

Spring 2007
Volume 35
Number 2

An Uncommon Approach to Environmentalism
YouTube in the Classroom

BUCKNELL *World*



MOVING ON
From the sporting world
to the working world

A LEAGUE OF OUR OWN

BRIAN C. MITCHELL



John Gardner

Like all Bison fans, Maryjane and I enjoy the electric atmosphere of games at Sojka Pavilion, the company of old friends in the crowd at Christy Mathewson-Memorial Stadium, and the excitement of cheering our teams to another victory in a thrilling sports event. Bucknell fans are especially proud to know our student-athletes excel in the classroom too.

Balancing Act It's hard for many of us to imagine how student-athletes balance a full course load with the demands of Division I sports at a school as academically strong as Bucknell. But at Bucknell, they do. In the 16 years of the Patriot League, Bucknell has won the President's Cup for sports success 12 times, while at the same time setting the standard for academic excellence in this league of outstanding academic institutions. For example:

- In 2005–06, Bucknellians comprised nearly *one-fourth* of the Patriot League Academic Honor Roll, which recognizes student-athletes who earn a 3.2+ GPA in the semester during which their sports compete. A record total of 330 Bison achieved this distinction last year.
- Bucknell claimed its 100th Patriot League Scholar-Athlete of the Year in spring 2005. The Bison now have 104 Patriot League scholar-athletes, more than *twice* the next-highest total.
- Among all Bucknell student-athletes, 243 made the Dean's List in fall 2006, earning GPAs of 3.5 or better. Twenty-six of our 27 varsity squads posted team GPAs of 3.0 or better last semester.

Bucknell student-athletes, of course, excel by national standards too. We have had 113 *ESPN the Magazine* Academic All-Americans since 1970, the fourth-highest total in all of Division I, behind only Nebraska, Notre Dame, and Penn State.

Bucknell presents compelling evidence that this is a community committed to excellence on all levels — as individuals, as teams, and as a university.

Alumni-Athletes In the cover story for this issue, we explore how Bucknell athletics have affected the post-college lives of a dozen alumni. Their experiences as student-athletes influenced their success off the playing field by giving them the opportunity to develop crucial attributes for success in life, such as time management, tenacity, dedication, teamwork, effective communication, and the capacity for deep friendships. As Bucknell students, these alumni used these skills to tap their potential. As Bucknell alumni, they are confident and focused leaders in and contributors to society and a variety of careers.

Former baseball captain Frank Arentowicz '69 sums up his experience beautifully: "Back then, I didn't realize that what I was learning would be so helpful later in life, when I was juggling the multiple commitments of working and being a spouse and father."

Stephanie Buck Dewar '82, who played basketball and softball, credits Bucknell athletics with helping her develop the physical and mental stamina, confidence, and persistence needed to become a physician: "During those long nights of medical school and residency, it was terribly helpful to know that I could make it through." With that kind of foundation, there are no limits to success.

Opportunities for All While the featured alumni-athletes provide a good example of the lasting benefits of Bucknell, my guess is that all Bucknellians can relate to the type of advantages Frank and Stephanie describe. It doesn't matter whether your primary extracurricular college activity is football, student government, or theatre. The opportunities for full lives of learning and discovery that Bucknell offers to undergraduates tend to nurture marvelous possibilities. These positive, life-shaping forces may not be foremost in a varsity swimmer's mind as she consults with a coach after early-morning laps — or works alongside a faculty member in a first-class laboratory. But in years to come, she, like many Bucknellians, will realize that such experiences have made her alma mater a true home for life. I can only say, Go Bison.

BUCKNELL *World*

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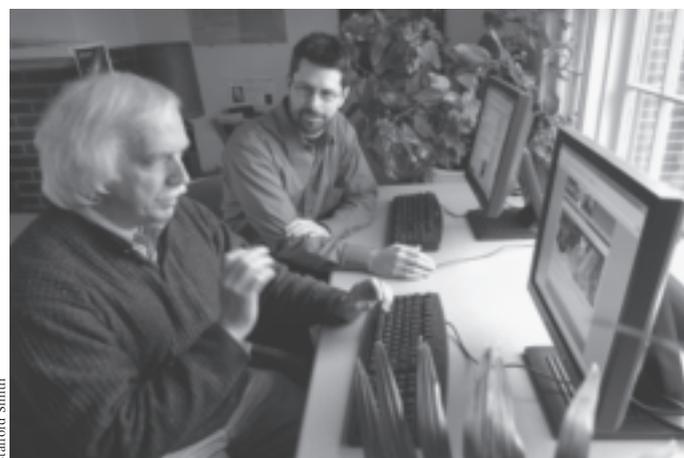
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BUCKNELL



THE GREENING OF BUCKNELL

Environmental Center co-directors Craig Kochel (in the foreground) and Peter Wilshusen believe that conservation should be a priority on campus and off.

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PRISONER OF WAR

Maj. Baumer's mother welcomes him home after his 14 months in a Peking prison.

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Editor's Note: *Each cover story brings its own interesting debates about what image will best capture the story. For this issue, we wondered how best to capture a story with so many elements in one image. We tried a lot of options before selecting one that we felt caught the story in a glance. But we had tough questions to answer, including about using a man's suit and certain sports gear instead of others. Did we get it right? Let us know by emailing gmarino@bucknell.edu.*

BUCKNELL *World* Express

Wired World

UNIVERSITY STUDENTS ARE MORE WIRED and connected than ever before, which has changed how they learn and study. They also multitask with ease, switching from doing homework to watching videos on YouTube and instant messaging their friends to going back to their studies.

Just because they're adept at multitasking and using their wired capabilities doesn't mean they don't appreciate disconnecting, however. They know learning and teaching can still go on without being so connected — but having a professor show a video on YouTube during class doesn't hurt. We asked three students, Ben Portman '07, Dewey Kang '07, and Jasmine Winters '09, about their experiences with being wired, and here's what they had to say.

BW: What gadgets do you have?

BEN: I have a Treo Smartphone, which I use for just about everything: email, phone calls, text messaging, surfing the Internet. It also works with the meeting program that Bucknell uses, so my schedule is in my phone.

DEWEY: I have a Treo too. I chat on it, check email, watch movies, listen to songs, look at Google maps, read books, play games. It's a small screen, though — about 2 inches diagonally.

BW: Isn't that small for watching movies?

DEWEY: I use it when I'm not in my room — at the library or something — and can't access bigger screens.

BW: What do you generally do at the library?

JASMINE: When I'm there to study, I want to get away from my computer, disconnect and actually get some work done.

BW: How do you think you would feel if you suddenly got disconnected? If you couldn't access the Internet or use mobile devices?

DEWEY: Ironically, I think I'd feel a small sense of freedom. When it's a temporary thing, I can just be myself. But if that no-Internet, no-mobile-devices experience expands a little, I'd have to adjust. I'd be bored.

BEN: We'd definitely feel more isolated, but I think that in time, we'd make do. Obviously, there was a time when professors taught and students learned without those devices. We'd just have to engage each other differently.

BW: Can you think of a time when a professor used some form of multimedia in class?

JASMINE: One of my professors has a tablet PC that he brings to every class. He connects it to the large screen



Dewey Kang '07, Ben Portman '07, and Jasmine Winters '09

and writes on it the responses that we've come up with during class discussions. Then he'll post the notes from both of his sections separately online in Blackboard to access later. We've also used other sources, including YouTube, that contribute to our outside readings.

BW: How else have you used YouTube?

BEN: YouTube is mostly a form of procrastination. But some of the organizations I'm involved with post things on it and tell people to check it out. It's almost a way of adding validity to our advertising.

BW: Do classes that use multimedia presentations hold your attention better than standard lectures?

BEN: I'm visually based; most people in my generation are. So if it's in a class about something I'm not intensely interested in, then definitely. But as an economics major, I find most of my economics classes interesting without that.

BW: Do you ever feel intimidated by how connected you are and how much you multitask?

DEWEY: Yes and no. I became accustomed to it. Sometimes it gets pretty intimidating, though. When I want to do serious work, I put my phone on silent and turn my computer screen off. It's very easy to be distracted.

BW: How do you think your experiences with being wired will help you in the "real world?"

JASMINE: In the real world, you always need to be connected so that anyone can talk to you. It's your job to keep up with whatever projects you're doing in a work setting. By starting now, you learn how to multitask better.

BEN: I think it's something that you definitely need to learn how to handle. I wasn't very good at it at the beginning of college. I had to adapt. But it's part of the learning process. Time management and learning how to cope with distractions are something everyone needs to do.

— Michelle Dombeck '05

Visited Bucknell's Website Lately?



WHEN IT COMES TO THE WEB, IT'S A multi-media world. And Bucknell is making its move. From the design of the website itself to the use of powerful communications tools such as dynamic video, podcasts, and blogs, all aspects of the University's multi-media toolbox are in the midst of expansive change.

Plenty are visiting Bucknell's website, too. More than 150,000 page views are registered each day, including about 20,000 unique views for the Home Page alone. Changes, though, promise to increase those visits and make them an even richer encounter with the story of Bucknell. What's new? Here's a sampling:

Video In recent months, the University has put digital video to work capturing Bucknell traditions and school spirit. Projects include a first-time experiment in which cameras followed the Class of 2010 from their arrival for new-student orientation to touchstone moments like First Night months later. And an especially popular Bucknell spirit video raced around the Bucknellian world electronically as the Bison prepared for games against Holy Cross as the season concluded.

Podcasts Podcasts – brief audio clips – can share the Bucknell story in a direct mouth-to-ear fashion. Bucknell has made its first foray into this tool with interviews about the progress of *The Plan for Bucknell*. Coming soon: Podcasts for students and young alumni that will feature successful Bucknellians talking about career paths and opportunities, and for prospective students and alumni alike that will feature faculty profiles and lectures.

Blogs Blogs, short first-person web journals, made their entrance on the website last December, as the University invited student ambassadors to blog about their service-learning work from Mississippi to Nicaragua, as they participated in Katrina relief on the hurricane-devastated Gulf coast, Habitat for Humanity projects building homes in Miami and

Hawaii, and the Bucknell Brigade's continuing work in a Nicaraguan resettlement community. One group of Bucknell students featured in recent blogs explored the legacy of the civil rights movement in the Deep South.

