Spring 2015

Wooster Magazine: Spring 2015

Karol Crosbie

Follow this and additional works at: https://openworks.wooster.edu/wooalumnimag_2011-present

Recommended Citation
https://openworks.wooster.edu/wooalumnimag_2011-present/19

This Book is brought to you for free and open access by the Wooster Magazine at Open Works, a service of The College of Wooster Libraries. It has been accepted for inclusion in Wooster Magazine: 2011-Present by an authorized administrator of Open Works. For more information, please contact openworks@wooster.edu.
THE ARCHITECTS

Wooster alumni bring multidisciplinary strengths to their profession

Also inside

President Cornwell's next chapter
Staying Well: A tradition of continuous care
President Grant Cornwell bids Wooster farewell

As those of you who receive the college’s monthly e-newsletter know, I will be leaving Wooster at the end of June to continue the work of advancing liberal education in a very different setting, as president of Rollins College in Winter Park, Fla.

This was a difficult decision. Wooster’s mission and approach to liberal education are distinctive within American higher education. I have the greatest affection and admiration for my Wooster colleagues and the integrity with which they pursue that distinctive mission. It has been an honor to contribute to Wooster’s rich history while bringing greater attention to its unique strengths. I am proud of what we have accomplished together during the last eight years. As I move to a new challenge, I believe the College is in a position of great strength.

But at 57, I felt that the time was right for me to take on one more major leadership challenge in my career, and Rollins emerged as the place. Rollins has a different mission, serves a different student body, and is in a distinctly different social and geo-cultural milieu, but its values, like Wooster’s, resonate powerfully with my own.

I have—and will always have—the highest esteem for The College of Wooster, the clarity of our mission, the quality of our students, faculty and staff, and the character of our campus culture. Peg and I have been inspired by the seriousness of purpose with which Wooster’s students go about their work and the joy and pride they feel in being part of this community. The alumni we have met across the country and the world have shown us the enduring value and impact of a Wooster education. We treasure the relationships we have gained—with faculty, students, staff, neighbors, alumni, parents, and friends of the College.

I have every confidence that Wooster will continue to thrive and grow even stronger as the value of its unique mission becomes increasingly known. The College is well situated to hire a great president; this will be a job sought by many, and I believe the board will have their choice from a wide selection of accomplished leaders.

I am humbled by, and deeply grateful for, the opportunity I was given to serve Wooster. Though I will leave office on June 30, a part of me will be a Fighting Scot forever.

GRANT H. CORNWELL
Features

14 STAYING WELL
A tradition of continuous care

22 THE ARCHITECTS
Wooster alumni bring multidisciplinary strengths to their profession

Departments

2 MAILBOX

4 OAK GROVE

36 CLASS NOTES

61 OBITUARIES

On the cover
Commercial office building, 1100 First Street, Washington, D.C. architects Krueck, Sexton, and Gensler. Amy Johnson ’01, a designer with Gensler, created construction drawings, coordinated with consultants, and administered construction with a senior project architect.

Photo by Prakash Patel
Diversity needed on Board of Trustees

I just received my Winter 2015 edition of Wooster magazine. I love this magazine and always dive in cover-to-cover. However, as a class of ’95 alum, I was disappointed to see that all five of the newest Board of Trustees members are middle aged, white males. I counted 14 women on the list of 43 members (32 percent) and was unable to ascertain what level of racial diversity is present.

Is this really how the College wants Wooster represented? By a majority of white males? Haven’t we all progressed from this mind set? Isn’t this contradictory to the principles that Wooster values? Certainly this elected population is contradictory to all I was taught and took away from my time at Wooster.

It makes me sad. I hope that in the future the College will strive to make its Board of Trustees as diverse as your student population.

AMANDA AVERY BRYANT ’95
EVANSTON, ILL.

Holden’s “temporary” status

I read with great amusement the plan to remodel Holden Annex. My father (Arthur Murray ’20 and Wooster baseball coach) helped to build it. He was shocked when I lived there during the 1950-1951 school year, as he thought it was a temporary structure. How he would laugh that it is still in use. Guess the work crew did a great job of building.

JANE MURRAY SHAFFER ’53
STAUNTON, VA.

A speaker remembered and disregarded

A great book! Loved it. In reading Will Lange’s piece on “The Value of Liberal Education,” as well as President Cornwell’s Q&A, I couldn’t help but remember one Chapel speaker in—probably the early 60s—whose name has, thankfully, forever escaped me. The theme of his talk was “There’s No Point in Being Well Rounded,” an adage he must have repeated 30 times during the course of his presentation. I took it to mean, as did everyone else at the time, that a liberal arts education was a waste of time. I guess the point was: Specialize. I got the point, but didn’t value it much, then or now.

BOB DAWSON ’82
ARLINGTON, VA.

From Jerry’s 10th grade teacher

I was so excited to read the piece in the Winter issue about Jerry Footlick. As a COW senior doing my student teaching at Wooster High School, I was honored to have as my student the brightest star in that 10th grade English class—Jerry Footlick! He sat in the front row, was always prepared, showed vital interest in the subject of the day, questioned, and contributed in ways that far exceeded anyone else in the class. I knew then that he was going on to do great things in this world. Among other things, since it was fall he even brought me tickets to a Wooster High football game. After all these years I am so happy you have given me a peek into Jerry in the 21st century.

His career accomplishments are extremely impressive. I was a Newsweek subscriber for years and was tickled to see that he was an editor for so long. I lost track of him after he closed that door, so I am thrilled to have been reacquainted—at least in print—with this outstanding Wooster grad and former student. In the portions of the book that you shared with us, I have found former Wooster friends. I look forward to spring when I can purchase a copy of his An Adventure in Education and read the rest.

NANCY DAMUTH SHERIDAN ’50
MEADVILLE, PENN.

Alumni Weekend, June 4–7

Register and find out who is attending: http://woosteralumni.org

All your favorites
Parade of classes
Party on the patio
Distinguished Alumni Award ceremony
Rib and music festival
131st Alumni Meeting
Camp Woo for kids
Campus walking tours
Class lunches and elections
Golf
From the editor

Remembering Richard T. Gore

Many readers noticed my error in last issue’s “Friendship sostenuto” about the friendship between William Scheide and Richard T. Gore, who I mistakenly called “William Gore.” Are editors the only professionals who must confess to brain blips and apologize for them to 23,000 people? It keeps us humble.

Professor Gore, who taught here from 1945-1974 and is credited with establishing a national reputation for excellence in the College’s music department, was a nationally known composer and organist, who specialized in the study and performance of Bach’s works. He died Dec. 15, 1994.

He touched many lives and was well remembered. In the 1995 spring issue of Wooster, the late Ray McCall (professor of English, 1958-1992) wrote a tribute to his friend. Here is an excerpt:

Everybody who knew Richard T. Gore retains vivid images of the man: Richard as chair of the music department seated at the typewriter taking dictation form his secretary Edna Comin; Richard wearing his academic gown as an overcoat while shoveling snow from his sidewalk; Richard glaring balefully from the podium at latecomers to his concerts; Richard in the kitchen concocting casseroles that gave new meaning to the word “leftovers.”

His idiosyncrasies were as inseparable from his character as the stems that remained in his elderberry pies.

At the conclusion of one of his organ recitals in the old Chapel, some impish students unfurled a banner that read “His Bach is worse than his bite.” His Bach—whether on the organ or with chorus, soloists, and orchestra—was magnificent, but the students’ pun helps to take the measure of the man. He could be gruff and dogmatic, but he barked because he cared passionately—about music, literature, the English language, nature, high standards, his students, friends, and family. He embodied the definition of a husband’s love in his devoted care of Adeline during her long illness.

He officially retired in 1974, but he couldn’t stop creating music any more than birds can stop singing. …

Recently published books by alumni


Accidents claim three lives

Melissa M. Schultz, 37
associate professor of chemistry

Melissa Schultz died Feb. 7 in a car accident at the intersection of Highland Ave. and Burbank Rd. in Wooster.

Members of the Wooster community found many ways to honor their colleague and mentor. The women’s volleyball team organized volunteers to watch the children of faculty and staff parents planning to attend the memorial service; students used Soup and Bread and commemorative ribbons to raise money for the Schultz family; the Scot Symphonic Band paid musical tribute during its winter concert; plans began for an environmental education park near the Montessori school and a space in the new science building to be created in her honor.

