Nearly 50 children took part in April’s “Take Our Daughters and Sons to Work” day at Pennsylvania College of Technology, soaking up a mix of hands-on experiences and “job shadowing” with mentors/parents.

“Framing Your Wish”: Youngsters colorfully and creatively envision the future by making collages that reflect their career aspirations.

Fun, educational programs offered throughout the day carried the theme of “Today’s Vision, Tomorrow’s Reality.” Below, Dr. Anne K. Soucy, assistant professor of Plastics and Polymer Technology, meets with youngsters in a laboratory, while (at left) Todd P. Kennedy, a Plastics and Polymer Technology student from Abbottstown, explains extrusion. Other fields represented ranged from Web design and office information technology to computer-aided drafting and radiography.

“What Do You Want to Be When You Grow Up?”

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“Framing Your Wish”: Youngsters colorfully and creatively envision the future by making collages that reflect their career aspirations.

Photos by Case Williamson, son of Colin W. Williamson, dean of the School of Transportation Technology, who was a participant in the event.
Contents

2 Everybody Makes Mandalas
Children’s art – whether off-the-wall or on – offers some informative steps along the development road.

5 Time, Patience, Courage and Resolve
When packing the toolbox for the job of successful parenting, take along these essentials.

6 A Decade of Laughter and Learning
The Children’s Learning Center marks its 10th anniversary of providing a safe and stimulating environment for a community’s youngsters.

8 Rising to the Challenge
Student construction of a concession stand for disabled Little Leaguers continues Penn College’s long tradition of community service.

10 Play Is Pretty Serious Work
It might look like pure fun, but there are underlying benefits to children’s seemingly uneventful downtime.

12 Heard a Good Story? Pass It On!
A weaver of words shares some magic moments from her tale-telling experiences.

13 One Hour a Day
Get in shape together with these tips on family fitness, from “walking buddies” to a healthy game of Twister.

16 Sifting Through the Sandlot of Time
The Alumni Relations Office sleuths for the truth behind a 1947 baseball photo, preserving our connection with the past.

18 Students Get VIP Tour of Hoover Dam
In this “postcard” from the road, a student relives a class trip to Nevada.

Regular Features

14 Campus Collage
19 In Touch With Alumni
20 Faculty/Staff Focus
A Developmental Look at the Art of Young Children
by Karen Woland Payne, Children’s Learning Center director

E verywhere in the world, young children learn their native language by listening to the speech of those around them. Whether the children end up speaking fluent English or Arabic or French or Swahili, linguists have shown that they all follow a predictable pattern of development, from cooing and babbling, through first words and simple sentences and onto the full grammar and syntax of their mother tongue.

Everybody knows this.
Less known, but just as fascinating, is the fact that young children everywhere in the world also follow a predictable developmental pattern in their drawing. Humans seem always to have needed marks to represent the world around them. Early cave paintings attest to this, and so does the joy of a 1-year-old holding a crayon and noticing the marks she has just made on a sheet of paper . . . or the wall!

They discovered that these children – whether they are using Crayola markers and paper in Williamsport or sticks and sand on a beach in Tahiti – follow the same developmental path as they refine their art.

“Young children everywhere in the world also follow a predictable developmental pattern in their drawing.”

Children’s art is important to their development in many ways. The exercise of the small muscles of the hand and the eye-hand coordination required to make even the first scribbles, for example, are the foundations of the ability to write words. Art can be an important means of communication and an emotional outlet for children whose language is not fully developed. The use of children’s art by therapists is based on this, but the everyday drawings of all young children include the people who are important to them, the things that frighten or worry them, and, sometimes, the things they wish for.

And art, of course, requires thought and fosters creativity.
Several researchers, most notably Rhoda Kellogg and Viktor Lowenfeld, have collected specimens of children’s art from cultures all over the world. Scribbling is the first stage. Think of it as visual babbling. Scribblers are experimenting with the ability to make marks. The earliest scribbles (called “random” by Kellogg) are uncontrolled, often leave the boundaries of the paper and usually are done with large, sweeping motions of the arms. Sometimes, the child is not even looking at the marks as he makes them.

Later (around age 2, usually) comes “controlled” scribbling. Although the marks still do not – and are not intended to – represent anything, they are smaller, made with controlled movements of the hand and wrist and stay within the confines of the paper or drawing space. The young artist watches intently as she scribbles and purposely may repeat intricate loops and swirls or zig-zag lines. Geometric shapes like circles or squares often appear. Finally, the scribbler begins to name his scribbles.
“Look!” a toddler cries, as he holds up a paper with some vertical parallel lines. “I made a cage!”

This naming announces the beginning of the next major stage of artistic development: the preschematic, when children begin to make representations of the world around them, representations that begin to be recognizable to others, as well as to the artist herself. To continue the analogy with language, she is beginning to use recognizable words. This is the stage most people think of when they imagine children’s art. Very often, the first “picture” occurs at about age 4 and is a person – a person whose body consists of a large head with eyes and a mouth and with arms and legs sprouting directly out of the head. Kellogg called this shape the “mandala,” a word taken from the Sanskrit word for “circle” and usually used to name the intricate artistic patterns made by Buddhist monks.

But the mandala, meaning a circle intersected by lines, appears in the symbolism of many religions around the world and is made by all young children. Frequently, it appears as that head with limbs, but, sometimes, it represents the sun, a flower or an animal.

The preschematic stage lasts for several years, at least until 5, and often until as late as 7. The human figure becomes more and more refined, acquiring not only his torso but also fingers, toes, eyelashes and clothing. Other subjects appear, as well. Children in this stage are not trying to make realistic drawings, but rather drawings that show what is important about the subject of their art. Thus, a drawing of a man holding a gun may show the gun to be larger than the man. The 4-year-old knows perfectly well that the gun is much smaller than the person in real life, but his drawing is meant to show it as the important thing about the man.

Colors are chosen randomly, and objects and people float in space, with no regard to relative size or position. Children at this stage repeat again and again the themes that are important to them. Unlike the scribblers, who are either puzzled or annoyed by grown-ups who want to know, “What is it?”
children at this age like to talk about their drawings and share them with others. How many refrigerators at home are decorated with dozens of loving representations of Mommy and Daddy? And how many preschool teachers in the United States saw drawings of airplanes crashing into towers after Sept. 11?

