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BUILDING CULTURAL COMMUNITY

Wooster’s student ambassadors build awareness and understanding

Also inside

Critical Thinking for the Republic: Alumni take on diverse roles for the federal government
On July 1, 2016, Sarah Bolton will become The College of Wooster’s 12th president. She will assume leadership of a vibrant undergraduate residential college of the liberal arts which has established, through the stewardship of past presidents, an outstanding national reputation for mentored undergraduate research that transforms and prepares students to become leaders of character and influence in an interdependent global community.

Sarah Bolton is precisely the right person at exactly the right moment to sustain Wooster’s historic mission in extraordinarily challenging times for higher education and to lead the college we all love so dearly to new heights.

As a scientist, faculty member, and administrator Sarah has accumulated deep and broad experience which will serve the Wooster community well. She is a collaborative and visionary leader, with personal qualities of warmth, authenticity and boundless curiosity.

Based on input from Wooster’s stakeholders, the Presidential Search Committee sought to find a leader who would further strengthen Wooster’s academic and fiscal accomplishments in the context of a dynamic and rapidly evolving environment and who would also lead Wooster to new levels of educational outcomes and institutional achievements.

We sought a leader who is visionary, values the life of the mind, thinks and plans strategically, has intercultural competence, listens, communicates, collaborates, builds enduring relationships, focuses on addressing student development through academic and nonacademic experiences, raises copious amounts of funds, and manages inspired and energetic people to realize our dreams and aspirations for Wooster given limited financial resources.

We set the bar high and we believe that Sarah is just the kind of leader we were seeking.

In our search we learned that Sarah is passionately devoted to students and their academic and personal growth, safety, and well-being and is extraordinarily capable of empowering students to sustain and improve their community.

As a faculty member we learned that she is a remarkable teacher, serves as a role model for women in science, and has contributed significantly to effective faculty governance.

I would add that Dr. Bolton has a profound understanding of Wooster’s special role among small, residential liberal arts colleges to provide mentored undergraduate research epitomized by our signature Independent Study program, and our longstanding commitment to transforming the lives of each of our students, regardless of background.

Please join me in welcoming Dr. Sarah Bolton as The College of Wooster’s 12th president.
On the cover
The glowing globe in the Timken Science Library illuminates more than 20,000 places. The globe was the gift of the families of Theodore, Peter, and Robert Bogner and Bogner Construction Company, the firm that in 1968 renovated what was once the College's original library to become the science library.

Photo by Matt Dilyard
Academic integrity

I enjoyed reading Jerrold Footlick’s *An Adventure in Education*. It put my own four-year experience within the larger context of the history of the college and gave me a perspective I could not have had while living it. In addition, the book seemed journalistic in a way that struck me as candid and honest rather than a public relations endeavor. Having worked in higher education for almost four decades, I know that not every college would sanction an approach that not only promotes the strengths of the institution but also exposes its missteps and vulnerabilities. This attests to the confidence that The College of Wooster has in itself and speaks well of its academic integrity.

DAVE DOLMAN ’73
WILSON, N.C.

Regarding the Quonset hut question

I lived in a “Quonset hut” on campus for the 1954-55 school year. I did not consider that terminology to be literally accurate, but it was used on campus and we readily repeated it when we needed to tell anyone who asked where we lived. I was not even a teenager during the Second World War when Quonset huts were used actively by the army. Our “Quonset huts” were wooden with neither metal sidings nor metal roofs. They were very comfortable dwellings.

BOB HULL ’55
WESTLAKE, OHIO

*An Adventure in Education—The College of Wooster from Howard Lowry to the Twenty-First Century* by Jerrold Footlick ’56 is available at the Florence O. Wilson Bookstore at the Lowry Center on campus and at Amazon.

Correction

From Lauren Grimanis, founder and CEO of the Akaa Project: “Thanks again for the feature in the *Wooster* magazine, appreciate all the Woo connections here in Ghana. One correction that I failed to clarify before: The feminine hygiene kits were given through Dr. Laing but were made and donated by Sisterhood of the Traveling Pads, Hartville, Ohio Chapter.”

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**Bringing books to life**

Dick Figge, the Gingrich Professor of German Emeritus, renowned in the Wooster community and beyond for his acting ability, has been reading stories aloud ever since he and wife Susan arrived on campus in 1974. Students would gather around the fireplace in Doughlass Residence Hall to hear Professor Figge’s readings. He also toured the country with a series of one-person plays, characterizing figures such as actor John Barrymore and legendary lawyer Clarence Darrow. Last fall he launched a series titled “For Reading Out Loud” on WCWS Radio (90.9) to “recapture the magic of radio” and introduce a new generation of listeners to the stories of classic authors such as James Thurber, Harriet Beecher Stowe, Werner Bergengruen, Edgar Allan Poe, Ambrose Bierce, and Ring Lardner. “During my years at the College, I always reminded my students that in a few years, they would be parents, and that it would be very important for them to read to their children. This program offered children of all ages a chance to experience what it is like to hear stories on the radio the way I did years ago.”

To hear podcasts of Dick Figge’s “For Reading Out Loud”, go to [www.mixcloud.com/woo91](http://www.mixcloud.com/woo91)
Books!  Recent publications by alumni and faculty


**Stella Mascari** '07 and **Micah Klinger**, *New River Gorge Bouldering,* Amazon, 2015.


New book? Drop us a line: kcrosbie@wooster.edu
Sarah Bolton begins July 1 as the College’s 12th president

In early November, the Board of Trustees delivered eagerly awaited news: The College’s 12th president would be Sarah Bolton, dean and professor of physics at Williams College in Williamstown, Mass.

She comes to Wooster from a venerable, 222-year-old institution. Williams College currently occupies 1st place in U.S. News & World Report’s 2016 ranking of the 266 liberal arts colleges in the United States.

Bolton earned a bachelor’s degree in physics and biophysics from Brown University in 1988, a master’s degree in physics from the University of California at Berkeley in 1991, and a doctorate in physics, also from Berkeley, in 1995.

She began at Williams as an assistant professor of physics in 1995, was promoted to associate professor in 2001, and to full professor and chair of the physics department in 2007. The winner of the college’s Outstanding Mentor Award for Fostering Inclusive Academic Excellence, Bolton has advised a dozen senior theses and more than 20 student research projects. Her own research explores the properties of novel, nanostructured materials, which have features made up of only a few atomic layers. She uses lasers to measure the ways that energy moves in these quantum mechanical systems.

In 2010, Bolton was promoted to dean of the college, responsible for all aspects of students’ personal and academic development, including academic advising and support programs, off-campus study, international student services, sexual assault prevention and response, the registrar’s office, and preparing students to compete for undergraduate and postgraduate fellowships. She has focused attention on the needs of first-generation college students and on efforts toward equity and inclusion at Williams.

In an open letter to members of the Williams College community, their president, Adam Falk, wrote: “As a compassionate leader deeply committed to the development and support of students, Sarah is a wonderful match for Wooster, with its dedication to the liberal arts and its emphasis on research, collaboration, and an inclusive community.

“I’ve never seen anyone more devoted to students and their academic and personal growth, safety, and well-being. I’ve never worked with anyone with a sharper strategic sense for how to advance this critical work. And I’ve never known anyone more capable of empowering students to sustain and improve their own community.”

The search committee was unanimous in its support of Bolton’s selection, said chair Mary Neagoy ’83. In addition to Neagoy and Bill Longbrake ’65, chair of the College’s Board of Trustees, the search committee included trustees Rich Bowers ’82, Jayne Hart Chambers ’76, Jim DeRose ’72, Doon Allen Foster ’80, Karen Lockwood ’72, and Dale Perry ’62; faculty
“I’ve never known anyone more capable of empowering students to sustain and improve their own community.”

