In fall 2005, Salisbury University evaluated its mission and vision and realized that three words encapsulate the best of what SU is about: **Learn. Live. Lead.**

In response to a call for stories of alumni learning, living and leading, the Office of Alumni Relations was delighted to confirm its belief that SU is making a difference in the world. From the missions of Bogota to inner city Baltimore, SU alums are improving living conditions across the globe. They are staying connected to the University and are supporting the next crop of SU grads through laboratory exploration and delving into the past. Many shared their stories of caring during the recent tsunami tragedy and still others expressed their gratitude for the Greek tradition of philanthropy that shaped their lives. And, one alumna is shining her SU light on Broadway, sharing her talent and living her dreams.

Learning is at the heart of SU’s mission and its alumni have gained the tools necessary to live in our global community. Leading the way in their schools, communities, families and friendships, SU’s alumni effect positive change wherever they go.
From around the country and across the world, SU alumni have responded selflessly to the tsunami crisis. Here’s a snapshot of just a few relief efforts:

In Florida, Tom Savage ’88 is part of a pastoral ministry which has sent two teams of doctors, nurses, counselors and volunteers to southeast Asia—an especially admirable effort since his community was directly hit by Hurricane Ivan just last year.

Jennifer Kaiser ’01 has organized a relief drive among those developmentally disabled adults with whom she works in Westminster, MD. Members donated “comfort kits” which included a towel, washcloth, soap, toothbrush, toothpaste and comb.

Andrea Thomas-Munson ’93, a teacher at Benjamin Tasker Middle School in Bowie, MD, and her students, raised $900 in just three days! Another Maryland school teacher, Lynn Robertson Widdowson ’70, is co-advisor for the Leo (division of Lions) Club. Her students along with local service groups raised more than $500.

One group of local elementary teachers in Salisbury have organized a community service club among its fifth-grade classes. Cynthia Kratz Phillips ’93 and Sabrina Sins Emge ’04 have helped students in their “Help Change a Life” fund-raising efforts using classroom-based collection jars which will go to the Red Cross.

Theresa Coutant ’97 reports that her work with Catholic Relief Services in Baltimore in its response to the tsunami crisis has been humbling to even the most seasoned fund-raising professional.

Jaimee Goodman ’02, in Boston, MA, is also using her role in a non-profit organization, City Year, to aid those in need. Quarters from Kids was designed to raise $250,000 by asking student as well as public and private organizations to donate four quarters. Goodman said this campaign was developed as way to “give students a voice” in disaster relief.

No doubt many other Salisbury University alumni not mentioned here have and are continuing to respond to the unprecedented needs of tsunami victims. It’s another example of SU’s fine tradition of service and giving.
The year 2004 was a good one for Salisbury University alumna Jennifer Hope Wills ‘95. After making her Broadway debut in Disney’s “Beauty and the Beast,” where she understudied the title role of Belle, she was tapped to co-star with Brooke Shields in the musical “Wonderful Town,” opening to glowing reviews. Before the show closed at the end of this January, Wills took some time to talk about the Great White Way—behind the scenes.

You originally auditioned for Eileen and the role went to Jennifer Westfeldt. How did you feel when they called you back to perform with Brooke Shields?

Of course I was thrilled. I wanted this role from the beginning because I truly thought it was a perfect match for me. I was also thrilled to be joining Brooke Shields … She is an incredible lady.

Did you have to read or sing with Shields to audition again?

They originally wanted to wait and have me audition with her, but my agent and the casting directors pushed things along since time was of the essence. I had to give notice at Beauty and the Beast (we have a four week out and we were already at that point), and I had also been offered a part in La Cage aux Folles and they were also waiting to hear back from me. So, because she was still filming a movie in Canada, they just took a chance that we would be good together. I think their chance paid off ... people are always telling us what great chemistry we have together.

Because you didn’t get Eileen originally you were able to perform in another Broadway show, “Beauty and the Beast,” understudying and playing the lead there. What are some of your favorite memories in “B&B”?

I love Beauty and the Beast, and it really was a very special experience for me. I think my favorite moment was the day I was performing as Belle and it finally hit me that I was playing a leading role on Broadway ... my life-long dream was being accomplished. It was actually the fifth time I had gone on as Belle and I was feeling much more comfortable, so I think I was able to open myself more to what I was feeling inside. There is this part in “Be Our Guest” where Belle turns around to look at the entire cast. There were all of these incredible people who had been so loving and supportive smiling and singing for me in these incredible costumes and I just became overwhelmed. This was the moment I had been waiting for my entire life. When I turned back around to face the audience, Belle had tears of joy streaming down her face.