Mini-sites New mini-websites, such as Campus Master Planning, are creating a two-way digital dialogue, keeping the Bucknell community informed about important in-progress work as well as inviting instant constituent feedback. Ahead: Major improvements to mini sites featuring the Stadler Poetry Center, including video highlights from poetry readings this semester; the Residential Colleges, including a Jeopardy-style game and interactive quiz to help prospective students make a good college choice; new front landing pages for the Home Page itself to highlight some of Bucknell's strengths.

What's more, the campus virtual tour, which is the first introduction to Bucknell for many prospective students, is being rebuilt from scratch. The new state-of-the-art tour, which will be unveiled in fall 2007, aims to capture the sights and sounds of campus life in a cutting-edge format that will distinguish Bucknell from its peer institutions.

Portal Changes The University is also preparing to overhaul its alumni portal, the online digital community for Bucknell found at *myBucknell*. The goal is to better support alumni relationships with the University and one another by putting the latest and most relevant online tools at the alumni's disposal. A successful new portal strategy would then form the basis for better portals for other University constituencies, including parents, as well.

New Features Where to find some of the website's newest features? Right here ...

Video — Go Bison! — <http://www.bucknell.edu/GoBison>

Video — Class of 2010 — www.bucknell.edu/2010

Video — Yesterday. Tomorrow. Now. —

www.bucknell.edu/x30663.xml

Blogs — Alternative Spring Break Trips —

www.bucknell.edu/Blogs

Mini website — Campus Master Planning —

www.bucknell.edu/CampusMasterPlan

Podcasts — Career Development Center —

www.bucknell.edu/x2604.xml

— Sam Alcorn

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Defining Cinema



IN THIS AGE OF AIRPLANES, INSTANT messaging, and YouTube, it is hard to imagine how people saw the world when fast transportation was a good horse, and information traveled by stagecoach and word of mouth. In a recent film titled *Tracking Theory, The Synthetic Philosophy of the Glance*, Eric Faden, assistant professor of English, explores the connection between railways, moving pictures, and perception. The 12-minute film creates a “visual illustration” of the ideas put forth in Wolfgang Shivelbusch’s book *The Railway Journey*, in which Shivelbusch suggests that the speed of rail travel changed how people perceive space and time.

Perhaps more than the scholarly content of this particular video essay, Faden wanted to express the potential of cinema and other media, an idea put forth in a 1948 essay by French film critic Alexandre Astruc.

“In this essay, [Astruc] really called for a much more open definition of what cinema could be,” Faden says. “Up until now, cinema has just told stories. What would cinema look like if it treated philosophy, or archeology, or the essay?”

Tracking Theory is one answer to that question. The film was published online in *Vectors*, an innovative journal for multimedia scholarship. While the ideas behind *Tracking Theory* were all Faden’s, putting the 12-minute film together was all about

students. A crew of about 30 volunteers, including students, faculty, and community members, helped with preparations, filming, and editing.

“I was just blown away at how enthusiastic the students were, because it’s hard work making a film,” Faden says. “This film was shot last February, when it was really cold outside. We often started at 6 a.m., and we shot on weekends. When you have a crew of 20 students showing up at 6 a.m. on a Sunday, you know they are enthusiastic about learning how film production works.”

Saskia Madlener ’08, an environmental studies major and a member of Bucknell’s film club, did camera work for the project. She especially enjoyed seeing how Faden set up scenes to create a 1920s look. For instance, one scene shows the main character riding in a moving train. “[Faden] had very innovative ways of making it look like it was moving,” she says. In reality, the set was an “old train, maybe two seats were still intact. Otherwise, the whole thing was rotting away.” Madlener hopes to combine her passions by making films that will educate people about the environment.

For his part, Faden enjoyed working with the students. “It’s really been an opportunity to get students involved and show how film can be a much wider and bigger concept than they typically imagine,” he says. “And they get to see how much hard work it is.”

For a university without a film studies department, Bucknell has a lot to offer.

“This semester alone there are 17 different courses in film and/or media being taught in 11 different departments,” Faden says. “I think we’re making moves toward providing a concentration or some sort of program down the road, because students are very interested.”

Faden is following his scholarly work in *Vectors* with an animated movie about copyright law. He was mum about the details because the work has just been acquired for commercial distribution, but he did say that this next project will also be student-driven. — Barbara Maynard ’88

Tracking Theory can be seen in the Winter 2007 issue at www.vectorsjournal.org.

'RAY BUCKNELL

- Todd Dowling '07 received the 2006 John Stenner Collegiate Scholarship from the USA Cycling Development Foundation. Dowling, former president of the Bucknell Cycling Club, races in the men’s A category. During his tenure as president of the club, he helped increase the team from 6 to 27 riders. The Stenner Scholarships are awarded to the top male and female college students who have exhibited success in the areas of academics, community involvement, and cycling, with an emphasis on collegiate team development and competitive cycling results.

- Bucknell ranks among the nation’s top 25 small colleges and universities in producing Peace Corps volunteers. In the latest annual Peace Corps survey, Bucknell placed 21st among the nation’s institutions with fewer than 5,000 undergraduates. Sixteen alumni volunteered in 2006. They are assigned to nine different countries: Dominican Republic, Panama, Ecuador, Ukraine, Azerbaijan, Namibia, Zambia, Gambia, and Nicaragua. In the program’s history, Bucknell has provided 226 volunteers and ranks 184th out of 2,939 schools that have produced Peace Corps volunteers.

- Bucknell led the nation in the number of graduates who earned PhDs in business and management among schools in the classification “Baccalaureate Colleges: Liberal Arts.” The National Science Foundation recently released this data from the Survey of Earned Doctorates. Overall, Bucknell ranked 17th in the number of its graduates who went on to earn PhDs during 1995–2004, the most recent 10-year period for which data is available. Bucknell also ranked in the top ten for Engineering (fourth), Computer Science (sixth), and Biological Sciences (seventh) out of 213 schools.

Woodward at the Lectern Bob



Woodward, the revered journalist and author famous for his part in exposing the Nixon Watergate scandal in 1972, will speak at Bucknell's 157th Commencement on Sunday, May 20. Members of the Class of 2007 picked Woodward as one of their top choices for a commencement speaker. "I have received positive feedback, and as I walk around campus everyone seems excited to welcome Bob Woodward to Bucknell as our commencement speaker," Loren Fishkind, president of the senior class, told *The Bucknellian*. Woodward, a graduate of Yale, is the assistant managing editor of the *Washington Post*.

Faculty Retirements Three long-time faculty members are retiring during this academic year: John Peeler from political science, Michael Payne from English, and John Kirkland from the history department.



Chief Officer for Diversity and Equity Rolando Arroyo-Sucre, the new chief officer for diversity and equity, began work on March 15. Arroyo-Sucre oversees programming in four areas that work together to advance Bucknell's commitment to diversity and equity: the Center for the Study of Race, Ethnicity, and Gender; the Office of Multicultural Student Services; the Lesbian, Gay, Bisexual, and Transgender Office; and the Women's Resource Center. Arroyo-Sucre most recently served as assistant provost for social equity at SUNY Oswego. He has been an administrator or faculty member at the University of Iowa, Loyola University Chicago, Saint Augustine College, Universidad Nacional de Panama, and Universidad Tecnológico de Monterrey.

Scholars Who Serve Scholars in Service is an AmeriCorps-funded program that provides an educational stipend to students who serve 450 hours of community service in a calendar year. Seven students this year have divided into two teams to provide services. The Hunger Team, consisting of Emily Haley '09, Caitlin Hirneisen '09, Farrah Kim '09, and Brendan Williams '08, volunteered at agencies that help combat hunger, such as Community Harvest, Empty Bowls Project, Eastern Union County Food Bank, and Haven Ministry. The Youth Team, consisting of Sarah Mohl '09, Allyson Warren '09, and Paula Keller-Lee '08, volunteered to help youths in organizations like Ronald McDonald House, Jungle Café Project, AYSO soccer, Kinderfolk Preschool, and the Red Cross.

Poet-in-Residence Distinguished poet



Stafford Smith

Marilyn Chin arrived on campus this semester to serve as Bucknell's poet-in-residence. Chin has been honored by fellowships from the Radcliffe

Institute, the Rockefeller Foundation, NEA, Stegner, and Fulbright, as well as by four Pushcart Prizes. Her books *Dwarf Bamboo*, *The Phoenix Gone*, *Rhapsody in Plain Yellow*, and *The Terrace Empty*, winner of the PEN Josephine Miles Award, are widely considered classics of Asian American literature. As poet-in-residence, Chin taught a poetry workshop, gave a public reading, and participated in a panel discussion on "Asian American Poetry and the Poetry of Marilyn Chin." She is co-director of the MFA program at San Diego State University.

President Ford Remembered The legacy of former U.S. President Gerald R. Ford includes a road stop at Bucknell in the spring of 1978, just one year after his presidency concluded. Members of the University community took pause at the former president's death on Dec. 26, 2006, and remembered his campus visit with deference. "To be a freshman here and have the President of the United States coming, and because you're taking a government class, you get to go and hear him — that was some pretty heavy stuff,"

Provost Mary A. DeCredico '81 told *The Bucknellian*, as she recalled his speech, delivered from the pulpit in Rooke Chapel. Ford gave three lectures, all of which today still sound relevant: "Are Political Parties Dead?" "The Role of the President Today," and "Energy, Environment, and the Economy."

Batter Up ... Bucknell's legendary



Christy Mathewson was selected as an inaugural member of the College Baseball Hall of Fame Veteran Class. Mathewson is one of four pre-1947

players who will be inducted as part of a celebration of college baseball in Lubbock, Texas on July 3–4. The Hall of Fame Class of 2007 also includes Lou Gehrig of Columbia, Joe Sewell of Alabama, and John "Jack" Barry of Holy Cross.

Celebrating the Arts A weekend of arts celebration this spring will kick off with a reception for the student art show on Friday, April 13. On Saturday, Dr. James Turnure, retired art historian, will receive the Academy of Artistic Achievement Award, and Helen Grubestic, assistant director of Debra Force Fine Art Gallery in New York, will speak on "The Art of Collecting." Alumni working in the arts will speak to students during a panel session. The weekend is sponsored by the Association for the Arts.

