CONGRATULATIONS

NEC

CHAMPIONS!
Monmouth
MAGAZINE
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Calendar
of EVENTS

JUNE 3
Real Estate Institute Dinner
Wilson Hall—Cocktails, 6:00 PM
Dinner, 7:30 PM

JUNE 6
Battleship New Jersey
Alumni Reception—
11:00AM-2:00PM

JUNE 13
Alice In Wonderland

JUNE 17
Newark Museum
Alumni Reception—
6:00PM-9:00PM

JUNE 27
Lakewood Blue Claws
Baseball Game—1:05 PM

AUGUST 8
Rapunzel

OCTOBER 9
Ellis Paul, Vance Gilbert,
and Jill Sobule

OCTOBER 24
Carlata Santana Flamenco
Vivo Spanish Dance

OCTOBER 25-31
Homecoming 2004

DECEMBER 3
Orchestra of Saint Peter
by the Sea
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Cover photo: Monmouth University basketball team celebrates its NEC championship.
"WE WANT TO BE BACK HERE AGAIN NEXT YEAR."
DAVE CALLOWAY / HEAD COACH / MU MEN'S BASKETBALL

"OUR SCHOOL HAS ABOUT 25,000 STUDENTS. MONMOUTH HAS ABOUT 5,000. BUT THERE'S SO MUCH MORE SPIRIT AT MONMOUTH, IT'S UNBELIEVABLE."
WILSON BOYD / EDITOR-IN-CHIEF / MISSISSIPPI STATE NEWSPAPER

"YOU CAN'T IMAGINE THE FEELING I HAVE RIGHT NOW, BEING A SENIOR AND GOING TO THE NCAA TOURNAMENT."
BRIAN BOXLER / MU SENIOR CENTER

"PEOPLE HAVE TO REALIZE THAT WE ARE NOT A PUSH-OVER TEAM. WE WORKED HARD ALL YEAR TO GET THIS ACHIEVEMENT, AND WE DESERVE TO BE RECOGNIZED."
BLAKE HAMILTON / MU JUNIOR

"THIS TOURNAMENT IS ALL THE THINGS YOU IMAGINE GROWING UP IN THE BACKYARD."
TIM WARNER / MU JUNIOR
"I'VE BEEN LOOKING TO PLAY THIS WELL ALL YEAR. I'M JUST GLAD THAT I CAME THROUGH IN THE BIGGEST GAME OF THE SEASON."
TYLER AZZARELLI

"I'VE BEEN HERE SIXTEEN YEARS AS A PLAYER, AN ASSISTANT, AND A HEAD COACH. I KNOW WHAT THIS DOES FOR THE MONMOUTH COMMUNITY. THESE NEXT COUPLE OF WEEKS WILL BE SPECIAL FOR EVERYONE."
HEAD COACH DAVE CALLOWAY ON WINNING THE NEC CHAMPIONSHIP

"YOU (THE HAWKS) WIN WITH CLASS, AND YOU LOSE WITH CLASS. MONMOUTH HAS A LOT OF GOOD PEOPLE ON THEIR TEAM, AS DO WE. WE RAN OUR PLAYS. THEY DEFENDED THEM. THEY WERE WELL PREPARED."
CENTRAL CONNECTICUT STATE HEAD COACH HOWIE DICKENMAN

"THE GREATEST GIFT YOU CAN GIVE A NEW PRESIDENT IS TO WIN EVERY HOME FOOTBALL AND BASKETBALL GAME."
PRESIDENT GAFFNEY /
MONMOUTH UNIVERSITY PRESIDENT
enjoyed your “Caught On Campus” offering of the early days of the cafeteria. What a time trip that was! I can’t place the photo exactly in a year, but most likely it was 1957. We moved out to Shadow Lawn during the summer of 1956 and, incredibly, had the building acceptable for classes scarcely three months later, my brother and sister and I painting the newly-installed pipe railing around the balconies even as classes were starting. The cafeteria during the autumn semester of 1956 was in a state of becoming. Louise Herberg, behind the counter in the photo, her husband, Harry, and at least one of his brothers, both (all?) of whom worked for Jack Keily, spent many evenings and weekends modernizing the original kitchen. I don’t remember who installed the serving counters in the former butler’s pantry just off the dining room, but they did not appear until some months later, Louise making do with an arrangement of folding tables. Judging from the women’s light clothing, I’d say the photo was taken in the spring of 1957, upon completion of the reconstruction. I can identify the three women, but I don’t know the men. From left to right, the women are: Louise Amann (A.A. ’58), Lois Sharp (R.N. ’58, Monmouth Medical Center), and Deanne Johnson (A.A. ’57). The man between Lois and Deanne seems to be in photos of bowling and chess playing. Curiously, although we dressed more formally then, we called each other “girls” and “guys” or “boys,” the use of “men” and “women” seeming a little pretentious, premature. Today, when dress is so very informal, students are “women” and “men.” A balance of sorts there. Incidentally, it was several years before girls were allowed to wear shorts or jeans in the main building.

Looking forward to the next time trip!

Nancy Schlaefer Bruch ’58

Here’s the Scoop...

The handsome gentleman closest to the door is none other than a high school classmate of mine by the name of Morton Linder. Morty “Scoop” Linder is a graduate of Long Branch High School, Class of 1950. He was active in cross-country track. His description in the yearbook reads: “The personification of tall, dark, and handsome. Morty is the quiet, neat fellow, whose shyness wins him the hearts of all who knew him. Morty plans to join the Marines after graduation.” He was active in the drama club and on the staff of the school’s newspaper, The Trumpet.

It was during our high school years that Monmouth College (now University) was first started, with classes held evenings in the high school and the administration building located across the street.

Paul W. Bennett ’55

Congratulations to Nancy and Paul for providing us with information on the “Caught on Campus” photo in the Winter 2004 issue. You can be a prize winner, too! Turn to page 40 to test your “MU I.Q.”

History, Heroes, and Heartthrobs

The recollections of ’46 grad Elmer Beck in the most recent Monmouth University Magazine instantly kick-started me reminiscing about “the good old days.”

I started at Monmouth in the fall of 1958, and it didn’t take long to get me and my classmates to exclaim: “What a wonderful country, er, school.”

President Edward Schlaefer, perturbed, perhaps distraught, by strides made in the USSR’s space program, soon decided to cancel Christmas vacation. He opined that, if the USA were to catch the Soviets, we couldn’t take time off for the holidays. He felt we needed to be in class.

Well . . . the noise of the Russian rockets had nothing on the sound of the protests that erupted from the student body and the faculty. Vacation was, indeed, cancelled. But little if no extra time was spent in the classroom.

It must have worked. We caught and surpassed the Russians anyway.

What else do I remember?

The great NAIA basketball teams of Coach Boylan; the meal-sized hotdogs at Max Embers; the wind screens that went up on the West End beach as early as mid-March; and the pledge classes that lasted forever (actually, four months).

I remember the Junior Prom and the soapsuds that came spewing forth from the illuminated fountains, inundating the entire garden area. I also remember the “Beatnik Dance” and winning first prize in the poetry-reading contest. I recall life guarding at the gilded basement bowling alley pool.
I remember how the entire Monmouth community got behind the basketball team in 1962 and helped send us to Puerto Rico to compete in an invitational tournament. There were all kinds of fund drives and raffles, and the faculty put on an out-of-this-world variety show. Sadly, I remember how my frosh English instructor, J. Thomas Kelsey, a former Catholic priest, died as a result of a stroke during this performance.

It was Mr. Kelsey who convinced me I was a writer. He was instrumental in getting me to join The Outlook as a cub sports reporter. It was sports editor Art Katz who taught me how to tell a story. And it was Art who allowed me to succeed him. Becoming sports editor of The Outlook led to me land a position on the town newspaper, the Long Branch Daily Record. And my sports writing career took off from there, culminating in twice being honored as New Jersey Sports Writer of the Year by the National Sportscasters and Sportswriters’ Association.

I remember meeting my first great love, Evie Smith of Long Branch ... and I wonder what ever happened to that lovely girl I referred to as “cute as a button.” Bet she’s still a cutie.

We had some genuine characters rattling around old MC in those years. There was Steve Friedland, who wrote the “Behind the Beard” column in The Outlook and went on to become one of the original Tokens of “The Lion Sleeps Tonight” fame. Also, Linda Deutsch was on The Outlook staff. She later became famous as the Hollywood Reporter for the Associated Press.

Mr. Kelsey was my hero, but I remember many of the instructors. I learned more about life and about history from my world literature teacher Stew Rodnon and English literature instructor Robert Sipos.

The late Lauren Woods was an unforgettable character. He was never one of my instructors, but he was the faculty advisor for my fraternity, Alpha Theta Chi. “Woodsie” was sharp. He knew when to tell us what was right and what was wrong, but he also knew when to look past some of our hijinks.

How about those spirited intramural sports competitions between the likes of the Chinese Bandits, the Chi Dogs? Those were fierce.

Of course, anyone and everyone who attended or worked at Monmouth in the early ’60s remembers Howie “The Flying Gochawk” Goch, the real life superhero that Richie Schenk and I created in The Outlook sports column called “The Hasslehouse.”

Gochawk became the most well-known person on campus and came within a whisker of becoming student council president in what coach and physical instructor Tom Murtha often called, “The most spirited election this school has ever had.”

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I made some great friends at Monmouth. Guys like the late Paul Poetsch, Manny “The Count” Cadima, Frank Richardson, Jimmy Laird, Art Senders, and Ed “Frog” Freda. It’s been 25 years, but, although we live all over the country, we still keep in touch.

Those years at Monmouth are precious to me. My wife and I have lived in Raleigh, North Carolina for the past 16 years. But we caught the Monmouth basketball team when they played Duke in nearby Durham a few years ago; we saw the Hawks play Duke again in the NCAA tournament at Greensboro in 2001.

And we returned in January 2003 to see Monmouth play Penn at “our home court,” Asbury Park’s Convention Hall. It was a basketball team reunion from the old days, and we got to renew times with Mrs. Boylan and Pattie, Judy Gerber, Coach Buzzelli, Walt Mischler, and all the guys.

Youth, they say, is wasted on the young. But the time I spent at Monmouth in my youth was by no means wasted. Maybe when we get to heaven, we can do it all over again.