Schultz, who joined the faculty at Wooster in 2006, specialized in the impact of antidepressants on the water supply, particularly their effect on fish and amphibians. She was an avid runner, reader, and nature enthusiast who had successfully battled breast cancer this past year.

Schultz leaves behind her husband and three young children.

Rhishav Choudhury, 22
senior philosophy major

Rhishav Choudhury died Wed., March 11 after falling into a deep canyon while hiking in Arizona’s Coconino National Forest during a spring-break trip with 28 fellow members of the WOODS student group. A popular, engaged student, Choudhury, from Guwahati, Assam, India was a member of the College cricket club and the WOODS nature club. He was well known for his love of debate—from Indian politics to philosophy. Two of his papers had recently been accepted at two universities’ philosophy conferences and he planned on attending graduate school. He had passed all graduation requirements and the College hopes that his sister will receive his degree on his behalf at commencement.

Nancy Tinoza, 26
2012 math graduate

Nancy Tinoza ’12 died March 22 in a car accident in Washington, D.C., where she was employed by the International Monetary Fund. A math major who had already co-authored papers during her time at Wooster, Nancy had been accepted to many PhD programs and had been in the process of making her decision. She served as a mentor to many younger students at Wooster and is remembered with great affection by faculty, current students, and alumni. Profits from the international students’ annual community dinner were used to support her family in Harare, Zimbabwe, part of a larger effort by The U.S. Student Achievers Program, which had helped to place Nancy at Wooster.

$5 million gift from Doug Brush

Doug Brush ’77, a member of the College’s Board of Trustees since 2000, announced that he will give $5 million to his alma mater—$4 million to help support the construction of a new science facility and $1 million for a complete renovation of the Holden Annex student residence hall.

“I have been looking forward to making an investment like this in The College of Wooster for a very long time,” Brush said. “I am honestly delighted to be able to contribute to our future vitality in this way.”

A history major, Brush went on to direct the Sentry Group, a manufacturer of fire-resistant safes and other security storage solutions.

Brush’s commitment brings to $18.9 million the amount raised for a $40 million integrated life sciences complex. A groundbreaking is anticipated June 2016.

Holden Annex, a student residence hall constructed in 1921, will receive a total makeover, including new insulation, upgraded electrical system, a new roof, new flooring, and new furniture. The rejuvenated facility will have approximately 45 beds.
President Cornwell departs for Rollins, leaving behind a legacy of growth

In February, Grant H. Cornwell, president of The College of Wooster since 2007, announced that he will depart at the end of June to become president of Rollins College in Winter Park, Fla.  

“Rollins appeals to my desire to continue advancing liberal education in the 21st century,” Cornwell said. “While it is a very different college than Wooster, serving different student populations, its values, like Wooster’s, resonate powerfully with my own.”  

William A. Longbrake '65, chair of the College’s board of trustees, praised Cornwell’s accomplishments:  

“We are no longer a ‘best kept secret.’ We have set new records for applications in six of the last eight years; launched strategically important initiatives like APEX, our integrated program for student academic and career advising, planning and experiential learning; CoRE, the Collaborative Research Environment in Andrews Library; and new majors in neuroscience and East Asian studies. We built the Scot Center, a LEED Gold certified athletic and recreation facility, and transformed a 113-year-old school building into a one-of-a-kind student residence hall, Gault Schoolhouse.

Perhaps most important, Wooster has achieved growing recognition as America’s premier college for mentored undergraduate research. The college’s trajectory and momentum—and the team that has done so much to create that momentum—give us great confidence in the future.”

Search for Wooster’s next president begins

Longbrake announced the formation of two presidential search committees—one for an interim leader to guide Wooster during the 2015-2016 academic year, and one to pick a permanent successor.

Mary Neagoy ’83, vice-chair of the board, is chairing both searches.

In addition to Neagoy, a former senior communications executive in the media and sports industries, the interim search committee consists of trustees Jayne Chambers ’76, senior vice president of the American Federation of Hospitals, and Solomon Oliver ’69, chief judge of the U.S. District Court for the Northern District of Ohio; Carolyn Newton, the College’s provost, and Greg Shaya, associate professor of history. The group will work with search consultant Tom Courtice of AGB Interim Search.

“It is important that a qualified candidate to serve as interim president be identified as quickly as reasonably possible,” Longbrake said. “Our goal is for the committee, after soliciting and evaluating candidates, to recommend one to the board prior to its May meeting.”
Retirements

Lyn Loveless, Horace N. Mateer Professor of Biology, 1987-2015

An unwitting student who announces to Professor Loveless that animals are more interesting than plants because plants “just sit there” can expect to hear a persuasive deluge of evidence to the contrary. Loveless is more than a botanist who understands and relates to plants. She’s also an ecologist, who cares about how the human species interacts with plants and with each other. One listener at a time, she builds interest and understanding.

“When you look at an animal you can see (at least some of) what it’s doing. But when you look at a plant, you have to be subtle and insightful to understand what it’s doing—how it’s making a living.”

Whether in her ecology, field botany, or conservation classes, Loveless takes every opportunity to explore the reasons for the fantastic diversity of shapes, sizes, colors, smells, and reproductive capabilities of plants and to lead her students into discussions of evolution. Observations lead the way. “The first day of class we go to the learning garden and I ask students to notice what pollinators are coming to which plants. How long did they stay on a particular flower, when did they leave, did they return or go to another plant? Are there differences in the way the pollinators behave when they approach the flower? Are they gathering pollen or nectar? That bee that hovers over a flower as it packs pollen into its pollen pack—what does that behavior mean for the plant?”

“I want students to think about plants in the field not just as objects that provide food, but as organisms that are evolving—both manipulating their pollinators and being manipulated by them.”

Loveless, whose tenure at the College has included six years as chair, has seen the Biology Department’s number of majors almost quadruple since she began in 1987. A push for STEM studies in high schools, keener curiosity about the intersection of biology and humans in areas such as climate change and agriculture, and the increased interest in genetics and molecular biology, have all contributed, she says. “We have broadened our approach.”

One of her students, Brian Lutz ’05, who went on for a PhD in biogeochemistry, said he valued his mentor’s support when he decided to switch careers to farming. “I was inordinately lucky to find Dr. Lyn Loveless as an adviser. Few people have had such a profound impact on my life; she taught me how to think differently and critically about the world around me, and about how we interact with our environment.”

Loveless’s research focus has been on reproductive ecology; in her most recent study of the coral bean she supervised the Independent Study of Nicki Gustafson ’14, who presented her findings at the Botanical Society Meetings in 2014.

Mary Puterbaugh Mulcahy ’91, chair of the Division of Biological and Health Sciences at the University of Pittsburgh Bradford, who accompanied her mentor to a field station at Barro Colorado Island, Panama in 1989, remembers rain, screeching howler monkeys, and considerable awe for her professor’s knowledge of the tropical habitat. “Life has never been the same since,” says Mulcahy, who specializes in evolutionary and plant and animal interactions.

Loveless says she has changed the way she approaches teaching. “I’ve learned a lot from my wonderful colleagues. When I first came, I was very intent on content. My focus was on what I was teaching. Now I want students to know how to find answers, not to have answers. I want them to be curious.”

Following retirement Loveless will continue her collaboration with David McConnell, professor of sociology and anthropology, on research and a book they are co-authoring about how the Amish understand and use nature.
“The first day of class we go to the learning garden and I ask students to notice what pollinators are coming to which plants.”

“The last essay question of our final exam in ecology was something like, ‘How are animals and plants different?’ As unusual, absurd, and challenging as this question was, it effectively assessed a semester’s worth of ecology: How well do you know the materials and concepts? And can you apply them to the world—even to the simplest questions?

Lyn had a keen ability to distill complex concepts. I remember her clarifying the process of global wind currents that are a basis for basic climate. I came into class frustratingly confused and amidst her explanation I had a total ‘aha!’ moment.”

— ANDREW BISHOP ’05
Biological science technician, Cuyahoga Valley National Park

*top* Stephanie Jarvis ’11, Lyn Loveless, Sara Falkoff ’11, and Sarah Uschak ’11, following a garlic-mustard pull at Fern Valley, the College’s outdoor classroom.