The Science Guy Bill Nye, television



Chris Stokes '06

show host and mechanical engineer, spoke about Earth's similarities to Mars and about global warming before a packed audience in the Weis Center for the

Performing Arts on Jan. 30. Nye said he hopes that reducing the use of cars, expanding the use of LED lighting, and powering homes with solar panels will reduce greenhouse gas emissions by 80 percent in the next 45 years. The event, which drew one of the largest Weis Center crowds in history, saw high attendance from students, many of whom may remember Nye from the hit '90's television show *Bill Nye the Science Guy*.

Faculty Profile: SUE ELLEN HENRY



Stafford Smith

A Moral Space Sue Ellen Henry, associate professor of education, believes that education should have a role in forming good citizens within our community. She feels that it is particularly important for classrooms to make a “moral space” for students and teachers to solve the problems they face as members of that community.

Henry practices what she preaches; she is aware of issues that arise in her classroom community and addresses those issues with the community. For example, a student in Henry’s course on multiculturalism in education wanted to examine multiculturalism at Bucknell. Henry felt that this was an important issue to address. The class was “not just talking about multiculturalism in some other location, other time, or theoretically, but right now. What does that

mean for how students respond to University policy or conduct themselves in their racially diverse residence halls?”

Henry welcomes real-world opportunities into her classroom and is a strong supporter of service-learning. She has taught a wide variety of courses in which service-learning has played an important role. One such course, Social Foundations of Education, requires students to take part in tutoring. Multiculturalism and Education and the Social Justice Foundation Seminar each require 15 hours of service-learning.

Through the multiculturalism course, students have been placed in a variety of environments, such as public schools, prisons, and University offices. Henry says the opportunity to explore these areas “extends the walls of the classroom and gives a realism that is exceptionally difficult to replicate without [service-learning].” The addition of service-learning makes the content of her class “real in a way

that goes beyond the theories and ideas in the class; there’s actual application, relevance, and resonance when students see theory and ideas present in real social situations that matter to them.”

When Henry came to Bucknell in 1996, her research was more theoretical, looking at schools from a macro level. Since moving into the position of supervising student teachers, she has taken on an additional focus at the classroom level.

During her recent sabbatical, Henry spent time in two kindergarten classrooms. She says, “It was wonderful to spend that much concentrated time with young learners.” She is not unfamiliar with that challenge as she and her husband, Abe Feuerstein, associate professor of education, have three children under the age of six. Luckily, she says, “I like it when something I learn or see in classrooms is present in my own home and vice versa. It makes the learning resonate with me.” — Ilene Ladd

CDC Launches Externship Program

FOR TWO DAYS DURING HER 2007 WINTER break, Lauren Gibbons '09, an English and psychology major, joined the Washington, D.C., press corps as a reporter for the *Washington Times*. The story she wrote was published, with her byline, in the Jan. 14 edition of the influential daily newspaper.

At the same time, Harry Kastenbaum '09, a history and political science major, spent part of his winter break sitting at the options desk of Northeast Securities, Inc., a boutique financial firm based in New York City.

Both Gibbons and Kastenbaum had these “real-life” experiences as participants in Bucknell’s Career

Development Center’s (CDC) new Externship program, which gives sophomores a two-day opportunity to explore a variety of career fields by “shadowing” professionals — mainly Bucknell alumni, parents, or friends — in their workplaces.

“We picked the sophomore class intentionally,” says Melissa Gutkowski,

manager of externships. “First-year students have orientation; juniors are gearing up for that important internship or research opportunity that could lead to a full-time offer; and by the time you’re a senior, you’re looking for work or preparing for graduate education. The sophomore year didn’t have a key program.”

The externship program was launched in fall 2006. During the winter break, 212 students completed externships, which were sponsored by 146 organizations. “That’s just the beginning,” Gutkowski explains. “Our goal is to bring more students into the program. We will continue to work with sponsors to develop the quality of the experience. We see externships playing an integral part in helping students with their career decision-making.”

Kastenbaum found his Wall Street experience edifying. “I watched two days of mergers and acquisitions. I researched Brazilian sugar cane ethanol, and I got advice on how to get into the financial business. It was an eye-opening experience. It helped me realize that I have options, and it’s not too late to change my mind about careers.”

Gibbons never dreamed she’d actually be a reporter during her externship. “I just figured it would be a chance to try something different,” she says. “I’m interested in law, but I’m also interested in writing and journalism. I had to call D.C. and Baltimore officials, say I was a reporter for the *Washington Times*, and then interview them. It was intense — an awesome experience. As a result, it definitely made me more interested in the field.”

To learn more about the program, check out www.bucknell.edu/x2688.xml or call Melissa Gutkowski at 570-577-1238. — Rick Dandes



Evan Dresser

Lauren Gibbons '09 and Harry Kastenbaum '09

Hello, Hello, This Is ...



Scaffold Smith

Left to right, Liz Lorson '07, Jenna Camann '07, and Scott Mohr '08

FOR ONE DAY THIS WINTER, IPODS WERE left in dorm rooms and cell phones went unanswered as students greeted one another and faculty and staff as they walked through campus. This increase in civility was courtesy of the Traditions Committee, composed of student leaders, alumni, and representatives of the Office of the Dean of Students, who joined together to revive the "Bucknell Hello" tradition.

Alumni of the 1930s, 1940s, and 1950s fondly remember a time when everyone on campus greeted each other on a daily basis. At student orientation in those days, new Bucknellians were indoctrinated into the tradition of greeting everyone they met throughout the day with a Bucknell Hello. This past February, the Traditions Committee sponsored a week-long campaign titled "Bucknell Hello. Bring Back the Tradition."

The campaign consisted of the distribution of posters,

table tents, and emails promoting the day, as well as sticky "Hello, my name is ..." badges. On Feb. 7, students, faculty, and staff wore their nametags and made an extra effort to greet fellow Bucknellians as they made their way across campus. Natalie Cubbon '08 thought that "it was a fun idea to bring back the tradition of the Bucknell Hello. I applaud the Traditions Committee for seeing the importance of something so simple as a smile or a hello to those you pass."

Jenna Camann '07, one of the student organizers of the campaign, thought the campaign was extremely successful. While researching the history of the Bucknell Hello, Camann heard from many alumni who remember the tradition fondly, like Harvey Edwards '78, who told Camann the Bucknell Hello "not only showed respect, but also created an interaction between two people — two Bucknellians." Hearing the excitement from these alumni was "what made the Bucknell Hello day even more special" to Camann. She is pleased that current students will now have one more tradition to connect them with Bucknell alumni.

For the future, Amy Badal, assistant dean of students, plans to include Bucknell Hellos during student orientation. Cara Jellison '08, another student organizer, says, "Building a culture takes time. It's a several-year project. The plan is to introduce the tradition to the incoming first-years during orientation and slowly build culture through the new classes of students."

The Traditions Committee is looking for alumni to get involved and offer feedback on other traditions to bring back to Bucknell. The committee will host a roundtable discussion at Homecoming next fall. Anyone interested in contacting the Traditions Committee can email Camann at jcamann@bucknell.edu. — Ilene Ladd

Student Profile: CHRIS McNAUGHTON '07

Balancing Acts Bucknell provided Chris McNaughton '07 with more than he ever expected: an outstanding basketball career in the national spotlight, an undergraduate electrical engineering degree from one of the best departments in the country, and most importantly, his "soulmate for life," Ashley Glasgow '07.



Ryan Showlin '10

It's been a long, strange trip for McNaughton, a native of Germany. He played for the German Under-20 National Team prior to coming to Bucknell. While playing basketball in Germany, he met Pat King '92, another German native and former co-captain of the Bison men's basketball team and Patriot League Player of the Year. King helped plant the idea that McNaughton should try to play college ball in the

U.S. Despite his German upbringing, McNaughton was already familiar with the Patriot League — his father graduated from Lafayette College. McNaughton jokes that they reached a compromise over his father's loyalties: "We worked it out, and he's a Bucknell fan now. When we play Lafayette, he cheers for Bucknell."

There certainly has been a lot to cheer about over the past four years. McNaughton counts among the highlights of his career wins his sophomore year against Pittsburgh and the NCAA first-round tournament against Kansas.

McNaughton has achieved a taut balancing act between academics and athletics and has won two consecutive Patriot League Scholar-Athlete of the Year awards. He says, "I'm proud of being able to succeed in a classroom while playing a sport at a very high level. I'm not just here to play basketball, I want to challenge myself acade-

mically. I had the chance to play professionally in Germany, but I decided to go to college first."

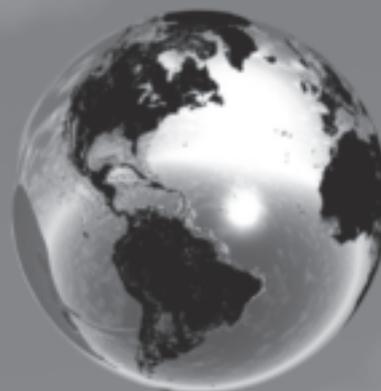
McNaughton says that the key to his success has been time management and his ability to compartmentalize. "You have to be able to separate basketball and school and make sure one does not bother the other," he says. "Sometimes you have a test and a game that night. It is tough to separate those two. You want to be ready for the game, but you don't want to be thinking about the game during the test. It is manageable but something that you gain experience with and learn along the way."

McNaughton is looking forward to graduating, getting married, and playing basketball professionally. He says, "I definitely want to play professional basketball as long as I can. And I will always have my Bucknell engineering degree." — Ilene Ladd

Twelve alumni talk about how their years as Bucknell varsity athletes affected their personal and professional lives.

LESSONS in the GAME of LIFE

HERESA GAWLAS MEDOFF '85



WHEN STEPHANIE BUCK DEWAR '82 THINKS BACK ON her time at Bucknell, sports comes to mind first — late training meals in the cafeteria, good friends from the basketball and softball teams, the coach who inspired and kept her in line, the challenge of learning to play fast-pitch softball, and the satisfaction of learning it all so well that some of her hitting records still stand.