Chuck Hassol ’61

Editor’s Note:
Due to space limitations, we regret that we can publish only a small sampling of the letters we receive.
In the beginning, Monmouth was all about teaching. The fledgling institution was first established in borrowed quarters at a city high school in the bleakest days of the Depression to provide training for local teachers. Seven decades later at Monmouth University, the School of Education is housed in a handsome new academic building on a stately 154-acre campus in one of the most prosperous areas of New Jersey. Right now, the School of Education is a candidate for national accreditation. The Monmouth story continues to unfold.
Education always has been under intense public scrutiny, even more so in election years. No matter the arguments over methodology and funding, the central issue in education is still what happens in the classroom. What really matters is the quality of interaction between teachers and learners. And the emphasis is on the latter. The stress on outcomes is captured in the slogan, “Less planning, more doing.”

With new standards set by the New Jersey Department of Education for teacher licensure effective this fall, Monmouth is again adapting its curriculum to meet ever-changing demands in the field. In elementary education, for example, the former K-8 certification has been divided into three groups: PreK-3, K-5, and 5-8 with subject specialties. The new division in the early childhood years is partially driven by the emergence of public pre-kindergarten programs, which, though now mostly concentrated in urban areas, eventually will become universal. In addition, elementary education candidates must take more college courses in academic subjects that are taught in the schools, such as mathematics, science, and English. Previously, these credits could be completed in such disciplines such as psychology or economics, which are not typically subject areas taught in an elementary classroom.

More coursework in subject specialties also is required for all 9-12 certifications. Under the new code, special education majors will now be required to take the State Teachers’ Examination to earn licensing. Previously, special ed teachers were exempt. Teachers already holding special education licenses who have not taken the exam must now do so to maintain their license.

The School of Education offers bachelor of art and bachelor of science degrees in education earned in conjunction with a bachelor’s degree in a liberal arts discipline, and a Bachelor of Science degree in special education. On the graduate level it awards M.S.Ed. degrees in education with concentrations in principal, reading specialist, educational counseling, and elementary and secondary special education. M.A.T. degree candidates may concentrate in early childhood track or elementary and secondary education for initial certification. There are graduate certificate programs in reading specialist and teacher of the handicapped, and a graduate certification endorsement program in early childhood. A post master’s certificate may be earned in learning disabilities/teacher-consultant.

Among pressing issues in education right now are the lack of certified math and science teachers—a crisis leading to increasingly fewer math, science and technology-trained persons in the field. An alumnus, a nationally known educator profiled in these pages, considers the U.S. middle and high school students’ achievement level on proficiency tests “an embarrassment” when compared with the rest of the world. According to the faculty, closer to home there are some local school districts who employ few if any certified math and science specialists. Says one: There are five jobs for every qualified math and science teacher and, still, the majority of education students want to pursue language arts.

With the sea changes in our nation’s demographics; the outsourcing of scientific and technological jobs to overseas vendors who are often better skilled; and the global economy that is requiring a standard not only of national but international excellence in education, we can expect additional changes in U.S. teaching accreditation in the years ahead. Monmouth’s School of Education is committed to curricula that will meet the challenges of this increasingly segmented, growingly younger, and decidedly multi-ethnic society of American students who are entering our education system—many of whom will be formally enrolled in schools from at least the ages of two to twenty-two. That’s a generation of learning that will spawn the new workforce who will have just spent approximately a fifth of their lives in the classroom, if predictive models for average longevity continue to rise apace. How we prepare those students now for their roles in later life is, in large part, directly in the hands of the educators.

As befits a mature institution, the School faculty’s research is published widely in professional journals. Last year professors presented their findings to peers at conferences throughout this country and at the International Learning Conference held at the University of London. Monmouth’s professors are researching such vital real world topics as ways to enhance comprehension for at-risk students, de-tracking 8th grade mathematics in the spirit of “equality for all,” and helping new Americans who don’t speak English well, yet increasingly are placed in regular classrooms.

In a community of scholars there are different points of view. One may write proficiency test questions. Another questions the value of the tests. With extensive teaching experience in the classroom, independent research, and roles as high-level school administrators on their curricula vitae, the Monmouth University faculty has been actively advancing knowledge in the field that may benefit students everywhere.

Monmouth graduates teach in hundreds of classrooms around the country. This semester, the School of Education has the highest graduate school enrollment among the University’s seven schools. The students number 560, up from 356 in 1998. The undergraduate enrollment is 777, an increase of 95 students in the same time span. Along with every constituency of the University, the School of Education is preparing a strategic plan to point the direction of the next decade and how best to focus its resources.

Change has been the constant through the years in teaching and learning. Does anybody even remember the controversy over “new math”? And who would have imagined where technology would take us in a few short years with the integration of computers into instruction.
He begins with a story of the moment he was first inspired to become a teacher. Stanley grew up in Linden, New Jersey, attended Catholic schools, and dreamed of a career in music. But when his family moved to South Plainfield and he transferred to a new high school his senior year, he met Larry Carbonetti, a social studies teacher who made history come alive. Teaching suddenly seemed like the greatest career on the planet, driven by intellectual passion and dwelling in great ideas.

“I was so excited by him and what we did in class that I knew I wanted to be a teacher,” Dean Stanley says. “He had a scholarly, in-depth, and enthusiastic knowledge of his subject area, which, of course, is the first trait of a good teacher.”

Stanley never forgot Carbonetti, and after a brief term in the military, he went on to study history and social science education at Kean University in 1963. Four years later he landed his first teaching position in the Cranford school district, and he knew what he wanted to do for the rest of his life. He spent the next 14 years teaching history at the secondary level while earning, first, a master’s degree in American intellectual and modern European history and, next, an Ed.D. in curriculum theory from Rutgers University.

“Education is a service profession where you care about what you’re doing,” Stanley says. “To me, teaching is not just another job, never just another way to pay your bills. It requires a dedication and a level of commitment because you realize it’s important work.”

Which leads to point number two, according to Dean Stanley: A good teacher has a strong sense of vocation because he or she truly believes the adage, “Teachers affect eternity.” Teachers play a key role in a student’s life, he says, and as a result, are constantly touching lives that in turn touch others. This ripple effect is fundamental to the process of education.

Stanley’s own sense of vocation led him across the country as he turned his attention to training aspiring teachers. He held faculty and administrative positions at Louisiana State University and the University of Delaware before becoming...
Dean of the School of Education at the University of Colorado at Boulder in 1998. While at Colorado, Stanley experienced the process of accreditation review—five times in three years, to be exact, as he and his staff at the university went through the state’s changing certification requirements, achieved national accreditation through NCATE, and undertook their own internal self-study of teacher education standards. The academic, administrative, and legislative challenges helped Stanley further clarify his own perspectives and vision for teacher education.

They also prepared him well for his next post as founding Dean of the School of Education at the University of Redlands in California, where he was instrumental in establishing a new professional school and revising the university’s education credential programs in order to obtain State accreditation approval in 2002. There, he integrated his commitment to the values of lifelong learning into the academic teacher certification program while also establishing collaborative relationships with local public schools and state education officials.

But when he had the opportunity last year to return to his home state and serve as Dean of Monmouth’s School of Education, Stanley was inspired anew at the prospect of training teachers and other education professionals, this time in the state of New Jersey. In the process, he would bring valuable experiences and strategies to the existing programs at Monmouth, and he knew the School of Education would be the ideal venue to develop the third attribute of effective teaching.

“Knowledge of a subject and vocational commitment are important, but we know they’re not everything that makes a successful teacher,” Stanley says in his office in McAllen Hall. “The third trait every teacher must have is to know the best ways to get students interested in learning, to understand how they learn, and to enable them to grow and develop as citizens in our diverse democratic society. These three components—disciplinary knowledge, professional dispositions, and pedagogical expertise to teach all children—are what teachers need to be successful and what I hope to see in any program with which I am associated.”

This three-part philosophy has served Stanley well throughout his own career, and it also underlies his vision for Monmouth’s School of Education.

“My responsibility as an educational administrator is to ensure that our students leave here having met the professional standards the state has set and expects of them,” he says. “That means we should prepare our students to think critically and reflectively, to prepare them to be problem solvers in a diverse culture where knowledge is changing constantly.”

In other words, Stanley believes that much of the knowledge considered essential today will be quite different tomorrow, and so students training to be teachers need to “learn how to learn. It is easy enough to teach a particular subject, but not as easy to teach young people to think critically about that subject throughout their life.”

Stanley hopes to lead the School of Education in developing programs that emphasize the competencies required to function in a modern global and democratic culture. That means helping students participate and engage in active, real world opportunities to learn as they explore important social issues that matter to them.

“This is where we move beyond content and knowledge base and into studying real issues and problems in the world,” Stanley says. “Given the increasingly diverse nature our society, the impact of globalization, and the rapidly changing student demographics in K-12 schools, teachers able to work with students from widely diverse backgrounds are essential.”

Stanley hopes to ensure that credential programs at Monmouth University will prepare students to work effectively in all of the State’s school districts, from affluent suburban communities to disadvantaged urban neighborhoods. “Diversity is a critical component of teaching and learning in the United States,” he says.

What does Stanley hope for the School in the future? He’s committed to helping students get the most out of their time and investment at Monmouth University, infusing a level of professionalism that is noticeable as graduates take positions throughout the State and nation. By focusing on disciplinary content knowledge, effective strategies to meet the needs of all children, and partnerships with surrounding school districts, Stanley believes the School of Education will build on its existing strengths and become a center for excellence at the University.

“I’d love to leave a legacy of excellence in teaching, excellence in scholarship, and service to the community through genuine school partnerships we’ve established with local school districts in the area where we genuinely share information with each other,” says Stanley. “My primary aim is to accomplish these goals along with achieving national accreditation while preparing excellent teachers. I look forward to working with our very talented faculty and staff to achieve these goals. That sort of success would make us all feel very proud.”
interacted with children pulled out from classrooms.

...So, they should get many kinds of practice: with the teacher, in small groups, in pairs. If pupils are writing a letter, instead of using it, they must be given some choice and a challenging assignment (one that they can do), be able to collaborate with peers, and have plenty of time to read all kinds of texts.

“We want people who want to pass the baron to the next generation, who really want to be an advocate for our students,” says Bloom. “Teaching is such hard work. The ambassadors are there to constantly support our students.”

The veteran educator tells fledgling teachers that if children in their classrooms are not learning, “it is incumbent on you to help them succeed. Give or share your lunch hour if you have to. You’ve got to reach each child and give a little more. Making it work is energizing.” She also suggests that student teachers call the parents of children in their charge to report something positive about each student, believing “there is something positive to say about every child.”

She is intimately familiar with those standards, since she was a member of the national standards committee that was looking at best practices and current research in literacy.

“One of today’s major issues is how to keep students motivated,” Romeo explains. “We found they must be given some choice and a challenging assignment (one that they can do), be able to collaborate with peers, and have plenty of time to read all kinds of texts.”

