

Wooster

FALL 2008

A new standard

The College's newest residence hall opens its doors.



ALSO INSIDE: Entrepreneurs turn ideas into innovations. ▪ Faculty members visit India to gain deeper understanding.

Creating success

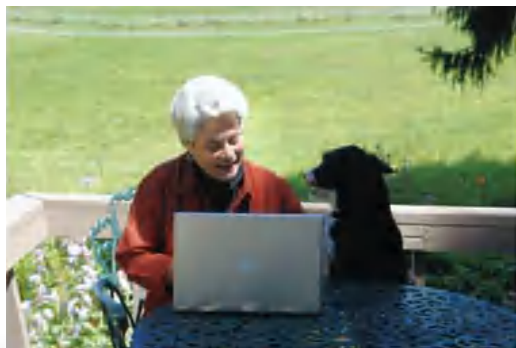


PHOTO: David Stuart

I've never been completely sure what it means to be an entrepreneur. But I was sure I could never be one. Isn't it someone who loves to make money and take risks? Kind of a cross between Silas Marner and Evel Knievel?

And then I started noticing stories that showed different ways of being an entrepreneur. For example, did you hear about the urban gardens that have sprung up in economically crippled downtown Detroit? More than 7,000 vacant houses, emptied by the foreclosure epidemic, were causing crime, vandalism, and the death of community pride. And then a nonprofit organization started planting vegetable gardens in the empty lots. The same people

who had vandalized the deserted houses left the little gardens alone. People who had never before interacted with their neighbors started gathering at the gardens. Crime went down, as communities began harvesting tomatoes and friendships.

And then there's the story of the bank in hurricane-ravaged New Orleans, which—in contrast to many of its local counterparts—last year had the most profitable year in its 36-year history. Its secret? The bank's African American owner decided to trust low-income borrowers who needed loans to rebuild homes, but who had no collateral. Now the trust is paying off.

As I mention in the introduction to "Independent Thinkers," I still don't know exactly what it means to be an entrepreneur, but a picture is emerging. The stories of five Wooster entrepreneurs illustrate imagination, creativity, independent thinking, and knowledge of local and global human cultures. Fueled by the understanding that these same values form the basis of a liberal arts education, last year the College launched its Center for Entrepreneurship. Made possible through grants from the Burton D. Morgan Foundation and the Ewing Marion Kauffman Foundation, the Center is enhancing collaborative teaching and learning. Departments of economics, political science, philosophy, and computer science are joining forces to offer classes such as "Artist as Entrepreneur," "Philosophy of Entrepreneurship," "Building a Web-based Business," "Leadership in Public and Private Sectors," and "Social Entrepreneurship."

We hope you enjoy the stories of creative success in this issue.

KAROL CROSBIE
EDITOR

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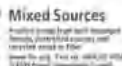
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Wooster

A QUARTERLY
MAGAZINE FOR
ALUMNI &
FRIENDS OF
THE COLLEGE
OF WOOSTER

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On the cover

Gault Manor, the gift of Stan and Flo Kurtz Gault '48s and their family, opened its doors this fall.

COVER PHOTO: Matt Dilyard



Director of Libraries retires

Damon D. Hickey, director of libraries, retired in late summer after 17 years of service to the College. His remarks below, made to the Friends of the Library during Alumni Weekend, offer a retrospective of the changes that have occurred at the College's libraries during his tenure.

Hickey is continuing his service to the College by teaching a First-Year Seminar, "Being Human in the 21st Century," advising two program houses, and serving as mentor and group facilitator for the Worthy Questions program. Hickey and his wife, Mary, are establishing an academic prize that will recognize an outstanding library student assistant each year and encourage graduates to enter the library profession.

Creating Connections:

Libraries, Librarians, and Liberal Learning

EXCERPTS FROM A RETIREMENT SPEECH
BY DAMON D. HICKEY, DIRECTOR OF LIBRARIES

If you ask librarians why they entered their profession and what satisfies them most about their work, you'll hear one answer pretty often. A lot of us became librarians because we like to make connections—connecting different kinds of knowledge, or connecting people with the information they're looking for, or even connecting with ideas and authors through the printed page. People sometimes think of reading books as a solitary activity. Not so. As it says around the cornice in the center bay of the Timken Science Library, "To read a good book is to justify the toil of its author, to improve the mind, and to bequeath an enduring legacy to posterity." In other words, to read is to connect.

Making connections has always been a central task of librarianship. Never have librarians simply collected books and preserved them. We organized them. Following in the footsteps of the great seventeenth-century Swedish botanist Linnaeus, nineteenth-century librarians such as Melvil Dewey and Herbert Putnam created hierarchical classification systems to connect every single piece of human knowledge to every other piece. Without them, generations of scholars



would have missed out on the experience of looking for a particular book on the library shelves, only to find nearby a related book that they hadn't known about. That's called serendipity, a happy accident. But it's really no accident at all. Those books were near each other on the shelves because some librarian, perhaps generations earlier, created a classification system, and a later librarian used it, to put them close together. The connections librarians forge make other connections possible.

Making connections has also been the basis for pretty much everything we've done here at The College of Wooster over the past two decades. In order to make room for more books and periodicals, we've transformed one library—Andrews—and a former library—Frick—into three libraries: the new Flo K. Gault Library for Independent Study, the renovated Andrews Library, and the restored Timken Science Library in Frick Hall. We provided 300 new data-wired I.S. carrels for seniors to connect their laptop computers to the Internet—



Art on Campus

<<The Oak Grove inspires an art student,
< *Bird*, by the late Stewart Simonds '70,
was installed near the PEC in the early 1980s.

LETTERS FROM OUR READERS

Mailbox

which was still pretty new in 1995. We even created a computer lab in the Science Library where librarians could teach students to connect with the literature of chemistry, biology, physics, and geology, using the powerful new search engines that were just becoming available. In Andrews Library, we created a Special Collections department, where we brought together important archival, manuscript, and printed resources that had been locked away in rooms and bookcases throughout the building, and made room for important new collections.

When I came to the College in 1991, the card catalog was still in the lobby of Andrews Library and there was very little technology in sight, except for a few microfilm readers and individual computers. We had just acquired our first online library catalog. We had a few databases on CD-ROM. And we had a link to the Online Computer Library Center (OCLC) central catalog on a couple of computers for students to use when they wanted to borrow books from other libraries. But the OCLC catalog could not be searched by subject or keyword. You had to know the author or title of a book in order to look it up. For any kind of database searching, students had to ask librarians for help because the only search service available—called DIALOG—charged by the minute, and we couldn't afford to let students use it by themselves.

Things have changed so completely and so dramatically that it seems hard to believe where we were just 17 years ago. The card catalog is long gone. Our students can search our online catalog anywhere over the World Wide Web. Printed indexes and abstracts have given way in most disciplines to online databases, some of which connect directly to full texts. Back in 1991, we subscribed to about 2,000 periodicals in print. Today, Wooster students read articles in some 15,000 periodicals online, but we get only about 1,500 in print form.

We've been able to make these connections to varied sources of information in large measure because of the connections we've made with academic libraries in Ohio. At the

(Cont., pg. 5)

Thank you, Wooster magazine

I read Daniel Bourne's poem, "Immanuel Kant on the Shores of the Caribbean," written for Grant Cornwell, the new president of The College of Wooster, and its message touched me deeply. I especially like the metaphor of the blue heron. Recently, I observed one wading in a small recess on the Severn River. It moved slowly, carefully, and gracefully and then quickly dipped its beak into the water to feed on something. A year ago, I left my career as a teacher. Like the heron, I am waiting for something—something to grab which will fulfill me as passionately as did teaching. I am putting careful thought into the process in hopes of setting a goal and acting on it. Thank you so much for sharing this poem with the readers of *Wooster magazine*.

DEBBIE KNORR HAAVIK '65
MILLERSVILLE, MD

Like a great novel, when I began reading the summer issue of *Wooster*, I could not put it down until I read it cover to cover. The remarks by President Cornwell and others who spoke at his inauguration celebration eloquently captured the extraordinary mission of Wooster's liberal arts education and its ability to challenge every student in ways they never imagined. And the cornerstone of that experience, I.S., was beautifully celebrated through the I.S. stories you shared. I was captivated by the questions each student strives to answer through their research. Thanks for another great issue.

CHARLES RYAN '86, TRUSTEE AND ALUMNI BOARD MEMBER
WEST HILLS, N.Y.