Dewar worked hard to balance time devoted to sports with time in the classroom, lab, and library. She succeeded well enough to merit election to the Phi Beta Kappa Honor Society and admission to the University of Pittsburgh School of Medicine. Today, she is director of Pediatric Diagnostic Services at Tod Children's Hospital and medical director of the Tri-County Child Advocacy Center in Youngstown, Ohio. Beyond the administrative requirements of these roles, she teaches medical students and residents, enjoys spending time with her husband and three children, and yet still finds time for sports — as a fan, coach, and participant — only these days her game requires a golf club instead of a softball bat.

"My whole life is time management," Dewar says, "and I learned that through sports." College athletics, she adds, improved her physical and mental stamina, boosted her confidence, and taught her persistence. "During those long nights of medical school and residency, it was terribly helpful to know that I could make it through," she says.

Other former Bison student-athletes echo Dewar's appreciation for the benefits of sports. Their experiences on Bucknell teams, they say, not only led to valued friendships with teammates and coaches but also gave them the skills and determination to succeed far beyond college.

Academic and Athletic Seventy percent of Bucknellians play varsity sports in high school, and it's only natural that some decide to continue in college. Nearly one-quarter of today's students — roughly 800 a year — play on one of Bucknell's 27 varsity teams. Many others participate in intercollegiate club sports or intramurals.

Some Bison alumni, like Molly Creamer '03, who plays pro basketball in Europe, say they selected Bucknell specifically because they wanted to be part of a university that offered a nationally competitive athletic program and a challenging academic experience. The NCAA ranks Bucknell first in the nation for its 100 percent graduation rate for student-athletes and third in the nation for the number of student-athletes named to national Academic All-American teams. Bucknell has always emphasized the *student* part of *student-athlete*.

"We'd be coming back from an off-site lab, and the bus would drop us off right at the field. We might be late for practice, but academics always came first," recalls Bobbi Castens Seidell '79, a geology major and three-sport athlete. "I remember at field hockey tournaments, we'd all be sitting in the grass along the sidelines reading and doing our homework. None of the other teams were doing that, but we always did."

Rutgers head football coach Greg Schiano '88 teaches his student-athletes to play clean and hard as a team, while placing a high priority on academics. That's

what his Bucknell coaches stressed, and that's what he is teaching his players. Schiano, who garnered a slew of awards in the past year, including National Coach of the Year, after ushering his team to its first national top-10 ranking, says he's proud that his team won "the right way." Under Schiano's leadership, Rutgers ranked fourth in the nation in 2005 in the Academic Progress Rate.

Combining academics and athletics successfully is all about time management, former Bison athletes say. During soccer season, Abbey Seaboyer '04 and her teammates practiced two hours a day, six days a week. Even in the off-season, they trained four or five days a week. "The time commitment was much bigger than I thought it would be," she admits, "but I learned to plan ahead to allow for practice and travel time, and we'd always do schoolwork on the bus."

Former goalie and University Trustee Lee Hamilton '57 says, "I remember many days when I'd run from the lab down to the field, put on my cleats, and finish soccer practice in my regular clothes. After spending all morning in the classroom and all afternoon in the lab, it was a great physical and mental release."

Combining sports and academics gives students the opportunity to learn discipline and understand priorities, and that's a tremendous advantage in life, says Trustee Frank Arentowicz '69, captain of the conference championship 1969 baseball team. "Back then, I didn't realize that what I was learning would be so helpful later in life, when I was juggling the multiple commitments of working and being a spouse and a father."

'My whole life is time management, and I learned that through sports.'

Aiming High Trustee Bill Graham '62 entered Bucknell a year younger and smaller than most of his classmates, but that didn't stop him as a freshman from going out for the football team and wrestling intramurally. By sophomore year, Graham felt ready for varsity wrestling. "I was determined to wrestle heavyweight, but the coach wanted me in the 177-pound weight class. He made me try out every week against a guy who was 6'4" and weighed 270 pounds. Every week I won, and I earned my spot as heavyweight," Graham recalls. "That experience taught me tenacity. I learned to never give up." That same tenacity, he says, helped him develop the Graham Company into one of the largest insurance brokers in the U.S., with premium volume growing from \$50 million in the early 1960s to \$250 million in recent years.

"There were a lot of tough times with the business,



a lot of setbacks, years where we lost money or didn't do anywhere near as well as we expected," he says. "Just as with wrestling, though, you might lose a match, but you come back." Graham values his athletic experiences at Bucknell so highly that he has donated \$7.6 million to support varsity wrestling and the women's varsity athletics program. He keeps in contact with coaches and players and follows the teams' progress, too. "Sports were critical to my success at school and afterward. I want to help other Bucknell students have that experience," he says.

The arena is somewhat different for cardiac surgeon Bart Griffith '70, but the lesson remains the same: "I've chosen a profession in which the survival rate is lower than in other medical fields. We treat the hopelessly ill, and many don't survive, but if you dwelled on that, you'd be paralyzed. You have to keep coming back and getting better and realize that you are making advances for the next patient." Griffith, director of Heart and Lung Transplantation at the University of Maryland Medical Center, as well as a University trustee, is recognized internationally for his research aimed at advancing the use of artificial organs.

While Griffith's athletic experience taught him to focus on the big picture, it also trained him to pay attention to the essential details. "When you're working on the inside of a heart, you have to be technically proficient," he says. "As a lacrosse goalie, you need to be in the right place at the right time, and being a surgeon is kind of like being a goalie. Everybody looks to you."

For another lacrosse player, Justin Zackey '94, the message was practice, practice, practice. It's how he mastered the sport in college and how he became fluent in Mandarin Chinese — even though he didn't begin studying the language until after graduation, when a Henry Luce Fellowship sent him to the Yunnan Institute of Nationalities in the province of Kunming in the People's Republic of China. "Sports helped me to under-

stand the value of practice in the larger sense. It taught me that the pain of daily practice has a payoff in the future," Zackey says. "I've always tried to finish things, and I think that came from athletics as well, that not giving up, whether it's a sprint or a practice or a game." Zackey has returned to China numerous times, and last year he completed his doctorate in geography with a dissertation on the Yunnan Province. Lately, he has spent a lot of time practicing his latest undertaking — the mandolin.

"Sports taught me not to settle," Seidell says. "I never wanted to let my teammates, my coach, or myself down. I'm still that way. There's no 'it's good enough.' I always strive to do my best." As the coach of a high school girls' soccer team, Seidell seeks to instill that same drive in her players.

"The person who gets ahead is the one who does more than is necessary and keeps doing it," Arentowicz says. "Bucknell, and sports in particular, taught me how to compete effectively, whether it was in law school or in the workplace. The number one lesson is that you are not defeated by your opponents, but by yourself."

One for the Team Not surprisingly, many former Bison student-athletes say that they thrive on competition. "I enjoyed playing, but more than that I enjoyed scoring and winning," admits Hamilton, who was named executive director of the United States Tennis Association after retiring from a 31-year career with Exxon Mobil Corp. Hamilton still plays tennis competitively and, as soon as he retires again, anticipates having time to play more local and national tournaments in his age division.

On the soccer team and later on the job, Hamilton's competitive spirit was channeled into working with others toward a common purpose. "It's a life skill. In the work world, no matter how big or small the organizational unit, you achieve your goals through teamwork. You learn to blend together disparate skills, to play to your strengths and cover your weaknesses," he says.

'The teammates I had through four years are still some of my closest friends in the world.'

"In sports, you learn that the little things are just as important to success. It's just as important to get the rebounds as to score the points. It's the same way in the medical field. Teamwork is not a cliché," says former softball and basketball player Lisa Fink Povsic '93, a physician's assistant who works in the cardiology group at Duke University Hospital. "In my field, we all have to be able to work together as a team — me, the cardiologist, the physical therapists, the nurses. We need to be able to cooperate and to communicate, and I learned that by being on a team."

Zackey agrees that playing on a team helps students

learn appropriate ways of communicating. "It's very easy to get angry at each other or communicate in detrimental ways. Being on a team steers you toward better ways of communicating and teaches you how to interact with other people."

Combine those lessons in communication and teamwork with the confidence instilled by athletic achievements, and often a leader emerges. Being a team captain can help to develop those leadership skills, but it's just as likely that someone is chosen to be captain because of the leadership skills he or she already demonstrates. Seaboyer, for example, was chosen CEO by the members of her Management 101 project team when she was a sophomore. Then, in her junior and senior years, she served as captain of the soccer team.

Just three years out of Bucknell, Seaboyer hasn't settled on a career yet. She's looking to return to school to earn her MBA and then, perhaps, to work in a non-profit setting. To truly lead others, she says, you need to be passionate about what you're doing, and helping others is her passion.

'Bucknell, and sports in particular, taught me how to compete effectively, whether it was in law school or in the workplace.'

In the classroom, the office, the boardroom, or the operating room or on the field, a leader inspires others to work together for a greater cause. It's that way with the players on the football team he coaches, Schiano says. "Anytime you have people from different backgrounds and beliefs, you need to accept one another for what you are, but you also understand you are part of something bigger than yourself."

Bison Ties That Bind While they value the skills they learned while playing on a Bucknell team, many former student-athletes say what they cherish most is the camaraderie with teammates and the mentoring from coaches.

"You go through a lot together. You see each other at your best and at your worst, so the relationship with your teammates is more intense sooner than it might be with a roommate or a classmate," Povsic explains.

More than 50 years after graduating, Art Kinney '56 remains close friends with former football teammates, including Roy Gavert '55, both of whom are trustees emeriti. In fact, Kinney delivered a warm remembrance about the Gaverts recently when they celebrated their 50th wedding anniversary. "One of the major things sports does is bond you together. You go through so many challenges together — hard times, good times," Kinney says. Quite a few players also remain in contact with their former coaches years, even decades, after graduating.

"The teammates I had through four years are still some of my closest friends in the world," Creamer agrees. "It was a family atmosphere at Bucknell. I remember that most clearly. I look back on my experience at Bucknell, and I know that I received an amazing education and had such intelligent professors. Our coaches allowed us to play basketball in an extremely competitive and supportive environment. I'm so thankful for that."

As they have done through the generations, Bucknell student-athletes of today continue to benefit from the many alumni who continue to give back to Bucknell and its sports programs by rooting for Bison teams, supporting the Bison Club, and giving of their time, talents, and resources to the sports programs and to the University as a whole.

