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Spring 2012

Wooster Magazine: Spring 2012

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SPRING 2012

Serving to learn

Wooster's tradition of volunteer service continues to transform

Clarity of mission



I am a true believer in the importance of clarity of mission. I believe such clarity is the foundation of institutional integrity, all good governance, and effective strategy. Good mission statements capture the essence of an organization and its distinctive character, express its purpose, and give voice to its heart and soul.

Wooster's mission statement expresses the core of what makes this place distinctive and the impact we have on the wider world. Here's how it begins: "The



Photo by Matt Dilyard

College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community."

If you wonder how well we deliver on that promise, turn to this issue's cover story, "Serving to learn, learning to serve," and meet Lauren Grimanis '12.

Lauren is an extraordinary young woman. As a high school senior, inspired by a service trip to the eastern region of Ghana, she started a nonprofit organization to work with

the people in the village of Akaa to improve their families' health, education, and financial well being. At Wooster, where she has designed her own major

in global development and management, Lauren has

made use of every available college resource and program to help support and grow the Akaa Project, from the Center for Entrepreneurship and the Wooster Volunteer Network to the spirit and energy of her fellow varsity athletes, who have travelled with her to Ghana to teach and work in the village during winter and summer breaks. One of her fellow students is already committed to continuing the Wooster-Akaa connection after Lauren graduates in May.

This sort of global engagement and the cultivation of a sense of civic and social responsibility have long been a part of Wooster's mission. They are among the qualities that draw students like Lauren to Wooster, and a common thread linking generations of graduates. They drew me here, too.

The world beyond our campus is a complex place, and an essential element of Wooster's mission is to help our students make sense of it, not simply for the sake of abstract understanding, but also for the purpose of engaging with it and helping to guide its direction, shape its future, and solve its problems.

As you read about Lauren and the Akaa Project, and the other students who served communities in West Virginia and Louisiana, I hope you will be as energized and inspired as I was by the impact this generation of Wooster students is already having in a world sorely in need of their intellectual curiosity, their creativity, and their passion.

GRANT H. CORNWELL President, The College of Wooster

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> **Soy** Ink

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



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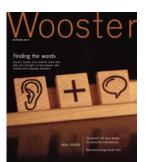
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COVER IMAGE: Lauren Grimanis '12 in Akaa, Ghana Photo by Dana Feit '13 We welcome your feedback. Write to Karol Crosbie, editor, Wooster, Ebert Art Center, The College of Wooster, 1220 Beall Ave., Wooster, Ohio 44691 or kcrosbie@wooster.edu. We may edit letters for clarity and length.



LETTERS FROM OUR READERS



Rituals

Letters in the fall magazine tell us something very important about human nature. On the first page, we see a set of letters from those who experienced daily chapel at Wooster, most of them looking back upon that experience and finding it to have been a positive one. On the next page, there were a couple of letters from Wooster graduates who spoke of being unfamiliar with the more recent "cherished tradition" of I.S. Monday. All of these letters speak vividly of rituals, old and new. They also tell a story of how, if rituals such as chapel are missing from the life of a campus community, there will be others quick to

replace them. We humans turn out to be ritual beings! DANIEL R. HEISCHMAN '73 NEW YORK, N.Y.

Finding the Words

I just finished reading the article "Finding the Words" about the communication sciences and disorders major and the "Rea lineage," of which I count myself a part. I arrived at the college in 1969, pretty well set on becoming a teacher

of the deaf. At that time, there were limitations on how much of the preparation I could get at a liberal arts college, but I was able to make the most of the possibility. Unfortunately, my junior year coincided with Prof. Rea's sabbatical, so I did not get the full experience, but his wisdom and steady hand with a sometimes less-than-disciplined student stayed with me over the years. My Wooster experience-in all areas of speech, as well as the overall liberal arts environment-put me in good stead for what has been an immensely rewarding career. I have had the opportunity to teach so many children over the years, always relying on the understanding about the centrality of language that I gained under the tutelage of Jim Rea. Today I direct a program for children with complex communication disorders in Beverly, Mass., and daily I see the accomplishments of children learning to negotiate their place in the world. I could not think of a better way to spend a life, and it all began at Wooster. DAVID F. ESTEP '73

LITTLETON, MASS.

"Wooster's preparation in this field has held me in good stead all these years. It gave me a profession I have loved with a passion. How lucky can one be?" ... Mary-Beth Rolland '73

As a 1973 graduate of Wooster with a major in "speech," I want to thank you for the great article on "Finding the Words." Jim Rea hooked me on this major when I took his phonetics class as a sophomore, and there was no turning back. He was a fabulous mentor for my senior I.S. on the speech and language development of children with autism. Who knew then, that the numbers of children with the disorder would explode in the next 38 years, and that my educational background would be so essential? After graduating from Wooster, I received my M.S. in communicative disorders from the University of Wisconsin-Madison. They admitted me because

> Wooster had such a great reputation as a liberal arts school and because of my I.S., coupled with Jim Rea's recommendation. A few years later, Jim Rea came to Madison for a year's sabbatical on my recommendation. We remained friends until his death. After 35 rewarding years as a speech and language pathologist in the public schools, I have retired to

lim Rea

pursue some part-time work with a university professor here in Madison. Wooster's preparation in this field has held me in good stead all these years. It gave me a profes-

sion I have loved with a passion. How lucky can one be? MARY-BETH ROLLAND '73 MADISON, WIS.

Editor's note: Women's Advisory Board clarifications

Sue Mathur is author of the play "Spirits of the Women's Advisory Board's Past." Wendy Barlow '74 is the author of "Radiance Revealed," a narrative that included excerpts from Annie Irish's diary, performed with violin and harp.

The Women's Advisory Board has expanded its services to also support male students with its fall international picnic, Hardship Fund for International Students, Vi Startzman Emergency Medical Aid Fund, and its Book Fund.





Recent books by alumni

Alan Brown '69, *The Tip of the Tongue State*; Psychology Press, 2011.

Doris Buchanan '47, *Focus*; authorhouse, 2011. **Courtney Caswell-Peyton** '96, *This Writer's Life: Ever Undone*; eBooklt.com, 2011.

Scott Dixon '92, *Beyond Midnight;* Ozment's House of Twilight Press, 2010.

Dennis Duling '60, *A Marginal Scribe: Studies in the Gospel* of *Matthew in Social-Scientific Perspective*; Wipf and Stock Publishers, 2011.

Carol Osterout Eckerman '63, *Lessons in Simply Being: Finding the Peace within Tumult*, John Hunt Publishing, 2012.

Floyd E. Friedli '73, *The Hammer and the Frog, God Watches Out For Me*; WestBow Press, 2007.

Richard Graham '56, *Feeding the City: From Street Market to Liberal Reform in Salvador, Brazil*, 1780-1860; University of Texas Press, 2010.

Mary Jane Heater '77 (co-authored), *Team Teaching Science:* Success for All Learners; NSTA Press, 2011.

Karen A. McClintock '75, *Shame-Less Lives, Grace-Full Congregations*; The Alban Institute, 2011.

Jessamyn Neuhaus '92, *Manly Meals and Mom's Home Cooking: Cookbooks and Gender in Modern America*; Johns Hopkins University Press, 2001.

First-Year Seminar books

A book assigned over the summer to new students serves as a unifying text for many members of the Wooster community. The featured author is a speaker of the College's Wooster Forum, an annual event open to students, alumni, and community members.

2011 Edwidge Danticat, Brother, I'm Dying

2010 Ali Eteraz, Children of Dust: A Memoir of Pakistan

2009 Tracy Kidder, Mountains Beyond Mountains

2008 **Ishmael Beah**, *A Long Way Gone: Memoirs of a Boy Soldier*

- 2007 John Cronin and Robert F. Kennedy, The Riverkeepers
- 2006 Azar Nafsi, Reading Lolita in Tehran
- 2005 Yann Martel, Life of Pi

2004 **Jane Goodall** with Philip Berman, *Reason for Hope: A Spiritual Journey*

If you have news of a book published in the last few years, let your class secretary know, or contact us directly at class notes@wooster.edu.

Books!

John Pierson '66, *Understanding Social Work: History and Context*; McGraw Hill Open University Press, 2011.

Rebecca (Gaeth Eller) Powell '71, *Literacy as a Moral Imperative: Facing the Challenges of a Pluralistic Society;* Rowman and Littlefield, 1999.

Dennis Ray '78, *A.W.O.L (Acting WithOut Love) Christians;* PublishAmerica, 2011.

Dennis Ray '78, *The Stakes Are High: God's Wisdom For Our Public Schools*; Tate Publishing, 2008.