*left* Professor Loveless teaching her last ecology class.
Retirements

Theodor Duda, professor of music, 1990-2014

A message from Theo Duda, who retired at the conclusion of fall semester, 2014.

When asked why I’ve retired one semester shy of a quarter-century at Wooster, I reply that since time seems to pass more quickly as one ages, the last thing I need to be given is the proverbial gold watch after 25 years of service—something that’d make me all the more aware of time’s too rapid flight.

That lighthearted response, however, belies several real explanations. One significant motivation for ending a teaching career that began with a graduate assistantship in 1973 has to do with an aspect of my health. As a result of a senseless prank (involving exploding cherry bombs) played on me just days before my undergraduate graduation, I developed Ménière’s Disease. This is a disorder of the inner ear that may include drop attacks (unpredictable collapses brought on by vertigo) and various auditory problems. In my case, balance issues first appeared in 1982. Collapsing while singing during a rehearsal, I felt as if I’d been hit in the head by a sledgehammer; this was only the first of countless such occurrences over the next 25 years. Then in 1996 pain and acutely sensitive hearing developed in my right ear. My otolaryngologist instructed me to avoid exposure to all moderately to very loud sounds—including music.

That wasn’t an easy proscription for this musician and teacher to take in, let alone follow. Everything I taught—theory, voice, class voice, vocal pedagogy, history of American music—involved exposure to musical sound, so I had either to quit teaching or to request a radical change in my course assignments. I chose the later option and am ever grateful to Brian Dykstra (then chair of music) and Shila Garg (then dean of faculty) for tailoring my teaching duties to accommodate my situation as well as possible. For the last 10 years, I taught the first two semesters of music theory almost exclusively.

The theory program at Wooster is designed with an integrative approach, one in which written and analytical areas are covered in each course as are skills areas—sight singing and dictation. The skills areas are traditionally referred to as “ear training,” but they (as well as written ones) are better described as ‘mind training.’ Students are taught structures built by combining pitch, rhythm,
dynamics, timbre that underlie all thoughtfully composed music. Eventually (and ideally) learners develop an understanding of and an appreciation for the music they play, sing, listen to, study, and perhaps later teach that are greater than they would have been without theory studies.

Training in theory, whether self-directed or classroom-centered, informed and enhanced my own musical endeavors of the past half century. I've written more than 200 compositions for a variety of media—art songs for solo voice and piano, pieces for accompanied and unaccompanied chorus; and music for solo piano, chamber groups, and large ensembles. Even in my wildest works (dating from the unbridled 1970s) I sought aesthetic balance and shapely voice leading, guided by principles learned from works centuries old.

With regard to music I have written, I wish to express deep appreciation for one half-year and three full-year research leaves granted me since 1998 for purposes of composing new works. Some of that music has been performed on our campus by colleagues, students, and ensembles generous with their time and efforts. Others of those works have been performed elsewhere across the country by alumni of Wooster and other schools at which I've taught, by friends, and even by complete strangers. I consider myself indeed fortunate.

Despite all these good things, in the last few years I have had to deal with what was an increasing daily dose of aural pain accompanying my teaching of first-year theory. Even moderately soft musical sounds set off tinnitus (ringing in the ear) that distracted my musical thinking, and a single loud chord inaugurated pain akin (as I experience it) to being stuck in the right ear with an ice pick. When at home, I can wear ear-protection devices while playing the piano; with those in place I am protected from pain-inducing loud sounds and can still experience the musically satisfying tactile sensations that come from addressing the keyboard. But using such sound-blocking devices to protect my aural health, though practical at home, is clearly not practical for nor conducive to effective teaching. So I teach no more.

If—as is customary upon retirement—I were to muse about my pedagogical legacy to Wooster's Department of Music, I would recall proposing and subsequently teaching class voice and vocal pedagogy for many years, proposing class piano

left One of Duda's compositions was performed by the Wooster Chorus during their spring tour.

below Professor Duda and his Theory IV class, sporting “It's all part of total education at The College of Wooster” t-shirts.

I & II, reviving and teaching the course titled Music of the United States, and developing a logical and effective system of numerical sight singing used in first- and second-year theory classes.

To those students who studied voice or music theory with me, I express the hope that—whatever their current musical activities (even if none)—they gained some lasting benefit from consistent application of clear and systematic processes that formed the core of my teaching. I also hope that my students benefitted from those (seemingly) random extra-musical nuggets of instruction I shared, that they consider those thoughts (as declared on green t-shirts designed & worn by the Theory IV class of Spring 2009) to be “all part of total education at The College of Wooster.”

“Professor Duda was very strict. He was also very inspirational. I learned so much from him.”

—THUY THU DANG '18
Distinguished alumni, 2015

Barbara Frajola Atkinson ’64
Planning dean, UNLV School of Medicine

Shaping tomorrow’s doctors

Barbara Frajola Atkinson ’64, M.D. cheerfully admits that she flunked retirement. She retired in 2012 after a 37-year career that encompassed pathology research and scholarship, teaching, and administration—most recently as executive vice chancellor at the University of Kansas School of Medicine and before that dean of the Medical College of Pennsylvania and Hahnemann University (now Drexel College of Medicine). For two years she enjoyed her hobbies, including her talkative African Grey parrot, Buddy, her Australian Rose-breasted Cockatoo, and her work on various boards, including Audubon of Kansas.

And then came an enticing offer: Would she head up the creation of a new school of medicine at the University of Nevada Las Vegas (UNLV)? Today, she’s deep into the kind of work she likes best—visualizing, planning, hiring, and getting things done. “It’s an opportunity to think of what a medical school of the future should be—how you best train doctors to practice for the next 50 years.”

And how do you best train doctors? “Our doctors need to be really good problem solvers,” she says. And that comes not from attending lectures, but from a problem-based curriculum, in which small groups of eight students work as a team and faculty members serve as facilitators. While the approach isn’t new, she says, it is seldom used at medical schools because it’s so faculty intensive.

Students begin their program not with lectures, but with a six-week emergency medical technician (EMT) course, resulting in certification and early experience in the community. “By being out in the community—seeing how patients have emergencies in their own homes—students gain public health and cultural competencies,” Atkinson says.

The curriculum offers some “dramatic changes” to traditional medical schools, she says, including instruction in new technologies such as virtual anatomy and microscopy; a community-based approach to treating mental health and addictions; and a core emphasis on bioethics. A member of President

“Our doctors need to be really good problem solvers.”

PLANNING A NEW MEDICAL SCHOOL
Dr. Barbara Atkinson makes plans with Nevada Governor Brian Sandoval, former UNLV President Donald D. Snyder, and UNLV Executive Vice President/ Provost John Valery White.

Photo courtesy of UNLV
Obama's Commission for the Study of Bioethical Issues, Atkinson is well positioned to lead in this area.

"The Commission has looked at some really fascinating things," she says, including the country's public health response to the Ebola outbreak ("communications handled badly"); the debate over the use of pain medication (prescribed and used so widely that it contributes to addictions, or not used enough to provide essential and basic pain relief?); and the thorny question of anthrax vaccination studies on children. (Every soldier in the country has been vaccinated against anthrax; currently considered the country's biggest bioterrorism threat, but because children have never been included in trials, there is no information on dosage requirements for them in the unlikely event of an attack.)

The UNLV School of Medicine is scheduled to admit its first class of students in 2017, depending on fundraising and legislative allocations, says Atkinson. Her role as planning dean has included much fundraising because of the school's unique teaching model and because of its goal to offer every student in the first class a four-year scholarship. "We hope to recruit a very diverse student group. Also, we hope to keep them practicing in Nevada, where there's a huge shortage of doctors. Our first class must be extremely outstanding because the school's accreditation will be made on the basis of our performance in teaching them and their success on national tests."

A biology major at Wooster, Atkinson counts as her heroes professors of biology Andy Weaver and Donald Wise. She still has her I.S., which examined florescence in fruit flies' eyes. An avid birder, she and her husband William Atkinson M.D. have identified more than 550 species of birds in the United States.

---

**Buddy the Rock Star**

Watch African grey parrot and rock star Buddy sing "Rock-Chalk, Jayhawk," a University of Kansas sports fan chant.

