

Bloomsburg

THE UNIVERSITY MAGAZINE

FALL 1995

Walk Awhile In My Shoes



Welcome to
Bloomsburg:
The University Magazine.

This university has a good story to tell. In fact, we have lots of good stories. In the pages of this and future issues of *Bloomsburg*, you'll read some of them. You'll meet students and faculty who are exploring brave new worlds—in Shanghai and on the Internet. You'll get a sense about the many roles a college president is called upon to play and come to understand the challenges of balancing opportunities on intercollegiate playing fields. You'll see why civility and community are among the important lessons that today's college students learn—inside and outside the classroom. In the pages of *Bloomsburg*, we hope you'll find a university celebrating the life of the mind. You're invited to the celebration!

Bloomsburg: The University Magazine will appear twice a year—early in the fall and spring semesters. A separate publication, including class notes and alumni news, will be sent twice a year to all alumni who have made a contribution during the preceding calendar year. Members of the most recent graduating class will receive two free issues of *Classnotes*. Others may receive the publication by paying a \$10 annual subscription. Checks for subscriptions should be made payable to the B.U. Alumni Association, 400 East Second Street, Bloomsburg, PA 17815. Information for inclusion in *Classnotes* should be mailed, faxed (717-389-4060) or e-mailed via Internet (alum@husky.bloomu.edu).



Bloomsburg

THE UNIVERSITY MAGAZINE

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3. Hand in Hand



17. Inauguration



22. Playing the Game

Cover photograph by
Mark Anderman,
The Terry Wild Studio

3 Hand in Hand Together by Vanessa Hranitz

Walking into the world is a metaphor for collecting new experiences in life. This story examines the university's role in helping its students walk before they run.

8 Using 'Toons to Make Music by Eric Foster

People learn best when they participate in the learning experience. That's the philosophy behind the Institute for Interactive Technologies at Bloomsburg, where students create computer programs that challenge young learners to become musical impresarios.

12 Walk Awhile... by Markland Lloyd

Notions of civility go back to the Greeks, but in today's world, many of us have trouble keeping a civil tongue in our heads. But maybe civility is just a velvet blackjack to keep the unprivileged in line. This article suggests that walking in another's shoes may be key to modern civilization.

17 Inauguration of a President

The origins of the modern university can be found in medieval Europe. Inaugurations of presidents—and other academic ceremonies—recall the traditions of a medieval past...and connect scholars today with the values and mores of an earlier age.

20 Meeting the Challenges... by Joan Lentczner

A college president is called upon to play a number of roles. In her inaugural weekend—as she had done throughout her first year as president of Bloomsburg University—Jessica Kozloff found that all the world is indeed a stage.

22 It's How You Play the Game by James Hollister

Fielding a winning team isn't enough these days. Sports has become an instrument of social policy, and so, today's athletic director must be as adroit as a circus juggler in balancing opportunities for men and women on college playing fields.

24 News Briefs**32 Commentary** by Patricia Trosky

A busy mother/daughter/wife/student/worker tells what it means to have life come full cycle.

Bloomsburg University of Pennsylvania is committed to providing equal educational and employment opportunities for all persons without regard to race, color, religion, sex, age, national origin, ancestry, life style, sexual orientation, disabilities, Vietnam era veteran status or union membership. The university is additionally committed to affirmative action and will take positive steps to provide such educational and employment opportunities.



WRITTEN BY
VANESSA HRANITZ

PHOTOGRAPHY BY
MARK ANDERMAN
JOAN HELFER

*The world was all before them, where to choose
Their place of rest, and Providence their guide:
They hand in hand with wand'ring steps and slow,
Through Eden took their solitary way.*

~John Milton, Paradise Lost

⊕

A WHOLE NEW WORLD BEFORE THEM

⊕

Since the exile of our ancestors from Eden, human beings have been drawn to explore new worlds. Only a few have made exploration their life's calling — Leif Erickson, Christopher Columbus, Amelia Earhart, Neil Armstrong, Jacques Cousteau, Sally Ride. Today, however, many Americans believe that we should be more concerned with our immediate neighborhood, rather than with events or people on the other side of the globe.



Ironically, America's new isolationism comes at a time when the world we inhabit is smaller than ever before. Telecommunications technology has created a global village where news and information are available almost instantaneously.

Today, when the Chinese import wheat, people in Peoria pay more for a loaf of bread. When the people of Ukraine face a civil war, America's armed forces prepare to go on alert.

Given these realities, what should the university do to prepare its students for the world they will face outside the college classroom? In answer to this question, Bloomsburg University invites students, faculty and alumni to "explore their world."

It could be said that Bloomsburg's quest into global education began quietly, long before it was fashionable. Almost from the beginnings of the school in 1839, students could elect to take Latin, French, Spanish or some other foreign language. They studied European history and British literature.

The study was traditional and western-centered.

But while the world has grown smaller, the university's vision has expanded.

The first authorization to enroll foreign students was issued by the Immigration and Naturalization Service in Philadelphia on Nov. 8, 1966. By 1973, Bloomsburg University was sending student teachers abroad to Europe, South America and Asia. During the late 80s and into the early 90s, the School of Extended Programs could no longer keep pace with international education objectives. The torch was passed to Academic Affairs.

By 1992, a new office, the International Education Office, was created to coordinate study-abroad programs for Bloomsburg students and to enhance academic opportunities for faculty. The office also offers support for faculty to internationalize the curriculum and helps develop exchange programs with sister institutions.

As a result of the globalization of education, the faculty, in an April 1992 survey, urged the adoption of a diversity requirement in the university's general education curriculum.

The reasons were practical.

Typically, when Bloomsburg students arrive on campus, they have little exposure to worlds other than their own. Nine out of ten of the university's 7,000 students come from Pennsylvania. More than half of that number live within a 75-mile radius of the Town of Bloomsburg.

Too often, when Bloomsburg students talk to each other, they are talking to people just like themselves.

The institution took another major step to meet the changing needs of its students when it included the goal of global awareness education in its mission statement soon following the 1992 faculty survey.

"The university has identified strategic directions that



Chang Shub Roh and Behzad Noubary examine a jade ornament that the student brought with him from Shanghai.

include... programs that emphasize regional, national, international and environmental concerns..."

Further re-shaping in the curriculum occurred during the 1993 fall semester. The Bloomsburg University Curriculum Committee added a new diversity requirement for incoming students. All students, as a prerequisite for graduation, must earn six credits from courses that are "diversity focused"—in gender, race, ethnicity, religion and/or global perspectives.

In addition to providing opportunities for curricular experiences in cultural diversity, the university breaks the physical boundaries of the classroom.

Bloomsburg students are encouraged to study abroad. The university fosters partnerships with foreign institutions in Europe, Asia, Africa and South America. For the same tuition, or on one-to-one exchange, budding scholars can study for a semester outside of the country.

James Pomfret, professor of mathematics and treasurer of the Global Awareness Society International, which was founded at Bloomsburg University, says that the ultimate goal would be for all students to spend a semester abroad during their junior or senior years.

But for now, Pomfret says, "we are satisfied with making this option available for any student who wishes to go abroad—and we work hard to reduce economic barriers that might get in the way."

Pomfret's son, Jim, studied two summers and an academic semester abroad. An archaeology major at Bloomsburg, the younger Pomfret participated in a dig in Kenya, near where noted anthropologist Richard Leakey discovered the remains of Lucy, one of humankind's earliest known ancestors.

But not everyone chooses to dig for primordial remains in equatorial Africa. Some prefer less adventure and more stability in their lives. If students can't go out into the world, the university will bring the world to them.

That's the other philosophy behind the international studies program on Bloomsburg's campus.

Madhav Sharma is coordinator of the office of international education. A native of Nepal, a small country nestled in the Himalyan mountains between China and India, Sharma advocates the enrollment of foreign students at Bloomsburg. "Because there is limited exposure to the outside world," Sharma says, "the goal is to diversify the campus and bring the outside world inside."

He says that approximately 100 international students—from Ireland, Brazil, Cameroon, Russia, China and Japan—are enrolled at the university.

Sharma would like to double that figure—not so much because he's looking to provide additional opportunities for foreign scholars to attend one of Pennsylvania's public institutions, but because international students offer an informal education in international relations for Bloomsburg's students.

International students bring a global perspective to the American university.

Nadia Gorlenkova, a Russian graduate student in interactive technology, compares the two cultures. "Everything is different here," she says. "We all take our lives for granted, until we are confronted with a whole new way of living." She has many stories to tell about life in Russia.

Gorlenkova believes that American students can learn new perspectives about their own society—as well as others—by being exposed to ideas from other cultures.

"American students better understand the way they live," she says, "when they are challenged to compare and think."

Another campus-based organization also challenges individuals to think beyond the scope of their world.

The Global Awareness Society International (GASI), founded by Bloomsburg sociology professor and Korean native Chang Shub Roh and headquartered in Bloomsburg, has members from El Salvadore, Germany and Hungary, as well as Poland, Brazil, Ethiopia, Zampia, India, China and Japan.



Learning can take place in an English garden...

The university has strongly supported GASI since its inception and became the first institutional member in 1991.

GASI's primary goals are to promote awareness and understanding of the diversity of all societies and cultures. The society recognizes that one of the methods to achieving this goal is through educational experiences abroad and by establishing international membership.

GASI conferences are a step in that direction.

In May of 1995, the society held its fourth annual conference in Shanghai, China.

Two Bloomsburg University students won all-expense paid trips to the conference based upon an essay competition that focused on global population issues.

Behzad Noubary, majoring in engineering and physics at Bloomsburg, returned from Shanghai more convinced than ever that while textbooks may provide an intellectual foundation for understanding other cultures, "learning from example is priceless and more enduring."



Out on an African safari...



A walking tour of England can frame a semester's experience.



For Shiho Kanzaki and Karl Beamer, art is about process as much as product. In their collaboration, East meets West.

Noubary himself is a multicultural student. Born in Manchester, England, he attended elementary school in Iran, completed junior high in Germany and high school in the United States. He became a naturalized citizen in 1988.

"You can read about a foreign culture or land," the young Noubary says, "but you don't really understand it until you actually see it for yourself."

The visual and performing arts are sometimes called universal languages. The beauty of the Bolshoi Ballet or the Kubuki Theater is not lost upon other cultures.

Internationally acclaimed clay works artist Shiho Kanzaki has spent his life communicating with others through his art and teaching.

Kanzaki, a native of Japan and advocate of global awareness, came to Bloomsburg because of a chance meeting on the Internet with art professor Karl Beamer. Beamer has visited Kanzaki in Japan. On his first trip to Bloomsburg, Kanzaki helped Beamer build a kiln on his farm near Mainville.

Longer than a tractor-trailer, Kanzaki's kiln includes two large earthy mounds, one behind the other.

A small doorway gives access to the "fire pit," while a larger entrance for the artist opens off to the side. Before firing, the artist strategically and personally places his work within the kiln to create a unique glazing from the fire and ashes as they escape through the chimney.

Art, for Kanzaki, is as much about process as it is about the product itself.

This past summer he returned to Mainville, firing ceramics and working with Beamer's students.

What do Bloomsburg's students gain from Kanzaki's visits on the farm with his friend? "They learn to break away," Beamer says. "They face up to the conservative and conformist tendencies of society. They discover a culture that's hundreds of years older than their own."

Some have argued that the great age of exploration is past.

But in the new global village, undiscovered areas may be the distances that separate people one from another. If the modern university is to prepare a new generation of students to explore the world, then it must build bridges across these gulfs.