She points out that there is a need to be authentic. “If pupils are writing a letter, instead of using a workbook page, why not write it to a children’s author or to someone else that is familiar to them? And, they should get many kinds of practice: with the teacher, in small groups, in pairs.”

Nowadays reading specialists, who formerly interacted with children pulled out from classrooms, are called literacy coaches. “It has evolved into a broader role in the schools. Many people with this degree give demonstration lessons for classroom teachers,” she explains. “Principals hiring teachers for resource rooms, which are customarily used for remedial help, often will favor someone with a literacy master’s degree.”

She recalls a recent conversation with one such principal. “He said, ‘All kids, especially these kids, need to learn to read and write. It’s what drives everything.’”

Romeo says it’s too soon to tell if the stricter Special Education state licensure requirements, which took effect in January, will affect enrollment in that area. Previously, special ed teachers were exempt from the state teacher exam, though many took it by choice. The new code mandates the test for special education majors. As with other education areas, a content major (such as English or history) is now required for special education majors. So far, the new requirements do not seem to have daunted potential special ed teachers. Monmouth’s special education cohort now stands at approximately 240 in both undergraduate and graduate programs.

In the early ’80s, Bloom, a Minnesota native, was a pioneer in statewide student assessment. As an official with the NJ State Department of Education, she directed the program in New Jersey when it was one of only three states to mandate a graduation test. (Maryland and Texas were the others.)

While acknowledging that testing “gets a bad rap,” she says such criticism as the oft heard “teaching to the test” really only means that educators are supporting curriculum-based pedagogy, and not peripheral knowledge of the subject matter. “It’s about accountability,” she says. “We’re all being assessed all the time.”
He recently initiated a threaded discussion on the web so that his far-flung practicum students could communicate among themselves. “It gives them time to reflect on what they’re doing, to give each other ideas, and help each other. They come to realize something I have told them repeatedly: No one is as smart as everyone put together.”

To future administrators, Morgan cautions, “You can’t have an ‘I’m the boss’ attitude. You need to get people to work with you. And don’t take things too personally. You can’t agonize before, during, and after an unpleasant task like reprimanding someone for persistent lateness.”

He finds student administrators-in-training “often feel like they spend the whole day putting out fires, paper shuffling. They want to know how this will change or improve the school.” Morgan advises them to develop a plan of action on a special project and then slot time for it. Time management is a crucial skill for administrators, he says, a practical skill they will only acquire by doing.

In order to put her own students in their students’ places, Huang teaches a class in Chinese geography, speaking only in Chinese. “Most Americans have no experience as second language learners,” she says. “Teachers must have sympathy for their students.” She begins the class by lecturing without expression, using no maps, photos, or other visuals, and with no group work. The student reaction: “In about two minutes, they get frustrated. In five minutes, they get mad.”

Huang asks them to imagine a student sitting for a whole day, or even a whole semester, in this kind of fog. She knows the feeling. When she first came to Canada to attend college, she couldn’t follow the professor’s lectures even though she had studied English in Beijing, where it was mandatory in all schools. She taped the lessons and spent hours every night trying to decipher them. “I didn’t say a word in class that year,” she says, “and that’s not me!”

She applauds New Jersey’s new standards. “They pay attention to demonstrating what students can do. In mathematics you not only are required to solve a problem, but to explain how you solved it. You must be able to communicate an idea. There would be no Einstein if he didn’t communicate to the world.”

Second language study is useful for all teachers, she says. “Students develop their language skills with academic content, the two together, as in language and science.” She hopes that more women will choose mathematics and science teaching as a career. As a practical matter, she points out, there are five jobs for every certified math or science teacher.

Normandia believes that raising the expectations of teachers has been “a long time coming.” The minimum GPA for licensure now is 2.75. Before the new law took effect this year, schools were permitted to temporarily set a lower GPA. “We didn’t lower ours,” Normandia says. “We did not want to make a mockery of the standard.”

One undergraduate education major, a perennial ‘D’ pupil in arithmetic, remembers his first teaching assignment. His grammar school lunchtime tutor, Sr. Josepha, unexpectedly had several extra students one day. “She asked me to explain yesterday’s work to them. Explaining honed my understanding, and my ‘A’s began.” The lesson he learned, and that still abides, is: All children, impoverished or not, privileged or not, can learn math if you can teach them by asking, instead of by telling.

As the superintendent of schools in Brick Township, Normandia interviewed every teacher-hopeful during a period when the district’s schools jumped in achievement scores from nearly last in the county to second. “My instinct about personnel has two ingredients: knowledge and enthusiasm. Knowledge, based on school records, because you can’t teach something if you don’t know it, and enthusiasm, measured by the sparkle in the eye.”

Normandia believes it is important for teachers to know classroom management, methodology, and history and theories of education. “Teaching is decision-making. Your decisions are constantly being challenged by everybody from parents to superintendents of schools. You have to be able to defend your decisions, and that defense is rooted in research and theories.”
In a singularly robust job environment, she also has regular contact with employers in the State Department, security and intelligence agencies including the FBI and CIA, the Commerce Department, and the Voice of America. In addition, she places students who may take federal work-study positions off campus at non-profit organizations such as Habitat for Humanity, the public courts, and an AIDS social service center.

“I found my niche with this helping thing at Monmouth,” says Fox, who was a campus residence hall director. “If it weren’t for Monmouth, I doubt I’d be doing this at all.” She cites Kevin Banks and Jim Pillar, a former and the present director of residence life, “who let me help with resident assistant selections and training. It was great management experience. I realized I had the academic, public speaking, and counseling skills necessary to work in student services. It was a natural fit.”

Fox believes the “very good” M.A.T. program at Monmouth gave her a solid foundation to pursue classroom teaching should she choose. And she has found what she learned in the classroom useful in her higher education career. “When I advise education majors, for example, I know about portfolio development and how to apply for jobs in the field.”

The career guru calms her “undecided” students by telling them she’s on her fourth or fifth career since leaving Monmouth with a B.S. in communication in 1994. Interning at CBS, she found “broadcasting wasn’t for me” and instead accepted a position as director of student services at The Washington Center, her first stint inside the beltway. Fox then served as director of residence life at Harcum College, a two-year college for women near Philadelphia, before joining American in 1999. Right now, she is taking classes at George Washington University preparatory to education doctorate candidacy.

In the not too distant future, she’ll be “Dr. Fox.” And it all began at Monmouth.
A whole new world of education...

... and YOU can be part of it.

Support MU...and watch what your gift can do. Simply decide the amount you would like to give; detach the giving form from the envelope and complete the information; include your check and form in the envelope; and mail your gift to Monmouth University today. For your convenience, you may make your donation by credit card if you prefer. Thank you for your support.

what’s behind this envelope?
Gatto teaches a loop of second, third, and fourth graders, which means she has the same students as they progress through those grades, at Henry Hudson School #28 in inner city Rochester, New York. She is an exceptionally creative teacher. Consider:

She secured a $20,000 grant so her students could design and build a walk-in butterfly vivarium for the school.

With grant funding, her students made a study of a nearby little-used park, labeled trees, wrote a teacher’s guide, and designed a park kiosk to showcase their work.

In 2002, she raised $5,000 to fly her class—all 24 students and eight parents—to meet pen pals in Kentucky. The students fund-raised for the trip and stayed at the homes of their pals. “We became an extended learning community, all-white rural middle class kids and my kids, who are 95 percent African American.” Some of the children are still in contact, she says.

Mrs. Gatto takes her class on trips out-of-state every year. “Many of them don’t get out of their neighborhood. They need to learn to adapt to situations in different places,” she says. “We are great fund-raisers, we hustle,” she says, but concedes, “If I throw in some of my own money for the trips, that’s okay.” Her class accompanied her to Albany for the Teacher of the Year award ceremonies and formal luncheon. “I wasn’t going to go without them.”

Each summer, Gatto makes a home visit to all her students. “I tell parents I can’t succeed without them. Many have had negative school experiences themselves. Some teachers tell me they’ve never seen the parents of their students. These teachers think that parents just don’t care. But that’s not true. They have no idea what it’s like to be black and poor.”

Recently, when Gatto met the 49 other State Teachers in Dallas, the group was asked to talk about who or what inspired their careers. Gatto recalls: “I didn’t have a story. All I know is that I came home from the first day of kindergarten and announced that I wanted to be a teacher. I guess it was my parents who inspired me, because they encouraged what I wanted to do. My father built me a blackboard in the basement. I played school constantly. A former neighborhood ‘pupil’ told me recently, ‘I always knew you’d be a teacher. You never let me get up from my seat.’”

Looking back on her years at Monmouth, Gatto thinks about “how forward thinking the professors were. They were very reform-minded.” She graduated in three years. “I just wanted to get out and be a teacher. I just always knew that’s where I belonged. I’m not sure how.”

Her husband Richard recently retired after a 32-year career as a science teacher in Rochester. The couple has no children of their own, though they have mentored thousands.

Gatto will be on paid sabbatical next year to complete her doctoral studies at the University of Rochester, where she now teaches two methods courses. She won’t be far from her kids though. For her thesis research on knowledge-building and talk in the classroom, she’ll be analyzing 120 hours of videotape shot in her classroom.
“Monmouth University has an excellent program. The caliber of the professors is remarkable,” he says, noting that in an academic world where the ivory tower often hovers high above real world interaction, Monmouth’s education faculty offer theory grounded in working practice. “A significant number have active practices as counselors and other real world expertise.”

After Monmouth, Fry went on to earn a doctorate from the University of South Carolina in curriculum and instruction, specializing in advanced educational media production. He retired in May as director of the National Science Center, an Army/non-profit educational partnership. The NSC operates Fort Discovery on the Riverwalk in Augusta, Georgia, a family-oriented “hands on, minds on” math and science center. The Center conducts educational outreach programs nationwide, offering summer camps, how-to science exhibits, and a teacher’s forum, to name a few. It also sells replica exhibits to schools and rents such dazzling audio-visual aids as a portable classroom planetarium. Its two 18-wheeler Mobile Discovery Centers travel around the country.

One mission of the NSC is to encourage an interest in math and science careers. “We’ve seen in intelligence tests in the last dozen years or so that fourth graders do fairly well compared to students in other countries, while middle and high schools students are at the bottom,” says Fry. “Here, students are given an early opportunity to bail out of advanced math, the language of science. Once that door is closed in middle school it can’t be opened.” He is hopeful that President Bush’s “No Child Left Behind” initiatives will raise standards.

Fry believes middle school students have to learn that science is “something that surrounds them everyday—and that it’s fun! So many science teachers don’t have certification in the hard sciences. Teaching science not just having a gerbil in the back of the room or planting seeds. We urgently need teachers who will spark an interest in young people.”