Carolyn C. Shadle '62, Communication Case Studies: Building Interpersonal Skills in the Veterinary Practice; American Animal Hospital Association, 2011.

Jill Tuennerman '86 (written as Sophie Perinot), *The Sister Queens;* NAL Trade, 2012.

Christopher Chase Walker '92, *Now You Know*; Acorn Independent Press, 2012.

Dick Watts '56, Hungers of the Heart: Spirituality and Religion for the 21st Century; Booklocker, 2010.

Kent M. Weeks '59, In Search of Civility: Confronting Incivility on the College Campus; Morgan James, 2011.

Carol O. Eckerman, Ph.D., *Lessons in Simply Being* (Feb 2012), www.caroloeckerman.com

Theory to practice Education students create books for school in Akaa, Ghana

When members of Prof. Alison Schmidt's Theory and Practice in



Teaching Reading class asked her if they could develop materials for children in the remote village of Akaa, Ghana, she said, "Absolutely!"

The books, which should by now have arrived in Akaa, include an alphabet book and two lesson plans. The assignments were designed to complement

Wooster's theory-to-practice model of education and its emphasis on global initiatives.

LEGACY STUDENTS Class of 2015

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

Daniel Alfonso-Diaz

Father, Pedro J. Alfonso '85 Mother, Alicia Diaz Alfonso '86 **Emily Alltop**

Grandfather, Gregory N. Barbu '71 Grandmother, Linda S. Barbu MAT. '75, Math Center Coordinator, dept. of mathematical & computer sciences

Andrew Badger

Father, Edward W. Badger '77 Mother, Julia Hallenbeck Badger '77

Rachel Bales Mother, Melody Bales x'72 Sarah Bender

Father, Eric D. Bender '88 Brittany Boychuk

Father, Andrew M. Boychuk '83 Rachelle Brenner

Mother, Carol Lower Brenner '79 Fiona Brown

Father, John J. "Jack" Brown III '77 Mother, Cynthia "Cindy" Todd Brown '77 Aunt, Winifred F. Brown '71 Aunt, *Barbara Brown Lien '69 Uncle, Eric Lien '68 Cousin, Janet E. Lien x'94 Cousin, Katherine Hopper '85 **Bailey R. Connor**

Mother, Karla Hammett Connor '85

The family of

ANNA DUKE

Joseph B. David

Father, Mark R. David '82 Mother, Patricia Hoskins David '82 James G. Elliott Father, Byron D. Elliot '85

Anna E. Fleming

Father, Paul B. Fleming '87 Mother, Catherine Bell Fleming '87 Grandmother, Susan Dybwad Bell '62 Grandfather, William J. Bell '62 Cousin, Carrie E. Bell x'85

Nathaniel Asa Gibian

Father, Thomas R. Gibian '75 Uncle, David G. Gibian '75 Cousin, Carlos R. Singer '75 Cousin, Greer L. Gibian x'11

Jai Kedia

Father, Pratyush Kumar Kedia x'89 Cousin, Ashok Mittal '88

Jon Erik Lindberg

Mother, Katherine Schilling Lindberg '90 Father, Jeffrey E. Lindberg, prof. of music, Wooster Symphony Orchestra Grandfather, Hayden Schilling, professor of history/coach, men's varsity tennis Uncle, Lawrence Lindberg '70 Aunt, Bonnie L. Enke Lindberg '69 Cousin, Jon Lucas "Lance" Lindberg '00

Jeff May

S

Father, *Mark E. May '78 Uncle, Eric D. May '83 Aunt, Erin L. May '86 **Kenneth Lloyd McElwee, Jr.** Father, Kenneth L. McElwee '81 **Chloe McFadyen** Grandmother, Fern Anderson Diaquila '41

UDFNTS

Susannah Montgomery

Father, Robert P. Montgomery III '87 Great-grandmother, *Muriel Dilley Cherney '34 Great-great aunt, Ruth Dilley Sims '30 Great-great-uncle, *Charles A. "Chuck" Dilley '30, trustee emeritus

Great-great-aunt, *Gretchen Widmann Dilley '33 Great-great uncle, *Dudley A. Dilley x'35 Great-great uncle, Paul P. Dilley x'37 Great-great-aunt, *Jeanne Dilley Wooding '40 Great-great-uncle, *Harry C. Wooding '38

Hannah MacLeod Redding

Grandfather, David A. Redding '46 Aunt, Marion Telford Redding '75 Uncle, Peter F. Alward '75 Cousin, Emily Alward Ramirez '06

Michael Allen Reed Father, Bruce A. Reed '77

Ainslee Alem Robson Father, Carl A. Robson '62 Grandfather, *Frontz Adrian Robson '34

> Father, William F. Duke '82 Mother, Katharine Blood Duke '82 Grandfather, Richard M. Duke '53 Great Uncle, Robert W. Duke '56 Great Grandfather, *William B. Duke '25 Great Grandmother, *Eleanor R. Duke x '26





Richard Duke William Duke

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*deceased



Grandmother, *Mildred V. Lobban Robson Seaton '34

Great Aunt, *Mary L. Robson Noice '39 Half-Sister, Sally Robson-Denbeaux '89 Half-Brother, Shane C. Robson '92 Sister, Sonia L. Robson-Waleyla '99

Cathryn Ann Rudawsky

Brother, Andrew Christopher Rudawsky '09 Sister, Sarah Elizabeth Rudawsky '12 Brother, Ethan Wayne Rudawsky x'12

Jay Talbert "J.T." Selby, Jr. Father, Jay Talbert "Tal" Selby '83

Elizabeth Mayer Somsel

Grandfather, G. Terry Bard '57 Grandmother, Gretchen Mayer Bard '57 Great Grandfather, *Kenneth F. Mayer '21 Great Aunt, *Barbara Jean Mayer Merrill '51 Great Uncle, Arthur L. Merrill '51 Great Great Uncle, *Lewis F. Mayer, '20 Aunt, Sarah Bard Rogers '84

Robert George Taliaferro

Grandfather, *Robert Louis Taliaferro II '37 Great Uncle, *Arthur M. Taliaferro '37

Taylor S. Thorp

Father, Thomas K. Thorp '81 Mother, Virginia L. Shew Thorp '82 Grandfather, *Albert B. Thorp '52 Grandmother, Suzanne Kane Thorp '53 Great Uncle, *Gerald A. Kane '51 Uncle, Andrew T. Thorp '86

Eric Gregory Tonian

Father, Gregory S. Tonian '82 Mother, Laurie Lewis Tonian '81 Great Grandfather, *Donald H. Severson x'32

The family of JAIRAJ RANCHOD



lairaj Ranchod



Carl Aten



Lorraine Aten

Father, Arun Ranchod '85

Mother, Lorraine Aten Ranchod '85

Grandmother, Heather Munson Aten '54

Great Aunt, Dorothy Aten Armitage '47

Great Aunt, Elizabeth Crabtree Aten '65

Grandfather, Carl F. Aten, Jr. '54

Great Uncle, John C. Aten '63

Arun Ranchod



Heather Munson

Daniel MacMillan Tonsing, Sr.

Mother, Sara MacMillan Tonsing '79 Uncle, Douglas D. MacMillan '77 Great Aunt, *Elizabeth Dalzell Koester '36 Great Uncle, *David W. Koester '36 Cousin, Peter A. Koester '62 Cousin, John D. Koester '65 Cousin, Anne E, Dalzell x'73 Cousin, Sara Koester Snowden '93 Paula Calian Trautvetter Mother, Lois Calian Trautvetter '82 Lucas James Van Cleef Grandfather, Donald Van Cleef '51

Grandmother, Mina Ramage Van Cleef '53 Great Grandfather, *Merle F. Ramage '26 Aunt, Elizabeth Van Cleef Lauber '81 Uncle, Michael Lauber '80 Uncle, Robert C. Van Cleef "79 Uncle, Thomas A. Van Cleef '83 Cousin, Elissa A. Lauber '10 Cousin, Kathleen Van Cleef Toedt x'90 Great Great Uncle, *Dwight C. Ramage '31 Great Uncle, Walter R. Ramage '59 Great Great Aunt, *Mildred Ramage Soule '29 Cousin, Mary Soule Smythe '62 Cousin, Richard V. Smythe '61 Cousin, Kathleen R. Smythe '88 Cousin, Laura C. Smythe '90

Jonathan McLaren West

Father, Joseph R. West '82 Mother, Ann Zuberbuhler West '82 Sister, Laura J. West '10 Brother, Robert West '12 Uncle, James S. Zuberbuhler '80 Aunt, Mary Zuberbuhler Belohlavek x'83 Aunt, Amy Zuberbuhler Butler '87