Because children's art is so vital to them as a means of communication and expression, it is important not to confuse it with crafts, which are assembled or copied from patterns provided by an adult, or with coloring books, which present simplified images for children to fill in. These activities do not allow personal expression nor do they encourage creativity. Worse, they often discourage children from making their own images, cutting them off from important uses of their art.

The next stage – schematic (from age 6 or 7 to 9) – often is marked by the appearance of the baseline, that familiar strip of green or brown crayon across the bottom of the page, representing the earth to which the people, houses and trees are now firmly anchored. Sometimes, there is a corresponding skyline (always blue, of course – colors matter now) across the top, and, often, that old mandala sun, always yellow.

Spatial representations are two-dimensional: a drawing of a farm with a pond may show the house set square upon the ground but the pond standing on its side, so that you can see it is round. X-ray representations also are typical: the child depicts not only the pond surface, but also the fish under the water, the people inside the house as well as the exterior. More and more details appear, and drawings often show a whole story of an event or place.

And this is where, usually, in our culture, artistic development stops. Most of the adults reading this article reached the peak of their artistic development at about age 8, and, if asked to make a drawing, revert to the landscape or human forms of their early elementary years.

Why does this happen?
Perhaps because language becomes the primary and easiest means of communication. Perhaps because our schools emphasize language (reading and writing) almost to the exclusion of every other form of expression. Perhaps because the next stage of artistic development – realism, when drawing “correctly” becomes the goal – is so frustrating to most of us.

Five-year-olds almost never say “Oh, I can’t draw!” But many 9-year-olds will say it . . . and so will almost all adults. While most of us never will be artists, we can learn to appreciate the wonder of our children’s art, to really look at it and to understand its value as they grow and learn.

“Every child is an artist. The problem is how to remain an artist once we grow up.”

Pablo Picasso
Time, Patience, Courage and Resolve

by Thomas Zimmerman, associate professor of psychology

Of the many ways to describe childhood, perhaps the most apt is to suggest that it is the stage of life characterized by a number of transitions – each encompassing a shift from “innocence” to “experience.”

First-time parents and experienced child-care professionals alike ponder how to shape the experiences that children have so that they may ensure that those experiences have a favorable impact on their young charges. Favorable impacts prepare the young person for the inevitable array of challenges and choices that await them in adolescence, young adulthood and middle and later adulthood.

Developmental psychologists believe that three psychological “tools” equip people to successfully navigate their life course: self-efficacy (the belief that you can master tasks and situations and produce desired results in your endeavors), self-esteem (an overall evaluation of yourself in terms of competence and worth) and resilience (the capacity to cope with – and rebound from – adversity).

Children acquire these tools in a variety of ways from a number of sources. First and foremost is through enduring, close relationships with caring people who provide emotional warmth, encouragement, corrective feedback and a supportive, structured environment that allows the child to learn through his or her own efforts, both successful and failed. To be highly effective, these caring people must be good, attentive listeners.

Second, children thrive in relatively stable and predictable – yet stimulating – environments. Dr. Gerald R. Levin, my mentor at Bucknell University (now retired), emphasized that, for an environment to be stimulating, it need not be elaborate, just interesting.

Research and experience have proved time and again that, if an environment is too “busy,” i.e., visually “crowded,” noisy, rapidly changing and chaotic, children become distracted, disorganized, impatient and frustrated. Young children – toddlers and preschoolers in particular – prefer the predictability of repetition; they also prefer taking an active role in all sorts of tasks, ranging from reading familiar bedtime stories to shopping at the grocery store.

Third, children tend to imitate behavior modeled by peers and elders; thus, they benefit from the opportunity to observe the behavior of others and to see the consequences of that behavior.

Research suggests that television programming, for a variety of reasons, has become one of the most powerful sources of modeled behavior in contemporary society. For a combined total exceeding 60 years, Fred Rogers (of “Mr. Rogers’ Neighborhood”) and Bob Keeshan (“Captain Kangaroo”) modeled behavior on national television for children in a consistent format that promoted pro-social behavior, imagination, creative humor and self-awareness in an accessible, reassuring and nonthreatening way. Their respective shows appealed to a loyal following spanning at least two generations.

Thanks to syndication (Keeshan) and the popularity of “Mr. Rogers’ Neighborhood,” which continues to be rebroadcast on the Public Broadcasting Service, children today may still enjoy and benefit from a trolley ride to the Neighborhood of Make Believe or a riot of pingpong balls following Mr. Moose’s delivery of a clever word-play knock-knock joke. Rogers and Keeshan received numerous accolades for their advocacy for children and their positions on nonviolence. Both emphasized the importance of parents as role models and teachers to their children.

“Television programming … has become one of the most powerful sources of modeled behavior.”

Raising psychologically “healthy” children takes time, patience, courage and resolve. Knowing what children need, what they’ve seen on the 6 o’clock news and how they felt about not being invited to a friend’s birthday party requires sacrificing time you may have set aside for something else, but children won’t wait – they continue to “grow up” at a sometimes alarming rate.

It takes extraordinary patience to review a child’s homework, identify what they’ve accomplished and proceed to coach them so that they can rework and improve upon their performance; it’s sometimes difficult to resist the temptation to simply “show” a child the solution to a math problem or correct spelling errors for them.

It takes courage to deny children permission to pursue instant gratification or to disallow viewing television programs glorifying violent behavior; it also takes courage to “let go” and allow children to engage in age-appropriate self-direction and decision-making. Lastly, it takes resolve to risk and invest all of the time, immeasurable patience and considerable courage knowing full well that there are no guarantees your investment will pay off exactly as you had hoped.

However, the likelihood that you will have raised a child who not only has a “B” plan, but also knows how to recognize when his or her “A” plan isn’t working, will have been greatly enhanced.
A Decade of Laughter

The Children’s Learning Center, which celebrated its 10th birthday this year, offers daily proof that Pennsylvania College of Technology delivers more than postsecondary education.

While the center indeed offers a working laboratory for students in the Early Childhood Education program and other majors, its first-rate facilities and staff – not to mention the youngsters in its care – have left an immeasurable and indelible stamp on the College campus.

Wide smiles erupt when giggles from the playground wash over workday stress. Artwork along the center’s walls causes many passersby to delay their journey in admiration. The children’s regular walks, as well as their costumed parade each Halloween and holiday caroling excursions, are a traditional thread through this busy institution’s fabric.

