

Wooster



WINTER 2009

Liberal arts symbiosis

A look at what happens
when research and
teaching intersect



PHOTO: Pat Doyle

Sources

Research has never been easier. So easy, in fact, that the word has a pseudo-synonym: Googling. One keystroke can bring you thousands of information sources.

Research has never been harder. Have you heard about the hoodwinking of some of the nation's most prestigious news sources during the election? Fox News Channel, MSNBC, *Mother Jones*, and the *The New Republic* all reported that Sarah Palin didn't know that Africa was a continent. The tasty tidbit was gobbled by millions. But sleuthing by *The New York Times* and some investigative bloggers revealed that the source for the story was the imaginary "Martin Eisenstadt," spokesperson for the fake think tank, the "Harding Institute for Freedom and Democracy." Senior Fellow Martin, the Institute, and its elaborate Web site were the invention of two obscure filmmakers, who say the initial purpose of the hoax was to promote a new TV show.

A couple of magazine issues ago, I was particularly pleased by a warm and fuzzy column I wrote to accompany a feature about alumni who work with animals. I ended with an excerpt from Chief Seattle's letter to President Franklin Pierce about humans' existential need to connect with wild things. It was pretty darned good. It was also pretty darned wrong. Alert reader Robert Black '84 sent me to the Snopes.com debunking site, which revealed that the golden words came not from Chief Seattle but from a screenwriter. The only thing that made me feel better was the fact that Al Gore, who referenced the fictional speech in one of his books, was also bamboozled.

We remember words of warning. Our moms called it, "thinking it through." Political wonks call it "vetting." Our teachers called it, "checking it out." But it's just not that easy. Whom can you trust? How do you check? What do you do with conflicting reports? Josephine Wright, professor of music and Africana studies, says that students need to be carefully taught to analyze sources, and empowered and encouraged to form their own conclusions.

But careful instruction is only part of the teaching and learning equation. Role modeling is an essential component. The research ethic that Wooster students see their professors demonstrate has a lasting impact. We hope you enjoy "Why Researchers Make Good Teachers (and why teachers make good researchers)."

Ordinarily, we only write stories about Wooster family members we are proud of. But we couldn't resist telling the story of a faculty member who 88 years ago (unencumbered by the gossipy Internet) used some unreliable research methods to come up with a whopper. His "truth" was so inconvenient to the federal government that they did everything they could to quash it, including destroying almost every copy of a book he wrote shortly after he was fired from the College. But our Libraries' Special Collections department has a photo copy. Check out the story, "William Estabrook Chancellor: A Skeleton in our Academic Closet."

KAROL CROSBIE, EDITOR

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A QUARTERLY
MAGAZINE FOR
ALUMNI &
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THE COLLEGE
OF WOOSTER

WOOSTER

WINTER 09

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On the cover

John Lindner, professor of physics, and his students developed a computer algorithm that tracks the 50-year journey of a projectile, as it is launched from the earth to the sun at different speeds. Around some points, the colors change gradually, indicating initial

angles and speeds that result in similar distances traveled. But around other points, the colors change abruptly. Even a tiny change in the launch results in a huge change in distance. This sensitivity to initial conditions is the hallmark of chaos.

We welcome your feedback. Write to Karol Crosbie, editor, *Wooster*, Ebert Art Center, The College of Wooster, 1220 Beall Ave., Wooster, Ohio, 44691, or kcrosbie@wooster.edu. We may edit letters for clarity and length.



LETTERS FROM OUR READERS



Mailbox

A new standard

The lead story in the last *Wooster* magazine featured Gault Manor as “a new standard” for the College. In the past, I’ve flipped quickly through mundane articles on campus activities and history, history, history to read the alumni section. However, I’ve read each page of the past few issues of *Wooster*, cover-to-cover. The College has yet another “new standard” for which it can be proud.

The snappy new format draws interest to various parts of each page. More important, reading how current Wooster students and alumni are making a difference in the world is fascinating. “Five Entrepreneurs—Independent Thinkers” is one of the most inspiring articles I’ve read anywhere. All five stories are amazing; the story about Kent Displays International is truly mind-blowing, from both technical and human interest standpoints.

Please continue the appealing articles on how Wooster folks are making the world a better place through independent thinking. And thank you for making *Wooster* magazine a better place from which to draw individual inspiration.

KURT LECKLER '78
WEST PALM BEACH, FLA.

The Greed Syndrome

In 1989, J. Arthur Baird, the College’s former professor of religion, published *The Greed Syndrome; An Ethical Sickness in American Capitalism*. In it, he stunningly and presciently diagnoses a societal ethical malady that has led to our current national financial crisis. His solution grows ever more difficult with the passage of time: repentance and a return to traditional ethical standards.

ANDY LOESS '89
MASSILLON, OHIO

20 years later

By David Lewellen '89

Around the time I graduated from Wooster in 1989, I bought a copy of *College Talks* by Howard Lowry, at the kind of book sale where hardbacks are \$2 and paperbacks are 50 cents. Last fall, for no very good reason, I opened it.

I knew Lowry’s name, of course. He died in 1967, the year I was born, but when I arrived at Wooster as a freshman, people talked about his ongoing, looming presence on campus. I knew that he had started the Independent Study program, and ... what else?

Well, this collection of Lowry’s convocation and baccalaureate speeches shows that he was a thoughtful exponent of the life of the mind, and of applying those ideas to a complicated world. And he makes those lofty ideals sound exciting, challenging, and real. If Lowry had studied football instead of Matthew Arnold, he might have made a great coach. After most chapters, I felt like pumping my fist and charging through Kauke arch, Plato in one hand, Shakespeare in the other, in search of a shady oak tree, a professor, and some like-minded students.

Some things are dated. Lowry’s gender pronouns would be frowned upon now, and his occasional references to current events belong to history. And would his inherent, underlying Christianity find a place in academia today? Sometimes religion is simply the last paragraph, a coda in a different key for the Sunday baccalaureate service—but often the theme runs throughout. Howard Lowry saw the opening and training of the mind as a profoundly Christian enterprise.

And of course it is, in the highest and best sense. A good education develops the soul as well as the mind. The United



*“The project that began
in Kauke Hall does not
have a finish line.”*

States and The College of Wooster are more diverse places now than they were in the 1950s, and the unadorned term “Christian” is only beginning to recover from its hijacking by the political right wing. But the search for the fundamental metaphor or foundation goes on, and the Christian metaphor remains a valid one. And Lowry demands no more than that openness; he notes repeatedly that Wooster has never imposed a religious test, even as it had a religious affiliation.

As a newspaper reporter and editor, I have put my liberal education to good use. When I picked Lowry’s book off the sale table, I had learned about Dickens and Faulkner, Russian history, and American politics. I planned to continue to study those things on my own time, and I have. But although I would have denied it then, I took some other things for granted. It’s easier to see now that Wooster also helped me learn to write, ask questions, search for information, and put facts in context.



Along with thinning hair, the intervening 20 years have given me a sense that the project that began in Kauke Hall does not have a finish line. There is always more living to do, more learning to absorb, more humility as we realize how much we don't know, more awareness of life's intangibles. That was Howard Lowry's gentle message to his graduating seniors 50 and 60 years ago—and to me, through the undying miracle of paper and ink.

An excerpt from
College Talks
By Howard F. Lowry



Education has been defined many times as what remains after you've forgotten all the facts you learned in college. There is a faint touch of rubbish in that. Some facts we don't dare forget. After the

fashions have changed, after you have made a fool of yourself and known the worst that is written in your particular book, after the chisellers have chiselled you and the gypers gypped you, after all the shots have been taken at your mind and heart and your faith—what do you have left, after you have lost everything they can take away? Whatever it is, that will be the best part of your education. It will be whatever you and truth have seen together with remembering eyes.

Howard Lowry was president of The College of Wooster from 1944-1967. This excerpt from "The Remembering Eyes," written in 1951, is included in *College Talks*, Oxford University Press, 1969.



Homecoming 2008: Scot Marching Band percussionist Kelsi-Kei Rogers '12 departs from a practice session with the Alumni Band. Photos: Matt Dilyard



Escaping the ivory bubble

Professors living in the academic ivory tower and students living in the Wooster bubble are well aware of the liabilities of their confines. Both the tower and the bubble can keep residents in a narrow worldview. Increasingly, Wooster faculty members and students are climbing down and stepping out.