The family of JAMES LOVE

x'76





ohn Edwards



Grandmother, Marjorie "Midge" Hawk Edwards x'52 Great Aunt, Patricia Hawk Clyde '50 Great Uncle, David S. Clyde '50 Great Grandfather, *Paul C. Hawk '25 Great Grandmother, *Alice E. McGrew Hawk '26 Great Great Uncle, *Harold A. McGrew '24 Great Great Uncle, *Marion Mc Grew x'29 Great Great Aunt, *Ellen M. McGrew '31 Great Great Uncle, *Walter D. Hawk x1926 Cousin, Heather Clyde Closon '08 Cousin, Kyle Closen '08

Mother, Susan Edwards Love

Grandfather, *John Edwards '50

The family of LAUREN BUYAN





Lauren Buyan

Warren M. Swager, Jr. Alice Robertson

Grandfather, Warren M. Swager, Jr. '52 Great Grandmother, *Alice Robertson Swager '25 Great Uncle, Alan R. Swager '57 Great Aunt, M. Alison Swager Hopper '58 Great Uncle, Henry J. Hopper '58 Great Aunt, Julia L. Swager x'62 Aunt, Rebecca Swager McKee x'80 Cousin, Rebecca Swager McKee '80 Cousins (married), Katie Hopper '85 and Barry Eisenberg '85



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a k JTOVE Oak Grove

HAPPENINGS AROUND CAMPUS

RETIREMENTS Carol Stewart, nursery school teacher

t the College of Wooster Nursery School, there is a sense of continuity and tradition. The big wooden blocks so popular with the children today were just as popular with their parents. Parents remember that they once sat around the round table that their kids now use. And some remember that they once had Carol Stewart for a teacher.

Stewart, who has worked at the school for 30 vears, has her own memories. She and her husband. Larry, brought their two children to the school, and their children's teacher, Claire Adel Schreiber, became a colleague and inspirational mentor. Stewart still leads the children in the songs Schreiber wrote in the '50s to serenade the school's four (curiously immortal) resident pets-Minnie the guinea pig, Pokey the turtle, and Jam and Jelly, the aerbils.

Stewart, who served as the school's director from 1990-2003, says that the ongoing mission of the 65year-old school is "to let children be children" and to let the power of play and the mysteries of nature drive curriculum and teaching. "Today's young children are quite computer savvy, but how they learn hasn't changed," she says. "They still need plenty of water, leaves, blocks, worms, snakes, caterpillars, and blocks. They still need to ride a tricycle, plant a garden, watch a chrysalis hatch, and hold a guinea pig."

Scot Center opens

It's here! The new Scot Center addition opened Jan.15, greeting students when they returned from winter break. Formal dedication was April 28.

The \$30 million addition to the existing physical education building includes four intramural courts, a running track, fitness center, new locker rooms, and new athletic department offices and meeting rooms. The building is topped by a 20,000-squarefoot solar array that generates more than 271,000 kwh per year.

Look for a cover story, complete with photos, details, and recognition of the people who made the Scot Center possible, in your next Wooster magazine, which you will receive the end of July. Or better yet, come see for yourself during Alumni Weekend, June 7-10. Photo by Matt Dilyard

The children's classroom experiences (and her own) have been enriched by the presence of the College's psychology, education, and communication students, says Stewart. This spring, five Independent Studies were based on nursery school observations. "We've never been in need of an extra lap.

"There is a sense of family at the school. Getting a hug from a child is the best. And when they sometimes forget and call us 'Mom' (or in my case 'Grandma'), it always brings a smile to my face."





The annual Senior Research Symposium, held in late April, gives seniors an opportunity to show case their Independent Studies.

Don Jacobs, Professor of Physics

e could tell you about Don Jacobs by describing his research interests (phase transitions of binary fluid mixtures, polymer-solvent systems, living polymers, and biological proteins), by referring to his 46 journal publications, or by mentioning that he's brought more than \$800,000 in grants to the College since he arrived 35 years ago.

But most likely, we would have lost you at "phase transitions." To understand the most important thing about Prof. Jacobs, note the cryptic two-liner under "Educational Philosophy" on his website: "Physics is fun," he writes. "Everyone can excel."

Physics has been described as an elegant and spare discipline, words that make sense when Don Jacobs is doing the describing. He can also (almost) convince the listener that physics is easy. "Physics has a bad rap," he says. "In a lot of ways we study the simplest kinds of systems; we're interested in the fundamental aspect of a behavior, minus the nuances."

Along with supervising Independent Study research and a wide range of classes for majors, Jacobs has also taught general physics for non-majors. His syllabus message is soothing: "Physics 101-102 are among my favorite courses because of the superb students," he writes to his beginners. "You are not

used to thinking as a physicist, but this is something that I can help you develop so that you find physics clear and logical, and thus easy."

His message to his majors is a little different: Be careful, patient, and observant.

For example, his research testing the properties of conical granular surfaces (which has important implications for earthquakes and avalanches) involves dropping a bead every 10 seconds onto a cone for three days, 24 hours a day. "The universal behavior seen in granular piles is exactly like the range of earthquake intensities," he explains. "It's this kind of universality of behavior that makes physics so satisfying."

A Fellow of the American Physical Society Division of Chemical Physics and a recipient of that organization's prize for undergraduate research, Jacobs has secured funding for the past 31 years that allowed him to employ and train students in the summers.

Wooster's physics graduates traditionally have great job prospects, Jacobs says. "They're good writers, and they're adept at asking and answering questions quantitatively, reading technical literature critically, and using computers for modeling, collecting and analyzing data. And they're good communicators. (They're used to trying to explain their I.S. to their friends!)"





Prof. Don Jacobs at retirement and newly arrived on campus in 1976.





HAPPENINGS AROUND CAMPUS Oak Grove

RETIREMENTS Larry Stewart, Professor of English

t was 1969, and Larry Stewart, a young, not-yet-tenured assistant professor of English, was asked to develop a course in children's literature. Assuming that the course wouldn't attract much interest, administrators didn't bother to limit enrollment. When more than 100 students signed up, the course was moved to Lean Lecture Hall.

This semester, Stewart, now the Mildred Foss Thompson Professor of English Language and Literature, taught English 250, "Children As Readers," for the 43rd and final time. Interest has not waned. As students read and discuss 20 authors of children and adolescent literature—from A. A. Milne to J. K. Rowling—they quickly understand that "cute" is not a prevailing descriptor. "Most children's books are about growing out of childhood—about kids who are interested in becoming adults," says Stewart. "Discovering the warm fuzziness of childhood is about nostalgia, but it's not about children as readers."

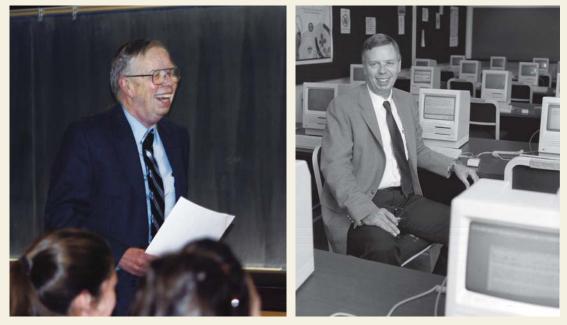
The decision to develop the course five decades ago was a milestone, says Stewart, because it was one of the first times the department took a non-traditional approach to teaching literature. "I still teach a course in 18th century literature and it's marvelous," he says. "But children's literature represented a movement away from looking at literature as a kind of march through history."

Another departure from traditional teaching earned Stewart and colleague Peter Havholm national media coverage and two national innovative teaching awards. The team may have been the first in the country to use the computer as a way for students to analyze and generate literary text. A 1994 *New York Times* feature began, "It is a statement that could send a purist into shock: 'Students at The College of Wooster program computers to write Russian fairy tales.' But relax, the big bad wolf is not at the door."

The computer courses, which empowered students in new ways, illustrate a driving force behind Stewart's gift for teaching: his deep respect for his students. "Those courses reinforced how much we learn from our students. There's not a student in any of my classes who doesn't know more than I do in some areas."

Stewart, who has served on the Teaching Staff and Tenure Committee for the majority of the last 25 years, says the experience reinforced for him the quality of his colleagues. "Committee members would read every student evaluation of every faculty member. We would read about what our colleagues had accomplished. And we would marvel."

Forty-five years of reading students' prose (pre- and post-texting and tweeting) give Stewart an excellent opportunity for generational comparison—one that he staunchly rejects. "Today's students are marvelous writers. I love our students right now. But then I loved them before, too."



(left) Prof. Larry Stewart, teaching during his last semester of "Children as Readers," Spring 2012, and (right) in his computer-assisted " Story and Theory" class in 1995.