The youngsters even have adopted pet names for many areas of Main Campus, a safe and stimulating environment for their development. A favorite spot is the Professional Development Center patio – nicknamed “The Maze.” The interlocking ceiling pattern in the new College Avenue Labs instantly was likened to jigsaw “puzzle pieces.”

Nursing students have benefited from mouths-of-babes knowledge, too. Future practitioners performing routine health checks on the pupils frequently are coached by the time children reach kindergarten: “Next, you’re supposed to check my ears,” a young “patient” tells his examiner.

As it continues to bring smiles to the faces of our future, the Children’s Learning Center remains adaptive and responsive to the needs of its community. Because more area school districts have turned to full-day kindergarten, the center recently announced it would close its kindergarten program and, instead, broaden its opportunities for toddlers and preschoolers. The center will begin a new class this fall for children 2½ to 3½ years old with the same staff and same rooms on the first floor of the Bush Campus Center.

A final kindergarten graduation, one last impressive parade of youngsters getting an essential boost toward elementary school, was held in May. From the first graduation a decade ago – a “make your own pizza” party to which one girl wore a Snow White costume – to this year’s celebration in the PDC, the event was a ready reminder of Penn College’s commitment to lifelong learning.

Two members of an early kindergarten class take part in a “Last Day Celebration” on the PDC patio.

FOR MORE INFORMATION
about Penn College’s Children’s Learning Center, which is accredited by the National Association for the Education of Young Children and recipient of a four-star rating among Pennsylvania child-care facilities, visit www.pct.edu/childcare
A new “graduate” receives her certificate from Veronica M. Muzic, vice president for academic affairs/provost, during the program’s final day. Joining in the presentation are, from left, Karen Woland Payne, center director; and Jennifer Nelson-Fullmer, assistant group leader.

Children settle in for storytime with Provost Muzic.

Youngsters from the Children’s Learning Center entertain with masks and song during this year’s graduation.
Every one’s a winner in Little League Baseball’s Challenger Division, which offers disabled youngsters the same opportunities as other children to take part in the national pastime. Thanks to a group of Pennsylvania College of Technology students, special-needs players and their fans now have one more thing in common with baseball lovers everywhere: a hot dog and soda at the ball field.

Students in Harry W. Hintz Jr.’s Practical Construction class in Penn College’s School of Construction and Design Technologies recently designed and built a concession stand at the Challenger Division field in South Williamsport, which is used by two local teams for twice-weekly games.

The project – the latest in a long history of community-service projects undertaken by Penn College students – began with a parent’s brainstorm and turned into a lab project and final exam for Hintz’s class. The students got involved at the suggestion of Steven J. Moff, an assistant professor of business administration/marketing at Penn College – and the father of two children who play in the Challenger Division.

“These are kids that usually aren’t cheered on, who just want to put on a uniform and play baseball like any other kid,” said Moff, who explained that the Challenger Division covers a range of ages (5- to 18-year-olds are eligible) and a variety of disabilities from severe physical handicaps to slight mental deficiencies.

Parents double as pitchers, there is no scoreboard, no infield grass to interfere with walkers and wheelchairs, and every player bats in each of the game’s two innings. Just as Little League adjusts rules and field specifications for its Challenger players, construction students made accommodations of their own – a real-life example of how contractors need to adapt to unforeseen situations.

“As the site is in the flood plain, we got permission from South Williamsport officials to build the structure on the condition that it be bolted down and able to be disassembled and moved for off-season storage elsewhere,” explained Hintz, an instructor of construction technology. “Students assessed these conditions, came up with the final design, did scale drawings and estimates on materials.”

That design even took into account specific needs of some Challenger participants: One of the concession stand’s windows is low enough to accommodate wheelchairs, and the window-opening hardware was installed at the top to enable easier access from the front and sides.

Moff raised most of the $900 cost of the project, and College officials sanctioned the work as an approved class project. Students worked in an indoor lab during the final two weeks of the Spring 2004 semester, paneling the walls and roof for the structure. Then, they loaded all of the pieces onto a College vehicle for transport to the job site.
There, on a recent sunny afternoon (and under the approving eyes of two local Challenger players, 10-year-old Hunter Moff and 13-year-old Kyle Regopoulos), they completed assembly as their final exam. The six students involved are Darren M. Brungart, Spring Mills; Blaze J. Bauer, St. Marys; Andrew J. O’Connell, Perkasie; Ryan A. Benny, Burnham; Brady S. Bachman, Kreamer; and Brandon J. Helbing, Dalton RR 1. Brungart and Bauer are Construction Carpentry majors; O’Connell, Benny and Helbing are enrolled in the Cabinetmaking and Millwork major; and Bachman is in Building Construction Technology-Masonry Emphasis.

“The students did a super job, as the building went together like clockwork,” Hintz said. “Tolerances were very close, and any mistakes would have been obvious. I think that you will find the final result to be a professional project.”

Moff proudly agrees.

“This stand is important to us,” he said. “Having a place to store soda and food – having a place that’s ours – really is nice.” For the past few years, a local soft-drink supplier donated use of a portable concession trailer. The teams were grateful, Moff explained, but the company understandably found a higher-traffic spot for its facility.

Challenger parents, like Little League families everywhere, navigate near-impossible schedules that don’t always allow for dinner before one of the teams’ Tuesday and Thursday games. Simply knowing they – players included – can grab a hot dog or two is appreciated, he added.

With that familiar whiff of crowd-pleasing cuisine, it helps everyone feel like they’re not that “different” after all. Which was exactly Little League’s goal when the Challenger Division was formed nearly two decades ago.

“The walls rise on the Challenger Little League concession stand, the latest in a long history of community-concession projects undertaken by Penn College students.
I was glancing out my kitchen window on a recent weekend and spotted my 7-year-old neighbor in her yard. What I saw caught my attention, as this small-framed gentle girl was lugging a toddler’s slide over her head to move it to a new location. It was obvious there was a master plan involved, and my curiosity waited her out so I could observe the outcome of this ingenious preparation.

She set the slide down. She studied it. She slid it another foot to the right. She studied it again. She climbed to the top and turned to face away from the slope of the slide. As she reached out, I realized she was grabbing for the rope swing on the adjacent tree. It is a single cord, with a sitting disk suspended at the end. She stretched out, leaning all the way from the very tips of her toes. She inched her grasp up the rope until I thought she might topple. But bravo! She maintained her core and stood to contemplate the execution of her dive. She leaped into the air, swiftly flexed her legs forward, grasped the disk to sit Indian-style in the split of a second, and soared through the air with her skirt billowing behind her and the tree limb dancing! Oh, what a joyful ride!