Fry and his wife, Rosemary, are the parents of four grown children who listened to their father. “My youngest son is a science teacher in North Carolina, while two daughters and another son go to work in hard hats and boots. They’re all engineers—chemical, ceramic, and oceanic.”

AN EXERCISE OF EXCELLENCE : Alumni ➔

GEORGE FRY JR ’74

GEORGE FRY JR. (M.S.ED. ’74) earned his master’s degree in student personnel services, counseling, and guidance from Monmouth University while he was a civilian army education specialist at nearby Fort Monmouth, designing computer-assisted, self-paced instruction. “We had to understand how learners receive information and pick up on cues that they were learning or had stopped learning,” he explains. “We had to know how to structure material so that people could learn it.”

GEORGE FRY JR. (M.S.ED. ’74)
Susan Morin is in her eighth year teaching eighth grade math and science in the special education division of the Long Branch Middle School. A Rutgers alumna in psychology, she is doing her practicum in administration at her home school, as most practicum students do. She is also gaining experience in the elementary school area by working in the summer camp program.

Coming from a larger school, Morin appreciates the individualized program at Monmouth. “You don’t feel lost,” she says. The practicum is, as the name implies, “practical real life experience,” says Morin. “When you’re a classroom teacher, you don’t get the administrative viewpoint. It’s given me a much better understanding of decisions I’ve seen made during my classroom career. An administrator needs a global point of view.”

ROSE GORDON
M.S.ED., CLASS OF ’04

Rose Gordon graduated from Monmouth in 1985 with a business administration degree. During the ten-year career as a compensation analyst with Prudential Insurance Co. that followed, she became involved with the Children’s Youth Consulting Services in Newark and Hackensack, often taking troubled teens into her home. Through her church, she volunteered for an after-school program.

Gordon found that she enjoyed her new work with children so much that it inspired a new career. She came back to Monmouth to earn the M.A.T. degree in 1999, landed a job immediately, and has taught fourth grade at the Avon Avenue School in Newark ever since.

Selected to represent the district in the aspiring principal practicum program, she’s back in school once again. Gordon will receive an M.S.Ed. in administration in May. She calls the principal practicum “challenging and rewarding at the same time.” She sums it up neatly: “I love doing what I do.”

JOANNA KOTIS
M.S.ED., CLASS OF ’04

As an undergraduate at a university in New York, Joanna Kotis wanted to be a teacher. But she encountered little encouragement. “People constantly challenged me, ‘Why would you want to be a teacher?’ ” So she majored in journalism and business instead, and went on to become a public relations specialist with a photography consortium after graduating.

“When I had my own children, I realized I always really wanted to teach,” she says. This time, she would not be swayed. She enrolled at Monmouth in the M.S. Ed. degree program, completing one class at a time—a “real luxury”—while staying home with her children, who are now in the first and fifth grades. Last semester, she completed her teaching internship in the third grade at the Leonardo School in the town of the same name. She looks forward to graduation in May and “my very own class” in middle school language arts.

During her years at Monmouth, Kotis especially enjoyed completing a course in educational research and discovering how educational technology is making new research accessible to education professionals. “Computers are not what they used to be. You now have access to so much information,” she explains. “I feel more confident when I can read online what other teachers are doing to succeed in particular situations, and I can bring their experience to my own teaching.”

Ms. Kotis will be honored in May at the New Jersey Department of Education for the “Commissioner’s Distinguished Teacher Candidate Award.”
Palms in Learning

As participants of the Partners in Learning program, Monmouth education majors and children from surrounding urban communities learn from one another.

By Katerina Dovolis

Monmouth’s campus buzzes with the sounds of happy children thanks to the Partners in Learning program, directed by Shelia Baldwin, Assistant Professor of Curriculum and Instruction for the School of Education. Partners in Learning (PAL) is a service-learning program that provides academic support and mentoring for children from urban communities, while also allowing “preservice” teachers to implement concepts learned in teacher preparation courses.

With the help of Marilyn Ward, Coordinator of Service Learning and Community Programs, and Bea Rogers, Associate Dean of Educational and Career Planning, the PAL program has flourished since its inception, with more than five dozen children from Long Branch Middle School and the Aslan Youth Ministries after-school program now visiting Monmouth’s picturesque campus every fall and spring.

Baldwin’s involvement with the PAL program began in 1998—her first year at the School of Education. Realizing the importance of preparing education majors for the diverse learners who will one day be their pupils, she was determined to put these future teachers in touch with real-world kids. “I wanted my students to have the opportunity to apply course content as they tutor and mentor children from economically, culturally, and linguistically diverse backgrounds,” she explains.

In addition to one-on-one homework coaching, children participating in the PAL program are provided with community-building and literacy-development activities. John Tiedemann, Assistant Dean of Science, Technology, and Engineering, has developed interactive lessons with environmental educational components that take his young “pals” beyond the classroom. Together they have explored the ecosystem of Whale Pond Brook, and they have visited the Sculpture Garden for a lesson on trees. Under the supervision of Susan Douglass, Professor of History and Anthropology, the children have learned about oral history first-hand by interviewing life-long residents of the Jersey shore for a special “Life by the Atlantic” literacy project.

The success of the PAL program can be measured by the excited smiles of the children who return to campus every semester, as well as by the grades on their report cards—which indicate great improvement in reading, writing, and math. As for Monmouth education majors, Baldwin says: “An early teaching experience such as the Partners in Learning service-learning program can have a critical impact on developing belief systems about teaching and the capabilities of all children as learners.”
TECHNOLOGY IS A FLUID AND DYNAMIC MOVING TARGET,” says Naik. “The students we graduate have to be technologically literate and completely familiar with all that is needed to do the job in the modern-day workforce. How do we equip graduates for the next phase of their careers? Will what they learn and know service them four-to-five-years hence?” he muses.

“The Instructional Technology Services area is just one way students can begin to develop lifelong learning skills; those skills are needed more for technology than for any other subject area. Our objective is to do our best to teach students to use those technological skills regularly. Technology is taught in every possible teaching setting at Monmouth: in the classroom, in the lab, through direct communication with professors and peer groups, and through continual applications to the disciplines taught.”

In 1998, a task force called “MU Vision for the Information Age” decided that a new strategic plan for technology at MU was needed. The group’s charge is to study the Big Questions, such as: How do we teach technology now? How will it change in the future? What are other educational institutions doing?

“Technological changes will be a lot easier to assimilate for today’s five-year-olds than for those who were first exposed to high-tech as young adults or adults, says Naik. “Part of the charter of Institutional Technology Services is to encourage role reversals by engaging students as teachers of technology.”

The formula seems to work well. A cadre of students help to train other students—as well as staff, administrators, and faculty—in their free time slots between classes and activities. Undergraduate and graduate students are happy to do it: not only do they gain the satisfaction of helping the campus community, earn some money, and enjoy the camaraderie of other students and IT professionals, but they advance their own knowledge and skills on the job.

“Many institutions our size charge an extra fee for technology services,” acknowledges Naik. “We don’t. Technology is integrated into every part of the curricula. This model not only expands students’ learning opportunities, but it forces us to address changes in technology as they arise.

“One of the larger questions we need to face when we assess our programs is whether or not the information part of information technology is current and dependable. Fundamentally, the data’s worth is no better or worse than that you would find in a book. Information technology is a tool for teaching and learning. Despite the powerful role that IT plays in our society, we still need to train people to discern what is important, what is valuable, and what is appropriate through the complexities of the most powerful computer known to man: the human brain.”
2004 FOOTBALL SCHEDULE

09/04 at St. Peter's 7:00 p.m.
09/11 LA SALLE 1:00 p.m.
09/18 * at Robert Morris 1:00 p.m.
09/25 * STONY BROOK 1:00 p.m.
10/02 at Iona 1:00 p.m.
10/09 * at Wagner 1:00 p.m.
10/16 * at Albany 1:00 p.m.
10/23 GEORGETOWN 1:00 p.m.
10/30 * CENTRAL CONNECTICUT STATE 1:00 p.m.
          (Homecoming)
11/06 * SACRED HEART 1:00 p.m.
11/13 * ST. FRANCIS (PA.) 1:00 p.m.

* - Northeast Conference game
2004 FIELD HOCKEY SCHEDULE

08/28  at Richmond  12:00 p.m.
08/20  # vs. Longwood  12:00 p.m.
09/01  at Delaware  7:00 p.m.
09/04  ! vs. Columbia  2:00 p.m.
09/05  ! vs. Rhode Island  11:30 a.m.
09/08  at La Salle  4:00 p.m.
09/11  at Bucknell  2:00 p.m.
09/15  LEHIGH  4:00 p.m.
09/18  * at Rider  12:00 p.m.
09/24  * QUINNIPIAC  4:00 p.m.
09/26  FAIRFIELD  1:00 p.m.
09/29  WEST CHESTER  4:00 p.m.
10/05  at Villanova  4:00 p.m.
10/10  * at Sacred Heart  tba
10/15  * ST. FRANCIS (PA.)  tba
10/17  at Lock Haven  tba
10/22  * ROBERT MORRIS  4:00 p.m.
10/24  * SIENA  1:00 p.m.
10/29  NEC Tournament  tba
10/30  NEC Tournament  tba

* - Northeast Conference game
# - Richmond, Va.
! - Hempstead, N.Y.
### 2004 Women’s Soccer Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Time</th>
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<tbody>
<tr>
<td>08/28</td>
<td>St. Peter’s</td>
<td>1:00 p.m.</td>
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<tr>
<td>09/01</td>
<td>Drexel</td>
<td>3:00 p.m.</td>
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<tr>
<td>09/04</td>
<td>at St. Joseph’s</td>
<td>1:00 p.m.</td>
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<tr>
<td>09/07</td>
<td>at Seton Hall</td>
<td>3:00 p.m.</td>
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<td>09/15</td>
<td>Lafayette</td>
<td>4:00 p.m.</td>
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<tr>
<td>09/18</td>
<td>Rider</td>
<td>12:00 p.m.</td>
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<td>09/21</td>
<td>at Lehigh</td>
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<td>09/24</td>
<td>at Long Island</td>
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<tr>
<td>09/26</td>
<td>at Wagner</td>
<td>7:00 p.m.</td>
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<tr>
<td>09/28</td>
<td>at Rutgers</td>
<td>tba</td>
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<tr>
<td>10/03</td>
<td>at Mount St. Mary’s</td>
<td>12:00 p.m.</td>
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<td>10/08</td>
<td>Sacred Heart</td>
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<td>10/12</td>
<td>Fairleigh Dickinson</td>
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<td>10/17</td>
<td>St. John’s</td>
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<td>10/22</td>
<td>at Quinnipiac</td>
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<td>10/24</td>
<td>at Central Connecticut State</td>
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<td>10/29</td>
<td>Robert Morris</td>
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<td>10/31</td>
<td>St. Francis (Pa.)</td>
<td>tba</td>
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<tr>
<td>11/05</td>
<td>at NEC Championships</td>
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<tr>
<td>11/07</td>
<td>at NEC Championships</td>
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* - Northeast Conference Game

