarding lane for Hubler upon graduation. During the past seven years, 100 percent of Penn College's building automation technology graduates have secured employment in the field. The majority had jobs lined up long before receiving their diplomas.

"You want a job? You study what is in demand," Hubler said. "With building automation, you can walk out of here employed by a good company. What more could you ask for?"

In Hubler's case, taking a spin in victory lane. ■



Forging Forward

A family's heritage helps shape its future

by Cindy Davis Meixel, writer/photo editor

AT THE AGE OF 12, ANDREW KLIMEK was told he needed to learn a trade in order to survive.

It was 1944, and Klimek was an orphan ensconced among a circle of blacksmiths in a Polish refugee camp in Africa. Four years earlier, he and his family had been forced from their home in eastern Poland following its Soviet invasion during World War II. Along with thousands of other Poles, they were exiled to a forced-labor camp in Siberia. Two years later, with the Soviet shift to the Allied forces, Klimek was among the fortunate few who were liberated and sent south, traveling through Uzbekistan and Persia (Iran) en route to British colonial Africa. Along the way, his parents perished; one of his four sisters died after arriving in Siberia.

The young boy reached the Port of Durban in South Africa and was transferred to Tengeru, Tanganyika (Tanzania). It was there that Klimek began working with metal, forming the steel rims from tires into curved swords, learning how to sharpen steel and shape handles.

Today, another Andrew Klimek is continuing the craft of his grandfather. Anvils, hammers, chisels and hacksaws have been replaced by electric discharge machining and precision cutting to eight-billionths of an inch (or 0.002 microns).

In the Machining Technologies Center on the campus of Pennsylvania College of Technology, the younger Andrew inspects his work before starting the spark erosion process in a wire-cut EDM machine. High-frequency electrical discharges cut a computer-programmed shape, the excess material melting away with each spark. The rapid action has been described as “the world’s smallest and fastest lightning storm.”

Keenly aware of the pain of the past and the brilliant possibilities in his future, Andrew is attentive to opportunities.

“The one thing my grandfather always said was that education was the most important thing you can have. It’s something no one can take away from you. They can take away everything; they can take away your paper diploma, but you will still have all the knowledge,” said the 20-year-old manufacturing engineering technology junior from Cherry Hill, N.J. “I’ve always been taught: effort in, reward out. It’s pretty incredible how much you can achieve with the effort you put in. I’m taking as much advantage as I can now of my education and this college, the labs, the technology.”

His grandfather always dreamed of attending college, but never could. Still, he shaped his future with self-sufficient grit and a steely work ethic. After four years of metalsmith training and regular schooling in Tengeru, he arrived in England at the age of 17 to join a surviving sister. In the streets of a Northhamptonshire village, Klimek sat outside a trade school operated by other Polish refugees and begged for admittance. He had no money to pay for classes, but persistently assured the teachers he had the skills needed, and they eventually opened the doors.

During his time in England, Klimek met his future wife, Genevieve, who had also survived Siberia, lost family members and was transported to refugee camps in Africa. After marrying in 1953, the young couple departed for the U.S. a year later, meeting up with sisters in Passaic, N.J., and Philadelphia.

For 26 years, Klimek worked in a metal shop in northeastern Philadelphia. When he wasn’t working,



At left, manufacturing engineering technology student Andrew R. Klimek works alongside Tom Livingstone, associate professor of machine tool technology/automated manufacturing, in the Machining Technologies Center (above) that so impressed Andrew's grandfather.

“The one thing my grandfather always said was that education was the most important thing you can have.”

he regularly sought training to upgrade his skills and earn certifications. For the remainder of his career, he worked as the lead welder – a first-class mechanic welder – at Drexel University. In addition to making repairs to campus facilities, he assisted engineering faculty and students by welding their projects. He retired five years ago at the age of 77.

On Labor Day weekend last year, the elder Klimek set foot in Penn College's manufacturing labs and was astonished by what he saw.

The unusual, last-minute request for a Sunday

tour on a holiday weekend was received and granted by Andrew's instructor, Tom Livingstone, associate professor of machine tool technology and automated manufacturing. Via a phone call from his student, Livingstone learned that the Klimek family was traveling nearby; he only knew cursory details of his student's grandparents.