Observing the election in Azerbaijan

When the World Network of Election Observers (WNEO) chose the lineup of students to observe the Oct. 15 presidential election in the fledgling democracy of Azerbaijan, they included



three Wooster students—(pictured from left) Ellie Newman '10, an international relations major, Mike Rankin '10, a religious studies major, and Bebie Wu '09, an economics major. The mission

of WNEO is to provide college students with opportunities to learn more about the world's political processes. From their point of view, the mission was accomplished, say the Wooster students.

Teaching international relations to Russian diplomats

Three Wooster political science faculty members recently conducted a workshop at the Moscow State Institute of International Relations in Russia to train specialists in diplomacy and international politics. More than two-thirds of Russia's current diplomats and senior government officials are graduates of the Institute.

Kent Kille, Matthew Krain, and Jeffrey Lantis addressed teaching methods that more actively engage students, including role-playing, debates, and service learning. A workshop highlight was a live videoconference between the Institute and the College. Angela Bos, assistant professor of political science, two of her students, and workshop participants had a virtual discussion about how the 2008 U.S. presidential election will affect U.S./Russian relations.

Teaching English as a second language

For the 12 students living at Kate House, a program house devoted to teaching ESL (English as a second language), it takes only 15 minutes to leave the Wooster bubble. The Wooster program house, coordinated by Taryn Higgins '09, is one of 28 such houses that allow students with common interests to live, learn, and volunteer together.

Every Thursday evening, the Wooster students trek down Beall Ave. to the Gault Family Learning Center, which houses the Wayne County Adult Basic and Literacy Education program. There, they are teamed with adult students who are seeking help with conversation, grammar, and a basic understanding of American culture.

The students' clients come from diverse backgrounds and skills. Many are visiting scientists. Erik Ramstad '09 remembers the time his client was a scientist working in global climate change, and the evening's conversation centered on environmentally-friendly cement.

"Cultural exchange," rather than "student-pupil" is a better way to describe these relationships, says the county's ESL coordinator, Jenny Derksen, who also works as a writing consultant at the College. "Wooster students are interacting with professional scholars who are tops in their fields."

Clients may also be immigrants who have come to town to work at a local manufacturing plant. "Sometimes, 'How was your day?' is too much," says Wooster student Andy Gress '09.

With training and guidance from Derksen, the Kate House





Brother, can you spare an . . .

. . . acorn? Wooster's squirrels are even more industrious than usual this winter. An acorn dearth in many parts of the country has some people worried. But local experts say it may signify nothing more than the down side of a natural oak tree cycle.

team uses a variety of methods to simultaneously teach English and American culture. Their repertoire includes flash cards, movies and TV shows (*Forest Gump* and "Friends" are favorites), reading aloud, drawing, and pantomiming. Kayla Miller '09 remembers mimicking a tantrum to illustrate what the word means.

Almost anything that stimulates conversation works. Mark DeWine '09 recalls reading aloud the children's book, *If You Give a Mouse a Cookie*, to a woman from Mexico. "We were talking about fur, and then we were talking about hair, and then we were talking about the language that describes cutting hair, because she needed a hair cut. Words like 'trim' and 'layers'—it wasn't that easy!"

As they teach, the Wooster students find themselves becoming more attuned to language nuances. Gress remembers trying to find synonyms for a remote control clicker. "Sometimes I feel like a walking human thesaurus," he says. The group laughs, remembering how they respond to questions about how to place the tongue to form specific sounds.

The Kate House Twelve also learn new skills and form close friendships. They learned to play cards from a Chinese client and yoga from a Buddhist monk who is a sushi chef at a local grocery store. Their favorite Germans joined them for a Christmas party, and a Korean family extended weekly dinner invitations. In turn, the Kate House residents (who, coincidentally, are all athletes) invite their international friends to track meets and lacrosse tournaments.

The connections, says Derksen, bring tears to her eyes.

"Adults from all economic walks of life are still coming to school to learn. How can you not find value in that?"



Kayla Miller '09 (far left) and Brendan Frett '09 help adults living in the community learn English as a second language.

Photos: Matt Dilyard



Girl with Doves

Girl with Doves, installed in 1997 when Severance Hall was renovated to include Ebert Art Center, was the gift of the children and grandchildren of the late Robert O. Ebert, a former College trustee. Photo: Karol Crosbie



Alumni News

WOOSTER ALUMNI ACTIVITIES

Alumni News



Photo: Matt Dilyard

Homecoming Highs

- More than 130 **Scot Band** alumni returned to march in the half-time show and reconnect. Participants' class years ranged from 1945 to 2008—63 years of Wooster music.
- Friends of Lowry Center, past and present, gathered to reminisce at **Lowry Center's 40th birthday party**.
- **Stuart Ling**, the late director of the bands and professor of music, was honored.
- **Roy Lockett**, Wooster's late football coach, was remembered during a tree dedication ceremony.
- The first **John Plummer Memorial Scholarship** for Contributing to a More Welcoming Campus for LGBT People was awarded.
- **The Fighting Scots** football team beat the Washington University Bears 38-13. Fans also cheered competitions in volleyball and men and women's soccer.
- Alumni of **Women of Images** returned to celebrate the organization's 20th anniversary.
- More than 30 student groups and staff departments participated in what may become a new tradition. Wooden cow cutouts were dressed in their Scot-Spirit best and displayed around campus.
- Students and alumni met for a roundtable on off-campus study and with an international alumni career panel.
- The College's **inaugural online registration** for the weekend netted 655 preregistrations.

Spread the word

New online formatting, including the ability to flip pages and zoom in on copy, makes the magazine more fun to read online. Refer interested people, including prospective students, to <http://www.wooster.edu/magazine/>



The right college fit—strategic direction from alumni: *Susanne Johnston Leggett '67*



Photo: Karol Crosbie

How do families choose the right school for their college-bound children? Their toolbox of strategies is at the center of Susanne Johnston Leggett's profession, and also at the center of her role as president of the College's Alumni Association.

After a career of teaching English and then serving as a college counselor for New Trier High School in Winnetka, Ill., Leggett is in the third year of her job as an independent educational consultant to families searching for the right college fit. More students than at any other time in the country's history are going to college, says Leggett, and that huge pool of students is applying to more colleges than ever before. Her 16 years of serving as a college counselor and her current role have given her insight into how perceptions are influenced by mass marketing.

"The challenge of the educator," says Leggett, "is to help families separate the marketing image of the college from what the college really is. Our goal is to achieve that right fit by matching a student's and family's needs with what an institution has to offer."

As Alumni Association president, Leggett is leading the 23-person board in its commitment to support the College's admissions, retention, marketing, and fund-raising efforts. "As I work with families who are trying to make decisions about college, I see the huge difference it can make when they speak to alumni," Leggett says.

"Alumni who understand the remarkable quality of the College can have a significant impact on a right-fit decision."

We want to hear from you if . . .

Actually, we always want to hear from you. But we currently have a special interest in reaching you if . . .

- You are interested in helping to **recruit prospective students**. The Alumni Admissions Representative program trains alumni volunteers to conduct interviews at area college fairs. In addition, participating alumni make personal calls to admitted students and their parents. Contact Landre Kiser McCloud '05 at lmccloud@wooster.edu or 330-263-2110.

- You are a **lawyer** and want to join the College's new networking group.
- You are a **runner** planning to run in the April Boston Marathon.
- You are a **Boston Marathon fan**, planning to support the Wooster contingent. (Who could pass up the opportunity to see Jeff Steiner '74 running in a MacLeod kilt?)

Lawyers, runners, and fans should contact Sandy Nichols at snichols@wooster.edu or 330-263-2263.

SHARON LYNN



JOSEPHINE WRIGHT



JEFF



research
+
teaching



JOHN LINDNER



AMBER GA

ROCHE



ARCIA

by
KAROL
CROSBIE

WHY RESEARCHERS MAKE GOOD TEACHERS

{ *& why teachers make good researchers* }

For 60 years, we have talked about how Independent Study makes better students. But perhaps we don't say often enough how research also makes better teachers. The dichotomy between teacher and researcher that often exists at large research universities has no place on the Wooster campus, where undergraduate research drives our mission.

photographs by MATT DILYARD



JOHN LINDNER

{ professor of physics }

"When we're working with students on scientific questions, we're actually trying to expand the body of knowledge. I think that's where our teaching is the fullest and where our contributions will be most lasting." JOHN LINDNER

Asking physics teachers how research informs their teaching is rather like asking musicians how pitch and rhythm inform melody. They're inseparable. To be a physicist is to be a lifelong researcher—and therefore a lifelong student.