### 2004 Men’s Soccer Schedule

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<tr>
<th>Date</th>
<th>Opponent</th>
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<tbody>
<tr>
<td>09/01</td>
<td>at NJIT</td>
<td>7 p.m.</td>
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<tr>
<td>09/04</td>
<td>at Drexel</td>
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<td>09/08</td>
<td>at Rutgers</td>
<td>7 p.m.</td>
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<td>09/11</td>
<td># vs. St. Joseph’s</td>
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<tr>
<td>09/12</td>
<td>at Philadelphia</td>
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<tr>
<td>09/18</td>
<td>Delaware</td>
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<tr>
<td>09/22</td>
<td>Rider</td>
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<tr>
<td>09/25</td>
<td>at St. Peter’s</td>
<td>3 p.m.</td>
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<tr>
<td>10/01</td>
<td>* at St. Francis (N.Y.)</td>
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<td>10/03</td>
<td>* at Long Island</td>
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<td>10/08</td>
<td>* at Mount St. Mary’s</td>
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<td>10/11</td>
<td>Lafayette</td>
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<td>11/12</td>
<td>at NEC Championships</td>
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<tr>
<td>11/14</td>
<td>at NEC Championships</td>
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* - Northeast Conference Game

# - at Philadelphia University

Please log on to [http://www.monmouth.edu/athletics/teams/schedules/teamlist.asp](http://www.monmouth.edu/athletics/teams/schedules/teamlist.asp) for schedule updates.
PRESIDENT GAFFNEY discusses the curtailment of human trafficking with Dr. on the set with CN8... auditions as a “walk on” for the Pep Band... gives the of the Department of Social Work Mark Rodgers and Latvian Ambassador Smith... serves on the Global Understanding Convention Panel on China...
Rekha Datta and U.S. Congressman Christopher Smith ... fields questions latest “scoop” to *The Outlook’s* Danielle D’Andrea ... meets with Chairman Aivis Ronis ... discusses African affairs with Dr. Nancy Walker and Congressman and celebrates another victory with the championship-winning Hawks.
It was a Sunday night in February, a day after position players were required to report to the Yankees’ spring training complex in Tampa, and I was flipping through that day’s Daily News one last time when a picture on the lead page of the sports section caught my eye...

It was a shot of Alex Rodriguez, wearing the interlocking NY and fielding ground balls at third base. Rodriguez had on a pair of shorts and a wide smile across his face. Over his left shoulder was the face of someone not so relaxed, someone who had a lot more to prove in that camp than the reigning two-time American League MVP.

The name of the other person in that picture is Eric Duncan and he grew up in New Jersey rooting for the Yankees. Now he’s on the team. Even if Duncan never signs a multi-million dollar contract like the one Rodriguez signed with the Texas Rangers, or even if his career ends abruptly and he’s left with nothing but the $1.25 million signing bonus he received from the Yankees, he’ll be able to say he did the kind of things almost every little boy dreams about, the things very few have gotten the chance to do.

Duncan hasn’t just imagined pulling on the pinstripes, he’s actually done it. He’s cashed a check signed by George Steinbrenner and he’s played the same position as Alex Rodriguez, on the same field, for the same team. “It was an unbelievable experience to be around him,” Duncan told reporters after that spring workout. Duncan didn’t have to be there that day. He did receive numerous scholarship offers when he was crushing the ball at Seton Hall Prep in West Orange before eventually deciding to sign a letter of intent with Louisiana State University, one of the premier programs in college baseball. But he did not have a hard time turning his back on the scholarship when the Yankees were on the other end to tell him he was the 27th overall pick in the draft.

After all, it was the Yankees who were calling, the team he had always rooted for. And, $1.25 million is a lot of money, no matter how comfortably he grew up. So instead of having his face plastered on the student activities page of the LSU yearbook, Duncan’s picture was all over the New York papers back in February—with a Yankee cap on.

Good move.

But deciding between spring break and spring training is not always so easy, especially when there are not millions of dollars tugging a young player in a certain direction. In fact, the majority of the thousands of high school players selected in the draft each June have a much more difficult time than Duncan did in choosing between college life and life in the minor leagues.

It is probably the single biggest decision most of those young men will ever make. Too often, these players go off to the minors because the option of spending days fielding grounders and taking hacks in the batting cage is much more tempting for them than sitting in a science lab or an economics class.

In fact, college is usually the right choice for most athletes. Considering the odds, the chance of becoming a doctor or a lawyer or a public relations executive are far greater than becoming a major league baseball player. But, for those who want to make the most of their talent on the diamond, heading straight to the minors is the better option.
Though spending hours on bus rides to towns like Toledo and Tacoma can be grueling for a homesick teenager, the benefits of going straight to the minor leagues can be great, even if a player is turning his back on one of the elite Division I programs like the one Duncan would have played at.

Getting back to the lead sports story on spring training in the Daily News... Do you know who was on the field that day but was not pictured in the paper? Graig Nettles, a former Gold Glove winner who is back with the Yankees to help teach A-Rod how to play third base. Don't think Duncan wasn't paying close attention to Nettles, either.

For those who think learning about baseball from the best instructors available is never a better option than getting a college education, well, consider this: Let's say that Eric Duncan tears up a knee this season and never trots onto a field again. What can he do? He could enroll at Monmouth University tomorrow. Or he can wait a while until he figures out what he wants to do. That $1.25 million he's got in the bank should cover tuition almost anywhere.

But what would have happened if he had torn up a knee at LSU this season? No pinstriped pants, no check signed by The Boss, a lifetime of regrets.

True, not every player taken in the draft receives that kind of signing bonus that Duncan did. Few players are considered that kind of can't-miss prospect.

And while there are plenty of examples of players who played in college before going on to have very good major league careers—Roger Clemens and Robin Ventura are just two of them—there are also numerous major leaguers who not only passed on college, but who were never considered serious prospects early in their minor league careers.

In fact, one of them even gave Duncan some batting tips this spring—Don Mattingly, the Yankees’ hitting instructor, who was selected in the 19th round of the draft back in 1979.

See? Anything can happen once a player gets into the minor leagues. With the right coaching, the movement on a slider becomes even sharper, a fastball gains two or three miles-per-hour, warning-track power turns into the type of muscle that multi-million dollar contracts are made of.

In the minor leagues, boys turn into men and dreams become reality. Just ask Eric Duncan. MU

JULIAN GARCIA graduated from Monmouth University in 1996 with a degree in Communications. A former writer for the MU student-run newspaper, The Outlook, Julian is currently a sports journalist for the Daily News. From covering sports events at Boylan Gymnasium to “The House That Ruth Built,” Julian has enjoyed his field every step of the way.

SUCCESS COMES IN ALL KINDS OF PACKAGES...

Last year, two Monmouth University standouts were asked to step up to the plate, and had to decide if the grass was really greener in the minors.

LANCE KOENIG

LANCE KOENIG, the Hawks premiere second baseman, was drafted ed by the Houston Astros in the 22nd round after his senior year.

MARK ST. MARTINE

Catcher MARK ST. MARTINE was wooed by the Montreal Expos in his junior year at Monmouth, drafted in the 12th round, and—as is customary for many undergraduates who elect to play professional ball—the franchise picked up the tab for his return to college in his senior year.

MU

SPRING 2004 • Monmouth University Magazine 25
## Three Spring Standouts in MU Women's Athletics

A three-year letter winner, senior Stacy Sydlo is leading Monmouth’s lacrosse team to another winning season. The Horseheads, New York native is a two-time All-NEC performer, having earned second-team recognition in 2002 despite a knee injury that prematurely ended her sophomore season, and first-team honors in 2003 even though she was undergoing intense rehabilitation. Sydlo ended her junior campaign with 3.67 points per game, earning her a 26th national ranking in scoring and a 12th ranking in assists with 1.67 per game. She ended the season with 55 points on 33 goals and 25 assists in 19 games, and garnered second-team All-NEC recognition despite missing the last three games of the season. A leader on and off the field, Sydlo was recently named Monmouth University’s nominee for the New Jersey Association of Intercollegiate Athletics for Women’s (NJAIWA) Woman of the Year Award.

Also a two-time All-Northeast Conference performer, junior Kristin Wilson provides the Monmouth softball squad with its first legitimate All-America candidate in recent history. The speedy Wilson made an immediate impact as a freshman in 2002 as one of only two Hawks to start all 41 games. As impressive as Wilson was during her rookie season, she grew into a graceful centerfielder as a sophomore. Last season, her gazelle-like speed propelled her to a .411 batting average, which ranked second in the Northeast Conference and 31st in the nation. Wilson was designated first-team All-NEC. She leads Monmouth in batting, runs (22), hits (60), on-base percentage (.419), and stolen bases (9).

Just a freshman, Ashley Huffman has already made an impact at Monmouth by guiding the indoor track and field team to its first-ever Northeast Conference title. She earned Most Valuable Performer and Rookie of the Meet at the championship in February. Huffman was one of 12 athletes to earn individual All-NEC honors in two events as she won the long jump title with a leap of 18’9” and finished second in the high jump, clearing 5’5”. She also finished in third place in the 60-meter hurdles and sixth in the 60-meter dash. Huffman made an early impact when she set three school records at the Bison Open. At the event, Huffman shattered the school pentathlon record in a winning effort as she scored 3,620 points to top the previous mark of 3,221 set by Shatich Rivers in 1995. In the process, Huffman set the school indoor records in both the high jump (5’7”) and the long jump (19’2” 3/4”). With these early accomplishments, she’s sure to add to her collection of accolades in years to come.

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**Stacy Sydlo**

**Kristin Wilson**

**Ashley Huffman**

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Flowers are blossoming, day skies are lingering, and students are finding more reasons to stay outdoors. That means one sure thing: Monmouth University’s spring sports have swung into full gear. The well-oiled machines of the Hawks’ baseball and men’s track and field team are busy retooling, polishing, and building seasons that are as strong as they’ve ever been. And—thanks to female athlete standouts Stacy Sydlo, Kristin Wilson, and Ashley Huffman—three of Monmouth’s women’s teams are also shining.

