

Winter 2012

## Wooster Magazine: Winter 2012

Karol Crosbie

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# Wooster

WINTER 2012

## Finding the words

Alumni, faculty, and students share their gifts and strengths to help people with hearing and language disorders.



also inside

Sculptors' art gives shape  
to personal expressions

Reconstructing Annie Irish

## A special place

Dear Alumni and Friends,

I write to you from my new favorite town and adopted college. The light outside is uncharacteristically bright on the leafless trees in the Oak Grove, making the Delmar Arch stand out even more against a pale blue sky. More important than the weather, however, is what is happening beneath those trees, inside the Arch doorways, and elsewhere on campus.

Have you ever tried to take control of your calendar and track how you spend your time? What if you did that for a college? It is trickier, but makes the richness of college life stand out in high relief. Is a day at Wooster efficient? Not necessarily. Is it life-changing? Not by itself. Is it vast, complex, intricate, personal and effective? Absolutely!



On an early morning at Wooster's Scot Center, we may see English professor Larry Stewart pumping iron, while on the other side of the balcony, tennis team members hone their backswings.

We find a first-year seminar class in session with geology professor Mark Wilson, with a dozen students clustering around a conference table in Scovel Hall talking about the popularity of the pseudosciences; across campus, political sciences professor Angie Bos discusses the meaning of citizenship in the writings of Alexis deTocqueville.

At lunch, history professor Katie Holt gathers with her Independent Study students to discuss their progress while, off campus, a Wooster student observes children at a local elementary school playground for her sociology I.S. on gender differences in play.

That afternoon finds chemistry professor Paul Edmiston demonstrating the use of chemistry equipment in instrumental analysis. Students in physics professor Don Jacob's electronics laboratory program robots and watch them perform complex tasks while students in biology professor

Laura Sirot's natural history of the invertebrate lab visit nearby Fern Valley to explore mollusks.

Hours later, the Moot Court team (a national powerhouse) is taking over five Kauke classrooms to practice their oral arguments. The practice sessions are fast and furious, the guest judges tough, and the intensity high.

Meanwhile, conversations on other topics are keeping students engrossed during a lively student government meeting, which the leaders are attending despite the conflict with the Wilson Lecture that night, given by alumnus Jeffrey Keefer '74, retired chief financial officer and executive vice president at The DuPont Company.

Some students take a break after this, sitting next to the fire in Lowry, while others, with finals just around the corner, head to the Andrews Library to plug in—to laptops as well as lecture notes.

Students disband soon after for sleep, for more study in the quiet corners of Taylor or the Wired Scot, or to listen to their friend on the College radio station.

All this happens in just one day because of the heartfelt passion faculty feel for their students and their own academic lives, the care I.S. advisers have for their mentees, the leadership skills that coaches strive to impart to their scholar-athletes, the guidance that resident directors provide even when their students are unaware of those tutored moments, and the donors, alumni, parents and friends who together make the spirit of Wooster come alive with such distinction and sense of place. It wells from the campus like an ambiance that says "come, learn, be a part of the family, and grow."

A special place indeed. I hope you enjoy reading about it and always feel welcome on campus—your campus—where the Arch still stands as a symbol for the power and complexity of learning.

LAURIE HOUCK  
*vice president for development  
and alumni relations*

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# WOOSTER

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



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Supporting the women of Wooster for 119 years



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COVER IMAGE: Christina Ullman, Ullman Design





## Oversized relief prints illustrate diversity



PHOTOS: Karol Crosbie and Matt Dilyard

### Process intrigues, involves Wooster community

Last semester, printmaking students created large relief prints to illustrate diversity as part of an event sponsored by Embracing Our Differences Ohio. Working with Marina Mangubi, associate professor of art and chair of the art and art history department, and Emily Sullivan, adjunct professor of studio art, the 13 students first chiseled images into blocks of fiberboard.

The blocks were covered with Japanese paper for the first rolling, and then with muslin fabric, and were pressed by an oversized printing press—a 12-ton steamroller—courtesy of Bogner Construction Company. The parking lot became a studio, and a crowd gathered.

The prints were then dried and exhibited in the MacKenzie Gallery. Muslin prints were given to Embracing our Differences for use in traveling displays.

The printmaking media was chosen because of its populist history and the collaboration required when creative minds work together. “During this process, our students had to learn to deal with one another’s differences and somehow find common ground,” said Sullivan.





## College receives grants

The **Clare Boothe Luce Program** of the Henry Luce Foundation awarded the College a four-year, \$200,000 grant to support female science majors pursuing research in the physical sciences. The grant allows the College to provide four scholars each year with two years of research support, including stipends during the academic year and the summer, funds for research expenses, and travel to conferences. The students also will team with faculty to serve as counselors and mentors to high school girls interested in science, through existing Wooster programs such as B-Wiser and Expand Your Horizons.

**Paul Bonvallet**, associate professor of chemistry, has received a three-year, \$65,000 research grant from the American Chemical Society Petroleum Research Fund for a project involving a molecular container that can encapsulate and release smaller molecules by opening and closing, in response to light.

## The first I.S. Monday

In the last issue, we asked for information on the history of I.S. Monday, the celebratory day on the first Monday following spring break, when Independent Studies are due to the registrar. Here's what we learned from **Beth Irwin Lewis '56**.

"On a rainy cold March day, a week before I.S. Monday in 1989, **Glenn Bucher**, then dean of faculty, and Beth Irwin Lewis, his assistant, decided that Tootsie Rolls were not a sufficient celebration for the seniors' great day. We raced around making arrangements—finding a drummer (**Andy Lewellen '91**) and posting campus-wide invitations to gather at the Kauke arch when the registrar's office closed. Glenn and a few other faculty members donned academic dress; Andy marched around campus announcing the event; a jubilant crowd gathered, and we all marched (danced!) across Beall Avenue to the Underground, where refreshments and entertainment planned by **Richard Figge** and **Larry Stewart** created an exuberant celebration."

**Mark Gooch '90**, a librarian at the College, remembers that 1989 was also the first year for the "I Did It!" buttons and that the *New York Times* covered the first parade with the now-famous headline, "Agony, then Ecstasy: End of Senior Thesis."

## Author, students share "a song sung by many"

Haitian-American author **Edwidge Danticat** was the featured speaker of the College's 2011 Wooster Forum, and the author whose book was assigned to first-year students over the summer as part of First-Year Seminar. Students discussed Danticat's *Brother, I'm Dying*, a memoir that tells the interwoven stories of Danticat's father, who emigrated to the United States, and her uncle, a Baptist minister, who remained in Haiti and raised Danticat until she was 12, when she joined her parents in Brooklyn. In 2004, amidst unrest and fighting in which his church was destroyed, the 81-year-old uncle came to the U.S., seeking temporary asylum. He died in the custody of Immigration and Customs Enforcement officials.

Students were asked to write an essay reacting to the book, and, as tradition dictates, exemplary student writers were chosen to share a meal with Danticat. **Edmund Shi '15** was one of 10 students so honored. The following is an excerpt from his essay:

*"Countless other countries as well as Haiti are facing the same troubles, and the United States has been struggling for years to make their lives better. This causes even more people to have to make the hard choice of abandoning their memories*

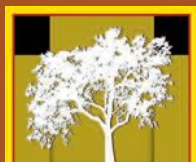
*and suffer heavy losses for the sake of better living. My family itself has the same ties. They grew up in the communist-dominated China, and they also had to leave behind good memories so they can get better education and employment opportunities in the United States. Edwidge's story is what I call a 'song sung by many.'"*



Award-winning author Edwidge Danticat shares a word with Edmund Shi '15.

PHOTO: Matt Dilyard





# Oak Grove

HAPPENINGS AROUND CAMPUS

Oak Grove

## *New core message drives College's positioning strategy*



The College's integrated marketing strategy uses many avenues.

PHOTO: Karol Crosbie

### Wooster is America's premier college for mentored undergraduate research.

Wooster competes—for students, faculty, and philanthropic support—against hundreds of outstanding colleges in a global marketplace, and the stakes of that competition are high.

President Grant Cornwell notes that Wooster's vision statement—*"To prosper as a distinguished liberal arts college... and to enjoy a reputation that reflects our achievements"*—requires that the College more effectively differentiate itself from its competitors. "We must become not just more widely known," he says, "but known for something specific, distinctive, and compelling."

What is that something? Simply this: Wooster is America's premier college for mentored undergraduate research. The positioning statement makes a bold claim, says Scott Friedhoff, vice president for enrollment and college relations, but it is one that generations of alumni know is true, through personal experience. Higher education administrators throughout the country agree. For the past 10 years, when *U.S. News & World Report* asked college presidents and deans to identify schools with outstanding undergraduate research opportunities and senior capstone programs, only two schools made both lists every year: Wooster and Princeton.

The benefits that flow from this distinguishing feature are of primary importance to prospective students and their families, says Friedhoff. When Wooster students participate in mentored research, they develop independent judgment, creativity, project- and time-management skills, self-confidence, and strong written and oral communication skills—precisely the abilities valued by employers and graduate programs.

"I.S. is such an important part of a Wooster education," says Friedhoff, "but the words 'Independent Study' alone don't tell the story to someone unfamiliar with Wooster. We wanted to focus on the core of what happens at Wooster and what we do best, but in language that's less likely to be confusing. We think 'America's premier college for mentored undergraduate research' does that."

The "premier" statement is one of three key messages that the College is using to communicate with prospective students, families, and other audiences.




"I.S. is such an important part of a Wooster education, but the words 'Independent Study' alone don't tell the story to someone unfamiliar with Wooster." . . . *Scott Friedhoff, vice president for enrollment and college relations*

Says Friedhoff: "As a newcomer to campus who has worked or consulted at a dozen different colleges over my 30-year career, I can tell you that the way students support one another, the combination of terrific traditions, creative cleverness, and a profound sense of pride on this campus is absolutely incredible and creates an environment that so many students desire. And the city of Wooster is a remarkable asset. It's large enough to have a rich mix of businesses, from high tech, to health care, to the arts, and the internship opportunities they provide. It also has a vibrant downtown with great coffee shops, restaurants, bookstores, and specialty shops. Yet it's small enough to be safe and easy to get around in."

Development and alumni staff, coaches, faculty, the Board of Trustees, and the Alumni Board have been briefed on the new strategy, and campus communicators have joined forces to produce consistent print and electronic messages. The orchestrated effort and clear message has been well received by parents and prospective students, say admissions staff.