When you greeted so many children, particularly little girls, at the stage door after “B&B” did it remind you of working with your parents in Ocean City (at the children’s theatre Parker Playhouse)?

Most definitely. I love performing for children. They are always so overwhelmed by what they see and they believe every minute. It is also my hope that these children we perform for will keep their love of theatre throughout their lives and will become the next round of Broadway theatre patrons, directors, actors, choreographers, designers, etc. It has also been a thrill seeing children (who are now adults) who were Parker Playhouse patrons in Ocean City coming up to see both of the shows.

Paul Pfeiffer, director of SU theatre, said “B&B” was a tricky show backstage. You actually slipped and fell one time before an entrance?

Actually this is a great story. It was my second time on as Belle. There was a bus group of about 50 people from Salisbury and my Mom and Dad and brother in the audience. They called places and I began to make my way down the stairs that lead from my dressing room to the stage. Everyone was telling me that my parents left this beautiful note and as I got closer to the call board I was excited to see it and I stumbled down the last several stairs missing hitting my head on the radiator by about an inch. Luckily a stage hand was there to save me. They had to hold the curtain a bit as my dresser cleaned up the gash on my knee and changed my ripped and bloody tights. There was this moment of panic, and I thought about them having to make the announcement “at this performance the role of Belle will NOT be played by Jennifer Hope Wills.”

The “B&B” costumes and hair seemed spectacular in the pix. Belle is in so many scenes. Between the costumes and energy demands, how did you keep from getting rundown?

You keep from getting rundown because it is fun. Same in Wonderful Town. It is definitely hard work to keep up the high-energy level needed for eight shows a week, but once you are there and in the moment, everything seems.
to fall into place and you have this desire to give every audience your best no matter how you may be feeling.

Although it’s different from Disney, “Wonderful Town” also is a family show—old fashioned and lots of fun. Brooke Shields said from the curtain that she only had two weeks to rehearse before going on. Was that also true for you?

Yes ... two weeks and a lot of that time was given to Brooke since she has a couple of very tricky numbers. I was also still performing in Beauty and the Beast at night, so it was tough, but I was so excited that I don’t think it really registered. I don’t think many people realize that replacements get that little bit of time.

First-run casts usually get about one month of rehearsals as well as about one month of previews so you really have time to get the character under your belt. Replacements end up finding their way in front of a paying audience that is expecting perfection.

What is a rehearsal schedule for a Broadway show like under those circumstances?

As a replacement you usually get three weeks (even though we had two). You usually rehearse in a studio with the stage manager and dance captain. In some cases you may also get an assistant director. You are also getting costume, wig and shoe fittings. As it gets closer to performance time, you get time on the stage with the set pieces and (if you are lucky) some costume pieces. I didn’t have my final dress until the end of the first week of performances. There is usually one rehearsal (called a put-in) where the entire cast is called and you do a run through, usually without lights and orchestration. So, your opening night is the first time all the elements come together. Pretty stressful, but at least you don’t have time to think about being nervous.

You mentioned in an e-mail you had a Brooke Shields Barbie as a child. Did you tell her that?

Yes. Unfortunately that has become the little side story that the press loves to bring up.

How hard was it to learn the lines, songs, choreography and blocking and still create a character?

As a replacement you have to do everything at once and you continue to develop the character and fine tune while you perform. I think both Brooke and I are very different now from what we were in October.

Did you have an image or model on which to create Eileen’s character?

I wouldn’t say there was really one specific image ... there are many people and experiences that I called up for this. Luckily there are a lot of similarities (at least emotionally) between Eileen and myself. I think if you can really relate to a character it is so much more believable.

How did your own experiences in coming to New York in 2000 compare to Eileen’s?

Eileen certainly has it very easy. New York is a tough place. There are certainly aspects that I can relate to, but overall Eileen’s experience is certainly seen through rose-colored glasses. With a smile and song she wraps everyone in New York around her finger and essentially turns New York into a small town.

Do you have a favorite song(s) or number from the show?

I love doing “Ohio” with Brooke, but I would have to say that “Darlin’ Eileen” with a bunch of riverdancing Irish cops has to be my favorite. It is so silly and yet so charmingly fun.