When the elder Klimek stepped into the Penn College labs, he was in awe at what he perceived to be manufacturing equipment that stretched “the length of football fields.” >>

Below, left: Klimek shares a close bond with his grandparents, Genevieve and Andrew Klimek, both evacuated from their native Poland and sent to Siberian labor camps as children. Center: Also influenced by his Boy Scout experience, a young Klimek shows off his Pinewood Derby car. Right: Genevieve and Andrew Klimek on their wedding day in 1953. Both are mentioned in the book, “Stolen Childhood: A Saga of Polish War Children,” by the Rev. Lucjan Krolikowski.





Among the advanced technologies that are part of Andrew R. Klimek's education is wire electric discharge machining equipment.

"When he walked into the shop, he was stunned and speechless," said Richard A. Klimek, father of young Andrew and son of the elder. (Richard spoke on behalf of his father, who was unable to be interviewed over the phone due to hearing difficulties.) "He knew a lot of the equipment and what it could do. He kept saying, 'I wish we'd had this when I was working, I wish we'd had that.' For days after that, it's all I heard about.

"Dad said that when he saw the shop, he knew it was a great program and that Andrew was in the right place, and he would get the practice and training he needed. He said he wished he would've had a school like Penn College when he was starting out and mentioned that, when he was in his metalsmith training program in Africa, if he got a couple of hours on an ancient milling machine in one month's time, that was a lot."

Livingstone likewise enjoyed the tour with the Klimek family, especially the elder Andrew's reactions to the facilities as well as hearing the family's heart-wrenching yet triumphant tale.

"He was absolutely delighted to see his grandson fulfilling his dream and marveled at the equipment he was learning to operate," Livingstone said. The longtime college faculty member added: "Their story is astonishing to me, and to have his grandson here as one of my students is an honor I feel I don't deserve. When we parted, I felt stunned and honored to have met such people."

Prior to bringing his grandfather to campus, Andrew regularly toted home class projects to get the elder's assessment.

"When young Andrew brings home one of his creations from Penn College, it's so cool to see the two Andrews discussing it, admiring it, critiquing it, et cetera," Richard said. "The two of them have this thing going on, this bonding. They are like two peas in a pod when it comes to metal."

Another unifying bond is the family's dedication to its Polish heritage. Although born in the U.S., Andrew's first language was Polish; he didn't learn English until he began kindergarten. And when most kids were watching cartoons on Saturdays, Andrew and his two younger siblings were attending a Polish language school. The family is active in the Polish Intercollegiate Club's folk-dance group – known by its Polish initials P.K.M. – which is an integral part of the cultural activities of the Polish community in the Philadelphia area. Andrew also helped construct a broadcasting studio for a Polish-American radio program.

Similar to the circle of support that his grandparents experienced with nonfamily members during their early years, Andrew says his family's Polish community friends have been a great source of comfort and belonging.

"It's so fantastic because there is a definite sense of closeness. We've become each other's families," he said. "If you need help with something, you know who will help. You don't have to double-think things. Everything is so simple and clear. I guess we figure so much has already happened that it can't be worse than that from here on."

The student regularly visits Poland with his family. His mother, Dorothy, was born there, and it's where many of her family still reside.

Because of his family's history and a father who has used his degree in history and political science to work in social service agencies assisting the older generations, Andrew feels he has gained a unique awareness of his culture and a deep appreciation and respect for his elders. He also believes he's inherited a "World War II work ethic and motivation."

It's a drive that was honed at an early age by participating in Boy Scouts, where he channeled his love of tinkering and building. Whether designing a unique

way to motorize his Pinewood Derby car or expanding his Eagle Scout project to intricately hardscape the gardens at his Catholic church, Richard says his son often takes the extra step to be creative and conscientious in his craft – attributes modeled after his grandfather. In addition to getting the job done and done right, the elder Andrew Klimek often advocates for "quality of workmanship."

Elaborating on the principle, Richard explained, "If you're going to do something, do it right. I don't want to use the word 'perfection,' but don't just 'schlep' your way through it. Do it right and be proud of your work."

For the Fall 2014 semester, Andrew looks forward to adding a welding class to his repertoire and to working with the mini-Baja crew, producing a competitive off-road vehicle with the Penn College chapter of the Society of Manufacturing Engineers.

He says he feels at home at Penn College and enjoys the campus camaraderie.

"It's informal, casual in the shop. It's fun coming here every day. Everybody jokes here and there. It's not always serious all the time," he said. "But the way I've seen it, if you have the eagerness to learn something, if you show you're mature, the faculty go out of their way to help you."

Andrew's father says his son felt a connection to Penn College on their first visit.

"When we visited the campus, we were there all of 15 minutes when Andrew turned to me and said, 'This is it, Dad,'" Richard said. "It's so great to see him in his element."