President Adam Falk, Williams College

New Board of Trustees members named

Wooster's newest trustees include: Christopher C. Causey '85, St. Paul, Minn., principal of the Causey Consortium; Jamie Christensen '96, Richmond, Va., president of Worldview Solutions; Mark M. Dowley '86, Greenwich, Conn., chairman and partner of DDCD & Partners; Marilyn K. Duker '76, Baltimore, Md., president of The Shelter Group, and Erika C. Poethig '93, director of urban policy initiatives at The Urban Institute, Arlington, Va.

Causey, Dowley, and Duker were named trustees at the board's May 2015 meeting, and Christensen and Poethig were appointed by the Alumni Board, an advisory group representing the College's Alumni Association.

New Alumni Board members named

In addition to Erika Poethig and Jamie Christensen, five new board members were named: Ayesha Bell Hardaway '97 Shaker Heights, Ohio, visiting professor of law, Case Western Reserve University; Tom Boardman '70, Stillwater, Minn., partner, Barnes & Thornburg LLP; Mary Culnan '66, Washington, D.C., professor emeritus, Bentley University; Elizabeth Click, Novelty, Ohio, medical director and assistant professor, Case Western Reserve University; and Christopher Myers '93, San Francisco, Cal., technical writer, Salesforce.

Wilson honored for undergraduate mentorship

In early November, Mark Wilson '78, the Lewis M. and Marian Senter Nixon Professor of Natural Sciences and Geology, received a prestigious national award from the Council on Undergraduate Research.

Says Wilson: “I love doing research with my students as colleagues. There’s always something new to discover and with students you have that many more eyes, that many more insights. It’s a continual joy.”
A high point of every Alumni Weekend is the Distinguished Alumni Awards ceremony. The awards are presented annually to alumni who have distinguished themselves in their professional careers, service to humanity, and/or service to The College of Wooster.

Does your class year end in the number “6” or “1”? This one’s for you! Enjoy all your favorites—great food and music, the Parade of Classes, Distinguished Alumni Awards, Camp Woo for kids, and more!

Check out who is attending and consider making a Wooster Fund gift in honor of your reunion at www.woosteralumni.org/s/1090/index
LUCIUS F. ELLSWORTH ’63

Building schools; building consensus

How do you build a higher-ed institution from the ground up? Communities tackling the question might want to contact Lu Ellsworth. Not only is he an authority on the subject, with a track record of success, he also has a propensity to say “Yes,” to fellow educators seeking assistance.

In 1995, he said “Yes!” when community members from towns in central Virginia approached him about creating a school of law for a historically underserved area. He went on to serve as the president of the new Appalachian School of Law from 1996 until his retirement in 2008. But would he forget retirement for a while to help establish a pharmacy college? Yes, he would. He is currently chair of the Board of Trustees of the Appalachian College of Pharmacy in Oakwood, Virginia, which enrolled its first class of students in 2005. By 2014, graduates’ scores on accreditation exams topped those of the entire state's new pharmacists.

But wait. Could the area support a school of optometry? Well, yes. “There’s a need,” says Ellsworth. “The country has only 23 accredited optometry schools.” Such a school is in the planning stages for Grundy, Virginia. Interim President Ellsworth promises he will return to retirement as soon as a dean is hired.

With a keen interest in the power of economic growth and education to shape communities, Ellsworth spent a good portion of his time at Wooster as an economics major, rebelling against the implied destiny of his father, Clayton Ellsworth, a professor of history at Wooster from 1931-71. “But I decided that my father had had a pretty good life and career,” he says, “and in my junior year I switched from economics to history.”

His job at a local shoe store while he was a student formed the basis of his Independent Study on the New England shoe and boot industry and was also the subject of a book he would author on the subject. But Ellsworth says the job also took valuable time away from his college experience. “Because I didn’t engage in many co-curricular activities, I think the faculty were even more important in shaping me. I remember the most excellent Professors Hans Jenny, and Helen Osgood. I remember that as a freshman I was really struggling. But my liberal arts professor, Professor George Bradford, took me aside several times and told me ‘You’re going to be all right. You’re going to be alright.’ Within a year he had committee suicide. He made a tremendous...he was a person who...OK, I’m going to get teary-eyed now...”

Tragedy would also shape Ellsworth’s leadership of the Appalachian School of Law, which made national news in 2002 when a gunman killed two faculty members and a student. “The college was at a turning point when the incident occurred. There was an outpouring of support and love from the community and the school matured and grew stronger.”

As one reads about the civic contributions of Lu Ellsworth—from establishing schools to expanding access to the arts to all Virginians—the word “bipartisan” keeps cropping up. For example, he is credited with inspiring Virginian policy makers' bipartisan support of initiatives that resulted in the state's largest appropriation in history to the Virginia Commission for the Arts.

“I enjoy working with people with diverse backgrounds,” he says. “I’d say my own skin covers someone who looks for consensus, even when there are very sharp issues.

“If you work hard enough with people, over time you can find a little bit of room for everybody at the table.”

All three Distinguished Alumni Award recipients will be speaking at the awards ceremony: June 11, 4:00 p.m. Scheide, followed by a reception.

To nominate alumni who exemplify Wooster’s dedication to excellence and its commitment to service, go to woosteralumni.org, click on About and then Awards.
ELIZABETH EATON ’77
Presiding Bishop,
Evangelical Lutheran Church of America

In 2013, the Evangelical Lutheran Church, the nation’s largest Lutheran denomination, elected Bishop Elizabeth Eaton as their presiding bishop. The change in leadership made national news. It was the first time a woman had been elected to the position and it followed the dissent and sometimes schisms surrounding the denomination’s 2009 decision to ordain openly gay clergy. Wooster magazine wrote about Bishop Eaton in 2007 when she was bishop of the Northeastern Ohio Synod of the Evangelical Lutheran Church—the job that preceded her current appointment.

We have decided to depart from DAA coverage tradition and publish a Q&A, reflecting both Wooster magazine’s and Bishop Eaton’s affection for tackling hard questions.

WM: The debate about gay and straight ministers seems kind of—yesterday—in the face of today’s violent conflicts between religions. In the face of some pretty bad stuff, how do you retain your resiliency? When you look into your crystal ball, what do you see for humanity?

EA: Lutherans have a very conservative opinion or estimation of human nature. Ours is a broken humanity. There is indeed some horrible stuff going on in the world. I live in Chicago now and the level of gun violence is unfathomable. I was in Jordan before Christmas at a refugee camp that the Jordanians have set up for Syrians—you see thousands and thousands of people who have been ripped from their lives. So we’re broken; we know it’s true.

But we also have this sense of hope that’s not founded or dependent on the work that we human beings do. We do trust and believe that God loves this world and is continuing to reconcile it to God’s self. There’s this wonderful old-timey hymn—This is My Father’s World (written before we had inclusive language) and there’s one verse that says, “But though the wrong seems oft so strong, God is the ruler yet.” We hope and trust in that; and we hope and trust that we’re getting on board with that in small ways and sometimes in big ways. At least I’m hoping that my part of the church is helping to bring about the justice that God wants for God’s world.

WM: What is your church doing?

EA: Lots of things—and it’s not just us doing them. Ninety percent of congregations across faiths have some kind of food ministry. In the refugee camp, the World Food Federation is doing vocational training for the refugees. And they’re training volunteers to be present in courts that are hearing immigration cases, particularly unaccompanied migrant children cases. I was in court before Christmas to be there with them, to observe, to offer prayer, or conversation. Lutheran Immigration and Refugee Services is one of the premier agencies in the world to resettle refugees and asylum seekers and migrants. Our church is active along our southern border—particularly when children are coming across—to help find lives that don’t involve gangs, or death, or starvation, or poverty. We have an advocacy office in Washington, D.C. where we trying to work with legislatures to bring about immigration reform and taking a look at how we stand on the environment.