"My participation in Bucknell sports helped instill my pride in and loyalty to the University, and that has continued to build over the years," says Kinney, who received the Stephen W. Taylor Medal from the Alumni Association in 2005 for his extraordinary service, dedication, and commitment to Bucknell. Kinney is proud of the fact that he and his daughter, Trustee Laura Kinney '81, who played Bison lacrosse and volleyball, are the only father-daughter trustee pair serving at the same time in the University's history. "My years at Bucknell were a fun, exciting part of my life," he says, "and I'm honored to be able to help other Bucknellians have that same type of experience."

Theresa Gawlas Medoff '85 is a writer and a regular contributor to Bucknell World.



Environmental initiatives have existed on Bucknell's campus for decades, but three years ago, **several individuals** joined together to make the most of their talents, **interests, and passion about the environment.**

TOWARD A SUSTAINABLE ENVIRONMENT

ANDREW LARSON '08



Pat Little

Peter Wilshusen, on the left, and Craig Kochel, co-directors of the Environmental Center

THE AIR IS COMFORTABLY COOL, AS THE WINDOWS frame a gathering snowstorm on a blustery winter night. With its thermostat set at 60 degrees, its lines of computers turned off, and its dim lighting and solar power quietly working, Bucknell's Environmental Center represents an important aspect of the

University's environmental consciousness. Located across from the Observatory on Fraternity Road, the Center's furnishings are almost entirely recycled. Its founders went "warehouse diving" for the computers, tables, and chairs, says Craig Kochel, co-director and professor of geology. The building itself is a brick house, complete with kitchen and detached garage, previously rented out by the University as a staff residence. The garage serves as a hub for all of Bucknell's used toner and inkjet toner cartridges, which the 45-member

Environmental Club collects and recycles.

In 2004, a group of approximately 55 students, faculty, and staff connected the dots that once distanced individual departments and laid the plans for the Environmental Center, which helps its many constituencies sift through research, brainstorm on tactics, and pool resources when applying for grants.

"Oftentimes, when you think of environmental science and environmental studies, you think of the natural sciences, like biology and geology," says Peter

Wilshusen, center co-director and associate professor of environmental studies. "Here, we're truly interested in integrating all academic perspectives." Faculty members from classics, English, music, theatre, and international relations, just to name a few, are involved with the center.

The Environmental Footprint In an interview sandwiched between her classes, work on her thesis, and a showing of the global-warming documentary *An Inconvenient Truth* later that night, Christine Kassab '08 explained the results of her research — a study of Bucknell's greenhouse gas emissions between 1990 and 2004. Kassab, an environmental geology major, determined that Bucknell produced 37,090 metric tons of greenhouse gases in 2004, down from 60,000 in the mid '90s. Bucknell chopped its greenhouse gas emissions in half with its conversion of its coal-fired power plant to a natural gas-burning co-generation plant. The new plant, completed in 1997, not only releases fewer pollutants but also saves money by producing energy at 80 percent efficiency. When asked how Bucknell stands in comparison to other schools, Kassab says, "Not bad."

Bucknell has a lower greenhouse gas emissions rate per student than Middlebury, Harvard, and Oberlin, according to Kassab's report. Oberlin is nationally recognized for its Green Dorm initiative.

Greenhouse gas emissions — mainly carbon dioxide, nitrous oxide, and methane — may contribute to global warming. Despite its environmentally friendly power source, the University needs to further cut its energy consumption, Kassab concluded. Her report cites recommendations such as turning off computers and lights while not in use and decreasing unnecessary driving. Her research project, conducted over the summer, was funded by a grant through the Environmental Center.

"Ten years ago, this research wouldn't have been possible," says Dennis Hawley '72, MS'73, associate vice president of Facilities and a member of the Environmental Center's steering committee. "It was sort of dispersed, with things going on [with Facilities], in geology, in the Environmental Residential College. Now these initiatives are all supporting each other."

Kassab's project is the first step of an environmental audit, beginning this spring. The audit, headed by Bucknell's sustainability coordinator, Dina El-Mogazi, seeks to identify sources of greenhouse gas emissions. The results will allow the campus community to determine ways of making the campus "greener." As the University embarks on its Campus Master Plan, it has certifications from the U.S. Green Building Council in mind.

"We're looking at ways we can reduce our environmental footprint on the campus," Kochel says.

Solar Scholars Colin Davies '08, a civil engineering major, enrolled in a summer training program through the Environmental Center, where he helped install the solar panels in the backyard. On a good day, the panels can power the entire building and more — the surplus is sent out to the utility's electrical grid. On an overcast winter day, the gauge showed the solar power tripling in the span of about a minute as the sun peeked through the clouds. With his training, Davies is in charge of a group of students, the Solar Scholars, who are installing panels at one of the modular units in



Colin Davies '08 and Christine Kassab '08

Bucknell West with a grant from the Sustainable Energy Fund of Central-Eastern Pennsylvania and matching funds from the University. While the two solar-powered buildings may do little to reduce Bucknell's overall power use, they promote environmental awareness.

"[The occupants] will be able to work on their laptops and look out the window and see where their power is coming from," Davies says. "That's important, especially in this day and age where we take things for granted. We don't usually think about where our power's coming from, but it's something we should do."

Going Green Efforts to improve Bucknell's environmental conscience represent a microcosm of a global movement. With high fuel prices and increased media attention about global warming, people are thinking more about the environment than they were 10 years ago.

"Our whole survival depends on what happens to this planet," Kochel says. "It's a fixed place with fixed resources. We have one atmosphere, one supply of resources. Our critical problem is the number of people on the planet and the demands being made on these resources. Learning to manage that wisely is our only chance for success if we want to continue life as we know it."

The economy's invisible hand is pushing businesses towards "green" design practices, which reduce their energy costs and their toll on the environment.

"People often think that going green costs a lot of money, that it's something that you do once you've become a rich company and, really, it's just the opposite," says Wilshusen. "For the most part, it saves you money, especially in the long run. It's not only good for the environment; it's also good for the bottom line."

Although economic interests in the environment often stem from a profit-maximizing motivation, for many it's a labor of love.

Says Kochel, "For right and wrong reasons, people are getting interested in what's going on with the environment, whether it's hitting their pocketbook or hitting their heart and soul."

Andrew Larson '08 is the editor of The Bucknellian and Bucknell World intern.

Editor's Note: *Just as we were going to press, Bucknell World learned that the Environmental Center received a \$450,000 grant from the Henry Luce Foundation's Environment and Public Policy program. To find out more, go to www.bucknell.edu/x33821.xml.*

THE EXTENDED MISSION OF STARDUST FOUR ZERO

CINDY HERMAN

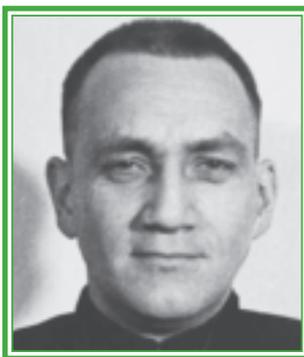
ON A PITCH-BLACK NIGHT in January 1953, Maj. William H. Baumer '50, MS'60 didn't think twice about parachuting out of his B-29 over an unknown Chinese landscape. The flaming plane, hit in an attack by Chinese MIG-15s, made the sub-zero temperatures outside feel almost inviting. He followed rehearsed procedures, even after being hit in the leg and knocked down. He got back up, left boot filling with blood, knelt at the open nosewheel hatch, and rolled out.

As he floated to the ground, his left leg bleeding, Baumer focused on proper landing procedure, which involved rolling as he approached the earth. But in the darkness, he couldn't see anything. He recalled thinking, "I hope I don't straddle a fence."

Baumer had enlisted in the Air Force in 1942 and instructed pilots in Roswell, N.M. After World War II ended, he graduated from Bucknell with a degree in mechanical engineering and, ever the pilot, returned to active duty, ending up in Korea as operations officer for the 91st Strategic Reconnaissance Squadron. His final mission, called Stardust Four Zero, was a leaflet drop along the North Korea-China border, warning of impending bombings. He'd already put in a full day and had his orders for stateside, as he wrote in the biographical account of his adventures, *The Extended Mission of Stardust Four Zero*. But he liked to fly and accepted the mission.

He could not have known that it would be two and a half years before he finally returned home.

Baumer spent the next eight



months in Antung General Hospital in northeast China, where he was treated for his leg wound and frostbitten fingers. Though he was subjected to random interrogations, he was treated kindly by most of his caregivers. Once, during a procedure to snip exposed bone from his frostbitten fingers, the doctor and nurse pointed to a cross

he wore on a chain around his neck and began to sing Christmas carols in Chinese. A surprised Baumer joined in, and the three sang together as his finger was treated.

"The operation was over much too soon," he wrote. In the end, his wife, Betty, said that the thumbs and middle fingers of both hands were left intact, though stiff.

"Thank God, he had his thumbs," she says. "He lost most of the tips of his fingers below the knuckles. But he later typed his own books on a computer."

After eight months in the hospital, Baumer was transferred to a five-by-eight-foot cell in a Peking prison. He asked repeatedly about his fellow airmen, but was allowed no outside contact.

"How he kept himself going, 14 months in solitary, I just can't imagine," says Betty, who lives in Milton, Pa.

But imagination was exactly what kept him going. Forbidden to read, except for occasional propaganda books; write, except for admissions of guilt, which he refused to do; or exercise, except "when guards were not outside the door," Baumer sat on his cot and let his mind take him far away. Finding it too painful to imagine returning home, the former engineering student occupied his mind with math problems. With practice, he was "easily able to multiply, mentally, four-digit numbers." He prayed, constructed maps and houses in his mind, and performed a one-man show of poems and stories for imaginary audiences. He committed to memory poems of 20 and 30 stanzas.

Baumer's diet consisted primarily of rice and cabbage, with occasional thin soups and bread that left an aftertaste of cardboard. Still, as hungry as he was, his interrogations often left him too unsettled to eat. The Korean War had ended while he was still in Antung General, but instead of being treated as prisoners of war,



Maj. William H. Baumer riding in the parade held to welcome him home to Milton, Pa.



The commanding general who had provided the official welcome became concerned as the newly freed Baumer stood in the rain greeting family members, including his mother. The general threw his own trench coat over Baumer's shoulders.