Another circle of support begins to take shape. ■

Centennial

1914  2014



Years Young

THE CAMPUS OBSERVES A YEARLONG CELEBRATION

Pennsylvania College of Technology

kicked off a year of celebrations in January, honoring its 100-year history, from the inception of adult classes in the Williamsport Area School District in 1914, through its evolution into Williamsport Technical Institute, Williamsport Area Community College, and present-day Pennsylvania College of Technology. >>

See the inside back cover for more Centennial events and join the festivities.



A JANUARY MEN'S AND WOMEN'S BASKETBALL DOUBLEHEADER served as the Centennial Tip-Off celebration for students. Ryan C. Hunt, a building automation technology major from Scotia, N.Y., and vice president of the Off-Campus Housing Organization, makes some noise (and a fashion statement), thanks to the centennial T-shirt/maraca giveaway.

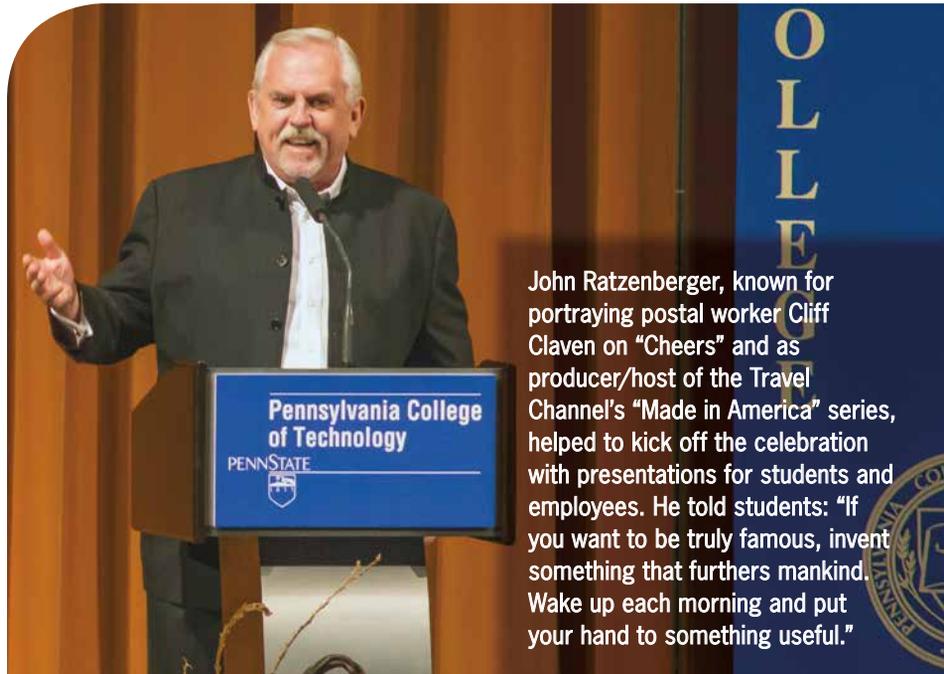
About 50 graduates of Penn College forerunner Williamsport Technical Institute gathered for the group's 14th annual reunion, held in conjunction with the Automotive Centennial Celebration. William Frick ('55, auto mechanics) sports a Williamsport Technical Institute baseball hat and chats with Jon Engel ('60, electrical).



Winfield Tannehill ('57, graphic arts) and his wife, Dorothy, peek through one of the vintage cars on display in conjunction with the Automotive Centennial.



Wildcat forward Thomas Ross loosens up in a WACC T-shirt before the Centennial Tip-off.