**By Thomas Dick**
WHAT IS THE BLUE/WHITE CLUB?

THE BLUE/WHITE CLUB, FOUNDED IN 1999, is charged with the primary purpose of raising funds specifically for Monmouth University Athletics. As a member of the Blue/White Club, you will help defray the rising costs of operating a Division I athletics program. You will also support the success of more than 360 student-athletes who compete on the courts and on the fields to meet their athletics and academic goals. Blue/White Club members may designate their gift to a particular sport, or make a contribution to general athletics. While the existing operating budget of the program currently meets the basic needs of each of the 19 sports, additional funds are necessary to address needs in other budgetary areas.

WHAT TYPES OF GIVING ARE AVAILABLE IN THE BLUE/WHITE CLUB?

ANSWER /

There are a variety of ways to give to The Blue/White Club. Annual cash gifts are the most common form of giving. Contributions provide the yearly resources necessary to operate a successful athletics program. Matching gifts are a way of multiplying your contribution. There are also endowed scholarships that can be named in honor of the donor, and the interest earned from these major gifts helps pay a student-athlete costs. Planned giving such as securities, real estate, life insurance policies, or monies through trusts or bequests is another option. These gifts may provide present and future support for Monmouth athletics and may offer you valuable tax advantages and income benefits. Contact the Institutional Advancement Office for additional information on both of these programs.

PLEASE EXPLAIN THE BENEFITS PORTION OF THE BLUE/WHITE CLUB AND HOW IT AFFECTS MY GIFT?

ANSWER /

People who now give to Monmouth athletics will be listed as Blue/White Club members. Donors fall into a giving level category and receive benefits determined by the amount of their gift. To maximize your gift, you may decline to receive your benefits which allows the total dollar amount of your gift to be applied to your choice. If you do accept your benefits, the value of those benefits are deducted from the total amount of your gift. For further information it is recommended that you consult with your tax advisor.

ASIDE FROM MAKING MY GIFT, WHAT ELSE CAN I DO TO HELP THE BLUE/WHITE CLUB?

ANSWER /

Volunteers who work with our coaches during the membership drive are vital to our success. You can join our team and volunteer to serve on our membership committee by calling the Athletics External Operations Office at (732) 571-3675.

HOW DO I BECOME A MEMBER OF THE BLUE/WHITE CLUB?

ANSWER /

A five-week membership drive begins in May and concludes the first week in June. If you would like us to send you a brochure, call the phone number listed above, or contact one of the men’s or women’s head coaches for an enrollment application.

FOR MORE INFORMATION CONTACT:

DAN SULLIVAN
ASSOCIATE ATHLETICS DIRECTOR
EXTERNAL OPERATIONS
ATHLETICS DEPARTMENT
MONMOUTH UNIVERSITY
WEST LONG BRANCH, NJ 07764

MAKE A DIFFERENCE AND JOIN THE BLUE/WHITE CLUB TEAM!
HAWKS SCORE HIGH IN THE CLASSROOM

Despite the long hours of practice, traveling, and thrilling games, the men’s basketball team turns in a first-rate performance in the classroom as well as on the court. Scholarship players Tyler Azzarelli, Jason Krayl, Tom Kaplan, Russell Anderson, Chris Kenny, Marques Alston, Dejan Delic, and Corey Hallett came together for a team semester record of eight players with a 3.0 or better GPA. “That’s a solid B average,” notes team faculty advisor and journalism professor John Morano. “It’s a mark of excellence generally recognized at all universities.”

Despite last semester’s achievement is extraordinary, the program has a long tradition of solid academic success among its student-athletes.

MONMOUTH UNIVERSITY ANNOUNCES KNAPP BEQUEST

Monmouth University has received a bequest of $500,000 from the estate of Kenneth E. Knapp, Professor Emeritus. The money will fund the Kenneth E. and Ilamae R. Knapp Endowed Scholarship, which was established in 2001. Knapp began teaching at Monmouth in 1952, when classes were first held in Long Branch High School. During his career as a faculty member and chair of the communication department, Knapp watched Monmouth grow to university status. The Knapp Scholarship Fund will perpetuate Knapp’s dedication to the field of communication by providing scholarships and merit awards to students in the Department of Communication.

WATKINS GIVES SOCIAL WORK PRESENTATION


SIMONELLI APPOINTED SCHLAEFER SCHOOL INTERIM DIRECTOR

Pasquale Simonelli was recently appointed Interim Director of Monmouth University’s Schlaefer School. Also the Coordinator of Advisement since July 1997, Simonelli replaces Michael Hoban, who is returning to the Department of Mathematics after serving ten years as the Dean of the Schlaefer School.

NEW WORLD LANGUAGES OFFERED

The Department of Foreign Language Studies is pleased to announce that, in addition to Spanish, French, Italian, German, and Latin, starting in fall 2004 elementary courses...
in Arabic, modern Hebrew, Hindi, and Portuguese will be offered as well. These new courses are offered in response to increasing interest in languages that are more and more commonly used in professional and cultural communities nationwide.

HISTORY EDUCATION CONFERENCE AT MU

The New Jersey Council of History Education held its spring conference at Wilson Hall on March 12. Speakers covered a wide spectrum of educational topics, and included a political cartoonist, a former CIA agent who worked in Iraq, and members of the New Jersey Department of Education. Breakout sessions designed specifically for elementary, middle, or high school teachers were also offered.

WOMEN’S TRACK TAKES NORTHEAST TITLE

Monmouth University’s women’s indoor track and field team won its first-ever Northeast Conference title, besting the field at the league championships in February at Prince George’s County Sports and Leisure Center in Landover, Maryland. The Blue and White men’s team finished third. The Hawks had won three of the league’s previous four women’s outdoor titles, but this was their first indoor victory.

MONMOUTH’S FIRST B.S.S.E. CANDIDATES TO GRADUATE

Monmouth University’s first cohort of B.S.S.E. (bachelor’s of science in software engineering) candidates are set to graduate in May 2004. Monmouth is the only university in New Jersey to offer this program, and one of only a select few nationwide to offer the B.S.S.E. The curriculum provides a firm grounding in both computer science and engineering and is designed to prepare students to become software engineering professionals.

MONMOUTH’S MILLINES HONORED BY NCAA

Former Monmouth University three-sport star Trish Millines Dziko ’79 was honored by the National Collegiate Athletic Association (NCAA) as one of its six Silver Anniversary Award recipients for 2004. These awards recognize former student-athletes who have distinguished themselves since completing their college careers 25 years or more ago. The recipients were honored at a dinner during January’s annual NCAA Convention in Nashville, Tennessee. Ms. Millines’s award was presented to her by Paul S. Doherty, Jr. ’67, Chairman of the Monmouth University Board of Trustees.

NEW PHYSICIAN ASSISTANT DEGREE OFFERED WITH SETON HALL

Monmouth and Seton Hall University will soon offer a joint-degree program for students who wish to pursue a master’s of science as a physician assistant following completion of a bachelor’s degree at Monmouth. The agreement provides admission for up to six qualified Monmouth University students to attend Seton Hall’s physician assistant graduate program each year. Physician assistants are formally trained to provide diagnostic, therapeutic, and preventative healthcare services as delegated by a physician, and they play an increasingly important role in today’s healthcare system.

UNIVERSITY HOSTS BUSINESS LEADERS AWARD DINNER

Monmouth University hosted the 2003 Distinguished Business Leaders Award Dinner in Wilson Hall. The event honored Reginald E. Davis, CEO of Wachovia/Atlantic. Davis provides executive leadership to all Wachovia operations in New Jersey, New York, and Connecticut, and he successfully led the recent transition from First Union to Wachovia.
A "kickoff party" to launch festivities that culminated in the 21st Annual Monmouth University Scholarship Ball was held at Wilson Hall on January 30. The event featured a full night of entertainment, including live music by the “Party Dolls,” a 50/50 raffle, a chance to win a brand new Harley-Davidson motorcycle, and hors d’oeuvres and desserts from 20 of the area’s finest restaurants.

TOP LEFT: Coach Dave Calloway (’91) and his wife Denise (’95) enjoy the festivities.

TOP RIGHT: Bill Bay (’72) and Marilyn Tomaino get a feel for the Harley.

BOTTOM LEFT: Ken (’65) and Marilyn Rocky (’65) swing to the beat of the “Party Dolls.”

BOTTOM RIGHT: Carol Nissim parties with daughter and MU student Jennifer.
MU STUDENTS WIN RESEARCH HONORS IN BIOLOGY

Monmouth University senior biology majors Anjaly Chandramouly (Staten Island, NY) and Mona Patel (Morris Plains, NJ) received third place for best research poster presentation out of 61 presenters at the 36th Annual Conference of the Metropolitan Association of College Biologists held this past November at Wagner College. The students presented their research findings under the supervision of biology professor Michael Palladino.

ANTHROPOLOGY FACULTY EXPLORE LOCAL NATIVE AMERICAN CULTURES

The Monmouth University anthropology faculty gave a presentation on February 27 at the Monmouth Beach Cultural Center on the history and culture of Native Americans indigenous to the local area. The presentation included authentic photographs and artifacts, as well as information on the lifestyles of Jersey Shore native tribes. Featured speakers included Monmouth University professors Kathy Smith-Wenning, Joseph Reynolds, and Richard Veit.

MUSIC SERIES A SUCCESS

The Performing Arts Winter/Spring Classical Series drew a successful turnout to Pollack Theatre, well attended by both campus and community classical music lovers. The series featured pianists Yujua Wang, Chufang Huang, Hugh Sung, and Susanne Son, as well as Jose Carlo Franch-Ballester on clarinet, Ang Cheng on violin, and Jonah Kim on cello.

COMMENCEMENT ‘04 PLANS UNDERWAY

President Gaffney is pleased to announce that the 70th Commencement Exercises for Monmouth University will be held at the PNC Bank Arts Center on Wednesday, May 19, 2004. Commencement marks the end of many years of study by our students and is the culmination of a tremendous investment by their families. The decision to move to an enclosed facility will ensure that our graduates and the extended University community can share in this day of accomplishment in a comfortable environment, regardless of weather. The University selected this venue after consulting with the senior class officers, Student Government Association, and alumni. Specific questions regarding the event should be directed to Mary Anne Nagy, Vice President for Student Services and Chair of the Commencement Planning Committee.