In what year is “Wonderful Town” set? Did New York in a gentler, slightly slower time remind you of growing up and going to school on the Shore?

1935. There is absolutely no similarity to growing up on the Shore. Even New York in 1935 is a world apart.

The New York theatre community really can be a community, but it’s not always easy to get a foot in the door. How did that work for you?

You are right. Unless you come from the big theatre schools and already have some contacts, it is very hard to break it. It takes a lot of persistence, drive and perseverance. Coming here and trying to “make it” in the business is certainly not for the weak hearted. You go through a lot of rejection and you just have to pick yourself up and keep plugging away. Eventually, if you have talent, you will find your niche. So much of getting work up here really relies on your look and how you fit in to the project. Many times I have been told “too tall,” “too short,” “too old-fashioned,” etc. Eventually you find the perfect fit.

How did you get an agent?

I submitted myself to several once I got a high-profile job at Paper Mill Playhouse and then chose from there. I ultimately went with an agency that I feel is a good personality match to me. Everyone has their own criteria.

Of course. Like I said earlier, living in New York is hard. I honestly don’t know how everyone does it. Everything is so expensive, and it just takes a lot of energy and time to get things accomplished. I have gotten used to it in a way, but I don’t want to spend the rest of my life here, that’s for sure. There is such an energy and excitement here that I will certainly be a life-long visitor to NYC.

A Broadway show is high energy and NYC is high energy. How do you recharge the batteries?

I always make sure I get a lot of sleep. Eight hours every night. It is also very important to schedule down time to just relax and to spend time with friends. It is certainly easy to run yourself ragged and sometimes you have to turn down little gigs, parties, get-togethers to make sure that you have some time for yourself.

Critics have said complimentary things about your performance. The reviews have been terrific which has been a blessing. Good press is never bad and there is certainly interest where there has never been interest before.

Any words of advice to those students and alumni attracted to the joy and applause of musical theatre?

If you truly love it and can think of doing nothing else then go for it. It is certainly tough, but the reward is great. If there is any hesitation at all, find something else and enjoy theatre in other ways.
Christian Metzger ’99 spent his first four years after graduating from SU getting lost in all corners of the U.S.

Like many fresh from the “Holloway” halls of academia, Metzger had an itch to explore. With his trusty marketing/management degree in his pocket, Metzger followed in the footsteps of friend J.P. Mickanis ’99 and joined Guidance In Giving, a fund-raising and development firm that works with Catholic organizations. He was charged with traveling all over the country as a professional fundraiser for all sorts of building projects for the church.

Living in a new city every three months, Metzger enjoyed a nomadic four years traveling from Savannah to San Francisco, with many stops in between. At each new location, he would make it his mission to get lost in the area and explore. Whether driving down back roads and discovering a local winery or paddling the creeks in his kayak, Metzger discovered the hidden beauty of each region he visited.

After four years of constant traveling, even the pull of new places and grateful communities couldn’t keep Metzger on the road and he began searching for a new job on the East Coast. What came along was an ideal career for him: a career that mixed his love of sports wherever he has gone.

He applied to be the director of development for Leadership Through Athletics (LTA), a new public charity in Baltimore’s troubled Lansdowne neighborhood that is “dedicated to young people and their communities by providing safe athletic facilities, quality coaching and the encouragement to lead.” LTA must have felt he was a perfect fit too. Metzger credits SU’s Career Services and its director Becky Emery for teaching him how to craft the perfect resume, because within five minutes of faxing his resume to LTA, he received a phone call inviting him for an interview, which quickly led to him accepting the position.

He arrived in Baltimore just as the walls were going up on LTA’s new Leadership Gym. Along with the hopes for community renewal and a positive environment, the gym brought with it a $2 million debt … and that is where Metzger comes in. Using his special blend of professionalism and enthusiasm, he was able to raise over $100,000 in just four months.

Providing a safe and nurturing haven for area kids ages 4-18, Leadership Gym is not only a center for academic support and leadership training, it is also a place where kids can hang out and become invested in creating a positive contribution to their neighborhood. With some 30 community kids using the facility regularly, the kids volunteer their time to maintain the gym and support its many programs, including the intramural basketball league. While Windexing backboards, storing equipment and serving as peer mentors, the kids also learn lessons in responsibility and pride.