Barbara Atkinson and her husband got the idea of teaching Buddy (who knows more than 250 words) the entire chant after he began repeating parts of it after he heard it on TV during games. Also in his repertoire is "Yankee Doodle" and "Old MacDonald" (with all the animals).

https://www.youtube.com/watch?v=Qb7WNKmILZE

---

**Distinguished alumni to be honored on Alumni Weekend**

Every year, the College recognizes Distinguished Alumni who bring honor to the College through their service and/or professional accomplishments. The awardees will lead the traditional Parade of Classes and will speak at the Awards Ceremony that follows.

**Weekend reservations:** [http://woosteralumni.org](http://woosteralumni.org)
David R. Hopkins ’70  
President, Wright State University

A new model of higher education

David Hopkins knows exactly which mentors shaped his life. The only child of high school-educated parents (his dad was a postman, his mom a Cleveland steel mills worker), he had not imagined that he would go to college. But his baseball and basketball skills at Elyria High School caught the attention of an executive at Republic Steel, Byron Morris Sr., whose son, Byron Morris Jr., was admissions director at Wooster. The two Mr. Morrises encouraged Hopkins to think about Wooster. “When I came to visit, I felt that here were people who genuinely cared about my future. I went away saying ‘I want to be here!’

“I was totally lost the first semester—I didn’t know what it meant to be prepared for college. But from Al Van We I learned what having and being a mentor meant. It’s more than being smart and having expertise. It’s having someone who really cares about you and your hope for the future. Coach Van We saw in me something that I hadn’t seen in myself.”

A second insight about the nature of teaching and learning came from professor of physical education Maria Sexton. Interested in combining his love of math and sports and with a goal of becoming a teacher and coach, Hopkins had enrolled in one of her education classes. “Professor Sexton said to me, ‘David you’re not teaching unless people are learning.’ I didn’t understand how profound that would be for me for the rest of my life in higher education.

“That was the genesis of my understanding that it’s always about people. It’s not just about delivering a lecture, it’s about creating an environment where students can grow, be who they really want to be, and have a better life. That’s been my philosophy.”

The philosophy carried him through a position as professor of kinesiology at the University of Texas, and then through an administrative trajectory at Indiana State University that launched him to provost, and then president of Wright State University. At Wright State, Hopkins says, he not only honors the role that caring educators played in his own life, he also helps to shape what he believes is the mandate for American higher education—to broaden access to an increasingly non-traditional population and to “meet people where they are. We don’t claim excellence by excluding people.”

Hopkins, who is in his second year as chair of the Inter-University Council of Ohio, (representing Ohio’s 14 four-year public universities) believes that public universities, which serve almost 80 percent of the 24 million students in the U.S., are key, and that schools like Wright State represent an essential model of higher learning that gives primary focus to “successful environments.”

And what constitutes a successful environment? Making service learning and travel abroad opportunities available to lower income students; embedding career advising from the very first day; more “intrusive,” front-end advising; linking applied research and community engagement with a goal of working on very real problems, such as poverty. (A few years ago, Hopkins made news when he turned down an annual bonus, choosing to take a pay cut and the lowest salary of any of the Ohio pubic university presidents so that he could contribute to his university’s fund for students affected by the economic downturn.) Creating multi-dimensional opportunities—from a school of medicine to a college of liberal arts; creating research and teaching partnerships with local employers, such as the Wright Patterson U.S. Air Force Base in Dayton. (Wright State University regularly receives national recognition for its service to people with disabilities and military veterans and for its students’ service outreach projects.)
Distinguished Alumni Award Nominations for 2016

You, more than anyone, know the accomplishments of your fellow alumni. We’d love to hear from you. Nominations, due July 1, may be made online at http://tinyurl.com/cg4j3u or by contacting the Office of Alumni Relations at alum.wooster.edu or 330-263-2533.

Hopkins’ own research is in the area of fitness and aging; he is co-inventor of ACUFLEX instruments, which are used world-wide to evaluate joint flexibility.

Hopkins’ deep feelings about his alma mater are told in stories that reflect both the past and present. On display in his office is a baseball inscribed with the words “First Hit.” “It was the first home game on Wooster’s new baseball diamond, I was lead-off batter, and I had the first hit. They stopped the game. I was so proud.”

Alex Hopkins ’16, the youngest of Angela and David Hopkins’ six children and the only one of the clan to attend here, is a junior international relations major and French minor. “Watching him connect here was one of the most moving times of my life,” says his dad. “Our visit was concluding, and I was waiting in the car in front of Lowry. I had reconnected with Al Van Wie, and we had met soccer coach Graham Ford, who was just magnificent. I watched as Al gave Alex a big farewell hug. Alex got into the car and said, ‘Dad, this is where I want to be. I’d be proud to be a Wooster Scot.’

“This is very emotional for me. It means so much that Wooster was there for me and is still here for my son, imparting the values that I think are so important to be successful. I can’t be more proud.”

Alex Hopkins will introduce his father at the DAA Awards Ceremony.

“Higher education is about creating an environment where students can grow, be who they really want to be, and have a better life.”

Moving-in Day at Wright State University. President Dave with the Kappa Deltas.

Photo courtesy of Wright State University
by KAROL CROSBIE

STAYING Well

A tradition of continuous care
POINTS of PRIDE
Longbrake Student Wellness Center

From its earliest history, Wooster’s on-site, comprehensive medical services have distinguished the College. Six features are particular cause for pride.

FULL 24-7 AND OVERNIGHT CARE

The benefits of the ability to treat students any time of the day or night, seven days a week, and to provide overnight stays is huge, say representatives from all corners of the campus. For more than 80 years the College has been one of only a handful of higher education institutions in the country that offers both services, and daily it reaps the benefits of its commitment. Retention is enhanced because students can recuperate on campus and return to classes more quickly. Contagious diseases are contained when students receive care at the Center instead of recuperating in their residence halls. And the care, says Center director Ray Tucker, has a decidedly mom-quality about it. “Our nurses take care of every little detail. They’re like ‘Can I turn the channel for you?’ ‘Can I prop you up? ‘Do you want a Pop-Tart?’ I can’t think of another facility that is small enough to offer that kind of TLC and also give the comprehensive, quality services of a large hospital.”

For example, when Kyle Conklin ’15 returned from winter break, he was so sick he couldn’t get out of bed. His home is in Ghana because his father works for the State Department, and Kyle’s 104-degree temperature prompted fears of malaria. His bug turned out to be garden-variety (but nonetheless virulent) flu, keeping him at the Center for five days. “I received amazing care,” he says. “It was scary for my parents to be in a different country, but the wellness staff kept reassuring them that I was in good hands.”

* Janet Horst, RN, and Aidan Conley ’16. When Aidan fell and broke his leg, he couldn’t climb the stairs to his third floor room in Babcock Hall. He took up residence at the Wellness Center, where staff members brought him meals and meds and he studied in the student lounge.

* Staff nurse Lisa Woods, Kyle Conklin ’15, and head nurse Esther Horst, RN, (who served as acting Center director from 2011-14). Kyle used the Center to recover from seriously debilitating flu and also for referrals and aftercare for a broken collarbone, the result of a hockey accident.
The integration of counseling and medical services has always been to integrate counseling and medical services, says Ray Tucker, licensed professional clinical counselor and Center director. “At conferences, I'm asked about the magic formula behind the seamless integration of the two services at Wooster. I tell them it's always been that way. It's just the way we think.”

Dr. Adam Keating, the Center’s medical director and a pediatrician at the Cleveland Clinic, agrees. “It’s unique to have mental health care counselors—employees of the College—and physicians on site together and collaborate the way that we do here.”

Coordinated by Dr. Keating, six physicians and two nurse practitioners each conduct a half-day of student appointments every week. Says Kurt Holmes, dean of students: “It’s unusual for a college health service to receive daily care and referrals from some of the best physicians in the world.” Physicians' specialties include pediatrics, gynecology, and family practice.

Mark Elderbrock, MD, ’82: One day a week, Dr. Elderbrock takes a break from his family practice at the Cleveland Clinic to care for students at his alma mater.
“I really appreciate that physicians here don’t push medications. It makes me feel like I’m more in control of my own health. When I saw a physician for insomnia, she said, ‘I don’t really want to give you medication at this point. Why don’t you see a counselor?’ So I did. The counseling here is awesome and I wish I’d taken advantage of it earlier.”

VICTORIA BROWN

Dr. Vi Startzman ’35, medical director from 1956-1979, was a firm believer that health care professionals should be educators as well as healers. The philosophy is alive and well today.