Bloomsburg University builds bridges. ■

WHAT IN THE WORLD AM I DOING IN A PLACE LIKE THIS?

Is there any better teacher than experience? Not according to Roy Smith, Bloomsburg's own Indiana Jones.

Smith, executive director of Quest, an outdoor adventure education program at Bloomsburg, has made a career out of "learning by doing." Because he sees education as a lifelong process, Quest activities are open to anyone who has the desire and ambition to venture beyond the daily routine.



On one descent of the Omo River in Ethiopia, Smith's party was attacked by hippos, and his raft was sunk by crocodiles. As this picture shows, not all Smith's excursions are quite so adventuresome.

Quest trips are safe and group-oriented. You don't have to spend 16 weeks abroad, and you don't have to leave family and friends far behind. In fact, you can take mom and pop with you.

The experiences can exert a powerful influence on people's lives. Smith has had more than one student decide to live abroad after graduation. Some have even joined the Peace Corps as a result of their experiences. Participants in Quest's outdoor adventures discover things they wouldn't encounter on campus or in their community. They don't just read about the world or watch it flicker by on The Discovery Channel. They get out there and experience it. "Learning by doing has an emotional component that is the driving force of our lives," Smith says.

The purpose of Quest is not to eliminate traditional educational practices, but to complement them. Students who participate in Quest programs actually use the concepts and ideas they have learned in class.

Quest takes "book smarts" and applies them to the real world.

Much of the programming at Quest has an international focus. Like other educators, Smith is concerned that students understand the world, not just their own small section of it. Earlier adventures have taken questors to Kenya, the Amazon, Alaska, England, Mexico, France and, this fall, Scotland. These journeys teach tolerance of other people, their values and customs—and life itself.

For some, the educational benefits may not be enough incentive to get them moving, but Smith has several other compelling reasons to join him on an adventure.

There are practical considerations: Those with a broader world view may have a leg up in the job market. Tomorrow's graduates could be competing for jobs against qualified applicants from other countries. It's always wise to know your competition.



On a more spiritual note, questing is good for the soul, Smith says. In a dog-eat-dog world, we can lose sight of the simple things that make us happy. A trip down the Amazon can help refocus on simple joys. Last, we learn more about ourselves. Appreciating and understanding our own culture increases through interaction and comparison with others.

Quest Director Roy Smith has led two major expeditions supported by National Geographic. "What do they know of America," Smith asks, "if only America they know?"

USING 'TOONS TO MAKE BEAUTIFUL MUSIC

The garage door opens. Inside, you find all the equipment you need to create your band.

"Mick," the cartoon owl, gives you a mission—audition and choose the right drummer, bass player and guitar players to form your group. Use a computer's mouse to select the instruments and players for your upcoming gig.

Oh—and by the way—while you're auditioning the band, you'll learn something about rhythm, harmony and melody.

Ron Miller of Allentown, who earned his master of science in instructional technology this past spring, was one of 50 graduate students from around the world chosen to present their projects at MILA '95. MILA is an international conference that focuses on the development of interactive computer programs, also referred to as multimedia projects. The conference paid all the expenses for Miller's trip.

The accolades Miller earned for his project aren't the kind of kudos that students in college programs receive very often. But his project is a case study of how Bloomsburg's instructional technology program works and what sets it apart from other programs like it.

WRITTEN BY

ERIC FOSTER

PHOTOS AND COMPUTER GRAPHICS BY

RON MILLER AND JOAN HELFER

"The Music Garage" is a computer program created by a team of Bloomsburg graduate students. Designed to help children learn about the fundamentals of rhythm, harmony and melody, it was one of only three student projects from North America selected for inclusion in an international exposition of interactive computer programs in Cannes, France.

Instructional technology can refer to anything from overhead projections for a classroom presentation to desktop publishing to computer-based interactive multimedia software. At Bloomsburg, when you talk about instructional technology, you're talking about computers—and about students learning to create interactive programs. These programs allow the user to "interact" with the computer to affect the outcome of a game or to find a specific piece of information.

Interactive programs are turning up everywhere these days.

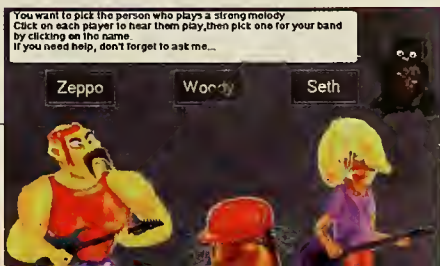
Video arcade games are a type of interactive program. So is the well-known Carmen Sandiego educational game. Even the golf game that dad uses on the family computer is interactive.

Bloomsburg's focus is training students to create educational programs intended for audiences ranging from children to corporate professionals.

From its beginning ten years ago, Bloomsburg's program has had an entrepreneurial edge. A business's request, an agency grant, and a college professor's vision combined to create a new academic program.



Bloomsburg grad Ron Miller was one of three North American Students who exhibited work in Cannes.



At a time when the Bloomsburg campus mainframe computer held one-thousandth of the memory that many desktop computers do today—Harold “Hank” Bailey envisioned a curriculum in which students would learn to harness the teaching potential of the technology.

Today, he directs that program and the related Institute for Interactive Technologies (IIT), which links students and the university to outside companies and agencies. Through the IIT, students have worked with clients such as the Pennsylvania Job Centers, Geisinger’s health maintenance organization and Dupont.

Bailey’s interest in computers began in 1978, while he was completing his doctorate in curriculum and instruction. In 1980, he splurged, spending \$3,400 for Apple II with 64K (kilo-bytes) of memory. That’s just a fraction of the capacity of today’s ordinary floppy disk.

“The computers were so crude then you couldn’t do much with them,” recalls Bailey. “But I thought that this was going to be more than a passing fad, that the computers would become more powerful—that they would only get better.”

Through the early 80s, Bailey taught undergraduate courses in computer education and gave workshops for teachers in school districts. There were summer camps at Bloomsburg for children to learn Logo, a computer language suited for children. And Bailey wrote and collaborated on several books: *Apple Graphics Activities Handbook*, *Commodore 64 Graphics*, *Apple Logo* and *Commodore Logo*.

In 1984, things began to happen—fast. A physician at nearby Geisinger Medical Center asked Bailey to develop an instructional program for nurses. Dupont heard about the project and was interested in developing something

similar. The chemical giant sent Bailey to Nashville to check out a company, EduDisk. EduDisk was connecting Macintosh computers to CD Rom drives and developing software to create interactive computer programs.

Bailey was entranced, and Bloomsburg became a testing site for the firm’s software.

Within a year, a graduate program in instructional technology program was in place at Bloomsburg, and through a Ben Franklin Partnership Grant, the Center for Instructional Systems Development was established.

In the program’s first year, a single student was taking classes. Over the next decade, more than 200 students graduated from the instructional technology program and the name of the Center for Instructional Systems Development had changed to the Institute for Interactive Technologies. Today, 35 to 45 students graduate each year from the intensive 18-month program.

Facilities have grown as well. From a single office-sized room and later two adjoining offices, students now work in a cluster of classrooms and labs loaded with high-tech equipment in McCormick Center for Human Services.

The university’s commitment to instructional technology has paid off in other ways.

The IIT has created several programs that are being marketed nationwide. One of them, “Attributes for Successful Employability,” has generated \$140,000 in royalties for the university.

As the program’s student body and facilities have grown, so has its reputation. Students have come from Brazil, China, Russia, Turkey, Israel, the Netherlands, Spain, Philippines and Puerto Rico to earn graduate degrees in instructional technology at Bloomsburg.

The connection of the academic program to the business world—of theoretical knowledge to hands-on know-how—remains a defining characteristic of the program.

When Miller and his three partners created their program, “The Music Garage,” they weren’t just making it for class, but for a client as well.

Like many classes in the instructional technology program, their “advanced instructional design” course was intended to simulate real-world work experience—with the emphasis on real-world rather than simulation. More than simply making a project, students define a client’s needs and test the program to see that it meets those needs.

For Miller, the client was the Technoplatz at the Bethlehem MusikFest, where Bloomsburg University has exhibited for several summers.

“I told the team that the program had to do three things. It had to be ‘bullet-proof’—it wouldn’t crash when put in a kiosk. It had to be interesting to middle school students, and it had to provide music instruction,” says Tim Phillips, assistant director of the IIT, who designed and teaches the course.

“The Music Garage” allows children to create their own band by auditioning a variety of cartoon character musicians. The goal of the project is to instruct children about the fundamentals of music. When a child chooses the correct mix of musicians to play rhythm, harmony and melody, the cartoon musicians perform together as a band.

“We tested the program with students from the Bloomsburg Middle School and made changes and adjustments from their reactions,” says alumnus Miller, who managed the project. “I had a brilliant team working with me, and we were able to finish the project on time. It helped that everyone in the group had played a musical instrument at some time.”

In the case of “The Music Garage,” some of the feedback from children was unexpected. For example, they often chose one particular character for their



Tim Phillips, assistant director of the Institute for Interactive Technologies, designed and teaches the course.



Hank Bailey, IIT director, spent \$3,400 for an Apple IIC back in 1980.

band, even though he was obviously incorrect, simply because the character was so funny. Miller and his colleagues adjusted for this “glitch.”

Like the cartoon characters in “The Music Garage,” teamwork is a defining characteristic of Bloomsburg’s program.

In the real world, interactive computer

program designers have to work in teams. There are too many specialized skills involved in creating a program—videography, computer graphics, writing, computer programming—for one person to master them all. Students are exposed to these skills in class, but they work in teams and draw upon the strengths of individuals in the group for their projects.

For students, Bloomsburg’s instructional technology program has often been a source of opportunity.

Shelley Gross-Gray found in the program a chance to change careers after working 13 years as a real estate appraiser.

“I wanted to get into a more creative field,” says Gross-Gray, who began her studies in 1994. “And I needed to support my two children.”

Like some students, Gross-Gray of Berwick entered the program without any computer background. At Bloomsburg, she learned what she needed to know about computers, and also found a ready outlet for skills she’d developed in business.

“Having a business background is a strength, particularly in writing and designing programs,” she says.

Connecticut native Jennifer Gynn found in the instructional technology program an ideal way in which to indulge her long-time interest in computers and complement the teaching degree she’d earned at Bloomsburg. For Megan Johnson, specializing in instructional technology was a way to make herself more competitive in a tight job market after earning a communications degree at another university.

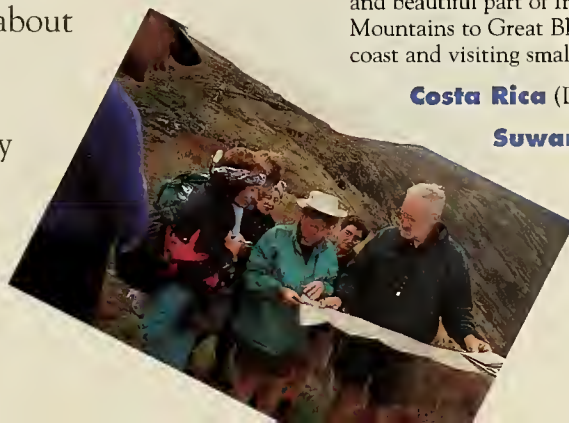
The relationship that the program has developed with the business world helps the program boast of a 100 percent job placement rate.