My applause from the kitchen window shared her joy. I was so proud of her courage, and keenly aware of the hard work and skill it took to succeed in such a complex game. It may seem to some to be just backyard play. But play is pretty serious work.

Children learn about themselves and the world through play. During the moments and days just after birth, they are examining and learning to organize a multitude of sensory experiences. They first gradually begin to visually explore. They are cuddled and moved and need to find comfort and safety in a sometimes-unpredictable world. This sense of emotional safety will continue to be the gateway to many future opportunities for discovery and acquisition of physical, emotional and social competence. Every milestone is a mastery of skill after a plunge into the risk taken to explore and master the world.

Through play, we organize a multitude of sensory experiences in the central nervous system. We must integrate the information we receive from our senses,

Whether taking a leisurely swing from a tree limb or exhibiting all-star soccer form, child’s play only looks like mindless fun.
Serious Work!

from movement and from gravity. Successful integration becomes the foundation for other learning. The vestibular system, (through the inner ear) the proprioceptive system (through receptors in our joints) and the tactile system (through receptors in our skin) – together with vision and hearing – provide input to our brains. This information from the world then is organized to allow us to act in coordinated ways.

As my neighbor was climbing and reaching, pulling and holding, jumping and flying, she was demonstrating a perfection of the integration of her central nervous system. And, surprisingly so, she also was learning to read and write!

Learning how our body moves in space, intentionally directing that movement, coordinating the two sides of the body and motor planning are foundations for the later refinement needed to move our hands with more precise movements to write our name, create artful masterpieces with scissors and crayons, or space our letters in a legible sequence on a page. This playground work also acts as the groundwork required to promote accurate visual tracking from the left to the right, which allows us to read a story, maintain focus and position while scanning back and forth on a page, and for learning to recognize the spatial difference between like forms, such as “b,” “d,” “g” or “q.”

Children also learn social rules and norms through their play with one another and with adults. They take on different roles during imaginative play or learn the rules and structure of a game played as a team or in competition. During these experiences, they can be introduced to new perspectives. They can learn to interact, negotiate, compromise and assume leadership roles. They can learn to predict what might happen next and adjust their behavior with insight into consequences. The interaction involved in group play allows children the opportunity to gain self-identity and their place in a social order.

The serious work of play may, at times, be disguised behind laughter or shrieks of joy. But these are, in reality, a natural response to the discovery of competence. Every challenge we face in the adult world is addressed based on the foundation skills we practiced as children in our world of play.

Everybody has fallen down. Everybody has made mistakes. Everybody has been scared.

In play, however, these are not considered failures. They are opportunities for learning. They are opportunities to find our strengths and adapt to our challenges. Through the serious work of play, we gain mastery and skills to survive and thrive in the adult world.

“Children learn about themselves and the world through play.”

FOR MORE INFORMATION about Penn College’s Occupational Therapy Assistant Program, visit www.pct.edu/schools/hs/oe/
My earliest recollection of storytelling was around the age of 5 on the lap of – or beside – my grandmother, who lived with us in my early years. We traveled to Oregon (although I have yet to really go there, some 50 years later, and my grandmother seldom left the Buffalo Valley farm where she was raised.)

The telling and retelling of tales is the repetitious way we learn. I never second-guessed her knowledge or where the stories actually came from. What I heard I eventually recreated in play.

From another grandmother just a few miles away on another farm, I enjoyed traveling through picture postcards in the collection basket that always was available in the kitchen. One of the best places to hear stories in that farmhouse was upstairs on the party line.

Storytelling begins with imagining, remembering what has been heard or read, and continues as we share with confidence and enthusiasm with willing listeners. It’s an adventure in oral language that we are inspired to experience. And, if we can keep our tales appropriate and relevant, we will enrich, entertain and educate others.

Through the years, my children have written their share of stories that I have saved: “Wiggle, Wiggle, Wiggle” (loose and lost teeth), “Not Another One!” (sibling-to-be) and “The Flood of ’96” (a night to remember), to name a few.

“No story a child hears is as relevant as the story a child tells about himself,” said Eric Carle, a favorite author and illustrator. The stories of “Thomas the Tank Engine” began as bedtime tales by the Rev. W. Awdry to his ill son.

I choose to read others’ stories, usually, and present them in a dramatic way with props. That story recipe can combine cultural history, visual arts and props, music, and any place where another or others will lend their listening ears.

“Stories play upon the mind, like an instrument,” Carle said. My instrument of choice is my voice. It’s also fun to involve others in the telling of the tale by passing around a story stone or object to hold as each one speaks.

Should you have the chance and the interest, festivals with professionals are a motivational way to start. There are different mediums I’ve experienced: stories through music with Mary Lou Walker; stories through family history with Laura Simms and Carmen Deedy; stories through dramatization with Kendall Haven and Joel Gori; just plain-entertaining stories with Robin Moore (a Robin Williams look-alike) and Gladys Coggwell; and Jim Weiss, who encourages the use of storytelling in all areas of education.

I often begin and end my stories with Ed Stivender’s ditty:

“Stories, stories, everywhere
Stories on the earth
And stories in the air
Stories to gather
And stories to share
Everybody has a story to tell!”

“Storytelling begins with imagining.”

Dr. Joseph E. LeBlanc, physics instructor, and 2004 Excellence in Teaching Award recipient, enchants his young audience during a recent “International Week” storytelling session on Penn College’s main campus.
**One Hour Each Day**

by Jennifer M. DiNallo, lab assistant, physical fitness specialty

**DID YOU KNOW** your children should be getting at least 60 minutes of physical activity each day? (Parents should be taking 10,000 steps daily)

The surgeon general’s suggestions for adults and children include being physically active. It is recommended that Americans accumulate at least 30 minutes (adults) or 60 minutes (children) of moderate physical activity most days of the week. Even greater amounts of physical activity may be necessary for the prevention of weight gain, for weight loss or for sustaining weight loss.

**FUN TIPS FOR BEING ACTIVE WITH YOUR FAMILY**

- **Buddy Up!** – Ask your child to be your “walking buddy.” Walking together is more fun and can be a special “together time” for parent and child.

- **Focus on Fun!** – Any activity that gets the family up and moving is worthwhile, even a trip to the zoo or dancing in the kitchen. *(Hey, Moms and Dads, remember “Twister?”)*

- **Be Creative!** When walking, toss a Frisbee or a tennis ball, sing songs or take turns telling funny stories.