## How you can help

*"Alumni are our secret weapon!" says Scott Friedhoff. Here's how you can help to ensure that the country's best students know about Wooster, and that Wooster knows about them:*

1. Write letters of recommendation: "We receive more than 5,000 applications for the 550 spots in the first-year class," says Friedhoff, "and one of the most important things our alumni can do is help us sort through that pile by writing letters of recommendation for students they know."
2. Communicate the College's message to friends and neighbors.
3. Participate in college fairs and other admissions events as Alumni Admissions Advocates. For more information, go to <http://woosteralumni.org>, or contact Landre McCloud at 330-263-2110.
4. Share your positive College experience on Facebook: [www.facebook.com/CollegeofWooster](http://www.facebook.com/CollegeofWooster). 



Independent Study means intense, one-on-one mentoring from faculty members. Here, Nancy Grace, professor of English and women's, gender and sexuality studies, works with a student.

PHOTO: Ryan Donnell

## Wooster's core messages

Wooster is America's **premier college** for mentored undergraduate research.

There is a **spirit** here that is distinctively Wooster: creative, clever, confident, friendly, serious about what matters, but utterly unpretentious.

Our home—the **City of Wooster**—is a vibrant community of 26,000 with a strong, diversified economy, a thriving downtown, and easy access to outdoor recreation.





# Alumni News

WOOSTER ALUMNI ACTIVITIES

Alumni News

## Recent books by Wooster alumni authors

**William Chapman '55**, *History and Theology in the Book of Order: Blood on Every Page*; Witherspoon Press, 1999.

**William Chapman '55**, *Finding Christ in the Book of Order*; Witherspoon Press, 2003.

**William Chapman '55**, *Mission Symphony*; Witherspoon Press, 2004.

**William Chapman '55**, *Distinctively Presbyterian*; Witherspoon Press, 2006.

**William C. Chittick '66**, *In Search of the Lost Heart: Explorations in Islamic Thought*; State University of New York Press, 2012.

**Dan Cryer '65**, *Being Alive and Having to Die*; St. Martin's Press, 2011. (named one of the Top Ten Books on Religion and Spirituality for this year by *Booklist*)

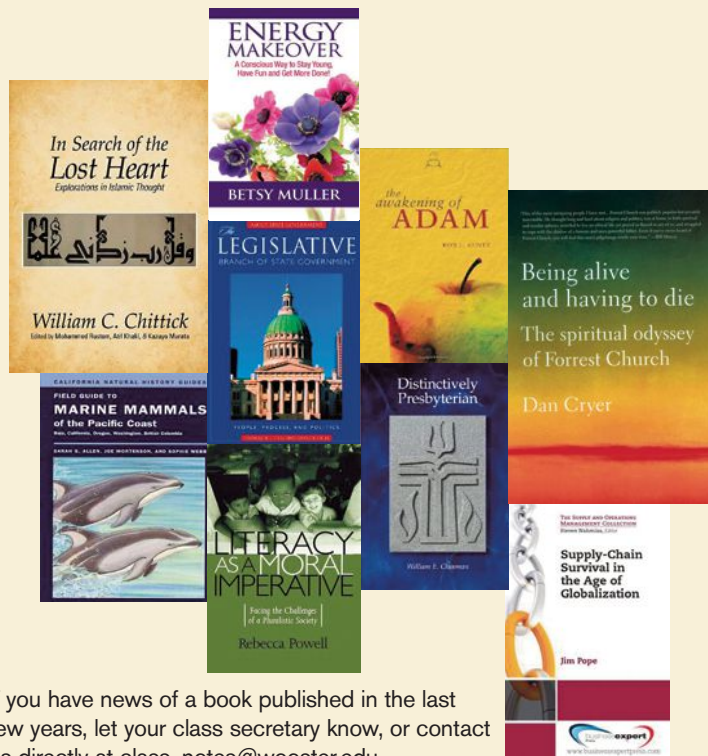
**Michael Dever '79**, *Jackass Investing: Don't do it. Profit from it*; Ignite Publications, 2011.

**Cameron Flint '97**, *To Secure to Themselves and Their Countrymen an Agreeable and Happy Retreat: The Continuity of Scottish Highland Mercenary Traditions and North American Outmigration*; VDM Verlag, 2008.

**Ron L. Kuntz '72**, *The Awakening of Adam*; Tate Publishing Company, 2011.

**Joe Mortenson '63** (co-authored), *Field Guide to Marine Mammals of the Pacific Coast*; University of California Press, 2011.

**Betsy Bartter Muller '81**, *Energy Makeover—A Conscious Way to Stay Young, Have Fun and Get More Done!* Motivational Press, Inc., 2011.



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](mailto:class_notes@wooster.edu).

**David B. Ogle '65** (co-authored), *The Legislative Branch of State Government: People, Process, and Politics*; ABC-CLIO Publishing, 2007.

**James A. Pope '64**, *Supply-Chain Survival in the Age of Globalization*; Business Expert Press, 2011.

**Rebecca Powell '71**, *Straight Talk: Growing as Multicultural Educators*; Peter Lang Publishing, 2001.

**Rebecca Powell '71** (co-authored), *Toward a Literacy of Promise: Joining the African American Struggle*; Routledge/Taylor & Francis, 2008.

**Rebecca Powell '71** (co-authored), *Literacy for All Students: An Instructional Framework for Closing the Gap*; Routledge, 2011.

**Yalman Onaran '91**, *Zombie Banks: How Broken Banks and Debtor Nations Are Crippling the Global Economy*, Wiley, John & Sons, 2011.



## ALUMNI BOARD NEWS



PHOTO: Matt Dilyard

### New Alumni Board members

The Alumni Board welcomed its newest members, who began their three-year terms in July 2011. From left, bottom row: **David Gilliss '80**, the Board's president-elect, is an attorney in Timonium, Md.; **Ryan Burgess '93** is senior vice president of Fifth Third Bank in Columbus, Ohio; **Angela Massoni Kates '97** is vice president of internal communications at AFLAC U.S. in Columbus, Georgia; **Sangram "Sam" Sisodia '77** is professor of neurosciences and director of the Center for Molecular Neurobiology at The University of Chicago; **Karen McCleary Lockwood '72** is a business and diversity consultant with The Lockwood Group, LLC in Washington, D.C.; **Meris Mandernach '01** is collection management librarian at James Madison University in Harrisonburg, Va.; **Don Custis '58**, in Neptune Beach, Fla., has retired from executive positions with United Way Boards and as a Presbyterian pastor.

### Distinguished Alumni Award nominations

You, more than anyone, know alumni who exemplify Wooster's dedication to excellence and commitment to service, and who have distinguished themselves in their professional career, service to humanity, or service to Wooster. To nominate an alumna or alumnus for a Distinguished Alumni Award, go to <http://woosteralumni.org/award> and submit by July 1, 2012.

## ALUMNI WEEKEND

*Mark your calendar: June 7-10  
for Alumni Weekend*



**W**hen were you last on campus? Has it been five, 10, 25, or even 50 years? However long it may have been, it's not too soon to begin thinking about your return to The College of Wooster for Alumni Weekend, June 7-10, 2012.

Reunion committees are well on their way to planning a wonderful experience for you and your classmates; mark your calendar and plan to join us. This is also the time to consider making your reunion gift. Reservation materials will be sent in April and will also be available online at that time. The registration deadline is May 30, 2012.

PHOTO: Matt Dilyard

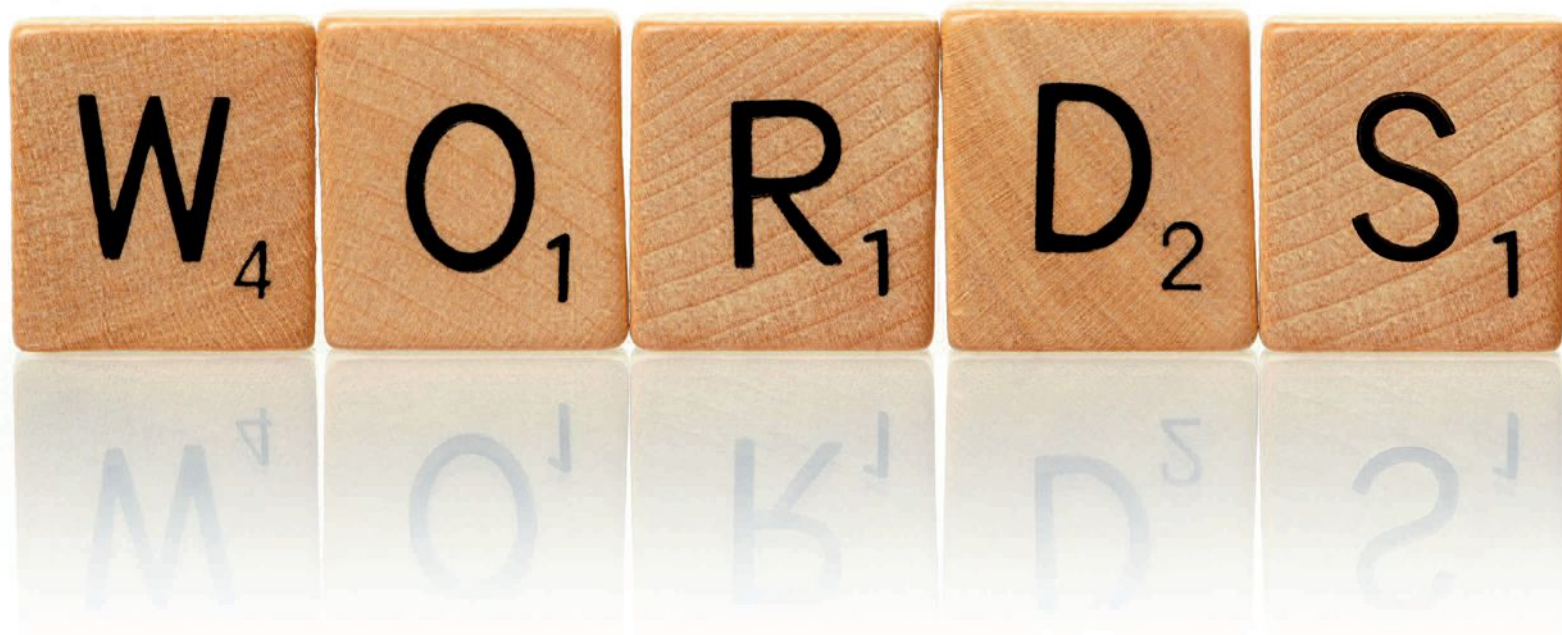




The College of Wooster's unique program has launched many successes.