CORRECTION

In the last issue, this photo of Aung Maw Myo Lwin '10, a math and economics major, was misidentified in the story about Pres. Grant Cornwell's inauguration. In recognition of the President's role as C.O.W.'s "lead cow," the Myanmar native presented Pres. Cornwell with an antique Burmese cowbell.



Oak Grove

HAPPENINGS AROUND CAMPUS

Oak Grove

Welcoming the Class of 2012 *"I ask you to dance and play your tune."*



I tai David Njanji, a sophomore from Zimbabwe majoring in math and computer science and the president of the International Student Association, helped administrators and fellow students welcome the College's 515 first-year and 17 transfer students with the following message:

"A guitar is a fascinating, yet simple instrument with only six different strings. Each string vibrates differently and the variations of the notes are infinite. Without a single string the guitar is incomplete. The College of Wooster resembles such a

guitar. Each of the 1,800 students vibrates with uniqueness. It is this uniqueness that is at the heart of diversity.

"In fact, without one of you, this College is incomplete, and without your different variations, the world is robbed of its greatest asset—diversity. It is for this need that I ask you to dance and play your tune. Reach out, explore, and be explored, but never lose your tune. Your melody is great! It's great because it's unique. Welcome to the rediscovery of diversity and welcome to the 2008-2009 academic year."

Photo: Karol Gwosdz



The Class of 2012

Here are a few facts about the College's newest students:

- They come from 40 states and 14 countries;
- 35 percent are from Ohio;
- 10 percent are African American;
- 5 percent are international;
- The tallest student, from Sudan, is 7 feet;
- There are three sets of twins, one set of triplets, and four bagpipers;
- The median family income is \$99,800;
- 69 students are receiving the federal Pell Grant, available to lower-income students.

Wooster magazine paper change

This issue represents an important product change for the magazine. The paper is now printed on recycled paper (30 percent has been used before) and is printed with soy ink, which is more biodegradable than petroleum-based inks. It is certified by the Forest Stewardship Council, which assures that production practices are environmentally sound.



Biden visits campus

Democratic candidate for vice president Sen. Joe Biden addressed a crowd of 4,500 in mid-September. "What a beautiful, beautiful campus you have," he said. "It's a great day when a group of Scotsmen invite an Irishman."

Both parties consider Ohio a critical state to win, and VIPs holding rallies became common occurrences throughout the state.

Photo: Matt Dilyard

(Cont. from pg. 3)

Libraries, Librarians, and Liberal Learning

same time that we were renovating and expanding our libraries, we were also creating liaisons between members of the Five Colleges of Ohio Consortium. Four of us—Wooster, Denison, Kenyon, and Ohio Wesleyan—now have a single online library system which we use to share our printed resources in ways that were unheard of 17 years ago.

We've done all that within a still-larger consortium called OhioLINK, a statewide network of academic libraries that's likely to expand in the next few years to include Ohio's public and school libraries. OhioLINK has put us ahead of every other state in our ability to acquire and share both print and electronic resources. If you're a student at Harvard University, you have access to about 15,000,000 books. But if you're a student at The College of Wooster, you can sit in front of a computer, search the OhioLINK central catalog, and find 46,000,000 books—three times as many books as your counterpart at Harvard. You can select one, enter your name and barcode number, and pick it up three or four days later in Gault Library.

Over the past three years, Wooster librarians have made a new

type of connection. In addition to helping faculty members work with their students, we have formed new liaisons with other College professionals. We created an Academic Commons in the Libraries by moving the services of the Writing Center, Library Reference Desk, and the College's IT Help Desk to the lobby of Andrews Library. As a result, we've seen a rise in the use of all three services, as students connect research, writing, and technology.

Librarianship may not be the only profession dedicated to making these kinds of connections. But we're certainly the oldest profession with that calling. And as far as I can see, that's what we're going to continue to be called to do, no matter how much the context may change. I'm happy to say that throughout my career here, I could not have hoped for colleagues more committed to making those connections or more skilled at making them. Our College is as well-positioned as any in the nation to carry on that work in the years to come because of the connections that have already been made and the people who will continue to make them.



Oak Grove

HAPPENINGS AROUND CAMPUS

Oak Grove

Living and Learning at the Honey House

The Honey House is (appropriately) bright yellow and filled with 12 students who are excited about experiencing and understanding the symbiosis between humans and bees. Among the College's newest program houses, Honey House is one of 28 programs that allow students with common interests to live, learn, and volunteer together.

Honey House officially got off the ground last February, when the students received a grant for start-up costs for three hives from the College's Center for Entrepreneurship. One of the exciting things about beekeeping is the rich reward that comes from a minimal, one-time investment, say the students. The Center's grant allowed them to buy bees, bee suits, wood for the honeycomb frames, and a few tools. A local farmer threw in free space on his property, area bee experts and professionals at the Ohio Agricultural Research Development Center provided mentoring, and Team Honey House was ready to roll.

By spring, their 9,000 bees had expanded to 40,000, a small jump because of the effort required for the bees to begin new homes, says Daniel Norris '10.

On a sunny day in early fall, the students harvested their first crop—30 pounds of liquid gold. The thousands of tiny, perfect wax hexagons, each filled with honey, revealed to the Honey House crowd that everything had gone well. The queen (one of three that the students purchased) had been of good genetic stock. The spring hadn't been excessively rainy, and the bees had been able to make good collections of pollen from nearby alfalfa and buckwheat fields. The students' diligent checking throughout the winter and spring had shown no signs of mites, which can cripple a bee colony.

The students are optimistic that Honey House will be a permanent fixture on campus. Already the rewards have begun. Along with golden honey has come new understanding. Students who were afraid of being stung last winter now approach their bees with confidence. Norris, a computer science major, is using the bees' interactive behavior as a model for an algorithm that describes robotic movement as part of his junior Independent Study.

History major Mihran Kazandjian '09 says he is fascinated by the lack of exploitation in the relationship between humans and bees. "If you do everything right, nobody loses," he says. "Everybody wins."

"There is something spiritual about our peaceful relationship with each other," says Amanda Keith '11.



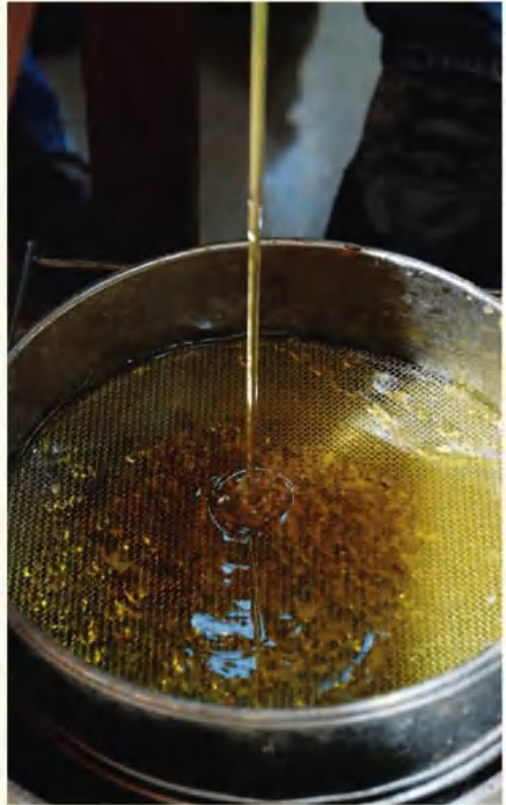
Above: Wax is scraped from frames. **Above right:** Alyssa Getta '11, Amanda Keith '11, and Mihran Kazandjian '09 prepare to plunge the comb into a spinner, to remove the honey. **Far right:** Amanda Keith gets an early taste-test. The three hives are kept at a farm near Shreve.

Photos: Ruth Bosley and Kaylin Gaal '11



Sunflower Day

Nathan Bonvallet, son of Carrie and Paul Bonvallet, assistant professor of biochemistry and molecular biology, participates in the Sunflower Project at the College's Nursery School. The children planted and harvested their crop, read about Van Gogh's sunflowers, created sunflower art, and measured themselves against the huge stalks.





Alumni News

Volunteers making a difference

Building connections close to home

When Brian Stevens '72 returned to the town of Wooster after a 32-year absence, the retired high school teacher and coach felt out of step. "I was coming back to familiar ground, but it felt like new territory. I felt isolated from the College community. Over the years, you get separated from the campus, which can sometimes feel like an island in the middle of the town. The longer you're away, the harder it is to feel comfortable."