- **Set Goals:** 1 . . . 2 . . . 3 – Buy a pedometer and have everyone tally his/her steps for one week. Challenge them to increase their steps by 10 percent weekly.

- **Track results** – Post a chart on the refrigerator to track progress, such as steps per week or the number of days/hours spent doing some type of physical activity. You can find some great charts at [www.dole5aday.com](http://www.dole5aday.com).

**BIG STEPS NEEDED TO REVERSE THE CHILDHOOD-OBESITY EPIDEMIC**

Based on findings from a recent study performed by Dr. Nancy Butte, a professor of pediatrics at Baylor College of Medicine, kids who are overweight (*fall above the 95th percentile for body mass index*) need to “experience a daily caloric deficit of at least 260 calories in order to prevent further weight gain.” A 260-calorie deficit is equivalent to a three-mile (or 60-minute) walk.

We know that, unless specified by a physician, our main goal is NOT to promote weight loss in kids – not even overweight kids. Specifically, we would like to see overweight children grow into their body weight. Our main goal is to see kids become more physically active, and improve nutrition and lifestyle habits. What we don’t want is for youngsters to continue to gain excess weight, and, therefore, maintain their “overweight” status.

**TIPS TO INCREASE KIDS’ PHYSICAL-ACTIVITY LEVELS**

- Get serious about this issue. It is not “baby fat” after age 3.

- Look at the research and get active. Kids need a “minimum” of 60 minutes of physical activity a day. This can be anything active – just get moving! Play is the absolute best way for kids to be active; if they are having fun, they will want to keep doing it.

- Improve nutrition habits at home. Children cannot eat what is not available to them. As for outside the home, teach your children well.

- Be a good example for your children. Play with them. Let them see you making good choices in how you spend your time and what you eat.

- Use behavior modification. Make small changes, and never take something away without replacing it with something better. *(For example, reduce the amount of time your youngsters watch TV, but spend some of that time in a family kickball game out in the yard.)*

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**FOR MORE INFORMATION**

Penn College’s Dental Hygiene program, visit [www.pct.edu/schools/hs/dental](http://www.pct.edu/schools/hs/dental)

Students take part in “Sealant Saturday,” offering a variety of free dental care to young members of the Penn College community.
For a third consecutive year, state Rep. Brett O. Feese delivered a $500,000 state grant to purchase instructional equipment in 2003-04. Rep. Feese negotiated the special appropriation to provide for instructional equipment that the College would not have been able to purchase due to a 5-percent reduction in its ’03-04 state appropriation.

“We all benefit when the direct result of investment in higher education is the addition of highly skilled and highly motivated employees to the Pennsylvania workforce,” said the 84th District representative, who also serves as Pennsylvania House majority whip. “This grant will enable Penn College to purchase equipment to provide its students with real-world, hands-on experience that will make them better employees when they enter the workforce.”

A majority of Penn College students and alumni are Pennsylvanians. Of the 6,255 students enrolled at the start of the 2003-04 academic year, over 92 percent resided in Pennsylvania, and 24 percent resided in Lycoming County. While over 36,000 known alumni of the College and its predecessors (Williamsport Area Community College and Williamsport Technical Institute) reside in every state and in 15 different nations, 85 percent are Pennsylvania residents.

Penn College President Dr. Davie Jane Gilmour said those students and alumni have something important to offer the commonwealth.

“Our degrees work because our graduates leave with the skills they need to contribute immediately to the workforce. Because the equipment in our labs matches the best industry has to offer, our graduates are ready for employment and, in many cases, they quickly advance into higher-level positions,” the president said.

She added praise for the area lawmaker’s commitment to securing these funds for Penn College: “As a result of an extraordinary effort on his part, Rep. Feese was able to successfully negotiate this unique appropriation to provide for instructional equipment. Without his efforts, the reduction in our state appropriation would have significantly impacted our ability to stay current and meet the needs of employers, in Lycoming County and throughout Pennsylvania, who want to hire highly skilled, well-qualified individuals.”

Dr. Gilmour explained that business and industry leaders, who serve on advisory committees for each major program of study at Penn College, advise faculty and staff on what equipment purchases are necessary to ensure that what is used in the classroom represents the industrial standards within their respective fields.

A more comprehensive article is available at www.pct.edu/pctoday/news/miscella/Rep.FeeseGrant0404.htm

Penn College President Dr. Davie Jane Gilmour received the 2004 Distinguished Citizen Award from the Susquehanna Council, Boy Scouts of America in April. Serving as guest speaker for the event – at which Dr. Gilmour was described as “a role model for our youth and adults” – was Brian Eck of Boy Scout Troop 38, St. Ann’s Church, Loyalsock Township. The award was presented by event co-chairmen Dr. William J. Martin, senior vice president of the College, and E. Eugene Yaw, general counsel for the College.

A newly painted Penn College Police cruiser, sporting a design developed in cooperation with the College's Collision Repair Program, went into service April 1. The project proved beneficial to both: the department has a beautiful addition to its vehicle fleet and (more importantly) students gained more of the hands-on experience that is the hallmark of a Penn College education. The design itself combines images consistent with the College's identity – a Wildcat mascot, for instance – with a boldness and vibrancy befitting Pennsylvania's premier technical college.
President Visits University in United Arab Emirates

When Pennsylvania College of Technology President Dr. Davie Jane Gilmour visited American University of Sharjah in the United Arab Emirates recently, she found its students to be remarkably similar to their American counterparts, including those at the institution she leads.

Dr. Gilmour, who traveled to the university in March as part of a six-member Middle States Commission on Higher Education evaluation team, said the similarities between campus life there and at Penn College are striking.

“I attended a career fair and found it very much like our career fairs,” she said. “Halfway around the world, the students’ No. 1 issue is parking. The student art and design projects looked familiar to me. They have similar student organizations and activities, and their Student Council is very much like our Student Government Association.”

AUS is a coeducational university developed in affiliation with American University in Washington, D.C. The university also has signed an affiliation agreement with Texas A&M University for the development of a College of Engineering. The university is licensed by the U.A.E. Ministry of Higher Education and Scientific Research and in the United States by the Department of Education in Delaware, offering bachelor’s and graduate degrees.