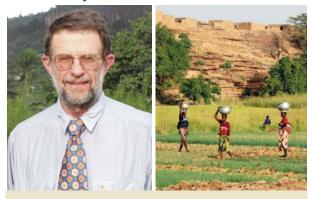
STORIES AND PHOTOS BY KAROL CROSBIE



Distinguished alumni to be honored on Alumni Weekend

Tom Welty '65, Ron Hughes '70, and Irwin Reese '75 will receive Distinguished Alumni Awards during Alumni Weekend, June 7-10. The award is given each year to three 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 (and sing!) at the Awards Ceremony that follows. In addition, Ron Hughes will offer a lecture Friday, June 8, 3:00 p.m.

Tom Welty '65



Dr. Tom Welty is a retired physician and epidemiologist who volunteers in Cameroon.

om Welty has been interested in people with health vulnerabilities ever since he graduated from Wooster. The summer before he went to medical school, he lived with eight other Wooster students in a high rise public housing project in Chicago, taking advantage of a Wooster affiliated program to teach disadvantaged inner city Chicago kids.

An epidemiologist who is also certified in family practice and public health, Welty chose to work for the Indian Health Service, teaming with his physician wife to work with Native Americans in New Mexico and South Dakota. He retired in 1997 but continues to work on a landmark study of cardiovascular disease that began in 1988. The Strong Heart Study, which initially included 4,500 Native Americans, has yielded critical information about chronic disease status and risk factors.

Since 1998, the Welty team has volunteered with the Cameroon Baptist Convention Health Service (CBCHS) in Cameroon, West Africa, with dual goals of controlling tuberculosis and treating and preventing AIDS. The AIDs Care and Prevention Program includes prevention of HIV transmission from mother to child, AIDS treatment, family care for AIDS orphans, a women's health program, and one of Africa's first HIV partner notification programs.

Welty says he has been grateful throughout his career for the discussion of ethical dilemmas that was part of his Wooster education, but never more so than in his work with AIDS, when tough decisions are required about which populations should receive limited medicine and resources.

When *Wooster* magazine caught up with Welty at his home in McCall, Idaho, in mid-January, he had just negotiated a critical, three-party telephone transaction with a Canadian manufacturer who had agreed to donate 4,000 small plastic bottles; with a Cameroon pharmacy, who will fill the bottles with a hygienic handwashing solution; and with White Cross officials, who will train Cameroon health workers about the importance of hand-washing.

The Weltys, both retired commissioned officers with the U.S. Centers for Disease Control and Prevention, use their personal retirement benefits to support the volunteer work that they love. In addition, they developed the Cameroon Health and Education Fund. (A Wooster classmate, Ben Hufford '65, serves on the Board of Directors.) Their website [http://cameroonhealthandeducationfund.com/chef/] details successes and needs: Donations have allowed the TB program to improve care for more than 1,000 newly diagnosed tuberculosis patients every year; in 2010, more than10,000 patients received care and treatment for HIV in CBCHS facilities.

Tom and Edie Welty will spend April and May in Cameroon, returning in time for Alumni Weekend. "Our joy," they wrote to friends in a Christmas letter, "is that Cameroon friends lead the way, while we just facilitate, looking to the day when they'll no longer need us."

Distinguished Alumni

Ronald Hughes '70

Ronndrum: Although child welfare is one of the most complex fields of practice in social work, professionals working with abused and neglected children and their families have historically been undertrained and underpaid. And while removing a child from a family is one of the most intrusive things the government can do, up until 10 years ago, there were no common, agreed upon risk assessment standards that could be applied to case management decisions.

For the past 42 years, Hughes has worked to improve child welfare education, policy, and practice, and has emerged as one of the most significant reformers in the country and in some parts of the world. Hughes founded and directs the North American Resource Center for Child Welfare in Columbus, an umbrella organization that houses the Institute for Human Services and Center for Child Welfare Policy. The organizations (and Hughes' work) address the interrelated and intersecting fields of policy, training, and practice that shape the delicate balance between parents' civil rights and their children's personal safety.

"How do social workers know that they're doing the right things?" Hughes asks. "What guides them so that they know that they're not harming more people than they're helping? What can have more significance and civil rights implications than going into a family and removing a child? This cannot be done—from either a scientific or ethical perspective—in an uninformed or naïve way."

Benefiting from a cross disciplinary education that included a B.S. in philosophy and political science from Wooster, stints in graduate school in philosophy and law, an M.S. in social administration, and a Ph.D. in psychology, Hughes has led reform on many fronts. He co-authored a four-volume text, the *Field Guide to Child Welfare*, which for the first time identified and addressed complex universal core competencies needed by child protection professionals. The text, which has also been published in French and Russian, is used in many higher education institutions in the U.S. offering a social work degree with a child welfare specialization. It is also a primary source of guidance for child welfare reform in Eastern European countries of the former Soviet Union. Hughes developed measurement tools used by educators and human service agencies nationwide to identify and evaluate students' professional education and training needs. He spearheaded an effort that resulted in tuition reimbursement from the federal government for Ohio



Dr. Ron Hughes is an educator and advocate for improved child welfare practices. Here, he addresses the Russian-American Child Welfare Forum in Buryatia.

social work graduates educated in child welfare practice.

In 2009, he was appointed to serve as a delegate to the child protection working group of the Obama-Medvedev Bilateral Presidential Commission to collaborate with Russian professionals to improve the welfare of children and the systems to protect them. Last year, as he was preparing to address the Russian-American Child Welfare Forum in the Russian Republic of Buryatia, in a speech that would be broadcast to classrooms throughout the Republic, Hughes decided at the last minute to exchange his formal greeting for something quite different.

"I was going to do the usual thing—welcome people and thank them. But shortly before the Forum opened, a high ranking government official from the Republic approached me and said, 'This is your chance to say something significant.' So I talked about how the ethical foundations of western liberal democracy are transcendent—that they are immutable, not dependent on cultural, personal, or political context; that liberty, human integrity, justice, and beneficence are a necessary part of any moral discourse, regardless of time, place, or circumstances. These ideas form the foundation of civil society and any legitimate approach to child welfare practice.

"You could draw a direct line between my courses with philosophy professors like Ron Hustwit, Albury Castell, and Nels Ferre and my ability and desire to talk with Russians in a more deeply philosophical way.

"Forty years and half a world away from my time at Wooster, it all came together."

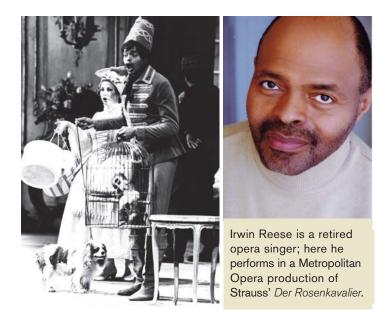


It's not too late to reserve your place at Alumni Weekend activities. To learn more, including which of your classmates will be attending, go to: www.http://woosteralumni.org.

Irwin Lee Reese '75

G rowing up in Cleveland in the '50s and '60s, Irwin Reese remembers that music was always present in his home. The son of a Baptist minister and a church organist, Reese recalls gathering around the piano to sing hymns and show tunes. But it wasn't until he attended a Metropolitan Opera performance of Puccini's *Madam Butterfly* as a teenager that he knew that opera was his calling. "I left the theater saying, 'That's what I want to do."

After a 23-year career with the Metropolitan Opera, Reese remembers all of his performances but none better than his portrayal of the marriage registrar in *Madam Butterfly*. The path that brought him to Wooster and took him to New York began when he was 17 years old, with an audition on campus with Wooster professor of music, Karl Trump, to attend the Meadow



Brook Summer School of Music, where Trump also taught. Reese remembers that the audition included a voice lesson, the first of many to come from Prof. Trump. "At first I thought I wanted to go to a big school, but my high school choral teacher said, 'Oh, no! If you go to Wooster, you'll have many opportunities to perform all the time.' And I did!"

At Wooster, Reese's musical experiences were richly varied, from his first performance in an opera—Purcell's *Dido and Aeneas*—to singing Gershwin and other ragtime tunes with professor of music Brian Dykstra. Reese sang in three Wooster choruses, performed in theater productions, and gave three recitals. "At Wooster, I received very caring, individual attention; it was a wonderful experience. Mr. Trump was such a good teacher for young singers. He knew how to shape the voice; he saw talent and then enhanced it."

The Metropolitan Opera, which produces approximately 27 different operas annually, demands much from its company members. Reese learned and performed diverse styles and languages, from Russian to Sanskrit. In 2000, he played a principal role in the opening night and worldwide radio broadcast of Strauss' *Der Rosenkavalier*, stepping in at the last minute to cover for a singer who had became ill. "It was a very special experience, and made me reflect on how I got to this point—an African American male walking onto the stage of the Metropolitan Opera and singing to audiences all over the world."