“We can’t keep up with the marketplace,” says Bailey. “Most students have two to five offers for jobs before they leave.” Bloomsburg graduates are courted by AT&T, Bell Atlantic, IBM, Unisys and Eastman Kodak. Other grads, like Miller, choose to go to small companies that do contract work. ■

JOIN THE QUEST



Join a walking trip to Europe next summer—and discover the best way to see the country and meet the people. • You can travel along footpaths and trails, through beautiful rural landscapes, on any one of four excursions across England, Scotland, Ireland or France. After your daytime treks of 10 or 15 miles, you'll stay overnight, in charming country inns and bed-and-breakfasts. • For the more vigorous, you might want to take a canoe trip down the Suwanee River in Florida or a four-week trek through the Andes of Peru. If you're a bit more adventurous—and if you're a woman—how about a trip through the rain forest of Costa Rica? • Your trips are escorted by Bloomsburg University faculty or a member of the Quest staff.



England (July 3–15) You'll walk across the breadth of northern England, through some of the island's most beautiful mountains and moorlands. The trip begins in the Lake District and crosses the North Yorkshire Moors—from St. Bees on the Irish Sea to Robin Hood's Bay on the North Sea. Your last day is spent in the ancient city of York.

Scotland (September) From the shores of Bonnie Loch Lomond, you'll walk north through the magnificent Western Highlands, finishing on the remote and romantic isle of Skye, the last hiding place of Bonnie Prince Charles. Your last day is spent in Edinburgh.

France (June) You'll travel along the vineyards, past medieval ruins and through the countryside of the Alsace region of Eastern France. Along trails and footpaths through the Vosges Mountains, with spectacular views of the Rhine Valley and the Swiss Alps, you'll experience a rewarding immersion into the culture and cuisine of this beautiful region. Your last day is spent in the ancient city of Strasborg.

Ireland (July) Experience the land of scholars and saints. Your walk follows much of the coastline of the Dingle peninsula, a wild and beautiful part of Ireland. You'll walk from the Slieve Mish Mountains to Great Blasket Island, exploring the rugged and scenic coast and visiting small villages, churches and cultural artifacts.

Costa Rica (December 8–January 12, 1996)

Suwanee River (December 27–January 9, 1996)

Andes (May 20–June 17, 1996)

Call 717-389-4323 for Quest.

A weary wife returned home to her husband after a day at work.

She sank gratefully into the couch, sighed deeply,

removed her heeled shoes and rubbed her feet.

"What's wrong?" her spouse asked from an armchair across

the room. "Have a tough day out there in the rat race?"

"No," she said. "I can run with with rats just fine.

"But you should walk a day in these shoes..."

Toward a New Civility: Promoting the Values of Community

Walk Awhile In My Shoes

WRITTEN BY MARKLAND LLOYD PHOTOGRAPHY BY MARK ANDERMAN AND JOAN HELFER

Behind this anecdote is an assumption about human behavior: we would develop greater tolerance for our differences if only we could understand another's problems.

Could it be that wearing shoes—someone else's—is the key to civilization as we know it?

The notion of civility itself is ancient.

Aristotle wrote about a "civil society." Cicero spoke of *societas civilis*.

The English word *civility* comes from the Latin root *civilis*, source for city, civil and civilization. Although the word traces its origins to the political forum, since the 18th century, it has come to include a



much broader territory—from teatime manners to behavior on a basketball court.

In recent years society seems to have become less civil.

A number of national political leaders—including President Clinton and Supreme Court Justice Clarence Thomas—have spoken recently about the decline.

Even Newt Gingrich, chief apologist for the new Republican majority in Congress, has become a champion of civility. In his best-selling book *To Renew America*, Gingrich writes that "The central challenge to our generation is to reassert and renew American civilization...[and]

embrace a set of values and living habits that have flourished here for nearly 400 years."

Civility, for Gingrich and many others, has become a kind of band-aid that holds together a society increasingly polarized by race, ethnicity, religion and language, as well as gender, sexual behavior, age, clothing, diet and personal habits.

Many Americans are increasingly skeptical about our ability to meet Gingrich's "central challenge."

A recent issue of *Newsweek* indicated that a substantial minority of Americans—48 percent of blacks, 26 percent of whites and 38 percent of Hispanics—believes that 100 years from now "the United States will [no longer] exist as a nation."

Unfortunately, there's ample evidence to suggest that, as a society, we just don't care much about walking in another's shoes these days.

Reasons abound for our resistance.

Ours is a society that celebrates the unexamined life and immediate gratification.

Sports apparel purveyor Nike emblazons tee-shirts with the corporate sales pitch—"Just do it!" Reebok responds by declaring, "On Planet Reebok, there are no rules." Car-maker Mazda urges us to plunk down \$20,000 on a 626 because "It just feels right." Brewery giant Anheuser-Busch says, "Why ask why? Drink Bud Dry."

Don't think, drink!

Public Broadcasting CEO Ervin Duggan says that these kinds of advertising mes-

Christopher "Kip" Armstrong, a sociology professor at Bloomsburg University, says simply that "civilization declines when the family dies."

In traditional, loving, two-parent families, he explains, children learn models of behavior. They see civility in the ways parents treat each other. But often, children today don't have models. More than 30 percent of the children born in this country last year were born out of wedlock. Nearly half of all children live, for a time at least, in single-parent households.

In other times and in other cultures, children learned to venerate grandparents, who frequently lived in the same household. Today's grandparents retire to Sun City and live hundreds—perhaps thousands of miles—away.

Marion Mason, a psychology professor



Civility is essentially an unnatural act—but one that is necessary for people living together in a civilized society.

Psychiatrist M. Scott Peck, whose *A World Waiting to be Born: Civility Rediscovered* remained no. 1 on the *New York Times* best-seller's list for 14 weeks, says that "Incivility generally arises out of unconsciousness.... [And] since children are born as...unconscious creatures, we humans are not born civil. We only become civil through development and learning."

Wearing another's shoes is just a euphemism for the act of learning about others.

sages threaten the traditional moral consensus, as well as our shared view of rights and laws.

These messages undermine the notion of civilized behavior that is the basis for society and glorify "feeling good," rather than our obligation to others.

In other words, the underlying attitudes are fundamentally uncivilized.

Another cause for the decline in civility may be the meltdown of the nuclear family—mother and father and children. And the disintegration of the extended family—grandparents, aunts and uncles, cousins.

at Bloomsburg with a special interest in issues of moral development, agrees that the family plays a primary role in moral development. In many modern families, she says, where there are no "role models" to transmit values—"a love for learning, a respect for others, a concern for the future"—children can have trouble learning civil behavior.

Some believe that the rise in incivility is a by-product of a growing social tension in our society.

"Sometimes," says Bloomsburg English professor Ervene Gulley, "good manners' pass as a class distinction that separates

people. The rude, 'in-your-face' behavior that characterizes so many of our interactions today," she says, "may actually be a response of the powerless against the manners and social norms that the powerful have used to put them down."

Examples abound in pop culture.

Television programs like *The Simpsons* or *Married with Children* are series "devoted to rudeness as a blue-collar art form," says *New York Times* writer William Grimes. "Week after week," he says, "the title character on Roseanne gives a Bronx cheer [to] her natural enemies: middle-management weenies, bankers, lawyers and the phony, dim-witted jerks who hand out layoff slips and bottom-line explanations to union workers."

Professor James Dalton of Bloomsburg's psychology department and a specialist in community psychology, says that civility is often the privileged's instrument to preserve their position of dominance.

"It's easy," he says, "for the privileged to tell the unprivileged, 'shut up and act nice.'"

"Civility" can be a velvet hammer to preserve one person's privilege and power against others who want a share of the American dream. For the underclass in society, there's even less reason to act nice. Being polite doesn't get you any place.

William Grimes, writing in the *Times*, says that among some social classes "Skepticism [about civility] shades into outright rejection.... Part of the appeal of rap [music] is that it refuses to buy into the civility model."

Bloomsburg University political science professor George Agbango, a former member of Ghana's parliament and former Ghanaian chief delegate to the United Nations, rejects any notion that society's underprivileged are "entitled" to behave with incivility.

"Even poor people have morals," he explains. "After all," he continues, "poverty is an economic condition. Morality is a state of mind."

Lashing out against social injustice by behaving badly just won't do.

According to Agbango, American jurist

Oliver Wendell Holmes had it right when he opined that "swinging your arm ends where the other person's nose begins."

Too many in American society—especially those on political left, says the former Ghanaian diplomat and congressman—have become tolerant of incivility. America cannot effectively lead the world in the 21st century if incivility at home is tolerated or rewarded.

Incivility, he insists, is intolerable in a civilized society.

If American society fails to develop a new reverence for civility—mutual respect and understanding of others, and a code of conduct that reflects those values—can civilization survive?

Agbango is encouraged by the emergence of a new generation of political leaders who have begun to speak candidly about social issues. But not all social

One of the traditional roles of the university has been to function as a civilizing influence in society. As Bloomsburg psychologist Marion Mason says, a university's mission is to "transmit values"—through time and space, and among people of different races, creeds, colors, national origins, sexual orientations.

Mason says that moral development depends upon an individual's having beliefs challenged. Sometimes, she explains, "it's the things that happen to people—having a sister raped, being part of an organization, having a roommate of a different racial background—that cause us to confront our beliefs."

Sometimes, it's simply getting into a discussion that challenges these beliefs.

We don't necessarily have to change



commentators share his upbeat mood. Richard J. Mouw, president of Fuller Theological Seminary in Pasadena, California, and author of *Uncommon Decency: Christian Civility in an Uncivil World*. Mouw says that, as a nation, we have a civility deficit. "Unless we can find a way to live with diversity without screaming at each other or shooting at each other," he says sadly, "it's all over."

Mouw is not sure we have found the way.

If a way can be found, say Bloomsburg University faculty, it may be in helping people fit into others' shoes—walking a mile in their moccasins.

attitudes or values, she explains, to develop a new moral consciousness or civility. In fact, she says, sometimes our experiences and our discussions reinforce beliefs.

A college or university has an important role to play in this developmental process. "Bloomsburg has done wonderfully well," says Agbango, "in sponsoring programs that aim at making the university community more civil."

During freshman orientation, even before students begin their educational careers at the university, they discuss scenarios that focus attention on cheating, date rape, alcohol abuse, homophobia, racial tension.

The University-Community Task Force on Racial Equity allows people to confront issues of discrimination and racism. The university includes courses on diversity in its curriculum and sponsors lectures, banquets, art shows to expand students' experiences with other cultures.

Skeptics sometimes argue that these initiatives are mere window-dressing. They're expensive, the results uncertain or negligible. No one, after all, becomes more civil simply by attending a diversity workshop or an international dinner in the student union.

That's true, says Mason, but progress in moral development is "slow." Research has demonstrated, she says, "that it's the accumulation of challenges, plus maturity and time, that causes us to develop our moral awareness and sense of civility."

If the university fails to address the chal-

Values are revealed in the "visible curriculum"—in the materials that an instructor consciously selects for discussion or presentation. But values are also modeled in behaviors exhibited by faculty.

"We demonstrate civility by how we, as teachers, behave," she explains. "We demonstrate our values by how we treat equipment that sits in the classroom, by our willingness to listen to new ideas, even by the act of our failing to erase notes from the board before another professor begins class."

In short, it's impossible for a university not to teach values. It teaches consciously and unconsciously.

Furthermore, Bloomsburg English professor Ervene Gulley says, the public university has a special obligation to the society that provides its funding. "We have

moral reasoning," he says, "and that's been the province of the university since medieval times." Today, the most important civil skill that society must develop, he says, may be "an ability to resolve conflicts in more just ways—and without violence."

Few people would disagree.

"First, we must teach each other to listen better, more competently," says Dalton. "We must be willing to hear disagreeable ideas voiced—and discuss those ideas with respect."