Baumer and his fellow flyers were convicted of spying and held as criminals of the Chinese government. Realizing that he could not continue to withhold information if the Chinese increased the pressure on him and fearing that under physical pressure he might reveal more than was safe, and further acknowledging that with the war over certain information would now be useless to his captors, Baumer took a calculated risk. He decided to play a "dangerous game" of seeming to reveal information, being careful to remember exactly how much he'd told and what he'd withheld, so his story would hold up under repeated questioning. He tortured himself with doubts about whether he'd made the right choice.

"I did what I felt was wisest, under these circumstances, in the best way I was able," he wrote.

He had no way of knowing that back in Lewisburg his mother had become "a person entirely different from the mild-mannered lady I knew," joining other family members and many military and political persons, including Secretary General of the United Nations Dag



Baumer, on crutches, joined the 10 other American airmen as they walked across the border from communist China into Hong Kong, and to freedom.

Hammarskjöld, to fight for the release of the 11 airmen.

"Many people in Washington had come to know the name Mary Ellen Baumer," he wrote, "and I couldn't have been more proud of her. I'm thankful her wrath had been kindled on my behalf rather than toward me."

Finally, in August 1955, the airmen were told that because of good behavior they were being released. The American flyers were free.

Stepping off the plane in Harrisburg, Baumer walked into the arms of his overjoyed mother, cameras flashing to record the image that so many had waited so long to see. Back home in Milton, his jubilant hometown feted him with a hero's parade. At the sight of the more than 10,000 people who came to rejoice in his homecoming, Baumer wrote, "I was very deeply affected and really had to tighten up inside to avoid falling apart. If I'd have relaxed for a second, I'd have been reduced to jelly."

Eventually, Baumer's wounded left leg was amputated about six inches below the knee. He went on to marry and raise a family in Milton, and he became an algebra teacher and guidance counselor, first at Milton Junior High School and then at Warrior Run High School. He passed away in 2004.

"He was very interested in the young people," his wife says. And he did not allow his amputations to hold him back, typing his autobiographical book as well as *The Far East Mosaic*, a fictional story of an American RB-29 commander in the 1950s. "He never felt sorry for himself. I soon learned, after we were married, if he asked me for help with something, I did. But if he could do for himself, he didn't want any help. As severely handicapped as he was, I forgot that he was handicapped."

Cindy Herman, a humor columnist for the Daily Item, lives in Snyder County, Pa.

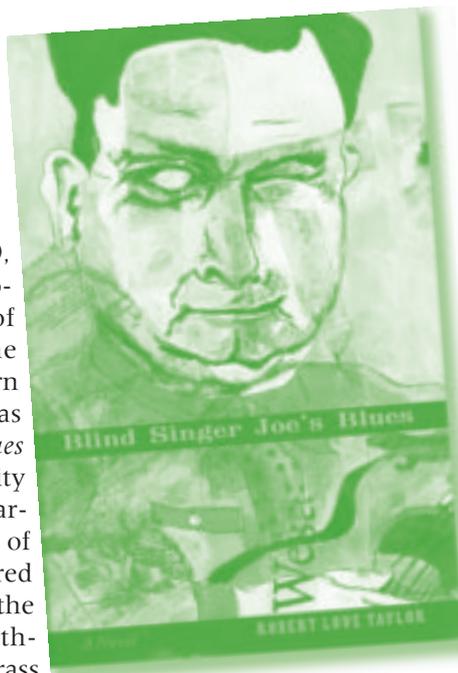
Book Review

CLAUDIA EBELING

SEVERAL YEARS AGO, Robert Love Taylor, professor emeritus of English, promised he and Pink Miracle would return some day, and that day has come. *Blind Singer Joe's Blues* (Southern Methodist University Press) reunites novelist and character in an atmospheric tale of the entwined souls who poured their lives and longings into the music that gave rise to 20th-century folk, jazz, and bluegrass traditions.

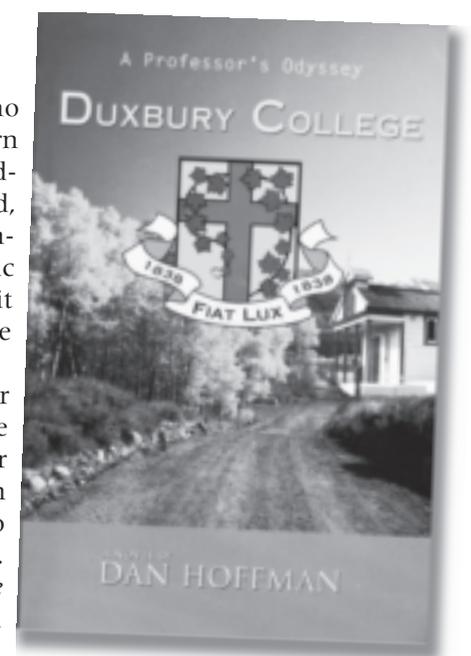
The back roads of Tennessee and early Oklahoma, as well as the theme of signifying — making meaning — are hallmarks of Taylor's fiction, much of it inspired by family history. Fiddler Pink (Pinkney Gideon) Miracle was a minor character in *The Lost Sister*, last seen working in Tom Mix movies after being left by his songbird wife, Argenteen Dupree. *Blind Singer Joe's Blues* returns to their early years, when young Argenteen, née Hannah Ruth Bayless, is beguiling men and women alike in eastern Tennessee. She gives of herself easily, but her heart is elusive. Before she's out of her teens, she has abandoned two sons and she'll leave Pink with a young daughter later on. When her death is mentioned, it is almost like an afterthought, since she lingers in memory and music.

Blind Singer Joe's Blues suggests an ancient place stirring to the freight train of modern times. There are sod houses, moonshiners, and snake-handling faith healers, as well as war, killer flu, and new social orders to absorb. The music preserves order and



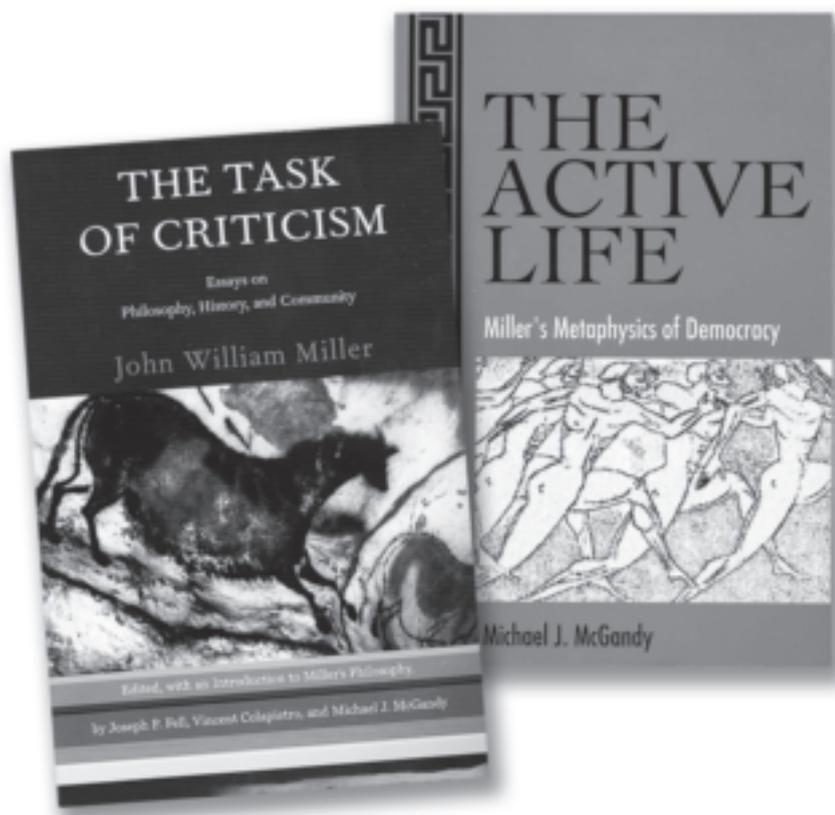
gives voice. Taylor, who now lives in southwestern Virginia and plays the fiddle in a bluegrass band, writes with a lyrical intensity that evokes the music effortlessly, weaving it through the collective American experience.

There is another work of fiction to note this month. Professor Emeritus of Biology Dan Hoffman continues to enjoy his second act as a storyteller. His third novel, *Duxbury College* (iUniverse), follows the eventful career of a biology teacher at a small New England liberal arts college, in part suggested by Bucknell. Hoffman finds considerable human drama percolating behind the placid façade of academe.



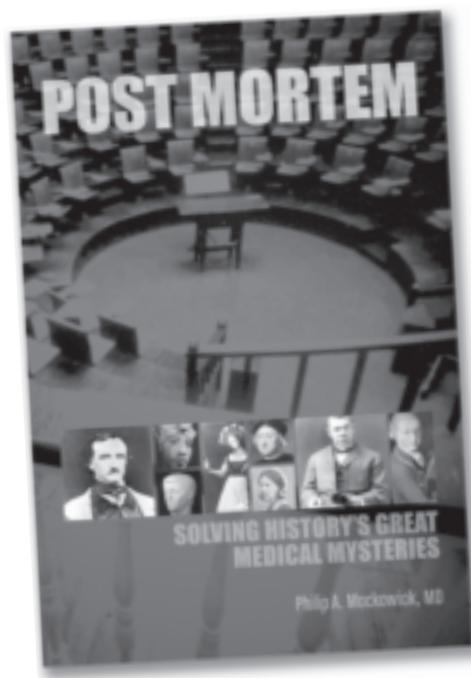
Overcoming Owliness By conventional lights, Williams College educator John William Miller (1895–1978) would have slipped into anonymity, having published very little during his career. The philosophy professor was renowned for teaching, however, and inspiring generations of students, one of them Bucknell Professor Emeritus of Philosophy Joseph Fell and, through him, Michael McGandy '91. In two new books, they are keeping Miller in the stream of 21st-century discourse.

Though he chose to invest his knowledge in the classroom, Miller did leave behind a substantial trove of writings at his death. Fell and McGandy, with Vincent



Colapietro, have edited a new volume of Miller's work, *The Task of Criticism* (Norton), that focuses on Miller's own philosophical theory. Concurrently, McGandy, a managing editor at Norton, has published an acclaimed critical assessment that grew out of his doctoral thesis, *The Active Life: Miller's Metaphysics of Democracy* (SUNY).