Reese retired last year from the Met, but continues to perform and also does some whimsical voiceovers. (Past gigs include singing on the soundtrack for "Dora the Explorer," and as a reindeer in the TV show "A Present for Santa.")

He is taking piano lessons and a course on writing children's literature. He has begun work on a children's book about his own career. "Singing opera is an unusual career path for an African American man; perhaps it's a story young readers haven't heard before."

КC

Distinguished Alumni Award Nominations for 2013

You, more than anyone, know the accomplishments of your fellow alumni. We'd love to hear from you. Nominations are due July 1. For more information on the awards or to make a nomination, contact the Office of Alumni Relations at alumni.wooster.edu or 330-263-2533. WOOSTER'S TRADITION OF VOLUNTEER SERVICE CONTINUES TO TRANSFORM

> Story by KAROL CROSBIE

12 Wooster SPRING 2012

NEW ORLEANS

GHANA

WEST VIRGINIA



serving to learn, learning to serve.



We could tell many stories. In recent years, Wooster students have volunteered in the Dominican Republic, Botswana, the Yucatan, and in Tijuana, Mexico. This year, 120 students living in service-based program houses will log 4,800 hours volunteering in the Wooster community. • But for now, we will tell of a few surprises. When international students teamed with domestic students to serve disenfranchised U.S. citizens in New Orleans and in West Virginia, they learned that need exists in America. "I think some international students believe all Americans are wealthy," said Blain Tesfaye '12, from Ethiopia, who volunteered at both sites. • And when Wooster's domestic students went far from home to serve villagers in Ghana, they were surprised at their own range of emotions—admiration, respect, and love—but never pity.



LOUISIANA new orleans

{ left } Wooster volunteers were deeply affected by the depth of destruction that Hurricane Katrina caused to an inner city cemetery and by the extreme poverty of the bereaved. PHOTO BY KHOA NGUYEN LE '14

e want to do something." In 2006, one year after the devastation of New Orleans by Hurricane Katrina, Wooster students approached Linda Morgan-Clement, the director of Interfaith Campus Ministries and Henry Copeland Chaplain. Funded primarily by parents and friends, the group set out to help make a difference. Every year since then, a group of students has headed to New Orleans over winter break; the trip is now sponsored and funded by the student-driven Wooster Volunteer Network.

Students have worked at food banks, picked oranges, laid floors, and hung drywall. And as they worked, they learned. Megan Mudersbach '12, a psychology major, was so struck by the strong sense of community in the impoverished area, that she decided it would be the topic of her Independent Study. She returned to New Orleans a year later to research her thesis, "When Disaster Strikes, the Religious Backbone Goes to Work."

Students volunteering in January 2012 were deeply affected by their work at the Holt Cemetery, where flooding had caused the ground to collapse and caskets to degrade. The cemetery revealed not only the depth of the hurricane's destruction, but also the extreme poverty of the bereaved. The students replaced plywood and cardboard markers with small headstones that they made, picked up trash, filled in ditches, and returned bones to the site of their original burial. "It was heartbreaking and tender," said Theresa Albon '13. "People had done what they could to commemorate their loved ones."

The contrast between the Holt plots and a neighboring high-end cemetery dramatized the experience for Khoa Nguyen Le '14, from Vietnam. "The wealthy plots were so beautiful, and the poor ones so sad. They were decorated with fake flowers and teddy bears, and names were written on pieces of wood.

"I think it must be true for every culture that it is very bad spiritually and morally to displace the bones of the dead. I believe that we were doing a very important thing to return the bones to the places where they had been buried."

 { right } In the process of repairing dry wall, Megan Mudersbach
'12, Dayton, Ohio, and Blain Tesfaye '12,
Addis Ababa, Ethiopia, strengthened their friendship.









att Magoon '14, a sophomore English major, had no intention of going to Akaa over winter break. "But Lauren pushed and nagged. And the next thing I knew, I was on a plane to Ghana."

By now, there are few members of the Wooster community who have not heard of (or heard from) Lauren Grimanis '12, who has nagged, inspired, enlightened, and ignited a long-lasting love affair. When Grimanis arrived on campus in 2008, she and a local Ghanaian woman had already established a 501(c)(3) nonprofit corporation, the Akaa Project. Grimanis began caring deeply about the people of Akaa during a volunteer trip as a high school senior and chose Wooster as a college where she could pursue her passion. Her goals for Akaa were firmly in place: Build, equip, and staff a school for the children of Akaa and remove some of the barriers to education by improving health care and developing financial resources.

She has made full use of the College's programs. A self-designed global development and management major based in the economics department, she worked closely with the Center for Entrepreneurship, obtaining a \$5,000 microfinance grant for village women to make and sell jewelry and batik. Her speech to a first-year seminar class, "Adventures in Citizenship" inspired class members to raise funds to construct benches and tables for the school. During Wooster Volunteer Network's volunteer week, she set a jar of gummy worms on a table at Lowry; for twenty-five cents, students purchased a gummy worm and funded the cost of one deworming pill. Taking advantage of the College's Global Social Entrepreneurship program, she interned with a nonprofit organization in Bangalore, India, where she saw first-hand how disadvantaged children can learn essential life skills from sports and other intracurricular activities.



{ above left }

Photo by Lauren Grimanis

"Morris was sassy, and adorable, and fun, and animated. He was a little goof ball. He'd call out 'Ahme' (which means 'carry me'). And I always would." ... Liz Plumley'13 Photo by Boo Flynn '12 { above right } Greg Hyde'14 and Adam Hansell '14 swing with a friend. A field hockey player, Grimanis raised \$4,500 by organizing a field hockey game that matched a Wooster player with an Akaa child. She received a grant from the president's office and one from Wooster trustee Bill Longbrake's family foundation to help purchase a van for the project. The 15 events that she spearheaded, including a nearlynaked-run, dodgeball competition, and a rave party, raised approximately \$12,000.

She organized a way for 25 Akaa Project student volunteers to live together on two floors of Kenarden Hall. Each member has a role, from brochure development, to coordinating social media, to managing the donor base. And, perhaps most important, she inspired students to visit (and then return) to the remote village of Akaa, where they fell in love.

"It's hard to explain until you've experienced it."

Although English is Ghana's official language, it is taught and written only in schools, and in Akaa, there was no school. Grimanis, in partnership with Joyce Doh-Efa, her host mother during her first trip to Ghana in high school, harnessed the energy of the entire Akaa community to build the school and to recruit teachers from within the community. Funds raised from efforts in the U.S. purchased blackboards and books and pay teacher salaries. When the group of 10 Wooster students arrived at the Akaa school in January 2012 to begin teaching approximately 65 kids, ages 2-13, Magoon remembers being shocked at the rough, one-room facility. But the school has already come a long way from its original state as a temporary mud and bamboo structure that Grimanis and villagers built in 2008. Today it has a roof. And improvements are in the works: During the week that they were there, Wooster students helped make bricks, which were used to build walls to separate different ages and classes.

Local teachers are untrained, and when Wooster students teach classes, they demonstrate creative teaching strategies. For example, education minor Boo Flynn '12, who visited Akaa in the summer of 2011, returned in January with a better understanding of teaching methods that would work. The students' age differences and the school's common space resulted in mayhem, she said. The solution was to keep everyone moving, with revolving, five-minute small group lessons. For example, Adam Hansell '14 might read from his soccer book (always a favorite), while Flynn played a counting game with stones, and Magoon led a nature walk. "We kept it simple, and used singing, rote, and action," says Flynn.

Many of the Wooster volunteers are athletes, and the soccer team that they developed in

"It's hard to explain until you've experienced it."



The Akaa Project, http://theakaaproject.org, has received funding for a school water well which will provide clean drinking water and this fall will begin a school meal program.

Above photo by Dana Feit; right photo by Laura Higgins '12

SPRING 2012 Wooster 17



Akaa has been a powerful point of pride for the community. It has also been an incentive for the children to stay in school. "They are crazy for soccer—even more so since Ghana made it so far in the World Cup in 2010," says Grimanis. "When we started soccer in the school, only kids who came to school were allowed to play, and our attendance immediately went up."

A long-term commitment

And the hardest part about the Akaa visit? It wasn't transportation hassles, or trying to carry buckets of murky water on their heads, or tending to the newest financial initiative—a family of pigs. It wasn't seeing the face of hunger, or trying to maintain order in a chaotic classroom. It was leaving.

"I fell in love with those kids," says Magoon. "Lauren told me it was hard to explain until you'd experienced it, and she was right. There was one boy—a tough guy, seven-year-old Modji Andrews—one of the best soccer players I've ever seen. And as we left, he began to cry. He wanted to know if we were coming back. I decided that I'll be going back this summer."