Story by KAROL CROSBIE



With two faculty members, one clinical supervisor, and approximately 40 majors, Communication Sciences and Disorders is a small but mighty major in the College's Department of Communication. Students study both auditory and language disorders, and receive four semesters of clinical experience in the College's Freedlander Speech and Hearing Clinic, a hands-on opportunity almost unheard of in an undergraduate program. ■ Alumni of the program have a myriad of diverse professional opportunities available to them, and the field is growing. "I've been in the field for 40 years," says Doug Hicks '71, "and I feel continual confirmation that my work has allowed me to share my gifts and strengths. I've never looked back." ■



# HOOKED!

## COMMUNICATION 141: INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS (CSD)



Some communications sciences and disorders majors choose to attend Wooster because of the unique opportunities afforded by its Speech and Hearing Clinic. But an equal number are hooked by Communication 141, which fulfills a history and social sciences requirement dubbed “Learning Across the Disciplines” and is taken by many students exploring options in the communication department. (The course is also a favorite of the two CSD professors who teach it. “I won’t say we fight over it,” says Professor Donald Goldberg, “but . . . let’s just say we love teaching Intro.”)



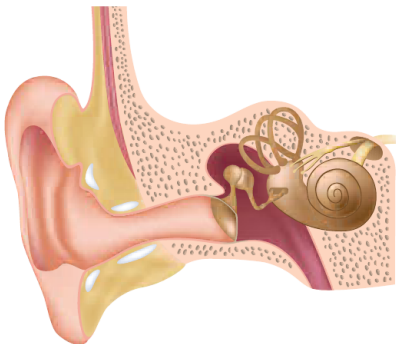
Professor Joan Furey asks students in her intro class to experience talking with an artificial larynx.

On a November morning, the class is in full swing, this semester under the tutelage of Professor Joan Furey. With Socratic facility, Professor Furey engages students in a fast-paced conversation, peppered with “What do you think?” and “Bingo! You’ve got it!” The breadth of the class, which covers disorders related to hearing, speech, and language, is huge. “We cover a new disorder almost every day,” says Furey.

On this day, Professor Furey uses slides, audiotapes, and a unique exercise to teach about people who must function without a larynx (or voice box). She passes around an artificial larynx and asks each student to silently mouth a few words, with the device pressed to their necks. The students’ words—buzzy but discernable—illustrate a key concept: Speech is not produced by just one organ (even if the organ is named the voice box) but occurs when organs function together.

Jeremy Ludemann, a sophomore, is one of those students who was hooked by Comm. 141. “I took it to fill a time slot, and I fell in love with the discipline,” he says. “It’s unusual for a liberal arts college to offer a CSD major, but it makes good sense, because it’s so multidisciplinary.” Ludemann, one of only three males in the current group of majors, is particularly interested in dialects and accents and hopes to study abroad next year.

“Dr. Goldberg is one of the best professors I’ve ever had,” says Ludemann. “And Dr. Furey is incredibly sensitive to the fact that we students are an academic work in progress.”



### DEAF-INITION

Although the general public may think of deafness as the inability to hear any sound at all, professionals in the field use the word to describe a broad range of hearing loss. Here is the definition the U.S. federal government uses:

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.



## INDEPENDENT STUDIES

The CSD major offers a rich trove of research topics. Here are a few examples:

■ For her junior I.S., Elizabeth Striegl '12, advised by Donald Goldberg, researched training strategies for therapists and parents of children who received cochlear implants in both ears, at different times. She created a poster summarizing her results, and it received a blue ribbon from an international symposium on cochlear implants. For her senior I.S., she is researching the amount of post-cochlear implant therapy and information available to adults, whom she calls a "neglected population." Striegl is planning to attend graduate school for a doctorate of audiology program (Au.D.) and hopes to continue for a Ph.D.

■ For her senior I.S., Elizabeth Beal '12, advised by Joan Furey, is researching the amount of training and information that faculty and staff at four selected universities have about Asperger's syndrome. Beal, who works in the Admissions Office, says she became interested in the topic because of the number of prospective students visiting the College who mentioned that they had the disorder. Beal is planning to get her M.S. in speech language pathology and hopes to work in a hospital setting.





## THE FREEDLANDER SPEECH AND HEARING CLINIC

SERVING TO LEARN;  
LEARNING TO SERVE



In 1963, as the College was planning its new communication building, administrators made an unusual request. They asked the citizens of Wooster for ideas on how this new building, Wishart Hall, might benefit their community. Their idea—a facility to help diagnose and treat people with speech and hearing disorders—struck a chord with College leaders; such a facility would allow the College to combine service, teaching, and research. The Freedlander Speech and Hearing Clinic, developed and supervised by one of the communication department's visionaries, the late Jim Rea, opened its doors in 1966.

Forty-five years later, the clinic continues to fulfill its three-tiered role. Services to community members are free, and there is almost always a waiting list of clients, says Laura Gregg, a licensed speech-language pathologist who supervises and evaluates clinic interactions. In the early days, a foundation supported the clinic's free services, but now the College supports its expenses.

Students majoring in communication sciences and disorders take four semesters of clinic practicum. This unique opportunity, combined with Independent Study, makes graduates highly competitive in graduate school and in the employment marketplace, say faculty members and alumni.

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{ above } Liz Benckart '13 encourages two-and-a-half year-old Avery to use specific words in their session together.



“Students come out of the clinic bouncing with excitement, saying, ‘This is what I want to do for the rest of my life.’”

— LAURA GREGG

### Making a difference

By mid-fall semester, the student clinical team of Megan Keefe '12 and Liz Benckart '13 is comfortable with their client, two-and-a-half-year-old Avery and her mother, Courtney. Courtney was certain something wasn't right with her daughter's language development. “She just wasn't talking; she'd make her needs known by yelling and pointing. The doctors wanted to wait until she was older, but I thought it was better to do something sooner, rather than later.”

To the untrained eye, the two student clinicians seem to be simply playing dolls with Avery. But they have specific objectives. They want the little girl to say at least the initial consonant and subsequent vowel in the words “bed, TV, couch, door, dresser, baby, potty, stairs, mom, dad, phone, and house.” Courtney is in the room with her daughter, and her involvement is crucial to the therapy's success, says Gregg.

“I went to two other places for therapy, but they didn't want me to be in the room,” says Courtney. “This is the best. I've already noticed a huge difference in Avery.”

Like most student clinicians, Megan and Liz say they are excited about the experience and their choice of major. Megan, who is doing her Independent Study on the ability of nurses to feed babies with cleft palates, hopes to work in a hospital setting. Liz, who is interested in studying autism, wants to work in the public schools.

“Students come out of the clinic bouncing with excitement, saying, ‘This is what I want to do for the rest of my life,’” says Gregg. “It's one of the few programs where, as an undergraduate, you can see—through documentation, interaction, and transferring theory into practice—that you are making a difference. And who doesn't want to make a difference?”



Jordan Bell '13 works with 10-year-old Peter, a client who is having difficulty organizing his words and making decisions about how many details to include in conversation. “He loves coming here,” says his mother. “So do I.”



# CONNECTIONS

## THE POWER OF MENTORSHIP



It's hard to find a better illustration of the power of mentorship than the intersecting, multigenerational stories of **Jim Rea, Doug Hicks, Don Goldberg, and Stacey Lim.**

■ The story begins with the late Professor Jim Rea, who joined the College's Communication Department in 1963 and became the first supervisor of the new Freedlander Speech and Hearing Clinic three years later. When first-year student Doug Hicks '71 wandered into the communication department in 1967, deeply interested in both science and psychology, Professor Rea introduced him to the field that was the perfect marriage of his interests—communication sciences and disorders. “It was pivotal that Jim was my assigned freshman adviser; he was engaging, student-oriented, and helped me begin to define what it means to be professional. He also helped me to see what it means to be a professor.”

■ Don Goldberg, a graduate student in audiology and speech-language pathology at the University of Florida in 1985, remembered seeing a diploma from The College of Wooster on the wall of one of his professors, Professor Hicks. So when an opportunity in the CSD major at Wooster later opened up, upon the retirement of Professor Rea, Goldberg called up his old friend Doug Hicks, and asked, “What do you know about Wooster?” Goldberg, who accepted the position at Wooster, recalls, “Doug couldn't have been happier that someone he knew and trusted would be taking over the lineage of his mentor, Jim Rea.”



Jim Rea, the first director of the Freedlander Speech and Hearing Clinic, in 1971.

Library Special Collections

■ Don Goldberg first met two-year-old Stacey Lim '01 when her parents brought their deaf daughter to eastern Pennsylvania, where Goldberg was working at the Helen Beebe Speech and Hearing Center; he was central to her progress in becoming a hearing, listening, and speaking person. When Lim was 15, she and Goldberg were at a conference on hearing impairment, and she remembers a speaker saying, “Children who are born deaf will never learn to speak or hear.” “Don and I looked at each other and said, ‘That's not true!’ That's what motivated me to go into audiology and help other people,” says Lim. “I chose to attend Wooster because Don was on the faculty there, and I knew he was a very strong auditory-verbal therapist. I wanted to go where the faculty would be supportive and I could learn through clinical experience.”





## DOUG HICKS '71

director of The Voice Center  
and head of speech-language  
pathology, The Cleveland Clinic

- The internationally acclaimed soprano is expected to bring down the house in her upcoming performance at Severance Hall with the Cleveland Orchestra.
- The lead singer of one of the hottest heavy metal bands to visit Cleveland this year is responsible for a sold-out concert at The Q.
- A beloved country and western singer is scheduled to lead the national anthem in opening festivities of the Cleveland Indians.

But the soprano has lost her ability to sing notes higher than a middle C, the rock star can only whisper, and the country singer's croon has turned hoarse. Lucky for them, one of the country's leading specialists in treating professional performers' voices is a stone's throw away at The Cleveland Clinic.

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{ below } Hicks was part of a Cleveland Clinic team that received international acclaim when it performed the first human larynx transplant. Here, he looks at an endoscopic view of his own larynx. "If I ever come into work with laryngitis," he says, "the staff gives me a very bad time."





