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Dear Friends,

As you read this magazine, another successful spring semester is drawing to a close at Charleston Southern University. Our student body of nearly 3,000 is diligently preparing for final exams. Many students are also preparing to enter the “real world” after graduation on May 7. At Charleston Southern, our five life preparation concepts – communication, wellness, values and ethics, service and leadership – will enable our students to succeed not just academically, but in their postcollegiate endeavors as well.

In this issue, you will read about a number of CSU alumni who are successful in life – from education majors now teaching in their own classrooms, to graduates serving our country in the armed forces, to Hall of Fame athletes who are now giving back to the University. These stories illustrate that CSU graduates are highly qualified to make a positive difference in society.

At Charleston Southern, we are preparing graduates and transforming lives. We constantly seek ways to improve the educational experience for our students. One such effort will soon pay off in a big way. The new 54,000-square-foot science facility will open for classes this summer, and its beautiful architecture is already enhancing the campus environment. This new facility will provide additional classrooms, research laboratories, and student study areas. Research opportunities will be significantly enhanced for our faculty and students.

Other changes will take place on campus this year as construction begins on a cafeteria expansion, a coffee café and library renovation. Funds are also currently being raised for the Christian Leadership Center to be built across the Reflection Pond from the new science building. All of these changes will create new opportunities for our students and campus growth.

Without the help of dedicated alumni and friends, our University would not be able to continue undertaking these ambitious projects successfully each year. We are grateful for your support, and we hope you will visit the campus soon to see these exciting changes.

With warmest regards,

Jairy C. Hunter, Jr.
## Father and Sons

I might have a one-up on the “First Mother-Daughter Team” story on page 29 of the summer ’04 magazine. My dad, Jim Allen ’76, my brother, Will, and I were enrolled at BCC during the 1975 school year. My brother transferred to C of C in ’76. My dad and I were enrolled in several of the same classes. I remember the first day of a literature class taught by Herr Griebsch. As he started calling the roll, Griebsch realized something was amiss and looked up to see the two of us grinning from ear to ear at him. Griebsch, being the colorful character he was, muttered something in German under his breath and had a tired look on his face. I wonder what it was he said?

Marc S. Allen ’77 • Pearl, Miss.

Yes, I recall that eventful day very well when my son Marc and I were in this particular class. Herr Griebsch was very concerned for the future opportunities which were opened to my son Marc and I were in this particular class. His comment was in German, and he said, “Mein Gott.” Translated into English it is, “My God!” His comment was very appropriate. In his despair he never knew which of us was present for a class as we often answered for each other in roll call. What a good time that was!

James S. Allen ’76 • Water Valley, Miss.

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## Show, Don’t Tell

When I began teaching swim lessons, in my teenage years, my teacher introduced me to the concept “show, don’t tell.” This concept became an integral part of my personal philosophy later in life. You can tell someone to worship God, but an important (perhaps even more important) aspect of Christianity is showing you are a Christian.

While completing my M.B.A., I was a student in Dr. Arnold Hite’s economics class. I had enjoyed economics when obtaining my undergraduate degree, but his class was heavy on the mathematical concepts of economics. Math is as foreign to me as the planet Pluto. I don’t recall hearing Dr. Hite say he was a Christian, but I witnessed him witnessing to me every time I saw him. He had loyalty, desire to help others, and patience.

Often Dr. Hite was over 10 feet tall. Dressed as a cowboy, he would walk the campus greeting students. Students looked up to him as his stilts became extensions of his legs. Dr. Hite extended his hand to anyone he saw.

In class Dr. Hite would frequently chuckle about another event which required him to use his legs. Discussions of “running the bridge” caused as much gleam in his eye as talking about economics. Charleston’s annual marathon brought out passion in Dr. Hite’s voice, especially when he mentioned beating Dr. Jairy Hunter.

When I was in Dr. Hite’s class, economics was beating me. Sometimes as often as three times a week Dr. Hite would invite me into his office to tutor me on economic (math) problems. Despite my dumbfoundedness, he calmly explained why it was that 2 plus 2 did equal 4.

Dr. Hite didn’t always know I was watching him work; it didn’t matter. He showed he was a Christian every time.

Nathan Woodson ’00 • Marshallville, N.C.

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## Remembering Dr. John Hamrick

As an alumnus of Baptist College at Charleston, Class of ’82, I fondly recall the inspiration, vision and sincere love Dr. Hamrick had for our Lord, the Baptist College, its faculty and students. I, among many others, mourn the loss of a real visionary and a spiritual leader. More importantly, we celebrate the wonderful life he lived and his enduring contributions that live on within CSU today.

Richard M. Toney ’82 • Valrico, Fla.

I was an active duty, Navy, evening student from 1980 through graduation in 1982, and Dr. Hamrick was at the helm. The college was growing faster than expected, and programs were expanding beyond the original dreams and ultimately the capabilities of the administration.

When I graduated, it was an out-of-doors occasion, and bleachers were set up north of the football stadium. Dr. Hamrick officiated at graduation, and I saw a man of deep integrity sharing his dream (ministry) to give young people a chance with a Christian influence for the rest of their lives. When we were through I felt that I had been in a “coming out” ceremony, at the age of 38!

When he stepped down to put in place a new leader and a new set of dreams and aspirations, he was dignified and not ashamed of his efforts or capacity, nor should anyone have been. He did what many of us have had to do over the years; he stepped aside for the new, energetic dreamers to have their “run for the roses.” He did what few in the world seldom have the courage to try – BEGIN!

I am privileged to have been under his leadership during the years I attended and appreciate the future opportunities which were opened to me as a result of my BCC degree.

Bob Patrick ’82
Waynesboro, Pa.

Nathan Woodson is the winner of the best submission prize this issue.

Submissions for In Your Words for the summer issue of the magazine are due by April 25. We welcome your thoughts about education and teachers who have impacted you. Or, just write and tell us about something in the magazine that touched you in some way.

Keep submissions to 300 words or less and include photos if you have them. When sending photos electronically, please save them in JPEG format at 300 dpi. All submissions should be sent to Jan Joslin at jjoslin@csuniv.edu or mail to:

University Relations, CSU, PO. Box 118087, Charleston, SC 29423-8087.

Don’t forget to include your name and year of graduation. We’re waiting to hear from you!
Dana Clerico ’99, a 6th grade social studies teacher at Alexander Graham Middle School in Charlotte, N.C., organizes a recess game in Ghana, West Africa. The School of Education sponsored the Teaching and Learning in Ghana program with a grant from the Fulbright-Hays Foundation.
Homecoming 2004
CSU has been named one of America’s Best Christian Colleges for the sixth consecutive year by Institutional Research & Evaluation, Inc., an independent research and consulting organization.

To qualify for the designation, an institution must be an accredited, four-year institution offering bachelor’s degrees; offer full room and board services; have had an entering freshman class the previous fall with a high school point average and/or SAT/ACT score equal to or above the national average for all freshmen entering Christian institutions of higher education; and be affiliated with a recognized Christian denomination.

Erskine College and Presbyterian College are the other South Carolina institutions named to the list.


Current President, Dr. Jairy C. Hunter Jr., said Dr. Hamrick’s dream for the University could be summarized in Psalm 71:18, which states “Even when I am old and gray, do not forsake me, O God, till I declare your power to the next generation, your might to all who are to come.”

“All my young life, my mother held John Hamrick up to me as a role model,” said The Honorable James Edwards, former governor of South Carolina. “Generations yet unborn will be impacted by John Hamrick,” said Edwards.

The Reverend Marshall Blalock, pastor of First Baptist Church, Charleston, where Hamrick served as pastor for 29 years, said he heard Hamrick preach most often from the book of Romans, chapter 8. “He would say Romans 8 begins with no condemnation and ends with no separation. He often quoted verse 32, ‘If God is for us, who can be against us?’”

Blalock said, “I believe if John Hamrick were here today he would say to us, ‘If it’s from God and you want to serve Him with determination, finish and finish well.’”

Throughout his life, Hamrick was active in community, state and national organizations. He was a cofounder of the South Carolina Baptist Historical Society, was president of the South Carolina Baptist Convention in 1951 and received numerous civic awards including the Order of the Palmetto from the governor of South Carolina in 1994.

Hamrick received a B.A. from the College of Charleston and a Th.B. and Th.M. from Southern Baptist Theological Seminary. He received honorary doctorates from Furman University and the Atlanta Law School.

Gathered to remember Dr. Hamrick are: Dr. Fitzhugh Hamrick, brother of John Hamrick; Mrs. Jane Hamrick, John Hamrick’s widow; President Jairy Hunter; and Dr. James Edwards, former governor of South Carolina and former president of MUSC.

Members of the founding board of trustees attended the memorial service for Dr. John Hamrick. Pictured are: Lewis McCormick, President Jairy Hunter, Danny Blackwell, Broadus R. Littlejohn and Fred K. Norris.
CSU conferred 137 undergraduate and 46 graduate degrees during its winter commencement exercises on Saturday, Dec. 11. The students receiving diplomas completed their requirements during either the summer or the fall term. Two graduates were commissioned as officers in the United States Air Force over the weekend upon successful completion of the AFROTC program.

Margaret Taylor Gilmore, who worked at Charleston Southern for 40 years prior to her recent retirement, served as commencement speaker. Gilmore shared some of her memories of the campus and its growth with the graduates and their families. “I’m so glad to represent the past, the present and the future of this institution,” she said. Gilmore also reminisced about the vision for the future held by many of CSU’s founders, and stated that without such a vision, the University would not exist today. To the graduating students, she said, “Be glad. Be grateful. Go now, in love, and lift the hearts of those people you will meet along the way who may need help with their vision.”

Dr. Sheila McClarren Davis was named emeritus professor of history and political science. Joyce Phillips Mixson, of Litchfield, S.C., and Ponte Vedra, Fla., received an honorary doctor of nursing degree in recognition of the many contributions she and her family have made to the University’s success. The most recent of these was a $200,000 contribution to establish the Joyce and Frank Mixson Nursing Endowed Scholarship, which helped the University exceed the $500,000 goal set for that endowment.

In 2002, CSU partnered with Horry-Georgetown Technical College and Coastal Carolina University to establish a baccalaureate degree in criminal justice for students in the Grand Strand area. Brandy Paige Rice, the first graduate of that program and a Myrtle Beach resident, received her diploma. Rice also gave the senior class statement. “All of us today have something distinct to offer,” she said to her classmates. “As graduates, we are all at the starting line.”

CSU Awards Degrees to 183 Students

By Sarah Huxford

CSU’s theatre department
Presents

little women

by John D. Ravold
based on the novel by Louisa M. Alcott

April 1 – 7 p.m. • April 2 – 7 p.m. • April 3 – 3 p.m.

Lightsey Chapel Auditorium
Tickets $5

Call 843.574.5821 for information and to reserve tickets

Brandy Paige Rice, the first graduate of CSU’s criminal justice degree program in Myrtle Beach, gives the senior class statement during commencement.

Margaret Taylor Gilmore, one of the University’s first employees, delivered the commencement address.

Dr. Jairy C. Hunter Jr., president, confers the honorary doctor of nursing degree on Joyce Phillips Mixson, a longtime friend of the University.
The year 2004 saw the legalization of homosexual marriage in Massachusetts and unprecedented assaults on the Christian faith nationwide with the removal or prohibition of traditional Christian symbols like the Ten Commandments and nativity scenes from the public square. Licensed gambling, Internet pornography and lewd behavior are rampant in our society, and future generations will have little to look forward to if Christians don’t step up to the plate and take action to change their world. There is no shortage of economic resources for effecting such a change; but sadly, much of those resources are in the wrong hands. In effect, the portals of power (gates of the city) have been captured by the enemies of the gospel and have been turned on us.

In the midst of this decline, there came some hope as well. Mel Gibson, unable to find backing for his controversial film “The Passion of the Christ,” risked his personal fortune and reputation, single-handedly financing the production and release of what many believe to be the most authentic presentation of those final hours of Christ’s life on Earth. Never in history have so many people in such a short time and so compelling a manner seen a presentation of the price Christ paid for us all! It’s almost as if there were some urgency to the hour and God was using unusual means to extend an abundance of His grace and the message of His love in a world where sin abounds.

Consider this… what if tens of thousands followed Mel Gibson’s example and mastered their calling in business and used their increase to advance God’s Kingdom? What if Christians became serious about deepening their walk with God, learning His ways in business and excelling in walking out those ways? What if more God-fearing men and women excelled in the marketplace and rose to positions of dominion, not for personal gain, but for Kingdom influence? What if Christians owned the stadiums and arenas in town and a lot more real estate? What if believers began to buy back the radio and television networks, to regain control over the airwaves, to turn back the tides of filth, and to advance truth and purity and shape public opinion? It can be done. It is being done. Something’s afoot.