John Lindner, professor and chair of physics, brings many things to his students, but perhaps his biggest gift is his enthusiasm, they say. "He's passionate and excited about physics, because he's continually learning about it," says physics major Heather Moore '10.

Says Lindner, "I often tell my research students, 'There's no answer in the back of the book for this problem because no one knows the answer yet. We're trying to figure it out for the first time.' That can be very empowering, when students see that the professor is in the same situation that they're in."

When Lindner came to the College 20 years ago, he made a strategic decision to change his research focus. His area of expertise, mathematical physics, was too difficult for most undergraduates. Because working with undergraduates was the main reason he came to Wooster, Lindner began to work in the more accessible field of nonlinear dynamics, a specialty that is interesting to mathematicians, economists, and biologists, as well as physicists.

Teacher-student-researcher symbiosis began between Lindner and Evan Heidtmann '09 in the summer of 2006, at the National Science Foundation's Research Experiences for Undergraduates, a program the College has hosted for 14 years. It continued throughout Heidtmann's four years at Wooster. Lindner and Heidtmann worked on a new variation of a classic problem: If a projectile is launched from earth at different speeds and angles, how far from the sun will it travel in 50 years?



The trickle up theory of science education

The question is “exquisitely complicated,” says Lindner, because of the chaotic nature of celestial mechanics. Some systems, such as a bow-and-arrow, are non-chaotic. If you repeatedly shoot an arrow with a bow in exactly the same way, it will always land on the target’s bull’s eye. Tilt the bow a little or apply slightly more tension, and you can predict approximately where the arrow will fall. But the earth-projectile-sun question, called a “three-body problem” is closer to a pinball machine. Even a slight change to the timing of the flippers can radically alter the trajectory of the pinball, either up the table toward the bumpers and ramps to score points, or into the drain for an end-of-game.

Lindner and Heidtmann developed a computer algorithm that allowed them to simulate where their projectile would be in space after a certain time. The computer illustration that emerged was so revealing that they created a poster-sized version that is now permanently mounted in a hallway on the second floor of Taylor Hall. Every point in the picture corresponds to a different launch of the projectile. The colors code the distance traveled after a fixed time. Around some points, the colors change gradually, indicating initial angles and speeds that result in similar distances traveled. “However,” explains Lindner, “Around other points, the colors change abruptly. Even a tiny change in the launch results in a huge change in distance. This sensitivity to initial conditions is the hallmark of chaos.”

“This is a beautiful illustration of the interplay of order and chaos.”

Heidtmann, a double math and physics major, brought to the project technical expertise that allowed him to link many of Taylor Hall’s Macintosh computers to form a supercomputer. “Evan was one of the first people to do that,” says Lindner. “Each computer constructed a tiny piece of the image, and they all worked concurrently.” The process, called parallel computing, was the cover story of the April 2008 issue of *American Journal of Physics*.

Heather Moore, whose career goal is to teach physics in the public schools, recognizes Lindner’s commitment to education. In his course on electricity and magnetism, for example, Lindner is writing a textbook as he teaches the course. “If we give him a suggestion or question in class, he puts it in the textbook,” she says. “He’s always seeking our input. He’ll say, ‘How can I make this clearer for you?’”

Lindner’s enthusiasm is a very good thing, his students agree. But is it possible, they wonder, that he might be—too exuberant? Moore remembers the time she had just completed a simulation of a double pendulum for her final exam project in computational physics. “I had finally gotten it into two dimensions. Dr. Lindner said, ‘This is really cool, but it would be cooler, if were in 3-D!’”

“I was like, ‘Yeah, but yesterday 2-D was unattainable!’”

With the enthusiastic aplomb of a cheerleader, Heather Moore ’10 lifts her arms perpendicular to the floor, and then parallel to it. “Who knows the difference between horizontal and vertical?” she asks the class of fifth-graders. In fact, Moore, president of the College’s Physics Club, and the other students from the club’s outreach program, are cheerleaders. Their goal is to get kids hooked on science.

For the past seven years, members of the Physics Club have packed a car with experiments and headed to local elementary schools for weekly presentations.

It is crucial for students to become interested and excited by science at an early age, says Moore. “You have to know you like science before you get to college. You can’t just show up and decide to major in physics. You’ll be behind the eight ball.”

John Lindner, professor of physics who advises the group, agrees. “Learning math takes practice, just like learning to play a musical instrument. It’s sequential. It builds on itself.” But, he said, by the time students enter high school, the natural interest they had in science as young children is dead. “By the time they arrive at the College, a large portion is totally alienated from science. It’s hard to be transformative at the college level, because we’ve already lost a lot of the population. If students are totally lost, I don’t have them in class. Our physics majors are the survivors.”

At a local elementary school, Wooster’s physics ambassadors perform simple experiments, illustrating Newton’s Third Law, the independence of horizontal and vertical motion, and gravity. All experiments are accompanied by important protocols. First, a hypothesis is made. “What do you think is going to happen, when a spring shoots this ball upward, as this little cart is moving forward?” Moore asks the students. “Where will the ball fall?” Before she sets the cart in motion, she dramatically holds up one hand, and the second protocol is observed. “Five, four, three, two, one!” the class members yell in unison. The cart speeds forward, the ball shoots up, and lands—directly into the cart. The fifth-graders gasp. “It’s magic,” says one.

“No,” says Moore. “It’s physics.”



(Left) Evan Heidtmann and John Lindner collaborate.

(Right) Heather Moore performs a simple physics experiment for elementary school students.



"Professor Wright is passionate about her topics. She tirelessly continues to do research. She never stops and settles for what other historians have said or other authors have written."

ANDREW GARNETT '08



JEFF ROCHE

{ *associate professor of history* }

A few years ago, Jeff Roche, associate professor of history, was teaching a new course on the American West and was searching for common contexts. He started with Western movie classics. No one had seen them. He tried Western novels. No one had read them. He rattled off his favorite TV Westerns. No one had watched them. In desperation, he asked, "Why do you care? What is it about the West that fascinates you and prompted you to take this course?"

In unison, his class answered, "The Oregon Trail computer game." It was a eureka moment, Roche remembers, and one that ultimately led him to research a new question. He realized that his students represented the first Apple II generation to come to college. "These students were in about the fifth grade when their parents purchased the family's new computer. And loaded onto that machine was The Oregon Trail."

Roche, who specializes in conservative politics and the American West, is



JOSEPHINE WRIGHT

{ professor of music and Africana studies }

Research methods matter. This is true for all disciplines. But in no discipline do they matter more than for the scholar who tries to reconstruct the history of a subjugated race. Josephine Wright, professor of music and The Josephine Lincoln Morris Professor of Africana Studies, has been a teacher and researcher for 36 years, but she represents only the second generation of scholars in a relatively new discipline. Her mentors in the 1970s were on the cutting edge of a research method that overturned old stories, images, and “truths.”

Sometimes when Wright speaks of biased historic interpretation, her language is traditionally academic. “Both America and Europe were dominated by a Eurocentric view of who Black people were,” she says. “For example, in a 1959 University of Chicago Press publication, an historian wrote that a savage Black culture became gradually civilized only through its association with White people. Now, you can’t advance understanding of people when you have that kind of hegemony and privilege of one culture over another.”

Sometimes she is more earthy. “Today, if you write that kind of garbage, younger generations of scholars and students will challenge you.”

“My role models were teachers and researchers who used the voices of the people to illuminate the past,” says Wright. To find these voices, researchers go to primary sources. Sometimes the

sources are African Americans themselves—the narratives of slaves, for example. Sometimes the sources are legal documents.

Many undergraduates, unaccustomed to finding and interpreting primary sources, often rely on someone else’s conclusions, says Wright. But they quickly learn. For example, students in Wright’s Racism 101 class this past semester investigated the FBI’s covert operation to neutralize political dissidents between 1956-71 by reading the FBI’s own account of its activities. And what the students found was indisputable.

“One thing about our students,” says Wright, “when they see the material laid out before them, they have a way of grasping the truth. It’s amazing what happens. Very few students who take Racism 101 come away unmoved.”

Andrew Garnett ’08, who wrote his Independent Study (I.S.) on Malcolm X, attests to the power of primary sources and Wright’s influence in learning to use them. Garnett’s I.S. focused on letters that Malcolm X wrote to Elijah Mohammad, just two weeks after Malcolm X split from Mohammad’s Nation of Islam in March 1964.

Supported by a Copeland grant, Garnett traveled to New York City and conducted research at the Schomburg Center for Research in Black Culture. Working with Wright and Karen Taylor, associate professor of history, Garnett compared what secondary sources had written about Malcolm’s life during that period to new information from primary sources.