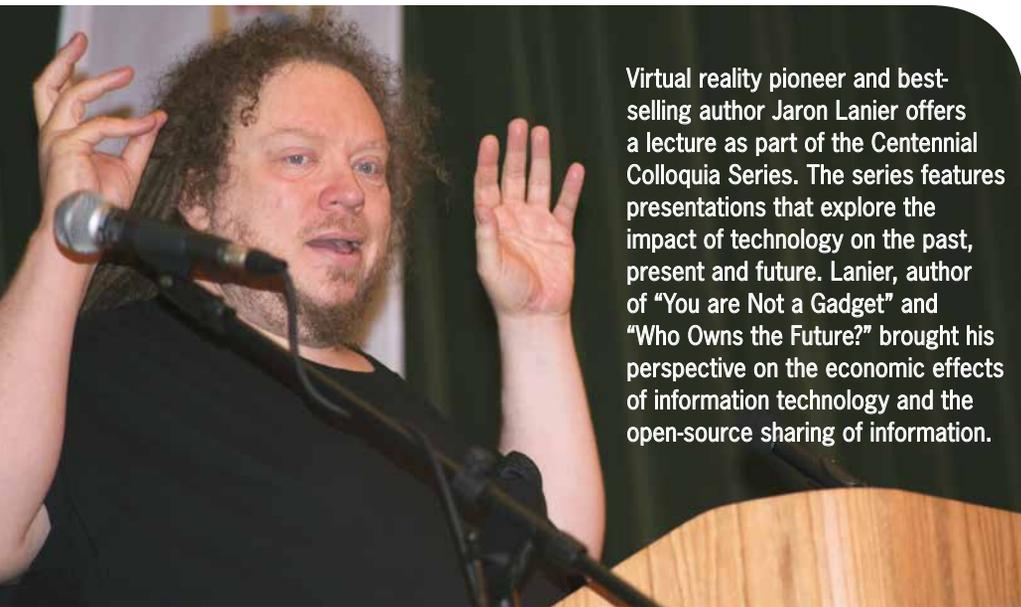
John Ratzenberger, known for portraying postal worker Cliff Claven on “Cheers” and as producer/host of the Travel Channel’s “Made in America” series, helped to kick off the celebration with presentations for students and employees. He told students: “If you want to be truly famous, invent something that furthers mankind. Wake up each morning and put your hand to something useful.”



Switchfoot, a 2011 Grammy Award winner for Best Rock or Rap Gospel Album, included a gig in Bardo Gym among its winter tour stops. >>



Guests admire a 1936 Cord 801 Phaeton and its locally distinctive “Powered by Lycoming” emblem during the Automotive Centennial Celebration. The event celebrated the 100th anniversary of one of the college’s longest-running instructional programs – and one of the nation’s oldest continuous automotive programs.



Virtual reality pioneer and best-selling author Jaron Lanier offers a lecture as part of the Centennial Colloquia Series. The series features presentations that explore the impact of technology on the past, present and future. Lanier, author of “You are Not a Gadget” and “Who Owns the Future?” brought his perspective on the economic effects of information technology and the open-source sharing of information.



Mark D. Noe, professor of English, copresents “Google Meets Aldo Leopold: Information, Technology, and 21st-Century Environmental Ethics” as part of the Centennial Colloquia Series. Noe and Rob Cooley, assistant professor of anthropology and environmental science, used Google Earth to lead a “virtual field trip” to view the evidence of Leopold’s ecological predictions.

 **Web Extra**
 Watch “Google meets Aldo Leopold”
 at oca.pct.edu/gm 



From left, Walter Doebler ('62, pattern making-wood) and Gordon Shadle ('58, machining) discuss the classic features of an antique vehicle.

Framed by the very vehicle he describes, Robert C. Kreipke, corporate historian for Ford Motor Co., details the societal revolution that accompanied mass production of the Model T.



Dorothy J. Gerring, associate professor of architectural technology, copresents a colloquium on "Sustainable and Affordable Home Building." In addition to Gerring, the lecture featured Robert A. Wozniak, associate professor of architectural technology, and three building science and sustainable design students involved in a national green-building design competition. The Centennial Colloquia Series continues in the fall semester. See inside back cover for dates. ■



Web Extra

Watch "Sustainable and Affordable Home Building" at oca.pct.edu/sh



focus on FACULTY & STAFF

Industrial, Computing & Engineering Technologies



J.D. Mather, assistant professor of drafting and computer-aided design, attended the first North American Autodesk Expert

Elite Summit, an invitation-only event in San Francisco, where he was recognized as the Expert Elite who contributed the most "correct solutions" to questions posted on Autodesk Community online forums.

Sciences, Humanities & Visual Communications



Vinay Bahl, associate professor of sociology, was published in *Sociological Viewpoints*, the journal of the

Pennsylvania Sociological Society. Her article, titled "Muslim Women's Attire and Identity Politics," appears in the Fall 2013 edition.



Kelly B. Butzler, associate professor of chemistry, presented "Flip Your Class! A Paradigm Shift for Teaching in the 21st Century" at

a seminar hosted by the department of physiology and pharmacology at West Virginia University in Morgantown, W.Va.



David L. Evans, professor of biology (anatomy and physiology), served as a peer reviewer for the

National Center for Case Study Teaching in Science in 2013. The NCCST publishes outstanding case studies, including 500 peer-reviewed STEM (science, technology, engineering and mathematics) studies in the past 15 years.