CSU has united with Selling Among Wolves and “Business Reform” magazine to sponsor a conference called, “Taking Back the Gates of Commerce” right here in Charleston. First held last year in Ft. Lauderdale, the response from the event was overwhelming. More than 700 were inspired and instructed by speakers with undisputed success stories and authentic walks with Christ who shared openly and vulnerably from their failures and successes. Dr. Gary Cass, executive director of The Center for Reclaiming America (a ministry of Dr. D. James Kennedy and Coral Ridge Ministries) will be speaking at the upcoming event after learning of the success and mission of the Ft. Lauderdale meeting from an enthusiastic board member of Coral Ridge Ministries.

Other speakers at our upcoming event include Michael Q. Pink, international sales trainer, consultant and best-selling author of “Selling Among Wolves” and “The Bible Incorporated;” Eric Beck, former international director of training for E-MYTH Worldwide; Dennis Peacocke, founder and president of Strategic Christian Services and several more. Topics will include increasing profitability, negotiating more effectively, increasing sales, improving time management and much more. The incredible insight of these speakers has cost them dearly and now, moved by the call on their lives and passion to raise up a host of economic warriors, they come to help others avoid their mistakes, win big in business and use those winnings to change the world.

The Taking Back the Gates of Commerce conference will take place in the Lightsey Chapel Auditorium on the CSU campus on Thursday, May 19 from 8 a.m. to 4:45 p.m. Conference admission is only $29.95 per registrant, which includes two guest passes and a one-year subscription to “Business Reform” magazine, publishing business news from a Christian worldview. Seating will be limited, so register early at www.TakingBackTheGates.com or call 941-377-9384.
 Psi Kappa Phi, Christian service fraternity, is hosting the first Lowcountry Fine Arts Sale on campus April 8. The silent auction will feature artists from North and South Carolina as well as art students from CSU and the College of Charleston, and will benefit the American Cancer Society.

Paintings, drawings, sculptures and photography will be available for viewing and purchase. Works can be viewed starting at 1 p.m. in the Gold Room. The silent auction begins at 3 p.m. Support CSU’s artists, local artists and the American Cancer Society. More information is available online at http://www.fieryfaith.com/lowlcountryartsale.htm, or by contacting A.J. Chambers at 843-534-3069; or P.O. Box 118087, CSU Box 400, Charleston SC 29423, or e-mail at pkpbrothers@yahoo.com.

Lowcountry Fine Arts Sale

“Everything you see, hear or read is trying to influence your decisions. Fight it. Be an independent thinker.”
— Billie Attaway, 1994 Entrepreneur of the Year and 2003 finalist, speaking to the M.B.A. capstone course on pearls of wisdom for business.

“The position of governor in South Carolina is the 47th weakest in the nation. Mark Sanford is responsible for just 16 percent of state government.”
— Chris Drummond, director of communications for Gov. Mark Sanford and a former CSU student, speaking to the fall mass communications class.

“I left the room and went out to stand at the edge of the ocean. Soon John Barry, vice president for academic affairs, came out to stand beside me. He said, ‘We will remember this night. It is the first and probably the only time the entire college can meet in a room this small. Very soon, the college will need a lot more space.’”
— Margaret Gilmore, speaking at December commencement on the University’s beginnings.
Air Force ROTC Detachment Earns High Flight Award

By Sarah Huesford

Air Force ROTC Detachment 772 at CSU has been honored with the Southeast Region High Flight Award for Small Units (75 or fewer cadets) for the 2003-2004 academic year.

One of only two 2-year AFROTC programs and one of the smallest in the country, the Detachment commissioned 18 2nd Lieutenants last year, exceeding its goal of seven and the national average of 14. By comparison, the University of South Carolina commissioned five 2nd Lieutenants last year; Clemson University commissioned 21.

The High Flight Award citation recognizes Detachment 772’s production, stating that the Detachment “consistently commissions as many officers as universities with two to five times more students.” The citation also commends the Detachment for accomplishments in the areas of education, recruiting and retention, university and public relations, and cadet activities.

“The cadets at CSU are clearly among the best in the nation,” says Lt. Col. Patrick C. Morris, commander of the Detachment. “They are involved in the AFROTC program, the University and the community. They are top-notch students and athletes who give their all in pursuit of becoming officers in the U.S. Air Force.”

Many of CSU’s AFROTC cadets are enrolled in the bachelor of technology degree program, which is designed for students who already hold an associate’s degree in an approved technical field. “Many have already served on active duty, and some in combat situations – this adds immeasurably to the learning environment for the rest of the cadets,” adds Lt. Col. Morris.

Dr. Lisette Luton visits with tour guides in colonial costumes in Quebec City, Canada, in July. Luton, associate professor of French, received a scholarship from the American Association of Teachers of French to participate in a pedagogical workshop in Quebec City.

CSU graduates and AFROTC Cadets Matthew McMurtry and Antoine Bills are commissioned as 2nd Lieutenants in the United States Air Force during commencement exercises in December 2004.

Scenes from “South Pacific”

photos by Marcy Gasperson
The Evening College programs at CSU continue to show an increase in enrollment over previous years. More than 275 students are currently enrolled in the evening working toward obtaining a degree in criminal justice (B.S.), technology (B.T. and B.S.), business administration (B.S.) or business management (B.M.A.).

Evening College degree programs allow students to pursue a college degree that will enable them to enter, advance or change a career. Our Evening College students represent a diverse student population with a high motivation to learn. Many of these students are adults over the age of 23 who have children and career responsibilities.

CSU has as a strategic goal to provide education opportunities for the greater Charleston area adult population. The Evening College is the right choice for many because it allows them to take classes in one of three formats. The Regular Evening format offers courses that are one evening per week for an entire semester for each class a student takes. The Accelerated Evening Program format allows students to take a class that meets three times a week for seven weeks. Then there is the fast-track degree completion program in business management (B.M.A.), where students join a cohort. The classes meet one evening a week, and courses are five weeks in length. The bachelor of management arts degree can be completed within 20 months when a student transfers up to 64 hours of credit from previous college experience, CLEP and DANTES tests, military experience and accredited professional training. This program is growing in popularity because it meets the needs many adults or non-traditional students have for convenience and flexibility in an academically challenging program that is fast track.

Our Evening College programs are among the best in the area. We have a highly qualified and influential faculty, an aggressive curriculum, and a positive learning environment.

The offices of the Evening College are currently located in the L. Mendel Rivers Library on the lower level. We endeavor to make an indelible impact on the lives of our students. The relationships we develop with our students provide us with great joy and satisfaction. To have the opportunity to invest positive principles in their lives, see their growth, and even learn from them is often an overwhelming experience. “The students in the Evening College are a driving force of CSU’s heartbeat and we simply love working with them and helping them achieve their hopes and dreams,” say Rhonda Shrum and Barbara Rucker, administrative team members in the Evening College.

Information about the Evening College can be obtained by calling 843-863-7525 or visiting the CSU Web site at www.charlestonsouthern.edu and clicking on Evening College.

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**TAKE NOTE, THEN TAKE PRIDE: Evening College Growth**

*By Dr. Stan Parker, Dean of the Evening College*

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**SUNDAY CONCERT SERIES**

April 17 – Instrumental Finale
April 24 – Chamber Ensembles

All performances are at 3 p.m. in Lightsey Chapel Auditorium and are free. For more information, call 843.863.7966.
College life is hard enough: early-morning classes, late-night studying, juggling multiple projects and papers, tracking down professors, not to mention trying to maintain a social life. With all these hurdles facing college students, why are a growing number of CSU students taking the challenge to work more in class than they are required to? This is exactly what is happening with the Honors Program, where students complete extra projects in many of their classes — not because they have to — but because they want to.

Honors Program junior Tabatha Blevins admits that the thought of extra work at first “doesn’t sound appealing,” but adds that the Honors Program experience “really does make a difference.” Other students agree that the Honors Program adds something unique to their college experience, as reflected in the program growing from 34 students in 2002 to 60 today. Exactly what is the Honors Program, and how does it make a remarkable difference in the lives of our students?

The main concept behind the Honors Program is that students will benefit from investigating their subject matter above and beyond what is required for an average course. This does not simply mean more grunt work — such as just writing a longer paper or doing an extra project. Instead, Honors students experience a qualitative benefit by working closely with their professors to understand their academic subjects on a deeper level through intense examination of a particular topic. For example, in Dr. David Phillips’s Greek and Roman literature class, Blevins completed an Honors project analyzing images and uses of Hercules in modern culture. She commented that the project “really gave me a deeper perspective on the way classical literature is reflected in today’s culture. I really enjoyed doing the project because it added to what I was already learning in the class.” Honors Program students major in disciplines as diverse as biology, chemistry, religion, music, English, athletic training, and computer science — but they all have in common the desire to get the most out of their academic experiences.

In addition to the added value for students in the classroom, the Honors Program goes above and beyond the average college experience by making special programs available to its students, such as the Washington Semester Program, where CSU students earn college credit by living, studying, and interning in Washington, D.C. for a semester. Other opportunities for Honors students are an archaeology course and fieldwork in Turkey and a Grand Canyon Semester sponsored by Northern Arizona University and the National Park Service. Additionally, Honors Program students are an archaeology course and fieldwork in Turkey and a Grand Canyon Semester sponsored by Northern Arizona University and the National Park Service. Additionally, Honors Program students are frequently earning academic scholarships, such as the five students who were recently awarded $1,000 each by Publix Super Markets.

Further benefits for Honors Program students include earning college credit through free CLEP exams, being among the first students on campus to register for classes each semester, having permission to take up to 21 credit hours at no extra charge, being able to challenge a course at no extra charge, and having smaller core classes, special recognition at graduation, and Honors Program designation on the diploma and transcript. Apart from these more formal learning opportunities, the Honors Program provides free tickets to the Charleston Concert Association series of performances, giving Honors students access to world-class orchestras, ballet troupes, and performers from around the world.

The Honors Freshman Seminar requires students to experience various community and campus events and activities as part of their learning process, which includes a free tour of downtown Charleston. Perhaps more importantly, the Honors Program provides a close-knit intellectual and social community for students to learn, recreate, and grow with. Honors junior Lindsey Swartzbaugh notes that “Some of my good friends today, I met two years ago in my Honors Public Speaking or Honors English Literature course.”

The Honors Program is open to incoming freshmen that have a composite score of 1200 on the SAT or 27 on the ACT, a minimum high school GPA of 3.5 on a 4.0 scale, and complete an application and essay discussing their educational goals and interest in the program. Sophomores at CSU may join the Honors Program once they have completed 30 hours and their core Math and English requirements with a 3.5 GPA. Once in the program, Honors students are expected to take at least 15 hours per semester, completing 26 hours of Honors Credit, which is earned through completing individual projects in various courses, taking Honors-only sections, completing a public presentation of a substantial Honors Senior Project, and graduating with a minimum 3.5 GPA.

As the above requirements indicate, the Honors Program is definitely a challenge to any student, but it is also a challenge that comes with many benefits and rewards. At its core, college is about the love of knowledge, of learning about the world and your place in the world: CSU’s Honors Program exists to allow exceptional students to fulfill this basic but profound goal.
Leonard Sweet Speaks on Faith

By Jan Joslin ’82

Focusing on faith in the campus community was the topic of nationally known Christian scholar and teacher Dr. Leonard Sweet’s discussion with faculty, staff, students and local pastors Jan. 31.

Through the use of an exegesis of a Starbucks coffee cup, Sweet discussed how to interact with our culture. He shared his E.P.I.C. theory of successfully interacting with the culture.

E is experiential. Referring to Starbucks, he said, “Starbucks is in the experience business, not the coffee business. It’s an experience to go to Starbucks.”

P is participatory. To interact with the current generation, we must give them ways to participate, said Sweet.

I is image. “Academicians and preachers have been trained as word people,” said Sweet. “But image has replaced words.” He suggested looking at the way Jesus interacted with people. “Jesus communicated in images,” said Sweet.

C is connective. Sweet discussed the mass migrations of the past century from rural to urban and then from urban to the suburbs. “Suburbs were made for cars, not people,” said Sweet. With the demise of the front porch, people have nowhere to gather. “Starbucks said ‘we’ll be your front porch,’” said Sweet. “The church should have said ‘we’ll be your place,’” he added.