As Garnett waded through letters, diaries, and speech notes, he was guided by his professor’s passion for knowledge. “Professor Wright never stops and settles for what other historians have said or other authors have written. When I took Racism 101, I was so impressed that every topic we discussed came with pages of references, broken down into historical periods and categories—secondary or primary sources. Her bibliographies alone show her willingness and ability to go the extra mile for her students.”

4 Following the presidential election, students in Racism 101 analyzed 25 media interpretations, reports, and speeches—from commentary by Fox Network’s Bill O’Reilly to Obama’s “race” speech.

an expert on the Western hero, immortalized by Zane Grey, John Wayne, and the “Bonanza” boys. But computer games? Not so much. So he ordered a raft of games, played them, and discovered that not only was the medium different, so was the message.

“Western films always center around a particular moment when civilization overtakes anarchy. John Wayne comes in, saves the day, and then leaves. In Western-themed video games, the protagonist is a lone 17-year-old boy who takes on a corrupt establishment.”

Roche wrote a paper and presented it to a professional society. But mostly he remembered the subplot of the experience—that his students had helped to shape his research story line. “Sometimes you absorb something unconsciously—almost like osmosis. When I’m advising Independent Studies, working one-on-one, week after week, helping students think through their work, it helps me think through my work.”





SHARON LYNN

{ *associate professor of biology* }

As a biologist, Sharon Lynn has a good eye for recognizing patterns. She takes special note, therefore, of a behavioral loop that she sees playing out in her classroom and laboratory. A research topic, described in class, prompts a student to ask a question. The student pursues the question in an Independent Study. The student's study piques Professor Lynn's interest. She conducts research and reports on it in class. A student asks a question . . . and the pattern repeats.

For example, here is the story of Megan and the bluebirds. Megan Phillips, a senior biology major, was intrigued by the work her professor was doing with bluebirds and finches to determine how the birds react to stressful events. Biologists define stress as anything that the bird is unprepared for—a sharp decline in food, a pouncing cat, a long snowstorm. Acute stress can cause hormone changes, which in turn help the bird to cope with a bad situation. But chronic stress can inhibit procreation.

Lynn simulates environmental stress by gently holding a bird and then releasing it. As expected, the first time a bird is held, its systems are on red alert. But the more the bird is held, the less it is stressed. In fact, says Lynn, "Adults habituate very quickly to stress."



AMBER GARCIA

{ assistant professor of psychology }



One of her main goals, says Amber Garcia, assistant professor of psychology, is to get her students excited about research. But Garcia found that she was the one getting excited, during her first time teaching First-Year Seminar (FYS). Garcia, who joined the College in 2007, titled her FYS “The Social Self: Examining Group Identity.” As is often the case, Garcia’s FYS reflects her own field of expertise. Garcia, who researches how people’s identities are important moderators of prejudice, self-esteem, and psychological functioning, finds that the classroom can be a catalyst for new areas of inquiry.

Garcia relates the story of a student who told other class members how it felt to be out of step economically with other residents of her neighborhood. “This student grew up in a wealthy neighborhood, but she lived there only because her parents were caretakers of a wealthy man’s property,” says Garcia. “I became more interested in identifying at what points we begin to feel uncomfortable with our membership in a particular group.”

Garcia uses a method of research that is new to this field of inquiry—using a handheld computer to record feelings at different times during a day. She uses these electronic diaries to answer the question: Do our perceptions of our own identities change depending on context, or are they stable across all situations?

“If, for example,” Garcia says, “you are seeking to understand how you feel about being a woman (how important or salient your gender is), you report on a set of questions at different points—at a football game, shopping, or having lunch at Lowry.”

Garcia decided to let her students conduct their own research using this technique. Every day for two weeks the students recorded their feelings about their gender identity at different times and places. At the conclusion of the exercise, the class analyzed the data, searching for patterns and meaning.

Garcia, who also teaches a course on stereotypes and prejudice, finds that students are often surprised at the research that she presents. For example, many students believe that gender discrimination is no longer a problem. “But when I show them research—for example, that students who receive feedback from a female professor will discount it more than feedback from a male professor—they say, ‘Wow! These things really do happen!’ The realization can be powerful and shocking.”

But Phillips wondered about the chicks. Would they behave just like their elders? Phillips conducted research for her Independent Study and found that young chicks also quickly became accustomed to handling.

“Megan got me really excited about looking at juvenile animals,” says Lynn. “Her I.S. work and my research are converging. It’s really changed the way I’m thinking about things. The next question both Megan and I would love to pursue is, ‘Might the chick’s exposure to stress affect them as adult birds?’”

The circular teaching-research pattern also played out with Teresa Stamplis ’07, who is currently a student at the Ohio University College of Osteopathic Medicine. At Wooster, Stamplis worked with Lynn to research the effect of reduced food resources on the testosterone levels of male zebra finches. Her conclusion? “Stress reduces testosterone,” says Stamplis.

Stamplis’ Independent Study prompted Lynn to take yet another research path—studying how changes in testosterone

“Her I.S. work and my research are converging. It’s really changed the way I’m thinking about things.”

SHARON LYNN

affect behavior. For example, she is developing a laboratory exercise for her class to investigate how changes in food resources and testosterone levels alter courting behavior of male finches.

In her second year of medical school, Stamplis says she isn’t surprised that she has a special interest in endocrinology. “My exposure to Professor Lynn’s research is responsible. My Independent Study was absolutely a phenomenal experience for me.”

the tales and travels of

FRANK G. CARPENTER



The University of Wooster was only three years old when Frank G. Carpenter arrived in 1873. Frank's freshman class of 43 students represented a whopping 50 percent increase over the previous year, the result of energetic pavement pounding by the College's new president, Archibald Taylor. President Taylor cast his net for new students into nearby communities such as Mansfield, and in came Bony Chapter.

"Bony Chapter" was the nickname that Mansfield high school buddies gave to the wiry, red-haired Carpenter. The son of a banker, Carpenter wanted to do only one thing: write. After graduating from Wooster, he marched directly to the *Cleveland Leader*, where the newspaper hired him to

collect petty accounts for \$5 a week. An entrepreneur from the beginning, Carpenter supplemented his ledgers with news accounts from the road, and within two years gained the coveted role of reporter.

Carpenter was still a young journalist and at a crossroads in his life when he realized that he wanted his beat to cover the entire world. A visit to his physician revealed that he was seriously ill and would probably not live long. A profile on Carpenter in the March 1923 issue of *Wooster Bulletin* reported, "He faced the situation philosophically. It occurred to him that he might feel foolish in the next world if he didn't know something about this one."



Carpenter spent the next 40 years traveling the world and writing about everything he saw. By the time he died at age 69 during a fact-finding trip in Nanking, China, he had written more than 20 books, including geographical readers that were used throughout the nation's public schools. "... He did more than any other one man of his profession to promote international understanding by reporting to half the world how the other half lives," reported the *Cleveland Plain Dealer* in a tribute to Carpenter. Echoed the *Washington Evening Star*, "He was sometimes spoken of as the man who first made geography interesting..."

Carpenter's greatest notoriety came from his popular weekly newspaper columns—in the early years as a Washington correspondent and later from the roads, fields, and mountains of almost every country in the world. "I wouldn't walk across the street to view the Garden of Eden, if I weren't going to write about it," Carpenter told the College's *Bulletin* reporter. "There's no pleasure to me in traveling or doing anything else unless I have a motive. If a fellow's obliged to write about what he sees, he's naturally bound to observe twice as much."

Carpenter, who has been dubbed one of the fathers of the syndicated column, distributed his reports to as many as 300 newspapers through various press associations. Every Sunday for 31 years, millions of readers read "Carp's Travels." They couldn't get enough of his stories of floods, famines, riots, and everyday life around the globe.

Perhaps none of his tales was more titillating to yesterday's (and today's) readers than those he told early in his career, during his stint as Washington correspondent. His daughter, Francis, saved scrapbooks of her father's columns, and in 1960 published them in a book titled *Carp's Washington*.

Carp's Washington

When Carpenter died, one of his high school buddies told a *Mansfield News* reporter a story about his late friend. The story reveals two keys to Carpenter's success. Hobart Scattergood told about the time that Frank Carpenter, still new to his reporting job at the *Cleveland Leader*, was showing him around the Ohio State House. The two were stopped by the state governor, Richard Bishop, who began haranguing Carpenter about an article he had written. "I haven't time to talk to you now," Carpenter told the governor. "I have a friend with me who is taking all my time."