Thomas C. Heffner, assistant dean, was appointed program chair for the National Association for the Education of Young Children's

Commission on Early Childhood Associate Degree Accreditation peer review team.



William Ma, professor of mathematics, jointly authored a paper that was published in *Computational Methods and*

Function Theory, an international mathematics journal. The paper, titled "Bounded Schwarzian and Two-Point Distortion," was co-authored with Diego Mejia, of Universidad Nacional, Colombia, and C. David Minda, of the University of Cincinnati.



Craig A. Miller, assistant professor of history/political science, presented a paper at the 17th Century Warfare, Diplomacy

& Society in the American Northeast Conference, held at the Mashantucket Pequot Museum & Research Center, Mashantucket, Conn. Miller's presentation was titled "Political Economy and the Pequot War, 1636-1637."

David A. Stabley, instructor of ceramics and wood sculpture, displayed "Paintings and Works in Clay," an array of ceramic sculptures, mixed-media paintings and pencil drawings, at the Madelon Powers Art Gallery at East Stroudsburg University's Fine and Performing Arts Center.

Admissions



Mark R. Capellazzi, admissions representative, wrote "Using a Grant System to Fund Late-Night Success." The

article was published in the January/February issue of *Campus Activities Programming Magazine*, the official publication of the National Association for Campus Activities.

Student Affairs



Elliott Strickland, chief student affairs officer, and **Jennifer McLean**, director of counseling, college health and disability services and



director of career services, offered a presentation titled "Assessing Student Learning: The Role of Student Affairs in Institutional Assessment and

Planning" at the Middle States Commission on Higher Education's 2013 Annual Conference.

In Memory

Edward "Mike" Gray, retired associate professor of machine shop, died May 31.

William D. Davis Sr., former Board of Directors member, died June 4.



Degrees that work ... and think

THE KICKOFF PRESENTATION FOR PENNSYLVANIA COLLEGE OF TECHNOLOGY'S CENTENNIAL, a presentation meant to highlight our "degrees that work" motto, turned out to be frustratingly unsupportive of the academic wherewithal of the institution. The keynote speaker, actor John Ratzenberger, was probably selected, at least in part, because of his advocacy for American jobs. His long-running television program called "Made in America," a show that touted home-grown manufacturing, ostensibly exemplified the sort of businesses that would put our degree holders to work, thus suggesting he would be a perfect fit as an opening act for Penn College's year of celebration.

Unfortunately, Mr. Ratzenberger's comments focused solely on the "Technology" part of our name, ignoring the "College" part. In doing so, he did a disservice to those who sponsored his appearance in Williamsport.

Pennsylvania College of Technology is a college that offers some certificates, but the vast majority of our graduates leave with either an associate degree or a bachelor's degree. That means, in addition to studying the basics of their individual career fields – the tools they'll need to gain entry-level access to their life's work – they are also studying a general core of courses common to any college degree – the tools they'll typically need to advance beyond the entry level of their professions.

Yet it is not the mistaken message in Mr. Ratzenberger's remarks, but rather the anti-intellectual tone of those remarks, that is really bothersome to many of us who teach here. His very pointed suggestion that all that matters in an education involves the wielding of a hammer (to use his repeated image) denigrates the idea of an educated – and not merely trained – workforce, an idea at the foundation of American industrial (not to mention civic) strength.

Several times during his presentation, Mr. Ratzenberger described his own work history: as a young man, before his acting career took off, he spent time in construction, as a carpenter. He belittled the "educated" people around him during those early days. Yet he never deigned to mention the importance to his adult career, his work as an actor, of his English studies as an undergraduate at Sacred Heart University. For a man earning his living in the arts to denigrate his study of the Humanities is sheer hypocrisy.

The anti-intellectual message Mr. Ratzenberger propounded during his presentation was a disservice to the faculty, staff, and – especially – students of Penn College. We are "a national leader in applied technology education" because we are more than just a trade school – we are Pennsylvania College of Technology.

Lawrence Beaston

Assistant professor of English, Ph.D.

D. Robert Cooley

Assistant professor of environmental science and anthropology, Ph.D.

Mark D. Noe

Professor of English, Ph.D.

David Richards

Professor of physics, Ph.D.

We are "a national leader in applied technology education" because we are more than just a trade school – we are Pennsylvania College of Technology.

class NOTES

PENNSYLVANIA COLLEGE OF TECHNOLOGY • 1989
WILLIAMSPORT AREA COMMUNITY COLLEGE • 1965
WILLIAMSPORT TECHNICAL INSTITUTE • 1941

■ 1960s

Gary W. Hartman, '67, *electronics technology*, is a facilities technician for Johnson & Johnson–Merck. He resides in Manheim.