For Flynn, it was particularly hard to leave threeyear-old Peter, who didn't speak or smile during her first visit, but who opened up when she returned. "I think about those kids every day," she says. For Liz Plumley '13, it was three-year-old Morris, who always begged to be picked up. The Wooster Akaa team will continue when Grimanis graduates in May, with Plumley, a neuroscience major and a member of the women's field hockey team, taking leadership responsibilities on campus. Plumley plans to go to medical school and says the Akaa experience has convinced her that international medicine is her calling.

And Lauren Grimanis has only just begun. A village down the road has started sending their kids to the Akaa school, increasing the student count by about 32. She can hear the village women whispering under their breath, "A, B, C, one, two, three," and she would like to extend classes to adults. Her Independent Study researched the effectiveness of including both men and women in water management decisions and chores, and she would like to share her new understanding with Akaa leaders.

She is working with the Ghanaian Ministry of Health to vaccinate children and young mothers and to distribute mosquito bed nets to every household. She is including information on hand washing and teeth brushing in her lessons, and is raising money for birthing kits, a medical emergency fund, and education on deworming, hygiene, sex, and child and infant nutrition.

"I'll always be involved. I'll never just leave. I could never do that."





{ above } Dana Feit '13 gives a simple reading lesson. Wooster volunteers note that the Akaa kids love sunglasses and routinely wear them upside-down. { left } Lessons make use of singing, rote, and action. Photos by Lauren Grimanis

SOUTHERN west virginia



s was the case with New Orleans, spring break service trips to West Virginia began when a student who had volunteered with her church in high school asked if a similar effort could be launched at Wooster.

The trips have always been a way to serve, but three years ago, Wooster faculty and staff became more intentional about using them as a way for students to learn not only about West Virginians but also about each other. In 2010, Charles Kammer, James F. Lincoln Professor of Religious Studies, began accompanying the students, and planners sharpened their intent to recruit a mix of international and domestic students for the trips.

For six days, students of different cultures labor together, cook meals for each other, and at each day's end, process joys, sorrows, and conflicts in a group reflection, facilitated by Prof. Kammer. "On campus, we have a lot of intellectual 'head' conversations," says Kammer. "But what pulls people together is a shared experience. As we figure out how to cooperate and interact, we're learning about each other on a more intimate level."

Organized through the West Virginia Presbyterian Mission Advocacy, the trip allows students to become immersed in a culture that is foreign to most of them. The destination in 2011, the coal mining town of Kopperston, is impoverished, close-knit, and largely homogeneous (white and Christian).



small thing. But there was a ripple affect. We showed we cared, and people noticed." — Carolyn Hockey '14 { left } Aneeb Sharif '10 and Laura Valencia '12 .

{ far left } "We picked up trash in a four-mile area. At first, it seemed like a

"It was interesting," said Aimon Dwan '13, "They equated goodness with Christianity, and thanked us all for being good Christians." The group, which included a Buddhist and a Jew, took no offense, said Dwan. "We all understood."

The isolated area has no cell phone or Internet reception, a situation that caused initial consternation, and then surprised gratitude among Wooster students. "I saw how important community and family was," says Dwan. "The experience has had a lasting impact. It opened my eyes to the importance of face-to-face interactions, of the necessity of putting away technology and reevaluating priorities."

Applying new understandings to everyday life is a central goal to the service trips, says assistant chaplain Emily Howard, who facilitates discussion when students return to campus.

Says Rev. Morgan-Clement. "We want life-changing moments to last longer than a moment."

PALEONTOLOGISTS PALEONTOLOGISTS

Story by KAROL CROSBIE

It is a discipline where the influence of mentors runs deep.

Choosing only a few people to feature from a discipline is always difficult, and this story is no exception. Wooster's tradition of geological education and inquiry is as old as the College itself, and its alumni are venerable.

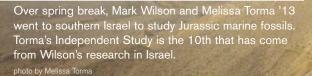
MARK WILSON 178

professor of geology The College of Wooster



areful observation of details is a hallmark of a good paleontologist. So, in honor of the discipline we are covering, let us closely observe and remark upon a few details in the office and web habitat of Prof. Mark Wilson, Lewis M. and Marian Senter Nixon Professor of Natural Sciences and Geology. On his desk, beside the

tiny figure of Charles Darwin (whose head screws off to reveal a miniature monkey), is a bone from a plesiosaur of the Cretaceous period that Wilson found in Faringdon, England. Behind him is a globe, stuck with many pins that indicate the places he has conducted research and collected specimens. "I want to cover that globe with pins," he says. "I want to be able to teach with authority and understanding and be prepared to advise a broad range of Independent Studies."



His website reveals the reasons behind his global wanderlust. The scope of his teaching and research is huge. His courses include "History of Life," invertebrate paleontology, and sedimentology and stratigraphy. His 160-plus publications cover every geological period and most of the major animal groups. "I keep a list of the periods and animal groups I've worked on," he says. "And I intentionally pursue areas not on my list, because I want to be able to teach with authority and understanding, and be prepared to advise a broad range of Independent Studies."

Wilson's website shows that he also teaches a first year seminar, "Nonsense (And Why It's So Popular)," and "Geology Confronts Creationism," revealing an approach that is clearly more, well—confrontational—than that of friend and fellow alum Tricia Kelley (see opposite pg.).

For his entire professional career, Wilson has passionately communicated that scientific inquiry, discovery, and education must not be compromised by religious beliefs. These days, he is pessimistic. "As a teacher, my aspiration was that if we could just educate people better on this issue, it would make a difference. We are educating people better, but it hasn't made a significant difference. In the 30 years I've been teaching, the numbers reflecting the American public's attitudes about evolution have remained essentially the same: 45 percent reject evolution; 45 percent have varying degrees of acceptance, and a minority are straight evolutionists.

"We've won every court case. We've won every debate and intellectual battle, but as far as the hearts and minds of America, it's still very problematic." The furor is fanned by politics, he says, but there is also an immutable biblical literalism among fundamentalist Christians that he sees as central to the impasse. "Many people believe that without a literal understanding of Genesis, the Christian faith makes no sense, and thus evolution must be false."

"For Independent Study, these connections are gold."

As an evolutionary paleoecologist, Wilson studies the relationships between organisms. And his research is built upon the collaborative relationships he makes with his colleagues. "This urge to be diverse means that I get my fingers into more and more pots," he says. "I want to be in the game, on the team, for a lot of things. And I make friends this way, all over the world. They say, 'You should come to Estonia; you should come to Israel, to France, to England, to Argentina, to the United Arab Emirates, to Russia. I haven't been to China yet, but Steve Dornbos (see pg. 27) has, and I know I can call him and ask, 'What can I learn from you?'"

The worldwide connections that come from Wilson's diverse interests are enhanced by his role as Secretary of the Paleontological Society. "For Independent Study, these connections are gold because I can say to a student, 'Hey, do you want to go to Poland?' And we go to Poland. And we have a great time and we learn so much!

"And Wooster? I can't imagine any place that would be more ideal for this magical combination of teaching and research. Every year, there's a new set of students and new requirements to find new things to do in new places.

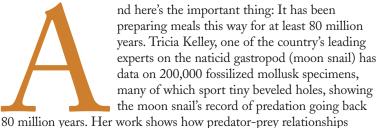
"I just love it. And they pay me to do this!"



PATRICIA HAGELIN KELLEY 75

PROFESSOR OF GEOLOGY University of North Carolina-Wilmington

Like a tiny, slimy bulldozer, the voracious moon snail rolls over its mollusk victim, enveloping it in its foot and secreting acid to soften its victim's shell. And then it drills a precise, beveled hole, and neatly devours dinner.



influence evolution.

Patterns of moon snail predation through time are cyclical, she has found. "Drilling seems to increase after a mass extinction, and then it goes down again. We're still testing hypotheses to explain this."

Prey responded evolutionarily to the moon snail by growing thicker shells, says Kelley. "But the moon snail did not respond accordingly by adjusting its drilling apparatus. It was too busy adapting to its own predators. When this happens-when evolution occurs in response to enemies-this is called escalation."

A person of faith who is married to a Presbyterian minister, Kelley has been consulted by her colleagues for many years about how educators can most effectively respond to students who are conflicted about



evolution and creationism. "I tell my students that for more than 30 years, I have taught evolution during the week and Bible study on Sunday, and that I've never found any conflict with it. I make it clear that in a science class we only look at scientific explanations and invite anyone who wants to discuss religious implications to come and meet with me. There are usually a few students each semester who take me up on the offer."