Thinking there were probably other alumni with similar feelings, he called the Office of Alumni Relations to see if there wasn't something they could do about it. "Yes!" said assistant director of alumni relations, Sharon Coursey Rice '90. "Let's do it!"

It didn't take long for Stevens to begin recruiting other alumni. At a Wooster Inn Party on the Patio, he struck up a conversation with Justin Sloan '05, one of his former students. Sloan had returned to Wooster to serve multiple roles in the College's admissions, information technology, and athletic departments.

A year ago, the Wooster Alumni Outreach Group was born. Stevens, Sloan, and six additional members form the nucleus of a group, whose mission is to communicate regularly with the 600-plus alumni in the Wooster area, alerting them to campus events and volunteer opportunities. The group has stacked bricks for the grounds crew, organized post-athletic event parties, assisted with student etiquette dinners, and helped with Alumni Weekend events. They created an Alumni Welcome Wagon, launched an e-newsletter, and send personal notes to Wooster Fund contributors.

This year, they're on a hunt for a service project. "Anything that can bring the group together is fair game," says Stevens.



(FROM LEFT) Brian Stevens '72 and Justin Sloan '05

For a complete list of Wooster Alumni Outreach Group members:
<http://alumni.wooster.edu/outreach>



Alumni Relations and Development Offices welcome new staff



Landre Kiser McCloud '05, a communication studies graduate, has joined the Office of Alumni Relations as assistant director of alumni relations for mentor programs. She comes to the College from The National Multiple Sclerosis Society, where she worked as an event and program coordinator.

McCloud's main focus is to harness alumni energy to help recruit prospective students. The Alumni

Admissions Representative (AAR) program, administered jointly with the Admissions Office, trains alumni volunteers to interview prospective students at area college fairs. In addition, participating alumni make personal calls to admitted students and their parents. There are currently 250 active AARs, a number that McCloud says she plans to boost substantially.

McCloud is also coordinating the Scots Career Network, a program that will achieve a new vitality when the College expands its Internet capabilities.



Jane Rackley '02 has joined the Office of Development as assistant director of development. Rackley had worked as a technical editor for the American Chemical Society since graduation. In addition to her degree in chemistry, she holds an artist diploma certificate in trumpet performance from Duquesne University.

In her new position, she will provide support for foundation grant proposals, Leadership Circle projects, and special events.

Rackley is the sister of Emily Rackley '07.

New books by alumni



Colin Mackinnon '64, *The Contractor*, published by St. Martin's Press. Says Colin: "It's about loose nukes and jihadis and our screwy war on terror. The hero is a failed jazz pianist who's also a telephone and computer security whiz."



Joe Klempner '61, writing under the pseudonym Joseph Teller, *The Tenth Case*, published by Mira. Klempner, a defense lawyer in New York City, features a character who is (surprisingly) a defense lawyer.



Tom Miller '69, *How I Learned English*, published by National Geographic. Fifty-five Latinos from throughout the Americas describe how they learned the language. In addition, Miller's *Cuba, Trading With the Enemy: A Yankee Travels Through Castro's Cuba* has been re-released.

The Reverends Cramer



The Rev. Eliza Cramer '04 watches her father, the Rev. Stephen Cramer, receive a hug from her mother. Eliza and her father were both ordained into the Presbyterian ministry at a joint ceremony at their family church in Zelenople, Pa. Eliza, who attended Princeton Theological Seminary, is now associate pastor of John Calvin Presbyterian church in San Antonio, Tex. Her father is the new pastor of Cross Roads Presbyterian Church in Pine, Pa.

PHOTO: Copyright © Pittsburgh Post-Gazette, 2008, all rights reserved. Reprinted with permission.

Gault Manor

"A new standard"

by KAROL CROSBIE
photographs by MATT DILYARD



"The Gaults' vision, deep care, and generosity have resulted in a residence hall that has set a new standard. We can imagine that prospective students may visit other campuses and say, 'It's fine, but it doesn't have a Gault Manor.'"

PRESIDENT GRANT CORNWELL

Rich dark wood, harvest rusts and greens, wide hallways, stately arches—as you enter the College's newest residence hall, you feel as though you know this building—as if you have been here before. And then the hall's student resident director, Wyatt Shimeall '09, nails it: "It looks like Kauke Hall!"

There are reasons why Gault Manor echoes the elegance of Kauke Hall, the College's landmark classroom building, that was renovated a year ago. The two buildings share the same architect: This is the seventh College facility that has been built or renovated by MacLachlan Cornelius & Filoni Architects of Pittsburgh, Penn. The two buildings symbolize a deliberate Wooster philosophy: That students' living and learning are not separate functions. And the buildings share the same visionary benefactors: Stan and Flo Kurtz Gault '48s, were among the lead donors for the Kauke renovation, and the sole donors for Gault Manor.

Stan Gault, not the kind of guy to write a check and then walk away from a project, had a vision for the College's newest residence hall. Located on the corner of Beall and Wayne Avenues, the building marks the northern gateway to campus. Additionally, it is the College's first residence hall to offer small, four-person suites. The building shouldn't be just another residence hall, Gault concluded. It should be a manor, offering all of the warm décor and gracious living that the name implies.

Each of the manor's 16 suites serves four students (double rooms are separated by a shared bath). The building's style is classic Arts and Crafts and Wooster, said architect Terry Shannon, who explains that the signature "Wooster style" includes yellow bricks and a high, sloping roof. And the manor's perfect details, say its planners, are signature Stan Gault.

"Stan took a deep personal interest," said contractor Ted Bogner, of Bogner Construction. "He chose the color—from walls, to carpet, to the color of the wood trim. We were within a month of being done, and Stan said, 'I think we should have a green railing around the top of the front porch.' We did, and now look at it. It's perfect."

The Gaults' gift, which concluded the Independent Minds Campaign, was a "wonderful surprise," said Sara Patton, vice president for development. "Stan and Flo have our students covered throughout their lives in the Wooster family," she said. "When they first arrive on campus as prospective students, they visit the Gault Admissions Center. As students, they study at the Gault Library and may live in Gault Manor. When they return to campus, they connect with friends at the Gault Alumni Center."

"Meeting students where they are"

The manor, which serves mostly juniors and seniors, "meets students where they are," said Kurt Holmes, dean of students. "When students arrive on campus, they are looking for lots of community. By the time they are upperclassmen, they're looking for more privacy and control of their space."

But control also means accountability. Students are responsible for cleaning their own bathrooms, a first for Wooster residence-hall dwellers. "The model changes the student's relationship with the College," said Holmes. "Less is done for them, and their living experience becomes an even greater part of their education."

"Gault Manor is a transitional space for that independent model and fills a niche that we didn't have before."



◀ On a September evening, students gather at Gault Manor.
▼ Wyatt Shimeall '09, resident director (left), and Johann Weber '09, resident assistant (right), coordinate student responsibilities and community-building. Ryan Story '10 is a guest from another residence hall. "I'm privileged to live here," says Wyatt.



"Stan and Flo have our students covered throughout their lives in the Wooster family. When they first arrive on campus as prospective students, they visit the Gault Admissions Center. As students, they study at the Gault Library (pictured far right) and may live in Gault Manor. When they return to campus, they connect with friends at the Gault Alumni Center."

SARA PATTON, VICE PRESIDENT FOR DEVELOPMENT



5 *entrepreneurs*

i



INDEPENDENT THINKERS



The word “entrepreneurship” has taken on so much breadth, complexity, and mystique that we here at *Wooster* magazine thought we would approach the story by including a few definitions. We ran into some fascinating ideas. Reuben Domike, director of the College’s Center for Entrepreneurship, for example, offered this insight on the best way to recognize opportunities: “Listen to the complaints of knowledgeable customers. And then figure out how to give them what they want.”

Andrew Baird ’84, director for international programs at Making Cents International, says he has given up trying to define the term. “The classic argument is that you’ve got to create something new to be an entrepreneur. I’ve stopped getting involved in the discussion, because in my business it’s not a useful one. What’s important to me are the entrepreneurial traits that one needs in order to succeed in a business in most cultures.”