## DOUG HICKS { CONTINUED }



In truth, Doug Hicks' presence at the Clinic has nothing to do with luck, and everything to do with design. Hicks, who graduated from Wooster's CSD program, fell in love with and began developing the performance voice disorder subspecialty when he was working on his Ph.D. at Vanderbilt University near the nation's country music epicenter—Nashville. After 10 years in academia, Hicks accepted an invitation from The Cleveland Clinic in 1989 to develop its speech-language pathology program



“The voice is the barometer of our emotions. Tone, pitch, loudness, and resonance—they make up our vocal fingerprint. When our voice goes south, our self-concept suffers.”

— DOUG HICKS

and head its Voice Center. He couldn't resist; once again he would be located at a musical performance hub.

“Some of these crises come to me and my talented partners on a Friday afternoon at 5:00; the performer is scheduled to be at The Q at 8:00. They've waited this long, and they're not getting better,” says Hicks. “It's a very high tightrope act. You can be a champ or a chump in the blink of an eye.”

But all evidence points to champ status for Dr. Hicks more often than not. Adorning the Voice Center's hallways are signed photos from dozens of stars—from Pavarotti to Wayne Newton. On Hicks' office wall is a gold record from the O'Jays, a thank you to their doc for treating one of their lead singers. And once country singer Little Jimmy Dickens thanked Hicks by name on national TV for his role in getting the star back on stage at The Grand Ole Opry.

But the Voice Center is not reserved for the rich and famous. On the day that *Wooster* interviewed Hicks, he had just received a call from a public school teacher who had come to him for treatment because she was losing her voice. “She was almost in tears,” he recounted. “She said, ‘Everything's working. I'm back. I can teach. I have staying power. You've given me back my life.’”

Hicks is daily reminded of the interplay between psychology and the voice—a connection that attracted him to CSD when he was an undergraduate at Wooster. “The voice is a critical determinant of our self-concept and self confidence,” he says. “The voice is the barometer of our emotions. Tone, pitch, loudness, and resonance—they make up our vocal fingerprint. When our voice goes south, our self-concept suffers.”

Hicks, whose wife, Suzanne Raticheck '71, brother Bob '68, and children Carrie '98 and Jonathan '05 attended Wooster, has high praise for his alma mater, for the CSD program, and its Freedlander clinic. “The farther out in time we go, the more our affection and appreciation for the College grows, because we see its value played out in life experience and academic training.

“Today, communication sciences and disorders faculty and staff are changing the lives of students and lighting them up to the good work that serves the greater community. It's a high calling. It's a wonderful calling.”



## DONALD M. GOLDBERG

professor of communication



Don Goldberg credits a six-year-old with determining his professional path. As an undergraduate at Lafayette College in Easton, Pa., he volunteered at the nearby Helen Beebe Speech and Hearing Center. “Robert was a listening, talking deaf kid who changed my life. He was one of Beebe’s kids—one of the clients there—and I assumed that he was the norm. It wasn’t until I went to graduate school that I understood that Beebe’s kids—children who had been taught listening and speaking skills—were the exception.”

Goldberg went on to become a world leader in hearing loss assessment and rehabilitation using hearing aids and cochlear implants. Today, implants are increasingly done on younger children, and Goldberg’s specialty has become infants, preschoolers, and their parents.

He calls the increased knowledge and understanding of deafness and hearing loss a “sea change” compared to when he began in the field. But he also acknowledges that there is much work to be done. The cost of cochlear implants and the fact that surgery is required will prevent the process from ever being as easy and as common as getting eyeglasses, he says.

Sometimes resistance to change comes from members of the deaf community, who consider sign language an essential part of their cultural and personal identity. Goldberg neither criticizes nor blames the deaf culture perspective but teaches respect and acceptance. In fact, the year he taught a first-year seminar on biomedical ethics, he asked one of his students, Stacey Lim, to develop a position arguing why a deaf person should not get a cochlear implant.

When Goldberg was on the Wooster faculty from 1996–2005, he was the only CSD faculty member. He remembers

(with feeling) the semester he advised 20 Independent Studies. He left for five years to co-direct the cochlear implant program at The Cleveland Clinic, and during that time, the College’s communication department added an additional tenure-track position to specialize in speech and language pathologies. Goldberg returned to the College in 2010 and maintains a part-time and summer appointment at The Cleveland Clinic as a consultant to the Head and Neck Institute’s implant program. He is glad to be back at the College, he says. “This really is a gem of a program—especially the Hearing Clinic and the Independent Study program. It’s a very special place.”

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{ above } Don Goldberg, Wooster professor of communication, teaching a 200-level audiology course. Goldberg, who works with children and their parents following cochlear implants (inset), is president-elect of the international Alexander Graham Bell Association for the Deaf and Hard of Hearing. “Some day I hope that when parents hear, “Your child is deaf,” the next words they hear are, “and he’s going to be great!”



STACEY LIM '01



“They were asking the same kinds of questions that I asked, when I prepared to make my decision. Wooster helped me answer my own questions.”

— STACEY LIM



he place was northeast Ohio, the time was 1979. The climate wasn't great for young parents who didn't want to pursue a conventional lip reading and sign language path for their newborn, deaf daughter, but instead wanted to teach her to speak and supplement her hearing.

But in spite of doctors' predictions that Stacey didn't have enough residual hearing to communicate aurally, Betty and Charlie Lim purchased hearing aids for their daughter when she was 11 months old. In the book, *We Can Hear and Speak*, by Parents and Families of Natural Communication, Betty Lim remembers the family's early experiences:

“When Stacey's hearing aids arrived, we put them on her, but she still could not hear. We called her. We banged pots and pans. No response. We sat on the kitchen floor and cried. And Stacey refused to wear her hearing aids, pulling them out and throwing them on the floor 30 to 40 times a day (we just picked them up and put them back in her ears). We were so worried about her future that at times we could not function.”

But a new therapeutic philosophy was emerging: With a combination of amplification and intense instruction from involved parents, deaf children could hear and speak (see *The Power of Learning to Hear and Speak*, next page). The Lims enrolled Stacey in the Helen Beebe Hearing Center, and by the time she was in high school, she was not only in the mainstream, she was a top student. She enrolled at The College of Wooster to major in CSD, and at age 18 had a cochlear implant. The implant allowed her to hear things she had never heard before. “I love the musical, *The Sound of Music*,” says Stacey. “When the Reverend Mother sings ‘Climb Every Mountain,’ and would reach high notes, it just fizzled out. I thought that was normal. After the implant, I realized her voice doesn't just end—it keeps on going!”

For her Independent Study, Stacey researched what prompted people with severe hearing loss to make the decision to

receive a cochlear implant. “They were asking the same kinds of questions that I asked, when I prepared to make my decision,” she says. “Wooster helped me answer my own questions.” Stacey and her adviser, Professor Don Goldberg, presented the research at an auditory-verbal international conference.

Following graduation, Stacey received a Fulbright Scholarship grant to go to Germany (she had minored in German language and literature) to interview individuals with hearing loss about the support they receive in their decision to use spoken language. She received a doctorate of audiology (an. Au.D.) at the University of Akron and is currently at Kent State University, where she will receive a Ph.D. in audiology this year. She is researching how cochlear implants in both ears reduce the effects of background noise on speech understanding. She also administers hearing tests to newborns at Akron City Hospital and teaches a class of 109 students at Kent State.

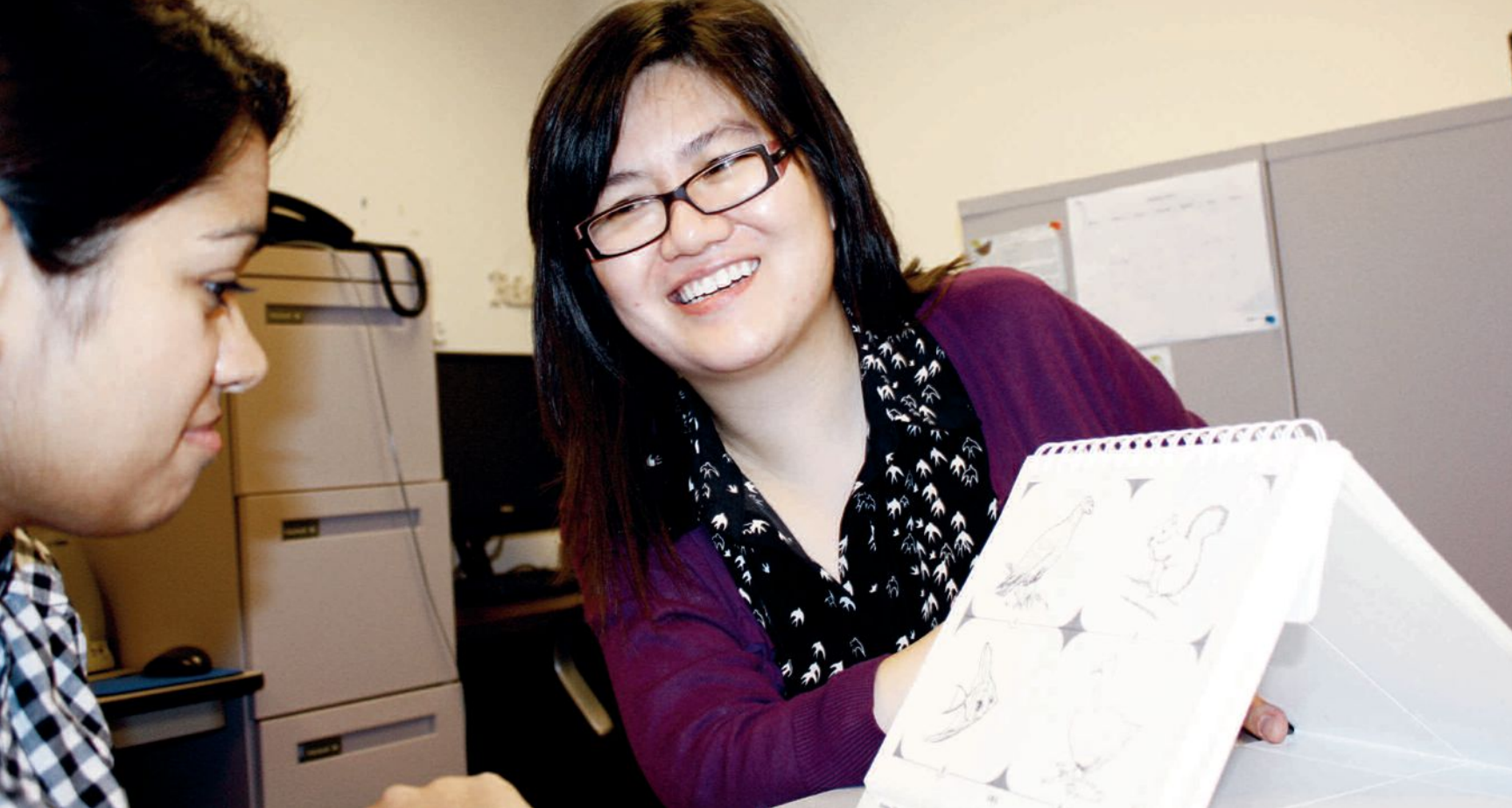
“I love teaching,” she says. “I really like my students. This is where I want to be—at a college and or university where I can combine teaching and research.”