More than 250 years ago, Lord Chesterfield, a commentator on English manners, said that "listening is the act of the civilized man acknowledging the significance of another person."

As a society, Dalton says, we must "take actions to ensure just treatment for people. We can't teach civility by words alone."

And finally, he says, we must be prepared to *celebrate*, not just *tolerate* diversity. Tolerance is what you have for barking dogs in the night.

"We're after something else."

What are we after? What does it mean to celebrate diversity?

Dalton likens it to the pleasure that comes from shopping in a new store with lots of products to choose from or dining at a new restaurant that boasts an especially diverse menu. We go on vacations to shake away the dust of our everyday lives, to encounter new experiences.

These diverse experiences help make life interesting and enjoyable.

Universities can provide workshops and multicultural programs that promote diversity. They can develop curricula that explore issues of racism, sexism, ageism, any-ism.

But providing these opportunities is an act of faith, says Marion Mason. It is difficult to measure their effectiveness.

If the university is a purveyor of new experiences, new "shoes" that people can try on, it's as individuals that we put on the shoes and start walking. To walk upright, on our own two feet, is characteristic of the human species.

Walking in another's shoes may be humanity's first step toward civilization. ■



lenges of "civilizing" humankind, she asks, who else is likely to take up the charge?

Some in our society believe that a university should focus on teaching content. Faculty should convey facts, not promote social values. Moral education, critics complain, is a parent's responsibility.

Moralist Marion Mason agrees. But too many of America's families are "disrupted households," she says. Too many young people leave home without the values essential to life in a civil community.

But Mason also believes it's impossible to separate values from what goes on in a college classroom. "There is no such thing as a value-neutral classroom," she observes.

to take a stand on issues of tolerance and respect for others," she says. "It's our responsibility to the diverse society that funds the university."

Teaching civility is not a modern phenomenon practiced by the state university.

"The university as a social institution has been in the business of building character for a long time," explains psychology professor James Dalton, a member of the University-Community Task Force on Racial Equity and an organizer of a recent university conference on The State of Hate in the Commonwealth.

"Character has often been described as



Receiving the president—Mitrani Hall lobby

INAUGURATION

A PRESIDENTIAL WELCOME

The audience fell silent. A single spotlight froze the solitary grand piano in its glare. Tall and white, standing like sentinels, arrangements of lilies defined the stage's margins. From somewhere off-stage came the words, unadorned and without accompaniment: "Amazing Grace...how sweet the sound..." The words are

Captain John Newton's. He was captain of an English slave ship in the 1800s. His hymn cele-



brates the power of grace in transforming a man's life following a storm at sea. Increasingly troubled by the inhuman aspects of

his trade, Newton left the sea to enter the ministry and preach the remaining 43 years of his life.

WRITTEN BY JOAN T. LENTCZNER PHOTOGRAPHY BY MARLIN WAGNER

CELEBRATION



Members of platform party at Kozloff inauguration.

A mazing grace, how sweet the sound,
that saved a wretch like me....

Then, Grammy-award-winner Judy Collins appeared on-stage.

A year ago last April, Jessica Kozloff had stood on that same stage. As president designate, she addressed the university and community. "I want to introduce myself to you in terms of who I am, as a reflection of my family," she said then.

She introduced her husband, physician Steve Kozloff.

"No one—male or female—could ask for a spouse who is more supportive than he is," she said. She recalled Steve's caring for their two children when she was in graduate school pursuing her doctorate in political science and commuting 40 minutes each day to class.

"Steve is also my Pennsylvania credential," she said. "Back in Colorado, where I used to live, legislators become very upset when you don't choose a Coloradan as president of a public university. And while you haven't chosen a Pennsylvanian as your president at Bloomsburg, you did choose someone who had the good sense to marry one."

She spoke proudly of their son, Kyle, in France on a business assignment, and their daughter Rebecca, finishing her second year in law school.

She described her parents. "My father initially considered the ministry, but

chose teaching instead because he thought, for him, it was there he could make a difference. It was my father," she said, "who taught me that education is the key to empowering, transforming and enriching lives.

"And through that transformation we can make the world a better place."

Jack Sledge, Jessica Kozloff's father, had been a school superintendent in a small Texas community. He died shortly before her 16th birthday, leaving behind a wife and two children and serious financial problems.

During her husband's lengthy illness, Ann Sledge took up the challenge. She had few choices.

"Mother showed me," Kozloff told us in her April address, "that a woman can be a loving mother and wife and also pursue a career."

It was, Kozloff says, an all-too-rare experience for a little girl at that time.

Kozloff went to the nearby state university so she could live at home and reduce the expense of attending college.

Her education there influenced her professional life. She came to understand, deeply and personally, "the role that state universities play in providing an affordable, quality education" to working-class families.

She is a product of a uniquely American institution, an instrument of

its fundamental democracy.

On this night, at the Judy Collins' concert introducing her weekend inaugural celebration, Kozloff was on stage once again.

At the close of the performance, Collins invited the president to join her on-stage and share the spotlight.

The Grammy-award winner closed the concert singing *Amazing Grace*. Its rendition was simple, elegant.



"I want to dedicate the last number to you," Collins told Kozloff, standing alongside her. Collins invited the president and the audience to sing with her. The two women embraced. Seconds later, the president was handed a bouquet of red roses.

The following day, on that same stage, Jessica Sledge Kozloff would receive the university medallion and carry the academic mace, symbolizing her leadership responsibilities as 18th—and first woman—president of the university in its 156-year history.

Although Kozloff took office on July 1, 1994, this rite of passage—her inauguration, nine months later—would represent the "official beginning" of her presidency.

Inaugurations are symbolic acts, serious acts. Sometimes—not always—the symbols can mask personality and strip away spontaneity.



Jessica S. Kozloff wields the academic mace, symbolizing the power and authority of her office.



Son Kyle, daughter Rebecca, husband Stephen watch as mother and wife is installed as president of Bloomsburg University.

on center stage. A maroon and gold banner bearing the university seal hung from the rafters.

Family members—Kyle, Rebecca and Steve—wore their academic regalia. So did representatives of the State System’s Board of Governors and members of the faculty, staff and trustees. More than 60 visiting delegates represented their own academic institutions.

All would march in procession, led by the swirl of the bagpiper. Banners and crepe paper that hung from residence hall windows bristled against the stiff April breeze.

International students in ethnic costume greeted the procession as it wound its way from the Kehr Union into Haas Center for the Arts.

Alumni, students, townspeople sat in attendance.

They faced a stage that Jessica Kozloff had come to know well in her brief tenure at the university. There, as president designate, she had spoken of her family. There, just six months before—in autumn, as the leaves were turning—she had stood before a grieving campus community, joined together to remember five young people killed in an off-campus fire.

The mood that autumn had been somber as Jessica Kozloff stood on stage.

But on this day, in her inaugural speech, Kozloff recalled the tragedy only

obliquely. She reminded her audience that, through times of turbulence and trial, the university as an social institution has survived for almost a thousand years.

Her inauguration was to celebrate the life of the college she had come to love.

Jessica Kozloff spent the last “official” hours of her inauguration weekend playing on a different kind of stage. The ceremonies at Mitrani Hall had ended less than 24 hours earlier.

On this Sunday morning, she stood on a softball diamond with students of “her” university. They played to raise money for the Five Friends Memorial Fund, established to commemorate the lives of the five young people who had perished in the fall.

Jessica Kozloff, as 18th president of Bloomsburg University, has often climbed upon the stage. Certainly, one of her most appreciative audiences has been the university’s students. Before introducing Judy Collins, the student government president observed that it was Kozloff’s “strength, leadership and compassion” that “helped the university, and particularly its students, through this difficult time.”

The boxscore doesn’t show whether Jessica Kozloff scored a run during Sunday’s ballgame. She may not even have taken a turn at bat.

But Jessica Kozloff has made a hit. ■

Jessica Kozloff’s inauguration would not be one of those serious ceremonies. Surrounded by several members of her platform party and staff at a rehearsal two days before the event, Kozloff looked out over an empty auditorium and asked for the technical director. “Bring up the lights tomorrow,” she said. “I want to see the audience. I can’t relate to them if I look out at a sea of darkness.”

At another point in the rehearsal, sensing the mood was too somber, the president turned abruptly from the lectern, faced the platform party, placed her thumbs firmly in her ears, wiggled her fingers and stuck out her tongue.

“This is supposed to be fun!” she insisted.

Her audience laughed.

For her inauguration, the Mitrani stage was adorned with bright yellow and burgundy flowers in front of an oak lectern

“

Sixteen men before me have guided this institution through the challenges of its past. They have served the institution through good times and bad. [Bloomsburg] has prospered—thanks in part to the leadership, vision and perseverance of those who preceded me in this office. So today, especially, with two of my predecessors on the platform beside me, I feel the awesome responsibility for preserving the legacy they have left me and which the Board of Governors and Council of Trustees have entrusted to my care.

I am also particularly conscious, because of the pomp and circumstance of this inaugural ceremony, that we are celebrating not just my presidency, but the traditions that have been with us for hundreds of years—almost a thousand years—extending to the first universities, established in Italy during the 11th century.

The regalia we wear today—the gowns and multi-colored hoods, the distinctive caps... many of the symbols we see here—are derived from the great universities that began in medieval Europe.

Some people see these symbols as anachronisms, vestiges of a past that has little meaning for us today. The mace carried into this chamber today was, after all, an instrument of war used in battle by medieval knights.

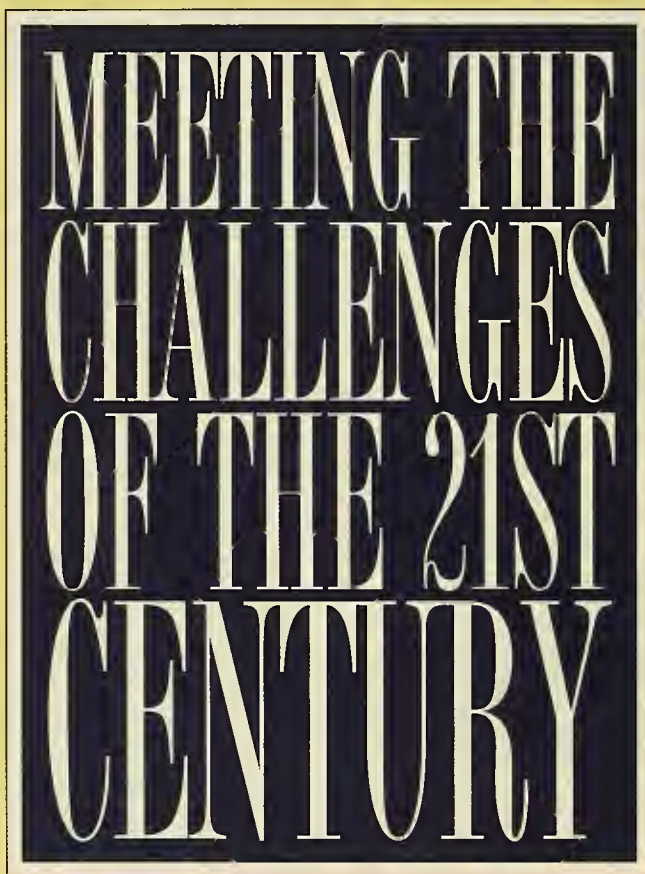
During the Middle Ages, when the good fight of faith was not merely a spiritual contest, monks often wielded the mace on the battlefield because Holy Orders prohibited clergymen from shedding blood by the edge of the sword.