Carpenter's first key to success was his refusal to be either impressed or cowed by political power. His subjects were just people, to be admired only when they deserved it. And from his point of view, they rarely did. "A few members of Congress are really great men, but these I can count on my fingers," he wrote in one of his famous columns, circa 1882. "A few more are noble and upright, and now and then you will find one



▲ "Standing on the monster 30,000 pound anchor at the nose of the ship, Mr. Carpenter is 40 feet below the hurricane deck, and as far above the water as a sixty-story building." Photo: *Carpenter's World Travels, France to Scandinavia*

who casts his vote for his country's good, and not just because it will benefit himself. Most of the others swell about and pose as great men. I suppose they feel great, except at election time when they drink, truckle, and bootlick to maintain their greatness. Congressional greatness—faugh!"

Once you have established the ordinariness of your subjects, you may report on all things ordinary. Almost nothing was off limits. Carpenter developed riffs on everything from senators' bald heads and noses, to their bathing, tobacco-spitting, and drinking habits.

The second key to Carpenter's success was a clear, unshakable understanding of what his audience wanted. His admonition to Ohio's governor that his friend Hobart was "taking all my time" was less disrespectful than truthful. He devoted his entire career to his readers. The *Washington Evening Star* reported on his style in its 1924 tribute: "Mr. Carpenter wrote sketches of men in

public life in an intimate style that was at that time entirely new in American journalism . . . Mr. Carpenter had . . . the gift of understanding what the average man and woman wanted to know and of telling them in language that was simple, direct, and easy to understand."

Readers must have relished Carpenter's personal presence in his accounts. Writing in the present tense, he brings his friend—the reader—with him, to a moonlit Pennsylvania Avenue, a fussy dinner party, or the spittoon-festooned Congressional chambers. His conspiratorial play-by-plays bring feelings of immediacy and delicious collusion. Here is Carpenter's account of one of the opening days of Congress, in early December, 1882:

I am sitting in the press gallery of the Senate. The Senators, in their various degrees of disorder, are carrying on their usual antics in the great pit, known as the Senate Chamber, just below me. I jot down, as I look on, such items of gossip as strike my fancy. As I write, Coke, of Texas, has come to the chair of the President of the Senate, and his great bald dome shines directly beneath me as I lean over the gallery rail. I reach out my pen; the ink quivers on its point; a moment more and a black drop would spatter that round whiteness. But such a disaster would set the Senate in an uproar, so I draw back my pen over my paper.

Many of the columns published in *Carp's Washington* are devoted to the arrival and tenure of Grover Cleveland, the first Democrat since the Civil War to occupy the White House. Carpenter's columns are an intriguing account of the evolution of a president's response to his country, and the progression of his country's response to him.

Inauguration preparations (circa late February, 1885)

The preparations for the inauguration of Grover Cleveland go bravely on. The outlook is that more than 100 thousand strangers will be in the city. Where they are all to be accommodated is one of the vexing questions of the moment. Cots are being put up in the boarding houses, and various residences in all parts of town will be thrown open to the crowd.

Recounting the inauguration (circa March 5, 1885)

The fourth of March is over. Grover Cleveland has been inaugurated. The day broke, clear and sunny, with the thermometer high enough to remove overcoats and cloaks. Tonight the moon has contended with the fireworks in a grand display of brilliance. No president has ever had a finer day for his coming in than Cleveland has; no president has ever had so many onlookers and so cold a reception.





◀ "For two centuries the 'Old Lady of Threadneedle Street,'" as the Bank of England is called, has virtually controlled British finance, and helped to make London the financial capital of the world."

Photo: *Carpenter's World Travels, British Isles, Baltic States*



◀ "The biggest thing in Alaska is the government railroad... It means a new era of development and prosperity for Alaskans."

Photo: *Carpenter's World Travels, Alaska*



▲ Japanese children at a tea party.

Photo: *Library of Congress Frank Carpenter Collection*

Carpenter fully engaged his subjects, often participating in the activities he wrote about. He loved placing himself directly into his stories and photos. Below, he stops to pose with a German policeman who would later appear in one of Carpenter's books.

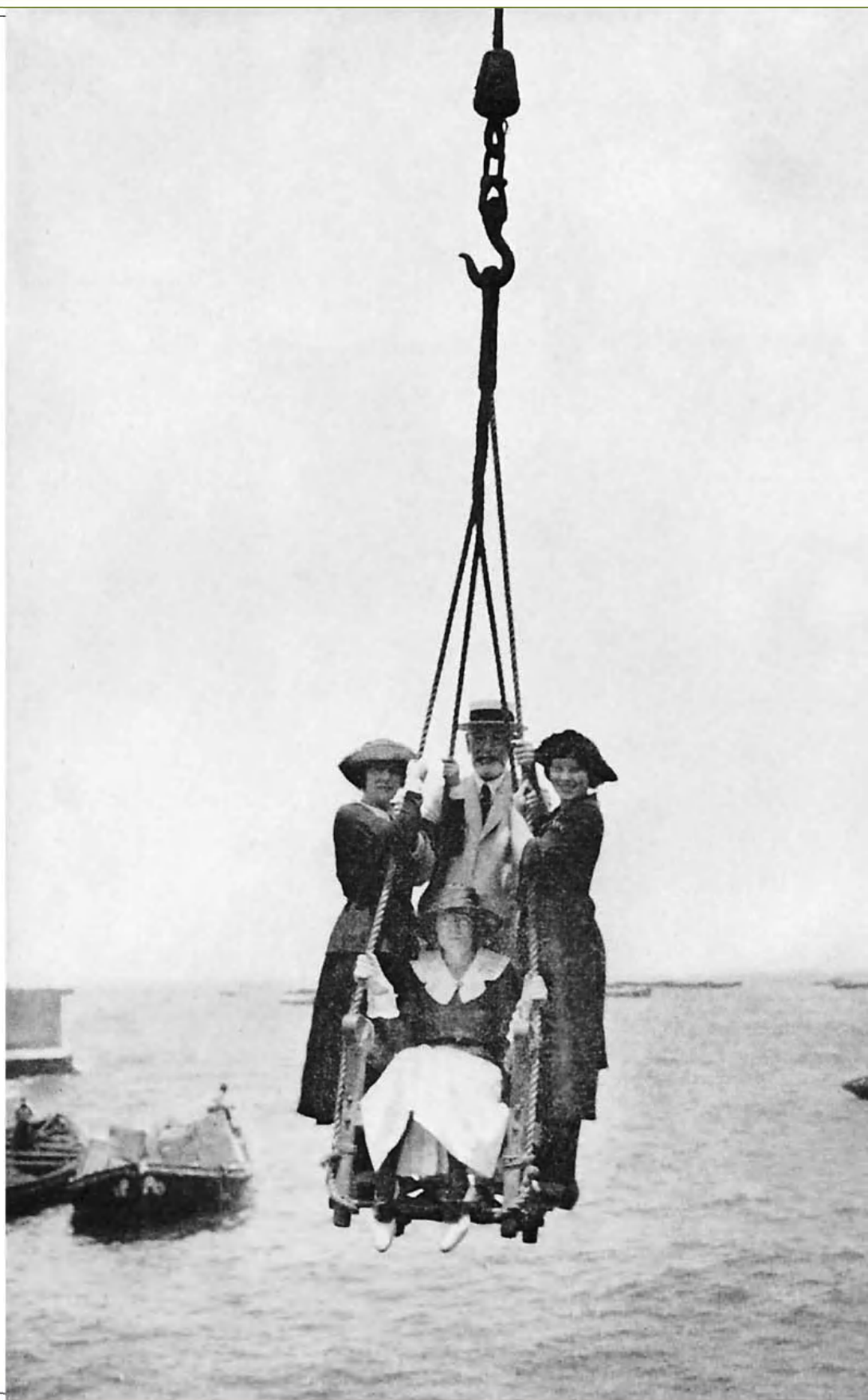


▲ "I found the policeman of Berlin, with their military helmets and their mustaches turned up in true Kaiser-like style, the chief present-day reminders of the former imperial order in Germany."

Photo: Carpenter's *World Travels, British Isles, Baltic States*

► "Going ashore on the Peruvian coast is not usually a matter of walking down the gang-plank. It is more likely to mean being lowered from steamer deck to a tender in a chair operated by a steam crane."