Kelley, former president of the Paleontological Society and also a fellow of the Geological Society of America, wrote an article for the American Geological Institute's publication Geotimes. Titled "Studying Evolution and Keeping the Faith," it includes this excerpt:

Was the original intention of the biblical creation stories to provide a scientific, factual account of the origin and development of life? I don't believe so. The Old Testament contains multiple creation accounts that present very different perspectives. . . The Hebrew authors and editors who juxtaposed the biblical creation accounts did not view these inconsistencies as problems. This fact is evidence that the creation stories were not meant to be taken as literal scientific accounts.

With her former student, Greg Dietl, Kelley has been involved in spearheading a new field of study: Conservation paleobiology, which looks at how the fossil record can help humans predict and safeguard the future. "These days we're thinking a lot about climate change," she says. "But a question people don't think very much about is how species are affecting each other. No species (including humans) exists in isolation."

ABOVE || A cannibalized moonsnail.

LEFT || Patricia Kelley conducts a field trip for her historical geology class at the University of North Carolina-Wilmington. Mentored by the late Richard Osgood, professor of geology who taught at Wooster from 1967-1981, Kelley says she was proud to be invited to campus to deliver the Richard G. Osgood, Jr., Memorial Lecture in 2005. "The date of my lecture was 30 years-practically to the day-after I had defended my I.S. with Prof. Osgood." Photo by Jamie Moncrief, UNCW



MOLLY FRITZ MILLER

'69

professor of geology Vanderbilt University

It's been 43 years since Molly Miller studied geology at Wooster. But she still remembers lessons from her professors, particularly I.S. adviser Richard Osgood. "My Wooster professors taught me how to reconstruct Earth history by interpreting rocks, including layers of sediments in sedimentary rocks. And Dr. Osgood showed how much of the history of life is revealed in how that sediment is disrupted, if we just know how to interpret it."

ince leaving Wooster, Miller has studied the how, where, and why behind modern animals' disruption of sediment in ocean and lake bottoms and has applied it to ancient sedimentary rocks to reconstruct environments, climates, and ecosystems. In the process, she has uncovered startling truths.

In 2003, Miller, who conducts research in Antarctica, was on an expedition to interpret the conditions that led to the deposit of 250 million year-old rocks in the mountains, rising high above the ice. (Imagine "extreme" paleontology—camping for two months in the mountains of Antarctica in unheated mountain tents, hundreds of miles from a small temporary base camp.) Miller and student Nichole Knepprath were looking for evidence of burrowing animals and discovered the petrified remains of three forests. The 70 tree stumps indicated that huge deciduous trees, related to the modern ginko, thrived in an area that today sustains only lichen, mosses, algae, and fungi.





RIGHT || Mary Parrish, illustrator with the Smithsonian Institution, created
this image of burrowing, mammal-like reptiles that have left evidence
that the South Pole was once warmer and drier.BELOW || To see a video describing the camping and research
conditions of Molly Miller's paleontology team, go to
http://www.vanderbilt.edu/ees/people/faculty/molly/ancientantarctica.php.



"It's important to understand the climate of the recent past in order to understand what may be coming up next."



"I still remember a line in a textbook from Wooster. It said, "When we study fossils, we see ourselves in the perspective of time.' And that's really the beauty of studying ancient life." — Molly Miller "That's pretty amazing!" says Miller. "Who would ever think that there ever could have been a climate and ecosystem like that so close to the South Pole?"

Miller's search for burrowing animals yielded additional evidence of a warm climate in the region. "Mammal-like reptiles lived in burrows at the edges of streams. That tells us that the temperatures were high enough for them to live there in spite of the six months of darkness. It also tells us that it was relatively dry, because the water table was low enough so that they didn't drown in their burrows."

AN ICY LABORATORY

Miller currently is working with biologists to identify the characteristics of sediments (and the animals that live in them) on the shallow ocean floor under the frozen ocean along the coast of Antarctica. Divers lower themselves through holes drilled through the sea ice, entering a quiet world dominated by ice, still darkness, and scallops and brittle stars who churn the bottom sediment. "These guys live down there in this dark, little haven, protected from waves by the ice," she explains.

And for Miller, an exciting understanding has been that the animals and the sediment leave few indicators of their activity or of the sea ice that protects them. Skeletons quickly dissolve in the cold water, and the animals—which move by squirting water or wiggling legs—don't reveal their existence through burrows, they simply disrupt the sediment. "We're able to look at this unique setting and see that it would be hard to recognize in sedimentary record, because there are so few distinctive markers. It shows us that we need to be careful when we're interpreting cores of ancient sediment to interpret the climate of the past. It's important to understand the climate of the recent past in order to understand what may be coming up next."

She remembers a line in a textbook that Dr. Osgood assigned to his students. "It said, 'When we study fossils, we see ourselves in the perspective of time.' And that's really the beauty of studying ancient life. It shows us an Earth of the distant past that may someday be the Earth of the future."

STEVE DORNBOS '97

PROFESSOR OF GEOSCIENCES University of Wisconsin-Milwaukee

There's an important word in the paleontological lexicon: *Nonactualistic*. It describes a setting or environment unlike anything that exists today—a completely different world. Such is the case with a 575-million-year-old environment that Steve Dornbos imagines and knows to be true.

ornbos, an ecological paleontologist, specializes in understanding and describing how animals interacted with each other and their ancient environments. His geological area of interest is the sea floor, which was once firm and hard. "If microbes are undisturbed, they form thick leathery mats—a hard surface on which animals can attach. But dur-

ing the Cambrian period, worm-like animals began burrowing and churning the sea floor—turning a hard surface into one that was soft and gushy."

And how did early animals adapt to their new, gushy surface? Dornbos studies ancient relatives of the starfish, sea urchins and sea lilies—echinoderms—which (pre-gushy period) attached to the sea floor. "They were suspension feeders that took food from the sea water; they had little feeding arms and a little body and stem, which attached to the floor." But as the surface changed, so did they. Their bodies widened so they could float on top of the sea floor (the snow shoe strategy), or they attached to other hard surfaces, such as the skeletons of other animals or parts of the sea floor that had turned to stone.

The changes that occurred during this time, labeled the "Cambrian explosion," are some of the most critical in the history of life on earth, says Dornbos. "Complex animals were evolving for the first time, radiating



throughout the world's oceans and diversifying into most of the major animal groups that we see today."

Dornbos, who conducts his research in the western United States and in Yunnan Province, China, remembers his Wooster summers in Cyprus and Greece, assisting Prof. Mark Wilson and researching his own Independent Study. "Working with Mark instilled in me the confidence to make my own observations, interpret them, and use the observations to test a hypothesis. It sounds very simple, but it's hard to have that confidence level and actually go out on a limb and say, 'Here's what I think."

And does he worry about being wrong? "Everybody's wrong at one time or another. That's the thing about science. If you develop a hypothesis and it turns out to be incorrect, you're still contributing to the big picture.

"You just hope you're right more often than you're wrong."

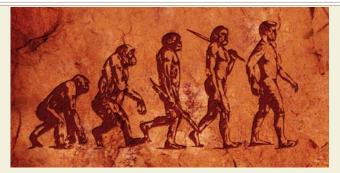
ABOVE || Steve Dornbos teaches history of life, historical geology, introduction to paleontology, marine paleoecology, paleobiology, and ichnology.

Photo by Troye Fox, University of Wisconsin-Milwaukee

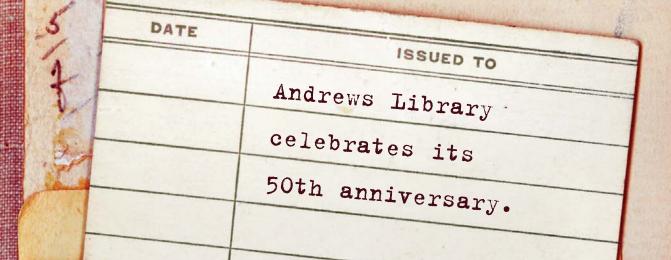
A TRADITION OF independent minds

Because trying to study paleontology without understanding evolution is like trying to study mathematics without using numbers, we must re-tell the story of one of the College's most celebrated moments.