Bringing the idea back to a college campus, Sweet said, “The Christian college should be the promise of a place for experiences and participation.” Everything should be filtered through the E.P.I.C. “How do I make it more experiential, participatory, image, connective?” said Sweet.

“If you want to change the culture and individuals, you have to begin with relationships,” said Sweet. “The essence of biblical truth is relationship. The church is not getting it,” he explained.
Well-known author and speaker Dr. Voddie Baucham spoke to students in October, visiting several on-campus worship services. He was the keynote speaker for convocation on Oct. 20, addressing the battle between a biblical worldview and other worldviews, such as naturalism and postmodernism. “It doesn’t take you long to figure out which one is prevalent in our culture,” Baucham said.

He went on to explain why one ought to believe the Bible, discounting common reasons such as simply being raised to believe it and having had a good experience with Christianity. “Experience can lie to you,” he explained. “There’s something beyond that.”

Referencing 2 Peter 1:16 and the following verses, Baucham asserted that the Bible should be believed because it is a historical account of events written down by eyewitnesses, during the lifetime of other eyewitnesses, reporting supernatural events that took place in fulfillment of Scripture, and that the account is of divine, not human, inspiration. “You don’t have to guess whether or not God is,” Baucham said. “He reveals Himself in the Bible.”

Learning to defend oneself against other worldviews is important, Baucham stated, because “there is a false dichotomy between faith and intelligence, between being spiritual and intellectual – you can’t love what you don’t know.” He encouraged the audience to “understand that the faith on which you’ve built your life is reliable.”
On the surface, Carletta Scott Isreal ’95 and Angela King ’90 look like gentle, approachable, pleasant school teachers; they are, but that assessment would be limited in its scope. Both of these women have made and continue to make significant contributions to the field of education, to their communities, and to the lives of hundreds of children across North and South Carolina.

The School of Education prepares competent, caring, committed new teachers, and evaluative measures, such as Praxis II scores, graduate surveys and interviews with school principals, suggest that the program succeeds in its mission. However, more authentic, deeper reviews reveal a powerful, compelling story of how some of our graduates do more than just teach. Men and women like Isreal and King transform lives.

Angela King is currently teaching second grade in Stony Point, N.C. She is preparing her portfolio for National Board Certification, the most prestigious distinction available to teachers in the U.S. Her work in the classroom has become highly regarded in North Carolina. She was named the Alexander County Teacher of the Year in 2004, having won the award for her school, Stony Point Elementary. This wasn’t King’s first recognition for excellence. She was the school’s Teacher of the Year in 2000 as well. Additionally, King serves as co-chair of the School Improvement Council, an important task for this emerging leader, who says, “I want to be a positive voice for the teachers of North Carolina and our country. I want my classroom and school to continue to be a model for differentiation and family outreach.”

Clearly, King lives her message. She reaches out to children and families at work and at home. As the wife of a Southern Baptist pastor, Mitch King, she is called to serve and lead in youth work, Vacation Bible School, and dozens of other creative challenges of Christian life. As the mother of three active children, she is in her element, surrounded by little ones whom she says are, “precious to the Lord. He has a plan for every one of them.” Drawing on her guiding scripture, Jeremiah 29:11, King is a woman determined to be a vital, spirited player in God’s plans for children at home and in the classroom.

She gives CSU credit for part of her success in the classroom. “I received a very practical education at CSU, with lots of classroom time prior to student teaching. This gave me a lot of opportunity to plan lessons, which continues to be a strength for me. I was instructed to use hands-on activities and to address different learning modalities and rates. These techniques are still at the very core of my teaching.”

Getting to Know Her

Angela F. King
Hometown: Maryville, Tenn.
Residence: Hiddenite, N.C.
Family: Husband: Mitch King. Children: Lucas, 12; Taylor, 11; Meredith, 7
Fond Memory from CSU Teacher Training:
“While student-teaching, my students and I constructed a giant totem pole out of oatmeal boxes. It stood strong for 3 weeks, but finally collapsed during one of my formal evaluation days with Dr. Karges-Bone. Thankfully, she appreciated the humor of the situation and saw it as a hands-on learning experience. I got a good score!”
Across the state line, in the midlands of South Carolina, Carletta Scott Isreal has established a classroom without walls. As the executive director of the First Steps to School Readiness Partnership Board of Williamsburg County, Isreal creates early learning experiences that promote optimum brain development and early literacy for hundreds of young children who live in one of the highest-risk areas of the state. Recently, she helped to plan a distance-learning training for preschool educators in eight rural counties that brought her old CSU professor, Dr. Karges-Bone, in to do “Brain 101” training. Her determination to transform the lives of children and families stems from a clearly Christian worldview, based on her guiding scripture: “And thou shalt teach them diligently unto thy children…” (Deuteronomy 6:7).

In order to become a leader in the field of early childhood education, Isreal earned a master of education in remediation from Francis Marion University in 1996. She plans to pursue a doctorate in early childhood education and a certificate in school administration, to further position herself to lead on behalf of children and families. In spite of her high-profile position, Isreal is self-effacing and modest, even in light of the fact that she earned the Sallie Mae First Year Teacher Award for Williamsburg County in 1996. Again, she cites Scripture: “Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous” (1 Peter 3:8).

With the responsibility of guiding early learning for hundreds of children, one might think that Isreal would want to take a break from babies when she gets home. Not a chance. She and her husband Derrick O. Isreal, who does quality control management for Arvin Merritt Inc. in Marion, have a three-year-old son, Adam Christopher and a newborn daughter, Amya Christa.

Home life obviously matters to this graduate, and she believes that it matters to all children. When asked how CSU prepared her for the classroom, she shares this: “There are several strategies and instructional techniques learned at CSU that I have used in my classroom. One of these strategies was to engage the child in the lesson by bringing in materials needed to teach the lesson, therefore engaging the parents at home. For example, my students brought in their 100th day of school collections. Some of these collections consisted of items that the students got their parents involved in, and the parents brought in the collections for the students. Parents shared how interested their children were in completing the project and how the children needed their help in collecting items for the 100th day of school project. One parent and her son collected 100 pinecones, and another collected 100 magnolia leaves. I thought this was a wonderful experience for the child and parent together.”

Between the two of them, King and Isreal estimate that they have directly touched the lives of close to 2,000 children in North and South Carolina.

### Getting to Know Her

**Carletta Scott Isreal**  
**Hometown:** Kingstree, S.C.  
**Residence:** Kingstree, S.C.  
**Family:** Husband, Derrick O. Isreal  
**Children:** Adam, 3; Amya Christa, newborn  
**Fond Memory from CSU Teacher Training:**  
“One of the fondest memories from my teacher training days occurred during my student teaching at Ladson Elementary School. Students were engaged in a unit of study about ocean life. I brought in animals from the ocean that were borrowed from the CSU Botany Lab to put on display for the children, along with books and bulletin board displays. In addition, I had planned a field trip to Kiawah Island. On the bus ride back to the school, all the children told me that they had a great time. The next day at school, the students wrote beautiful stories and illustrations about what they had learned on their field trip.”
“I Thought I’d Seen It All”
WHAT WE’RE NOT TELLING TEACHER CANDIDATES

By Dr. Linda Karges-Bone

Diversity. Personalization of instruction. Differentiated assessment. Even the quintessential "modify and adjust" aren’t enough. Are we giving our candidates in teacher education too many terms and not enough truth?
I asked myself that question after spending one of the longest 40-minute classroom observations that I have ever experienced, in a well-run, respected elementary school where five of my best crop of candidates in several years were completing their final internship. It was not my first visit to the classroom, nor would it be my last. Yet it proved to be a defining moment.

The intern, an experienced, 40-something mother of three with a flawless GPA and a vast reservoir of patience, had planned an amazing standards-based, integrated, completely hands-on science lesson complete with a flashy stimulating technique, varying group sizes, a writing component and an authentic assessment to close. I was impressed.

The classroom was light and airy. It provided a spacious, safe environment in which all types of learners could feel comfortable and had ample room to move and participate, and that included one little fellow who spent an extended period of time standing on his head. I thought I had seen it all – but I was wrong.

I had seen him poking other youngsters. I had observed his rapid-flash movements from chair to floor to top of desk. I had admired his ability to graze tiny fingernails over a chalkboard to produce dreadful sounds. I had heard him mutter, giggle and hum before, during and after lessons.

But I had never seen him so anguished at the thought of sitting still for five minutes that he literally stood on his head. We all saw it – me, the cooperating teacher, my horrified intern and 14 other squirming first-graders.

My intern didn’t miss a beat. She followed through with a consistent consequence from her preapproved management plan. That is, after she persuaded him to unfold from his upside-down posture and rejoin the vertical group. His annoyed expression and hostile mumbling proved too much for the cooperating teacher, who asked him to step outside for a bit of quality time.

The lesson continued. The lima bean seeds got planted. The journals got some scribbling. The students got to predict and inquire and participate. I got to thinking.
IN THE FIELD

Maribeth Kellenbenz, Katie McKay and Julie Sprankles, student reporters in the publications office, interviewed several School of Education alumni who are meeting the challenges of teaching each and every day. Here are their comments on education in America.

Jennifer Begich Watson ’99
Social studies teacher and volleyball coach
Eau Gallie High School
Residence: Melbourne, Fla.

Q. Is teaching what you always thought it would be?
A. Teaching is a lot more than I thought it was going to be. I thought I was just going to teach social studies; however, I learned that being a teacher involves more than just teaching students content knowledge. I never dreamed that teaching involves so many other roles – adult role model, counselor, mentor, and just someone for the students to talk to about good things that are happening in their lives and the bad things that they need help with. I never realized that students can be so needy. I was very blessed that my parents were caring and viewed my education as important. They did their part to prepare me for school and to help me along the way. It is heartbreaking when you hear of your students not having enough money for supplies, only having one parent around (sometimes no parents – in group home or with grandparents), and not being able to do homework because they had to work at their job until late at night. College can never prepare you for these things. Then teachers have other duties beyond grading papers. I love my students and the actual teaching part, but I can do without all of this other paperwork stuff!

Q. Have you always aspired to be a coach?
A. I wanted to be a teacher from when I was in elementary school, but I didn’t realize that I wanted to coach until later in high school when I got serious about playing volleyball. Actually, coaching comes naturally because it is teaching. You are just teaching athletes about a sport instead of a school subject. As a coach you teach more than just your sport, you teach and model character as well, and many other useful qualities people need to be successful in life.

Jo Anne Solesbee Noble ’74
Reading recovery teacher leader
Charleston County School District
Residence: Mt. Pleasant, S.C.

Q. What has produced the reading crisis in America’s schools?
A. I’m not sure there is a crisis. I believe that is perhaps media speak. I know what I did in first grade and what my kids did, and what kids are doing now is beyond that. What we are doing generally in the elementary school is tremendous work.

Are we telling our students the truth about the reality of teaching today?
Based on my early years in special education, the little boy’s performance wasn’t a shocking event. I had seen worse: whirling dervishes that knocked over my listening center, a book thrown across the table to bounce off my head when I didn’t attend to a frustrated first-grader in time, a depressed eight-year-old in the fetal position in my classroom rocking chair. But that was special education. We made allowances. When did regular ed get so…special?
To tell the truth, the headstand experience was the final blow in a springtime litany of troubling observations:
• The multiage classroom in which 5 of 22 children spoke almost no English

Emily Sawyer ’02 reads to children as part of a practicum.

> > > continued on page 21
Q. What advice would you offer to parents who wish to help combat this crisis?
A. Just read to them! Make them love books.

Q. What has inspired you to stay in your field?
A. Honestly, the reading recovery program and the tremendous progress I see in the children. We work at the lowest level and all of the children make such progress and catch up with their peers in a very short period of time, so that is very rewarding.

Tamra Denise Setzer ’90
Teacher specialist
S.C. Department of Education
Residence: Hanahan, S.C.

Q. What is a teacher specialist?
A. Teacher specialists are teachers who are put in at-risk schools or schools that put out unsatisfactory reports. It’s up to the district which schools we go to. We team teach; we work with the teachers to gather data and teach them how to look at data. We show them the best way to teach the standards.

Q. How did CSU prepare you for this role?
A. I think CSU’s teacher education program prepares student teachers very well because they make sure the students master the curriculum. They teach you how to prepare and execute a well-written lesson plan. Also, we do a lot of practicum hours so we know what to expect. Most of the student teachers I have come across have been more prepared coming from CSU.

Q. What is your inspiration for staying in the education field?
A. Working with the kids – seeing the light bulbs go off when they understand something. I am able to work one-on-one with the students and in small groups and really see their progress. Right now, I am taking care of them, but in the future they might be taking care of me. I want to make productive citizens out of them.