The university’s 3,500 students can earn degrees in 23 majors offered by the College of Arts and Sciences and three schools: Architecture and Design, Business and Management, and Engineering. AUS students hail from more than 60 countries worldwide. While most of the students are from the Middle East, all of the instruction is conducted in English. The university, which was founded in 1997 with just 282 students, has undergone remarkable growth in a short period of time. Dr. Gilmour noted.

While her visit coincided with a time of great unrest in the Middle East, Dr. Gilmour said she never once feared for her safety while touring the university or traveling in the city and country. She said there were no outward signs of heightened security, and Sharjah residents were observed enjoying picnics and evening strolls along a lagoon that is a popular gathering site in the city.

“I felt very safe,” she said of her travels. “I’ve been to places in this country since then that I have felt less safe.”

During her March 11-18 visit, the president had an opportunity to tour the AUS campus and meet with students and faculty. She also visited other sites in the city and country, and came away impressed by all that she saw and heard.

“The buildings are beautiful; the architecture is stunning,” she said. “All of the people we met in the city and country were friendly and warm. Unfortunately, many Americans have an inappropriate stereotype. It truly was a wonderful experience.”

College Maps Strategic Vision for 2004-09

Determining the optimal size for the institution is among the objectives of a Strategic Vision for 2004-09 approved by the Pennsylvania College of Technology Board of Directors.

The document, which includes a dozen goals to be pursued, provides a road map for the direction of the College over the next five years. It continues a process begun when College President Dr. Davie Jane Gilmour was selected to lead the institution in 1998.

“It answers the questions, ‘Where do we want to be, what do we want to be, and how do we get there?’ ” she said. “It sets the stage for the future.”

Discussions for the Strategic Vision – which is not meant to replace the College’s well-established long-range planning process – began in October. The plan was reviewed and endorsed by the College’s Corporate Advisory Board in February. College Council (part of the Internal Governance System at Penn College) gave its approval in March.

Dr. Gilmour said that, when it became time to renew the previous Strategic Vision, the College administration resolved to refine the planning document’s focus and clearly define its scope.

“It’s more aggressive, it’s more measurable, it’s more specific,” she said of the plan adopted by the Board.

One of the most important objectives of the new Strategic Vision, Dr. Gilmour said, is to determine an optimal size for the College, which has achieved steady enrollment growth in recent years. The Fall 2003 enrollment (6,255) established yet another record.

“We want to determine an optimal size – one that allows us to maintain the culture, the environment and the quality that make Penn College special,” she explained. “The institution has undergone rapid growth. We must evaluate whether we are doing things as efficiently as we can, examining all offices on campus to ensure they are efficient with resources – both human and financial.”

The complete list of objectives can be accessed online at www.pct.edu/pctoday/news/misciella/StrategicVision0404.htm
“Missing” persons, decades-old addresses, Internet searches and telephone interviews. You’d be surprised at how much Alumni Relations work is like detective work.

Since March 2001, I’ve been working on a project for the Pennsylvania College of Technology Office of Alumni Relations to find the thousands of Williamsport Technical Institute alumni of whom the institution lost track over the years.

It’s a tall order. To the best of our knowledge, there was no alumni office in 1941-65, when the institution was W.T.I. (The current Office of Alumni Relations was established in 1998.) Apparently, there were some efforts to follow up with W.T.I. alumni during the mid-1980s, but, when I started the project, we had current addresses for only about 125 of the tens of thousands of students who attended.

It’s a slow process, but progress is being made. College records now include current addresses or other information for nearly 1,000 W.T.I. alumni.

Most often, I use two methods to find our “lost” W.T.I. alumni. One is to start with the last-known address in the student records – an address that’s anywhere from 39 to 60 years old – then start researching phone directories or other Internet sources to try to locate the individual. The other is to work with information I receive from the alumni I’ve contacted. Often, they’ve stayed in touch with classmates or found co-workers who also are alumni, and they’ve been some of the most valuable sources for information.

This is a story of how a conversation with a W.T.I. alumnus early in this project has led, over the past three years, to tracking down all but one of the people in a now-familiar photo: The W.T.I. baseball team of May 1947.

One of the first W.T.I. alumni I met in 2001 was George Quinn (‘50, Refrigeration and Air Conditioning). He has helped me find many other W.T.I. alumni, and, soon after we first met, he introduced me to John Kiehl (‘49, Carpentry and Building Construction). Mr. Kiehl brought along the photo, dated May 29, 1947, of the team that W.T.I. fielded for the Lycoming County Baseball League. He allowed me to make copies, and gave what information he could about the players, but he’d forgotten many of the names over the years, so he could only provide a couple of full names, some last names and some nicknames.

In July 2002, I was able to track down a phone listing for one of the full names Mr. Kiehl had from the photograph: Earl “Lucky” Leasure. When I called the number, I reached Earl’s widow, Mary, who told me Earl passed away in 1997 after many years as the well-respected owner of a machining and toolmaking shop in Kingston, Tenn.
I had a wonderful conversation with Mrs. Leasure, during which she mentioned she couldn’t recall ever seeing the photograph. I was happy to mail copies to her and their children, and, a few weeks later, received a letter from Mrs. Leasure telling me that her daughter recognized the picture as soon as she saw it: She had an original copy that her father had given her, with the last names of all of the players listed on the back.

That information was invaluable. Off and on over the next year and a half, I returned to the list to compare the names (some were spelled phonetically) with names and dates in W.T.I. records. During that time, I’d been able to track down another three or four players. In early December 2003, quite by chance, I came across one of the names I’d had trouble deciphering from a phonetic spelling: John Prebihilo. I immediately started looking through phone directories on the Internet, and found Mr. Prebihilo in Ohio. After a great chat with him over the phone, I decided I would work to find everyone in the picture before Christmas.

It didn’t happen quite that quickly. I tracked down information on most of the fellows in December, but was still following up with some in January; in May, just prior to starting this article, I located and spoke on the phone with the widow of John Hull (John and his wife moved from Tyrone to California in 1960); and, while writing this piece, I received a phone call that turned into a nice chat with Owen Stewart, who, after 30 years working in Niagara Falls, N.Y., moved back to the same street in Curwensville, where he lived when he came to W.T.I.