The military and ecclesiastical associations of the academic mace tell us something about the role of the university—in the 11th century—and in today's world.

The mace is no longer a device for committing mayhem on the battlefield. It has become a symbol of our struggle to defeat ignorance and advance knowledge. As the medieval knight brandished the mace against enemies on the battlefield, today's scholar takes up arms against ignorance and narrow-mindedness, against hopelessness and despair. The struggle is just as intense—the stakes equally high.

If there is any word associated with this decade, it is change. We stand at the threshold of a new millenium. The prospects before us are

exciting and dangerous. At national conferences—in the newspapers and on television newscasts—we hear about the forces of change and how they are buffeting our institutions...the family, government, the church, schools.... None of us is immune. American higher education, which is the envy of the world, is being asked to “re-engineer” itself so that it can bring its resources to bear on the most vexing problems of society. There are some who doubt whether the modern university can respond to the remarkable events that are occurring about us. I am convinced that we can respond to the challenges before us. It has been done before. We must—and can—do it again....



Tradition, our sense of history, can be the ballast—the stabilizing element—that steadies our course in the midst of change. Tradition should not be just “dead weight”—something that holds us back.

That's why I feel such awe today. For a thousand years, the university has survived....

The medieval university that I seem to celebrate here today was not a perfect institution. In many ways, it wasn't especially admirable. It was not democratic.... It was a closed system—closed to most people in society, closed to new ideas. But, as an insti-

tution, it created a language for philosophy, made learning respectable and ended the mental adolescence of the Dark Ages. And, most importantly, over time, the university adjusted itself to change, shed old skin to live a new life.

This university's own history provides clues about our ability to respond to the future. Eda Bessie Edwards' wonderful history of Bloomsburg is aptly titled *Profile of the Past: A Living Legacy*. In her history, she details the early years of this proud institution.... A public partnership between this university and the people of the Commonwealth was forged. In 1869—two years after the completion of Carver's building, which now bears his name—the Commonwealth authorized the Bloomsburg Institute to become the State Normal School of the Sixth District.

Like the history of the medieval institution that has bequeathed us so many of our symbols and so much of our academic tradition, our early years were not perfect.

Economic instability was a persistent problem. Sometimes, disputes broke out about who owned leases for the buildings and lands. Trustees and superintendents often engaged in downright battles with each other.

There was a devastating fire in 1875 that destroyed the school's only dormitory. Another fire in 1904 destroyed a portion of the school's main academic building, including the school of music.

The tragic death of a student in 1884 brought public criticism about the school's overcrowded conditions and condemnation of students' behavior while residing at the school.

Public officials—and the regional press—frequently criticized the experimental new curriculum and the quality of teachers who were graduated. But this fledgling university, as imperfect as it was, laid the foundations that define what we are today....



As a public university, Bloomsburg continues to serve as an instrument of public policy, addressing the needs of the Commonwealth and its people. We continue to serve as a reservoir for applied scholarship and service.... This university has always been a place where dedicated faculty have empowered students to dream dreams, to fulfill their potential, to serve their community.

This is our past—it is also our future....

Of all the traditions associated throughout history with the institution we know as the university, this is the most fundamental value that we must preserve: We must continue to celebrate the life of the mind. We must continue to excite intellectual curiosity so that our graduates can confront change and embark on journeys to brave new worlds.

After all, in the course of a lifetime, career options may change. Organizations may be re-engineered. The nature of institutions may be irrevocably altered.

But the power of human intellect and spirit to confront challenges and invent solutions remains unchanging. At this university—grounded in academic traditions that offer context and preserve timeless values—we aspire to celebrate intellectual curiosity and teach the discipline

of inquiry that empowers people to seek solutions to challenges. This is the purpose that we seek to celebrate. This is the instrument that empowers us, liberates us, gives us the capacity to change our world.... This is our weapon—our mace—to be wielded against ignorance and prejudice, and to enable our students to approach the world fearlessly, to welcome change, to seek answers that go beyond the scope of vocational training.

Today, I ask you to take up arms with me—and join the battle. The cause is just, the company good.

”

Athletic directors throughout the country are being called on to juggle the demands and expectations of student-athletes, parents, administrators and supporters—all under the watchful eye of college sports' ruling body, the National Collegiate Athletic Association (NCAA).

And today, the NCAA has a new partner overseeing college sports—the Office of Civil Rights of the U.S. Department of Education.

College athletic programs have to be balanced in ways never considered before.

Gender equity is just one of the issues that's up in the air.

These two words fundamentally changed the way college athletic programs do business. In 1972, the courts determined that all was not fair on the nation's intercollegiate playing fields.

The ruling upheld Title IX of the Civil Rights Acts, prohibiting gender discrimination at schools that receive Federal funds.

The impact on college athletics has been profound.

Colleges and universities that historically fun-

neled most of their athletic budgets into high-visibility men's sports were challenged to provide a more balanced program for their women athletes.

Recently, courts have taken the ruling a step further. They now expect the balance to reflect, not a 50-50 approach to men's and women's sports programming, but rather to reflect the make-up of the institution's overall student body. If, for example, there are 60 women for every 40 men among the general campus population, athletic opportunities are expected to be proportional.

At Bloomsburg, having a balanced program has long been the goal.

"We are committed to total programming, something for everyone," says



IT'S HOW YOU PLAY THE GAME

*People go to the circus
to see skillful juggling
and balancing acts.*

*But they can see many
of the same skills
performed by today's
college athletic programs.*

WRITTEN BY JIM HOLLISTER

PHOTOGRAPHY BY JOAN HELFER

Mary Gardner, Bloomsburg's director of athletics since 1988. "Every effort is made to accommodate women as well as men.

"We've made great strides toward achieving gender equity. The law didn't dictate our philosophy," she says. "We decided on our direction and have worked to maintain consistency and balance, while giving the coaches the necessary resources to continue and sustain those efforts."

It's sometimes easier said than done.

Bloomsburg's athletic program is remarkably balanced. Things are about evenly divided between men's and women's sports.

There are nine varsity sports for men, nine for women. Of the \$293,890 in scholarship dollars passed out in the 1994-95 academic year, 50.7 percent of those dollars went to male athletes, 49.3 percent to female athletes. The average amount of award for men was \$1,794, for women, \$2,100. Of the 152 students receiving scholarship aid, 54.6 percent were men 45.4 percent were women. Of the 460 total varsity participants last year, 55.4 percent were men, 44.6 percent women.

This gender balance is among the very best in the PSAC, but it's not good enough at a university where women make up about 60 percent of the student body.

Bloomsburg bases its male squad sizes on national norms and middle and season-ending numbers, and is working to increase participation in women's sports like field hockey, soccer and swimming.

So far, the efforts have met with approval by the NCAA's new policing partner, the Office of Civil Rights. OCR uses a three-pronged approach when it's asked to determine a school's compliance with the courts' expectations.

OCR asks three questions: (1) are opportunities for athletics participation substantially proportionate to enrollment by gender; (2) has the institution established a history and continuing practice of program expansion for members of the underrepresented sex; and (3) does the institution fully and effectively accommodate the interests and abilities of the underrepresented sex.

The purpose of the test is to enforce Congress' intent that neither men nor women will be discriminated against when being provided opportunities to participate in athletics.

If an institution meets one or more of the criteria, it is deemed in compliance.

According to Norma Cantu, assistant secretary for civil rights in the Department of Education's Office of Civil Rights, no part of the three-part test is preferred by the OCR. The agency doesn't use any one criterion exclusively to test compliance with the law. An institution can choose with which of the three it will comply.

While Bloomsburg's proportion of female athletes does not match the proportion of women in the college's general population, it exceeds the OCR's scholarship dollar expectations.

Sometimes, achieving balance may seem to be a numbers game.

But Gardner says that the key to Bloomsburg's success—on the field and off—is getting people “re-focused, not just to seek numbers in their recruiting efforts, but also to concentrate on quality.”

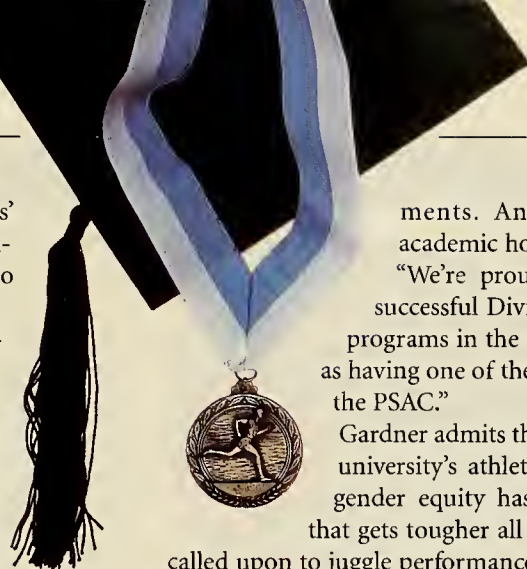
Bloomsburg's teams have been remarkably successful over the years.

In each of the past eight years, the university's teams had an overall winning percentage of .580 or better—best among the 14 universities in the PSAC. In the 1994-95 academic year, Bloomsburg's 18 intercollegiate programs recorded a winning percentage of .660. Teams have posted top four finishes in the PSAC in their respective sports 95 times in the decade.

They have won 33 league championships in the past ten years. Thirteen of the university's 18 intercollegiate sports programs have had winning records every year since 1988.

Individuals have also excelled.

Last year, nearly 100 athletes earned conference, regional and national honors for their athletic accomplish-



ments. Another 50 received similar academic honors.

“We're proud to have one of the most successful Division II intercollegiate athletic programs in the nation,” says Gardner, “as well as having one of the best gender equity records in the PSAC.”

Gardner admits that balancing the quality of the university's athletic program and the need for gender equity has been challenging—and one that gets tougher all the time as college athletics is called upon to juggle performance and to redress long-standing social inequities. Court decisions and society's expectations

have redefined what it means to be successful on college playing fields.

The juggling act is only part of the balancing an athletic director is required to do.

Gardner juggles eligibility reviews for each of the athletes and meetings with every team to detail the expectations that accompany the privilege of competing in the athletics program. She schedules more than 325 events each year with institutions throughout the country. She oversees distribution of dollars to support the individual

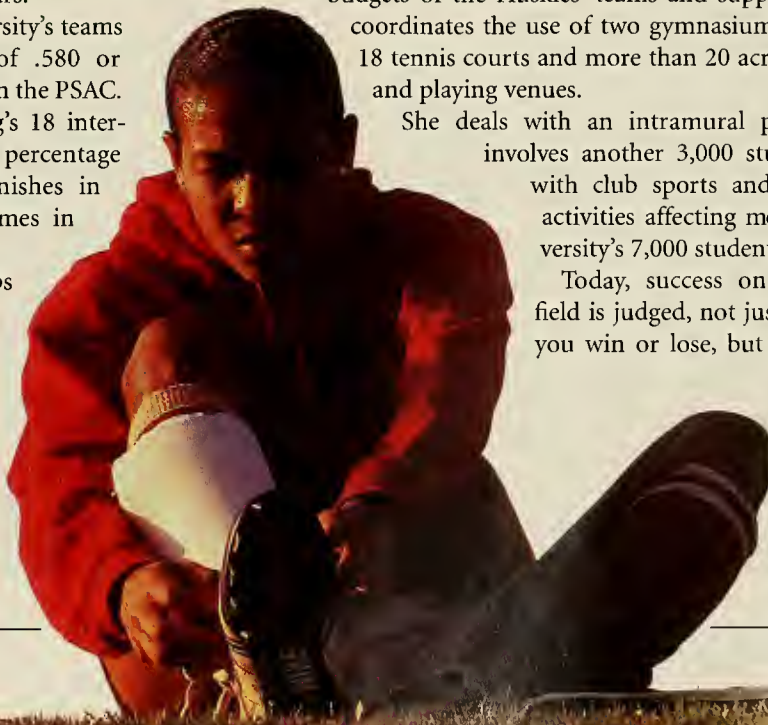


budgets of the Huskies' teams and support staff, and coordinates the use of two gymnasiums, a stadium, 18 tennis courts and more than 20 acres of practice and playing venues.