• The little girl who came to school in pajamas because there were no adults at home to help her dress or wash her clothes
• The kindergarten child who told my intern to engage in an act that was physically impossible
• The seven-year-old who told us that his parents had coached him to “act retarded” so that they could start “getting a check” and go to Disneyland
• The middle school child who had no pencil nor paper, but who did have a cell phone at school

The list goes on. It gets worse. It will get even worse next year. Of course, veterans will be quick to recount their own challenging experiences. Stories of classroom trials and despair abound in our profession. They have even become fodder for the cinema. The movie “Dangerous Minds” depicts a dysfunctional classroom in the barrio with a glamorous teacher-mentor who solves all the problems and still has time to get her hair streaked (based on the real-life story “My Posse Don’t Do Homework”). One might expect such antics in a poverty-stricken, inner-city setting like the one in the movie. How does one explain the scenes playing out in comfortable, suburban schools?

WHAT’S GOING ON?

Writing in the November 2001 issue of “Educational Leadership,” Eric Jensen describes his theory of “fragile brains,” a classroom world in which many children are not developmentally delayed or emotionally disturbed. They are simply “fragile.” Citing three types of “fragile brains” – the depressed brain, the oppositional brain, and the sluggish brain – Jensen notes that these children are just troubled enough to cause serious trouble in the classroom, but not troubled enough to qualify for special services. Environmental toxins, high stress cultures, dysfunctional families, inherited mental illness, abuse, and the fact that 10 to 15 percent of pregnant women test positive for cocaine...
Jennifer Taylor Smoak ’01
First grade teacher
Arts Infused Magnet School, Berkeley County Schools
Residence: Summerville, S.C.

Q. What makes an arts infused school different?
A. Our curriculum is different from a typical school. We use the arts to teach a state curriculum standard. We use them not as a fluff but as a strategy. Our students receive foreign language, dance and drama instruction weekly. We also put on two schoolwide performances a year, so our students get at least one artist in residence per grade level per year.

Q. How are you making a difference in children’s lives as a teacher?
A. I teach first grade, so I teach children how to read. You just can’t function in life without being able to read. I think it is so important that I work with the arts because so many children are not exposed to creative outlets; they don’t have the experiences or the cultural awareness they need to lead a rich and full life. For me, being able to work in a school that provides them that is very rewarding.

Q. How did your time at CSU prepare you for the role you play in children’s lives?
A. The most valuable part was my practicum hours – to see real teachers working with real people with real problems. To see that real process going on was very enlightening.

Connie Coyle ’91, M.Ed.
Director of Field Services,
School of Education
Charleston Southern University
Residence: Summerville, S.C.

Q. What has changed in the classroom between the time you were a teacher and now, as you prepare teachers for the classroom?
A. I think that today there are more students of diverse backgrounds, and teachers today have to be more prepared to deal with the wide range of students who are in their classrooms.

Dr. Don Clerico, professor of education, visits with Ghanaian school children. Clerico and fellow CSU professor Dr. Pat Bower headed up the Teaching and Learning in Ghana 2004 Project.
percent more synapses per neuron. Rich experiences, in other words, really do produce rich brains (Nash, 1997).

It is now widely accepted that the brain seems to have critical periods, sometimes called windows of opportunity, for learning during which the brain either makes connections for language, mathematics and problem solving that will last a lifetime, or loses the ability to do so without intense intervention and redirection. Both genetics and environment play a role, but the result is the same: either brain loss or brain gain (Begley, 1996).

As we attempt to understand why so many youngsters have a hard time learning or even sitting still in a classroom long enough to assimilate directions, “fragile brains” are one possibility to consider, along with a myriad of other cultural, familiar, and social contributors that probably factor together to create a cognitive-affective haze that the late rocker Jimi Hendrix could relate to: “Purple haze, all in my brain/Lately things just don’t seem the same/Actin’ funny, but I don’t know why…” (“Purple Haze,” 1967).

Many interns tell me that their young pupils seem to be in a haze and unable to control their own behaviors or thoughts. Some might argue that the causes don’t matter. But it does help to know that it isn’t your fault if you are a novice teacher. So, in moving forward, what should we do and say to prepare candidates for the classroom?

Q. How do you see the future of teaching in America?
A. I see it constantly changing. I think there is such a big awareness of public education that it will constantly evolve, and then with the increased awareness, it will only get better.

Q. What has motivated you to stay in your field of education?
A. It is the desire to improve public education and to put quality teachers in the classroom.

Rebecca Harrelson Coulter ’90
Math teacher
Spring Valley High School
Residence: Columbia, S.C.

Q. Why is math so important?
A. Math is used in every facet of life, from banking to being able to buy things in the store all the way to the higher sciences, such as physics. It is just used in all walks of life.

Q. How has the classroom changed since you started teaching?
A. When I started teaching we were still in a very traditional style, and now we have block scheduling, which makes it somewhat harder to fit all the material into a semester. However, the students haven’t changed that much in the past 14 years – many still find it a challenge.

Q. What is the most rewarding part of your job?
A. I would say that moment that you can see in a student’s eyes when they understand a challenging concept. Teaching high school, I am able to see their intellectual growth throughout the years, and that is very rewarding.

Lois Ann Ramsey Harmon ’81
Second grade teacher
Berkeley County Schools
Residence: Goose Creek, S.C.

Q. What advice would you give to new teachers?
A. (Laughing) Don’t do it! No, I would say go in with a nurturing and loving attitude. It also depends on where you teach

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and the economic levels of the community—some students need more attention than others. Teaching involves a lot more than just walking in the classroom—you have to have the right attitude.

Q. If you had it to do over again, would you still become a teacher?
A. Yes, I would. It’s a rewarding field and you see the growth of children and their learning. The downside is the lack of discipline in schools now. With the government and the No Child Left Behind, there is a mandate, and you are supposed to follow certain types of tests and standards, and it is very stressful for teachers to follow. Professors need to get back in the real world and have a reality check before teaching students to be teachers. So many things have changed; you just don’t get parental support like you used to. It’s harder for parents to teach ethics to their kids. Christianity has become lost. You have to work with what you have, and that is hard.

Q. What is the most rewarding aspect of your job?
A. It is very rewarding seeing the light bulb come on. Seeing a child pick up a skill for the first time. When a child sees growth in herself and feels accomplished, it is very rewarding. Sometimes they just want a hug at the end of the day for such accomplishments.

Bill W. Sanderson ’88
Assistant Principal,
International Academy
San Francisco Unified School District
Residence: San Francisco, Calif.

Q. What has been the biggest change in making the move to San Francisco from Charleston?
A. I used to be a principal at Alice Birney Middle School. When working in Charleston, I did not get the diversity I do in San Francisco.

Dr. Linda Karges-Bone, right, is a frequent workshop presenter.

TELLING THE TRUTH AND MAKING A DIFFERENCE:

1. Introduce brain science as more than just cute strategies for left brain/right brain learning. Dig into the pieces and parts of the brain and how they function or not, so that teachers can do “Brain Surgery from the Inside Out” (Karges-Bone, 2003).

2. Investigate articles such as Jensen’s “Fragile Brains,” which includes a helpful toolbox of strategies for each kind of brain. Make this kind of fresh, timely reading a part of the syllabus in addition to textbook study.

3. Invest in Professional Development School (PDS) sites, where interns can spend longer, more intense periods interacting with the same group of youngsters. Difficult kids require time to build relationships and trust before we can start instruction. Our old model of skipping around from practicum site to practicum site to ensure diversity is dated and waste-
ful. In a well-chosen PDS, there is plenty of diversity in any single classroom.

Inquire about what works by spending time with successful educators from a broad area of disciplines: special education, speech and language, fine arts, physical education. This goes for interns in clinical settings as well as professors, who can no longer afford to teach in departmental isolation.

Insist on a second language for teacher candidates. When I attempted to help an ESL child with her phonics game while my intern took care of a classroom emergency, I ended up reducing the child to tears because of a communication faux pas (I did take French). I realized the importance of a second, useful language.

Improve the professional program in teacher education so that it emphasizes diagnostic-prescriptive teaching.

Q. What are the differences, if any, you have faced?
A. I don’t see much difference in the issues that face South Carolina and California. Most of the work in both states is geared around academic achievement as it relates to No Child Left Behind. In both Charleston and San Francisco, I have dealt and continue to deal with an urban population of students.

Q. What is rewarding about your work?
A. The greatest reward I see in my work is coming in day to day to see the many different faces in a very diverse city. When I walk away at the end of the day, I see the lives of children who have been impacted, no matter what their background.

Clyde Smith, Ph.D. ’69
Teacher
Governors School for Science and Math
Residence: Hartsville, S.C.

Q. What do you believe is the importance of specialized schools such as the Governor’s School of Science and Math?
A. The importance is many-fold. These students had formerly never been given an opportunity to stretch themselves academically. The extraordinary faculty is trained to help these students to work in school, which is something many of them have never had to do. Almost all of them adjust to our academic expectations and go on to learn more than they ever dreamed existed!

Q. Do you see schools such as Governors school enhancing or possibly stunting the social development of students by removing them from the traditional public school environment?
A. The students at GSSM have the opportunity to live 24/7 and interact with people just as bright as they are. Many of our students speak, years out, of the friendships they formed here as being more valuable than anything they learned in the classroom and labs. Far from stunting the development of a student, GSSM much more often frees a student by providing an atmosphere in which it is OK to be smart.

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and strategies for differentiated instruction that are practical and powerful. One revised program that I reviewed recently had two different 400 level courses that deal with diversity and instruction and had reconfigured the reading/literacy method's classes to focus on diagnosis as well as instruction.

Increase the amount of time that candidates spend in clinical teaching experiences. Beyond observation, beyond tutoring, they need to plan, teach, assess and reflect. And then do it again. Otherwise, they will be the ones standing on their heads in a few years – if they hang around that long. “NCES (1997) data show that 20 percent of teachers will abandon their profession within the first three years, while nine percent will leave within the first year of teaching. Others estimate that as many as 50 percent of new teachers leave the teaching profession within their first five years (Darling-Hammond and Sclan, 1996). About 75 percent of students in teacher preparation programs applied for teaching jobs, while 58 percent were employed as teachers by the following year” (Darling-Hammond, 1999 and NCES 1998).
Initiate more minority teachers into the profession. There is some well-founded concern that a portion of classroom conflict could be attributed to cultural differences that might be avoided or resolved with the involvement of more minority teachers as role models, instructors and collaborators in school reform. Yet more than 80 percent of classroom teachers are white, and not enough Latino and African-American candidates choose to enter the profession. Meanwhile, the estimated minority student population moves toward the 40 percent mark (Darling-Hammond, 1997). How important is it to consider the issue of diversity in this discussion? Social activist Mychal Wynn says, “Only four percent of African-American males attend college, while 23 percent of those of college age are either incarcerated, on probation or in prison. African-American males, while comprising only eight percent of public school students, represent the largest percentage, nationally, in suspensions (37 percent)” (Wynn, 1992).

Moreover, Dr. Bruce Jackson, investigating the issue of “Academic microcultures and student identity in education reform,” noted that successful programs that assist minority students in achieving academic goals share a common theme. “They have not tried to change their members’ or anyone else’s culture – they have simply created small but powerful microcultures in which students from every background are able to develop an academic identity that is compatible with their other components of self” (Jackson, 2003). In order for this microculture to form, students must develop a resistance to the social pressures of their culture at large; that strength is often rallied by the influence and urging of a minority teacher-leader who is familiar with and accepted by the culture.

Finally, illuminate the teacher education program with truthful yet tactful information about the reality of teaching in today’s schools. When nearly 13,000 high school seniors in Florida failed to graduate in spring of 2003 (Associated Press, May 19, 2003) because they had failed the Florida Comprehensive Achievement Test (FCAT), it wasn’t because their teachers didn’t care. It wasn’t because their teachers didn’t know how to teach or what to teach. It was probably, in large part, due to the fact that most of those youngsters were hard to teach, didn’t speak English as their primary language and had spent most of their school years in classrooms in which regular educators were still trying to teach using the same old bag of tricks, textbooks and tired techniques.

Ever since that March afternoon when the first grader stood on his head, I have had a recurring dream. I dream that I am the intern. I don’t want that little boy to stand on his head. I want him to participate, to learn, to score “Basic or Better” on the Palmetto Achievement Challenge Tests (PACT). I do different things in different dreams to solve the problem. I keep dreaming. It is not a nightmare for me, because I am not in the classroom for real, but it would be for an intern. That is why I have to do better in the daytime, at my job of preparing teachers who will be out there in the classroom.