Photo: Carpenter's *World Travels, The Andes and the Desert*



The President's daily schedule

This man Cleveland is a hard worker. He rises at half past seven each morning. As soon as he is dressed, Mr. Cleveland reads the daily newspapers and at eight he is ready for his breakfast. This is not a large meal, and the woman he brought from Albany with him knows exactly what he likes. She cooks for him oatmeal, beefsteak, eggs, or a chop, with coffee to wash it down. . .

If you cross the White House lot long after midnight, you will often see a light burning in the President's study. Grover Cleveland is the only President in our history who seems to need no amusements whatever.

At the President's wedding reception (circa June 6, 1886)

. . . In the tiled vestibule, the Marine Band, clad in gorgeous costumes of red and silver, sat along the Tiffany mosaic wall, which shuts off the corridor. Professor Sousa was at their head, beating time for the musicians as the visitors passed. . . I have never seen the President looking better. His face is rosy and his eyes as clear as that of a boy of twenty. . . There were fully 500 thousand dollars' worth of pearls at this reception, and the sparkling diamonds could have been measured by the quart. I note that dresses this year are better made and costlier than in past seasons, showing the wonderful prosperity of America, whose people are the best dressed in all the world.

Following the President's marriage

What a change has come over the President since he was married! From being a recluse where the fair sex was concerned, he has become now almost gallant. In his first days in the White House, the stories of Cleveland's brusqueness were legion, but now tales are told of compliments and attentions to his feminine visitors, and the ladies speak almost as well of him as they do of his wife.

The White House

The White House is truly beautiful, but amid all its magnificence there are many bits of the commonplace, and in spots it is actually shabby. As we came up through the handsome porte-cochere, we looked over the iron railing and saw the President's servants ironing his nightshirts and other unmentionable garments in the laundry of the basement.

The President's transportation

Many a man in Ohio has vehicles just as fine as those of President Cleveland, which show no glint of gold or silver trimming. His horses are just good, plain roadsters, worth perhaps several hundred dollars apiece. I counted six in the stalls when I looked into the front part of the stable.



▲ "It is now prohibited to shoot moose in Southeastern Alaska. . . Several years ago a drove of thirty thousand came within a mile of Dawson and fed there in the hills. Men went out in automobiles to see them and great numbers were killed. The animals did not seem to be afraid of man, and even the automobiles did not create a stampede." Photo: *Carpenter's World Travels, Alaska*

The White House dog at the annual Easter egg roll

Mrs. Cleveland stopped to chat with first one, then another happy tot, while the White House dog, Hector, scampered here and there eating every broken hard-boiled egg he could find. It was only when he had grown sick from gulping down too many that he fled for seclusion in the basement of the White House. . . Phew, how those eggs smelled!

Choosing a church

The President is a Presbyterian, and although he does not attend church very often, he recently declared he could recite the Shorter Catechism from beginning to end. When Cleveland came to the White House all Washington was agog to know whether he would attend church at all, and if so which one. . . Members of the fashionable New York Avenue Church, whose pastor had been a schoolmate of the President, confidently expected that he would come into its fold.

Following defeat (circa January, 1889)

Mr. and Mrs. Cleveland are packing to leave the White House. Both the President and the First Lady have taken the results of last November's election with good sportsmanship. . . When President Cleveland steps down from the throne, he will carry with him the esteem and respect of all classes of people. In spite of his so-called reforms, he has made a good President, and his critics have grown fewer and fewer in the four years he has been in the White House.

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The Library of Congress, the Frank Carpenter Collection.

<http://lcweb2.loc.gov/pp/ffcarphtml/ffcarpback.html>

► "It is wonderful how tame these Alaskan bears become when caught as cubs and treated as pets."

▼ "The steam laundry at Treadwell makes deliveries by dog team the year round."

Photos: *Carpenter's World Travels, Alaska*





Carp as Marco Polo

When Carpenter left his D.C. beat and began covering the people of the world, his writing became less judgmental. But he never lost his immediate, sensory style, or his eye for drama and detail. He continued to place himself not only as a character in his own writing, but also in the photos that illustrated his books.

Come with me for a walk through the city of Sydney. The sun is hot, but the porticoes of iron and glass, built out over the sidewalks, will protect us from its rays.

Climb with me to the rocky top of San Cristobel and take a look over Lima, the capital of Peru.

As I dictate these notes to my secretary, we are both seated on an oil-burning engine on the top of the Andes. The air is so thick that I can hardly talk, and even the roaring fire in the furnace beneath us does not take the chill from our bones.

My typewriter is clicking away on the roof of the modern Cave of Aladdin . . . Out of (these mines) have come treasures far more valuable than those brought by the Slaves of the Lamp. . . I am speaking of the Treadwell and Alaska-Gastineau mines, situated on Douglas Island in the Gastineau Channel and on the mainland opposite.

Sydney is the chief wool market of Australia . . . The other day I was shown some Merino wool under the microscope. To the naked eye the wool, as it comes from the sheep, seems to be made of fine curly hairs. It is only by putting it under a microscope that one can see it differs from hair. Enlarged to the size of lead pencil, each wool fiber is seen to be covered with sharp scales, which overlap one another like those of a fish.

Carpenter photographed and assembled a vast collection of more than 15,000 images, which would end up in the Library of Congress, a gift from his daughter, Francis. He also acquired many honors, including Fellowship in the National Geographic Society and an honorary Doctorate of Letters from The College of Wooster.

Ever the entrepreneur, Carpenter was a millionaire when he died in June 1924. His dual interests—the world and the U.S. Capital—had served him well. Particularly, it turns out, his investment in Washington, D.C., real estate.

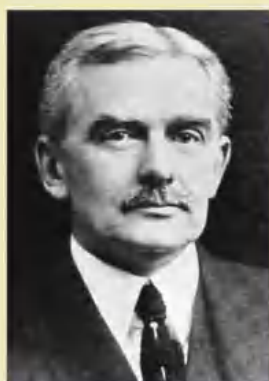
◀ "It required considerable coaxing for me to get my Eskimo children's photographs, and I was able to succeed only by pointing the camera in another direction and then turning quickly and making the snapshot before they understood they were being taken." Photo: Carpenter's *World Travels*, Alaska

A S K E L E T O N I N O U R

ACADEMIC CLOSET

by KAROL CROSBIE

The murky tale of
William E. Chancellor



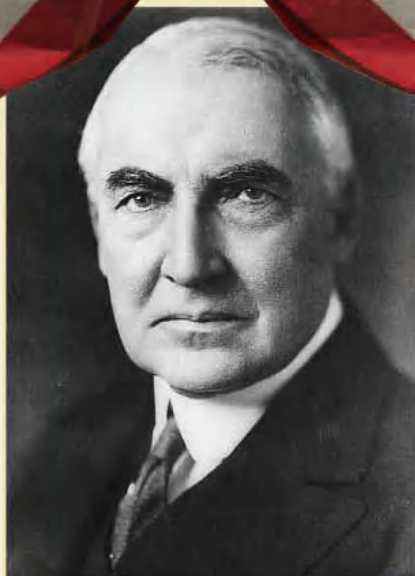
If the story of William E. Chancellor, the disgraced former professor of economics, politics, and social science at The College of Wooster, was murky 88 years ago, it is even cloudier today. Interpretations regarding Chancellor's actions are varied. But there is no disagreement about what took place on the Wooster campus on election night, Nov. 2, 1920.

Howard Lowry '23, who was the College's president from 1944-1967, wrote a number of accounts of that night. A sophomore at the College at the time, Lowry and three seniors learned that a drunken mob had gathered, primed to tar and feather Professor Chancellor. Election night polls showed that the Republican presidential candidate from Ohio, Warren Harding, was pulling ahead of his opponent. Chancellor, a Democrat, had made no secret of his deep disdain for Harding. So when his byline appeared on ugly posters that were created to help defeat Harding, no one doubted that Chancellor had, in fact, written them. The posters' inflammatory message was that Harding's ancestors were Black, and thus he was unfit to be president of the United States.

► WARREN G. HARDING (1865–1923)

"Warren Harding has no program; he has no depth; he reflects what is near him that appeals to a very few primitive instincts. He is genial enough; and, in a light way, affable; but how can a man who has never studied American history or government beyond the elementary school books converse on politics and jurisprudence and economics with a University President?"

from *Warren Gamaliel Harding President of the United States: A Review of Facts Collected from Anthropological, Historical, and Political Researches* by William Estabrook Chancellor



The Board, wrote Chancellor, required that he sign a statement proclaiming that Harding was not Black, which he refused to do.