She deals with an intramural program that involves another 3,000 students, along with club sports and recreational activities affecting most of the university's 7,000 students.

Today, success on the playing field is judged, not just by whether you win or lose, but especially by

how you play the game. ■



Tomorrow's Nurse - outside the hospital

Bloomsburg's nursing chairperson Christine Alichnie has looked at the future of nursing, and it isn't necessarily in hospitals.

"In the future, there will be fewer nurses in hospitals, but they will have greater responsibilities. The nurses of the future will act more as case managers, while bedside care will be performed by a technician directed by an RN," predicts Alichnie. "And far more nurses will be working in communities—at clinics, in home healthcare agencies and as private duty nurses."

Two nursing career options will become increasingly important in the future, says Alichnie—the advanced nurse practitioner and the master's prepared nurse in a clinical

specialty. Bloomsburg offers an advanced nurse practitioner program and is preparing to develop a program for the advanced health nurse practitioner.

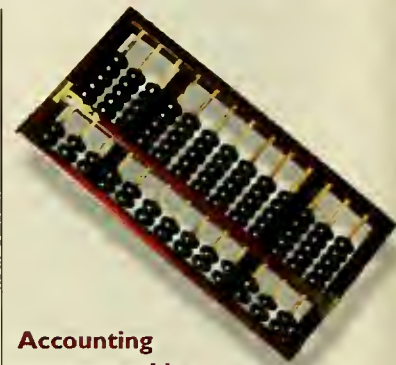
The department is submitting a proposal for a graduate nurse practitioner program, which could admit its first students in 1996. The new program would join Bloomsburg's accredited graduate as well as undergraduate nursing programs.

"Clients may have routine problems that don't require the attention of a physician. In those cases nurse practitioners can provide a level of care that matches the needs of the client," says Alichnie. "People are beginning to see that nurses have the skills to adapt to a wide variety of roles instead of creating unlicensed groups in health care."

The university is also talking with the Geisinger Medical Center to develop a nurse anesthetist program. "The Council of Accreditation of Nurse Anesthesia Education Programs has advised Geisinger that its nurse anesthetist program must be a master's degree program by 1998.

Hospitals are not permitted to grant degrees, only certificates," explains Alichnie. "We would offer the core and research courses while Geisinger would provide the clinical experience for students."

Bloomsburg is responding to health care changes at the baccalaureate level as well. Students' clinical experience will focus on community-based health care. Students will be exposed to management and economic theory at early stages in their college experience.



Accounting program adds to scholarship totals

Bloomsburg University's accounting program will benefit from two charitable gifts recently made to the Bloomsburg University Foundation.

Jack L. Mertz, a 1942 alumnus, has donated \$50,000 to the university as a charitable annuity trust. A charitable annuity allows the donor to receive a monthly lifetime payment based upon a negotiated interest rate. Donors may claim a portion of the gift as a tax deduction.

Mertz was also a major contributor to Bloomsburg's recent library campaign, donating \$500,000 to the university.

The second gift of \$5,000 from Magee Industrial Enterprises will establish a scholarship in memory of Kenneth E. Nadel. Nadel, vice president of finance and officer of the board of directors of Magee Industrial Enterprise Inc., Hotel Magee Inc., and M.I.E. Hospitality Inc., died in March.

A Danville resident, he had been with the Magee organization for 19 years. Nadel was a member of Bloomsburg's College of Business Advisory Board.

FOCUS ON THE HOLOCAUST

Bloomsburg's Honors and Scholars Program is sponsoring a semester-long series of lectures, films, exhibits and other events this fall concerning the Holocaust.

The series grows out of "Holocaust Constellations," an honors seminar in the humanities being taught by language and cultures professor Luke Springman.

In connection with the class, a series of events has been planned that is open to the public.

Israeli journalist and author Yaron Svoray will give a workshop and lecture on Wednesday, Nov. 8, at 4 and 8 p.m. in Carver Hall's Kenneth L. Gross Auditorium as part of the university's Provost's Lecture Series. Svoray, the son of Holocaust survivors, infiltrated neo-Nazi groups in Germany posing as an American businessman.

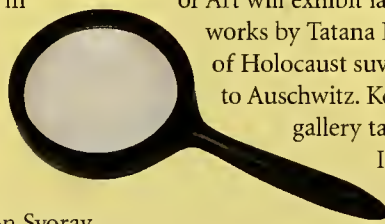
His book, *In Hitler's Shadow*, documents his experiences and demonstrates that Nazi and racist ideology is still embraced by a wide spectrum of German society.

Throughout November, the Haas Gallery of Art will exhibit large and dramatic works by Tatana Kellner, a daughter of Holocaust survivors who returned to Auschwitz. Kellner will give a gallery talk on Friday, Nov. 14, at 4 p.m.

The play, *Children of...*

will be performed Nov. 9 at 8 p.m. in Gross Auditorium. The drama documents a contemporary Jewish family's dealing with its patriarch's legacy as a Holocaust survivor.

A film series will be shown throughout the semester most Thursdays at 7 p.m. in Old Science Hall, room 122.



Southern discomfort

The University of North Carolina Press has published Jeanette Keith's *Country People in the New South: Tennessee's Upper Cumberland*. Keith is an associate professor of history at Bloomsburg. The book will be available in the fall.

In the book, Tennessee native Keith examines conflicts over culture and progress in Tennessee's hill country between 1890 and 1925.

She traces the impact of the railroad's arrival in the late 1800s and the clash of cultures that followed between the region's small farmers and town dwellers. Progressives called for cultural, political and economic modernization.

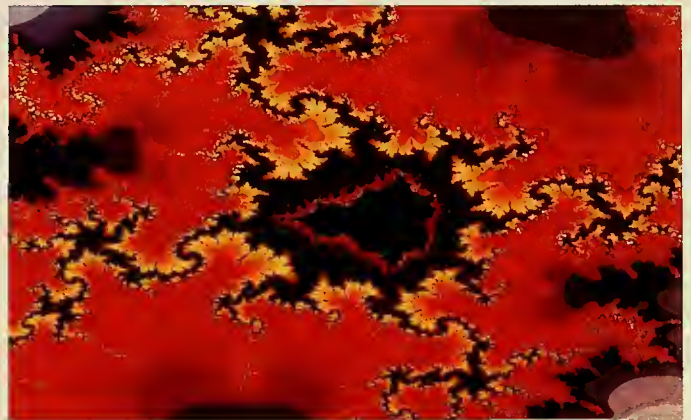
Keith uses Tennessee's anti-evolution "Monkey Law" as a measure of how conservatives successfully resisted, co-opted or ignored reform efforts.

Foundation member selected as Baldrige evaluator

Elbern "Ed" Alkire, Jr., of Emmaus, who serves as vice chair of the Bloomsburg University Foundation, Inc., and was formerly a member of the university's College of Business Advisory Board, has been named an evaluator for the 1995 Malcolm Baldrige National Quality Award pilot program in education.

The Baldrige Award was established by Congress in 1987 to recognize quality achievements of U.S. companies and to publicize successful quality strategies.

The pilot program has been established to help determine whether the Baldrige Award should be expanded to include categories for health care and education. Alkire is one of about 60 experts selected from across the nation as Baldrige evaluators.



Art for a new age

Gary Clark remembers early demonstrations of computer art some 15 years ago. He wasn't impressed.

Computers—and Clark—have come a long way.

Computers eventually developed in power and sophistication, and Clark found working with them became less of a chore, and more of an opportunity to experiment. For the past ten years, Clark has focused

much of his energy on creating art with computers.

In recent years, the results of that work have been featured regularly in magazines about computers and art. Clark and his work are featured in the book *Painter*, which profiles artists who use the software program of the same name. He has also been selected to exhibit work in the Senate Building in Washington, D.C.

How can you save taxes,
generate retirement
income and "do good"
for Bloomsburg?

Answer: Establish
a charitable
deferred annuity.

A charitable deferred annuity permits you to donate cash or marketable securities to the university and receive a guaranteed income for life—for you, and your spouse, if you wish.

In addition, you may get

- an income tax deduction when you make the gift,
- a reduction and deferral of capital gains taxes,
- the satisfaction of making a generous gift to Bloomsburg.

Here's an example:

If you are 45 and contribute \$25,000 to a charitable deferred annuity that begins payments when you turn 65, you may earn an income tax deduction of more than \$18,000 for 1995. You'll also have 4,600 paid to you annually when you retire. And your gift will help Bloomsburg fulfill its educational mission.

For more information about the benefits of a charitable deferred annuity, call the office of university advancement at 717-389-4524.

In print...

Walter Brasch, professor of mass communication at Bloomsburg, will have two books published later this winter.

Enquiring Minds and Space Aliens: Wandering through the Mass Media and American Culture is scheduled for December release.

Betrayed: Death of an American Newspaper, A Study of Newspaper Management, is scheduled for production in January, 1996.

Trustee officers elected for 1995-96

Bloomsburg's Council of Trustees has elected officers for next year. Ramona Alley will serve as chair for her second consecutive term, Joseph Mowad will be vice chair, and Robert Buehner will continue as secretary. Other council members are James T. Atherton, Jr., Gail Edwards, John J. Haggerty, Anna Mae Lehr, James H. McCormick (ex officio), Gerald E. Malinowski and Kevin O'Connor.

College of Business names interim dean

Gene R. Remoff has been named interim dean of the College of Business. As interim dean, Remoff will direct a business program that enrolls more than 1,400 undergraduate majors and offers degrees in accounting, business education and office administration, computer and information systems, finance and business law, management and marketing.

Remoff retired from the ARAMARK Corporation in 1993 after having served as corporate vice president for human resources for ten years. One of the largest private sector employers in the nation, ARAMARK employs 130,000 people.

Remoff has taught as an adjunct instructor in the College of Business at Bloomsburg and serves frequently as a guest lecturer for college seminars and symposia.

Classicist named associate dean

Michael B. Poliakoff has been named associate dean of the College of Arts and Sciences. He began his duties in August.

Poliakoff has been a program officer for the National Endowment for the Humanities since 1992. During that time he also served as an adjunct associate professor at Georgetown University and a visiting professor at George Washington University.

As associate dean, Poliakoff will advise students, approve double majors and credit by examination, and make scholarship recommendations.

**College of Business to offer master's in accounting**

A new master of science in accounting program will enroll its first students next fall.

According to Richard Baker, chairperson of the accounting department, "more than 30 states require either a total of 150 hours of education or 30 hours of education beyond the bachelor's degree as a minimum educational requirement for licensure as a Certified Public Accountant (CPA).

"We expect the Commonwealth to follow this national trend in the next several years," he says. "Bloomsburg already has one of the largest undergraduate accounting programs in northeastern Pennsylvania. We think our new master's program anticipates the state's mandate and prepares students for a changing business climate."

Bloomsburg's undergraduate accounting program enrolls between 500 and 600 students and graduates between 110 and 150 students each year. More than 40 percent of Bloomsburg's graduates take the CPA examination.

When mature, the Bloomsburg program could have as many as 50 to 60 students taking graduate courses in accounting each year.