{ right } Stacey Lim, who was born with almost no residual hearing, administers hearing tests to newborns at Akron City Hospital. Early detection and intervention is vital, she says.

PHOTO: Larry Lawrence, Summa Health System





## THE POWER OF LEARNING TO HEAR AND SPEAK

When Charlie and Betty Lim were researching different communication paths for their deaf daughter, they did an experiment: They used three different sentences and applied three different methods, to see how long it took one-year-old Stacey to understand them. When they used sign language, Stacey understood in two days; when they used lip-reading, she took four weeks; when they used her residual hearing and hearing aids, she took three months—time spent interacting intensively with her parents. But despite the time it took to teach their daughter to hear and speak, the Lims were committed to the process, and Betty resigned from her job as a dietician so she could work full-time with Stacey.

Stacey remembers her parents' constant narration of their everyday lives. "When we went to the grocery store, my mom would say 'We're going to buy an apple; apples are red; apples grow on trees.' There was constant attention to learning layers of meaning."

The Lims were so compelled by the reasons for pursuing a listening/hearing life (auditory-verbal communication) for their daughter and others like her, that they co-founded the organization Natural Communication, Inc. (<http://www.nciohio.com>). Today, the idea has caught on, but when Stacey was born, there were few therapists who understood how to teach a deaf child to learn to listen and speak. The

Lims turned to a pioneering therapist, Helen Beebe, and to her Hearing Center, then in Easton, Pa.

### KEY CONCEPTS

Proponents of auditory-verbal communication point to these key concepts:

- Approximately 90 percent of what very young children know about language and the world, they learn incidentally, through overheard language that occurs at distances. "Time is precious and early intervention is critical in this early period," says Don Goldberg, professor of communications disorders at the College, who directed the Helen Beebe Center from 1992 to 1996.
- The part of the brain that processes language through sound is different from the part that processes through sight. If the hearing part of the brain isn't used, it doesn't develop. In what ways does this affect overall development? Research is beginning to give answers. For example, Stacey Lim is part of a research team in the Kent State University psychology department that is comparing the reading skills of deaf children who have learned language through their eyes (sign language) with that of children who have learned language with their ears, through cochlear implants or hearing aids.





*"If people knew how hard I worked to get my mastery, it wouldn't seem so wonderful at all."* —MICHELANGELO



# Shaping

THE SCULPTORS

by KAROL CROSBIE

# IDEAS



▲ **CONFINED**  
Sandstone, aluminum siding,  
chain, wood.

▶ **(A)SPIRE**  
Insul brick, fence post finial,  
smudge pots, metal

Doug McGlumphy's sculpture represents an intersection of his professional lives.

## DOUG MCGLUMPHY

### *Regular Guy Monuments*

**d**oug McGlumphy's sculpture represents an intersection of his many professional lives. Preparator at The College of Wooster Art Museum, adjunct faculty member and director of the Olin Art Gallery at Washington and Jefferson College in Washington, Penn., and owner of the historic Hisrich Hills House Bed and Breakfast and ArtFarm—McGlumphy is architectural preservationist, artist, and educator.

The idea for *Regular Guy Monuments* came to McGlumphy when he and his family were vacationing in Washington, D.C. "I was intrigued by the notion that our common historic figures were often elevated and memorialized after feats of great bravery, leadership, or sacrifice. Although there are memorials in our nation's capital to the bravery and feats of the ordinary citizen in times of national conflict, I felt that little attention is made to the contribution of the regular guy on a daily basis," says McGlumphy.

Using salvaged building materials—asphalt shingles, vintage linoleum, barn siding, fence posts—McGlumphy used the iconic obelisk shape to honor and memorialize working class people. The four monuments mimic the majestic Washington Monument but take full advantage of playful double entendres. *(A)spire*, topped by a finial from a fence in Millionaire's Row in Pittsburgh, speaks to the aspirations of the working class to greater wealth. *Grounded*



▲ **GROUNDING**  
Barn siding, a lightning rod, cables,  
sandstone, and corrugated metal.



PHOTO BY KAROL CROSBIE

makes use of barn siding and a lightning rod. *Resourceful* is created with vintage household material—linoleum, casters, silverware, upholstery tacks, and an orange squeezer.

*(A)spire* is on permanent display at McGlumphy's home and B&B in northeast Ohio. Eight years ago, McGlumphy and his wife decided to share their 108 year-old family farm with the public and opened Hisrich Hills House, a vintage 1820 log house that they moved onto the property and restored. The cabin gives him the perfect opportunity to "pay for my addiction to architectural preservation," says McGlumphy. Guests enjoy a slice of history, 130 acres of rolling countryside, and an art gallery, where the McGlumphys exhibit and sell work by local artisans.

Guests never fail to ask about *(A)spire*, says McGlumphy. "They easily understand its message."



AMY BUCHWALD '86  
*Expressions of Nature*

“ never thought I was remotely artistic,” says Amy Wierman Buchwald, an English major at Wooster. “I’d spend hours in the art building watching other people create and be amazed.” But when she found herself making intricate Christmas cards, sometimes spending a day on a single one, she acknowledged that making art was her passion. She saw kilnworked glass in a small gallery, fell in love, and knew she had found what she wanted to do.

The ancient craft of fusing glass in a kiln and shaping it with a mold has largely given way to glass blowing, but Buchwald was confident that she could independently learn the classic technique. She also taught herself lampworking, in which a torch is used to shape glass. “I bought a book and through a lot of trial and error figured it out. I probably endangered my life during the process!”

Buchwald wanted more than a two-dimensional shape that often results when glass is molded. She created pieces that could be joined on an aluminum frame to form three-dimensional orbs, ovals, and ellipses. Having a vision and then creating techniques to serve it paid off. Her work has been exhibited in prestigious and competitive shows and has received numerous awards. Most recently, Buchwald’s *Magnified* was chosen as one of 100 works featured in the Corning Museum of Glass New Glass Review, beating out



ONLINE ▶ .....  
[HTTP://WWW.AMYBUCHWALDGLASS.COM](http://www.amybuchwaldglass.com)

2,329 other submissions from 39 countries. Her works have been sold throughout North America and as far away as Hong Kong.

Buchwald is inspired by the natural world and the artistry of science—by the repetition of shapes on macro and micro levels. “Tiny organisms look like galaxies under the microscope, and a bug’s eye looks like a sculpture,” she says. “Whenever I want to express an emotion, it comes out as an expression of nature: sorrow is rain, joy is an explosion of happily swimming microorganisms, anxiety is exposed nerves wrapped around themselves.”

“Nature—the bud of a plant, or a cell, or a seedpod—is both organic and structurally complex. Likewise, my 3-D sculptures are both mathematically complex and organic. This union is fascinating to me.”

◀ FALLING AWAY  
21" x 7.5"

▲ SORROW  
21" x 7.5"

▶ MAGNIFIED  
18" in diameter

FLOATING  
Metal, wax, and wood  
15" x 11" x 24"

*"Whenever I want to express an emotion, it comes out as an expression of nature; sorrow is rain, joy is an explosion of happily swimming microorganisms, anxiety is exposed nerves wrapped around themselves."* — AMY BUCHWALD



## JASON LASCU '01

*Giving shape to human frailty*

growing up in Cleveland's inner city had a lasting impact on Jason Lascu. An environment that he describes as harsh and adversarial inspired sculptures that reflect human frustration, labor, introspection, and loneliness.

Lascu, who majored in art at Wooster and went on for an M.F.A. in sculpture at Washington State University, works in the Nashville, Tenn. area as head preparator at Tinney Contemporary gallery, art handler at The Frist Center for the Visual Arts, and gallery director at Volunteer State Community College. His work has been shown in more than 35 exhibits and has been purchased by collectors throughout the U.S.

Lascu searched for the perfect medium for a long time. "I tried bronze, plaster, resin, dirt, and clay, and none of these materials captured the frail hopelessness I was looking for," he says. "Since 2004, I have used wax as my primary medium; it illustrates the delicate fragility of the individuals I am trying to represent." In addition, he uses found objects in metal and wood to adorn the figures.

In April, Lascu's new works will be on display at an exhibit at the Tinney Contemporary. The show, which Lascu will curate, features the works of leading sculptors.

ONLINE ▶ .....

[HTTP://JASONLASCU.NET](http://jasonlascu.net)





◀ BREATH

Biemiller stitched together 120 cubes, each made of six squares of thin paper. She then inflated each cube with her own breath.

*“I think these ideas are accessible to most viewers. And the art is memorable. That’s what’s important to me; if people leave with a memory, I think I’ve been successful.”* — SARAH BIEMILLER



## SARAH BIEMILLER '89

### *Making the invisible visible*

These days, Sarah Curtis Biemiller's professional life is more about nurturing other people's art than about making her own. Her past experience as a creator of installation art, which often invites both the emotional and physical participation of viewers, stands her in good stead in her job with The Pew Center for Arts and Heritage, in Philadelphia. As a senior program associate for the Pew Center, she helps local artists and curators develop their unique skills.

Biemiller's works remain part of the collective and individual memories of the art community. As an art major at Wooster, she studied sculpture with Walter Zurko (whom she dubs "One of my favorite teachers of all time"), but it was in graduate school at The University of Colorado, Boulder, that she developed a passion for installation art. "In a nutshell," she says, "installation art creates an environment for the viewer to walk through." This type of art was the perfect medium for her other passion—making the invisible both present and visible.