Taking our cue from Andrew, we’ve decided to tell the stories of five entrepreneurial alumni, and leave the term undefined. (Perhaps it’s best to use the literal French meaning of entrepreneur, which is simply “between buyers.”) At any rate, we know it means having good ears, an open mind, and a creative spirit. In other words, it means having a liberal education.



Andrew Baird '84

MAKING CENTS INTERNATIONAL

TEACHING ENTREPRENEURSHIP IN DEVELOPING COUNTRIES

► Armenian graduates of a Making Cents International training program display their wares at a local market.



Do you have a minute to take a short true/false quiz? Give it a try:

1. *In most developing countries, owning a business is considered highly prestigious.*
2. *Free business training for low-income people is a powerful antecedent to business success.*
3. *The first step in creating a business in developing countries is to teach people how to make a product. The second step is to teach them how to sell it.*

Staff members at Making Cents International, a social enterprise dedicated to helping micro-entrepreneurs strengthen their businesses, base their curriculum and strategies on a core set of beliefs. And every staff member, including Andrew Baird, director for international programs, would quickly pronounce all of these statements false. Want to know why? Read on.

Baird, who has spent the past 20 years working with small business owners in more than 40 countries, has a guiding principle: No two businesses are alike. Plugging in a one-size-fits-all solution will ultimately fail. One reason, of course, is that not all cultures are alike. Different values require different strategies. Take that first statement from our quiz, for example. In many countries, says Baird, working as a businessperson is the least desirable job. "Business is considered something you do when you can't do anything else."

Not only was this sentiment strong in Jordan, where Baird had embarked on a program to establish a women's entrepreneurial development project, there was also a strong cultural tradition of women not interacting with men. "A typical business curriculum doesn't address those issues," he says.

Hundreds of Jordanian women took Making Cents courses and launched or grew successful businesses. But perhaps no story better illustrates the core principles of Making Cents than that of "J," a businesswoman who moved her cake business from her home to a storefront. Her business multiplied four times within a few months, and her success resulted in an invitation from a local TV station to participate in a talk show. "She has such a dynamic personality," says Baird, "that she was offered her own TV show. She quickly became the Martha Stewart of Jordan."

But with success came conflict. J's husband's friends needed him, telling him he had lost control of his wife. "At first he was confused," said Baird. "But one day, he told his friends, 'If you see my wife breaking the law or doing something against the Koran, please tell me. Otherwise shut up.'"

"So we worked with J's husband to develop a course about how to handle the economic and personal success of your wife, daughter, or sister. Today, he teaches that course."

The story is significant because it illustrates another basic philosophy of Making Cents, one that attracted Baird to the organization five years ago: When educators take advantage of strengths already present in a community, success breeds success. "This is called 'capacity building,'" says Baird, "We don't just deliver services and then leave."

Stories abound about how Making Cents programs have helped communities learn to use their own strengths to help themselves. Baird tells about fruit and vegetable farmers in Morocco, who are suddenly being required to provide documentation about their pesticide and fertilizer use. "This is a population of growers who are illiterate, or only literate in Arabic," says Baird. "Within two years, they will not be able to export their product unless they meet traceability standards. Suddenly, their livelihood doesn't depend on what they are growing or how well they're growing it. It depends entirely on their ability to document."

The solution, says Baird, was to work with farmer associations to be sure that one person in a community was trained to

A basic philosophy of Making Cents: When educators take advantage of strengths already present in a community, success breeds success.

help local farmers. And increasingly, that authority is a young person. "We're seeing more opportunities for younger people who have no interest in the production end of farming or in doing the same work as their fathers, but who want to provide another kind of service."

People aged 15 to 30 represent an important client demographic to Making Cents, an organization that is on the cutting edge in entrepreneurial development for youth, says Baird. "The conventional wisdom in the field is that you cannot bank on youth, and there are few financial services available to them. We firmly believe that you can. In five or ten years, society will look back and say, 'Gosh, we were naive. In fact, youth can be a great credit or investment risk.'"

Baird is currently establishing a venture capital fund, which will invest in West African youth-run enterprises. The opportunity for young people to finance their businesses on the strength of those funds rather than on credit, is critical, says Baird. Asset-based financing has fewer pitfalls, more oversight, and more follow-up than is provided by most typical lending institutions. As the fund grows through the investments it makes, it will expand to other communities and countries.

Real-world market signals

The success of the women's entrepreneurial program that Making Cents conducted in Jordan illustrates two additional core values that Baird says are central to the organization.

Before they launched the training, Baird and other staff members dug for answers to an important question: In recent years, Jordan, a relatively small country of about 3 million people, had received more than \$100 million in foreign aid, earmarked for enterprise development. What was the result of such a huge investment? Baird surveyed 700 enterprises and found that only three of them had received any type of business training, or had had any contact with anyone who provided a business service.

"That was a real wake-up call," says Baird. The workshops, although free or heavily subsidized, were not used because



Andrew Baird '84

MAKING CENTS INTERNATIONAL

➤ Nigerian agricultural input dealers and processors participate in an agricultural enterprise training session.

Andrew Baird, director for international programs at Making Cents International (<http://www.makingcents.com/>) recently developed a curriculum that will be rolled out by the United States Agency for International Development, the World Bank, and the German Development Program to 500,000 farmers in West Africa.



they were mediocre. In addition, they created a disincentive for the private sector to offer services. "The problem with the free stuff is that it's one-size-fits-all. Also, there's no feedback loop. If the training or service is free, who do you complain to if it isn't very good?"

So when it was time to offer training programs to Jordanian women, Baird's organization charged a minimal \$25. By the end of the program, they were charging nearly \$500 per woman, and there was a two-year waiting list. "They recognized the value," says Baird. "Graduates of the program were typically seeing a 160 percent increase in their business. Word spread, as program participants told their friends and neighbors about what they had gained."

The other step that Baird took to help ensure success was to invite women to bring their products to a fair, hosted at a local hotel. There, private sector buyers gave them honest feedback on their products, a critical step that is often overlooked, says Baird. "Organizations that go in and buy 100 bars of soap to sell at a church bazaar, where people buy them out of guilt or charity, aren't doing business owners any good. The result is often tables in charity-sponsored stores, stacked with tablecloths, candles, and soap that won't sell. Micro-entrepreneurs need real-world market signals."

Programs whose only purpose is to teach skills, regardless of their market value, are not successful, says Baird. In other words, the first step should not be to learn how to make pomegranate jelly, but to find out if anyone wants to buy pomegranate jelly. "We should always ask, 'What are the market opportunities? What should I be making, or what service should I be providing? What quality is right for the market?'"

"Our mantra is: 'Teach people how to make what they can sell, not sell what they make.'"

Baird teaches his clients the importance of an open and inquiring mind and relies on the same skills for his own professional success, particularly the ability to listen. "It is essential to hang our egos at the door when we walk into a new context and to listen with new ears. If we go into a situation thinking we have the solution because we've just done it in another country, we're likely to make significant errors."

"It's great to have experience, because you can build on it, but it can also be a false friend."

Baird remembers a key message delivered at his Wooster commencement, 24 years ago. "The speaker predicted that people in our generation would have as many as six different jobs, in contrast to our parents, who stayed with the same company all their lives. There is a real need to reinvent yourself to remain relevant. That need has escalated. One of the real challenges in developing countries is teaching skills that help people to do that."



Photo: Matt Ojeda



HARNESSING ENTREPRENEURSHIP TO SERVE HER PEOPLE

> How is it that Rashmi Kiran Ekka '08, born to the lowest rung of India's class system, is poised to begin a career in micro-finance? When Ekka recounts her family's history, she not only tells about the power of one entrepreneurial ancestor to affect her life, she also illustrates an economic truth that is central to her mission: When individuals lift themselves out of poverty, they can change the destiny of their descendants.

As an *Adivasi* (Sanskrit word for indigenous people), Ekka's grandfather and his offspring are the least valued members of India's society. "Being indigenous in India is worse than being an untouchable," says Ekka. Poverty, discrimination, and abuse are rampant.

Ekka's grandfather was only a young boy when he realized that in order to change the course of his life, he must leave his village and live at one of the mission parishes. Although he was not officially enrolled at the mission school, grandfather Ekka listened, watched, and displayed an unusual aptitude for languages. Before long he was tutoring the children of British officers, a job that launched him into a magistrate's position. The lives of his descendants were altered. He had enough money to educate his son, Ekka's father, at one of the biggest business schools in India.