WM: Do differences in theology get in the way when you minister to different religions?

EA: No, not at all. I’ve never met a Muslim yet who has said, “Oh, Mohammed was just some guy and the Koran is no big deal. They’re very clear about their religions and spiritual identity and they expect the same thing from us. Lutheran Christians have a particular understanding about how God is at work in the world and we can find common ground. If someone is starving, or homeless, or has been traumatized by conflict, or human trafficking, or a tornado, they really don’t care about religious differences.
WM: Are you optimistic because it's your job to be, or are you seeing changes?

EA: I'm optimistic because God promises to be with us. As Lutheran Christians, we have deep appreciation for the theology of the cross—that it's not going to be all roses in this life. But wherever there is brokenness or pain, that's where the cross of Christ is planted and we need to be there too. There's also the hope of the resurrection, which is an ultimate hope. But also we can see these little glimpses of new life in what we do. So we believe and trust that this is God's will for the world. And it makes it possible to work and bring hope in situations that otherwise would seem absolutely hopeless. We're never going to get it right in this life. And seriously, that's part of our understanding. Until God decides to fulfill all of God's plan and restore all of creation ultimately to God's self, we're not going to get it right.

When I was in the parish, I had a friend in my Sunday school class who was a physician and he asked about the same thing. I said, 'Rick, you know people are ultimately going to die. And you know that people are going to get sick. Do you refuse to give them health care or antibiotics? No. So we can have these moments where we can see glimpses of wholeness, the shalom that God wants. Because otherwise, forget it. There's some pretty horrible things that happen in the world. But there are also wonderful things. Babies keep getting born. Spring training is around the corner. The Indians have a shot.'

WM: When you receive your DAA award, will your address be similar to what we've talked about this morning? Will it be a Christian message?

EA: I was honored to be a baccalaureate speaker on campus in 2014 and I'm very aware and respectful of the intentional, ecumenical work that the college chaplain has done. But I don't think speaking from a particular point of view, or particular faith conviction, necessarily means excluding, or disrespecting people of other traditions. Hey, I'm a Lutheran bishop! I've got to mention my boss.
On occasion, George Davis finds that a Yogi Berra riff provides a great way to talk about the education that shaped him. “Yogi Berra is credited with saying, ‘If you don’t know where you’re going, you’ll end up someplace else.’ I say, ‘Even if you know where you’re going, your liberal arts education will take you to unexpected places.’”

These days, Davis is serving as Regents Professor Emeritus at the University of Arizona, teaching undergraduates each spring semester, and conducting writing and full time research in structural geology and tectonics. For example, since 2004 he has been doing geoarchaeology as part of the Mt. Lykaion Excavation and Survey Project, Sanctuary of Zeus, in the Peloponnesus, Greece.

An administrator who served as president of the University of Vermont and as executive vice president and provost of the University of Arizona, and a geologist whose acclaimed scholarship resulted in his election as president of the Geological Society of America, Davis has maintained a constant focus on teaching and mentorship. “I remember when I decided to throw my hat into the ring for a leadership position in administration; some of my closest colleagues or my students would say, ‘George, you’re so passionate about your teaching—you love structural geology—why would you do that?’ ”

“I feel that when you’re serving in academic leadership, that you’re calling constantly upon the same kinds of skills and experiences that are so essential in research and teaching. And those are: problem solving—being able to identify opportunities and issues in a creative way—to go to peers and say, ‘What’s really going on here? What’s the nub of the problem that has arisen?’ And communicating—not only in ways that help explain, but also in ways that motivate.”

In a commencement speech at Carlton College, where he was being awarded an honorary degree, Davis told his audience about a scholar/administrator/educator who had a profound effect on him—Howard Lowry, Wooster’s president from 1944-1967. “After I became assistant professor at The University of Arizona, I began reading everything I could lay my hands on that he wrote. . . . Through his writing Lowry implored me (I felt he was talking to me, personally) to consider myself an apprentice throughout life in my teaching, in my research, in my living life.”

Davis steps out of his discipline for broad experiences. For example, he recently performed Bob Dylan on his harmonica at church. He says he’s probably the only geology professor who has even been called upon three times in two decades to chair search committees in law. “If anything, my resume has crazy breadth,” he says.

As he reflects on high points of his professional life, Davis remembers the time a group of his students “kidnapped him,” outfitted him with climbing shoes and harness, and drove up Mt. Lemmon in Tucson, Arizona, where he climbed to the top of Hitchcock Spire. “It was quite a role reversal. My students were supporting me, with rope and encouragement. Within an hour or so I was joined by all six of my abductors. The sun was going down, and I could smell hamburgers cooking below. It was one of those amazing moments.”

The difference between teaching and mentorship, he says, centers around both the mentor and mentee’s expectations of outcomes. “When you want the end result to be something more than a grade or mastery of course material, and when you are in partnership, there are some high stakes involved. Mentorship embodies a high level of trust and mutual respect in the relationship. “If you love what you’re doing, if you’re passionate, the students will resonate. It’s not theater. It’s just the way it is.”
Class of 2019

Generations of families have a way of sticking with us.
Here are first-year students who are descendants of Wooster alumni.

Andrew Aldridge: father, Ken Aldridge ’90; mother, Cassandra Weaver Aldridge ’90
Mitchell Balser: father, Fred Balser ’89
Katherine Bohl: mother, Jennifer Lance ’93; brother, Thomas Bohl
Alena C. Carl: father, Brian Carl ’87; mother, Karen Carl ’87; aunt, Beth Carl ’89
Mallory Crane: mother, Gretchen Marks Crane ’86
Jacob Denbeaux: mother, Sally Robson Denbeaux ’89; father, Josh Denbeaux ’90; grandmother, Mildred Lobban Seaton ’34; Jean Rohrbaugh Miller ’62; grandfather, Mark Denbeaux ’65, grandfather Carl Robson ’62; aunt, Sonia Robson Waleyla ’99; uncle, Shane Robson ’92; uncle, Philip Rohrbaugh ’59
Elliott Detrich: grandmother, Elizabeth Eaton Swartz ’52; grandfather, Roscoe E. Swartz ’52, great uncle, Philip Eaton ’57; great uncle, Richard Eaton ’62; great uncle, Charles Eaton ’55; uncle, John Roscoe Swartz ’91; grandmother, Elizabeth A. Eaton ’77
Chase A. Fuller: mother, Victoria Collier Fuller ’81
Jesse Neill Garrett-Larsen: mother, Dawn Garrett-Larsen 85; cousin, Thomas Barringer ’86
Adam Sheldon Gillmor: father, Paul E. Gillmor x’61; half sister, Julie Gilmore Horne ’89
Weston Gray: grandfather, J. Robert Jolly ’52; great great grandfather, Charles F. Limbach 1904; great great grandfather, John C. Talbot x ’24; grandmother, Edith Talbot Jolly ’52; great great grandmother, Clara Albright Talbot x 1888; great grandmother, Helen Limbach Talbot ’24; aunt, Lynda Jolly Bennet ’79; great aunt, Carol Rustemeyer Talbot ’51; great great aunt, Helen Talbot Winkler x1919, great great uncle, David R. Talbot 1917; great uncle, Frank W. Talbot x ’58
Olivia Marie Holland: grandfather, William Gaston ’49
Rebecca Giver Johnston: father, Brian Johnston ’89
Garrett H. Layde: grandfather, David Vandersall ’58; grandmother, Carol Collins Vandersall ’60
Kaitlin Looney: mother, Kristen Fishbaugh Looney ’89
Jordan Murray: grandfather, Bruch Roth ’57
Colleen Laura O’Sullivan: grandfather, Larry Vodra ’61; grandmother, Nancy Morning Vodra ’63; great uncle, William Vodra ’65; great uncle, Richard Vodra ’69; cousin, Paul Vodra ’97
Laura Papp: mother, Cynthia Panos Papp ’86; father, John P. Papp Jr. ’87; grandfather, John P. Papp ’60; uncle, James C. Papp ’91
Brian Edwin Thorp: father, Andrew Thorp ’86; uncle, Gerald A. Kane ’51, Thomas K. Thorp ’81; grandfather, Albert B. Thorp ’52; grandmother, Suzanne Kane Thorp ’53
Carolyn Suzette Webster: grandparents, James Webster ’50, Jean Dutch Webster ’50; father: James Webster ’79; aunt, Elizabeth Webster Warner ’83; sister, Lydia Webster ’16
The number of international students enrolling in American colleges and universities is at an all-time high—up 14 percent from a year ago and nearly 50 percent from 2010, according to a new report by the Department of Homeland Security. Reflecting the national trend, Wooster’s international students currently represent 10 percent of the student body, compared to 4.5 percent in Fall 2005.