LATVIAN AMBASSADOR VISITS MONMOUTH

Aivis Ronis, the Latvian Ambassador to the United States and Mexico, visited Monmouth University on February 17 to lecture, visit with students, faculty, and administrators, and tour the campus. His lecture was entitled “United States and the Baltics—New Allies.” Monmouth University has an educational partnership with the Higher School of Social Work Social Pedagogics “Artistiba” in Riga, Latvia. Through this collaboration, the two universities consult on the development of international social work education and curriculum at their respective institutions.
TIEDEMANN APPOINTED TO WETLANDS COUNCIL

John Tiedemann, Assistant Dean of the School of Science, Technology, and Engineering at Monmouth University, was recently appointed to the Wetlands Mitigation Council. The Council was established under the Freshwater Wetlands Protection Act to finance wetlands restoration and preservation projects, and also governs New Jersey’s Wetland Mitigation Banks. Tiedemann is a member of the University’s biology department, where he currently teaches courses in marine and environmental biology. He also teaches courses in marine and environmental science at Brookdale Community College.

MONMOUTH FACULTY MEMBER HAPPILY WEDS

Barbara (Pawlikowski) Growney married Sean Growney on November 15, 2003. The ceremony and reception were held at Skytop Lodge in Skytop, PA. Barbara is currently working for Monmouth University and will be graduating with her Masters in May 2004. The couple couldn’t be happier and are residing in Westfield, NJ.

In Memoriam:

GEORGE SORENSEN, teacher and administrator at Monmouth University, died on January 20, 2004 of complications from a stroke.

ERMIO J. “MIM” TRUPPA, former sports information director and team trainer at Monmouth University, died on January 22, 2004.

SUSAN YOUNG, an education teacher at Monmouth for 11 years, died of amyotrophic lateral sclerosis, sometimes referred to as “Lou Gehrig’s Disease,” on December 29, 2003. An inspirational and well-loved teacher, Young was selected earlier in 2003 as Monmouth’s Teacher of the Year. School of Education professor Lynn Romeo said, “Susan had a great impact on the students at Monmouth, both personally and career wise. She was a leader among the faculty and was committed to high standards and state-of-the-art programs.” Young will be greatly missed by students, faculty, and the community.
“As a child, I watched the Academy Awards and instinctively felt that I could one day be up there,” she reflects. As the owner of Arico Entertainment, Inc., an independent film production company, Arico is well on her way to achieving her childhood dream of a career in the film industry—and is still hoping that her accomplishments may one day garner top awards.

A history major at Monmouth, Arico has fond memories of her alma mater. “The quality of education at Monmouth University is superb,” she says. “Since graduating, I have encountered very few people as inspiring as those in the history department, especially Dr. Thomas Pearson.”

Arico excelled academically. She was inducted to membership in the Phi Alpha Theta History Honor Society, was selected as a student ambassador of the University’s history department to present her senior thesis at a regional conference for Phi Alpha Theta, and was asked to publish her work in The Historian, The Society’s quarterly.

Arico had the opportunity to reconnect with the MU academic community last fall at the Two River Film Festival in October. “I was honored to be in the company of Dr. Pearson again. I also had the pleasure of meeting President Paul Gaffney and his lovely wife Linda, who showed their generosity by extending University resources to the production of Summer Nights.”

Arico’s love of history remains avid, and she’s always on the lookout for a script with a local historical bent. “Many of my film projects are New Jersey-based and have regional historical significance,” Arico explains. Once Summer Nights is in the can, she has plans to film a Rumson-based script entitled Icequake by Janice Mitchell Vassar, followed by a second production called Wall Street Revisited by Norma Gabriele Lynch set in Spring Lake.

Soon Arico’s business will also be New Jersey-based. She plans to relocate her corporation from New York to New Jersey, setting up shop in Asbury Park. “I’m very interested in contributing to the revitalization of Asbury Park and being part of its emergence as a significant entertainment and cultural center. I would like to bring the benefit of my last two decades of national and international experience into this community,” she says enthusiastically.

With stints as a model and several television appearances to her credit, Arico herself is no stranger to the silver screen. However, her passion is to be the force behind the production rather than the star in front of the lens. Before launching her film career, Arico was a sales and marketing executive in the hotel/hospitality industry. She has lived and worked in New England, the Canary Islands, and the Caribbean. Since the late ’80s, she has been active in the entertainment industry and has divided her time among New York, Los Angeles, and London. Still, she hasn’t forgotten her Jersey Shore roots.

In fact, Arico herself is now officially a “Jersey girl” again, recently moving back to the Garden State in preparation for her production of Summer Nights. On site, she’ll be working alongside 2003 Oscar-nominated cinematographer and noted filmmaker Ed Lachman (Ken Park, Far From Heaven, Erin Brockovich, The Virgin Suicides). “Getting Lachman to direct is one of the greatest things that has ever happened to me!” she says. The next just might be that Oscar!
ALUMNI ASSOCIATION SCHOLARSHIP AVAILABLE

Children of alumni who are presently enrolled as undergraduates at Monmouth University or who will be matriculating for the fall semester are eligible to apply for the 2004-2005 Alumni Association Scholarship. Applications for the one-time only $1,000 scholarship are available now from the Alumni Office, the Financial Aid Office, and the Student Affairs Office. The application deadline is June 30.

HOMECOMING 2004 PLANNED FOR OCTOBER 30

Circle the date on your calendar now for the biggest tailgating party of the year: MU Homecoming is October 30, 2004. Arrive early to get a good parking space, then set out the lawn chairs and fire up the barbeque! And how about giving some early thought to your Homecoming Halloween costume?

JOIN MONMOUTH’S ALUMNI FORUM ONLINE

More and more graduates are signing on and joining Monmouth’s online alumni community at www.monmouth.edu/alumni. If you are logging on for the first time, follow instructions for “first time user.” You will be asked to provide the last four digits of your social security number and your birthdate. Once you have “personalized” the site, subsequent logins require only the e-mail address you selected the first time around and your password. Forgot your password? If your e-mail address has not changed, you can click on the link to have your password e-mailed to you. Don’t forget to join the Business and Career Networks. And while you’re visiting online, send one of our beautiful MU e-mail postcards to a classmate!

ON THE ROAD

A lively gathering of alumni from several decades enjoy an update about Monmouth University from President Gaffney in Beverly Hills.

Gloria and Norma Monty enjoy a warm afternoon at their Southern California home with Vice President for Institutional Advancement, Dennis Macro.

Michael Mangano ’67 with President Gaffney

(Left to Right) Johanna Legath Klohn ’88, Laura Gray ’79, Thomas Klohn ’88, Caroline Blasi ’96

(Left to Right) Robert Kwalick ’90, James Akers ’70, Charles DeFazio ’88, Caroline Blasi ’96, Arthur Servilla ’87

(Left to Right) Robert Fallon ’85 and guest, Leslie Dunham ’91 and mother, Linda Deutsch ’65

Kristen Castellano ’02 and Ali Gilak ’02 catch up at the San Francisco alumni reception and dinner at the Pan Pacific Hotel in downtown San Francisco.
Q: WHAT’S BLUE AND WHITE AND PROUD ALL OVER?
A: THE MONMOUTH UNIVERSITY PEP BAND!

Now calling all alumni who want to be part of the Monmouth University Pep Band—and you don’t need to be a pro at percussion or a whiz kid on woodwinds to join! If you read music reasonably well and play brass, keyboard, percussion, or woodwinds, then we’d like you to share your talent and join us for the 2004-2005 football and basketball seasons. Some instruments are available for loan, so if you pawned your tuba after high school, call us to see what’s available.

Help keep our school spirit—and our team scores—soaring. Cheer the Hawks on to victory! Get the fans on their feet! Enjoy the fun, excitement, energy, and pride that the MU Pep Band brings onto the bench and into the bleachers. No audition is required. Time is flexible—join the Pep Band’s regular practices, or just jam with the band at the games. MU provides the music and an "official" Pep Band rugby shirt.

Don’t wait! You can be an important part of Monmouth University athletics and the success of our teams. We’re recruiting Pep Band players now, so get on the horn or send us a note. Interested alumni should contact Mary Anne Nagy ’91 ’01, Vice President for Student Services, at 732/571-3417. Or, if you’re on campus, stop by Room 207 in the Stafford Student Center.

ALUMNI OFFICE CONTACT INFORMATION

ADDRESS
320 Wilson Hall
Monmouth University
West Long Branch, NJ 07764-1898

PHONE
800/531-ALUM
732/571-3489

FAX
732/263-5315

E-MAIL
alumni@monmouth.edu

INTERNET
http://www.monmouth.edu/alumni

VALENTINE’S DAY CELEBRATED WITH ANNUAL WINE TASTING

Beautful Wilson Hall once again offered the perfect venue for an elegant alumni wine tasting held on February 14, 2004. Close to 200 alumni and guests sampled a dozen fine Italian wines—six whites and six reds—presented by noted wine authority Norman Sickles. Alumni passed the taste tests with flying colors, discerning “deeply pronounced flavors” and “fruity and spicy notes,” and impressing each other with such newly learned terms as “re-fermentation.” The evening ended on a high note with sparkling white wine and chocolate roses for all our Monmouth valentines!
CLASS OF 1962
BARBARA BROWN (Bus. Adm.) is serving another term as councilwoman for the Sea Girt community. Barbara is also a member and former president of the Sea Girt Woman's Club, a member and former vice president of the Sea Girt Holly Club, and a member of the Geraldine Thompson Auxiliary.

CLASS OF 1965
THOMAS BYRNE (Poli. Sci.) was reelected as mayor of Spring Lake Borough in the 2003 election. Thomas is a former member of the borough’s Goodwill Fire Co. and has coached Little League and soccer.

CLASS OF 1970
RICHARD CARMICHAEL (Bus. Adm.) has recently released his new electronic book, Economics and Politics in America: A People’s History. Richard has also written Politics and Economics in America and The Evolution of Politics. For more information about Richard or his books, visit his Web page at .

CLASS OF 1974
LYNN GATTO (El. Ed.) received the 2004 New York State Teacher of the Year award.

CLASS OF 1976
MARGARET T. KARCHER (El.Ed.) has served on the Princeton Borough Council for three years and is serving another term as a council member as a result of the 2003 election.

CLASS OF 1978
DR. WILLIAM G. SCHROEDER (Bio.) owns a private chiropractic practice in Manville. After receiving his Bachelor of Science in biology from Monmouth University, William received his Doctor of Chiropractic from Life Chiropractic College in Marietta, Georgia. He is a diplomat of the National Board of Chiropractic Examiners, a two-term past president of the Central Jersey Chiropractic Society, and was a member of the chiropractic recovery team at Ground Zero. William is on the New Jersey Chiropractic Society Board of Directors, and he is also a member of the International Chiropractors Association.