For example, she illustrated the abstract concept of distance with *Breath*, a piece that prompted a *New York Times* reviewer to describe Biemiller as the "artist best able to carry out an attitude of buoyancy" in a national juried exhibition by the Creative Arts Workshop in New Haven, Conn. Using the same concept and technique she

used in *Breath*—dipping thread into wax—she created *Miles Between*, representing the distance between herself and her father, made at a time when their relationship was at odds. "We all understand a mile, but how many of us can see a mile? It took about a year to complete that piece, but the repetitiousness of the work was cathartic."

Each mile stood seven feet tall in the exhibit and transformed the space into a luminous cloud. It is unusual to sell installation art, because unorthodox and temporary materials are often used, but a collector purchased 70 of the wax miles, said Biemiller.

Another intangible concept that intrigues her is human breath. "It's invisible, but you do it every day. If you had to think about breathing every moment, you couldn't do it." For a piece installed in terminal B of the Philadelphia airport and also at the Pacific Northwest College of Art (PNCA) in Portland, Ore., Biemiller stitched together 120 cubes, each made of six squares of thin paper. She then inflated each cube with her own breath, creating a meditative, nearly weightless wall in the midst of the airport's hectic activity. For another piece at PNCA, she hung 3,000 pieces of 30-foot thread with small lead weights attached to the ends so that they would respond to air currents created by viewers. "I remember at the opening, two people hugged and you could see the hug rippling through the piece.

"I think these ideas are accessible to most viewers," she says. "And the art is memorable. That's what's important to me; if people leave with a memory, I think I've been successful."



▲ MILES BETWEEN  
336 miles of waxed thread

◀ detail from  
CUBES OF BREATH



DREW KHALOUF '86

*Universal icons*

Drew Khalouf, who received his Wooster degree in vocal performance and an M.F.A. in acting from The American Conservatory Theater (ACT), has accrued 15 years of highly acclaimed performance credentials—from light opera to Shakespeare. A drama teacher with ACT, Khalouf has worked with students who have a wide range of talents, including those with physical, mental, and socio-economic challenges. During his two years as an actor, interpreter, and “voice” on national tour with a deaf theater company, Khalouf taught deaf students in both spoken English and American Sign Language.

In other words, Khalouf can successfully make his living in many ways. But the creative gift closest to his heart is sculpture. “I began sculpting about 15 years ago as a private kind of respite, and it has grown more and more important to me, to the point that my acting and teaching work have almost become a means to support my sculpting.”

His medium is eclectic and his ideas are provocative, but a piece that recently received wide acclaim was a traditionally rendered sculpture about a traditional subject—love. Khalouf created *Dolores and George* as a gift for his parents to commemorate their 47 years together. “I’m not financially in a place where I could provide them with everything I would like, but I decided



*“I began sculpting about 15 years ago as a private kind of respite.”* — DREW KHALOUF

a portrait of them in their relationship would be uniquely from me,” he says. The sculpture was a semifinalist in a portrait competition sponsored by the Smithsonian National Portrait Gallery, beating out more than 3,000 other submissions. The Smithsonian paid to have the sculpture shipped from Khalouf’s home in San Francisco to his parents’ home in Pittsburgh, where it now lives.

▲ **DELORES AND GEORGE**  
Khalouf’s sculpture of his parents was a gift to them to commemorate their 47 years together.

PHOTO: Smithsonian National Portrait Gallery

## WALTER ZURKO

*From cardboard to clay—teaching to trust*

Walter Zurko, professor of art, is known to many students who took a sculpture class at Wooster in the past 30 years. An award-winning sculptor himself, Zurko hopes his students leave with sharpened visual literacy, the ability to develop their ideas, carry them out, exhibit them, and explain them to others.

While many students arrive feeling confident about expressing their ideas with two-dimensional art, adding a third dimension can be challenging, he says. “Adding depth, space, and gravity to art is huge. The viewer must be able to walk around the piece—be physically involved with the art—without it falling apart or breaking down, both literally and visually.”

It is essential to understand both the attributes and limitations of diverse materials—from cardboard, to string, to clay, says Zurko. “We begin studying sculpting materials by looking at their evolution as artistic media. In the early 20th century, we see artists moving beyond the use of traditional “living” materials, like stone, wood, clay, plaster, and metal, and begin including new media, such as plastics, rubber, light, and found objects. More recently, materials include every day items like matchsticks and Styrofoam cups.

“Students are sometimes intimidated by the material; my role is to help them trust their own capabilities.”

After students have completed an assignment, they exhibit it in the uncluttered space in Ebert Hall's MacKenzie Gallery and explain it in a group critique to their classmates, who provide feedback. “How students present their art is as important as the work itself,” says Zurko. “It allows them to learn and express the language of art.”



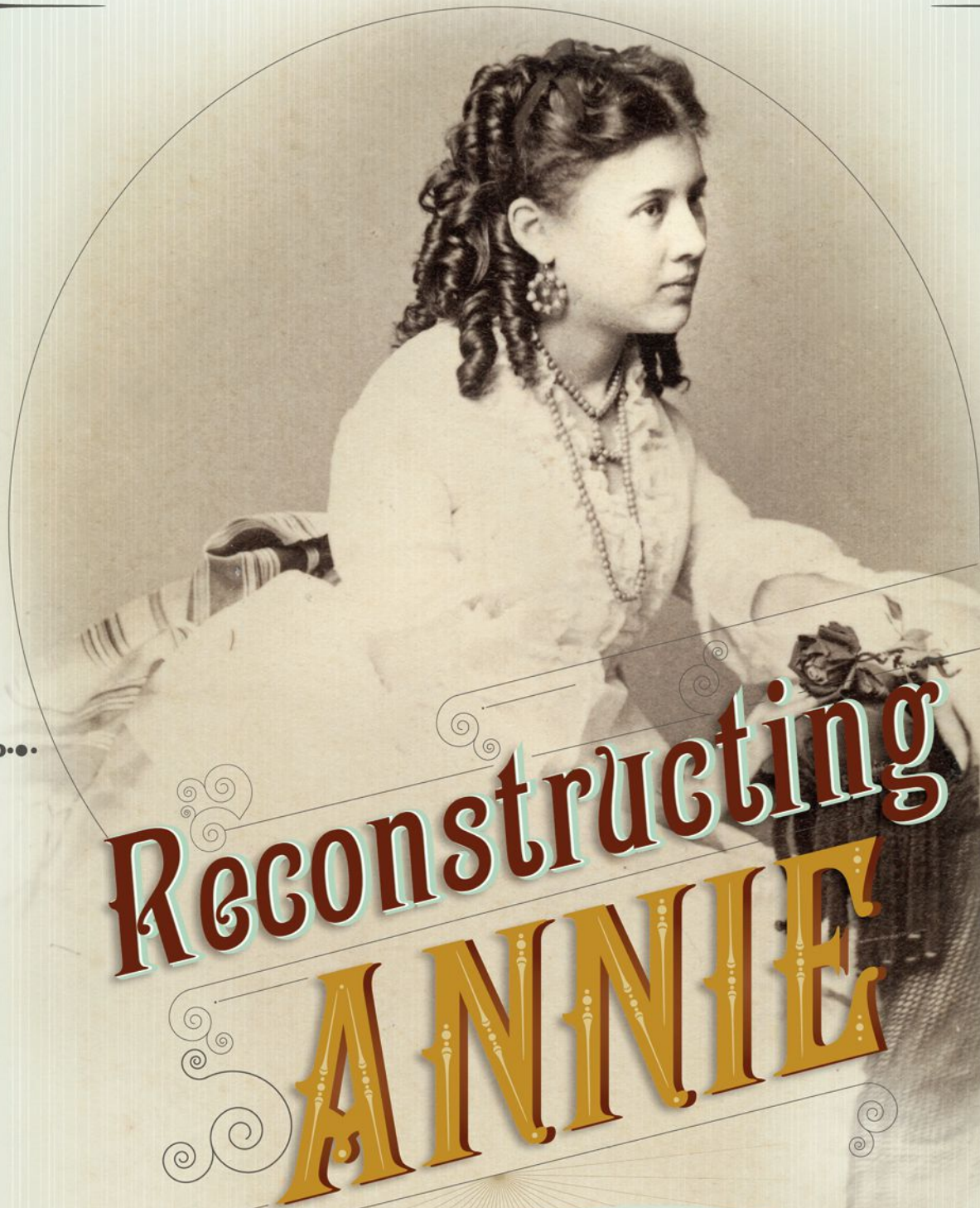
▲ Art major SeungRyong Riew '14 discusses an upcoming assignment with Professor Walter Zurko.

Students in Art 163, Introduction to Sculpture, work on their projects in the studio in the basement of Ebert Art Center.

◀ Sophie Steck '15, explains her project, “River,” to her classmates.

PHOTOS Karol Crosbie





# Reconstructing ANNIE

125 years after her death, Wooster's first female faculty member and Ph.D. recipient continues to intrigue us.

BY MARY DIXON '12



On January 28, 1886, Professor Annie B. Irish canceled her German classes in order to care for her younger sister, Mamie, who had suddenly fallen ill with scarlet fever. It was the last her students would see her. Two weeks later, Annie was dead, a victim of the disease that soon also claimed Mamie.

In Annie, Wooster lost its first female faculty member, first Ph.D. recipient, and one of its most dynamic advocates for equal education for women. The world was also robbed of Annie's unpublished dissertation, lost in a fire that destroyed the Irish home after the sisters' deaths. Annie was 28 years old.

Annie's death sparked an outpouring of emotion from the College community. Remembrances mourned the loss of Annie's sweet and unassuming presence. In his chapel speech, President Scovel emphasized her "exquisite sense of propriety," her "constancy in self-control," and her "nature so refined by grace that the sources of disagreeable words...seemed to have been eliminated." One faculty member wrote, "Her presence and counsel among the young women in our halls produced imperishable impression for good."

This was the Annie remembered by those who knew her then—a kind, caring and compliant young woman who worked tirelessly to pursue her dreams, yet never dared overstep the boundaries of propriety. But this perception of her enigmatic character only scratches the surface of who she really was. Glimpses of a more complex Annie Irish would not come until much later.