In spite of being hired primarily as the “money man,” the activity of the gym frequently pulls him out of the office. Always the athlete, Metzger is quick to join a pick-up game in the gym and has made a strong connection with one kid in particular. Brian is a 13-year-old who spends most of his time after school at the Leadership Gym, playing ball, doing his homework, making friends and lending a hand. As his mother explained, “He’d sleep here if they let him.” With much to do at the gym, Metzger pretty much lives there too.

When Metzger was traveling and raising funds for new facilities, he rarely got to see the fruit of his efforts. Now he spends every day watching the future of the Leadership Gym and its kids take shape. He rarely gets lost now that he has settled down in one place and is enjoying spending time with his girlfriend of eight years Megan Flynn ’99. Metzger’s goals, however, still have him looking toward the horizon. He sees Leadership Gyms in neighborhoods all across America, creating a network of leaders who have learned the value of education, responsibility and respect, who effect changes in their lives and their communities.

For more information on the Leadership Gym contact Christian at 410-737-2117 or c.j.metzger@comcast.net.
Another day in the police crime lab or a scene from your favorite prime-time crime drama? Actually it’s neither ...

In the equipment-filled lab, a pair of technicians work feverishly double checking the results of the DNA test that might help unravel the mystery of the killer’s identity. Two more technicians have just completed a toxicological screening looking for traces of drugs or alcohol in the victim’s blood.

Another day in the police crime lab or a scene from your favorite prime-time crime drama? Actually it’s neither—it’s one of the more creative ways some incoming freshmen have prepared themselves for life at Salisbury University.

Coordinated by Dr. Diane Davis ’80, M’89, associate professor in SU’s Clinical Lab Sciences (CLS) Program, this popular new student seminar introduces students to the techniques used in modern medical laboratories. [Editor’s note: Alumni may be familiar with the program by its former name: medical technology. The new name better reflects the work done by the major’s graduates.] Davis, assisted by other CLS faculty, taught the orientation class for the fourth time just prior to the start of the fall 2004 semester.

Although the course is particularly appealing to students planning on a clinical lab sciences major, Davis said that the class attracts students from many different disciplines and that there is always a waiting list for the available spots. With the popularity of TV dramas such as CSI: Crime Scene Investigation, there is a greater awareness, as well as more misconceptions, about the field than ever before.

Davis attempts to replace some of these false assumptions with hands-on experience while making the class fun for incoming freshmen as well. “Science is serving two purposes,” Davis said, “There is science as a potential career choice and science as entertainment.”

Students in past classes have examined samples of trace evidence for pollen, sand, gravel and bodily fluids; they have tested blood for the presence of drugs and alcohol and for blood type; they have collected hair, fingerprints and shoe prints; and they have even gotten the chance to perform tests in DNA fingerprinting. “The class gives students the chance to use real equipment to run real tests with a purpose,” said Davis.

As in real life, Davis constructs her cases so that no single test necessarily reveals the answer, and all evidence is not always pointing in one direction. Students are asked to examine the crime scene as a whole and to try to come up with a series of events that will fit the crime scene and unmask the perpetrator.

Davis hopes her class helps her students look at a career in lab sciences realistically. “Despite what you see on CSI, crime scene investigation is usually compartmentalized. The investigating officer is not the same person as the technician who collects evidence, and that person in turn is not always the person who performs the actual tests in the lab. In fact, many lab technicians specialize in just one aspect of testing such as DNA, fingerprinting or blood-typing.”

Davis also points out that forensics is only one path clinical science majors can follow. Many also enter the fields of medical testing and medical research. There is currently a nationwide shortage of CLS majors, and graduates are quickly scouted by potential employers. Experience in quality control and documentation, skills taught in Davis’ class, makes students’ SU diplomas an even more valuable commodity.

The class also tries to prepare students for the less glamorous sides of a CLS career. “Nothing prepares you for your first crime scene,” said Davis, “The sights, the sounds, the smells, people crying or yelling … It’s not for everybody.” She added that “sometimes it is every bit as valuable to find out early what you do NOT want to do for a career.”
Our greatest joy is seeing people grow in their faith and seeing lives change for the better.

The opportunity to live in Bogota, Colombia, could be thought of as a geography major’s dream-come-true. From the snow-capped peaks of the Andes to the hot lowlands crossed by the equator, it is undoubtedly a land of great beauty and natural contrast. But when **Phil Legal ’80** was initially presented with the idea of accepting a career opportunity in Colombia, his initial reaction was to turn it down. He was not thinking of a land of great beauty but of a land filled with a violent civil war, great poverty and drug cartels.