REFERENCES


The athletic department kicked off a new tradition this past October – Hall of Fame and Athletic Alumni Weekend – and it was a rousing success.

A golf outing began the weekend, and several programs conducted alumni games. “Those present will never forget the heart that the softball team showed or the excitement of the finish of the men’s basketball game,” said Hank Small, director of athletics.

The 2004 class of Hall of Famers was inducted at a banquet, and the highlight of the evening was an address given by Hall of Famer, Dr. Michael Frost ’69. We thought that you would enjoy seeing what Mike had to say. Plans are already under way for this year’s Hall of Fame and Athletic Alumni Weekend, scheduled for Oct. 1.

“‘We have promises to keep’

Robert Frost wrote a poem titled “Stopping by Woods on a Snowy Evening” that to me is both looking back and a look forward as we travel down life’s path. I will try to recite: “…The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep…”

Doris McCoy, one of the original English professors, would be proud how far we have come, especially when I told her in 1965 that I’d just prefer to take English as my foreign language.

Little would I realize at the time, but 38 years later, I still see those woods that stood where CSU stands proudly today. When you are 18 and just see woods, you are just a bit skeptical about seeing the vision that others see. You have to remember that in the fall of 1965 this was a swamp, but to those who held a vision, this was to be a University.

This transformation was the life’s work of individuals who in anyone’s world will define leadership, dedication, loyalty and hard work, integrity and especially grit both in the classroom and in the boardroom. Tonight we viewed a special program for a very special person; he was one of the original coaches, teachers and Hall of Famers: Jim Settle.

In July a group of friends hosted a going away dinner for Jim Settle, and what was said that night will be remembered by everyone in that room because they spoke of love and reverence for a man that is known for making the right calls at critical times and leaving you with the sense that to excel lies within, and it’s always our choice, both then and now.

Jim Settle will always be coach to those who knew him. I’d ask you to thank the people who have helped you before you leave CSU this weekend. Teaching and coaching don’t pay much, but the mental income received by getting positive feedback from students keeps them in the game. Teachers are life’s true heroes. Think about it, other than your parents, who has had more influence on your development than a teacher?

Think about CSU roots – from zero buildings in 1965 to what stands today, with the majority of those capital improvements coming in the last 20 years under the leadership of Dr. Jairy Hunter. Athletically we have been elevated from an original NAIA college to an NCAA Division I program.

The University has been invited to participate at the highest levels within the NCAA, all on a shoestring budget. The only weakness I see, and frankly fail to understand, is the University’s endowment and scholarship programs that are underfunded (compared to other schools’ alumni). It’s been 38 years since the original class of 1965-1969 walked the halls, so it’s time to reflect and give some thought on how we might give more than moral support to the University.

Let me give you some examples. These are 2003’s national rankings by University endowments.

1. Harvard $19,294,735,000
2. Yale $11,048,891,000
3. Princeton $8,730,000,000

Or let’s drop down to

37. UNC, Chapel Hill $1,087,535,072
48. Indiana University $941,068,074

Or consider the fact that UVA raised $261 million just last year. USC has an endowment of $312 million.

Folks, we have a dynamic athletic director in Hank Small; we have the coaches, but we’ve got to give them the facilities and the financial backing to level
the playing field to compete in today's world. Let's get behind Dr. Hunter and the board of trustees' vision and take the University to yet another level. Even being mathematically challenged, if we could just raise $500 for every graduate since 1965, we would hit $10,000,000, and that would be a homerun. I can't think of a better investment than giving back to that key educational experience that will help keep you in the game of life.

Leo Higdon Jr. wrote, “Making the Team” in the "Chronicle of Higher Education," and I quote: “Uncertain economic times, decreasing endowments, declining state support for public universities, escalating regulatory burdens: it’s easy to see why so many colleges and universities are being managed in a crisis mode.” And in a similar article in the “Presidency,” “On Building Endowments: the Basics,” again I quote: “The environment for higher education has never been more challenging. An uncertain economy, rising unemployment and growing deficits have led to unprecedented fiscal problems.”

Oh, if you don’t know, Mr. Higdon is the president of the College of Charleston, and the College of Charleston Foundation endowment is at $32 million.

In comparison, CSU is between $12 and $13 million. I would ask you to consider your level of support and this thought: It's not what you get in life that's important; it's what you give. You will be remembered by those you helped in your journey. I am honored by being a part of this group and for being allowed to speak. I'd ask you to remember we have promises to keep.

Members of the baseball team took a weekend in the fall to help Habitat for Humanity build homes in the Summerville area.
University Establishes Board of Visitors Networking Breakfast for Members and Guests

By Lisa Connell

With more than 300 members contributing more than $300,000 annually, the University greatly appreciates the continued support of the Board of Visitors.

Another benefit to the program was added earlier this year. The BOV Networking Breakfast was started after several members expressed the desire to be able to network with other members in addition to the two meetings on campus each year. In response, the University implemented quarterly breakfast meetings to give members the opportunity to network.

The University has hosted three BOV Networking Breakfast Meetings featuring Dr. John Duncan, dean of CSU’s School of Business, informing our members about Ethics in the Workplace, Jerry Gazes ‘74, senior vice president of human resources for First Financial Holdings, Inc., discussing Today’s Employment Challenges, and Dr. Al Parish, professor of business administration and economics at CSU, discussing the Local Economy.

Board of Visitors members who have given business presentations include: Mary Joseph, Mary Joseph State Farm Insurance; Gene Tynes, Tynes Associates Inc.; Larry McKeehan ’76, First Carolina Insurance Associates; Alex Graham, Sperry Van Ness, LLC; Steve Grizuk ’04, Southern Building Service and Bill Harrison, The Harrison Company.

Quarterly breakfast meetings take place from 7 to 8:30 a.m. in the Strom Thurmond Center Gold Room. Each meeting begins with a breakfast buffet followed by an informative five-minute talk from two Board of Visitors members who discuss their businesses. The meeting continues with a speaker who addresses a current business-related topic.

Join us at the next BOV Networking Breakfast
Date: Friday, May 6
Speaker: Ted Creech
Regional Director, BellSouth
Topic: Technology in the Workplace
Save the dates: Friday, Aug. 5, and Friday, Nov. 4

If you are interested in attending the next Quarterly Networking Breakfast Meeting on Friday, May 6, please fill out the response card below and mail it to Lisa Connell, CSU Development office, P.O. Box 118087, Charleston, SC 29423. Breakfast Buffet is $5, and guests are welcome. You may also reserve your seat by calling 843-863-7517 or e-mailing lconnell@csuniv.edu.

CHARLESTON SOUTHERN UNIVERSITY RESPONSE CARD

Name ________________________ E-mail address________________________

Guest________________________

_____ Please reserve my seat for the next quarterly Board of Visitors Networking Breakfast Meeting on Friday, May 6, 2005.

_____ Enclosed is my check for $5 per attendee.

_____ I will pay at the door.

_____ I would like additional information about the Board of Visitors program.
Have you ever thought about establishing an endowed scholarship at CSU, but the uncertainty of what the future will bring has kept you from considering the creation of your own scholarship? If so, have you considered creating an endowed scholarship at CSU through a bequest from your will or one of the many other vehicles available?

Friends and alumni of the University who want to ensure that valuable life-changing educational programs and services will continue for future generations of young people have the option of establishing an endowed scholarship now, later or a combination of both. Some people prefer to establish their scholarship now through the use of cash, securities or tangible property so they can enjoy watching it grow and benefit the University.

In some cases, providing the cash to launch an endowed scholarship may not be possible. However, sometimes we receive an unexpected windfall through an inheritance or the larger-than-expected proceeds from the sale of a valuable asset. Next, in addition to cash, the use of securities is also an option now in establishing an endowed scholarship. Do you have publicly traded stock that is highly appreciated in value but low in dividend return? Why not use this to start your endowed scholarship since the University can sell your stock without incurring a capital gains tax? It may be the perfect funding method for you.

Finally, almost anything of value, such as cars, boats, gems, etc., can be given to CSU. We will sell the item(s) and place the proceeds toward establishing your endowed scholarship.

While it may not be feasible to start your endowed scholarship now, your estate will likely have enough resources at your death. Have you considered the options of using the remainder of a trust, insurance proceeds or a bequest from your will?

Donors sometimes establish a trust during life to provide them with ongoing income. When they are gone, whatever remains in the trust is disbursed according to instructions in the trust document. This, of course, can include the funding of an endowed scholarship at CSU. Trusts are very popular as gift and estate planning tools and may provide you with an excellent way to establish your endowed scholarship.

Do you have a life insurance policy you no longer need for protection? You could sign part or all of the policy over to CSU for the purpose of creating an endowed scholarship when you are gone.

One of the most popular ways to fund a future endowed scholarship is to designate a portion of your estate for this purpose. The third and final option is to start your endowed scholarship now and then add to it later through your estate plan. This way you can see your endowed scholarship in operation and enjoy knowing that a student at CSU is the beneficiary of your charitable goodness.

To establish an endowed scholarship, the University requires a minimum of $20,000. These funds are deposited with the University’s endowment, which is invested in a manner that maintains the capital sum (corpus), obtains current income to fund scholarships and other endowed initiatives as established by the donor, and maximizes growth of the corpus over time. Your endowed scholarship will provide financial assistance to one student each year based upon the never-invaded corpus of $20,000. You will choose the name of the scholarship and determine the criteria for eligibility.

If you decide to start your endowed scholarship now, CSU permits a donor to fund an endowed scholarship over a 5-year period. Spreading cash gifts over several years may also have tax benefits for you. If you would like to learn more about CSU’s endowed scholarship program and discover additional ways to assist the University with its mission, please contact Lisa Connell, director of corporate relations and planned giving, at 843-863-7517 or by e-mail at lconnell@csuniv.edu.
MBT International has donated a significant number of musical instruments and accessories to benefit CSU’s music therapy program. The donation will replace older equipment and provide additional instruments previously unavailable to the program.

“Charleston Southern is the only school in the state of South Carolina that even offers a music therapy degree, and it also happens to be located in our backyard,” said Dan Mahoney, CEO of MBT International. “As one of the nation’s largest musical instrument wholesalers and an active member of our community, it only makes sense for us to support such an important program and do our part in helping it flourish and grow in the years to come,” he continued.

The donation includes a range of musical instruments and accessories, including acoustic, electric and classical guitars, instrument cases, djembes, hand-percussion, amplifiers and more. “The instrument donations have been a blessing to the music therapy program and the clients we serve in the community,” said Lori Gooding, instructor of music therapy. On Nov. 30, music therapy students expressed their appreciation to Mahoney in person, by performing an original composition using the donated instruments.

Music therapy is an established profession similar to occupational therapy and physical therapy. These programs use music as a treatment for rehabilitating, maintaining and improving the lives of persons with physical, intellectual and emotional disabilities. Health care professionals have increasingly identified music therapy as an effective catalyst for stimulation and communication. For more information on CSU’s music therapy program, which is accredited by the American Music Therapy Association, call 843-863-7966.
For more than 20 years, I have been privileged to serve the Alumni Association as a member of the governing board. There are five executive officer jobs, from treasurer to immediate past president, and by the time my term is up in May, I will have worked in each job. I am grateful for the opportunity to have served the Association and have enjoyed the work, frustration, successes, not-so successes, and friends I’ve made along the way.

Working as an executive officer and as a general board member has allowed me access to the “inner circle” of how a university is run, and it was truly an eye-opening experience. What a fantastic journey it has been - from two classroom buildings and a red clay parking lot to the present campus. It is exciting to see the new alumni Wall of Fame in the Strom Thurmond upstairs lobby and construction of the new science building nearing completion. One of the best parts of being a board member is learning firsthand of the campus master plan for growth, and I am looking forward to the future expansion of Charleston Southern.

As new leadership brings fresh faces and perspectives to the alumni board, I anticipate development and growth for the Association as a whole. I plan to offer my full support as an active alumnus. And I will be watching our leadership, just as you all have been watching me, with a keen sense of anticipation and excitement. The 13-member alumni board works hard to promote CSU and its alumni, and while some years might have been better than others, it’s a job one does out of love for his or her alma mater.