There has never been a better time to build awareness of the world’s diverse cultures. And Wooster’s Ambassadors are doing just that—one country, one third grader, and one conversation at a time.

Created in 2001, the program chooses a new team of students every year to present to local schools, community groups, and peers on campus. In the fall of 2015 the team’s 40 presentations reached 428 people—from 8-year-olds to 95-year-olds.

Each year 15-20 students apply for the coveted roles, says program director Nicola Kille, associate director of International Student Affairs at the College’s Center for Diversity and Inclusion. All applicants develop a resume, identify references, write a short essay, and participate in an interview—a first-time learning experience for most students, says Kille. The successful four will research one aspect of their country and develop a presentation that can be tailored for diverse audiences.

“One of our goals is to get audience members to broaden or change their point of view about a particular country,” says Kille. “But we’re very conscious that Wooster students may very well become a new stereotype. And to a certain extent—by virtue of their identities as students attending an American college—they are outliers. So each ambassador is careful to say, ‘I don’t speak for everyone in my country. I’m just telling you my story, from my point of view.’”

The presentations are particularly popular with third-grade teachers responding to state-mandated curriculum requirements on multiculturalism. “The same teachers ask the ambassadors to present each year—a clear indicator that something is working,” says Kille. “And many teachers have signed up to be host families for Wooster international students—wonderful additions to that program.”
10 WOOSTER’S STUDENTS
PERCENT are international

Ambassadors completed 40 PRESENTATIONS IN FALL 2015

428 PEOPLE REACHED

10 PERCENT

40 PRESENTATIONS
IN FALL 2015

428 PEOPLE REACHED

15 TO 20 students apply

4 SELECTED ANNUALLY

(Clockwise, from top) 2015 ambassadors: Khue Minh Hoang, Lango Sichizya, Ruben Aguero Quinteros, and Nisa Usman.
When you speak at schools, what’s one thing you make sure your audience members understand?
“I want them to know about the mixed culture of my country—that we are mestizo—a product of mixing native people and Spanish. And that Paraguay and Uruguay are two different countries.”

Are there other Paraguayans on campus?
“Only my brother, who is a first-year. We are the first Paraguayans ever to be at Wooster. We tell our two younger brothers at home they’d better start getting prepared to come here.”

What was the biggest transition when you arrived on campus?
“A big thing was understanding and using the resources that are here. For example, at home there is no such thing as office hours. I tell my brother, ‘Office hours means you can go talk to the professor. Do that!’”

What prompted you to come to Wooster?
“My counselor told me to read Loren Pope’s Colleges That Change Lives. I couldn’t visit here but I decided to trust Mr. Pope who said this is a ‘best kept secret … a golden nugget.’ Now I am here, and I have checked, and it is as wonderful as he said it was.”
What prompted you to come to Wooster?
“A good friend told me about Wooster, and everything seemed ideal. I’m particularly interested in interpersonal communication and human dynamics and this area is very strong here.”

What are you researching?
“For my junior I.S., I studied social supports for children with autism in Vietnam. Autism is well researched and understood in the U.S., but in my country it is largely unstudied. My sister has autism, and I want to take what I’ve learned back to my country and to my family.”

Were there any surprises at Wooster?
“I am always surprised that there are so many more similarities between international students and American students than there are differences.”

What was the biggest transition when you arrived on campus?
“It was a really beautiful day in autumn when I arrived but it was 75 degrees and I am used to temperatures in the 100s; I got sick the first week. The first time I saw snow I was so excited. But then the excitement flew away—I didn’t want to see snow any more. The cold and the white made me sad and homesick. But I was lucky. There are 12 Vietnamese students on campus, and we celebrated the lunar New Year together. We are like family.”

What are some of your goals as an Ambassador?
“To connect the two young generations of America and Vietnam—to move the image of Vietnam as a battlefield to a viewpoint that shows the country as a place of opportunity for youth.”

THE VIETNAM WAR: Conflicting rhetorics; conflicting realities

Denise Bostdorff, professor of communication and department chair, was looking for a new topic for her Fall 2015 First-Year Seminar. The tipping point for her decision to develop a class on the Vietnam War was when Vietnamese student and communication studies major Khue Minh Hoang took her political rhetoric class, proving herself a perfect teaching assistant for such a seminar. “I said to myself, ‘When will I again have a student from Hanoi to help guide a discussion of the Vietnam War?’”

Included in class activities was a visit to Kent State and presentations from diverse speakers, including a member of the National Guard present at the Kent State shootings. Students studied many viewpoints, including the readings of Ho Chi Minh. They learned about the history of the Vietnam memorial on campus and about Wooster alumnus and Quaker church leader Norman Morrison ’56, who set himself on fire to protest the Vietnam War.

“There were so many moments in our discussions when we realized that it was hard to come up with the ‘right’ answers,” said Bostdorff. “For example, students were asked to write an essay on whether Norman Morrison’s actions were ethical. They were asked to build an ethical framework and decide what about his actions fit and what didn’t.”

The class attended a commemoration of the 50th anniversary of Morrison’s death held on campus on Nov. 1 (see pg. 39, Class Notes). Included in the service was a reading of Vietnamese poet laureate To Juu’s “Emily, My Child” written to honor Morrison and his daughter Emily, an infant who was present in the moments of her father’s dying. The poem was read in English by Jola Pham ’16 and then in Vietnamese by Khue Minh Hoang.

“The first time I read the poem I was in fifth grade,” remembers Hoang, “and like many children I memorized it. That was the first time I realized that not every American was pro-war. Norman Morrison had a strong effect on the Vietnamese people.”

In a traditional Buddhist ceremony, Khue Hoang, a teaching assistant for Professor Denise Bostdorff’s First-Year Seminar on the Vietnam War, pours water on a tree planted on central campus in memory of Norman Morrison ’56.
Khue Minh Hoang, who in high school helped lead an effort to bring opportunities to learn and practice dance to all interested students, organized the traditional lotus dance that opened the International Student Association's Culture show in mid-November. Photo by Andrea Savatt '16

“I am always surprised that there are so many more similarities between international students and American students than there are differences.”