The 1920s were a bleak period for the country's race relations. The white supremacist movie, *Birth of a Nation*, had been released in 1915, and the Ku Klux Klan had risen in power and popularity. Whites, trying to prevent the migration of Blacks into northern communities, initiated violent riots. Young Lowry and his three friends had every reason to believe that the Wooster mob, rabid supporters of Harding, might do great harm. Lowry convinced Chancellor to send his four children to friends' homes. Chancellor, a widower, spent the night in Lowry's room at Kenarden Hall. The four students collected an assortment of arms and waited for the mob at Chancellor's home. An undated speech in the College Libraries' Special Collections records Lowry's memories:

My own blood runs cold still in the thought of that night when the very air seemed to crackle with threats, and automobiles raced up and down Bever Street, hurrying out into the county and returning to town with either new recruits or with information for the mob that was slowly forming on Liberty Street.

By the next morning, the mob had melted away. But the story was only beginning. A few days earlier, Chancellor was dismissed by members of the College's Board of Trustees, who were horrified that Wooster's name would be associated with racist propaganda. And here's where the murkiness begins. Chancellor maintained that he was not the author of the posters. Instead, he argued that the author was a 65-year-old Black man, who also happened to have the name William Chancellor. The Board, wrote Chancellor, required that he sign a statement proclaiming that Harding was not Black, which he refused to do. "Is it a false notion that a college professor who happens to be a Democrat has no rights? If so, the College of Wooster stands in a bad and lurid light before the world," Chancellor wrote. "Such is academic freedom in a so-called Christian college that does not wish to know the truth. God is truth."



"Warren Harding is big; he is wide with a curved back; and with long prehensile weak hands but with heavy arms. His underpinning is frail relatively. He has a posture exactly the opposite of that of a well-trained soldier." From *Warren Gamaliel Harding President of the United States* by William Estabrook Chancellor

Some College histories record that young Lowry and many other Wooster students were furious at the firing of their popular professor. But papers written by a more seasoned Lowry many years later include a second-hand report of the Board's meeting with Chancellor: "Chancellor stated that Harding's nomination was, in his opinion, a plot to achieve Negro domination of the United States," Lowry wrote. "Upon the members of the Board who listened to him, he conveyed the impression of extreme emotional instability."

Approximately two years into Harding's term, a book was published that solidified Chancellor's infamous place in history. The book, *Warren Gamaliel Harding President of the United States: A Review of Facts Collected from Anthropological, Historical, and Political Researches* by William Estabrook Chancellor, is an emotional, racist diatribe. The following excerpt typifies the entire book:

It is wicked to assert the equality of men or of races. The glory of men is in that all differ—one star differeth from another. It is wicked to desire the amalgamation of all races; and only the unscientific imagine that this will ever come to pass in America.

The Harding administration refused to address the question of Harding's ancestry. But they did address the issue of the book. The U.S. Justice Department and postal agents destroyed almost every copy. Today, only about 25 books remain.

As he had done with the election-day posters, Chancellor again maintained that he was not the author of the book. It appears that biographer James Blackwood '41, author of *Howard Lowry: A Life in Education*, bought Chancellor's

story. "No doubt Mr. Chancellor originally gathered much of the material in it," he wrote. "Yet if Mr. Chancellor had written the Harding book, it would have been more carefully done; and he would have been the first to say it was his thirty-ninth (book). He was a proud man, but not pathological."

But Harding biographer John Dean '61 has little doubt that Chancellor was the book's author, "I have never seen any serious case that Chancellor did not write it," Dean recently responded to a *Wooster* magazine inquiry.

It was never proven who actually published the book, but the publisher identified on the book cover, the Sentinal, shared a name with an enterprise in southern Ohio that published Ku Klux Klan materials, according to Lowry. "The book itself," he wrote, "was peddled by door-to-door salesmen of the type who handle pornography and illicit drugs."

The reaction of present-day journalists to Chancellor's conviction that Harding was the country's first Black president ranges from scornful derision to cautious probing. "Chancellor's book comes across as a laughable partisan screed, an amalgam of bizarre racial theories, outlandish stereotypes and cheap political insults," reports an op-ed writer for *The New York Times*. "But it also contains a remarkable trove of social knowledge—the kind of community gossip and oral tradition that rarely appears in official records but often provides clues to richer truths."

Chancellor taught for a few years at Xavier College in Cincinnati, but spent much of the remainder of his life in Canada and Maine. Local amateur historians say Lowry discovered the aging Chancellor languishing in a retirement home in Kent and brought him to the Horn Nursing Home in Wooster, where he died at age 95 in 1963.

WARREN GAMALIEL HARDING

President of the United States



A REVIEW OF FACTS
COLLECTED FROM

Anthropological, Historical and
Political Researches



—BY—

William Estabrook Chancellor

FORMERLY

Professor of Economics, Politics and Social Science of
Wooster College, Wooster, Ohio

This book is sold and distributed by agents only.

THE SENTINAL PRESS

*The reaction of present-day
journalists to Chancellor's
conviction that Harding was the
country's first Black president
ranges from scornful derision to
cautious probing.*

♦ James Blackwood '41: "Though a casual reading would suggest that Dr. William E. Chancellor had written and published the volume, the title page was carefully worded and punctuated so as to make no such claim." John W. Dean '61: "I have never seen a serious case that Chancellor did not write it."

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Blind dates, courtship, love at first sight, wedding bells—all experiences of the young, right? Wrong. America's aging baby boomers include more singles than ever before. The divorced, widowed, and never-married are seeking and finding partners.

Online dating services are seeing up to a 33 percent increase among never-married users age 45 and older, according to a recent article in *USA Today*. The AARP Web site features an interactive "Personal Ad Maker" and message boards geared to single older Americans.

We'd like to introduce you to five Wooster alumni who tied the knot at age 60 or beyond. The couples share stories of finding love for the first, second, or even fifth time.

Their insights are ageless.



BURNISHED WISDOM *from* GOLDEN COUPLES

by JIMMY WILKINSON MEYER

Love *after* Sixty

ALL FOR THE BEST

Two acquaintances of years gone by get together and fall in love, 44 years after their first meeting. Is it fate? Predestination? Luck?

In 1962, Marilyn Charles '58 joined the Peace Corps and went to Morocco. She remembers the program's local administrator, Reuben Simmons, a kind, considerate man who made assignments and visited the 50 volunteers at their different sites.

Fast-forward to 1973. Marilyn was doing post-graduate work in family planning in India, and whom should she meet again but Reuben Simmons, who was working for the Ford Foundation. After Reuben helped Marilyn find a place to live in New Delhi, they saw each other only a few more times. "But it was good to know that he was there," remembers Marilyn.

The two lost contact for 23 years. Reuben lost his wife of 43 years and moved from Florida to a retirement home in Washington, D.C. On May 4, 1996, Reuben, 81, was attending a production of an operetta based on Voltaire's novella, *Candide, or All the Best*, in Washington. Marilyn, 58, who normally volunteered at the Arena Stage theater's coffee stand, was ushering that night. Not just anywhere in the 650-seat theater, but in the section where Reuben was sitting. The two recognized each other immediately. "We sat in the lobby and talked," remembers Reuben, "and I missed the whole first act."

Marilyn, who said she had always considered marriage an option, had never found the right person. ("Never even close.") And then Reuben entered her life again. In July 1997, Reuben and Marilyn had a commitment ring made from stones from Marilyn's mother's and grandmother's rings, and from Reuben's



late wife's wedding band. "We talked about marriage," Marilyn says, and then laughs. "He says I pushed him into it!"

Reuben says his sons responded to the news with, "Dad, go for it." The two were married on July 28, 1998.

No matter what age you are, "marriage is work," Marilyn acknowledges. "You have to decide what you are willing to compromise on, what you have to have, and what you can give up for the relationship."

"I'm so thankful for the experience of being married to such a wonderful companion, such a beautiful man, as Reuben."

ANOTHER KIND OF LIFE

Five and a half years ago, Catherine Tisinger '58 got married for the first time, at age 60. It was a leap of faith, from living alone to sharing life with a partner. But there was another worrisome detail. Her new spouse had been previously married—four times.

Professor emeritus of history and geography at Shenandoah University, Catherine says she took a few risks during her 40-year career. For example, she helped break the glass ceiling for women in higher education when she served as president of North Adams State College in Massachusetts. Shortly before retiring, she taught young women in Dubai.