Thank you for the opportunity to meet, become acquainted and make friends with a wide variety of individuals who represent a cross-section of the multigenerational, multicultural flavor of the University. I wish for you all an abundance of hope, joy and successful endeavors. As a member of the Class of 1970, Baptist College has been important in helping me pursue personal and academic goals. For these, and for the past 20 years, I am blessed and say thank you for letting me serve.
1974
Norma J. Jackson and Keith McKeever were married Oct. 30, 2004, in Charleston. Keith is employed as the food and beverage director at the Holiday Inn Riverview. The McKeever's live in Charleston.

1976
Judith Maige Wingate received a Ph.D. in speech pathology on Dec. 18, 2004, from the University of Florida. She is a clinical assistant professor in the department of communication sciences and disorders at the University of Fla. She writes, “My husband, Owen, and I live in Gainesville. We have two daughters, Lauren, 19, a sophomore at Winthrop University, and Jennifer, 16.”

1979
Andy Faucett, a certified genetic counselor, is the director of the Genomics and Public Health Program at Emory University School of Medicine. In his new position, Faucett says, “I collaborate with federal and state agencies, professional organizations and internal and external educational partners to develop initiatives promoting the broad integration of genetics into Public Health and Public Health into medical genetics.” He will remain a part-time ORISE (Oak Ridge Institute for Science and Education) Fellow at the Centers for Disease Control and Prevention and work on the joint Emory/CDC/NIH-ORD initiatives on rare disease testing and the development and implementation of the National Laboratory Network for Rare Disease Testing.

1983
Artwork by Stephanie Hamlet is featured on South Carolina Federal Credit Union's 2005 calendar. Stephanie owns and operates Hamlet Fine Art Gallery on Broad Street in Charleston. Her work is in public and private collections around the world, and she has had numerous solo exhibitions.

1991

1993
Malinda Witherspoon and Reginald Leonard Terry were married Oct. 23, 2004, in Moncks Corner. He is a clinical counselor with the Medical University of South Carolina. The Terrys live in Ladson.

1994
Stuart Lake and his wife, Tracie, announce the birth of a son, Hayden Daniel, born Nov. 17, 2004, in Oxford, Miss. Stuart is assistant baseball coach at the University of Mississippi.

1995
A PBS documentary, “Slavery and the Making of America,” debuted on public television in February. Karen Keyes appears in the second hour of the four-hour documentary. She also served as the costume designer for the second hour. Her sister, Keva Keyes, was casting director and coordinator for two of the four hours. Karen and Keva are currently set costumers on the WB hit TV show “One Tree Hill.”

1996
Julie Tillotson and James Zimmerman Jr. were married June 19, 2004, on the Isle of Palms. He is guitarist for Isabelle’s Gift of Columbia. The Zimmermans live in Irmo.

1998
Sheila Ferrer Cathcart, and her husband, Chad, announce the birth of a daughter, Carmen Faith, born Aug. 31, 2004. Sheila writes, “This bouncing baby girl weighed in at 10 lbs., 12 oz. and was almost 22 inches long!”

B. Keith Faulkner has joined the staff of Campbell University’s Norman Adrian Wiggins School of Law as associate dean for external affairs, directing placement responsibilities for students and alumni as well as serving as director of alumni relations and as a member of the advancement staff. He and his wife, Patricia, have a daughter, Hannah Kathryn, 3.
1999

**Sally Inez Brazelle** and **James Wesley Crump** were married Sept. 25, 2004, in Mt. Pleasant. She is a strategic care specialist with Nextel Communications.

**Wendi Lynn Malphrus** and **Shawn Dantzler Riley** were married July 17, 2004, in St. George. The couple lives in Reevesville.

**David C. Ryan** is vice president and retail relationship manager at First Citizens in Summerville. He and his wife, Darla, have two children, Corey and Sullivan.

2000

**Katie Blatchford** and **Chris Rucker** were married June 19, 2004, in Goose Creek. The reception was held in the CSU Gold Room. Chris works for PDA as a sound technician, and they live in Summerville.

**Debra Roark Siegal** and her husband, Brady, announce the birth of their second son, **Benjamin Noah**, born Nov. 19. Benjamin weighed 8 lbs., 2 oz. and was 20.5 inches long. Benjamin was welcomed home by big brother, Braden, who is 3.

**2nd Lt. Donyal V. Brooks '04**, age 27, died Jan. 21 near Budoia, Italy. Brooks was assigned to the 31st Contracting Squadron at Aviano Air Base, Italy. Memorials may be made to Donyal Brooks Memorial Fund, 31 CONS/LGC Unit 6102 Box 140, APO, AE 009064-2140.

**Kenneth Harvey Foote**, age 82, a retired accounting professor, died Dec. 16, 2004, in Charleston. He was regional director of Person-Wolinski CPA Review. Memorials may be made to St. Philip's Church, 142 Church St., Charleston, SC 29401, or to Kanuga Conference, P.O. Box 250, Hendersonville, N.C. 28793-0250.

**Dr. Silas H. Garrison**, age 75, died Jan. 15 on Sullivans Island. He was an emeritus professor of English and taught at the University from 1964 until his retirement in 1992. Memorials may be made to Hospice of Charleston, 3896 Leeds Ave., N. Charleston, SC 29405 or East Cooper Meals on Wheels, P.O. Box 583, Mt. Pleasant, SC 29465.

**Barbara Anne Murphy '78**, age 67, died Dec. 16, 2004, in Summerville. She was a former nurse in the neonatal unit of the Medical University of South Carolina. In 1983 she was MUSC Nurse of the Year and South Carolina Nurse of the Year. Memorials may be made to Alzheimer’s Rehabilitation Center, 206 Central Ave., Summerville, SC 29483 or St. Theresa’s Catholic Church Building Fund, 11001 Dorchester Rd., Summerville, SC 29485.

**John Ruotolo '73**, age 53, died Jan. 18 in Goose Creek. He was an accounting technician with the Defense Finance and Accounting Services and was a cook for A.T.P. Gun Shop.

**Franklin Delano Wood '78**, age 73, died Dec. 24. He was a retired Chief Warrant Officer and a retired Navy civil servant with 42 years of service. Memorials may be made to Wuesthoff Brevard Hospice, 8036 Spyglass Hill Rd., Viera, FL 32940.

**Dr. David Lowell Woodard '84**, age 42, died Oct. 18, 2004, in Concord, N.C. He was vice president, academic dean and teaching professor at Covenant Christian College from 2001-2002. Memorials may be made to The David Woodard Memorial Fund, 106 Shannon Rd., Walterboro, SC 29488, or to the Leukemia Research Foundation, 820 Davis St., Suite 420, Evanston, IL 60201.
2002

Sarah Anne Mayes and Travis Russo Free were married Oct. 2, 2004, in Charleston. He is employed by the radiology department at Roper Hospital. They live in Goose Creek.

Rosalyn Latrelle Scott and Larry Andrew Goldsmith Jr. were married Oct. 2, 2004, in Florence. They are living in Charleston.

2003

Karen Miranda Creel is a music buyer for Pee Dee Christian Book & Supply, Inc., in Florence.

Joseph Debnay is the program coordinator for the South Carolina Election Commission in Columbia. He writes, “My wife, Jana, and I are expecting a baby in June.” The Debnays live in Lexington.

Joel Lopez is minister to children and youth at First Baptist Church in Williamston.

2004

Sharon Elizabeth “Libby” Bailey and Matthew Hilton Wright were married Nov. 13, 2004, in Columbia. Libby is an enrollment counselor for CSU, and Matt is a police officer with the Mount Pleasant Police Department. They live in N. Charleston.

Keelie Nicole Langley and Justin Heath Brewer were married Aug. 6, 2004, on Edisto Beach. He is employed by Maxim Health Care in Greenville, and they live in Spartanburg.

Erica Joyce Wells and Captain William Christopher McDonald were married June 12, 2004, in Huntsville, Ala. He is an Air Force pilot stationed at Travis Air Force Base in Fairfield, Calif. They live in Winters, Calif.

Mark your calendar for these CSU Alumni Association events!

<table>
<thead>
<tr>
<th>JANUARY 24-APRIL 21</th>
<th>“Don’t Break the Chain” Annual Fund Phone-a-thon</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SUMMER 2005</td>
<td>CSUAA “Road Show” networking event for Columbia and Greenville area alumni</td>
</tr>
<tr>
<td>APRIL 29</td>
<td>Buc Club Golf Tournament (all alumni are invited to play, contact Bob Trenor for details <a href="mailto:btrenor@csuniv.edu">btrenor@csuniv.edu</a>)</td>
</tr>
<tr>
<td>MAY 6</td>
<td>Spring graduation luncheon honoring the Class of 2005, Gold Room on campus, 11:30 a.m.</td>
</tr>
<tr>
<td>MAY 7</td>
<td>Spring Commencement @ North Charleston Coliseum, 10 a.m.</td>
</tr>
<tr>
<td>MAY 20-22</td>
<td>Alumni Reunion Weekend in Charleston</td>
</tr>
<tr>
<td>MAY 31</td>
<td>Fiscal year ends &amp; deadline for all 04-05 Annual Fund gifts to be mailed in</td>
</tr>
<tr>
<td>SEPTEMBER 3</td>
<td>Opening football game vs. The Citadel Bulldogs &amp; alumni tailgate party (details TBA)</td>
</tr>
<tr>
<td>*OCTOBER 1</td>
<td>Athletic Hall of Fame Weekend &amp; inductions</td>
</tr>
<tr>
<td>OCTOBER 17-18</td>
<td>Fall Break</td>
</tr>
<tr>
<td>OCTOBER 21-23</td>
<td>41st Annual CSU Homecoming Weekend! All parents, alumni and friends are invited to join our two-day celebration on campus. Brochures detailing the events will go out in August.</td>
</tr>
<tr>
<td>NOVEMBER 19</td>
<td>CSU Buccaneer Football vs. Coastal Carolina (home game)</td>
</tr>
<tr>
<td>*DECEMBER 2005</td>
<td>Fall Graduation luncheon honoring the Class of 2005, Gold Room on campus, 11:30 a.m. Fall Commencement, Lightsey Chapel, 10 a.m.</td>
</tr>
</tbody>
</table>

Events marked with * have yet to be finalized. Details will be made available on the CSU alumni Web site as soon as possible. To visit the new alumni calendar on the web, go to www.charlestonsouthern.edu/alumni.
Make plans now to enjoy a wonderful spring weekend in beautiful Charleston! Friday through Sunday, May 20-22, the CSUAA is bringing back a revised version of the old Spring Fling weekends that used to be held in the 1990s. This will be the first time we’ve tried to host a reunion event in the spring, and we hope to have a great turnout!

We’ll start things off Friday night with a short welcome reception, and suggest great places for alumni to have dinner on their own. Call your “old” classmates and get a group together, then call the alumni office and let us help you make reservations at one of the fantastic restaurants in downtown Charleston, on Shem Creek, or at one of the great beachside restaurants.

Saturday morning we’ll have everyone on campus for our annual business meeting. You’ll hear from CSU administrators on the future campus changes and hear a report on the goals of the Alumni Association and how the role of alumni will grow in importance in the coming years. After the meeting, if the new science building is ready, we’ll hopefully be able to take a tour and you can learn about the academic changes that will take place as a result of the new 54,000-square-foot, state-of-the-art facility. Once the meeting is finished, you’ll have the afternoon free to enjoy the sights and all that Charleston has to offer. The alumni office can help with scheduling carriage tours, plantation visits, walking tours, and other attractions. Bring the whole family and enjoy the aquarium, parks, or visit Ft. Sumter.

Reserve Saturday evening for a wonderful reunion opportunity. We’ve booked space on the “Spirit of Carolina” dinner cruise around the Charleston harbor, under the new Cooper River Bridge construction, and the infamous battery of beautiful Charleston homes. The evening includes a three-course dinner and live entertainment!

We’re working on a location for worship on Sunday morning, and hope to secure space at Dr. Hamrick’s old church, First Baptist Church in downtown Charleston. Details for Sunday and the rest of the weekend are still being confirmed, but keep checking on the alumni Web site for complete information. We’re also working out hotel locations in both North Charleston and downtown so alumni can have a choice of where to stay. If you’re a local alumnus, consider using this weekend to play tourist in your own town!

If you have any suggestions or comments on what YOU’d like to do for Alumni Spring Reunion Weekend 2005, please call or e-mail the alumni office! Toll free 866-845-4793, locally at 843-863-7516, or e-mail alumni@csuniv.edu. We look forward to seeing you May 20-22!

alumni spring reunion weekend 2005

IT’S BAAAAAACK!
well, sort of …
Alumni Reunion Luau

HOMECOMING ’04

All photos by Brandon Johnston

Current SGA students teaching alumni how to “lean back.”