For example, the Center gives licensed professional counselor Anne Deffenbaugh Ober ’95 an opportunity to practice both her passions—counseling and teaching. An art history major who went on for a PhD in counselor education and an appointment as assistant professor at Walsh University, Ober returned to Wooster to practice both disciplines. She counsels on a wide variety of issues, including depression, anxiety, eating disorders, substance abuse, and identity development.

But Ober’s role extends beyond one-on-one counseling. “Every year, we see about 500 students for individual counseling, but really our responsibility is to all students on campus,” she says. Her skills as an educator are put to use in outreach programs, such as a grief group, safe zone training, and a pilot program on managing stress.

Anne Deffenbaugh Ober ’95, LPC, PhD, combines the skills of licensed counselor and higher education teacher.
Bill Longbrake '65 may be excused for taking for granted the health care services he received when he was a student at Wooster. His mother had enjoyed the same services here back in 1929. Didn't all colleges offer around-the-clock, inpatient care? Much, much later, when his youngest daughter became seriously ill while she was a student at a small liberal arts college that offered no health care, he no longer took good care for granted. When Hygeia was razed to make way for Morgan Hall, Longbrake remembers saying, “Hey—we’re going to build a facility! I’ll finance its construction and it will be one of the best in the country.”

The multicultural nature of Wooster’s students, combined with their extensive off-campus travel, means that all Center staff must be familiar with the world’s diseases. Cases have included malaria, sickle-cell anemia, and dengue fever, says Esther Horst, head nurse. Students traveling abroad use Center services for travel assessments, including immunizations, medications, and information on disease prevention strategies.

Teaching and learning is mutual. “When I see human conditions expressed in different cultural contexts, it’s a huge learning experience for me,” says Center director Ray Tucker. “Our students are bright, educated, motivated, intelligent, and informed—sometimes over-informed,” he adds with a smile.

“\textit{When I see human conditions expressed in different cultural contexts, it’s a huge learning experience for me.}”

RAY TUCKER, CENTER DIRECTOR

\textbf{Bill Longbrake '65, president of the College’s Board of Trustees, in the waiting room of the Longbrake Student Wellness Center, completed in 2002. When a staff member mused that the room needed a fish tank, the Longbreaks immediately supplied it. The late Martha Longbreak was a retired operating room nurse.}
CONTINUING CARE THROUGH GIVING
A facility grows more accommodating and more meaningful through the gifts of alumni and friends. These gifts followed the Longbrakes’ initial gift:

The Nurses’ Workstation Area honors the memory of Florence C. Cellar ’34. A conference room and patio were given by David D. Fleming ’70 and Margaret E. Fleming in memory of Dave’s parents, Dr. Elberta Fleming ’42 and William H. Fleming. The student room furnishings were made possible by a gift from Vi Starzman ’35, MD. A student lounge was made possible by the Class of 1951. Generous gifts were given by Jane Cotton Boyd ’42, Gail P. Smith, and John F. Boyd ’42, MD. Student emergencies are often covered by the Mary Keugle Dixon ’42 Endowed Student Fund.

Guided by the legacy of Vi Starzman and expert hand of Nancy Anderson, Center director from 1990-2011, the building has given the College’s unique philosophies an even sharper edge. The large, light-filled waiting room accommodates students waiting for both counseling and medical services, which are now separated into two hallways rather than separate floors, as in the old Hygeia days. It also functions as a classroom, serving the Center’s dual clinic and educational roles. Six inpatient beds (including a negative pressure room for highly contagious patients), two observation beds, five examination rooms, two treatment rooms, and a laboratory allow staff to perform a full range of services. Directly inside the door is a walk-in Cold Care Center, where students may pick up information that will help them evaluate their own symptoms and pick up over-the-counter medications. Flyers and tip-sheets provide background information on a wide range of topics—from HIV testing, to poison ivy, to a “Flu myth quiz.”

Then: The old Hygeia was razed to make way for Morgan Hall.

Now: Directly inside the door is a walk-in Cold Care Center, where students may pick up information that will help them evaluate their own symptoms and pick up over-the-counter medications.
AGE of ANXIETY

The numbers of students seeking and receiving care for depression and anxiety is on the rise.

A survey of more than 150,000 college freshmen nationwide found that 9.5 percent of respondents reported “feeling depressed” during the past year, a significant rise over the 6.1 percent reported five years ago.

In the 14 years he has counseled college students, therapist Ray Tucker says he has seen an increase in students seeking help for depression and anxiety. “It used to be that anxiety was focused on a specific incident, but now I’m seeing students worried about how they fit into the world. It’s more: ‘Who am I? What am I doing here? What am I going to do with my life? Am I doing well enough?’ The path seems cloudier.”

Tucker’s experience and observation reflect a statistically significant trend in American 18-year-olds, documented in a longitudinal study conducted for almost 50 years by the Cooperative Institutional Research Program at the University of California, Los Angeles’s, Higher Education Research Institute. The survey of more than 150,000 college freshmen nationwide found that 9.5 percent of respondents reported “feeling depressed” during the past year, a significant rise over the 6.1 percent reported five years ago. Those who “felt overwhelmed” by schoolwork and other commitments rose from 27.1 percent to 34.6 percent.

In a given year, approximately one third of Wooster students will see one of the three full-time counselors at the Center—30-year veteran Jan Hamill, Ann Ober, or Ray Tucker. (A search is currently in process for a fourth.) “The pace is difficult,” says Ober. “Most days it’s wall-to-wall clients.”

Affecting the workload is an increase in the number of students arriving on campus with developmental disorders, says Dean of Students Kurt Holmes “The increase is testimony to great resources now available in high schools. In the past, these students wouldn’t
have had the necessary support to prepare them to go to college. Now they do.”

A portion of the workload for both counselors and the medical staff includes treating students for alcohol abuse. And is alcohol abuse at Wooster on the rise? No, say Tucker and head nurse Esther Horst. In fact, if Wooster were again reflecting the national trend, alcohol abuse would actually be declining. In The Los Angeles Higher Education survey, about one-third of respondents said they had drunk alcohol at least once in the past year, compared with almost half 10 years ago.

Wooster students seeking counseling at the Center may wait longer than their peers seeking medical help—a situation that reflects the off-campus climate, says medical director Dr. Adam Keating. “That’s the reality of health care everywhere. But whatever wait students might have on campus, it would be significantly longer out in the community.”

“The De-Stress Fair at Lowry: For the past 20 years, Center staff have hosted a de-stress event to coincide with midterms or finals.

▶ Jay Clutter, a Center nurse, gives a massage.

▶ Administrative coordinator Lori Stine and unit aid Miriam Terman take advantage of the event to do some unwinding themselves with finger crochet. “It was a long day,” said Stine, who receives patients. “Everybody said their case was an emergency.”

LESSONS on HEALTH CARE NAVIGATION

Learning independence

Perhaps nothing distinguishes the college health care experience more than students’ first-time (sometimes bumpy) navigation of their own health care. “I call it their first adventure into self-care,” says Center director Ray Tucker. “If they’re not taking care of themselves they have no one to blame but themselves—and that’s not an easy transition.”

Medical director Dr. Adam Keating says the growth he sees during patients’ four years on campus is one of the greatest rewards of working at Wooster. “Developmentally, there are big changes. It’s so nice seeing them become their own people.” His work at the College informs the Cleveland Clinic, where he has begun asking his high school patients to prepare for the college experience by learning to be historians of their own medical information.

In a sense, students are thrust into independence by the federal Family Educational Rights and Privacy Act (FERPA), which requires that they give permission before their parents can be provided with health information. The law can result in tension, says Dean of Students Kurt Holmes. Many, but not all, procedures are covered by student health fees. Those that are not are likely to show up on parents’ insurance claims. “It’s very hard on parents, who have been very invested in their children’s lives, to be told they can’t get information. And it’s very hard on us to have to call a parent in the middle of the night and say, ‘Have you talked to your son or daughter recently?’”

But disgruntled parents are far out-weighed by grateful ones, says Tucker, whose office sports a bulletin board filled with thank-you notes. “All year we receive cookies, and bread, and cake with notes saying, ‘Thank you for what you did for my child.’