I’m still trying to find out about one of the players, who we believe is named Ed Wesneski and hailed from Blossburg. Apparently, all of the people in the photo were veterans of World War II and one was held in a German prisoner-of-war camp for two years. Many of them have passed away over the years. But it’s been a very rewarding part of a very rewarding project, and here’s what I’ve learned about the 17 players and the team manager on the W.T.I. baseball team of May 1947:

- Earl Maurer, ’47, Carpentry and Building Construction, died in May 2000
- Jerome Orzech, ’48, Aviation Mechanics, died in April 1968
- John Kiehl, ’49, Carpentry and Building Construction, resides in Williamsport
- Earl “Lucky” Leasure, ’50, Toolmaking Technology, died in April 1997
- Leo Pollock, ’47, Service and Operation of Heavy Equipment, died in 1978
- Harry DeSimone, ’47, Auto Mechanics, died in August 1995
- Donald Deno, ’49, Agricultural Equipment and Repair, died in September 1997
- Roland Arp, W.T.I Automotive Service instructor and team manager, died in July 1993
- Owen Stewart, ’48, Electrical Construction, resides in Curwensville
- Paul Tomasko, ’47, Carpentry and Building Construction, resides in Cleveland
- John Prebihilo, ’48, Carpentry and Building Construction, resides in Bedford, Ohio
- Allen Maurer, ’48, Refrigeration and Air Conditioning, resides in Harrisburg
- John Richards, ’47, Diesel Service, resides in White Haven
- Bert Toth, ’47, Electrical Construction, resides in Cleveland
- Ed Wesneski – ?
- Franklin “Tiny” Malick, ’48, Agricultural Equipment and Repair, died in April 1996.

Penn College continues the tradition of competitive athletics, including a strong baseball program. The College’s baseball team is an annual contender for championships in the Eastern Pennsylvania Collegiate Conference and the Pennsylvania Collegiate Athletic Association. The team posted a 10-7 record for the Spring 2004 season.

The Office of Alumni Relations is always looking for information about “lost” alumni, especially those from the institution’s days as Williamsport Technical Institute, 1941-65. If you can help, call toll-free at 1-877-PCT-ALUM, or e-mail alumni@pct.edu.
Students Treated to VIP Tour of Hoover Dam

As with most formal-education experiences, real-life application to the exposed field of study is just as important as the in-classroom theory attached to it. Building a solid connection between what is taught and what is experienced ensures that students carry not only the ability to tell you how something works, but also to physically show you...and how to apply it to life.

Recently, Pennsylvania College of Technology put those words into action and helped me and four fellow Electric Power Generation Technology students gain knowledge in our field of study and experiences that, arguably, were the best of our college careers.

In December, Penn College helped us travel to Las Vegas to attend the Electrical Generating Systems Association's Power School and PowerGen Show at the Las Vegas Convention Center. The group included Jeremy L. Benjamin of Wysox, Andrew J. Benvenuto of Langhorne, Joseph A. Duskasky of Wapwallopen, and Jeremy E. Steppe of Williamsport, and was chaperoned by David C. Johnson, Diesel Equipment Technology instructor, and his wife, Penny.

During our week in Las Vegas, we attended four solid days of activities (including five three-hour classroom lectures) and had a full day to wander the 1.5-million-square-foot Convention Center floor. The "Power School" is a quarterly event hosted by EGSA and features several topics pertaining to the power-generation field, presented by industry professionals. During these sessions, we asked questions and discussed topics with other participants. After the classroom sessions, we visited the PowerGen show, which encompassed anything that had to do with the power-generation field. The industry's top service and manufacturing companies showcased products and services, and we were able to talk knowledgeably with them.

Above all, the show was an eye-opener; all of us were exposed to the many aspects and opportunities the field has to offer.

When we weren't in class or at the show, we had free time to explore the sights of Las Vegas, including The Stratosphere Tower and Las Vegas Motor Speedway, among others.

The highlight, by far, was the private tour of Hoover Dam. Before leaving for Las Vegas, we inquired about getting a tour that was more in-depth than that generally offered to the public. Officials were more than happy to oblige, and, after some background checks, the entire group was scheduled to go.

In our last full day in Las Vegas, we rented a van and headed to Boulder City, Nev. There, we met the chief operations engineer, who was our tour guide, and were given a quick lecture on the safety, history and workings of the dam. After that, we donned hardhats and saw parts of the dam that the public rarely sees outside of photographs.

We stood next to the running generators in each powerhouse, traveled to the base of the dam and looked 700 feet up to the top. Our group walked through tunnels that once diverted millions of gallons of water around the dam during construction. The sheer size and wonder was overwhelming, and we couldn't help but be impressed.

The experiences, "arguably, were the best of our college careers."

After seeing just about everything in the dam – except the control room – we ended the tour and thanked our guide for the wonderful experience. During the ride home, it was agreed by all that the dam was the highlight of the trip and something that no one soon would forget.

Before we knew it, we were boarding our separate flights home to enjoy the rest of our holiday break. We all left Las Vegas with countless memories and immense appreciation for all who helped make our trip one to remember.
Fred A. Crake. sign painting, became a billboard artist and all-around painter. Crake, who resides at Harvey’s Lake, also worked for Acme Markets.

Melvin Oswald Stanton, architectural drafting, is a Williamsport Technical Institute graduate and has been retired since 1994. Stanton, who resides in Williamsport, received the Williamsport Foundation Award, was a member of the West Branch Susquehanna Homebuilders Association and received the Pennsylvania Handicapped Person of the Year award in 1981.

Alec Norman Baugus, diesel technician, is a mechanic for Penske Truck Leasing. Baugus, who resides in Ephrata, has been a judge several times for the SkillsUSA-VICA competition.

Erling John Anderson, welding, is a graduate of Williamsport Area Community College and resides in Winburne.

Karl M. Crist, aviation, resides in Goodlettsville, Tenn. He is director of aircraft maintenance at Colemill Enterprises Inc.

Joseph J. Isganitis Jr., diesel mechanics, is a licensed practical nurse with the Greater Hazleton Health Alliance. Isganitis, who resides in Tamaqua, plans to become a registered nurse.

Harold Long, welding, is a consultant and trainer for manufacturing operations in the metals-fabrication industry in a variety of areas, including “Lean Manufacturing,” “Continuous Improvement” and safety issues. Additionally, he serves on the advisory board for the Lehigh County Vocational-Technical School welding program and is program chairman for the American Welding Society Board of Directors.

Wayne G. Beatty, forest technology, is a supervisor at Wirerope Works. He and his wife, Carol, (Class of 1969) reside in Jersey Shore.

Janet L. (Willow) Embick, practical nursing, received a degree in general business/travel options from South Hills School of Business and Technology in 2002. She is a travel consultant for Just For Fun Travel and lives in Lock Haven.