Both volumes reveal an original, wide-ranging thinker, whose overarching theory strives to unify opposing forces, particularly the active and the contemplative lives. In compelling and graceful prose, Miller calls for philosophy to fulfill a participatory role in life. A typical passage calls for the rejection of "owliness," alluding to Minerva's watchful bird, who takes flight only at dusk. Miller says, "The philosopher must be a universalist but also a localist and the localist is not to be patronized. The repute of philosophy has suffered because it has had no way of combining the universal with the local."



History Detectives

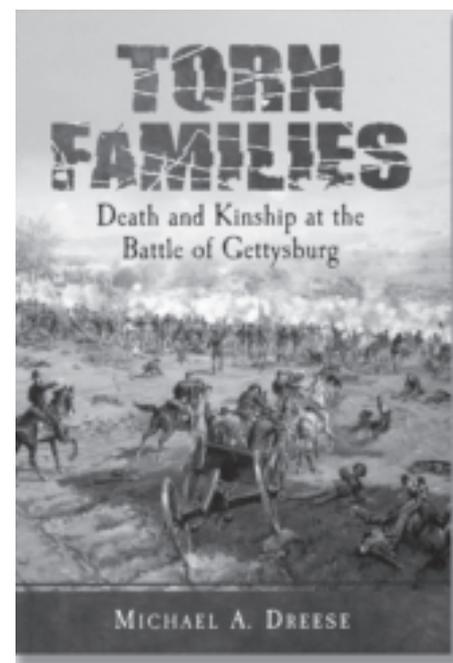
Given the public fascination with forensic investigation, *Post Mortem* (American College of Physicians), by Philip Mackowiak '66, should prove popular with general readers and professionals alike when it debuts this month. Mackowiak, who has taught clinical diagnosis for over 30 years, brings the analytical case-study approach to bear on the tantalizing medical mysteries of 12 historical figures plucked from the past 3,500 years.

Mackowiak enjoys a

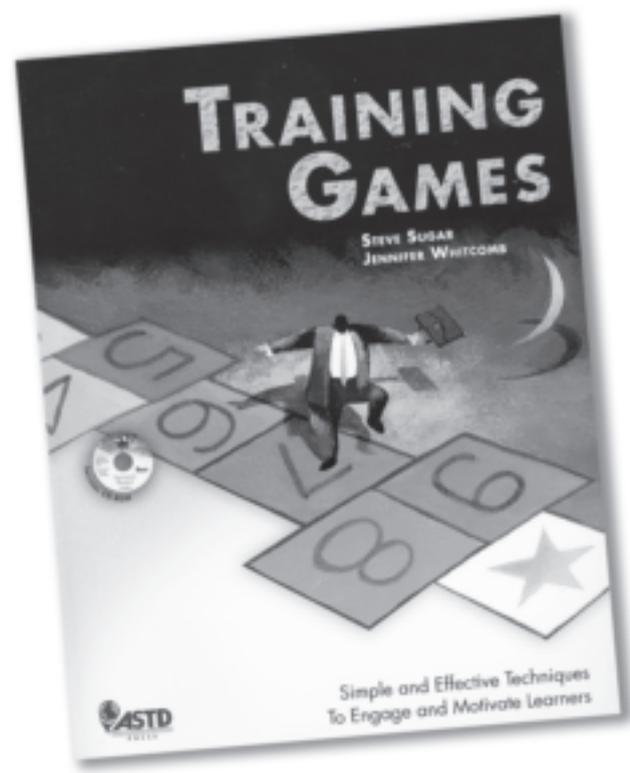
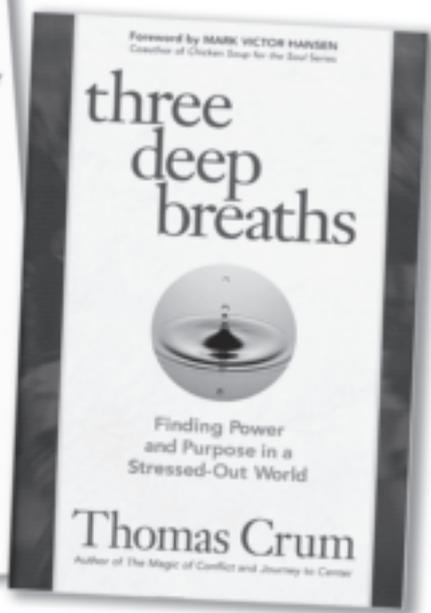
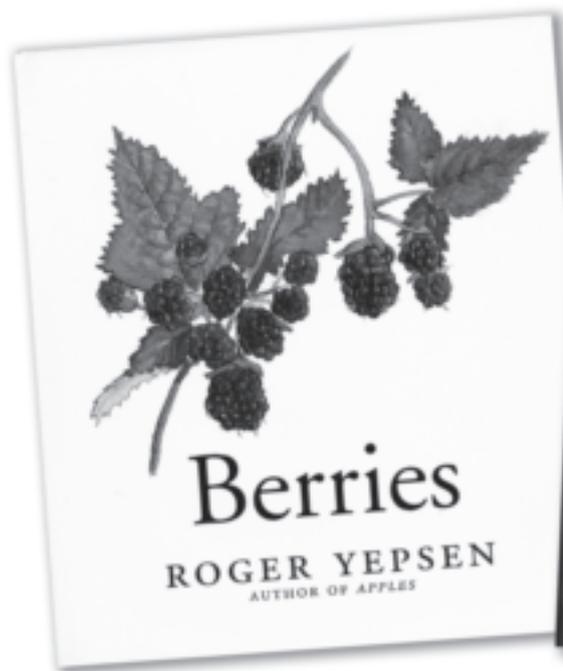
challenge. Each case requires sorting out fact and legend clouded by the passage of time. Disease manifestations, immunities, and treatments have changed dramatically, making original diagnoses and eyewitness accounts difficult to assess. This does not stop the author from plunging into detailed reviews of the problems and lifestyles of the famous patients, whose identities, revealed only after the symptoms have been inventoried, range from Alexander the Great to Edgar Allan Poe. The deductive process is suspenseful, and Mackowiak's conclusions hold many surprises.

Mackowiak prepared *Post Mortem* by researching an astonishing array of primary sources, as did Michael Dreese for his new book, *Torn Families* (McFarland). Dreese, an occasional *Bucknell World* contributor and author of several histories, turns his attention to the impact of war on soldiers' families, examining it through the lens of the bloodiest conflict of the American Civil War, the Battle at Gettysburg.

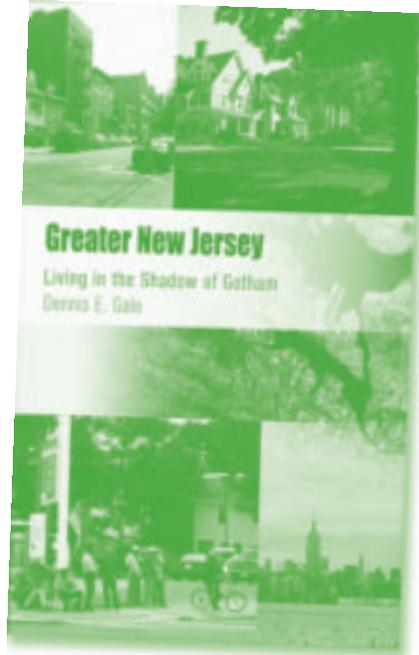
After poring through letters, journals, and newspaper accounts, Dreese came to understand that war resounds through everyone connected to a soldier. A pageant of grief, divided loyalties and unifying resolve, and heroism and failures affecting families plays out in the book, which includes a piece of Bucknell history. Matthew Tucker died at Gettysburg soon after graduating from what was then the University at Lewisburg. His widowed mother rallied the college president, Justin Loomis, and other administrators to travel with her to the scene and retrieve his body. Their encounter with the carnage prompted University resolutions and tributes in Tucker's name. His tombstone can be found today in the cemetery adjacent to Bucknell.



The Reference Shelf Some reference books are best written by insiders, and others are best written by outsiders. There are some of both this month, beginning with the purse-sized *Mere Mortal's Guide to Fine Dining* (Broadway Books), by Colleen Rush '95, a down-home southerner transplanted to the capital of elegant eating, Manhattan. Her first visit to a chichi eatery had her quaking in fear of not knowing how to behave. She educated herself, and now others need not suffer as she did.



What sets *The Mere Mortal's Guide* apart from similar manuals is the author's grasp of what the outsider really needs to know, which she dispatches deftly in a witty, non-threatening voice. Martinis, tipping, communicating with insider servers, utensils, menus in foreign languages, the cheese course, and much more are laid out plainly. Useful trivia and bonus tips are sprinkled helpfully, not distractingly, throughout the text, making it as much fun as it is useful.



Insider Dennis Gale '64, a professor of public administration and political science at Rutgers University, takes readers on a historical, political, and demographic tour of his state in *Greater New Jersey: Living in the Shadow of Gotham* (University of Pennsylvania Press).

Jersey is easily slighted as that narrow state to drive through on the way to New York, or as that place to sleep after a day on the job or night out in . . . New York. In fact, much of northern New Jersey is roadway leading across the border. Gale examines the state's civic identity in the face of the megalopolis phenomenon, and the impact of a large, socially diverse population on limited land and resources. New Jersey was a leader in urban planning in the early 20th century, and it has been home to Walt Whitman, Thomas Edison, Albert Einstein, and Philip Roth '54; Bruce Springsteen sings about it. There is history and character to the place,

and a certain pride, even in the hoodlums who bequeathed it a dark side.

In *Berries* (Norton), Roger Yepsen '70 takes us on a tour of a native North American fruit in its many varieties. As he did in his earlier volume, *Apples*, Yepsen provides cultivation and harvest advice, history, lore, and recipes for the familiar berries and the not-so common, like gooseberries and rose hips. The volume is nicely illustrated, and the recipes are sophisticated but doable, with something for everyone.