“Watching former patients and clients cross that stage at graduation—knowing that we’ve had a part in it—that’s the best part of the job.”
At Wooster, Amy Johnson '01 studied art and math, Erik Bloom '97 majored in religious studies, and Mark Kosmos '91 was a chemistry major. Kian Goh '96 studied math and art; Bill Westhafer '76 was a business economics major, and John Howey 'X54 and Tania Bruno '90 studied art.

The buildings they design are a public exhibit of the architecture skills they gained from their graduate school experiences at schools such as Harvard, Princeton, and Yale. Less public (but just as important to process and infrastructure) are skills gained from a liberal arts education—the ability to learn on the job, to bring varied disciplines and philosophies to problem solving, to teach, and to listen.
ERIK BLOOM ’97
Parcel Projects
San Francisco, California

PRINCIPAL
AND OWNER
Lecturer
California College of the Arts

A FREEWAY RUNS THROUGH IT

Understanding a site under consideration for a structure, Erik Bloom tells his students, is a complex, many-disciplined process. Bloom, a religious studies major at Wooster, challenges his studio students at the California College of the Arts to consider not only the physical attributes of the landscape but also historical, social, ethnographic, philosophical, ecological, and political impacts.

Bloom, who received his MArch from the California College of the Arts, understands well what can happen when infrastructure, zoning, and funding are out of sync with the way people live their lives. “Public transportation is supposed to create connections, but in West Oakland, the state built a freeway that effectively segregated a community,” he says. “A train system from Oakland to San Francisco had a similar effect—severing access to resources.”

A project’s funding source has enormous power to shape its ability to meet the needs of a community or neighborhood, says Bloom. This spring, he and a business partner (a friend from graduate school) will launch their own practice, kicked off by purchasing a warehouse that they hope to transform into a mixed-use center, including housing. Their goal, says Bloom, is to bring together nonprofit groups that might otherwise not have crossed paths. For example, tenants might be arts organizations and urban agriculture nonprofits who share a common vision for the city.

“In some ways we’re swimming upstream. But by trying to be creative about how community-based construction projects are funded, we hope to truly make buildings for the people who need them. Architects can help give form to connections.”
As a child, Amy Johnson was good at putting together 3-D puzzles and by the time she was in high school knew that she wanted to be an architect. Architecture schools were on her short list, but another childhood skill—Scottish dancing—led her to Wooster. A studio art major and math minor, Johnson says she fell in love with the Wooster environment. “Faculty knew my career goals and helped me tailor my interests.” For example, for her I.S., Johnson designed chairs and benches in the style of a Dutch deconstructionist artist.

Johnson’s career decision grew even stronger as the result of a six-week summer career discovery program at Harvard, facilitated by Wooster faculty members in the pre-architecture program. Following graduation, she took a two-year detour teaching math at a girls’ school in Washington (“It was great—I loved it”), received her MArch from the University of Pennsylvania, and landed a job in the Washington, D.C. branch of the country’s largest architecture firm—Gensler.

In her nine years with Gensler (a time period that has seen the company double in size to 5,000 employees), Johnson has had the opportunity to experience work in both small and vast spaces—from branding graphics, to room designs, to office towers in Beijing, to master plans of entire cities.

Most of her work these days is in Washington, D.C., which comes with an architectural challenge—a 12-story cap. (No building can be higher than the Capitol.) Many of her clients are local developers, which brings an added joy to her job, says Johnson. “So many of my colleagues from graduate school who design for international clients might work on a design for years and never actually see what’s built. I see much of what I design (three of my projects are within two miles of my office).”

For example, one of her projects is a renovated basketball arena at George Washington University, a half mile from her office. “It looked like a ’70s bunker, there was very little transparency from the street to the activities inside,” says Johnson. Both an interior gut and exterior renovation transformed key areas—from the locker rooms to the swimming pool, opening up spaces with glass and featuring the university’s branding imagery.

Three-dimensional problem solving is her strength, says Johnson, but her greatest reward comes when her solutions are also beautiful. “I have the mathematical base to understand why things fail and why they stand up. I use three-dimensionality to show how a sidewalk meets a building, or how to transfer a duct from one area to another.

“But after the contractor and craftsmen take your drawn solution and put it together with real thickness and weight—when you get an alignment of materials and it looks fantastic—and you say, ‘Oh my gosh! That worked!’—that’s the best.”
A studio art major and math minor, Johnson says she fell in love with the Wooster environment. “Faculty knew my career goals and helped me tailor my interests.”
Howey’s portfolio ranges from businesses, churches and schools to restaurants, plazas, and beachfront homes.

JOHN HOWEY X’54
John Howey + Associates
Tampa, Florida

ARCHITECT AND FELLOW
American Institute of Architects

50 YEARS AND COUNTING

His father (Joseph Howey ’23) roomed with future college president Howard Lowry ’23, his two uncles were Wooster alumni, and it seemed almost ordained that John Howey x54 would attend Wooster. Even though he transferred to Georgia Tech after his sophomore year, Howey (who returned to campus for his 50th reunion) says he values his liberal arts roots.

With 50 years (and counting) of experience in the Tampa Bay area, Howey has gained a reputation as an elegant practitioner of the Sarasota School of Architecture, attested to by more than 50 design awards and honors. He has written books and lectured on the style (sometimes called Sarasota Modern), which accommodates the lifestyle and climate of southern Florida by using patios, verandas, modular construction, and indigenous materials.

His portfolio of public and private architecture, historic preservation, and interior design is huge—well-appointed beachfront homes, businesses, churches, schools, restaurants, and plazas. Howey practices in an 108-year-old building, once a wholesale warehouse and saloon, that he renovated to serve as professional offices and shops. He and his wife live in a recently completed home, the fourth he has designed for them.

His five decades serving his profession have seen huge technological changes, but the essentials remain constant, he says. “The process has changed, but the designer hasn’t. The idea still begins with the mind and moves to the hand.”

One of Howey’s designs that awaits realization is Tower 101, a 50-story mixed-use high rise, intended for downtown Tampa, which features an exterior textured glass curtain that incorporates solar panels. “It could happen,” he says. “We might have another economic surge. We might be headed to another boom. This building could happen.”
Howey has gained a reputation as an elegant practitioner of the Sarasota School of Architecture, attested to by more than 50 design awards and honors.

KENNEDY RESIDENCE TWO

The residence of Mr. and Mrs. Payson Kennedy in Wesser, North Carolina, included wood trusses on reinforced concrete piers set on rock. The connection to nature was a primary consideration, expressed with large windows and open wood trusses.
As a designer of public family gardens and learning landscapes, Kosmos’s goals are practical and measureable: How do you entice families with children of all ages to come, to interact with nature, and to return?

GOSC-AMPHITHEATER AND WETLAND

The Gardens of Spring Creek in Fort Collins is a major destination for local families and visitors. Kosmos, who has designed more than 20 children’s gardens, began the specialty early in his career.

Photos courtesy of Mark Kosmos
Neither of Mark Kosmos’s areas of concentration at Wooster was a perfect fit. As an organic chemistry major, he appreciated the analytical approach that posed questions in the style of “What if … then?” In his art courses, he sought outlets for the creative side of his brain but always found himself seeking a practical application for his art.

“My adviser, LeRoy Haynes (professor emeritus of chemistry), was a great influence. He’d say, ’You know Mark, you come up with some creative and different ways of getting to a solution.’ (I think that was a nice way of saying it took me longer than most students.) And George Olson (professor emeritus of art) would say it wasn’t a bad thing to look at art in a practical way and suggested a variety of professions I might pursue.

“In the profession of landscape architecture I’ve married the two disciplines in a very good way.”

As a designer of public family gardens and learning landscapes, Kosmos’s goals are practical and measureable: How do you entice families with children of all ages to come, to interact with nature, and to return? For example, when he was approached by planners of a garden in Fort Collins to develop a space that would help families understand horticultural connections, he began a “What if?” conversation. “We needed to develop the idea that water is a precious commodity that feeds horticulture and makes everything grow.”

What if … a huge watering can became the garden’s icon—a symbol for the work involved in bringing water to plants? Water always attracts humans … what if water spilled from the can, falling over a representative watershed model of Colorado? (But would art that featured a waterfall communicate a disregard for a precious resource?) … What if the water had to be hand pumped by kids and their parents, using an old farm pump to add physical toil to the experience?