But for India's indigenous people, success stories like this one are rare. Rashmi Ekka wants to change that, with an idea that she believes has great power. An economics major with minors in political science and religious studies, Ekka wants to add an additional dimension to the practice and philosophy of social collateral, used in microfinance institutions.

A sought-after speaker in Wooster, Ekka is adept at defining social collateral. "Poor people don't have access to physical collateral like land, money, or houses," she explains. "But they do have friends, family, and community members, who promise to become jointly responsible for paying off a business loan. This is called 'social collateral.'" To research her Independent Study, "Fulfilling the Promise of Microfinance: A Global Analysis on the Role of Joint-Liability in Achieving Profitability," Ekka interned at the Indian Social Institute in New Delhi and used Copeland Funds to visit micro-lenders and their clients in remote rural areas.

Ekka, who is particularly interested in helping women, tells the story of one such client, Asma, a 40-year-old whose husband had deserted her, leaving her with a 15-year-old son to care for. "With the support of her community, she took out a loan and bought a sewing machine so that she could sew clothes for the neighborhood women. Now she can educate her son.

"There are many stories like Asma's," says Ekka. "These women are definitely still poor, because the loans are small, but they're not starving any more. They have a proper cash flow. Income is coming in."

Ekka's idea is to add an additional element to these small loans: The enterprise that the borrower proposes must also include a social service component. "Not only will the lender make a profit, she will also make a difference in her village," explains Ekka. "Women know best what is happening in their villages—the areas that need help. They should figure out ways to combat these problems locally and then obtain financial resources to implement their ideas.

"The program doesn't have to be big to be successful," she says. "For example, in India a lot of barbers were trained in HIV awareness, so when they cut hair, they also give a little speech. It's a unique and innovative way to give 'the pitch.'"

Ekka wants to create a lending institution for "double-bottom line micro enterprises," businesses that are both financially and socially responsible. She is systematically preparing for her dream of beginning such an institution in Jharkhand, India, for young, rural women. Last spring, she received a fellowship from the College's Center for Entrepreneurship to attend the StartingBloc Institute for Social Innovation in New York. Ekka has been taking part in business plan competitions and forming partnerships. She is currently in Washington, D.C., working as a financial consultant to investment funds that focus on microfinance institutions.

She also has a second dream: To start a nonprofit organization in the U.S. to raise awareness about the indigenous people of India and their plight, which includes displacement and human trafficking.

Ekka firmly believes both dreams are attainable. "As an entrepreneur, some days the universe is listening—there is music. And some days, the stars are just not aligned. The most important thing is to keep your vision, and for me that's easy because this is very personal. It's for my people that I want to do this. With that vision in my head, I can keep myself going."



PHOTO: Scott Hamilton



Adam Goldfeder '93

FOUNDER, HOUSE DIGITAL

PLUGGING IN HOMEOWNERS WITH HOUSE DIGITAL

> Adam Goldfeder loved teaching, and he was good at it. It paid just OK, but salary wasn't that important. "I had no aspirations for a big car, or a big house, or any of that," he remembers. And then, about three years ago, he imagined a future scenario: What would he say in 15 years, if his three kids asked him for financial support to attend a private school like Wooster?

He was ready for a change. "I figured, rather than be like that sit-com that goes on a couple seasons too long, why not go out on top, and have people say, 'Oh my god, you're leaving?!'"

But Goldfeder wasn't willing to give up having fun or serving people. The other thing he was good at was electronics and computers. Whenever friends needed help with their iPod, computer, or home theater, they called Goldfeder. "Not only was I a geek, but I could speak everyone's language," he says. "When you teach kindergarten and fourth grade, you get good at empowering people to do things for themselves."

In partnership with two friends, in 2005 Goldfeder launched House Digital LLC, a Rochester-based service that centralizes homeowners' digital equipment and then teaches them how to manage it. "We take the media that was on your computer and send it through the house, without wires or multiple remote controls," he explains. "There's nothing like watching the delight of customers who see photos of their grandchildren or vacations on a huge plasma screen on the wall."

In three years, the business has been so successful that Goldfeder employs nine people and plans to expand House Digital to Syracuse and Buffalo. Homebuilders and contractors, who understand that good digital management begins with good infrastructure, are important clients. Goldfeder stresses that his services aren't just for the very wealthy. "Our business model vision is to make this the norm for the person building the \$200,000 house, not just the million-dollar house."

Like any good businessman, Goldfeder is adept at analyzing his professional assets and weaknesses. As he suspected, his teaching skills were central to his success. But his 13 years of teaching had also saddled him with a trusting naiveté that required some tempering in the marketplace. "In negotiations, being a business manager is vastly different from being a nice elementary school teacher. Learning that not everyone is nice was a good, tough lesson."

The husband of a schoolteacher and father of three children under six, Goldfeder also quickly discovered that achieving the right balance of personal and work time was critical. "I learned that you can spend every waking minute on a new project. If you don't manage it correctly, you're going to upset some people, and when you do that, you take two steps backward for every step forward."

A native of Rochester, Goldfeder considers his personal connections and networking important attributes. And the bottom line to success, he says, is finding the right internal team. "When you've got that team, it's rewarding, fun, and very reassuring."

"I need to make sure that I'm taking care of the people who are working for me, and that they're taking care of me. That's huge. If you're making some money, and having some fun, and doing right by people, those are the three things you've got to hit. Those are the three biggies."





PHOTO: John Aasen

FINDING VOICES, FINDING JEWELS

If you're getting ready to launch your own public relations and marketing business in southern California, where words like "ideation" and "branding" are as thick as smog, you'd better have a game plan. You'd better have your ducks in a row.

But Deborah Behrens did not. Ten years ago, she knew only that she was fed up with corporate mandates and florescent-lit cubicles. Discovering her gift happened somewhere along the journey. Her business, called Alive Wire, offers a multitude of marketing and publicity services, but her niche has become writing about celebrities. She has written more than 70 features, including cover stories on Annette Benning, Christine Lahti, Mariel Hemingway, Joan Rivers, Lily Tomlin, Angela Bassett, and Laurence Fishburne. Her story on Ben Kingsley's role in *House of Sand and Fog* is considered one of the best in the business.

Behrens' fascination with Hollywood took root in the fall of 1979 at Wooster, as she researched her Independent Study, "The Art of Ballyhoo: A History of Movie Publicity and Press Agency." (Her professional mantra, "Connections matter," may also have been launched.) Behrens discovered that Colleen Townsend Evans, a member of Wooster's Board of Trustees, had been a Twentieth Century Fox rising star in the 1940s, playing alongside Marilyn Monroe. But instead of following her Hollywood destiny, Colleen Townsend married the Rev. Louis H. Evans Jr., and pursued a life of religious ministry. Colleen Townsend Evans was in Wooster for a board meeting, and her son, Jamie (James S. Evans '82), was Behrens' friend and fellow resident of Douglass Hall. It was an opportunity begging to be pounced on, and Behrens pounced. She asked Jamie if he'd ask his mom if she'd agree to be interviewed. And of course she said, "Yes."

"The board meeting ran over," remembers Behrens. "The only way I could get the interview was if I rode with her back to the Cleveland airport. The tape is both painful and hysterical—the



Mach 1 speed voice of a nervous 20-year-old intermittently silenced by the luxurious tones of a trained actor and speaker."

Thirty years later, Behrens has discovered that she has a gift for getting publicity-weary celebrities to open up. Her success lies in an innate talent for listening, hard work, and being at the right place. Behrens' "right place" is the magazine *LA Stage*, known for its in-depth coverage of the craft of acting. (Behrens compares the publication to a popular TV show. "It's kind of an 'Inside Actor's Studio' for print.")

If you are a writer, preparing to interview a star who is accustomed to giving glib one-liners to a roomful of journalists, and you're booked for a one-on-one, hour-long conversation, you'd better have a game plan. You'd better have your ducks in a row. And Deb Behrens does. In fact, she has discovered that her subjects are pleased and delighted to be having an intelligent conversation about their craft with a journalist who has done her homework.

Behrens spends weeks researching her subjects and goes into interviews with seven or eight pages of notes. "I search for the threads and connections of their lives and what trajectories their careers have taken."

However, the art of the interview goes beyond preparation. It involves listening not only to words, but also to rhythms. "With an interview, you go on a journey with someone," says Behrens. "Your preparation paves the way for them. You wait to see how the conversation moves and grooves. When they've relaxed, something may emerge—something that hasn't been written about, or a side that hasn't been seen, and you go, 'Oh! There's the jewel.'"