That an organization exists called the American Institute for Stress speaks volumes about contemporary life. Thomas Crum '68, a national expert on conflict, peak performance, and martial and mind-body arts has addressed the topic in training seminars for corporations and government. He shares his techniques in *Three Deep Breaths: Finding Power and Purpose in a Stressed-out World* (Berrett-Koehler). He articulates the lessons through the allegory of Angus, a professional and family man pressured by the fast-lane life. Through the exercise of the three breaths, Crum promotes centering, possibility, and discovery.

Steve Sugar '62 is also known as a trainer . . . of trainers. In *Training Games* (American Society for Training and Development), he and coauthor Jennifer Whitcomb observe that games inject energy and a comfort zone into what could otherwise be a dull and ineffective workshop. Templates for exercises built on old favorites like bingo and pointers for facilitating them are included. The accompanying CD provides downloadable game sheets and instructions. The goal is to engage participants so that they fulfill a saying quoted by the authors: "I stand here singing my song. You leave here singing it . . . I hope."

Claudia Ebeling regularly reviews books for Bucknell World.

A Higher Calling

It wasn't an easy choice, leaving a hugely successful business career for a life serving God. **Kathleen Mitchell Rhyne '77** had been hearing the call since childhood; in the mid-90s, the feelings intensified. But Rhyne, who at the time was director of new products



for Hershey Foods, says she was “a tough sell. My husband, Bill, had taken early retirement, so I was the primary breadwinner. And Kelly, our daughter, was still in elementary school. It was a big decision.”

The turning point came when Rhyne was on stage at the Hershey Theatre, addressing her entire company. She remembers, “I was talking about the future vision of Hershey. It was a very important presentation, and while I was in the midst of it, a voice came into my head and said, ‘Kathie, you should be using these gifts for God.’ It was a profound experience ... I mean, God just lost patience with me!”

The daughter of a serviceman, Rhyne moved frequently throughout her childhood. A constant in her life was church; she sang in choirs, volunteered in vacation Bible schools, and attended youth conferences. When she entered Bucknell, she found other ways to serve, acting as a student counselor and teaching at an Arizona Navajo reservation. She also took a variety of sociology courses that, she muses, “showed me how much I love people and thinking about why they do what they do. I think that was an early indication of the things that I'd love about ministry.”

After graduating with a B.A. in history, Rhyne, while staying deeply involved in church, fast-tracked through the business world, working for Procter & Gamble, Kraft, and Pillsbury before joining Hershey in 1989. A hot commodity, she regularly received inquiries from other companies — including Mattel, who wanted to chat with her about becoming president of Barbie Worldwide. In 1999, she was informed that she was about to be promoted to vice president of Hershey Foods. It was a fantastic offer, but, as she explains, “Working in the business world just didn't have meaning for me anymore.” So, she resigned from Hershey and entered Lancaster Theological Seminary, earning a master of divinity degree in 2003.

Ordained by the United Church of Christ, Rhyne recently assumed the senior pastor position at the Congregational Church of Topsfield, Mass. Although she calls giving up her booming business career “a scary experience,” she adds, “once I made the decision, I never regretted it. I wouldn't give this up for anything in the world!”

— Jill Gleeson

Riding with Lance

Jim Owens '86 is vice president of the heating and air-conditioning company his late father founded 50 years ago. At home in Edina, Minn., he leads a busy family life with his wife, Barb, and his 7-year-old son, Max. Like many suburban dads, Owens likes to stay fit and volunteer in his community. Unlike most of them, however, he's fighting cancer.



"The scary part is being diagnosed," says the former varsity athlete and two-time Bucknell Ironman champion. Owens learned of his brain tumor in 1998 while training for a marathon. "Everybody thinks cancer is about somebody else, but one in two men and one in three women will be affected by cancer in their lifetime," he says. "But it's not something that has to dominate your life. You can name your own terms in cancer."

Owens spreads that message through example. He has continued to run, cycle, and cross-country ski — at times, while in chemotherapy. Through the Lance Armstrong

Foundation, Owens encourages other cancer survivors, raises money, and lobbies for increased research funding. In 2004, he was chosen to ride with Armstrong in the Tour of Hope, a cross-country bicycle trip to promote cancer awareness. The following year, the Foundation gave him its highest award.

Owens has aggressively pursued breakthrough medical treatments through clinical trials, which helped him overcome two recurrences after the Tour. "Most adults are not aware that clinical trials are an option," he says, noting that less than 5 percent of adult cancer patients participate in trials, compared to more than 60 percent of pediatric patients. "Asking questions and evaluating the options are essential to long-term success in anything, but it's particularly crucial with cancer."

Although he is fighting another recurrence, Owens continues to maintain his cancer-survivorship website, www.jimsjourney.com, and he just finished writing a children's book, *The Survivorship Net*, which he hopes to have published soon. "It gives a vocal message to children who have a parent with cancer. It's about a run-down circus that must be rebuilt with everyone's help, and it closely mirrors my story with Max."

In honor of his service to others, Owens received the 2006 Bucknell Service to Humanity Award at his 20-year reunion. "It was definitely one of the high points of my life," he says. "I was paying forward what so many people have done for me — helping people realize they can live through and beyond cancer. Things are going to happen in your life, and you can pass on your experience to somebody else." — Christina Masciere Wallace

Teaching Under the Big Top

It was an interesting job ad, to be sure, but **Maureen Breslin '99** and her friends couldn't help but laugh. For a Peace Corps volunteer in China, the idea of teaching young performers in America's most celebrated traveling circus seemed distant, even foreign.



Six years later, the job presented itself again, after Breslin had earned her master's degree in international education and training from American University in Washington, D.C. At that point, she was coaching field hockey but looking for other opportunities.

And the idea of teaching with the Ringling Brothers and Barnum and Bailey Circus was no longer a laughing matter.

"What it came down to was, I still felt as though I could take the other teaching paths," says Breslin, speaking last November from just outside Detroit, where the circus was performing at the Palace at Auburn

Hills. "This was a now-or-never kind of choice."

The Media, Pa., native had been interviewing for other teaching positions, but felt strongly attracted to the new opportunity.

Today, Breslin arrives in a different city each week to teach two classes, with fully accredited curricula. First- to fifth-graders comprise one class, while the other is for high-school aged students — that is, when they're not too busy dazzling crowds with their high-flying acrobatics. Her students last November included members of a Chicago acrobat troupe and the son of two trapeze artists who had joined the team on the road. (The Chicagoans have since returned home; her new students include three teeterboard performers from Bulgaria.)

While many would think these young professional athletes live lives full of fun and games, Breslin says her students are determined and attentive in class.

Still, they're just like any other kids in any other school. "They get rambunctious in class like every other high school kid, but they have a quality that's different, in that when they have to sit down and do something, they do it," she says.

Despite the long gaps without seeing her family, Breslin finds herself meeting up with friends across the country. "Some of my students laugh when I say I know someone wherever we go," she says.

Like the performers, Breslin's time with the circus has its limits. But she's not ready to move on just yet: she says she plans to stay on the job for another few years.

"I enjoy the traveling," she says. "It's like a whole new dimension to the workplace." — Brian P. Watson '01

World's End

AUTISM AWARENESS

LINDA TANNER LUXENBERG '80

I SO VIVIDLY RECALL THE DAY I ARRIVED at Bucknell that it's hard to believe I have three children who are transitioning into their own adult worlds. One daughter is about to graduate from college, and the other is entering this fall. Both daughters have seemed to sail through life, on a course they rarely faltered from. In comparison, their 19-year-old brother, Travis, has never had a natural or easy path. When he was 15 months old, he experienced what I believe was an adverse reaction to the measles vaccination and was later diagnosed with autism. Travis' autism inhibits his ability to communicate even his basic needs. I took on the role of his advocate the day he was diagnosed.

Travis, the middle child, perplexed the educational and medical systems from the day his neurological system went awry. Given his sweet and silent affect, no one, even his own doctors, thought there was a serious problem. Yet I knew he would have a lifelong disability. Eventually, his autism caused him to be dismissed from public school.

Raising a child who exhibited no eye contact or words for the first several years of his life, with ongoing seizure activity and loss of communicative function, was a new experience. Knowing about autism was not. My education classes at Bucknell taught me well. I later earned a master's degree in special education from Lesley College and worked at the May Institute for Children with Autism in Massachusetts. Some might call it an odd kind of destiny. I call it good fortune for the world of autism and my son, as I came well prepared to educate society about the needs of those on the autism spectrum for attaining an independent life.

With parents who both have advanced degrees, in education and engineering, and two wonderful sisters, Travis was constantly exposed to nurturing situations with positive role models. Our family resides in Vermont, a state based on the "inclusion" model, where students are placed in educational settings alongside their "neurotypical" peers. If all Travis needed were



immersion in an environment with excellent role models, he would have been enrolled at Harvard by now. Instead, he left schooling life at age 12, when his public school system denied him access.

Despite attempts to create alternative experiences for Travis' education, including time spent in residence at the May Institute, known for its excellent behavioral techniques in teaching children with autism, I finally came to understand that his life was in my hands.

I joined human service agencies and university and educational boards of directors to represent the need for adequate programs for the growing autism population. I supported other parents of children with autism. I created nonprofits: the New England Autism Center, which develops social, recreational, and educational opportunities for individuals on the autism spectrum and their families; and Ellie's Camp, which offers bowling, kayaking, swimming, biking, tennis, rock-climbing, and cooking activities. Our parent advocacy training certification program included a group of 18 dedicated parents and grandparents, who navigated an eight-week course taught by a special education lawyer and the dean of students from NOVA Southeastern University, in Florida. All sessions have been videotaped and developed into a DVD series, to provide information to parents and professionals on how best to navigate educational, vocational, and adult services. My desire is always to educate parents and educators on how to come together, in an equitable and productive fashion, to design and deliver effective services for individuals with autism.

With new data from the Centers for Disease Control that show that one in 150 births is on the autism spectrum, we are at a point where this issue is guaranteed to touch every one of us in our lifetime. The talents of the individuals with autism whom I have come to know are astounding. While my son is an expert skier and a whiz on the computer, and has determination and endurance I have never seen in another human being, his future is still a mystery.

Linda Tanner Luxenberg lives with her family in Vermont and is working on a book about autism. In 2004, she and Travis were featured in the documentary Living the Autism Maze. For more information, go to www.livingtheautismmaze.com.