William H. Assad, food and hospitality, enjoyed a food-service management career for more than 20 years. He is a sales and marketing representative for DaimlerChrysler Corp. and resides in Belle Vernon.

Joan Eisenhuth Fox, floriculture, resides in Mifflinburg and is a floral designer for Rine’s Florist.

Dennis G. Nyman, automotive technology, is lead technician for Fred Bean’s Ford and resides in Boystown. He has helped on an eastern NASCAR short track, dirt modified race team for the past 10 years.

Mike Pientka, architectural technology, earned a bachelor’s degree in mechanical engineering from the University of Houston in 1983. He is chief mechanical engineer for Hach Co. and resides in Windsor, Colo. Besides Colorado, Pientka’s engineering career has provided employment in Pennsylvania, Florida, Texas, California and Georgia.

John Wagner, service and operation of heavy equipment, is employed by Reading Anthracite Coal Co. and lives in Minersville. In his 27 years of employment with the company, he has operated every piece of equipment including shovel, grader, dozer and loader.

Leslie Wood-Bailey, floriculture, is owner of Country Marketplace. She lives in Kirkwood, N.Y., and has taught evening BOCES classes in floral design. She also gives design presentations to local civic and garden clubs in her county. She served as chairperson of the Local Small Business Beautification Committee of Kirkwood.

Nancy A. Neuman, floriculture, graduated from the University of Northern Colorado with a degree in nursing in 1996. She resides in Loveland, Colo., and is a registered nurse at Poudre Valley Hospital in Fort Collins, Colo. Neuman credits five years of living on mercy ships and traveling to developing nations as her inspiration to go into nursing school, and she continues to attend medical missions yearly.

Mollie Sheldon Eliot, journalism, owns Quest Publishing, a Laporte-based “micro-publishing” technology-oriented business, for which she designs Web sites, teaches basic computer skills and mentors writers’ groups. Eliot also finds her work with regional tourism-related organizations and Native American groups very rewarding.

Charles “Scott” Markle, forest technology, is a detective for the Clay County Sheriff’s Office and resides in Keystone Heights, Fla. Although he is not employed in his field of study, Markle credits his Williamsport Area Community College education as the foundation for all the success he has enjoyed in life.

Brian R. Bushick, electrical technology, is pursuing a bachelor’s degree in management from the University of Phoenix. He is a project manager/estimator for Walker Seal Co. Inc. and resides in Alexandria, Va.

Stanley E. Geiswhite, forest technology, is a detailer for Wood Mode Inc. and resides in Sunbury.

Marylo Nevin, general studies, continued her psychology education at Bloomsburg University after graduation. She resides in Selinsgrove and is a broker/appraiser for Richard C. Cox Agency Inc. She was involved in the right-of-way for construction of the Veterans Memorial Bridge from Sunbury to Selinsgrove.

Carolyn (Pyle) Dreese, computer operations, is an administrative assistant for CareerLink-Central Susquehanna Opportunities and resides in Freeburg.

Laurie Diane Moore, secretarial science-medical emphasis, lives in Jersey Shore and is assistant manager for EFO Furniture Galleries.

Randolph P. Zuchowski, computer science technology, lives in Wellsboro and is a custodian for Wellsboro Area School District. He also serves as president of the Educational Support Personnel Association in the district.

Jennifer Dinscher-Linder, accounting, received a bachelor’s degree in accounting from Bloomsburg University in 1991 and resides in Morrisville.

Karen Girtton-Snyder, general studies, received a bachelor’s degree in psychology and a master’s degree in instructional technology from Bloomsburg University. She is employed at The Art Institute of Philadelphia as a multimedia and Web-design instructor. She resides in Perkasie.

Dean Allison Jr., electrical occupations, lives in Spring Run and is owner of Allison Electric. For his service and dedication to providing electrical work for all fund-raisers, he was honored with an award from the Fannett Metal Fire Company.

continued next page
Lisa Rae Bologue, nursing, earned a master’s degree in health service administration from the University of St. Francis. She resides in Beech Creek and is school nurse for Keystone Central School District.

Erik J. Dempsey, construction carpentry, is employed by Unico Services as a carpenter/painter. Dempsey, who resides in Stockertown, credits his Penn College education for the skills that help him in the job he has today.

Robin Lee Tadder Hollingsworth, human services, lives in Big Rock, Tenn., and is secretary/bookkeeper for her husband, who is in the trucking business.

Ralph L. Quaintance, automotive technology, is an aviation engine and parts inspector for Textron Lycoming Engines. He lives in Williamsport.

Heather Hughes, architectural technology, is a project manager for Furr & Wegman Architects. She and her husband, Doug (welding, class of ’94), reside in Lakeland, Fla.

Lori Jean (McCrea) Hollis, landscape/nursery, is owner of Cotswold Gardens Inc. and resides in Wilmington, Del.

Christine J. Williams, mass communications/photo journalism, is production assistant at WSKG Telecommunications. Williams has produced, written and edited two documentaries for WSKG: a half-hour long story featuring a literacy program in Ithaca, N.Y., and an hour-long feature on alternative forms of health care. Williams lives in Warren Center.

Joelle Mary (Sibora) Bretz, early childhood education, is a pilot for Flight Options and resides in Muncy. Craft claims his aviation maintenance background has helped him operate and understand aircraft systems far better than the ordinary pilot.

Marc A. Kifer, surveying technology & civil engineering technology, is employed by Leonard S. Fiore Inc. as director of heavy equipment operations and site surveyor. He lives in Williamsburg.

Ronald L. Miller II, forest technology, is a veneer-log buyer for David R. Webb Co. Inc. and resides in Warnerville, N.Y.

Timothy A. Reitz, legal studies and paralegal studies, received his law degree from Roger Williams University’s Ralph R. Papitto School of Law during May commencement ceremonies. Reitz – a member of the Marine Law Society, the International Law Society and the Maritime Moot Court – earned the Computer-Assisted Legal Instruction “Excellence for Future” Award for earning the highest grade in International Law.

Julie Beishline Kolb, graphic design, is a housewife, residing in Stillwater.

Barbara June Watkins, individual studies, is a manufacturing supervisor for West Pharmaceutical Services and lives in Lock Haven.
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The setting summer sun peeks through playground equipment outside the Bush Campus Center, awaiting the next day’s visit by youngsters from the Children’s Learning Center.