Carol (Grantier) Rechel, '68, *liberal arts*, is a retired teacher and resides in Muncy. She was one of the college's first cheerleaders.

Leroy E. Palmer, '69, *sheet metal*, was hired upon graduating from Williamsport Area Community College by the Erie General Electric Co. to work on locomotive sheet metal. He showed them his certificate during an interview and was hired the same day. He retired in 2007 after 38 years of service.

■ 1970s

Kenneth G. Dill, '72, *civil engineering technology*, is manager of the Building Structural Practice for KCI Technologies in Sparks, Md., where he resides. A registered professional engineer in five states, he recently worked with energy firms developing designs for solar power supports and analyzing existing buildings to support these systems.

Kenneth L. Bolig, '73, *civil engineering technology*, got bored within four months of retiring as an engineer from the facilities department of Geisinger Health System. He is a toolroom attendant in Penn College's diesel equipment technology program. He resides in Lewisburg.

William Musser, '73, *construction carpentry*, is a superintendent for Warfel Construction. He supervises and manages commercial building projects. He resides in Willow Street.

Daniel W. Fox, '79, *dental hygiene*, retired in March as a dental hygienist for the state of New Jersey, providing clinical care/preventive education for men and women who are developmentally disabled. He spent 34 years in state service and 45 years in the dental profession. He resides in Lumberton, N.J.

■ 1980s

Randy E. Querry, '80, *service & operation of heavy equipment*, is a product service manager for Pacer Pumps. He resides in Lancaster.

Fred Raney, '80, *service & operation of heavy equipment*, is a customer service technician for Windsteam Communications. He resides in Enon Valley.

Connie L. (Rhodes) Sanchez, '83, *business management*, is a council assistant for the city of Dallas, where she is the assistant to Council Member Philip Kingston and manages the council District 14 office. She resides in Mesquite, Texas.

Wesley H. Latchford, '85, *broadcasting*, is an associate at Booz Allen Hamilton, where he recently received the Values In Practice Award, the strategy and technology consulting firm's highest employee award. He resides in Virginia Beach, Va.

Timothy J. Smoyer, '85, *toolmaking technology*, is a CNC machinist for Choice Precision Machine. He resides in Mertztown.

Steven D. Swartzell, '85, *electrical technology*, is the owner of S&R Services. He resides in Lewistown.

Gregg L. Mazak, '86, *electronics technology*, is an electro-mechanic for General Cable Corp., where he works with programmable logic control and human-machine interface programming, vision system programming, and tool and machine design. He resides in Altoona.

Beth A. Vuocolo, '86, *word processing*, is an administrative assistant/assistant human resource adviser in the ROTC and recreation management departments at Lock Haven University. She resides in Lock Haven.

Rich Hoffner, '87, *graphic arts*, is a print and mailing services manager for the Dauphin County Library System. He resides in Shermans Dale.

George M. Masisak, '87, *industrial drafting*, is the president/founder of GM Engineering Services. The company provides situational awareness products – including wireless cameras – to make marine, industrial and construction equipment safer. He resides in Virginia Beach, Va.

Gary T. Bonser, '89, *construction carpentry*, is a meat manager at Country Harvest, where he oversees three departments. He resides in Palmerton.

■ 1990s

Paula R. Scarcelli, '90, *computer information systems*, is a database manager at La Salle University. She resides in Philadelphia.

Bradley L. Bressler, '93, *heating, ventilation, & air conditioning technology and plumbing*, is the owner of Bressler's Plumbing. He resides in Centre Hall.

Stephen C. Traupman, '94, *engineering drafting technology*, is a mechanical designer for Coesia Group. He resides in Cartersville, Va.

Bryan E. McCaffery, '98, *heating, ventilation & air conditioning technology*; **'81**, *diesel mechanics*, is director of maintenance for the Williamsport Area School District. He resides in Milton.

■ 2000s

Lisa A. (Smith) Nay, '01, *technology management*; **'98**, *office technology: communication specialist*, is the business manager for Nay Orthodontics in Morrisville, N.C. She resides in Raleigh, N.C.

Nicholas J. Rist-Brown, '01, *diesel technology*, is a mechanic for Summer Hill Nursery. He resides in Madison, Conn.

Matthew J. Snyder, '02, *heating, ventilation, & air conditioning technology*, is a lead systems specialist for Johnson Controls.