Dr. and Mrs. Jeff Smoak of Williamsburg, Ky., look through old yearbooks. Jeff is an ’84 alum.

Robert and Sherry Swan Harwell, both class of ’70, enjoy the luau festivities.

Beth Beasley, Deborah Bonnett, Cele Montgomery and Anna McAllister were roomies in the ’70s, but hadn’t seen each other since graduation.

The Maxx, out of Atlanta, provided reunion music. The CSUAA is hoping to bring them back for Homecoming ’05.
Dear Charleston Southern Alumnus:

In January, the alumni office started an evaluation process for special events, volunteer opportunities, Web site offerings, programming, and new membership benefits of the Alumni Association. With more than 11,000 CSU alumni around the world, our goal is to design a mix of services, benefits and events that keep alumni engaged with their alma mater. We need to hear your voice, to know what you want as an individual, and this survey will help. Please join us in this effort. The survey will take approximately 15 minutes to complete. We'll publish an executive summary of the results in a future issue of CSU Magazine and make the detailed results available on the alumni Web site.

Thanks for your input!

1. When did you first learn about the CSU Alumni Association? (please check one)
   - Sometime on campus, back when I was a student
   - When I ordered/picked up my graduation supplies
   - At the graduation luncheon
   - From a friend or relative
   - I just assumed that once you graduated, you were a member of the Association.

2. Which of these actions do you consider to be important now that you’ve graduated? (check all that apply)
   - Giving what I can to CSU for student scholarships and other critical programs.
   - Attending special events on campus such as alumni reunions, sports games, concerts, lectures, etc.
   - Getting involved with a small group of CSU alumni in my hometown who share my interests.
   - Having access to Career Services for continued help with resumes, job searches and career fairs.
   - Mentoring current students about career choices or other issues.

3. As you look back on your BCC/CSU experience, what was the most meaningful part of it for you? (check all that apply)
   - A special class or professor
   - Student-athlete experience
   - Developing your spiritual relationship with Christ
   - Juggling work during the day and classes at night
   - Membership in a student club
   - The support from my family & friends
   - Experiencing campus life as a resident
   - Attending student activities
   - My experience wasn’t special.

4. I prefer to learn about CSU alumni and University events or news via: (check all that apply)
   - E-mail
   - Phone
   - Fax
   - U.S. Mail
   - Public announcement (i.e. newspaper advertisement, public service announcement on radio, etc.)

5. Please check one statement that best describes your current lifestyle.
   - I am always looking for ways I can volunteer with CSU because the school is a top priority of mine.
   - I’d like to visit campus more often, but I try to come to at least one alumni or sports event each year.
   - I can’t come back every year, but would like to get more communication. I’d even consider attending an alumni event if it was held in my area.
   - Although I am very busy, I try to keep up with what’s happening at Charleston Southern through the CSU Magazine or the school’s Web site.
   - I am way too busy and have other priorities in my life right now. I currently don’t have time for CSU, but maybe sometime in the future things will slow down and I can come back to campus or volunteer.

6. Please rank ALL of these programming ideas between one and five: #1 being a thing you MOST want to see developed, #3 being a thing you feel indifferent about, and #5 being a thing you think has no value.
   - CSU alumni events in my community, ______________________  (Please list your city. If Charleston, please indicate Summerville, West Ashley, Mt. Pleasant, etc.)
   - Career development, resume assistance, and job networking opportunities
   - Information on family or personal issues; such as financial planning, parenting seminars, preparing your child for college, marriage relationship assistance, etc.
   - Professional development or continuing education opportunities on campus
__ Broadcast e-mails to keep you informed about the University and alumni news
__ Up-to-date Web site information with interactive features, an active online alumni community, events calendar, photos, reunion information, ways to give back to CSU, etc.
__ An alumni reunion weekend in Charleston during April, May or June (remember Spring Fling?)
__ Affinity programs beneficial to the CSUAA (for example – a CSU credit card, various types of insurance, hotel and car rental discount programs, etc.)
__ Social reunions by graduating class
__ Black tie or semiformal alumni events off campus
__ Borrowing privileges from campus library
__ Access to membership in University’s credit union
__ Travel tours led by a faculty or University staff member
__ Helping with student recruitment
__ Providing child care and/or child friendly activities at campus events

7. What is your overall opinion of the CSU Alumni Association? (check only one)
\* I’m proud to be a member of the CSUAA. I know what it does and know what it offers to alumni.
\* I’m proud to be a member of the CSUAA. I’m not sure what the CSUAA does, but I have an idea.

---

Charleston, SC 29442-8087
P.O. Box 11808
Charleston, South Carolina 29423-8087

Instructions for returning your CSUAA survey

1. Detach survey from magazine.
2. Fold along dotted lines. Make sure address information is facing out.
3. Tape survey closed and affix postage before mailing.
DO YOU KNOW AN ALUMNUS WHO FITS ANY OF THESE PROFILES?

Springtime in the air also means nomination time for the annual alumni awards. These awards were created to recognize special alumni for their achievements since graduation. In the past, the awards were given out during Homecoming weekend. However, the Alumni Association board would like to try something new and give out the awards during spring Alumni Reunion Weekend, May 20-22. If you know of an alumnus who has distinguished himself or herself and qualifies for any of these six special awards, please fill out the nomination form below and return it to the alumni office.

DISTINGUISHED ALUMNUS OF THE YEAR
Honoring the person who has distinguished himself or herself in three areas: service to the university, service to the community and achievement in his or her field of endeavor. This is the highest honor an alumnus can receive from the Alumni Association.

YOUNG ALUMNUS OF THE YEAR
Recognizes an alumnus under the age of 30 who has been successful within his or her field of endeavor and shows exceptional promise of future achievement.

CSU COMMUNITY SERVICE AWARD
For the alumnus who goes above and beyond the expectations of someone’s community, church or a nonprofit group; recognizes his or her personal sacrifice and exceptional volunteer service.

UNIVERSITY MISSION AWARD
This award goes to the outstanding alumnus who exhibits the ideals and mission of the University – Promoting Academic Excellence in a Christian Environment.

CSU ALUMNI ASSOCIATION SERVICE AWARD
For an alumnus who stays connected, volunteers and participates in Association activities.

OUTSTANDING ALUMNUS OF THE YEAR
Honoring an alumnus who reflects honor on the University for exceptional achievement in his or her field of endeavor.

NOMINATION FORM:

Name_______________________________________________________
Class Year______________________________________________
Name when they were a student (if different)________________________
Current address, city, state, zip (if known)___________________________
Phone number (if known)_______________________________________
E-mail (if known)____________________________________________

Please check the award for which you are nominating someone:

__ DISTINGUISHED ALUMNUS OF THE YEAR
__ YOUNG ALUMNUS OF THE YEAR
__ CSU COMMUNITY SERVICE AWARD
__ UNIVERSITY MISSION AWARD
__ CSU ALUMNI ASSOCIATION SERVICE AWARD
__ OUTSTANDING ALUMNUS OF THE YEAR

Please write a short paragraph as to why this person is deserving of this award:

______________________________________________________________________________________

List your name and phone number or e-mail so we can contact you if we have any questions.

CSU Alumni Office • PO Box 118087 • Charleston, SC 29423
Toll Free 866-845-4793 • office phone 843-863-7516 • e-mail: alumni@csuniv.edu
1. CSU Infant/Toddler T-shirt $12.98
100% cotton t-shirt available in navy
Sizes: 6 mo., 12 mo., 18 mo., 2T, 3T, 4T

2. CSU 11” Cuddle Bear $14.98
Very cuddly, soft terry cloth bear
Comes in white, blue, light brown, dark brown

3. CSU 11” Velvet Bear $14.98
Velvety soft bear in CSU school colors
Comes in navy, yellow

4. CSU 8” Cuddle Bear $8.98
Miniature cuddly terry cloth bear
Comes in blue, brown, dark brown

5. CSU Blanket $29.99
CSU navy sweatshirt blanket with gold lettering

6. CSU Chair $349.98
CSU chair with cherry finish. Lasered, nonpersonalized.
Please call if interested in personalization. Also available as a rocker.

7. CSU Navy Bar Hat $17.98
Navy hat with white lettering

8. CSU White Bar Hat $14.98
White hat with navy lettering

9. Lightsey Chapel Cards $10.98
Set of 10 notecards with the Lightsey Chapel print on the front

10. CSU Cutlass Hat $19.98
Cotton-twill hat with CSU cutlass logo on the front and the school name embroidered on the back
Comes in navy, stone

11. CSU Pennant $8.98
9” x 24” navy pennant with gold lettering

12. CSU Pewter License Plate $26.98
Pewter license plate with interlocking letters and school name

13. CSU License Plate $19.98
Blue license plate with cutlass logo in gold

14. CSU Palmetto Moon Mug $4.98
Navy mug with S.C. state emblem in gold

15. Alumni Decal $4.98
CSU alumni sticker in blue and gold

16. CSU Flag $44.98
24” x 36” screen printed flag with the S.C. state emblem and school name

17. CSU Alumni T-shirt $14.98
100% cotton t-shirt available in grey
Sizes: S-XXL

18. CSU Sweatpants $24.99
Navy CSU sweatpants with white lettering
Sizes: S-XXL

19. CSU Polo $29.99
CSU Polo with school name embroidered on left chest
Comes in navy, vegas gold
Sizes: S-3XL

20. CSU Hooded Sweatshirt $34.99
Hooded sweatshirt with front pocket
Comes in navy, grey
Sizes: S-3XL

21. CSU Men’s Watch $49.98
Men’s sports watch with school seal on face of watch

22. CSU Pen $12.98
CSU pen with blue grip and the school seal on the clip bar

23. CSU Women’s Watch $49.98
Women’s sports watch with school seal on face of watch
24 “The Hand of God” book, $12.95 written by the late John Hamrick, founding president of CSU, tells the history of Charleston Southern, formerly Baptist College at Charleston, from its founding in 1964 through December 1983. Alumni and friends will be enlightened on how this institution, which began as a dream, became a reality through God’s hands and through dedicated Christian men and women.

25 Classic Diploma Frame, $130.00
Available in burnished cherry finish

26 Windsor Diploma Frame, $140.00
Available in high gloss cherry

27 Prestige Diploma Frame, $140.00
Available in black finish

24 “The Hand of God” book, $12.95 written by the late John Hamrick, founding president of CSU, tells the history of Charleston Southern, formerly Baptist College at Charleston, from its founding in 1964 through December 1983. Alumni and friends will be enlightened on how this institution, which began as a dream, became a reality through God’s hands and through dedicated Christian men and women.

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27 Prestige Diploma Frame, $140.00
Available in black finish

28. Commemorative 40th Anniversary Print of Original Oil Painting by Mary Arnold

Mary Arnold has served for many years as a member of the CSU Women’s Auxiliary Advisory Council. The beautiful artist-signed print is a Giclét print, which ensures permanent, nonfade color. Numbered prints and artist’s proofs available.

PRINT
- 11” x 14” print = $80
- 8” x 10 1/2” print = $60

PRINT WITH MAT
(Double-matted in CSU colors)
- print and mat to fit 16” x 20” frame = $125
- print and mat to fit 11” x 14” frame = $100

PRINT WITH MAT AND GOLD FRAME
(Double-matted in CSU colors. Design of gold frame may vary)
- 16” x 20” gold frame with print and mat = $160
- 11” x 14” gold frame with print and mat = $140
The CSU Alumni Association Board has made several changes to the governing by-laws in order to better serve our alumni members. Some of the major changes had to do with the way board members are elected, the terms in which they serve, and the job descriptions of each executive officer. The slate of candidates for executive office must be approved, candidates running for general board member positions must be voted for or against, and all board members are limited to two consecutive terms of office regardless of position. Job descriptions for each position were redefined and given specific duties for which the executive officer and general member are responsible. A complete list of job descriptions, executive office positions, and committees is available on the alumni Web site, www.charlestonsouthern.edu/alumni.

EXECUTIVE OFFICERS

All alumni featured on this slate are current board members. Changes made to the by-laws now require members to serve at least one term as a general board member prior to being nominated to an executive officer position. This ensures experience and understanding of CSUAA policies and goals before becoming an executive officer. Stability with leadership is also very important, and the alumni board also changed the by-laws to include a rotation of officers. The vice president, at the end of his or her two-year term, will automatically rotate into the position of president of the CSUAA. Also, the sitting president rotates into the position of immediate past president, and retains voting privileges. This makes 13 total voting alumni board members.