Catherine took a different kind of risk on Aug. 9, 2003, when she married Walter McIntosh. The two had met on a blind date the previous December, introduced by a mutual acquaintance. The timing was right: Just back from Dubai, Catherine was looking toward retirement; Walt was a retired engineer and a widower. They discovered that they shared a love for books, politics, and history.



"At the end of the evening," Walt recalls, "I gave Catherine a small photo of myself and said, 'So you'll remember what I look like.'"

At first, Walt's wealth of experience with marriage gave Catherine pause. On their first real date, he took her to meet the family, a gutsy move, given the group's size—11 grown children and stepchildren. "I figured Catherine had better meet the whole bunch at once," he says.

Catherine soon came to grips with the situation. "Walt never spoke badly about his former partners," she says. Their conversations about his earlier relationships provided Catherine with "helpful insights." His close-knit family welcomed her warmly, though Catherine jokes that she still needs a cheat sheet to keep the names straight.

Walt says he's the one who first talked of marriage. "Catherine was aghast. In April 2003 she agreed, but we set the date in August, so she could get used to the idea."

Walt relocated to Winchester, Va., where Catherine volunteers at the library at Shenandoah. While Catherine says it was hard getting used to sharing her space, on some level getting married for the first time at age 60 was easier than if she'd been younger. "Walt's children are grown, so there are no step-mom duties. He does his thing, I do mine." An avid bowler, Walt is compiling a glossary of the sport. Catherine is working on a genealogy of her family.

She notes that at this age, neither expects to change the other. And that's just fine with her. "We have a mutual respect for each other's space, each other's pursuits. We like each other the way we are."

LIFE PARTNER AND SPOUSE

Politics brought Alice Hageman '58 and Aubrey Brown together and then tore them apart. Together once again, Alice and Aubrey cherish memories of their early years as a couple—and still work on their politics.

The two met in 1966 in New York City while helping to launch the Committee of Returned Volunteers (CVR), for people returning to the U.S. after volunteering overseas. CVR took a stand against the Vietnam War and supported other left-leaning causes. Times were tense; relationships and politics were intense. Alice and Aubrey often participated in marches and rallies, and vividly recall being present when police attacked protesters during the 1968 Democratic Convention in Chicago.

In 1971, the couple parted ways, due in part to "critical political differences," Alice says. She headed to Harvard University (Aubrey's alma mater) on a Danforth Fellowship. Ordained as a Presbyterian minister in 1975, she also earned a law degree and worked in both professions. Aubrey worked for a labor union and did political organizing among autoworkers and coal miners. He got married and had two children, one of whom (Roy x'00) attended Wooster.

In 2002, two years after Aubrey's wife died, Aubrey and Alice reconnected in New York City at the retirement celebration for a mutual friend. Afterward, they talked until 2 a.m., beginning what Aubrey calls "a three-year commuting courtship." He lived

in Washington, D.C., and she in Boston. They took turns spending a week together in each city before Aubrey finally moved north. "It provided a good transition time," Alice says.

Had she ever thought of marriage? "When I turned 40," Alice responds, "I wrote, 'I would like not to grow old alone.'" Retirement made marriage more feasible for her, she says, without the intensity of a career to interfere.

What about those old differences? Are they resolved? "Yes, and no," they say, in one voice. But maturity enables them to "step back and accommodate one another," Alice says. For example, they had two wedding ceremonies in October 2005—one at City Hall and the other at a Presbyterian-United Church of Christ church—since they disagreed about who should sign the marriage certificate. They rewrote the vows, taking each other as "spouse and life partner," and Alice kept her own name.

Acknowledging that they both have dominant personalities, the couple uses a counselor to help referee and resolve issues, such as household duties. Alice and Aubrey maintain that their history as a couple, including mutual friends and shared interests, has played a critical role in renewing and strengthening their relationship.

Says Alice, "We still work on the social issues that are a part of who we are and who we've been all along."



OLD FRIENDS, NEWLYWEDS

It pays to keep in touch with old pals. After almost 40 years of friendship, this couple's relationship blossomed into love. In 1948 newlyweds Jean Kelty '47 and Roger Stoneburner '44 moved to New Orleans, where Rog, a geologist, took a post with Chevron Oil. Another couple moved there at the same time, Lawrence and Jean Funkhouser. Larry also worked at Chevron; he and Rog hit it off right away. "They shared a love of geology and of the oil business," Jean recalls. The four developed a close friendship. When the Stoneburners' third child was about to be born, Rog was unavailable, so Larry "got the duty," Jean says, and drove her to the hospital.



Over the years, though separated by geography, the two couples continued their friendship, visiting and traveling together. The Stoneburners had been married for almost 60 years when Roger died in January 2006. Jean then lived in a small town near Dallas. Larry Funkhouser's wife had died a couple of years earlier, and he lived in a retirement community in Palo Alto, Calif.

Larry and Jean kept in touch by phone and met in person in June 2006, at the funeral of a mutual friend in Texas. They went to dinner that night, and shortly afterward, Larry came to Texas again to visit Jean. Since they already were close friends, there was none of the awkwardness common to a new relationship, Jean says. "We had a shared history."

The two fell in love and married only two months later, on Aug. 29, 2006, with the blessing of their seven children (her four, his three). Larry was 86 on their wedding day, and Jean was 80. Larry loves to say he married a great-grandmother.

Jean moved to Larry's place in California, where she says she is enjoying the area's many restaurants and not cooking at home. Larry maintains an important pre-nuptial activity—playing dominoes every Monday night.

Jean has the same name as Larry's first wife, a bit disconcerting, she says. She's still getting used to signing her name as Mrs. Jean Funkhouser. Apart from that detail, though, she and Larry say, "Life is good!"

LOVING ADVICE

Marilyn Peacock Stranahan '61 began dating at age 51, a few years after her first husband died, and found that (contrary to popular opinion) "there are good men out there." But after several years in the scene, she decided to hold out for a widower. Her major criteria, she says, was "someone who loved his wife."

Marilyn lived in Hudson, Ohio, and taught at Hiram College's Weekend College. She asked a friend, a Hiram professor, if he knew anyone who fit her criteria. He immediately thought of Hugh Burtner, a Methodist minister, widowed after a 40-year

marriage, who taught religion at Baldwin-Wallace College. But Hugh said he wasn't ready for a new relationship or even a blind date. Undaunted, Marilyn was impressed at the time he was taking. About a year and a half later, Hugh finally said, "Tell her she can call," landing the ball squarely in Marilyn's court.

Call she did, and after a long phone conversation, Hugh suggested that they meet for lunch in Hudson. The couple had much in common—both were educators who loved music, literature, and drama. Two of Hugh's four children had gone to Hiram and remembered Marilyn's late husband, an English prof there. The connection went deeper than shared interests, though. Marilyn immediately knew that this was the man she had been searching for. "Driving home after lunch that day," she remembers, "I realized that if Hugh had asked me to marry him right then, I would have said, 'Yes.'"

Marilyn, 63, and Hugh, 68, were married in October 2002. Acting on the advice of second-married friends, they chose to join their households in a community that was new to both of them. Following another piece of advice, Marilyn and Hugh filled one room of their University Heights home with photos of Hugh and his first wife and children on one wall, Marilyn's on another. They created an "ancestors hall," featuring their parents and siblings. Visiting relatives, they say, are touched to find their families represented.

Both are retired, but continue to teach. Marilyn takes piano and voice lessons; Hugh takes art classes. Together, they've experienced bouts of serious illness and the deaths of both of their mothers. "Not the kinds of things that young newlyweds usually face," Marilyn says.

Marilyn shares her own advice for older couples who have been married previously: "Have a good heart-to-heart talk about money. You each need to think about your heirs. Let your families know where the wills and other important papers are—amid all of your combined stuff."

She stands by her criteria for a second spouse. "If you have loved and been loved by someone," she says, "you have learned how to love again."





A Season FOR GIVING

A Callery Pear tree, at the south entrance to Ebert Hall, is beautiful in all seasons. PHOTOS Karol Crosbie



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In Closing

NORTH AFRICAN BLACK WINDS TIM SEATON '09

"Mykonos, Greece. . . Although I think it would be nice to own one of these little houses with a balcony leaning over the Aegean sea, the approaching storm clouds made me think again. This picture was taken just before the start of the North African Black Winds, a biannual windstorm that comes off the coast of North Africa, across the Mediterranean, and into the Aegean Sea. The storm, taking us by surprise, washed away the local port and left us stranded for a few extra days before we could make it back to the mainland." . . . Tim Seaton

Tim Seaton is one of 144 students who studied off-campus in 2007-08. Students visited 32 countries.