Jennifer (Sarley) Flora, '03, *graphic design*, is an account manager for RR Donnelley. She resides in Manheim.

Anthony L. Fyfe, '03, *automotive technology management*, is a technical advisor for Chrysler Group LLC. He resides in Winston-Salem, N.C.

Randall W. Hartman, '03, *automotive technology management*, is a claim section manager for State Farm Insurance Companies, where he leads 100 employees. He resides in Gig Harbor, Wash.

Molly Person, '03, *accounting*, is a regional finance manager for Weir Oil and Gas. She resides in Williamsport.

Kimberly (Kremer) Wagner, '03, *architectural technology*, is a senior project manager for RAL Architecture + Design Inc. She resides in Mifflinburg.

Joy M. Edgecomb, '04, *general studies*, is a registered nurse for Lancaster General Health. She received a Bachelor of Science in nursing from Chamberlain College of Nursing and resides in Middletown.

Justin P. Hageman, '04, *automotive technology management*, is an automotive technician for Pacifico Ford. He resides in Springfield.

Lindsay J. (Riglin) Worrick, '04, *applied health sciences*; '03, *occupational therapy assistant*, is an occupational therapist for Genesis Rehabilitation. She resides in Glade Valley, N.C.

Clay Cleeland, '05, *automotive technology management*, is an account manager for Applied Industrial Technologies, one of North America's largest industrial distributors. He resides in Mooresville, N.C.

Gregory Davis, '05, *electronics engineering technology*; '03, *electronics technology: industrial process control*, is an automation project manager for Profi-Vision Automation Inc. He resides in Kempton.

Robert McIntosh, '05, *electronics engineering technology*, is a postdoctoral research associate, doing materials research and teaching at The University of Texas at San Antonio, where he recently earned a doctorate in electrical engineering. In 2013, he through-hiked the 2,186-mile Appalachian Trail. He resides in San Antonio.

Corey Gaquin, '07, *residential construction technology and management*; '05, *building construction technology*, is an assistant construction manager for Toll Brothers Inc. He resides in Olney, Md. >>



class NOTES

PENNSYLVANIA COLLEGE OF TECHNOLOGY • 1989
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Marriages & Births

Jennifer (Sarley) Flora, '03, *graphic design*, and **Kyle Flora, '93**, *graphic communications*, welcomed a daughter, Kyla, on Dec. 31, 2013. They reside in Manheim.

Kimberly Kremer, '03, *architectural technology*, married Dan J. Wagner on Oct. 5, 2013. They reside in Mifflinburg.

Jason LaPenna, '06, *electronics engineering technology*, and his wife, Amanda, welcomed their third son, Adrian Vincenzo, on Oct. 16, 2013. They reside in Bristol.

Curtis J. Graf, '07, *residential construction technology and management: building construction technology*, and his wife, Laura, welcomed a son, Weston, on Aug. 29, 2012. They reside in Zelenople.

Jacob F. Radwanski, '07, *heating, ventilation & air conditioning technology*, married Stephanie Kelly on Aug. 3, 2013. The couple resides in Windber.

Jim E. Allshouse, '09, *welding and fabrication engineering technology*, welcomed a daughter, Fiona J., on Sept. 20, 2013. He resides in Indiana, Pa.

Curtis J. Graf, '07, *residential construction technology and management: building construction technology*, is the principal owner of Graf Custom Construction LLC, where he builds custom homes and does small-scale development. He resides in Zelenople.

Phillip A. Hostetter, '07, *automotive technology: Ford ASSET*, is a technician for Keller Bros. Auto Co. He resides in Lebanon.

David A. Quinn, '07, *construction management*, is a preconstruction project manager for Southway Builders Inc. He resides in Towson, Md.

Jacob F. Radwanski, '07, *heating, ventilation & air conditioning technology*, is a service technician for FIT Optimized Solutions. He resides in Windber.

Andray T. Williams, '07, *aviation maintenance technology*, is a lead technician for Virgin America. He resides in Amityville, N.Y.

Chris Lamberti, '08, *business administration: management; '06, business management*, works in business development for EZSolution. He resides in Mechanicsburg.

Sarah R. Wilson, '08, *graphic design*, is a graphic designer for Blair Companies, designing corporate identification products. She resides in Tyrone.

Jim E. Allshouse, '09, *welding and fabrication engineering technology*, is a welding instructor at the Indiana County Technology Center, where he teaches 10th- to 12th-grade welding. He resides in Indiana, Pa.