Introducing the new and exclusive Bloomsburg University Visa® Card...

**Apply Today!**

To better serve our alumni, students and friends, the Bloomsburg Alumni Association and the Bloomsburg University Foundation have endorsed the new Bloomsburg University Visa Card available through MBNA America. Current Mellon Visa credit card holders are encouraged to re-apply for the new Bloomsburg University Visa Card. It is the only credit card that supports Bloomsburg University every time you use it!

Call 1-800-847-7378.

Be sure to use priority code IHBN when calling.

SECRETS TO SUCCESS

If there were a tangible symbol of procrastination, it might be the college term paper written on a computer—but not spell-checked. The student didn't have the time.

Three Bloomsburg University psychology professors have written a guide to help students find the time to spell-check their term papers, write the papers better in the first place, and yes, have some fun too.

Their 34-page booklet, *Succeeding in Psych...and in College*, has been published by Prentice-Hall this year and is packaged with the company's new psychology textbook. Among the three—Connie Schick, professor, Brett Beck, associate professor, and Eileen Astor-Stetson, professor—they have heard just about every excuse students have for doing poorly in school, and most of those excuses have to do with time.

"I didn't have time," "I studied for ten hours, and it just didn't help," or most common of all, "I work better under pressure."

Myths, say the pros.

"Students may say, 'I spent ten hours studying,'" says Beck, "but if you look at what they did in those ten hours, a lot of it was getting food, talking to friends, watching TV."

To help students get the most from the time they spend on school work, *How to Succeed* includes tips on how to get organized, take notes, prepare for exams and communicate with professors. Schick concentrated on getting organized, Beck on taking notes and Astor-Stetson on communicating with professors. Along the way they explode a few myths as well.

Studying with a group will help you learn material. "Studying with friends is the absolute worst way to learn new material," says Schick. "For study groups to be beneficial, every individual in the group must already be familiar with the material. This is not a time to learn it for the first time. Once the new material is understood, group activity can be useful for projects."

You can depend on friends' notes when you miss class. "Notes tend to be very individual. Your friend's notes 'Freud...sex...childhood' do not translate well into a two-page discussion question," says Beck. "College may be the first time that students have been able to get away with not going to class. But, when you go to class, you can tell when the teacher is excited, and you know that material is going to be on the test."

You've got to study for a big exam the day before the test. "Right before an exam, or even the night before, is a horribly inefficient time to process new information due to the increased anxiety," says Astor-Stetson. "It's better for students to study gradually

throughout the semester and

take the night before

the test off, or study something else entirely, to give their mind a rest and reduce stress."

Of course, procrastination, the most universal

mistake that students

make, often cancels plans for a relaxing evening before the big test, says Schick.

"Procrastination is one thing that everybody does and it defeats all attempts to organize," says Schick. "And we usually work longer than necessary as a result of it."

All of the professors stress that there really is no substitute, no shortcut, for going to class and reading the book.

"Students will complain about a class or a professor," says Astor-Stetson, "but they have to assume responsibility for learning the material."

"How often have I heard students say, 'When I get out in the real world,'" adds Schick. "Wherever you are now is the real world."



Bloomsburg University has web connections.

A person anywhere in the world with a computer and a modem can reach a computer at Bloomsburg loaded with information about the university.

Around campus, it's known as "The Web Project," because the campus-wide information system will use the full capabilities of the World-Wide-Web, a multimedia form of the Internet.

So far, Bloomsburg's "web site" includes general information about the university, including the history, location, programs, admissions procedures, fees, academic and events calendars, the graduate catalog and a community services directory. When fully implemented, the campus-wide information system will include everything from catalogs to faculty/staff and student directories, and take full advantage of the evolving technology that the Internet offers.

The Web Project will mean many things to different constituencies. For example, a student may wish to check the food service menu for today, tomorrow, or next week. An area resident will be able to learn about upcoming concerts. A high school student—anywhere in the world—might investigate not only majors, but specific courses and schedules, too. Alumni would be able to electronically "stop in" and leave a note about themselves, or order Homecoming football tickets.

To see how the team is progressing, use your World Wide Web software to locate Bloomsburg University at "<http://www.bloomu.edu>"



President Kozloff completes cabinet appointments

Bloomsburg President Jessica Kozloff completed the formation of her cabinet by appointing vice presidents of academic affairs, student life and university advancement. The three join Robert Parrish, vice president for administration.



The latest to arrive, on July 1, was Wilson "Brad" G. Bradshaw, named

provost and vice president for academic affairs. Bradshaw had served for five years as vice president and dean for graduate studies and research at Georgia Southern University in Statesboro.

Bradshaw earned bachelor's and master's degrees in psychology from Florida Atlantic University and completed his doctoral work in psychobiology at the University of Pittsburgh.

He continued his research activities as a post-doctoral fellow at the Massachusetts Institute of Technology in Cambridge.

He is a 1994 graduate of the Harvard Institute for Educational Management.



H. Preston Herring began his duties as vice president for student life in February.

Herring is responsible for the university's residence hall system, its intercollegiate athletics program, counseling and career development, student activities, financial aid, multicultural activities and student standards.

He was formerly associate vice president for student affairs at Rochester Institute of Technology (RIT), where he had worked since 1981. There, he was actively involved in expanding RIT's health education program with special emphasis upon AIDS education, substance abuse and eating disorders. He also directed the creation of a campus-wide wellness program for students and developed a conflict mediation program as an alternative for dispute resolution.



Anthony Ianiero was named vice president for university advancement in

March after having served in the position as an interim appointment for 20 months.

He had been assistant vice president for development and executive director of the Bloomsburg University Foundation since 1984, when he came to Bloomsburg.

Ianiero reactivated the Bloomsburg University Foundation shortly after his arrival. In the past ten years, the university has received \$20 million in cash and in-kind gifts.

Prior to that, he was assistant director of college development and director of alumni affairs for Trenton State College in Trenton, N.J., where he earned his undergraduate and graduate degrees.

HEY LADY...WANNA SEE COSTA RICA?

Psst...Hey, lady...Wanna see some tropical rain forests? Wanna visit ancient Mayan ruins? Give Quest a call.

Quest is sponsoring a trip for women to Costa Rica from Dec. 28, 1995, to Jan. 12, 1996.

Participants will travel by river, foot and bus. They'll begin in the capital city, San Jose, moving on the base of Mt. Chirripo, Costa Rica's tallest mountain.

From there, travelers will journey to the "Cloud Forest" and perhaps climb to the summit of the mountain.

Climbers can see the Atlantic and Pacific oceans. Off the summit, travelers will raft on the Rio General, which winds its way through lush tropical forests.

You can comb beaches, snorkel and relax on secluded white sand beaches after a day of sight-seeing in San Jose. Finally, you'll make a stop at the Arenal Volcano, the only erupting volcano in Costa Rica.

The cost of the trip is expected to be about \$1,550. For more information call the Quest office at (717) 389-4323.



Tapping into your children's future

Providing a college education for one child today can cost as much as buying a house—and requires the same kind of careful advance planning. Like everything else, the cost of college rises every year.

Pennsylvania offers a program that let's you purchase a college education for your children in the future—at today's prices. Using the Pennsylvania Tuition Account Program (TAP), you can lock in a price for tuition at any of Pennsylvania's 33 state-owned and state-related colleges and community colleges.

Since TAP was started two years ago, more than 12,000 children have been enrolled in the program. Families may purchase enough credits for a four-year degree, a two-year degree, or just a semester or two. For more information and a free brochure, call the Tuition Account Program toll-free at 800-440-4000.

WBUQ reunion to honor university TV director

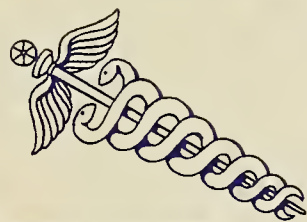
WBUQ-FM, the radio voice of Bloomsburg University, will celebrate its tenth anniversary during Homecoming this fall.



Returning alumni are expected to plan a memorial to Thomas Joseph, who

had served as the university's director of TV and radio services for nearly a decade. Joseph died this summer in a swimming accident.

Former and current staff members of the student-operated station will meet in Studio A after the football game against West Chester on October 28.



Health symposium to feature Surgeon General candidate

Dr. Henry K. Foster, President Clinton's nominee for Surgeon General of the United States, will be the keynote speaker at Bloomsburg's 1996 Health Sciences Symposium.

The two-day symposium, held April 11 and 12, 1996, includes concurrent education sessions and poster presentations. Additional details will be provided later in the year.

For information about the symposium call 717-389-4423.

Recent recruit

Christopher J. Keller has joined Bloomsburg's staff as director of admissions. He arrived on campus on Aug. 1.

Keller had served as director of admissions at Wingate University in Wingate, N.C., since 1993. There, Keller started an aggressive recruitment program targeting honors students, which resulted in a 75 point increase in freshmen SAT scores and a 15 percent increase in freshmen enrollment over the past two years.

Prior to that, Keller served as director of admissions at Villa Maria College of Buffalo. He was director of communications for the Erie County Legislature, District 14, in Buffalo, N.Y., from 1988 to 1990, and as an assistant pro-

fessor of media communications at Medaille College in Buffalo from 1983 to 1988.

Keller earned a bachelor's degree in media communications at Medaille and a master's degree in communication at the State University of New York at Buffalo.



Nursing grant means additional equipment

Bloomsburg's nursing department has been awarded a \$30,000 grant from the Helene Fuld Foundation to add additional equipment to the department's simulated learning lab.

According to M. Christine Alichnie, chairperson of the nursing department, 303 schools applied for Fuld grants this year; 121 grants were awarded. The grant will be used to purchase an interactive computer system and software along with a wide variety of instructional video tapes.

"We expect to complete all of the upgrades during the fall semester," says Alichnie.

The Helene Fuld Foundation awards financial assistance to promote the health, welfare and education of students enrolled at accredited nursing schools nationwide.

Schools are eligible to apply for grants every two years. Bloomsburg has applied for, and received, grants from the trust three times.

A PASSION FOR ROMANCE

Donna Boyer graduated from Bloomsburg State College back in 1981. Soon after she graduated, she married classmate Ken Grove, '81.

The newlyweds settled down into a comfortable life, and Donna, armed with her degree in English, started working as a legal secretary in a Lancaster law office. Later, she earned a paralegal certificate from Penn State and worked in domestic law.

Along the way, a couple of children arrived.

Then, Donna Grove took a correspondence course in novel-writing.

Her first completed work won the 1993 Golden Heart Award for "best single title historical romance" from the Romance Writers of America. *A Touch of Camelot*

was published by Harper Paperbacks in September 1994. It was soon followed by *Broken Vows* in March 1995.

A Return to Camelot, a spinoff of the original book, set in Kansas and San Francisco in 1879, appeared on bookstore shelves in September 1995. A fourth romance is scheduled for publication in August 1996.

Donna Grove lives in Manheim with her "two sons, two cats and a houseful of tinker toys and laundry."

A Touch of Camelot and *Broken Vows* are still in print. If not still available on the shelves or by order at the national bookstore chains (Waldenbooks, B. Dalton's, Borders, etc.), they may be ordered through the Manderly Romance Readers Catalog. Call 800-722-0726 for a free catalog.



Academic Calendar



Thanksgiving Recess

Wednesday, Nov. 22, 1:50 p.m.

Classes Resume

Monday, Nov. 27, 8 a.m.

Classes End

Saturday, Dec. 9.

Final Exams End

Saturday, Dec. 16.

Commencement

Saturday, Dec. 16.