CLASS OF 1980
DIANNE GOVE (M.A.T.) was selected to fill a position on the Board of Commissioners in Long Branch Township.
CLASS OF 1981
HOWARD WISHNIA (Bus. Fin.) is now working for BleuHorse Ventures, Ltd. where he oversees operations of Promotional and Event Management Group that specializes in the equestrian market place. Howard resides in Kennesaw, GA.

CLASS OF 1984
LORI THOMPSON (Comp. Sci.) has been with Campbell Soup Company for nearly 20 years. She is currently in the role of relationship manager, working as liaison between the Finance and IT functions. Lori has been married to husband, Chuck, for 17 years. They have four children, Chelsea, Lindsay, Sydney, and Trey. The family resides in Brooklawn.

CLASS OF 1985
ROSEMARIE DECKER (B.S.N.) is enjoying a happy, productive retirement in Arizona.

CLASS OF 1987
JOHN LONGO (Mrkt.) is the Senior Vice President of Investments of the Longo Group of Smith Barney financial planning services. John manages in excess of $325 million for private investors and pension funds. He currently resides in Sea Girt, New Jersey, with his wife and two daughters.

CLASS OF 1988
KAREN D’ALESSANDRO-CUOZZO (Bus. Mkt.) married Rocco Cuozzo on November 15, 2003 at the Forsgate Country Club. The couple resides in Monroe Township with their dog, Taffy III.

MIKE FARRAGHER (Bus. Mrkt.) has written a novel that is set in Heights Section of Jersey City. Collared is a tale of murder, suspense, spirituality, and redemption within the Catholic Church. Mike resides in Spring Lake Heights.

CLASS OF 1990
KEITH BUSCIO (Bus. Adm.) is the regional vice president with Sovereign Bank. Keith has been elected to a three-year term on the Community Medical Center Foundation Board of Trustees. Keith will assist with fundraising activities and planned giving initiatives. He also serves on the Board of Trustees of the Ocean County College Foundation, and on the Board of Trustees of the Ocean County Library Foundation. He resides in Ocean Gate.

CLASS OF 1991
BEATRICE (Book) ROGERS (Bus. Adm.) had a baby girl, Katherine Noel, on January 2, 2004. Beatrice is the associate dean of educational and career planning at Monmouth. The family resides in Asbury Park.

CLASS OF 1992
KARL GIULIAN (Bus. Adm.) was sworn in for his fourth time as councilman at the Stone Harbor Borough Council meeting. He currently resides in Stone Harbor.

DEAN SMITH (Comm.) is working for the new NBC3, which is owned and operated by NBC. Dean also had the opportunity to work

JAN & RUTH CORT
JAN (’68 SCI./BUS. ADM.) AND RUTH CORT have decided to make the most of their retirements by opening a bed and breakfast, the Peninsula House in Annapolis, Maryland.

Upon graduation from Monmouth, Jan started a 35-year career with the Ford Motor Company. After retiring twice, he took a manager’s position with the Federal Drug Administration in Prince George’s County. Ruth is the former secretary for the Business Department and is a nurse by training. She is very involved in the design and décor of the new bed and breakfast.

The bed and breakfast was recently featured in The Capital newspaper as “Home of the Week.” With its soft green-colored exterior, white picket fence enclosing the yard, newly-added back porch, and delightful goldfish pond, The Peninsula House is both a handsome and inviting bed and breakfast.

The Peninsula House was built around 1950, and was originally a ranch owned by Sears, Roebuck and Co. A previous owner added a second story, and, since then, the Corts have contributed their own 1,000 square foot addition. The interior of the house includes a library, two fireplaces, three guest rooms, and the Corts private living quarters. To inquire about a weekend or vacation stay at this beautiful bed and breakfast, please call (410) 267-8796.
during the entire span of events at the 2002 Olympic Winter games. He resides in Burlingame, CA.

CLASS OF 1995

MYRON GELLMAN (M.B.A.) has been promoted to managing director of The Mercadien Group in Princeton.

JOHN GIORGIO JR (M.B.A) completed the Reserve Officer Joint Military Operations Planning course at the Naval War College in Newport, RI.

CLASS OF 1997

JENNIFER ORT (Comm.) has joined Creative Marketing Alliance, Inc. in Princeton Junction in October 2003 as a public relations senior account executive. In addition to proactive handling of several accounts she is the managing editor of Wisdom, a CMA-produced publication of the New Jersey Academy of General Dentistry. Jen is also responsible for renaming the publication to “Wisdom” and regularly contributes other creative input throughout the agency. She previously worked at an industrial business-to-business public relations firm in Metuchen. She was a media planner at DDB Worldwide, a NYC-headquartered advertising agency. Jennifer resides in Red Bank.

SIVAN SEPE (Bus. Admin.) and his wife, MARIE-FRANCE (Joseph) SEPE (Bus. Admin.), have a son, Dylan Tyler. He was born on Nov. 11, 2002. Sivan has been Manager of Financial Analysis & Budgets for Cosmetic-Essence, Inc. since November 2003. Sivan was previously the Manager of Financial Analysis, Budgets, & Systems for Tellium, Inc. The family resides in Tinton Falls.

TARA (Stewart) EDWARDS (Crim J.) married AHMED EDWARDS (’98, Poli Sci) on August 9, 2003. The wedding party included best men Anthony Bland (’96) and Jeffrey Alicea (’97). Also attending the wedding were Shyra Bland (’97), Maurice Bell (’96), and Laura Hunt (’96). Tara is a paralegal at Giordano, Halleran, & Ciesla, PC, and Ahmed is a history teacher at Lehman High School, Bronx, NY. The couple resides in Perth Amboy.

CLASS OF 1998

ROBERT HUTCHINS (Bio.) married Loren Weber on August 9, 2003 at St. Joachim’s Catholic Church. Robert is a chemist for Bristol-Myers Squibb. Loren is an elementary school teacher in Hamilton Township. The couple resides in Hamilton.

PATRICIA LEBARON (Comm.) married Jason Tilly on June 14, 2003 at the Shadowbrook. Patricia is the director of marketing of the Red Bank Veterinary Hospital, Jason is co-owner of J. Tilly Contracting. The couple resides in Fair Haven.
CLASS OF 1999

KRISTINE Guttenberger BROWN (Comm.) and her husband Doug welcomed their new son, Casey Dylan, on September 22, 2003, who joined their daughter, Emily. Kristine currently runs her own public relations and marketing firm, KDB Communications.

ELIZABETH (Hale) COSCIA (Pr. Journ.) married Mickey Coscia on December 5, 2003 at St. Catherine’s in Spring Lake. Liz is a project coordinator at GWF Associates, in Hamilton. Mickey works for UPS in Tinton Falls. Other Monmouth Alumni who attended the wedding were Loren Miller, Elizabeth (Klein) Love, Dan Rible, Lauren (Sicuranza) McIntyre, Rachel Mescall, Cindy Walsh. The couple resides in Tinton Falls.

MICHELLE (Graham) SPEIDEL (Bus. Adm.) married Jeffrey Speidel on August 24, 2003 at the Woodlake Country Club. Michelle is a paraprofessional for the autistic program at Point Pleasant Borough High School, and Jeffrey is a cable contractor for Comcast out of Toms River. The couple resides in Pt. Pleasant.

CLASS OF 2000

TRICIA RUMOLA (Poli. Sci.) has been appointed to the position of executive director of the downtown business alliance in Red Bank.

MARA LAGO (Fine Arts) and LIAM KLEIN (Poli. Sci. ’01) live in Atlanta, GA. Mara is a Graphic Designer for The Jones Group Advertising Agency and Liam is a Graduate Assistant Football Coach at The Georgia Institute of Technology while pursuing his masters in Public Policy. The couple are engaged to be married in the summer of 2006.

CLASS OF 2001

NICOLE (Bruckmann) BARRECA (Comm./M.A.T.) and her husband Philip are proud to announce the birth of their baby girl Madeline Wanda Barreca on February 8, 2004.

CLASS OF 2002

JOHN DURAZZO (Comm.) currently works as Media Specialist for Foxtons Real Estate's in-house ad agency. He also works as a freelance videographer for special events.

THOMAS GIRONE (Bus. Acc.) has been promoted to staff level II accountants at Withum Smith + Brown in the Toms River firm. Thomas was a dual major in business administration and accounting while at Monmouth University.

RAMONA JOHNSON (Comm. M.A.T.) was welcomed as an executive of the Community YMCA’s Count Basie Achievement Branch.

KIMBERLY Sheekey SAYNE (M.S.N.) had a baby girl, Catherine Elizabeth Sayne, on September 8, 2003. Kimberly currently holds an NP position with a local nephrology practice.

CLASS OF 2003

CHRISTOPHER HART (Comm.) is living his dream working as a production assistant. He is responsible for editing videos for MTV news. Christopher resides in Bridgeton.

LeROI JONES (Physics/Comp. Sci.) is running for a position on the Shrewsbury Township Committee for the Democratic party. He is a special education teacher at Red Bank Charter School.

BARBARA (Pawlikowski) GROWNEY married Sean Growney on November 15, 2003. The ceremony and reception were held at Skytop Lodge in Skytop, PA. Barbara is currently working for Monmouth University and will be graduating with her Masters in May 2004. The couple resides in Westfield, NJ.

CLASS NOTES POLICY

EFFECTIVE APRIL 1, 2004:

Monmouth University encourages and welcomes communications from alumni regarding career changes, promotions, relocations, volunteer work, marriages, births, and other information that is of interest to fellow classmates, alumni, and the University community. For those who specifically request that the information be published in Monmouth University Magazine, we are happy to include it in the Class Notes section. However, effective with this issue, we will no longer publish photographs of minors. Thank you for your anticipated understanding and cooperation.
What's Your MU IQ?

Who is that dapper and distinguished looking gentleman? What on earth are these Phi Sigma Kappa frat boys up to? When did this battle of the bowlers take place? Where did MU's version of the Daytona 500 take place?

Mail your answers to:

What's Your MU IQ?
Monmouth University Magazine
400 Cedar Avenue, West Long Branch, NJ 07764-1898

If you are among the first ten respondents who can answer any one of the above questions correctly, you win a prize; answer all questions correctly, and you win the grand prize of a beautiful, high quality MU pen and pencil set.
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SAVE THE DATES FOR THESE ALUMNI EVENTS

BATTLESHP NEW JERSEY ALUMNI RECEPTION 06.06.2004
NEWARK MUSEUM ALUMNI RECEPTION 06.17.2004
ALUMNI FAMILY DAY AT LAKEWOOD BLUECLAWS 06.27.2004
ALUMNI SUMMER REUNION AT “BAR ANTICIPATION” 07.24.2004
HOMECOMING 2004 10.30-31.2004