Michael Brown, '09, *information technology: network specialist; '09, information technology: technical support technology; '08, information technology: network technology*, received a Master of Science in forensic studies: computer forensics from Stevenson University in 2013. He resides in Odenton, Md.

Daniel Gallagher, '09, *heavy construction equipment technology: technician emphasis*, is a field service technician for Schramm Inc. He recently commissioned a prototype deep well rig called the T500XD, living on the rig for six months. As part of his work, he has traveled to Zambia, Ireland, Mexico and 44 states and has been selected to commission the second T500XD, to be located in eastern Australia by mid-2014. He is pursuing a degree in computer science from Montgomery County Community College. He resides in Conshohocken.

2010s

Shannon Stackhouse, '11, *business administration: human resource management*, is a coordinator for physician recruitment and retention for Guthrie Clinic. She resides in Athens.

Adam Yoder, '11, *building automation technology*, is a business consultant for Honeywell Building Solutions, where he is responsible for business development and energy efficiency projects throughout Northern Virginia, Maryland and Washington, D.C. He is pursuing a master's degree from Johns Hopkins University. He resides in Gaithersburg, Md.

Timothy P. Matter, '12, *nursing*, is an RN supervisor at Susque-View Home. He resides in Milton.

Jonathan J. Blaser, '13, *machinist general*, is a machinist for Woodings Inc., a manufacturer of metals-industry equipment. He resides in Allison Park.

Debra Campbell, '13, *baking and pastry arts*, is employed by Sodexo, a multinational food services and facilities management firm. She resides in Mansfield.

Matthew E. Fogtman, '13, *technology management; '06, diesel technology*, is an on-highway product support sales representative for Alban CAT. He resides in Hagerstown, Md.

Jessy Frank, '13, *graphic communications management*, is a graphic designer for York Container. She resides in Lancaster.

Tiffany I. Fry, '13, *health arts: practical nursing*, is a licensed practical nurse for Family Care Home Health. She resides in Unityville.

Lindsay Kauffman, '13, *radiography*, is a radiographer at Trident Medical Center. She resides in Charleston, S.C.

Kyle S. Mullin, '13, *welding and fabrication engineering technology*, is a welding engineer for Hamill Manufacturing Co. He resides in Monroeville.



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CELEBRATE THE CENTENNIAL!

- Sept. 12-14 **Parent & Family Weekend Centennial Celebration**
- Sept. 16 **Centennial Colloquia Series, 7 p.m.**
Faculty member Lisa R. Bock, computer information technology
- Oct. 10 **"100 Works!" Juried Art Exhibit opening, 5-7 p.m.**
Featuring works by students, alumni, employees and retirees
- Oct. 10-12 **Homecoming**
Featuring the inaugural Williamsport Area Community College Reunion (see insert for details)
- Oct. 26 **Open House**
*Featuring historical displays and events for prospective students
Alumni: Drop by the Victorian House to reminisce over birthday cake*
- Oct. 28 **Centennial Colloquia Series, 7 p.m.**
Theoretical physicist Alan Lightman, author of "Einstein's Dream"
- Nov. 18 **Centennial Colloquia Series, 7 p.m.**
Faculty member Craig A. Miller, history/political science

Find a complete list of events and a timeline of Penn College history at oca.pct.edu/centennial.

It's a sale that only happens every 100 years!

Penn College, Williamsport Area Community College and Williamsport Technical Institute merchandise is available in each school's "retro" colors at The College Store in the Campus Center or at oca.pct.edu/theCollegeStore.

Commemorative books are also available.



PENNSYLVANIA COLLEGE OF TECHNOLOGY became an affiliate of The Pennsylvania State University in 1989 after establishing a national reputation for education supporting workforce development, first as a technical institute and later as a community college. Today, Penn College is a special mission affiliate of Penn State, committed to applied technology education. In addition, Penn College manages the state's largest worker-training program through Workforce Development & Continuing Education. The modern Penn College campus offers students hands-on instruction and access to the latest equipment, leading to excellent graduate placement and *degrees that work*.

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**What should we preserve
so people of the future
have an idea of the kind of
institution we are today?**

CENTENNIAL TIME CAPSULE

To close the Centennial celebration in December 2014, a time capsule will be placed in Madigan Library.

Students, alumni, faculty, staff, retirees and friends are invited to share ideas about what to include in the time capsule. Please email your suggestions by Oct. 1 to:

centennialtimecapsule@pct.edu

A Note to Parents

If this issue of *One College Avenue* is addressed to a daughter or son who has established a separate permanent residence, please notify us of that new address by sending an email to alumni@pct.edu

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