Art Exhibits

Hours for the Haas Gallery of Art are Monday through Friday, 9 a.m. to 4:30 p.m.

Kevin Garber

Prints and ceramic tiles, Oct. 9 to Nov. 9. Reception, Nov. 9, noon, Haas Gallery of Art.

Tatana Kellner

Photographs, Nov. 13 to Dec. 16, Haas Gallery of Art. Kellner is a daughter of Holocaust survivors who revisited the Auschwitz death camp. Reception, Tuesday, Nov. 14, noon.



Celebrity Artist Series

For ticket information, call the Celebrity Artist Series box office at (717) 389-4409.

The Lettermen

Saturday, Oct. 7, 8 p.m., Mitrani Hall. Tickets are \$20.

Central Ballet of China

Saturday, Nov. 11, 8 p.m., Mitrani Hall. Tickets are \$25.

Philadelphia Boys Choir and Chorale

Sunday, Dec. 3, 3 p.m., Mitrani Hall. Tickets are \$20.

La Traviata

Performed by the New York City Opera National Company, Thursday, Feb. 8, 8 p.m., Mitrani Hall. Tickets are \$25.

Beauty and the Beast

Friday, Feb. 23, 7:30 p.m., Mitrani Hall. Tickets are \$20.

James Galway, flutist

Sunday, March 3, 3 p.m., Mitrani Hall. Tickets are \$30.



Concerts

Admission is free unless otherwise noted.

David Binder

1969: The Year That Rocked the World, Friday, Oct. 6, 8 p.m., Kehr Union. Admission is free with a community activities sticker, \$2 for others.

Young Person's Concert

Tuesday, Oct. 10, 10 a.m. and 1 p.m. The Bloomsburg University Community Orchestra will perform music with a Halloween theme for school groups. Directed by Mark Jelinek. For information, contact Ann Stokes at 389-4293.

Faculty Recital

Wendy Miller, Soprano, Sunday, Oct. 22, 2:30 p.m., Carver Hall, Gross Auditorium.

The Badlees

Tuesday, Oct. 24, 8 p.m., Kehr Union. Admission is free with a community activities sticker, \$2 for others.

Suzuki String Workshop

Saturday, Oct. 28. Call Bloomsburg's Preparatory Program at 389-4289 for details.

Homecoming Pops Concert

Sunday, Oct. 29, 2:30 p.m., Mitrani Hall, featuring performances by the Concert Choir, Women's Choral Ensemble & Husky Singers, directed by Eric Nelson and Grace Muzzo.

Fall Orchestra Concert

Sunday, Nov. 12, 8 p.m., Mitrani Hall. Mark Jelinek will direct and the guest soloist will be Glenn Dodson.

Joy of Christmas Concert

Friday, Dec. 1, 7:30 p.m., First Presbyterian Church, Fourth and Market Streets, Bloomsburg. Eric Nelson will direct the Concert Choir. The program will be repeated Sunday, Dec. 3, at 7:30 p.m. at First Presbyterian Church.

Student Recital

Tuesday, Dec. 5, 7:30 p.m., Carver Hall, Gross Auditorium.

Poinsettia

Pops Concert
Saturday, Dec. 9, 7:30 p.m., Kehr Union Ballroom. The University-Community Orchestra and Chamber Singers will perform,

directed by Mark Jelinek and Grace Muzzo. An evening of family-oriented entertainment will be provided at nominal cost. There will be light refreshments, a carol sing-along, and a visit from Santa Claus. Proceeds will benefit music scholarships. For ticket information, contact the Development Center at 389-4128.



Films

Batman Forever

Wednesday, Oct. 4, and Thursday, Oct. 5, 7 p.m. and 9:30 p.m., Haas Center; Saturday, Oct. 7, 3 p.m., Kehr Union Ballroom; Sunday, Oct. 8, 1 p.m., 3 p.m. and 7 p.m., Haas Center.

Apollo 13

Wednesday, Oct. 18, and Friday, Oct. 20, 7 p.m. and 9:30 p.m., Sunday, Oct. 22, 7 p.m., Haas Center.

Species

Wednesday, Oct. 25, and Friday, Oct. 27, 7 p.m. and 9:30 p.m., Sunday, Oct. 29, 7 p.m., Haas Center.

Nine Months

Wednesday, Nov. 1, 7 p.m. and 9:30 p.m., Haas Center; Friday, Nov. 3, 7 p.m. and 9:30 p.m., Kehr Union Ballroom; Sunday, Nov. 5, 7 p.m., Kehr Union Ballroom.

Waterworld

Tuesday, Nov. 7, and Friday, Nov. 10, 7 p.m. and 9:30 p.m., Kehr Union Ballroom; Sunday, Nov. 12, 7 p.m., Haas Center.

B.U.

Sports

Includes home games only.

- Men's Soccer vs. Lock Haven
Wednesday, Oct. 11, 4 p.m.
- Women's Soccer vs. Lock Haven
Wednesday, Oct. 11, 2 p.m.
- Men's Soccer vs. Bloomfield
Saturday, Oct. 14, 1 p.m.
- Field Hockey vs. Millersville
Saturday, Oct. 14, 1 p.m.
- Men's Soccer vs. Pitt-Johnstown
Tuesday, Oct. 17, 4 p.m.
- Women's Soccer vs. Indiana, PA
Tuesday, Oct. 17, 2 p.m.
- Field Hockey vs. East Stroudsburg
Tuesday, Oct. 17, 3 p.m.
- Field Hockey vs. Johns Hopkins
Saturday, Oct. 21, 2 p.m.
- Men's Soccer vs. California, PA
Sunday, Oct. 22, 2 p.m.
- Women's Soccer vs. California, PA
Sunday, Oct. 22, noon.
- Men's Soccer vs. Scranton
Tuesday, Oct. 24, 3 p.m.
- Football vs. West Chester
Saturday, Oct. 28, 1:30 p.m.
- Men's Swimming vs. Montclair St.
Saturday, Oct. 28, 1 p.m.
- Men's and Women's Swimming
Bloomsburg Relays
Saturday, Nov. 4, 11 a.m.
- Football vs. Cheney
Saturday, Nov. 11, 1 p.m.
- Wrestling, Bloomsburg Invitational
Saturday, Nov. 18, 9 a.m.
- Men's and Women's Swimming
vs. Ithaca
Saturday, Nov. 18, 1 p.m.
- Men's Basketball
vs. St. Thomas Aquinas
Tuesday, Nov. 21, 7:30 p.m.
- Women's Basketball vs. Caldwell
Wednesday, Nov. 27, 6 p.m.
- Men's Basketball vs. Caldwell
Wednesday, Nov. 27, 8 p.m.

- Women's Basketball vs. Shippensburg
Wednesday, Nov. 29, 6 p.m.
- Men's Basketball vs. Shippensburg
Wednesday, Nov. 29, 6 p.m.
- Men's Basketball vs. Lock Haven
Saturday, Dec. 2, 2 p.m.
- Men's and Women's Swimming
vs. Shippensburg
Tuesday, Dec. 5, 4 p.m.
- Women's Basketball vs. Clarion
Wednesday, Dec. 6, 6 p.m.
- Men's Basketball vs. Clarion
Wednesday, Dec. 6, 8 p.m.
- Wrestling vs. Pittsburgh
Thursday, Dec. 7, 7:30 p.m.



Special Events

Homecoming Weekend

Saturday, Oct. 28, to Sunday, Oct. 29.

The schedule of events for the weekend is as follows:

Saturday, Oct. 28

9 to 11:30 a.m.

Registration/Refreshments

In the Multicultural Center of the Kehr Union. (You must register in order to be eligible for door prizes, which will be awarded at the picnic, football game and dinner dance. You must be present to win.)

9 a.m.

University Store opens

Special sale: 20 percent off clothing and insignia items (mugs, etc.). Store will remain open until 5 p.m.

11 a.m. to 1:30 p.m.

Picnic on the mall

Between Sutliff Hall and McCormick Center. (Berrigan's sub or box lunches may be ordered.) Tables will be reserved for each reunion class or group. Current and retired faculty/staff will be invited to attend. Door prizes will be awarded during the third quarter.

6 p.m.

Reception at 24 West

Magee's Main Street Inn.

7 p.m.

Dinner at 24 West

Tables will be reserved for each reunion class or group. Door prizes will be awarded during dinner.

9 p.m.

Dance at 24 West

Featuring "The Party People." With DJs Bob Tier '84 and his wife, Jill Seifert Tier '84.

Sunday, Oct. 29

11 a.m.

University Store opens

Special sale: 20 percent off clothing and insignia items. Store will remain open until 3 p.m.

2:30 p.m.

Homecoming Pops Concert

Featuring the Concert Choir, Husky Singers and Women's Choral Ensemble in Mitrani Hall, Haas Center for the Arts.

4 p.m.

Party for Concert Choir Alumni

At the Good Old Days Restaurant, East and Fifth streets, Bloomsburg.

Alumni who need help in locating classmates, friends or former roommates, may call the alumni office at 1-800-526-0254, and the staff there will do their best to assist you.



Lectures

Provost Lecture

Yaron Svoray, Kenneth L. Gross Auditorium in Carver Hall. Wednesday, Nov. 8, 8 p.m. Journalist and author, Svoray infiltrated neo-Nazi groups in Germany and wrote *In Hitler's Shadow* documenting his experiences.

Dear Doctor Kozloff



A LETTER TO
PRESIDENT JESSICA KOZLOFF
BY PAT TROSKY, M.A. '95

I met you recently at a reception you held at Buckalew Place for graduate students. If you can recall the night, I was the middle-aged woman sitting in the corner near the kitchen with two other women and a man with a small child. I spoke with you about the lieutenant governor and graduation.

I cannot begin to tell you what a wonderful experience attending Bloomsburg has been for me. Because this is your first year there, I wanted you to know how rewarding [it has been].

I have been a newspaper reporter for 14 years and an editor for the past two....

While I pursued my master's degree, I worked full-time, carried a full-time class schedule for three semesters and also worked as a graduate assistant. I am married, have 14- and 19-year-old sons. My elderly parents also live with me in my home. I am a cancer survivor. When I hear people say they don't have enough time to do something, I just think about what I have done, and I laugh.

I want to tell you a story about how my graduation from Bloomsburg University has brought my life full-circle.

When I was a high school senior in 1969-70, Bloomsburg was among my three college choices. My guidance counselor said I wasn't smart enough to go to college and added, "Why don't you just find yourself a nice boy and get married. Be a secretary until the right guy comes along."

Of course, I ignored him and applied to all three colleges. My parents weren't too thrilled about college for me either. They thought only my brother should attend.

Back then, my parents believed that college was a waste of money for a woman who would just end up getting

married and having children anyway.

I was accepted to two of my choices for the fall of 1970, but Bloomsburg said I had to attend summer school—and do well. If I did, I would then be admitted into the school in January, 1971.

In my heart, I wanted to attend Bloomsburg, but I didn't want to wait, so I selected one of the other schools.

I completed three semesters before I left to get married—just as my parents had predicted. Twelve years and two children later, I considered college again.

My husband, who realized I had left college to marry him, felt he was responsible for my never finishing school, so he encouraged me to go back.

I took nine years to earn an associate's degree, one more year to package all my credits together for a bachelor's degree... and another four semesters to earn my M.A. from Bloomsburg—the school of my choice 25 years ago.

What started out as a dream at 18 finally came to fruition a quarter of a century later.

Thanks for helping to make my educational experience a memorable one. Share my story with anyone—especially middle-aged women sitting in corners—who might need a little inspiration.



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