The victory of College of Wooster president Charles Wishart (1919-1944) over the anti-evolutionist William Jennings Bryan is legendary. Wishart, wrote Gordon Tait, professor emeritus of religion, ". . . came to be known as the head of one of the few leading church-related colleges in America where a science professor could teach evolution and not be fired. . . . Small wonder, then, that Bryan finally turned his guns on Wooster." (*Wooster*, Spring 1984)



The conflict and debate between the two schools of thought climaxed with a showdown in 1923 between Wishart and Bryan that made national news. The two men opposed each other for the elected position of moderator of the General Assembly of the American Presbyterian Church, the organization's highest office. Wishart's victorious election signaled academic freedom for Wooster and for the nation's 50 other Presbyterian colleges.



without walls

THE EVOLUTION AND MEANING OF ANDREWS LIBRARY

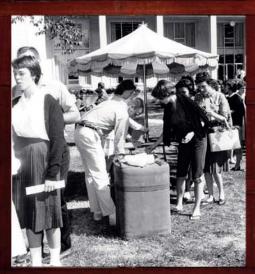
"Its character must reflect the character of the College," wrote the architects. "It must have dignity without monumentality, intangible attributes which are difficult to express in the design of a building made of concrete, stone, metal, and glass..."

opposite page: Late (top left) and early (bottom right) construction of Andrews Library. (center) Students help move books from Frick Library to Andrews during "Operation Booklift." To see a 1962 documentary, including footage of the booklift, go to http://youtu.be/kkHf_acyweQ. Special thanks to the College Libraries' Special Collections and Digital Resources.

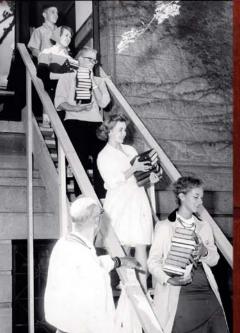




by MARY DIXON













he College of Wooster had outgrown its library. Its student body had grown fourfold since Frick Library's opening in 1900, and the College's fledgling program of Independent Study meant that seniors needed private workspaces to store their research materials. Space was running out. Said President

Howard Lowry in 1958, "Our College does not deserve to be ranked among the top liberal arts colleges in the country until it has brought its library to proper proportions—not only in its holdings, but in its physical arrangements."

Andrews Library, named after its \$1 million benefactor, trustee Mabel Andrews, was completed in May 1962. Publisher Henry Luce and poet Robert Frost spoke to sold-out crowds at a dedication ceremony in the chapel, and architects Shafer, Flynn & Williams handed over the keys to the building, a 72,100 square-foot structure built to accommodate over 400,000 volumes and 700 readers, and carrels designed especially for Independent Study. The capacity of the new library's shelves, however, would not be tested until the beginning of the next academic year. The books remained in Frick Library, awaiting the move to their new home.

"Operation Booklift at The College of Wooster is being planned like a military campaign," wrote the *Daily Record* in September 1962. "Public address system, faculty guides, and student leaders will keep the 1,300 workers moving in neat lines tomorrow when 125,000 books are moved to the new Andrews Library." President Lowry and Mrs. Andrews shelved the first books—the Bible, and a Webster's dictionary. Following brightly colored strips of cloth that indicated where books should go, volunteers spent the next eight hours shelving books. At the job's conclusion, they were rewarded with ice cream and a souvenir bookmark by organizer and librarian Maudie Nesbitt.

Finally, Andrews Library was open for business and almost immediately became a campus hub. In 1966, the library was designated a depository for U.S. government publications. The following year it became a charter member of the Ohio College Library Center, which soon developed sharing privileges with other institutions throughout the world. In 1971, Andrews added a centralized audiovisual space; in 1978, it became a member of the Northeastern Ohio Major Academic Libraries, broadening partnerships with neighboring schools.

Less than a generation after the library's opening, students literally had a world of resources at their disposal. Andrews Library reflected the changing face of research, helping to establish Wooster as a leader in opportunities for undergraduate research.

Yet these transformations paled in comparison to what the next 20 years would bring. Damon Hickey, director of libraries from 1991-2008, remembers feeling claustrophobic when he first walked into the library. "The card catalog was so large, it really constricted that central space." And the catalog also constricted research: "We could borrow resources from other libraries, but without a keyword search, there was no way to find anything unless you already knew what you were looking for."

The card catalog went extinct in 1995, when the Flo K. Gault Library for Independent Study was built, and microfilm and computers took its place. Says Margie Powell, an Andrews reference librarian from 1980-2001, "We had embraced the technological revolution; we had moved from typewriters, to desktop computers, to computer networks that facilitated local, national, and worldwide partnerships. Andrews had truly become a library without walls."

The way students interacted with the library had fundamentally changed. They no longer needed to fumble through a card catalog, and, as resources increasingly became accessible electronically, they no longer needed a book to do research. Yet as more and more books began to go unused, the number of students visiting the library saw no similar decline. Fifty years after its opening, the library remained a campus hub. In 2009, library administrators conducted a photo survey of study spots around the library.

"We took photos every 30 minutes to see how different spaces were being used," says Mark Christel, director of libraries since 2008. The result? "We saw demand for more collaborative spaces. Timken Library is a good reading room for students looking to work quietly, and Gault is a great library for doing I.S. But there wasn't really a space for shared work."

ALUMNI WEEKEND 2012 On Alumni Weekend, June 7-10, library staff members will collect oral histories of those who were present at the library's 1962 dedication. Help celebrate the library's birthday by sharing your memories of the event with us.

ABOUT THE WRITER: Mary Dixon '12, a psychology major and English/Spanish minor, has worked with the magazine as an editorial assistant and contributing writer since 2009. She hopes to pursue a career in magazine writing.





CoRE reflects evolution and constancy The library's new addition, created to facilitate collaborative and interactive research, opened January 2012. Photo: Matt Dilyard

Cue CoRE (Collaborative Research Environment), a flexible, interactive space in the heart of Andrews Library that has been created to fill this need. Unveiled in January 2012, CoRE inhabits the space that once housed the card catalog, and later, microfilm readers, a fitting reflection of the library's evolution. Mobile white boards, LCD screens, a digital media lab, and glass-enclosed seminar rooms allow for collaborative efforts and the creation of projects that improve on the bound thesis that sits on a bookshelf. The \$1.2 million project was funded by the College and with grants from the McGregor Foundation.

"CoRE was conceived as a place to bring I.S. to the world, and bring the world to I.S.," says Heather Fitz Gibbon, dean for faculty development.

In this way, CoRE represents not a shift, but rather a more complete expression of the meaning of I.S. and of the library, says Hickey. "When the Gault addition was built, there was a need for a building on campus dedicated to Independent Study. CoRE takes that one step

further. Carrels point to the individual aspect of I.S., CoRE to the collaborative side."

What is the next chapter in the Andrews Library story? This summer, construction will begin on an integrated educational planning and advising center. Located on one of the library's lower levels, the Center will integrate, coordinate, and expand the College's existing resources in academic advising, career services, the Center for Entrepreneurship, the Learning Center, and the Lilly Project for the Exploration of Vocation, currently spread across campus.

Fifty years ago, library planners, book movers, and I.S. writers couldn't have dreamed of the tools and technologies that the library now offers. What has stayed constant, however, is the library's mission—consistent with that of the College from the beginning—a dedication to Independent Study and all that it entails. It's not something that can be conveyed by metal and glass or even flat-screen TVs. Rather, it is something you have to experience to really understand.

After a Wait

Second season of the year, and before this guardian wall

green patient promises unfold

as if, when eyes were closed, this day became beautiful:

sprout, then stem, then new pink palms blooming into air.

By Jen Kindbom '02

Jen Kindbom is a poet and teacher living in Wooster. She edits the online poetry journal, *Floorboard Review*.

Photo by Karol Crosbie



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Charitable Gift Annuities

"THERE'S SOMETHING ineffably WOOSTER."

— Chuck Osicka '63 & Barb McCracken Osicka '64

Chuck Osicka '63 was a math major at Wooster, a credentialed actuary, and a computer systems designer with a Ph.D. in biostatistics. But he and Barb McCracken Osicka '64 didn't need advanced mathematics to inform their decision to establish a charitable gift annuity with the College. "We had \$50,000 languishing in the market. Should we leave it there, where it would receive less than one percent interest, or give it to the College, where (because it's a donation to a nonprofit), it would bring us five percent return for life? It was pretty clear cut."

The Osickas, both members of their respective 50th reunion class committees, wanted to give gifts to commemorate their reunions. So the timing was perfect.

Barb, a double major in English and history, says the professors who touched their lives—teachers like John Warner, Melcher Fobes, Ray McCall, Dan Calhoun, and David Moldstad—have had a lasting impact. "There's something ineffably Wooster—an openness to ideas that encourages the development of a mind rather than a mind-set."

Establishing a charitable gift annuity

To learn more about your specific requirements, including rates and benefits, contact: The Office of Development, The College of Wooster www.woosterplannedgifts.org Call 330-263-2080 Email development@wooster.edu



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In Closing

OAK GROVE SENTINEL

A red-tailed hawk watches and waits for his favorite iconic Oak Grove inhabitant. (Hint: It is not a piper.)