KHUE MINH HOANG

OUT-OF-CLASS ACTIVITIES:
Resident assistant; teaching assistant. Class and volunteer projects to raise awareness of campus worker salaries; cooking meals for campus workers.
WOOSTER ALUMNI AMBASSADORS

Since it began in 2001, the program has sponsored 67 ambassadors from 36 countries. In the fall of 2015, the number of ambassadors was reduced from five to four, a result of the College's sustainable budget initiative.

**2002-2003**
- Sa jal Sthapit '05, Nepal
- Betsy Calhoun '05, Thailand
- Christabel Dadzie '04, Ghana
- Zoheb Veljee '04, Pakistan

**2003-2004**
- Grace Ann Lindsay '04, Jamaica
- Zareef Huda '05, Bangladesh
- Elina O'jane '04, Israel
- Felipe Millan-Calhoun '06, Mexico

**2004-2005**
- Kimberly Chin-see '06, Jamaica
- Shabad Thadani '06, India
- Ana Clara Azevedo-Pouly '07, Brazil
- Kelly Pang '06, China

**2005-2006**
- Tamutenda Chidawanyika '08, Zimbabwe
- Pritesh Karia '07, Tanzania
- Rashmi Ekka '08, India
- Elena Mityushina '08, Russia
- Lwin Mon Thant '07, Myanmar/Burma

**2006-2007**
- Arjun Upadhyay '09, Switzerland
- Divya Gopikumar '07, India
- Anmiko Singh '09, Nepal
- Ali Raza '08, Pakistan
- Susan Tipton '09, Kenya

**2007-2008**
- Sheldon Masters '09, Jamaica
- Alisha Chen '10, China
- Aneeb Sharif '08, Pakistan
- Aung Maw Myo Lwin '10, Myanmar/Burma
- Gameli Afagbegee '08, Ethiopia

**2008-2009**
- Itai David Njanoi '11, Zimbabwe
- Gitika Mohata '10, India
- Hayet Rida '11, Ghana
- Wenyuan Wu '11, China
- Adel Mohamed-Maher El-Adawy '11, Egypt

**2009-2010**
- Nita Chavez '12, Ecuador
- Prachi Sarasogi '11, India
- Bastiaan van de Lagemaat '11, The Netherlands
- Anum Nadeem '11, Pakistan
- Mo rag Neil '12, Botswana

**2010-2011**
- Promise Kamanga '12, Malawi
- Richa Ekka '13, India
- Marije van Dijk '11, The Netherlands
- Hanna Youssuf '12, Pakistan
- Saif Ahmad '12, Jamaica

**2011-2012**
- Duc Chu '12, Vietnam
- Blain Tesfaye Fente '12, Ethiopia
- Jubilat Lema '14, Tanzania
- Da Sol Kuen '14, South Korea
- Ana Godonoga '14, Moldova

**2012-2013**
- Sam Kitara '14, Uganda
- Hafsia Ishraq '14, Pakistan
- Norman Chamusah '14, Zimbabwe
- Ngozi Monica Cole '15, Sierra Leone
- Kuo Deng '15, China

**2013-2014**
- Khao Ngoc Dang Dao '14, Vietnam
- Mohammad Sarhan '16, Jordan
- Stuti Sharma '16, Nepal
- Phu Pwint Phyo '15, Myanmar/Burma

**2014-2015**
- Nanako Ito '17, Japan
- Leiden Doma '17, Bhutan
- Limbani Kamanga '15, Malawi
- Ji in Yoo '17, South Korea
- Alvi Sakib '16, Bangladesh

**2015-2016**
- Leiden Doma '17, Bhutan
- Limbani Kamanga '15, Malawi
- Ji in Yoo '17, South Korea
- Alvi Sakib '16, Bangladesh

LANGO SICHIZIZYA

**LUSAKA, ZAMBIA**

Sophomore, neuroscience major

What prompted you to come to Wooster?
“The American Embassy has a program to match students with American schools, and a good friend of the family worked there who was a Wooster alum. My plans are to go to medical school and return home to practice. My parents were a big influence; my father is a neuroscientist—one of only three in my country—and my mother is a radiologist.”

Tell me about some of your speaking gigs as an Ambassador.
“I’ve spoken to seven audiences—elementary kids, retirees, college classes, and to the women’s group at the Trinity Christian Church. Zambia is 90 percent Christian, so with that group we talked a lot about religion.”

What do you want your audience members to know about your country?
“First of all I show them on a map where it is. And then with younger audiences I play a game called ‘Spot the Zambian’ to help dispel stereotypes. Everyone thinks we have lions in our streets, but no one knows we’re the second largest producer of copper in the world.”

Any hard transitions at Wooster—anything you particularly miss?
“Settling in was fairly easy. Zambia was an English colony and English is taught in the schools, so language wasn’t a problem. I missed nsbima—a starch made of white cornmeal that we eat with all our meals. The chef at Lowry made it for us last week and he did a pretty good job!”

What classes are having an impact?
“I’m taking the health coach class, a partnership with the Wooster Community Hospital. This semester I’m learning about medical conditions and how to report them; next semester I’ll be assigned to a patient who I’ll visit weekly. And I loved my First-Year Seminar—From the Locker Room to the Shark Tank: Athletes and Entrepreneurship.”

And out of class?
“Club soccer—it’s been great travelling around Ohio for different games. And I’m a member of the African Students Union.”
“My family name Sichizya means ‘to overcome’ in my language,” Lango told a class of third graders. “My family’s family overcame drought—my parents became physicians. And that is my dream—to also become a doctor.”

Photo by Karol Crosbie

“My plans are to go to medical school and return home to practice. My parents were a big influence.”

LANGO SICHIZYA
What prompted you to come to Wooster?
“I had spent a year as an exchange student in a rather left-leaning high school in Arlington, Virginia, and felt comfortable in the U.S. I had been on a basketball travelling team in my country, we had won a few national championships, and I wanted to continue to play. Coach (Brenda) Meese was very welcoming.”

But you’re not on the team now?
“I was looking for new opportunities and I had stretched myself too thin. There was community on the basketball court, but I decided to get involved in a larger community—the Student Government Association (SGA).”

Tell me more about your work with SGA.
“I’m the secretary—one of four elected members of the executive board—and a member of the Alcohol Task Force. We initiated reviews of residential life and brought about changes. My first two years I contributed to the College on the court—student government is a different, broader way to contribute. I’m closer to my peers—I talk with them a lot and there are many opinions. SGA is one way to turn opinions into action.”

What are some of your goals as an Ambassador?
“I want people to know more about Islam. Many people say, ‘I didn’t know there were Muslims in Indonesia.’ I attended an Islamic elementary school and it was just like any other school with a little scripture. We weren’t taught to become terrorists. Islam is not a violent religion. It is a religion that is growing and will become a much greater part of the American culture.”

Were there any surprises at Wooster?
“I didn’t expect the campus community to be so closely knit. I didn’t expect that the professors would sit and chat with you over tea. I was in the hospital and my professors came to visit me. It was a good surprise.”

Any transitions necessary?
“Wooster is its own little world, and you have to make extra efforts to make connections and escape the bubble. I miss the spicy, flavorful food. And I miss my family.”
ALUMNI ADMISSIONS ADVOCATES

Forty-four countries are represented by the College’s 195 international students (9.5 percent of the student population). In many countries, volunteer alumni admissions advocates share with prospective students what the Wooster experience has meant to them. “Our alumni abroad provide a service that can’t be duplicated in any other way,” says Scott Friedhoff, vice president for enrollment and college relations. Alumni wishing to serve as advocates may contact Landre McCloud, LMccloud@wooster.edu.