"I walk out of interviews with celebrities who are supposed to be the hardest people on the planet to talk to, and I've gotten something out of it, and they've gotten something out of it. And I say to myself, 'This is a gift that's worth continuing.'"

But her gift is sometimes a lonely one, Behrens acknowledges. Success requires an intense investment in another person that rarely results in a friendship. It also requires a submergence of self. Although she plans to continue her celebrity writing, Behrens says she is also planning to write about herself in the near future.

"I know I can capture other people's voices. Now I'm ready to put out my own."



Asad Khan '93

KENT DISPLAYS INTERNATIONAL

THE WOOSTER TEAM AT KENT DISPLAYS

► The Wooster team at
Kent Display International:
clockwise
Mark Lightfoot '05, Erica
Montbach '97, Clinton
Braganza '03, Nithya
Venkataraman '04, Asad
Khan '93, Rob Daniels '09



In an unassuming corner of Kent, Ohio, is a company that is the world's leader in the research and development of cholesteric liquid crystal displays. Of the 60 employees working for Kent Displays, 10 percent are Wooster alumni, including vice president for technology, Asad Khan '93. Coincidence? Not a chance.

"I know that when I hire someone from Wooster that they'll be absolutely incredible, and I haven't been wrong yet," says Khan. "Wooster alumni have strong communication skills. They can express their viewpoint, they're open, they hear other people—that's what makes them good employees."

The Wooster group—Khan, Erica Montbach '97, technology development manager, Nithya Venkataraman '04, electro-optics technician, Clinton Branganza'03, materials scientist, Mark Lightfoot '05, electro-optics technician, and Rob Daniels '09, research and development intern, are physics majors, and most have also pursued advanced study in liquid crystals. The field may sound esoteric, but it has tremendous everyday application and potential. Khan says he is confident that his team's people skills and liquid crystal expertise were both nurtured at Wooster. Shila Garg, the College's dean of faculty and professor of physics, is a leader in the field, and she and Donald Jacobs, Victor J. Andrew Professor of Physics, served as advisers to the Wooster contingent.

"Redefining the display world"

To understand the innovation that has ignited at Kent Displays, you need to know a little about liquid crystals. (Don't go away. This will not be painful.) You probably benefit from these odd, not-quite-liquid, not-quite-solid crystals every day when you look at a computer screen, digital watch, cell phone, or sign that displays digital information. Liquid crystals that are sandwiched between layers of glass or plastic become opaque when electric current passes through them. The contrast between the opaque and transparent areas forms visible characters. Unfortunately, anyone who has tried to read a computer screen from an angle knows that some liquid crystal display (LCD) applications are more visible than others.

Kent Displays is the exclusive worldwide licensee for a process developed at Kent State University that adds cholesteric fluid, which acts like tiny mirrors, to the LCD recipe. Kent Displays has branded the display technology "Reflex™." In contrast to traditional LCD displays, this highly reflective substance needs no additional electrical power and mimics the readability of paper. A newspaper, for example, has 70 percent reflection properties, and a traditional reflective LCD screen has 12 percent. A Kent cholesteric liquid crystal display can reach 40 percent reflection, depending on the product.

Kent Displays, in partnership with Kent State University and Manning Ventures, is developing and producing the substance in huge rolls of super-thin "skins." Thinner than Saran wrap, the skins are durable, viewable in bright sunlight, and can be made to fit any shape or color. "We can curve, conform, and poke a hole in it," says Khan. "Now you can put displays where they couldn't be used before." The substance can be used to display digital messages on key chains, credit cards, watches, and interactive road maps. Because it needs no back lighting, which can cause eyestrain, it is the perfect substance for electronic books. It can even serve as a kind of space-age message board. If it were used to cover your refrigerator, for example, you could throw away those sticky notes and magnets. Your lavender (or gold, or magenta, or peach) refrigerator could be your message board, and erased with a punch of a button.



One of the newest applications of the Reflex™ technology, is eGo™, a skin for cell phones that uses multiple layers, each creating a different color. Working much like the four-color printing process, the color layers combine to create a rainbow of hues by placing layers in either bright or dark states. A button-push will change the color of your cell phone. (Wearing a black business suit with a MacLeod tartan tie? Clearly, your lavender cell phone needs a gold exchange.)

The Reflex™ substance—low cost, rugged, flexible, thin, and lightweight—is a "game-changer," says Erica Montbach. "As a company, we're redefining the display world." The company's 50-plus partners and clients include 3M, Google, Fujitsu, Motorola, and Merck. More than 50 patents are pending in the U.S. and abroad.

Visitors to the 15-year-old company may note that its blue-jeaned employees are young, enthusiastic, and treat each other with gentle courtesy. It is essential to maintain a culture which Khan describes as a "family environment," as the small company grows and adds in-house production to its research and development functions.

Khan says he will continue to place high value on excellent communication skills for his employees. "In our business, it's important to be able to connect to customers at their level, and to keep them engaged. Everyone is too busy. If you don't speak loudly enough, if you aren't confident enough, if you give too much information, or not enough—the customer has other things to do."

Khan can pinpoint exactly when and where he learned how to communicate with a wide spectrum of people. "Those physics classes—they were great—but where I really learned how to work with people was through my job at the College's food service. As a supervisor, I had to deal with a whole range of abilities—the retired person who can't move very fast but really wants to work, and the 14-year-old who can run around in circles but who really doesn't want to work.

"I tell everyone here, 'We're in the business of people. The technology doesn't matter, if you don't have the right people.'"

Discovery of



INDIA

Last summer, 12 Wooster faculty members reestablished old ties with India, but with a new purpose. The College's connections with India date to the early 1900s, when interest focused primarily on religious mission work. But if yesterday's traditions were about teaching India's people, today's focus is on learning from them.

The purpose of this trip, underwritten by the R. Stanton Hales Presidential Discretionary Fund, was for faculty members from diverse disciplines to gain new insights, which they will use in their teaching and research.

The travelers were chosen from a faculty reading group that met weekly at the home of Wooster's new president to discuss *The Clash Within: Democracy, Religious Violence, and India's Future*, by Martha Nussbaum. One of President Grant Cornwell's goals is for the College to bring a more global focus to ideas, issues, and conversations.

Peter Pozefsky, associate professor of history, says the College has lagged behind its liberal arts higher education counterparts in international exploration. "If we want to teach students how to think globally, we—the teachers—have to be out there."

Trip leader and dean of faculty Shila Garg says the trip marks the beginning of new ventures. She ticks off the possibilities: Perhaps a social entrepreneurship class in Kolkata, where many

Wooster alumni live. Maybe a "conceptual Wooster center" in a major city—a starting point for connections. Perhaps a center to study women and issues of gender.

Some things have already fallen into place. One member of the group, Shirley Huston-Findley, professor and chair of theatre and dance, plans to team with Kim Tritt, professor of dance, to take students to India to learn about the evolution of Indian dance. Peter Pozefsky has been invited to Jawaharlal Nehru University in Delhi as a guest lecturer. A faculty member in art is planning to spend a few weeks as a visiting artist in India, to lay the groundwork for students to study there.

"There is a ripple effect, when you begin studying something," Garg says. "When our students learned that we were interested in India, they suggested that the College establish a Center for Global Engagement, which could include alumni mentoring and opportunities for volunteerism and civic engagement in India and other developing countries."

The travelers kept a blog, which they said helped focus their thoughts and remind them that they were students. "We found ourselves thinking about what we would write about—not just for ourselves—but for other people," said Peter Havholm, professor of English. "It forced us to be critical in our thinking."

IF YESTERDAY'S TRADITIONS WERE ABOUT
TEACHING INDIA'S PEOPLE, TODAY'S
FOCUS IS ON LEARNING FROM THEM.

by KAROL CROSBIE

FROM THE BLOG

- The new town of Wooster Nagar (rebuilt with the help of the Wooster community in 2007 after it was devastated by a tsunami) had the rare opportunity to devise a water management plan from scratch as they built the infrastructure of their village. The black tanks you see in the photo are for holding water which is used in washing and other non-sewage applications. This water is then applied to gardens and used for other applications which do not require pure water.