What changed his mind? The long journey to Columbia began at SU where Legal graduated with a degree in geography and regional planning. It was here that he learned a valuable insight about what he characterizes as two types of people in the world: students and learners. Legal contends that a “student” learns material presented in the classroom and then gives rote answers on the given tests. However, it is the “learner” who takes the material presented and uses it beyond the classroom to interact in the world.

So it is Legal, the learner, who began his career as a steam cleaner hosing down engines in the coal mines of northwest Colorado and then working a variety of jobs in Denver. Although the early jobs were mundane, it was the beginning of his search for significance in the world. During his free time, he would volunteer to teach children’s Sunday school or work with a local ministry. When presented with an opportunity to minister to the underprivileged children of Mexico during the 1986 World Cup soccer games, he jumped at the chance. Legal was so moved by his experiences working with the Hispanic culture that he returned to the states to enroll in language school and later earned a divinity degree from Denver Seminary becoming an ordained pastor in the Presbyterian Evangelical Church.

Always the learner, Legal decided to go to work for Action International, Inc., a nonprofit organization, requiring that he raise all of his own support and live in a country where he would be ministering to the poor. AI is an evangelical, nondenominational agency, working in Asia, Africa and Latin America where outreach includes “often overlooked but desperately needy street kids, orphaned and abandoned babies, squatters, prostitutes and prisoners.” The agency quotes Daniel 11:32 in that their goal is to know God and to take action.

Although it was initially a stretch for Legal when AI asked him to consider moving to Colombia, it comes as no surprise that his answer eventually became yes. After taking some time to raise his support and improve his Spanish, Legal’s plane touched down in Bogota on January 10, 1998, because, he said, “the best place to be is the center of God’s will.”

One month later, he met Mariela, a social worker and native of Colombia, who became his wife. Today, they minister together to a world where 50 percent of the people live in poverty. Legal says that due to civil war within the country, many people have been displaced from the countryside and have come into the city looking for work. Subsequently, there are many barrios that have been built illegally on the outskirts of the city causing havoc to the infrastructure. Houses are constructed from cardboard and corrugated metal with children, parents and grandparents living under one roof. The economic hardships create hopelessness and despair resulting in crime, abuse, drugs and alcoholism.

**Giving Hope At The Equator**

*by Linda J. Sherwell ’75*
The conditions they describe are difficult, but they are not beyond hope. This is the message the Legals are giving to the Colombians through their work. Their ministry includes children’s programs, Bible studies, tutoring, literacy classes and the development of micro enterprises, all with a message of the love of Christ. In addition, Legal has taught the leadership of their church how to reach out to the poor and especially children at risk. He says “we minister to all who come into our path.”

The visible and spiritual impact of their work has been immense. The Legals share their joy and enthusiasm with those learning to read. Children greet them with hugs and kisses when they arrive to teach Bible Club in the barrio. Colombians come to them as friends asking for counseling and help with their lives. Individuals are learning to replace anger and abuse toward family with love and forgiveness. The church is packed with programs and services. Legal said: “Our greatest battle is there are so many needs that surround us.” But they are making a difference one life at a time. He further stated: “Our greatest joy is seeing people grow in their faith and seeing lives change for the better.”

It’s no surprise that SU’s alumni are doing amazing things. In addition to being truly awesome people, they also benefited from SU’s commitment to excellence and promoting service and leadership. Here are just a few examples of how SU’s newest crop of students are learning to live and lead on campus and beyond:

- The Scarborough Student Leadership Center is the campus hub for honing leadership skills and home to the Student Government Association. This spring, the SGA sponsored a day-long community service project, The Big Event, where students went out into the community to help SU’s neighbors with their household chores.

- The New Student Experience orientation program encourages students to become active in the community and make a difference. Students who participated in this year’s outdoor experience at Maine’s Acadia National Park learned about campus life and made new friends all while helping in a service project.

- For the second year in a row, SU’s student-organized Relay for Life was the number one college Relay in the nation based on contributions raised per campus population, contributing some $42,000 to benefit the American Cancer Society.

- For the past 15 years, SU’s African-American student leaders have attended the Black Leadership Conference, headlined this year by recent SU visitor poet Nikki Giovanni.