The can was created, the garden grew, the families came, and today, the Gardens on Spring Creek in Fort Collins is a major destination for local families and visitors.

Kosmos and his team used granite boulders, because of the regional influence of the Vedauwoo rock outcrops near the campus, to help control circulation and cow paths.

Kosmos, who has designed more than 20 children’s gardens, began the specialty early in his career. An early mentor and colleague was a pioneer in the emerging children’s gardens movement, and Kosmos began learning from him about the time his twin daughters were born.

“As a new father, I learned how infants and toddlers can interact with the landscape. As my kids grew older, I learned about what attracts middle-aged kids. So as the profession and niche grew, I was really interacting with it first hand. Talk about dumb luck!”

Another area of expertise for Kosmos is designing campus landscapes, where he also plans for multiple activities and diverse temperaments. “At Wooster, I was always the person who looked for the quiet corner, the intimate space. A campus landscape must balance the requirements of cars, pedestrians, bicyclists, intimate spaces, and big social spaces.”

At the University of Wyoming, for example, Kosmos and his team used granite boulders (referencing the regional influence of the Vedauwoo rock outcrops located an hour from campus) to help control circulation and cow paths. “We imported 650 tons of boulders and made it look like it had been there for 200 years. Making something look like it’s always been there—that’s our objective and the hardest part.”

His current project is another example of what happens when ideas that encompass aesthetics, functionality, and education are all nourished. The migrating osprey is central to the experience at the Pinewood Reservoir. “We thought, ’What if we designed and built a 12-foot osprey nest that kids could climb into?’ …

“… Then we’re reaching people on many different levels. We’re using all of our skills as landscape architects to engage the senses.”
FROM THEORY TO PRACTICE

A math major and art enthusiast, Kian Goh ’96 first understood what being an architect in New York City could be when her mentor—art professor emeritus Arn Lewis—introduced her to his two sons, both architects. “Paul and David Lewis talked to me about life as an architect in New York; it sounded so amazing.”

Goh received her MArch in architecture from Yale, a school that, at that point, put more emphasis on teaching the physical qualities of building design than on theory; an approach that worked well for her, Goh said. “Yale was all about building. I really appreciated that grounding, because it let me wander about to find out what was important to me.”

Goh’s personal theory of architecture is that it both forms and informs environments, with huge power to shape human experiences. “Designing and building buildings is always a political act, with political repercussions,” she says.

A perfect illustration of her theory is her award-winning work for the Red Hook Initiative, a program that provides health and education workshops for youth living in the Red Hook Houses, the largest public housing complex in Brooklyn. Goh’s goal was not only to transform an old warehouse into a space flooded with light, hope, and possibility but also to involve youth in the process. Goh, who has taught sustainable design at Parsons The New School for Design and at the University of Pennsylvania and is currently pursuing her PhD at MIT, used both teaching and design skills to work with her clients to create a shared vision.

“A year after it opened, the director told me that young people were coming into the building and saying, ‘This is the most beautiful building in the neighborhood; it’s amazing that it is ours.’”

A dramatic testament to the power of the process came in 2012, when Hurricane Sandy smashed into New York, hitting Red Hook with particular fury and leaving thousands of homes without power. But with the flood stopping just shy of the building, and its mechanical systems on its roof, the Red Hook Initiative space was unharmed. “It became the center of postdisaster coordination and recovery,” says Goh. Medical and legal assistance was provided, meals were served, cell phones charged, and belongings stored. New Yorkers who had never heard of the Red Hook Initiative before suddenly understood what it represented.

“The organization, built on social cohesion, was known as a community that helped itself,” says Goh. “Members of a larger community in New York saw what was happening and tweeted out that people were helping, people were safe, that everyone should help.”

A significant portion of the population that Goh serves and cares about is LGBT youth. For example, she worked with community activists to develop a drop-in center that is a safe refuge. “It needs to be a space that is open, inviting, both transparent and private, colorful, and warm.

“To me, the role of the architect is not only to design spaces but to work with community organizers to create spaces where design and social change can work together.”
"I KNOW HOW TO LISTEN"

Tania Bruno arrived at Wooster knowing she wanted to be an architect and with every intention of staying for only two years before transferring to a traditional architecture school. “But I loved Wooster, loved Am Lewis (professor emeritus of art), and loved the beauty of art history so much, that I stayed,” she remembers. She wrote her I.S. on humor in architecture, went on for a graduate degree in architecture from Virginia Polytechnic Institute, and worked for 14 years with an architecture firm in residential architecture in Tysons Corner, Fairfax County, Va.

The recession of 2008 brought uncertainty to the profession, said Bruno. “Pretty much everything stopped and everybody was looking,” But (turning crisis to opportunity) Bruno chose to take advantage of the downtime by launching her own business. She had two children by then and decided to work from her home.

Today, Quiet Stream Architecture is hardly quiet. “It’s been going gangbusters,” she says. “Communities in Washington, D.C., Chevy Chase, Arlington, Alexandria, Fairfax—are going through a huge building and renovation renaissance. People live in older homes, they like their schools and neighborhoods, and they don’t want to move. They want to upgrade.”

Bruno’s portfolio includes many porch additions, kitchen remodelings, and master suite and attic renovations. She has gained the reputation of being “reality based,” she says, and most referrals come directly from contractors who know her well. “A lot of architects have a bad reputation with contractors because they don’t know how to build stuff—they don’t know how it’s really done. But I know how to do framing, I know how to do my own structures, I know how to put things together.”

Although the percentage of licensed female architects in the U.S. is growing (up 8 percent in the last 15 years) women constitute only 17 percent in the profession. But her gender has never resulted in closed doors, says Bruno, who (when pressed) concedes it might even have opened them.

“Homeowners and contractors tell me that I really know how to listen. I most often meet with a husband and wife and listen to what they want and then try to make something that works and is beautiful. I’m not just some highfalutin’ architect, showing them what I want to do. I have a home, I have kids, I’m on a budget. I can relate.

“Being an architect isn’t just a job—it’s a career. I love doing it and I do it every day. It’s very exciting and rewarding.”
“AN EXCITING TIME TO BE AN ARCHITECT”

Princeton MArch graduate and seasoned architect with 33 years of experience, Bill Westhafer might nonetheless have joined the large number of unemployed architects when his employer—a company with 15 offices—closed its doors and laid off 250 employees in the recession of 2009.

Instead, Westhafer and 20 of his colleagues immediately began a Philadelphia branch of the international company, Environetics. Today, as he strengthens his niche serving industrial, corporate, and health care clients, Westhafer calls it the best decision he ever made.

He also places in the same category his decision to attend Wooster (following in the footsteps of his father, aunt, and older sister). A business economics major who went on for an internship on Wall Street, Westhafer says his business savvy has been invaluable, as he prepares proposals and fees and analyzes the financial performance of projects.

What's the general state of the art these days? Westhafer answered this question and many others on a cold January morning:

*Wooster magazine:* You mentioned that 30 percent of architects lost their jobs during the recession. The competition must still be very steep. How do you set yourself apart? How do you get gigs?

*Bill Westhafer:* There’s such a direct relationship between the economy and our revenues that our jobs tend to fluctuate more than other professions. So yes, we spend a lot of time getting it right when we approach a client. There’s certainly a base line of skills, but our process—which is very client centered—helps us successfully compete. We work hard at listening.

*WM:* Has your process changed from when you began practicing in 1982?

*Bill:* Completely. Back then we were pulling sheets of vellum out of the flat file, grabbing pencils, and sketching ideas. It’s all electronic now, and because of that is much more client-centered. There are fewer surprises because the client no longer has to look at a drawing and try to imagine how it’s going to feel and what it’s really going to look like. And this shared vision allows us to be more imaginative. Architecture is more focused on the user than it has ever been.
WOOSTER’S PRE-ARCHITECTURE PROGRAM

The Art Department’s pre-architecture program, co-advised by art professors John Siewert and Walter Zurko, can be taken in conjunction with any major, but the curriculum often appeals to studio art majors. The combination of calculus, physics, psychology, Eastern civilization, architectural history, and four semesters of studio art provides a liberal arts foundation for a profession that both shapes and is shaped by society and by professionals who must think and write critically and negotiate a shared vision.

The College also offers a cooperative program with Washington University’s School of Architecture in St. Louis, in which students transfer their senior year for an accelerated program in architectural study.