... Mark Wilson (photo: Greg Shyne)





PETER POZEFSKY

ASSOCIATE PROFESSOR AND CHAIR OF HISTORY

Peter Pozefsky, who teaches Western civilization, international relations, and heads the history department, will include units on India in his discussion of European colonialism and imperialism in the 18th and 19th centuries. His courses on Russia, a country whose social and economic transformation parallels that of India, will also benefit from his travel, he says.

Because the focus of his study has been Western civilization, his trip to India forced him to "learn from scratch," said Pozefsky. "I went back to the basics to gain understanding about India. And in doing so, I came closer to using the kinds of study skills that my students use."

FROM THE BLOG

On Sunday at about 6:00 AM, we arrived at the Delhi Train Station. It reminded me of similar stations in Russia. Villagers coming in from the countryside, small time traders with bundles of goods, transients looking for a place to sleep, porters with large carts, and vendors hawking provisions. In spite of the crowd, people were remarkably calm and well-mannered, which was very different from what I had experienced in Moscow. In as much as it was possible, people didn't seem to be pushing or cross. I heard few harsh words exchanged.

... PP

— Elizabeth Schiltz photographed these boys in Dev Prayag, as the group made their way to the confluence of the Alaknanda and Bhagirathi Rivers, where they meet to form the Ganges.

MARK WEAVER

PROFESSOR OF POLITICAL SCIENCE

Mark Weaver, who teaches environmental policy, hopes to add a new dimension to the course by including case studies from India and to include Indian theories in a course on comparative political theory. In addition, he says he hopes to rejuvenate courses that involve interdisciplinary faculty collaboration and to add a global or international focus.



KATIE HOLT

ASSISTANT PROFESSOR OF HISTORY

Katie Holt, who teaches Latin American history, leads discussions about how heterogeneous societies with extreme income inequities struggle for democratic rule. In the past, she has compared Latin American history to that of the United States. "India has given me a more global perspective," she says.

A highlight of the trip, she said, was a visit with history faculty members at Jawaharlal Nehru University, where the group discussed how modern India has been shaped by British colonialism.

CLOCKWISE: Mark Weaver in Delhi.

Katie Holt received some henna body art at Dhakshina Chitra, a center for traditional art near Chennai. PHOTO: Elizabeth Schiltz

Katie Holt captured this sculptor's image in Mahabalipuram. As a thank you gift, the Wooster group bought sculptures for their leader, Shila Garg, and for their India host.



MARK WILSON

PROFESSOR OF GEOLOGY

A highlight of the trip for Mark Wilson, geology, was the expedition to Dev Prayag, where the Bhagirathi and Alaknanda Rivers combine to form the Ganges.

When Wilson meets with his geology students, he will present them with a sediment sample and ask them where it came from. "They'll be able to tell me it's from a geologically diverse place with a river, mountains, and rock formations, but they probably won't be able to tell me that it's from one of the most fascinating places on the planet."

Wilson said he was intrigued by the Indian culture's coexistence of science and religion. "Their religious traditions are present in every aspect of their life, and they also have a rational scientific core to their government and society."

FROM THE BLOG

As a geologist, this day was a pilgrimage for me. The Himalayas are one of the most active geological regions in the world, and they are the result of a plate tectonic process, which still amazes us all. To touch the rocks and feel the waters was a kind of secular epiphany which brought together observations and concepts developed over my scientific career. It is a holy place in far more ways than the religious. . . . MW



— Mark Wilson captured this image at Wooster Nagar. The friendly young mother appeared to want to invite Wilson in to see her family's home. "The child in the doorway would have nothing of it," he remembers. "So I walked on by."





GREG SHAYA

ASSOCIATE PROFESSOR OF HISTORY

Greg Shaya, who teaches 20th century European history and covers European world rule, Gandhi, and decolonization, says the trip has given him a new appreciation for the history, diversity, and beauty of India.

"If I had to pick one moment that struck my imagination, it was the rickshaw ride through Old Delhi at night, past the mosque, the cotton market, and the Red Fort, after a dinner in the old city with new friends from Jawaharlal Nehru University. There were three of us on the rickshaw and the driver was struggling. The sky was black and lights lit up the fort where the British flag was lowered and the Indian flag raised to mark the moment of independence, midnight on Aug. 15, 1947."

FROM THE BLOG

It strikes me that there are two fundamental ways to encounter a culture that is new to you. The first is to try to assimilate it to previous experiences and knowledge. So, passing the barbers on the side of the highway in Delhi, I couldn't help thinking of photographs of street barbers from early twentieth-century Paris. Not so strange, after all, one wants to say... The other tendency is to revel in the different and unfamiliar. So, it wasn't long before I was gawking at the sidewalk shrines to Hindu gods and goddesses. Something very different is going on here, methinks. Either tendency has its problems. The first can lead to the casual dismissal of difference, to a flat vision of the world; the second can lead to exoticization. For my part, I'd rather aim for something more like open-minded inquiry. Is "discovery" too strong a word for this? . . . GS

• Greg Shaya photographed this street barber in Delhi. "With the high cost of rents and overcrowding, the street serves as dentist office, barbershop, bedroom and more," says Shaya. "We saw barbers cutting hair and giving shaves on street corners, under freeways, and in alleys."



SHIRLEY HUSTON-FINDLEY

ASSOCIATE PROFESSOR AND CHAIR
OF THEATRE AND DANCE

The text that Shirley Huston-Findley uses to teach the history of theatre includes six pages on Indian theatre, covering from 1500 B.C. until today. "I am constantly left to fill in the gaps," she says. A substantial gap will be filled in 2010-2011, when she and colleague Kim Tritt will take students to India to study theatre, dance, and puppetry.

• Shirley Huston-Findley chats with young citizens of Wooster Nagar. PHOTO: Elizabeth Schiltz

• Peter Havholm captured this image of 12th century sea shore temples in Mahabalipuram.



JOHN RUDISILL

ASSISTANT PROFESSOR OF PHILOSOPHY

John Rudisill, whose classes include political philosophy, says he is excited about developing curriculum which focuses on the cultural and religious pluralism that he observed in India. While Hinduism is clearly the nation's majority religion, and observable in every facet of daily life, the country makes way for other viewpoints, he said.

The widespread poverty he observed affected him deeply, he said. "It wasn't as if I didn't know that it would be there. But to see such extreme want and need everywhere you looked. I had a powerful, visceral reaction."

▲ In Wooster Nagar, John Rudisill shows a child his image on a digital camera. PHOTO: Mark Wilson
 ▲ A wild rummager in Delhi PHOTO: Elizabeth Schiltz



SHILA GARG

PROFESSOR OF PHYSICS AND DEAN OF FACULTY

A camera theft early in the trip, a horrendous traffic jam, an electrical storm—shepherding 11 Wooster faculty members through India is not without its stressors, even if it *is* your native country. But Shila Garg says there were no whiners on the trip. "The group was great. They worked hard all day, and then every night someone would always write in the blog.

"I saw India in a new way, as I looked at it through the eyes of my colleagues, and tried to explain, defend, and clarify sensibilities."



LEE MCBRIDE

ASSISTANT PROFESSOR OF PHILOSOPHY

Lee McBride, who specializes in the study of race, ethnicity, gender, and social justice issues, is particularly interested in developing a course in which he explores the views of John Dewey and Rabindranath Tagore, an Indian Nobel-prize winning author, poet, and political activist.

▲ Lee McBride and Shila Garg wait to attend the festival of Aarti at Haridwar.

PHOTO: Elizabeth Schiltz



FROM THE BLOG

You will have to excuse us. We have been thrown into a country and culture jarringly different from our own, and we are still adapting, still forming our considered impressions, as thoughtful people do. But, you want first impressions, don't you? Okay, here are a few first impressions.

We landed in Delhi in the evening. Leaving the terminal, I immediately noticed a fog or mist. "No," Katie told me, "that's smog." Then, I recognized just how unlikely it would be for fog to form in 90-degree weather. Okay, so the point is that Delhi is a bit smoggy during the summer. Another thing, New Delhi has a system of roads and roundabouts that, at first glance, appear wide, well-kept, and British. Then, looking closer, you notice that the homes and buildings that line the street are walled- or fenced-off. Then, you notice the people living in makeshift shanties on or near the sidewalk. It's hard to know what to

think about this. Smells? In Delhi, the smell of car exhaust is ubiquitous. There is, of course, the alluring smell of tea, fruit lassies, and street food—sweet, spicy, and fried. Like New York or Atlanta in the summer, from time to time, you can catch the smell of hot garbage and urine. Then, you turn the corner and you are met with intense incense, oils, and perfume.