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<tr>
<th>Country</th>
<th>Current students</th>
<th>Alumni admissions advocates</th>
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<tbody>
<tr>
<td>China</td>
<td>49</td>
<td>Phoebe Chen ‘94, Shabad Thadani ‘06, Beth Toole ‘89, Wil Burton’05, Margaux Day ’06</td>
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<td>Vietnam</td>
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<td>Ghana</td>
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<td>*Christabel Dadzie ‘04, Caroline Bybee ’15, *Ngozi Cole ’15</td>
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<td>United Kingdom</td>
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<td>Jessica Marsh ‘04, Hannah Graff ‘06, Samuel Stover ’09, Dana McLaughlin ‘02</td>
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<td>Singapore</td>
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<td>William Pazos ‘85</td>
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<td>Bangladesh</td>
<td>2</td>
<td>Nileema Khan ’14</td>
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<tr>
<td>Canada</td>
<td>2</td>
<td>Jane Hillier Sahota ’92</td>
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<td>Brazil</td>
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In addition, one student from each of the following countries:
Bahamas, Bermuda, Bhutan, Burma/Myanmar, Croatia, France, Georgia, Germany, Greece, Indonesia, Ireland, Jamaica, Jordan, Lebanon, Lithuania, Madagascar, Malaysia, Palestine, Saudi Arabia, Serbia, Sweden, Tanzania, Uganda, United Arab Emirates, Zambia.

*Ambassador alumni

Thanks also to these alumni admissions advocates: Sable Chad ’90, Scott Gray ’06, Christopher Judd ’90, Victoria Brown ’15, Cari Robertson ’94, Yohan Weerasuriya ’89

NISA USMAN

“I didn’t expect the campus community to be so closely knit. I didn’t expect that the professors would sit and chat with you over tea. I was in the hospital and my professors came to visit me. It was a good surprise.”

NISA USMAN

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WINTER 2016 | Wooster
Behind-the-scenes leadership and critical thinking have never been more important in our nation’s capital. The independent minds of many alumni are hard at work in diverse roles for the federal government. We have chosen to feature a representative handful and have also thrown in a duo working for city government, whose story is too good to miss.
Civil rights bill | Equal access to education | NASA earth science | Ensuring safe quarters | Tracking bird migration | Chaplaincy in federal prisons | Building Portland’s “people bridge”
William McCulloch ’23
America’s unsung hero of civil rights

Born on a farm in Holmes County, Ohio, in 1901 and educated in a one-room schoolhouse, William McCulloch came to Wooster to attend high school and attend The College of Wooster from 1921 to 1923 before transferring to Ohio State for his law degree. The College awarded him a Distinguished Alumni Award in 1965 and an honorary doctorate in 1969. He died in 1973.

It has been only in the last few years that historians and journalists have begun naming him one of the nation’s most powerful leaders of the civil rights movement. As the country commemorated the 50th anniversary of the Civil Rights Act in 2014, two books—Mark Bernstein’s McCulloch of Ohio: For the Republic and Todd Purdum’s An Idea Whose Time Has Come—helped to illuminate his role. “Never heard of him?” wrote New York Times columnist Bill Keller. “Neither had I. But there is a good case to be made that the Civil Rights Act of 1964 would not have become law without him.”

Serving as a congressman for west-central Ohio’s rural 4th district from 1947 to 1973, McCulloch was a staunch Republican who reflected the views of most of his constituents. A fiscal conservative, he voted against foreign aid and gun control and favored prayer in the schools. But in the area of civil rights he was out of step with his district. And he quietly upheld both his right and responsibility to be so. Displayed on the walls of his Piqua, Ohio, district office were these words: “Your representative owes you, not his industry only, but his judgment; and he betrays, instead of serving you, if he sacrifices it to your opinion.”

In the area of civil rights, Republican Congressman McCulloch was out of step with his constituents, residents of Ohio’s rural 4th district.

“I know that you, more than anyone, were responsible for the civil rights legislation of the 1960s,” Jacqueline Kennedy Onassis wrote to him in 1971, when she learned that he was planning to retire.

Photos: William M. McCulloch Papers, The Ohio State University
In most things, McCulloch reflected his district. "There is no such thing as easy money from Washington," he told voters during his 1948 campaign. He was among the few members of Congress who never spent his entire office allowance but instead returned left over funds to the government.

And in his judgment, the law of the land needed to correct the country's segregated, racist climate. McCulloch, whose parents had been abolitionists, had been appalled at the failure of earlier attempts at a successful civil rights act (including his own 1963 legislation) because of filibustering by the Senate's southern Democrats. So when President Kennedy asked Congressman McCulloch to help him get new legislation passed, McCulloch had two stipulations: First, the legislation must not be watered down in the Senate. Second, Republicans must share credit for its passage. McCulloch's leadership helped to break the Democrats' filibuster (the first time supporters of civil rights had ever done so), and the Civil Rights Act passed with a larger percentage of Republicans in support than Democrats.

In his retirement farewell to his colleagues, McCulloch said, “The function of Congress is not to convert the will of the majority of the people into law; rather its function is to hammer out on the anvil of public debate a compromise between polar positions acceptable to a majority.”

“…there is a good case to be made that the Civil Rights Act of 1964 would not have become law without [William McCulloch].” – BILL KELLER
It seems hugely complex—this sprawling, 550-person agency, tasked with carrying out the mandates of six major laws, including Title VI of the Civil Rights Act of 1964 championed and facilitated by Wooster alumnus William McCulloch.

But in conversation and in his daily work, Max Lesko grabs hold of the department’s powerfully simple mission: “We have a duty to ensure that students aren’t being discriminated against when they’re trying to learn.”

Today’s issues have changed since the 1960s, when dismantling segregation defined the battleground. “Today, we talk about resource equity, discipline practices, and fulfilling the broad scope of Title IX,” says Lesko. “Today, we’re asking questions like ‘Does every student, irrespective of race, gender, and disability, have the resources they need to get an education? Is school suspension being used uniformly among students, regardless of race? Is sexual violence keeping students from learning?’”

“I think we’re at an important moment in the office’s trajectory, as we continue to fight against discrimination, regardless of what face it may take.”

The Office for Civil Rights is tasked with both prevention and enforcement. Staff members try to keep infractions from occurring by educating school officials on requirements of the law, but when complaints are filed (last year there were nearly 10,000, says Lesko) they address each one.

As chief of staff, Lesko’s job sounds remarkably similar to the ways in which the agency serves the country: “My job is to use all my energy to give
What’s a typical day for Justina Williams? “Putting out five fires,” she says, laughing. As chief of facilities for Federal Protective Service with the Department of Homeland Security, Williams handles the details of new construction and repair of federal buildings that relate to communications, law enforcement security and training, and office space for the entire country (with the exception of Washington, D.C.). And if anyone calls up that old joke about leaping over tall buildings in a single bound, she’s liable to take you up on it. The winner of six NCAC championships and the holder of Wooster’s record for the indoor long jump, Williams was recently inducted into the College’s 2015 Athletic Hall of Fame.

Some of the figurative leaping in her job is the result of natural disasters and some comes about because of people problems. For example, law enforcement communications systems for the northeastern U.S. were recently put at risk when a landlord balked at some of the details of his contract with Homeland Security. “Sometimes the government occupies spaces that aren’t in government-owned buildings,” says Williams. “When space is leased, that can cause problems.”

A psychology major, Williams says that learning to respond quickly and learning to prioritize are paramount in her work. “Many people think their concerns are a priority. You learn to say, ‘OK, there are people who don’t have any running water, or there is asbestos or mold that needs attending to, and that’s our priority.’

“We deal with life safety first and then work our way down.”