## THE SEARCH FOR ANNIE

**I**n the early 1990s, Wendy Barlow '74 set out to uncover the history of the Women's Advisory Board at the College. Through her search, she stumbled across a diary Annie kept during the years just prior to her arrival at Wooster. Finally, we had access to the girl behind the humble façade. The Annie we find in her diary was witty, critical, and sometimes downright sarcastic. She was at times bored by her work, frustrated with her family, and fatigued by her constant stream of obligatory social engagements. She was human. Annie's diary provides us with a more textured view of her personality, one that questioned the status quo of the day and the very institutions she served.

Annie was born in 1857 in Nebraska City, Neb. Her father, O. H. Irish, was a diplomat, and his work took the family overseas, where they lived in Germany and France. These were Annie's early teenage years, and they proved to be a formative time. Annie returned to America fluent in both German and French and determined to master both of their literatures. But the need to help support her family led her to work rather than study. The family moved to Washington, D.C., where Annie found work as personal secretary to Secretary of the Interior Carl Schurz, a position that had previously been held only by men (she brushed off rumors of a love affair between herself and the Secretary). Annie's talents allowed her to stretch the boundaries of her first position; she was soon translating state documents and

rubbing shoulders with Washington's elite.

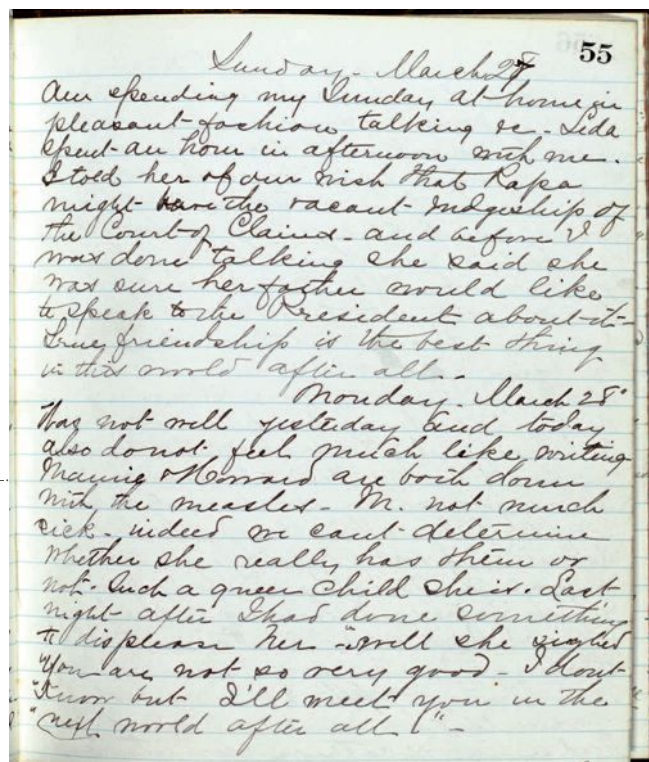
During this period, Annie began her diary—a gift from her father—that reveals the woman behind the diligent secretary and the dutiful daughter. Annie's occupation meant that she was often in contact with current and former U.S. presidents, high-ranking government officials, and foreign correspondents (with whom, of course, she could converse in their native tongues). Yet the soft-spoken girl from Nebraska was far from star-struck by these engagements. Annie's diary wearily chronicles her endless social responsibilities. "Still they came," she writes, "short men, tall men, thin men, fat men, men with brains and men without—Army and Navy officers, Justices of the court, senators, House members, officials, lawyers, and citizens without a shadow of a title . . . the weather seems to be the most fertile topic of conversation, and is murdered often." She writes in exasperation at the "supremely ludicrous" fashion statements made by her peers, the obligation to offer false praise for another's dreadful paintings ("landscapes in every degree of badness"), and even glimpses into personal quarrels in Congress. Annie may have had an "exquisite sense of propriety" on the outside, but when no one was listening, she showed how she really felt.



A page from  
Annie Irish's diary.

PHOTOS Library Special Collections

*Annie's diary provides us with a more textured view of her personality, one that questioned the status quo of the day and the very institutions she served.*



## AN ADVOCATE FOR WOOSTER'S WOMEN

In 1881, University of Wooster president Archibald Taylor invited Annie to campus to give a lecture on French literature. Interestingly, Annie's diary reveals that it was during this 10-day visit that she first recognized Wooster's need to increase its support for women, relating a conversation she had with a female student: "She lamented that there was no one here to advise the girls, to tell them kindly when they were doing unwise things and set them straight. I don't know just what to think of the situation here. Something is needed to make co-education a success."

It wouldn't be long before Annie became a leader in these efforts. After returning to Washington, she was admitted to Johns Hopkins University as a "special student" (at the time, the university didn't enroll women). That summer, at age 24, she accepted a position as professor of German language and literature at the University of Wooster. Persistent illness dampened Annie's excitement about the honor ("I look upon it with fear and trembling," her diary read the following week), but Dr. Taylor seemed highly confident that Annie was right for Wooster.

Here, the window into Annie's inner musings is closed to us, as she threw herself into her work. Her last diary entry was written the fall before she began teaching at Wooster. She completed her studies in German and Anglo-Saxon the following year and was awarded a Ph.D. from the University of Wooster, making her the first student to receive the honor (although no one ever called her "Dr. Irish"). Annie's German classes became some of the most popular at the College and she soon was named chair of the modern languages department.

Annie continued to advocate for female students at Wooster. In 1883, she published an "Appeal to the Presbyterian Women of Ohio," calling for funding for the creation of "cottages" to house university women. "Gathered into cottage families," Annie wrote, "our young women would find themselves surrounded by the essential elements of home." Annie and other early members of the Women's Educational Association (predecessor of the Women's Advisory Board) worked tirelessly to raise money for the fund, even setting up a lemonade stand one year during commencement. But Annie would never see women's cottages become a



*"I don't know just what to think of the situation here. Something is needed to make coeducation a success."*

reality; the doors of Hoover Cottage did not open until 10 years after her death.

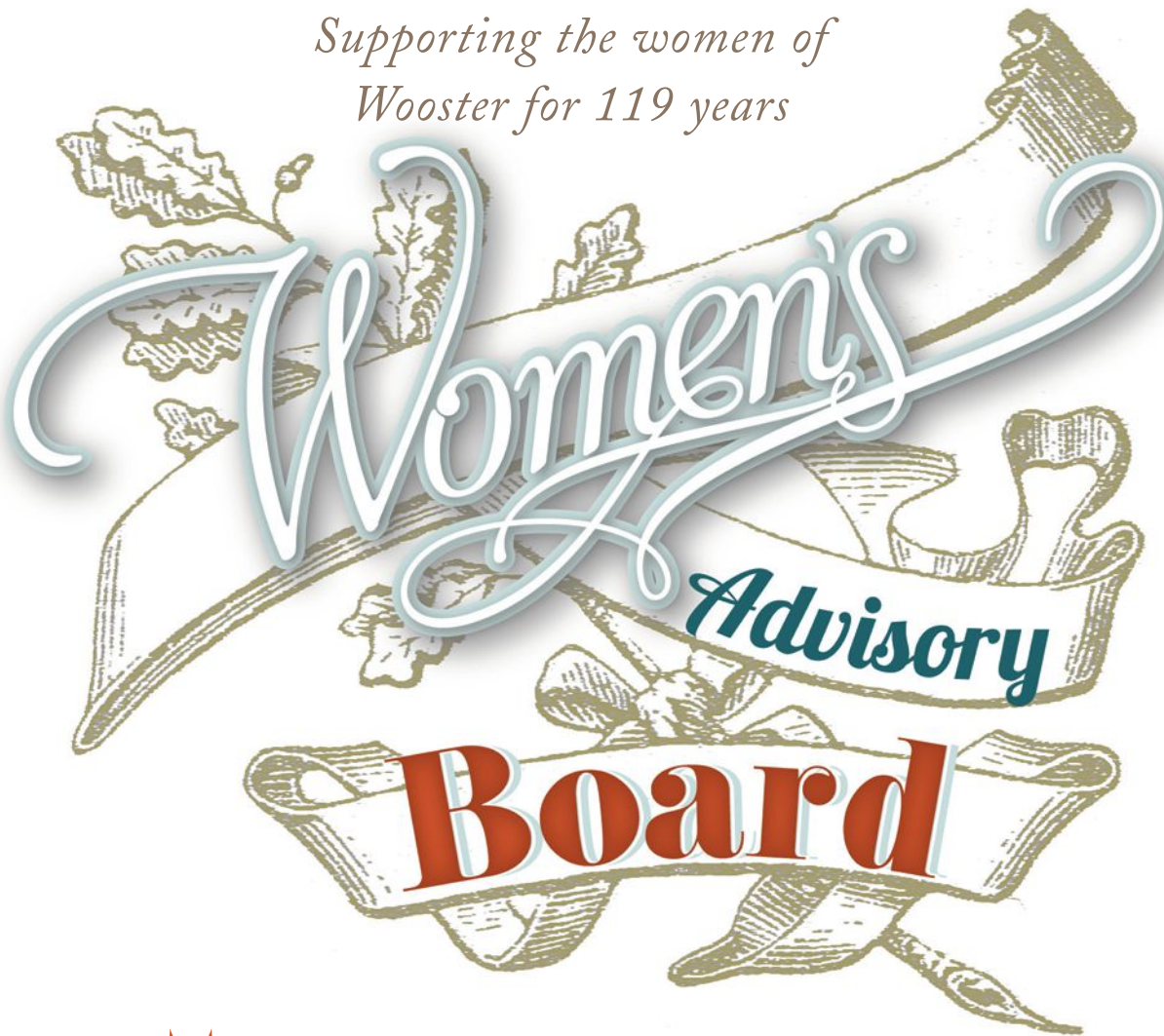
## A SPIRIT THAT LIVES ON

Her personality and life are so intriguing that it's no surprise we keep trying, more than a century later, to make sense of Annie. Christen Campbell Hall '87 transcribed Annie's diary for her Independent Study, bringing Annie's sometimes-illegible writings to light. Wendy Barlow's in-depth pursuit of Annie gave us the original diary, and Barlow later wrote a play honoring Annie and other "spirits" of the Women's Advisory Board's past. Annie's portrait, painted to hang in Hoover Cottage, was discovered in storage in Severance Gymnasium. It now watches over students in the entryway of Timken Science Library. Barlow and Professor of History Karen Taylor wrote a piece for *Wooster* magazine in 1992 discussing the way Annie defied 19th-century's conceptions of womanhood.