Please take these observations for what they are: first impressions. I'm still working on my considered impressions. And, given our recent trip to the headwaters of the Ganges River (Haridwar and Rishikesh), it is awfully clear that I cannot judge India or Indian culture based on my first two days in Delhi. The people, the customs, the environment, the infrastructure are vastly different in different regions. I'll unpack this when I can. . . . LM

LEFT: Henry Kreuzman captured this Delhi scene. "A mother pauses to take care of her child. Her husband continues to dig in the sweltering midday sun."

RIGHT: The Taj Mahal from the Agra Fort. PHOTO: EUGENIE S. JEFFREY

PETER HAVHOLM

PROFESSOR OF ENGLISH

Peter Havholm, who recently authored *Politics and Awe in Rudyard Kipling's Fiction*, found himself looking at India through Kipling's eyes.

Blatant signs of the government's apathy towards its poor citizens made him angry, he said. "This is exactly what made Rudyard Kipling angry in 1893. For example, I saw homeless people sleeping in the shadow of a gated community that has its own water and power supply, because the municipal supply isn't trustworthy."

When Havholm traveled to the banks of the Ganges and found himself in the middle of thousands of worshipers, he again looked at the experience through Kipling's eyes. "When those 30,000 worshipers put water on their heads, what they felt must have been no different from what their ancestors felt in the 1880s. What we saw was similar to what Kipling would have seen."

But he also saw the experience with his own eyes. Before he went to India, Havholm said, he understood clearly how a place could help worshippers to connect with the sacred. "I understood, for example, that a great Roman Catholic cathedral—the way it is arranged, smells, feels—can be an approach to understanding the sacred. I had no notion how that could be true about a river. Now I do."

TOP RIGHT Peter Havholm, photographing at the old Moghul capital.
BOTTOM RIGHT While there, he captured this image.



ELIZABETH SCHILTZ

ASSISTANT PROFESSOR AND CHAIR OF PHILOSOPHY

Elizabeth Schiltz, who recently introduced courses on Indian philosophy and a comparison of East and West philosophies into the College's offerings, says she is looking for ongoing ways to help her students become "citizens of the world."

The trip resulted in collaborative planning with fellow journeyers. Schiltz plans to team-teach a course on religious pluralism with John Rudisill, and a first-year seminar, *Ways of Knowing*, with Mark Wilson.

Schiltz is currently working on the publication of the final manuscript of Indian author P. T. Raju, who was internationally known for his books on comparative philosophy. Raju, who taught at Wooster from 1962-1973, died in 1992 before this work could be published.

Elizabeth Schiltz trades with a merchant outside the Taj Mahal.

PHOTO: Henry Kreuzman

▼ Henry Kreuzman and friend at Dev Prayag. PHOTO: Peter Pozzsky

▼ Henry Kreuzman captured this image of a Hindu pilgrimage to the Ganges River. "Pilgrims immerse themselves in the waters in ritual bathing which is absolving, contemplative, and often joyful."

► The colonnaded arches of Agra Fort's Diwan-i-Am, the open hall where the Moghul emperors once held public audiences.

PHOTO: Henry Kreuzman



HENRY KREUZMAN

ASSOCIATE PROFESSOR OF PHILOSOPHY

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Social justice issues and environmental politics drew Henry Kreuzman to India. Kreuzman chairs the pre-law advising program and teaches courses on the philosophy of science, epistemology, philosophy of law, and environmental ethics.

A prolific photographer, Kreuzman captured images of many of the group's experiences, and his colleagues dubbed him "Mr. India."



Scot spirit survives wartime

It was late August, 1944. Football coaches John Swigart '24 and Carl Munson wondered if they could field a team, let alone have a winning season. That fall, the College had only 100 male students—91 of them underclassmen. Most men were off fighting a war.

Luckily, the U.S. Navy took up the slack.

The Navy? in landlocked Wooster?

Between 1943 and 1945, 2,560 Naval cadets came to Wooster for three months of training. The College was one of 20 U.S. institutions to host the Naval Flight Preparatory School (NFPS) during World War II. At the program's zenith, more than 600 NFPS cadets were "fighting the Battle of Wooster," as some

termed it. The 18-24-year-olds lived in local "barracks" (Kenarden, Douglass, and Hoover Cottage) and took classes from Wooster professors.

The aviators-in-training marched in formation along College walkways, scattering grumbling students into the grass, mud, or snow. They dated College women (who numbered 514 in the fall of 1944), and attended College dances and parties.

And they played on Fighting Scot teams, keeping men's sports alive during the war.

The 1944 coaches eventually rounded up a football squad of Navy cadets and one "civilian," Chuck Stocker '50. The players had one thing in common—inexperience. The team scored no points in the first three games, but came back strong in the last two contests. The Scots tied the game with Baldwin-Wallace (20-20) and then beat their archrival, Oberlin College (27-20).

The last wartime football season in 1945 did not go as well. The team was plagued by injuries and lost a third of its members after the Navy trainees graduated in mid-October. The Scots lost every game.

But the Fighting Scot spirit prevailed—games were played, fans cheered. As the 1945 *Index* noted, "Always there linger memories of football games centered in Wooster's beautiful stadium against a background of autumn leaves, mingled with the smell of hot dogs and chrysanthemums."
... JWM



A note from the editors: We found this photo in the 1945 *Index*, and as always, we welcome identifications. (We're particularly interested in the identity of that lucky guy in the middle.)



COLLEGE OF WOOSTER *alumni events*

Join us!

Check the calendar for events near you, and save the date.

FOR MORE INFORMATION:

www.wooster.edu/alumni/activities



GOLD YOUNG ALUMNI EVENTS

(Graduates of the Last Decade)

Nov. 5 Canton/Akron, Ohio

Nov. 12 Chicago, Ill.

Dec. 10 Washington D.C.

Jan. 22 San Francisco, Calif.

Jan. 30 Wooster, Ohio,

Feb. 12 Atlanta, Ga.

Feb. 18 New York, N.Y.

Mar. 23 **Nationwide I.S. Monday**
Cleveland, Columbus,
Chicago, New York City,
Washington, D.C., Boston

Apr. 2 Columbus, Ohio

Apr. 30 Pittsburgh, Pa.

May 21 Detroit, Mich.

June 27 Rehoboth Beach, Del.



OTHER ALUMNI EVENTS

Nov. 6 Pittsburgh, Pa.

Nov. 15 Wooster, Ohio

Dec. 4 Boston, Mass.

Dec. 6 Cleveland, Ohio

Dec. 7 Wooster, Ohio

Dec. TBA New York, New York

Jan. 10 Detroit, Mich.

Jan. 21 Seattle, Wash.

Jan. 22 Washington, D.C.

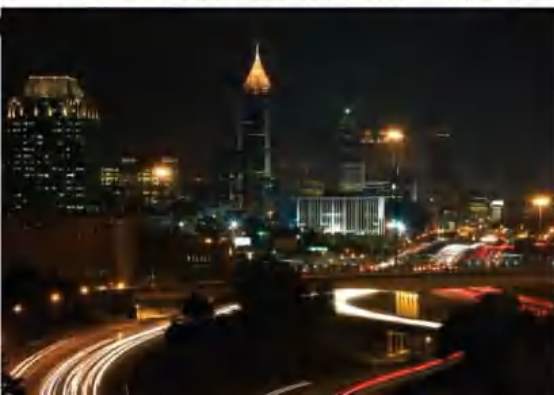
Jan. 24 Columbus, Ohio

Week of

Feb. 8 Venice, Fla.

Fort Myers, Fla.

Boca Raton, Fla.



Wooster

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In Closing

COWS ALONG THE JOURNEY DISCOVERY OF INDIA

"The cities are richly textured. I love the eclectic mix of sights, smells, and sounds—spices and pots for sale in a traditional market next to high end retail, auto rickshaws in front of a pathology lab, cows wandering the streets, the sounds of horns at night."

... from Henry Kreuzman's blog

<http://discoveryofindia.cowblogs.wooster.edu/>

♦ Henry Kreuzman, associate professor of philosophy, captured this scene in the holy city of Haridwar. He and 11 other Wooster faculty recently visited India to gain new understanding.

♦ Members of the Wooster contingent pay homage to Mother Ganges at Dev Prayag. The other party member is gently supportive.

PHOTO: Greg Shaya