Justina Williams and her crew are responsible for contracting or building secure evidence rooms like this one, used to store collected evidence. In a typical operation, other rooms could include weapons and ammunition storage, detainee processing, and interview rooms.
“Most people don’t know that NASA does earth science, but it turns out that space is a great place from which to observe the earth.” — JEFF BECK

From the plane, I can see some of the most beautiful scenery on earth. But the plane’s windows are few and likely to be scratched or cloudy, and when you’re bumping along in turbulence it can be a challenge to get useable footage. I’ve learned some tricks.”
Much of his material comes from NASA’s satellites. “Most people don’t know that NASA does earth science,” he says, “but it turns out that space is a great place from which to observe the earth. We work with data visualizers who turn the ‘1s’ and ‘0s’ that come from space into these beautiful, moving visuals. Images of the atmosphere, land, ice, and ocean form the core of most of our storytelling.”

The canvas for his art ranges from the miniature to the massive—from a 15-second Instagram to a 15-screen ultra-high-definition hyperwall. “Little shareables” are his specialty. “We can use shorter media products to get across that first visual hook and communicate a kernel of information. For example, in 15 seconds I can show that this year’s ozone hole from space is slightly larger than last year’s. We hope that users will then link back to some of our longer videos. My video supports that story—not with as much detail, but in a way that allows us to see concepts that are hard to communicate with the written word.”

Jeff Beck ’92
Earth Science Video Producer
NASA Goddard Space Flight Center | Greenbelt, Maryland

Visualizing the unseen

Videos by Jeff Beck allow us to visualize the unseen: sea surface temperatures pulsing over time, arctic sea ice growing and shrinking with the seasons, salt particles rising from the ocean, sulfates from industrial sources.

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Beck's second source for information is footage he shoots himself—tripod on the ground—in Greenland and from a low-flying aircraft over Antarctica. An embedded videographer for a mission dubbed “Operation Ice Bridge,” he works with a team of scientists whose goal is to predict how much the sea will rise in coming decades as the earth warms and the ice melts.

The days are long and cold. “I must use many different skills, and that’s both challenging and enjoyable,” he says. “I’m often working by myself and I’m the producer, the shooter, the editor, and the tripod carrier. From the plane, I can see some of the most beautiful scenery on earth. But the plane’s windows are few and likely to be scratched or cloudy, and when you’re bumping along in turbulence it can be a challenge to get useable footage. I’ve learned some tricks. If I press a giant piece of foam into the side of the fuselage, I can capture that perfect angle and get 20 seconds of scratch-free, bounce-free footage.”

“A planet that will never be the same”

As Beck documents the melting of Greenland’s surface in beautiful shades of blue, how does he feel about the future of Planet Earth? As a journalist for NASA, he is clear about his role: to provide the public and its leaders with scientific data without advocating a policy. But as a father, he says the question is often on his mind.

“In many ways, it’s discouraging that we’re locked into a certain amount of global change. The world for my young daughter will be a very different place from the one I grew up in. When I was young, we talked about saving the planet, and as a child I thought that perhaps gorillas and lions might be in danger, but we still had the potential to restore things. Now I feel like there’s been a paradigm shift. We’re wrapping our heads around the idea of a planet that will never be the same. And that’s tough.

“On the other hand, I’ve been really encouraged by people’s power to change. For example, in the 80s when scientists verified that certain manmade solvents, refrigerants, and propellants were depleting the ozone layer, the world could have said, ‘Well, let’s wait and study this 20 more years before acting.’ But instead, the world was convinced of the urgency of the problem and acted very quickly.

“In many ways, the scientific evidence of climate change is even stronger than it was for ozone depletion. I think there’s a lot of hope that we can make some profound changes in the next generation.”
Information about Wisdom, the nation's famous albatross, is made possible because of banding.

Photo by U.S. Fish and Wildlife Service, Midway Atoll National Wildlife Refuge

In 1920, the Bird Banding Laboratory began its practice of banding birds like Wisdom and millions more. The research method allows scientists to keep track of migration patterns, behavior and social structure, life span and survival rates, and the reproductive success and population growth of migratory birds.

Ninety-five years after it began, the practice is undergoing growth and change under the leadership of Bruce Peterjohn, who has headed the effort since 2008. An explosion of technology has changed both practice methodologies and who is conducting them, he says. “In its early days, more than 90 percent of banding was done by volunteer citizen scientists.”

Today, the country’s 1,575 banders (all licensed by the 17-person laboratory) are made up of approximately one third volunteers, one third government scientists, and one third academicians. Until recently, banders submitted their reports to Peterjohn’s office on paper. “We were receiving over a million banding records a year, and our staff had to transcribe data so it could be stored in the computer,” he said. “We finally said, ‘OK folks, we’re in the 21st century, and if you’re going to band birds you have to record it electronically.’”

New technologies such as radios and satellite transmitters that can be attached to birds have made tracking easier and made new information possible. But they have also brought new challenges. To illustrate the point, Peterjohn describes issues surrounding the tracking of golden eagles in the western U.S., in response to mortality rates associated with wind turbines. “It’s a fairly controversial topic right now and raises questions for our lab. How can you safely capture these birds? And how can you attach a marker (usually a satellite transmitter) that won’t affect the bird’s behavior?”

Some of the guidelines are straightforward, he says. “No marker can weigh more than 3 percent of a bird’s body weight. But a more subtle issue is aerodynamics. If a device is designed improperly and affects how air passes over the bird, it can affect its ability fly normally—to capture food, defend its territory, or find a mate.”

Change is also represented in shifting public attitudes about the costs and benefits of tax dollars and the role of animals in research. “As the use of animals in science is coming under greater scrutiny, the bird banding program has to be sensitive to those issues,” says Peterjohn. “Birds don’t want to be caught, and they don’t want to be banded. We work to be sure that methods minimize stress.”

Banders usually train and apprentice for years before receiving banding permits, says Peterjohn, himself one of the nation’s few banders certified to band hummingbirds. “Hummingbirds’ hearts—the largest of any birds in proportion to their body size—fill their thoracic cavity. Putting pressure there could stop the heart. They’re actually fairly sturdy, little birds; you just have to properly hold them by their sides.”

A biology major, Peterjohn joins other members of his staff in the laboratory’s work at its own station, which traps, bands, and tracks 75 bird species. The combination of hands-on work and administrative challenges results in days that are “never dull,” he says. “There are many challenges, as we track the changing interests of society and move the program forward in ways that will allow it to be successful in the future.”

In early December 2015, Wisdom, an adult Laysan albatross banded by scientists in 1954, made news around the country. At least 64 years old, she is the oldest known bird to lay an egg. Tracking by the U.S. Geological Survey indicates that since she was tagged at about five years old, Wisdom has probably flown over three million miles.

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A biology major, Peterjohn joins other members of his staff in the laboratory’s work at its own station, which traps, bands, and tracks 75 bird species. The combination of hands-on work and administrative challenges results in days that are “never dull,” he says. “There are many challenges, as we track the changing interests of society and move the program forward in ways that will allow it to be successful in the future.”
he job of every chaplain serving the country’s 122 federal prisons is to make sure that inmates have what they need to practice their religious faiths—a right guaranteed by the Constitution. Accommodation is offered to 28 named faith groups and countless individual religious practitioners.

And the job of the administrative office in D.C., headed by Rev. Heidi Kugler, is to make sure that the country’s 259 federal prison chaplains have what they need. “The average theological school graduate isn’t an expert on multiple faiths,” says Kugler. “We want to enhance cultural competencies and religious understandings with education and training.”