The following slate of executive officers has been nominated to take over leadership of the CSUAA on June 1, 2005, the beginning of the University’s new fiscal year. Their terms will end on May 31, 2007, at which time the vice president will rotate to the president and the president will assume the office of immediate past president.

**PRESIDENT**

**Dr. Danny Johnson ’81**

Danny has a daughter attending CSU and is senior crisis chaplain for Berkeley County. He served on the City of Goose Creek police force for more than 20 years, and after retiring he completed his doctorate of divinity. He has been an active board member and currently serves on the scholarship committee.

**VICE PRESIDENT**

**Edna Edwards Holt ’99**

This will be Edna’s first term as an executive officer, but she’s been a general board member since 2001. Edna recently celebrated 25 years with Wachovia Bank and would like to see more networking events among alumni. She graduated from the Evening College and recently completed her M.B.A. from Webster University.

**SECRETARY**

**Aaron Dunn ’82**

Aaron has served the board on various committees and recently was chair of the homecoming committee for 2005. He has maintained relationships with several classmates and always seems to find volunteers when we need them. Aaron’s attention to detail and researching skills are perfect for the executive position of secretary.

**TREASURER**

**Lori Wyndham McFadden ’94**

Lori played softball and lived on campus during her student years and has a good understanding of student life and team dynamics. Her 13 years in finance for Sherwin-Williams give her the experience we need for executive office. She’s now a nurse in the oncology ward at Trident Regional Medical Center.

**GENERAL BOARD MEMBERS**

There are eight general board member positions, four of which will rotate every two years to ensure new alumni have the chance to lead the Association, bring fresh perspectives to the board, and contribute creative programming and special events for our members. Changes in the by-laws now limit the number of terms a general board member can serve to two consecutive two-year terms. Once a member has served his or her maximum, he or she can run for an executive office or leave the board and serve as a volunteer member of any committee in which he or she has an interest.

The following general board members are currently serving a two-year term that will expire May 31, 2006:

Robin Heustess ’95
Virginia Williamson Greenleaf ’99
Billy Early ’72
David Weiss ’03

The following alumni are candidates for the four remaining general board member positions. Their term will expire May 31, 2007.

**LILI GRESHAM ’02**

Lili lives in Walterboro and has been an art education coordinator for the South Carolina Artisans Center for two years. She was an SGA senator, vice president and president. She is finishing her master’s in mass communications from USC in Columbia, and wants to continue supporting the mission of CSU and volunteering her time and talents to help “maintain the high quality of this Christian institution.”
GENERAL BOARD MEMBERS (continued)

**ANNE HOFFMAN TURNER ’86, ’89**
As a science teacher at Stratford High School for the past 18 years, Anne has the diplomatic and creative skills necessary for general board members. In her candidate statement she wrote that it is “imperative that the University continue to develop as a leader in offering an excellent education” and that she “would like to work to build stronger alumni connections with the University.”

**DR. NAOMI COKER PLAYER ’72**
Naomi has served the CSUAA board for several years, and is now running for her last term as a general board member. A resident of Darlington, she has the experience to help guide the new leadership, and the desire to serve the Association’s members.

**MAHALIAH BOWMAN-CAMPBELL ’82**
Mahalia is seeking a second term as a general board member. She served on the homecoming committee this year where her creativity and knowledge were a great help. Her candidate statement emphasized her enjoyment of working with other alumni members, students and faculty “to make CSU a place where all people can come and get a good education.”

**SYLVIA MITCHUM ’73**
Sylvia’s support and willingness to volunteer her leadership talents is unprecedented. Over the years, she has held almost every officer position on the board – often at times when no other alumnus would. Her love for CSU is unmatched, and she gives all that she can to the board. She is running for her final term on the board.

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**PLEASE COMPLETE THE BALLOT AND RETURN IT TO:**
CSU Alumni Office, P.O. Box 118087
Charleston, SC, 29423-8087 or fax to 843-863-7795
Or you can complete your ballot online at the University’s Web site:
www.charlestonsouthern.edu/alumni

Your ballot must include your name and contact information. If you have any questions, please call the alumni office toll free at 866-845-4793, or use our direct line at 843-863-7516, or e-mail sgtaylor@csuniv.edu.

Name__________________________________________  Class Year_________________________
Current Address_______________________________________________________________________
City, State, Zip_______________________________________________________________________
Home phone_________________________________  E-mail: _______________________________

Please check one of the following statements about the Executive Officers slate:
☐ Yes, I approve the above slate of executive officers for the 2005-2007 term.
☐ No, I do not approve of one or more of these officers and will contact the alumni office directly to discuss my concerns.

Please vote for your choice of candidates to take the four available general board member positions:
☐ Lili Gresham, Class of 2002
☐ Anne Hoffman Turner, Class of 1986 (B.S.) and 1989 (M. Ed)
☐ Dr. Naomi Player, Class of 1972
☐ Mahaliah Bowman-Campbell, Class of 1982
☐ Sylvia Mitchum, Class of 1973
WASHINGTON – In the early morning hours of May 30, an Airman lay in a dusty maintenance room of a building in Khobar, Saudi Arabia, with a tourniquet around his arm, struggling to stay alive.

by Staff Sgt. Melanie Streeter, Air Force Print News
The morning before, Lt. Col. James Broome III and a colleague, Lt. Col. Ed O’Neal, both assigned to the U.S. Military Training Mission in Riyadh, Saudi Arabia, were in Khobar to evaluate a Saudi air force maintenance training program and provide advice and guidance. But that was not in the cards; fate dealt a different hand on this day.

Shortly after the colonels finished their breakfast, they were warned that the compound was under attack.

Colonel O’Neal said his instincts and training from his experience as a former soldier and peacekeeper in Bosnia kicked in as he assessed the situation.

“(He) kind of guided me through the next few minutes,” Colonel Broome said. “His thoughts were that we needed to move fast and seek higher ground.”

The colonels made their way up through a building next to where they were eating breakfast. They scrambled to the third floor and used a cell phone to contact their operations desk. There, they met four contractors who were doing construction.

“We asked if there was roof access, and we made our way up to the roof,” Colonel Broome said. “We took (them) with us, along with their construction materials. Partly, we took them with us to protect them, and partly so that they wouldn’t give away our position.”

Colonel O’Neal said they were not the only ones in danger.

“I saw some people crouched on a balcony below and smoke was coming out of their house,” he said. “I cracked the window and yelled down to the woman, ‘What’s your villa number?’ She signed back the number, and I called it in. I just wanted to make sure people knew they were there so they’d be later rescued.”

The group took a cooler of water to the roof to wait out the attack. Temperatures would soar to about 120 degrees on the roof that day, Colonel Broome said. To conserve the water, rationing it among six people, they each took just one sip every hour.

Having blocked off access to the roof as best they could with a tool box and rocks, the colonels used their cell phones to pass on information between other Americans in the building and operations center people in Riyadh.

“It was nearly two hours before there was any Saudi response to the terrorist attack,” Colonel Broome said. “The terrorists appeared to have free reign for a couple of hours. Once the response activity began, that’s when the intense gunfire started -- extremely intense for several, several hours.”

“About every 20 or 30 minutes, there would be a, ‘pop pop pop’ and a return response of automatic weapons fire,” Colonel O’Neal said. “It was progressively moving across the compound.”

Colonel O’Neal relayed the group’s information to defending forces so they would not be mistaken for terrorists, Colonel Broome said.

The colonels were also trying to figure out how to get themselves and the other Americans that they knew were in the compound safely evacuated once the opportunity arose.

“We were continually coordinating the evacuation process, going through in our heads how we would get out and what we would take with us when it was safe to evacuate,” Colonel Broome said. “I was concerned that there were other terrorists unaccounted for or car bombs that had been planted.”

Eventually, 12 hours after the ordeal started, the attempt to evacuate the group began.

The Saudi minister of interior forces called and said they had the terrorists isolated on the sixth floor of another hotel tower, and the rest of the compound was under control. At that time, the group agreed to come down.

“Finally we were told, yes, it’s OK to come down,” Colonel Broome said. “We made our way down to the third floor, then the second, then the first.”

“Colonel Broome was about 4 or 5 feet behind me,” Colonel O’Neal said. “I had to go to my left to open a steel door that (went) out into the street. I had just put my hand on the door when a guy (opened) up with a machine gun.

“The bullets were whizzing over my left shoulder, and I could hear this high-pitched ‘bumblebee’ sound,” he said. “To go from absolute quiet to a machine gun firing at you at full automatic is pretty terrifying. Frankly, it’s the first time I’ve been shot at. … You get a lot of experience in a short period of time.”

Colonel Broome said he saw his fellow Airman drop and roll in front of him. A moment later, he was hit by the gunfire.

Colonel O’Neal said he knew both of them had been shot. From where he was, he heard Colonel Broome cry out and run back up the stairs while he hit the ground, and low-crawled back down the corridor. He found an area to lodge himself between a notch in the wall and a stone post. He pulled his knees into his chest and tried to conceal himself.

While Colonel O’Neal concealed himself, Colonel Broome retreated into the building they had been hunkered down in all day.
“I made my way back to the third floor, and then contacted my operations center to inform them that I had been shot,” Colonel Broome said.

Operations center people told the colonel to apply a tourniquet to the arm using his belt and to lie down with his feet elevated. They said medics would be there in the next 10 minutes to get him out. But it did not work out that easily, and it would be nearly another five hours before the Saudi naval special forces rescued him and took him to a local hospital.

Colonel O’Neal had bullet fragments in his side, forearm and shoulder blade.

A Saudi defense official later approached the area and called out for Colonel O’Neal and took him by ambulance to a local hospital.

Eventually, Colonel Broome arrived at the hospital.

“We were both pretty relieved to see each other,” he said. “We spent 11 hours out on that roof, and we both got shot at the same time. You can imagine this is the kind of experience that bonds two people.”

Colonel Broome had several surgeries to repair his shattered arm. He said he seriously doubts he would have survived the attack had it happened a mere six months earlier.

“When I first heard rumblings in early 2003 that a revised, mandatory Air Force fitness test was coming, I was concerned, but not panicked,” Colonel Broome said. “Although I knew I could certainly be in better physical shape than I was at the time, I certainly didn’t consider myself to be in poor physical condition.”

As commander of the 56th Equipment Maintenance Squadron at Luke Air Force Base, Ariz., Colonel Broome found he did not have as much time to exercise as he would have liked. But when the time came for an unofficial pretest at his new assignment in Riyadh, he was surprised to find just how far he had fallen. His fitness score was 49.7, landing him squarely in the “poor” category.

“Well, there wasn’t much to think or complain about,” he said. “I simply knew what I had to do -- get back in good physical condition.”

He intensified his workout routine over the months, and even though some days it was a challenge just getting out of bed to bike or run, he pressed on. Every Friday he would put himself through the official test to chart his progress.

“When the big day arrived in late March, I was a ‘mean, lean, fighting machine,’ or at the very least I was in the best shape I’d been in for years,” the colonel said.

His hard work paid off with improvements in all categories. He shaved more than six minutes from his run time, added 20 pushups and 27 crunches and lost 5.5 inches on his abdominal measurement. He was in “good” physical shape, and was determined to make it “excellent.” That is the path he was on when the terrorist attack occurred.

“You know, I’d often heard the complaints of some of my fellow Airmen relating to why (Airmen) need to be as fit as a Marine or an Army infantry Soldier, and I have to admit that I couldn’t envision many scenarios where I would personally need to respond like a Navy Seal,” Colonel Broome said.

“Did I need to be in good, rather than poor, physical condition to survive that ordeal? What do you think?” he asked.

Colonel Broome’s doctors said he should regain 100-percent use of his arm, but he faces months of physical therapy. But after the physical training he has pushed himself through, and the grueling encounter with terrorists, he said he is well prepared to make a full recovery.

Broome received a Purple Heart July 21 at Luke Air Force Base.

Receiving the Purple Heart is not about a heroic deed, it is about putting a personal face on the war on terror, he said.

“I didn’t do anything courageous, I just got wounded,” Colonel Broome said. “I don’t know if people realize that almost 13,000 troops have been injured and more than 100 have lost limbs (during Operation Iraqi Freedom).”

Colonel Broome said he was inspired by the other servicemembers he met during his stay at the Walter Reed Army Medical Center in Washington, D.C.

“Their attitudes are amazing,” Colonel Broome said. “It’s humbling to accept the gratitude that people extended to me for what I went through, but I want to make sure people know that others have sacrificed so much more.”

The colonel is now on a new assignment at Kirtland Air Force Base, N.M.

Staff Sgt. Jerome Baysmore and Deborah Leuthold contributed to this article.