We have mythologized her character, interpreted, and reinterpreted her life and work. Yet each of these reconstructions is incomplete. As her diary shows us, Annie was not always the person she outwardly seemed to be. The diary gives us a fleeting glimpse, but it, too, is fragmentary. The true Annie we will never fully know.



*Supporting the women of  
Wooster for 119 years*



# Women's Advisory Board



he spirit of Annie Irish lives on today in the Women's Advisory Board, a 119-year-old organization committed to the well-being of the College's female students. As society's definition of women's "well-being" lurched through eras of women's suffrage, liberation, and the failure of the Equal Rights Amendment, the Women's Advisory Board remained steadfastly gentle, gracious, and tasteful in the nature of its support. The women of the Board, wrote Lucy Lillian Notestein in 1969, "acted on the principle that whatever tends toward the development of the woman of taste and background should be their interest and their responsibility." (from *Wooster of the Middle West*).



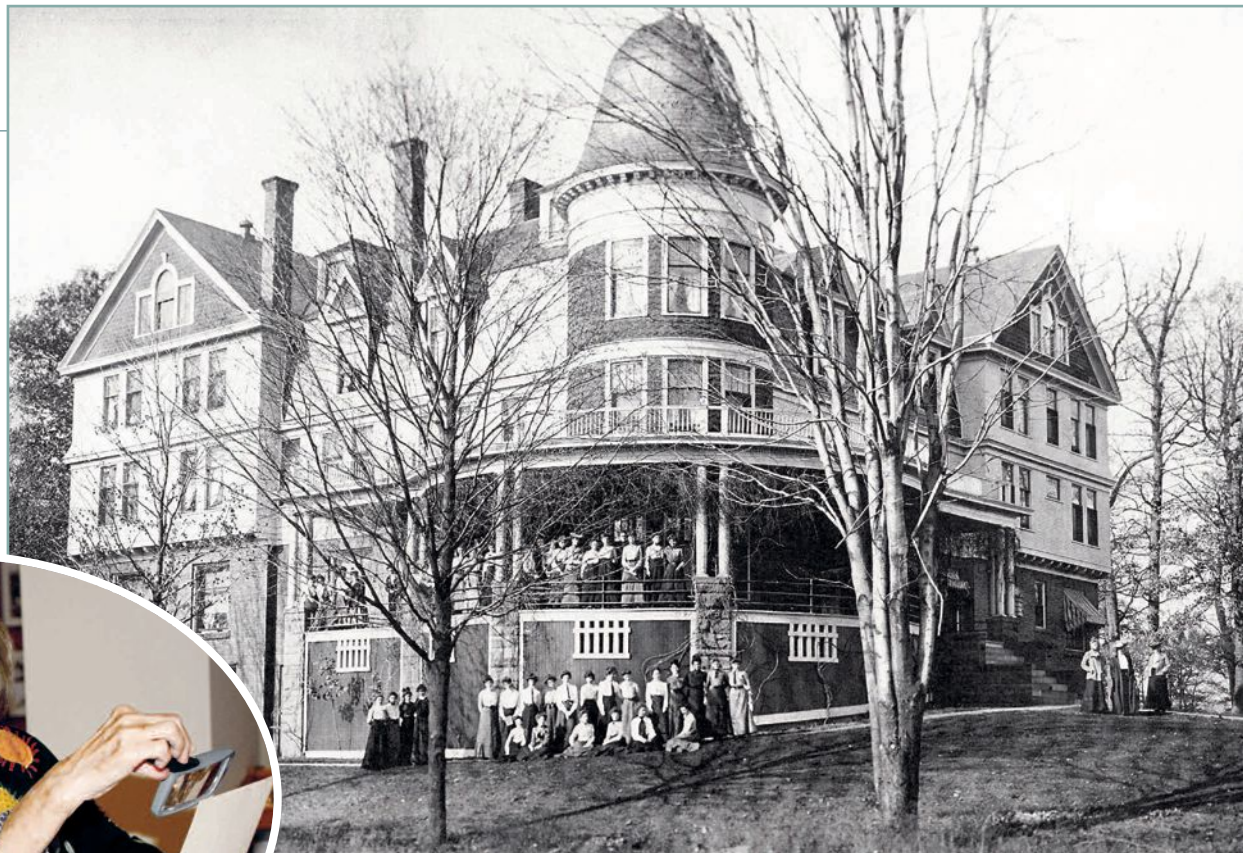




Sometimes calling themselves the "Hooverites," the girls at Hoover were close knit and loved their cottage. "Hospitable Hoover with its great curving porch and its wide fireplaces is every year twice flooded with the tears of its inmates—they weep when they come because it is not home, and they wail when they leave because it has grown to be." PHOTO 1916 Index



► Built in 1895, Hoover Cottage was the College's first campus housing for women students and was built at the urging of Annie Irish, the College's first female professor. The Women's Advisory Board took over the furnishing and decoration of the cottage and, for many years, served as a kind of collective dean of women. The Cottage housed women students for 65 years.



◀ During their fall 2011 meeting, members of the Women's Advisory Board met at the Library's Special Collections to view historic Board materials. Here, executive members Sue Mathur (left) and Mary Beth Henthorne laugh over WAB minutes from April 9, 1907: "We, the undersigned do hereby petition the Advisory Board to amend the rule which states that 'all visitors must be entertained in the guest room' so that exception can be made to the aforementioned in cases when some girls have guests at the same time."

The purview of the Women's Advisory Board (WAB) might appear broad, but in 1894 it was telescoped into a compelling and immediate purpose: To furnish and beautify Hoover Cottage, the College's first residence for women. Empowered by the College's Board of Trustees, the WAB handled both policy decisions and the minutiae of gracious living. The girls, they decided, would pay \$2.75 a week (except for those living in the southeast and tower rooms, who would pay only \$1.50). Committees were formed to raise funds for silverware, china, carpets, linens, bedding, and furniture. The parlor and reception hall would be a memorial to Annie Irish.

The WAB remained a significant force after Hoover Cottage's first tenants arrived in January 1896, serving as a kind of collective dean. They supervised the cottage's matron and regularly reported to the College's governing board. They were a strong voice behind the need for a dean of women and were instrumental in hiring Winona Alice Hughes '91 for the post. Upon Dean Hughes' arrival in 1912, the WAB relinquished many of its administrative duties.

In the beginning, fund-raising was accomplished mostly through calls and visits to the administrative offices of the Presbyterian Church. But over the years, the WAB created fund-raising events that were as gracious as their mission, including the Invest in Girls Candlelight Tea, Alpen Fest,

and today's 35-year-old MayFest Benefit Brunch.

If more than a century ago Advisory Board members understood that young girls arriving on campus might feel forlorn, today's approximately 40 members similarly intuit that the College's international students could use their help. For the past 44 years, the WAB has hosted a picnic to welcome international students, and for the past 11 years has hosted an international graduation reception; recently they began co-hosting the event with the Center for Diversity and Global Engagement. Since 1974, the WAB has held a dinner for women student leaders. In earlier years it was held in members' homes and is now held in the President's house.

The main purpose of current fundraising (over the past two years the WAB raised \$53,000) is to support student scholarships and grants. Thirteen of the 20 scholarships are endowed, and many honor friends and members of the Wooster family, including Annie Irish, 1882, Helen and Harold Arnold, Alva Bailey, Jean "Bunny" Bogner '42, Elizabeth Hazlett Buchanan, Jean Waterbury Howlett, Barbara Burkland Landes '41, Albert 1891 and Gordon McGaw '22, Helen Hoover Secrest '14, Norman Wright '47, Vi Startzman '35, Shirley Snider Ryan '35, Jennifer Kay Blair '89, Marge Hoge '47 and Larry Hoge '49, Everett Thomas Burnard, Stanley R. Welty Sr. '24, and Stanley R. Welty, Jr.



## CHERYL GOOCH '88

*A former Women's Advisory Board scholarship recipient is now a Board member*

**C**heryl Isaacson Gooch '88, who grew up in the British educational system in Hong Kong, Thailand, and Bangladesh, was very clear about where she *didn't* want to go to school: England. She heard about Wooster from family friends who were Presbyterian missionaries and applied for a scholarship from the Women's Advisory Board (WAB). She had never before seen the College when she arrived in 1984. The first member of her family to go to college, Gooch says she knows it wouldn't have been possible without financial support from the WAB.

Gooch married her college sweetheart, Mark Gooch '90, now a librarian at the College, and went on for a degree in social work. A social worker at the Wayne County Board of Developmental Disabilities, she joined the WAB seven years ago. "I always thought of the Board as a quiet group of ladies who work diligently behind the scenes. I had no idea until I joined them how much work they actually do," she says. "Our passion is commitment to scholarship and supporting our international students. Because they have no families close by, we try to give them extra TLC, welcoming them into the community when they arrive and saying goodbye when they leave."

The Board's services have expanded since Gooch was a student. She remembers, for example, that following graduation ceremonies, she and her family celebrated at a local restaurant. These days, international students and their families attend a WAB-sponsored reception at Babcock Hall. "I'm so happy to be helping with this reception," says Gooch. "I love seeing the joy and excitement from both the students and their parents."

The scholarships that the Board provides, particularly to international women, are central to its mission, and "near and dear to my heart," says Gooch. "Women in many third-world countries are second-class citizens. For a woman to come to the United States for education—and freedom—is really a wonderful thing."

*"Our passion is commitment to scholarship and supporting our international students."*

CHERYL GOOCH '88



Women's Advisory Board member Cheryl Gooch '88 knows from personal experience how it feels to be helped by the group.

*Photo and Story by* KAROL CROSBIE



# Wooster

INDEPENDENT MINDS, WORKING TOGETHER

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## *In Closing*

### **MAHOUT WASHING HIS ELEPHANT**

At the Elephant Training Center,  
Chiang Dao, Thailand

**Christine Evans '11**

Elephant drivers, or mahouts, usually begin taking care of an elephant when both are young, and the two often remain bonded throughout their lives. In Thailand, only five percent of elephants are still wild; the majority have been domesticated and many are used in the tourism industry for rides, shows, and treks. There are many elephant training centers like the one in Chiang Dao throughout Thailand, although some also serve as elephant hospitals.

Religious studies major Christine Evans, who participated in the Wooster in Thailand program, was one of approximately 145 students who studied off campus in 2010-2011.