A business economics major who went on for an internship on Wall Street, Westhafer says his business savvy has been invaluable, as he prepares proposals and fees and analyzes the financial performance of projects.

WM: Are there other reasons for this, in addition to the digitization of the process?

Bill: It’s related to our work with sustainability, which isn’t just about energy efficiency. The theme of sustainability is about the health of people using the buildings. Employers understand that the healthier their employees are, the more productive they are, and it serves everyone well.

WM: Can you give examples of how building design contributes to good health?

Bill: People work and function better with natural light. Workspaces that are more conducive to the kind of work that’s being produced—whether it’s collaborative spaces or technology spaces—make a difference. Ergonomics makes a difference. Selection of materials makes a difference. Architecture is faring very well; it’s an exciting time to be an architect.

ABOVE: Art history professor Diana Presciutti conducts a session of Architecture 223, which introduces students to world architecture from the early medieval period through the end of the 18th century. Included is a study of the interconnections between Eastern and Western cultures and relations between the Islamic and Judeo-Christian worlds.
THE STATE OF THE ART

We asked some of the architects who have shaped our campus to give us their opinions on the state of American architecture today. Is it in transition? Serving humans as much as it should be? Comparing favorably to European architecture? Keeping up with the challenges of environmental sustainability? Influenced by the economy? They responded in very different ways.

1 ROBERT KLIMENT Kliment Halsband Architects

Designer of the 1997 Ebert addition to Severance Art

He responds in collaboration with Frances Halsband, FAIA

CONCEPTS OF SUSTAINABILITY ARE CHANGING

We see everything through the lens of sustainability, yet we have no single definition of what sustainability might mean. We are in a moment of questioning the things we thought we already knew. Preservation has always been an important factor in campus design. Evaluating historic fabric, reinterpreting old buildings to meet modern needs, are parallel activities to the scholarship that goes on within these structures. Now we also see the value of maintaining old buildings as environmentally sound: the starting point is what already exists. We evaluate carefully and do not rush to demolition. Some of the most exciting work now is in reinterpreting the past. Community, another key factor in campus design, is very much on our minds as we shape new cities. We thought the Internet would isolate us, but people choose to be alone in the presence of others as a crowded Starbucks illustrates. Iconic places fill up with people who have seen them on the Internet and want to experience them in person. We are inventing new forms of space that recognize the importance of collaborative activities, from prekindergarten through postgraduate, commercial, and cultural environments. Landscape has traditionally been equated with Nature, but now we see that human activity has shaped all the landscapes on the planet. Conserving, preserving, doing no harm are very much on our minds. New landscapes today are nostalgic evocations of “wild” places. We need to move beyond nostalgia to new formulations of inhabited landscape. Energy Conservation has already led to breakthroughs in energy efficient systems and use of non fossil fuels, but how can we justify designing an all-glass building when we know how much energy it will require? What will it cost? How can we justify enormous buildings that win LEED platinum, when a much smaller building would have met the need? Energy efficiency will lead us to new forms that embody new ways of thinking.

2 BOB SCHAEFFNER Payette

Designer of the 1999 expansion of Severance Hall (chemistry)

A NEW MODERNISM HAS THE POTENTIAL TO TRANSFORM LIVES

I began my career 34 years ago when postmodernism became popular as a reaction to the devolving and alienating quality of modern architecture. Postmodernism fell out of favor relatively quickly with many examples of cartoonish buildings emulating the past but without high-quality materials or craftsmanship.

Advances in computer technology opened the door to deconstructionist architecture and flamboyant form making. Again we witnessed bold images with questionable craftsmanship and dubious building performance. Society’s (and the architectural community’s) increased awareness of the environmental impact of buildings has had a steady and positive effect on the direction of architecture over the past 20 years. European architecture was certainly further advanced than the US partly due to higher energy costs. Sustainable architecture remains prevalent because it offers economic benefits along with altruistic value.

It appears that a new type of modernism dominates today’s architecture, perhaps with more authentic materiality and better
recognition of functionality. We continue to struggle with the diminishing number of builders able to bring craftsmanship to today’s buildings. Currently buildings seem to resign themselves to materials and systems that can be easily constructed.

A positive trend is increasing interest in adaptive reuse of high-quality existing buildings.

Building Information Modeling (BIM) is transforming the industry, but it is not clear whether it is leading to better architecture.

Thankfully, my professional career has been spent entirely at Payette, where we continue to produce architecture that seeks to enhance and dignify the human experience. We believe architecture can transcend function and transform places to improve people’s lives.

DESPITE GOOD WORK ON COLLEGE CAMPUSES, AMERICAN ARCHITECTURE MAY BE LOSING ITS HUMANISTIC IMPERATIVE

Much of an architect’s understanding of what’s happening in the field is based on what we see online and in professional journals. And for better or for worse, it seems these media are increasingly emphasizing style over substance, focusing primarily on the image of architecture, as expressed by photographs. The trouble with architectural photography is it tends to obscure how we actually experience buildings. Most people tend to assume that photographs are an objective representation (which they really aren’t, but that’s another essay), so by extension, photographs of architecture become substitutes—surrogates—for direct experience. And few of us have the time or the resources to visit the buildings that we read about, so much of the discussion around contemporary architecture is based on this surrogate (and false) reality.

Last December, I had a few days to myself in Paris between client meetings and took the opportunity to visit Frank Gehry’s recently completed arts center, Fondation Louis Vuitton. I’ve always had a bit of a love-hate relationship with Gehry’s work, on the one hand admiring how he leveraged digital design technologies to achieve unprecedented sculptural forms much earlier than the rest of the profession, on the other hand finding his forms to be more about personal expression than about serving the needs of their inhabitants. As I made my way toward the Louis Vuitton building, I felt somewhat predisposed to dislike it. I had seen photographs online.

But as I walked through this building with its soaring spaces and amazingly well-crafted glass canopies, I was surprised by how joyful it all felt. Despite being a dreary cold and rainy day, the building felt bright and light and uplifting.

Sadly, I think much of what is built today is pretty bad. It seems that much of what is built in the US today is driven by real estate considerations, seeking to maximize the revenue-generating potential of every square foot of construction. Look at what happened to the American Folk Art Museum in New York. This architectural gem, arguably one of the most important works of 21st-century American architecture, was demolished less than 15 years after it was constructed—a colossal waste in both aesthetic and environmental terms. I fear that what will replace it will be banal and soulless. It will certainly be bigger.

Our firm has the good fortune to work primarily for colleges and universities, institutions that still value architecture over mere buildings. I think some of the best American architecture is found on these campuses, where buildings and the landscape bring people together in coherent, connected environments. I am inspired by the work being recognized by the Aga Khan Award for Architecture (www.akdn.org/architecture/information.asp), which is given to projects that, in addition to having architectural merit, address physical, social, and economic needs and respond to local culture. I worry that American architecture is losing its humanistic imperative.
A WOOSTER MOMENT

Saying GOODBYE

“Don’t cry because it’s over. Smile because it happened.”

— DR. SEUSS
Today’s students depend on the tradition of excellence that has taken root at Wooster.

These traditions are not self-sustaining. Like the Oak Grove, traditions require care and support to grow and have meaning. They stay vibrant and strong because of the resources that sustain them. Have you considered nourishing Wooster’s tradition of excellence by including The College of Wooster in your planning? Gifts from wills, trusts, life insurance, and retirement accounts are a critical boost to the health of the College and continue a tradition started in 1866.

Contact Brian Nielson, Director of Planned Giving, to join the 1866 Legacy Society or with questions about including Wooster in your plans.

Visit: http://pg.woosteralumni.org
Email: plannedgiving@wooster.edu
Call 330.263.2390
In Closing

“Bee”

SCULPTURE BY KIM PALAGYI '15
PHOTOS BY KAROL CROSBIE

One of the advantages of having an office in the Ebert Art Center is being surrounded by student art. Literally. Every morning I walk through the MacKenzie Gallery, an exhibit space for student art—from beginning class assignments to sophisticated Independent Studies—navigating my way past and through many wonderful creations.

Overnight, string sculptures can appear in our doorways, giving an arthropodish feel to our workday. Last spring, I looked out of my window and this wonderful bee looked back, a creation of Kim Palagyi '15, who was fulfilling an advanced sculpture assignment.

— K.C.