An ordained elder with the United Methodist Church who has served in prison ministry since 1996, Kugler says she was first drawn to this population when she interned at a state women’s prison. “I just fell in love with the work. When I started, I was afraid of the inmates, but what I found is that there’s a thin line separating those on the inside and the outside. Any one of us with different circumstances might have found ourselves behind bars.

“The prison chapel is a sacred place. Men and women who had not been particularly religious or spiritual before find their way back or maybe find faith for the first time. Another job of the chaplain is pastoral care, which is particularly important in times of medical emergencies or during times of grief.

“By the time people come to prison, in a lot of ways they’ve hit rock bottom, so their spiritual receptivity is very high. I really love being part of that receptiveness and helping persons find a sense of hope and healing in the midst of what can appear to be a hopeless situation.”

As part of the Bureau’s Reentry Services Division, chaplains are called to prepare inmates for their return to society—a job that has grown even more critical with the current administration’s sharpened focus on shorter sentences and reentry. Volunteers working both before and after release serve an essential role in preparing inmates to rejoin society, says Kugler.

A sociology major with minors in religious studies and black
Kugler titled her Independent Study “The Effect of Labeling on Learning Disabled College Students.” For five years prior to her December 2015 appointment as the chaplaincy administrator of the Federal Bureau of Prisons, she was assistant chaplaincy administrator. She strongly believes that serving the needs of inmates is an honor and privilege that can be shared by everyone. “In some ways we are all locked up, in one way or another. It’s just the bars are a little more visible in prison. I have a clear sense that what I do is a big job, but I take it one step, one issue, and one prayer at a time.”

Dave Unsworth ’81
Director of Project Development | TriMet

Art Pearce ’95
Policy, Planning and Projects Group Manager | City of Portland Portland, Oregon

Tilikum Crossing: The power of connections

It’s hard to think of a building project that requires more diverse thinking from its creators than the perfect bridge. The perfect bridge is beautiful. It is safe for both humans and critters. It gets folks where they want to go and enhances community cohesion. It reflects thinking that honors the past and predicts the future. The perfect bridge symbolizes the power of connections.

All this interconnected thinking doesn’t happen without some quiet, behind-the-scenes leadership. Such was the case with Tilikum Crossing, Portland, Oregon’s, newest bridge across the Willamette River, and two of the project’s leaders—Dave Unsworth ’81, director of project development for TriMet (Portland’s public transportation authority) and Art Pearce ’95, policy, planning and projects group manager for the City of Portland. Eight years ago, the two Scots began working together on Portland’s “people’s bridge.”

Their paths have been crossing for quite some time. Both were urban studies majors, and both took advantage of the department’s off-campus Urban Quarter program in Portland. Unsworth was an alumni host when Pearce’s internship brought him to town, and—keeping the tradition alive—Pearce served as the program’s coordinator for three years, helping find

“Tilikum Crossing: The power of connections”

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— REV. HEIDI KUGLER

Dave Unsworth, who wrote his I.S. on how a pedestrian mall in downtown Wooster might affect urban redevelopment, worked for a Portland city commissioner and an affordable housing group for the Wooster Urban Quarter component of his urban studies degree. Fourteen years later, Art Pearce compared the lending trends of conventional banks with community credit unions to disadvantaged populations seeking affordable housing for his I.S. and worked for the Environmental Federation of Oregon for his internship. Both men chose to return to Portland after graduation and have collaborated with each other for much of their careers.
One of the country’s most innovative cities, Portland is a magnet for pioneers in urban transportation. For example, Pearce played a significant role in the city’s aerial tram (the second one in the U.S. designated for urban transportation), which opened in 2006 and today provides 8,000 rides a day. “When you’re making choices about how to shape a city,” says Pearce, “the major back-bone elements are rivers, freeways, and transit systems. In Portland, we’re organizing growth around major transit corridors and by creating great places, accessible by cycling and walking. The strategy is working; we have high transit commute ridership (12 percent) and the highest bike commuting share of any major city in the U.S. at 7.2 percent.”

The country’s first major bridge to be closed to cars, Tilikum Crossing was created to meet the public transit needs (particularly for the light-rail train) of new and expanding tenants, including the new Oregon Museum of Science and Industry, the expanded campus of the Oregon Health and Science University, Portland State University, and Portland Community College. One of the first collaborative jobs for Pearce and Unsworth was to obtain funding. A $750 million highly competitive federal grant was awarded and matching funds were raised locally. “The federal government is a very important funding partner,” says Pearce, “but collaboration at the local level is what determines whether or not you’re going to be successful.

“What’s notable is that during a time of recession, we essentially went double down and said, ‘We’re going to deliver a project of this scale.’”

On September 12, 2015, Tilikum Crossing opened $48 million under budget and on schedule to buses, street cars, light-rail passenger trains, pedestrians, and bicyclists, who celebrated with salmon bakes, fireworks, and music.

“The community has been involved and invested in their bridge throughout the process,” says Unsworth. “They were included in its naming—Tilikum is the local Chinook Native American word for ‘people.’ A local brewery named a brew Tilikum ale, and an icecream has been named the Orange Line after the new light-rail line.”

The 14-foot wide pedestrian and bicycling lane is wide enough for races and celebrations, enhanced by the bridge’s permanent public art installation—programmable LED lights linked to incoming data on the Willamette River’s height, temperature, and speed. “The lights’ colors and flickers change, depending on the river,” says Unsworth. “It’s pretty fantastic.”

“It’s been a great, collaborative project that involved creative learning,” he says. “Not unlike writing an I.S., we studied the problem, figured out the issues, and worked our way through the processes.” The projects’ many teams studied problems such as future changes, including how much sea levels would rise, affecting the river’s navigation by both vessels and salmon.

Both Scots say that for a journey that has ended in Portland, Wooster was the place to begin. “There’s a realization that people are moving back to cities and want to be close to transit. We’re seeing this around the country. The City of Portland is at the forefront of how you do it right,” says Unsworth. “It’s fun for me that two guys from Wooster became so integrally involved in the same project.”
The Urban Studies program is sponsored by the Departments of Economics, Political Science, and Sociology and administered by a faculty committee. Off-campus study in a city and an internship (today called the Urban Semester) continues to be required.

FIND OUT MORE ONLINE AT
www.wooster.edu/_media/files/academics/catalogue/areas/urban-studies.pdf

Looking west toward SW Portland, this photo shows Tilikum Crossing in the foreground, with the Portland Aerial Tram moving between the South Waterfront District and Oregon Health and Science University.

December 5, 2014-testing of Tilikum Crossing's lights, which change according to the river's speed, height, and water temperature.

Tilikum Crossing is the first span built over the Willamette River since the addition of the Fremont Bridge in 1973, taking its place between the Marquam Bridge (background) and the Ross Island Bridge.

Photos compliments of TriMet
David and the Great Wall

By Kelly Brethauer ’16

David Morrow ’16, Chinese major, and Kelly Brethauer, a business economics and Chinese major, attended a semester at Peking University in Beijing, China through the China Studies Institute. “I asked David to take a photo of me, and then I took this one of him,” says Kelly, who hopes to return to Peking following graduation for an immersion program that will help her with language skills.
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Paint Powder
Chechaouen, Morocco
BY ELEANOR TOMPKINS '15

“I was studying in Morocco the fall of my junior year, and visited Chechaouen one weekend, traveling around the countryside. I thought the colors of the country were beautiful—with the buildings painted such vibrant colors. Sold on the street, these were powders to make into paint.”

An anthropology major, Eleanor is working in Philadelphia at the nonprofit, College Possible.

Forty percent of Wooster’s eligible students participate in off-campus studies programs, including those that are short-term, faculty led, and semester-long.