- Volunteerism and service are required components of all of SU’s student organizations. In just this past year, students in over 100 organizations volunteered some 35,000 hours (or 4,375 work days) in the region.
The motto “Learn. Live. Lead.” is familiar to SU’s Greek community of past and present. It is at the heart of one of its most treasured traditions—philanthropy. Built into most organizations is an intrinsic obligation to help make the world a better place through affiliations with national non-profits and a commitment to community service. As alumni, many Greeks are found giving their time, talents and resources for the betterment of their community. So what impact has this philanthropic experience had on SU alumni? Here are a few stories to share:

Kenna Brigham Lowe ’99 - Zeta Tau Alpha
ZTA’s national philanthropy is breast cancer education and awareness. Each October, Zetas disseminate more than 200,000 pink ribbons to raise awareness about the disease. I spearheaded the distribution of pink ribbons for the Annapolis alumnae chapter of ZTA. It was gratifying to see all those people wearing the pink ribbons.

Carolyn Maloney ’99 - Delta Gamma
I am a fundraiser for Easter Seals of Delaware. I raise approximately $300,000 and those funds benefit programs dedicated to increasing the independence of people with disabilities. If it wasn’t for my education and experience of philanthropy that I received in college, I would not be as aware of the non-profit world and the amazing differences it makes in the lives of the people it serves. I am so proud to be just a small part of making people’s lives better.

Doug Wilson ’94 - Sigma Alpha Epsilon
As an active member of Sigma Alpha Epsilon each semester the fraternity would organize or participate in at least one community service project. One such project while I was in school involved building a park in the Newtown Historic District with the neighborhood’s help. Giving back to the community added to our self worth and instilled in our brothers that we were a part of the greater Salisbury community not just campus life.

Ray Heer ’01 - Alpha Sigma Phi
Service to the community seems to have had an affect on some brothers’ career choices. I have seen brothers build their lives around their service experiences. I became a classroom teacher because of my love for working with children. Jim Vinals ’00 and Brett Canfield ’00 have dedicated their lives to serving the public as police officers. Doug Clime is currently enrolled in the Washington, D.C. Firefighter’s Academy. Mike Barton ’00 is a paratrooper in the U.S. Army. Rick Deale ’00 is a program director for a YMCA camp on the Eastern Shore. There is no doubt that I am a better person because of my involvement in Alpha Sigma Phi fraternity.

* Jason is a member of the Tau Kappa Epsilon fraternity and Sara is a member of the Alpha Xi Delta sorority from the University of Maryland College Park.
Salisbury University alumna Thelma Merrill ‘84 has the unique responsibility of preparing for her organization’s future by leading young generations into experiences with the past. Merrill serves as education coordinator at Salisbury’s historic Pemberton Hall built by Isaac Handy in 1741 on the Wicomico River. Although Merrill graduated with a degree in medical technology, her love of local history has led her to volunteer at Pemberton Hall for over 15 years.

For the past two years, Merrill has been an organizer of the Pemberton History Camp funded by the Gifted and Talented Program of the State of Maryland. Partners in the program are the Pemberton Hall Foundation, the Wicomico County Board of Education, the Maryland Department of Education and SU’s own Edward H. Nabb Research Center for Delmarva History and Culture. The camp participants are fifth and sixth graders from all over Maryland who gather at Pemberton Hall to discover and experience life on an 18th century Maryland plantation. Students receive a hands-on experience by performing chores, crafts and leisure activities common to that era in addition to learning the joys of primary research and the skills of critical thinking and historical writing.

This July will be the third annual Pemberton Hall Historical Camp, which was conceived by its curator Bill Wilson, research coordinator Pat Taylor and Merrill. The structure of the camp is based on a similar camp held at Sotterley Plantation, a 300-year-old plantation on the south side of the Patuxent River in southern Maryland.

Borrowing an idea from Nabb Research Center Director Becky Miller ‘74, M’76, each student is assigned the identity of an individual who had some connection with Pemberton Hall. Each history camper receives a binder with information pertaining to his or her character and is outfitted in appropriate Colonial garb. Assisted by Nabb staff and volunteers, the young students research their respective identities for two days at the Nabb Center and examine primary records pertaining to their identity, such as wills, inventories, deeds and patents.

Many others volunteer their time at the Pemberton History Camp to teach the students about slave life, Native Americans on the Peninsula, the trade of a blacksmith, the art of hearth cooking, the skill of cord making and spinning, and period dancing. At the end of the camp, each student gives a first-person oral presentation on his or her character from his or her research and experiences during the week.

Thanks to the efforts of volunteers like Thelma Merrill, a new generation of students are living, learning and leading because of lessons they have garnered from the past.