

WHEATON

Q
ARTERLY

FALL 2007

Home, Sweet Home

More than a place to live



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Dania Diaz '07 (left) and Basannya Babumba '09 at Renaissance House.

Photo by *Nicki Pardo*





WHEATON QUARTERLY

VOL. XCV, No. 4

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The *Quarterly* (ISSN 1068-1558) is published four times a year (summer, fall, winter and spring) by Wheaton College and printed by Lane Press of Burlington, Vermont. Periodicals postage paid at Norton, Mass., and additional mailing offices. Postmaster: Send address changes to Wheaton College, Norton, MA 02766. Wheaton College © 2007

A familiar place

In the immortal words of Dorothy in *The Wizard of Oz*, “There’s no place like home.” I realize this each time I leave New England and visit my native Mobile, Ala.

The hustle and bustle of Boston fades away as soon as I land and I remember that everyone moves—as we say down South—as slow as molasses. The intensity of the Alabama sun embraces me. The familiar sights, sounds and tastes of childhood comfort me and welcome me back to simpler days. The encyclopedia collection that I got in eighth grade is still in the bookcase in my old room. The Victorian-style living room furniture, once covered in protective plastic, is now free to breathe with no children around. And my Mama still cooks my favorites—from grits and bacon (real bacon, not that healthy adult turkey bacon) to Shake N’ Bake pork chops, collard greens and cornbread.

That little ranch-style house in Alabama that now seems impossibly small will always be “home.”

Each of us holds a place like that in our hearts and memories. Wheaton students likely experience the same nostalgia and attachment to home when they leave it, though they may be too exuberant over their newfound independence and freedom to acknowledge it.

But just because there is no place like home doesn’t mean there isn’t room for other places that feel like home—complete with the sense of security, comfort with self,



Renaissance House


Nicki Pardo

and a connection to people who truly get you and want the same things you want.

I have that at my grown-up two-story Colonial with the white fence, big backyard for my 8-year-old son to run free, the deck for dancing to old-school jams with my husband and friends who know how silly I can be, and my all-glass art studio for painting and jewelry making.

Our cover story in this issue of the *Quarterly* is all about “home.” Hannah Benoit writes about how Wheaton students have created a home away from home in a theme-based house where they not only share living space but ideas, goals and challenges the way families do. The Renaissance

House, for women of color, is one of 11 theme houses at Wheaton. And it is so close to home that dishes pile up in the sink and mystery leftovers wait in the fridge to be eaten or pitched.

There is an article about the revival of the Presidents’ House where the college’s true founder, Eliza Baylies Chapin Wheaton, first made students, faculty, staff and townsfolk feel at home. Alumnus Stefan Lukow ’98 talks about how he keeps the homeland safe from terrorists by using the chemistry education he got at Wheaton. And Michael Graca writes about Project Scholarship reaching its financial goal, which will make it possible for more students to call Wheaton home. 

▶ LETTERS

Thankful for Harris books

As a parent of two young children, I read the article on Robie Harris ’62 with only distant interest, thinking I had plenty of time before I needed to look more closely at her books, *It’s Perfectly Normal* and *It’s Not The Stork*. I was wrong.

Although my 5-year-old daughter had never asked specific questions about the child growing inside me, she turned to me one day with some questions that demanded very frank answers. I was totally flustered. And

while she was temporarily put off by my “what do you think?” retort, I knew I had to get my hands on some information.

I immediately turned to a parents’ chat board I frequent and searched the words “early sex education.” Lo and behold a whole thread popped up with many glowing references to Ms. Harris and her books. So I’m off to my favorite online bookstore to order copies of each (with express shipping).

I’m thankful that Ms. Harris writes about the subjects that I, as a parent, am squeamish about.

Heather Van Holland Lawlor ’90

What’s on your mind

The *Quarterly* welcomes letters to the editor on topics you’ve read in these pages or on other topics concerning the Wheaton community. Please address your letters to: Sandy Coleman, editor, Wheaton Quarterly, Wheaton College, 26 E. Main St., Norton, Ma. 02766. You can also e-mail us: quarterly@wheatoncollege.edu.

500 channels and nothing to buy

In their classic book, *Metaphors We Live By*, linguist George Lakoff and philosopher Mark Johnson theorized that metaphors lend considerable power and meaning to human thought and behavior. Consider the way we talk about ideas as commodities that can be bought, sold, traded or pilfered: “I’m not buying that argument.” “Don’t try to sell me a line.” “He stole what I was going to say.” “She gave me a good idea.”

The metaphor of ideas as physical goods extends to the concept of the marketplace as a space in which ideas compete for public acceptance. This image has a long lineage. In ancient Greece, the word *agora* described both a physical market and a forum for discussion. U.S. Supreme Court Justice Oliver Wendell Holmes drew on that simile in one of his famous defenses of the First Amendment, writing in *Abrams vs. the United States*, “The best test of truth is the power of the thought to get itself accepted in the competition of the market....”

Unfortunately, the 21st-century marketplace of ideas is a benighted place. Public discourse today is ruled by carefully crafted sound bites designed to speak to the beliefs and emotions of “target audiences.”

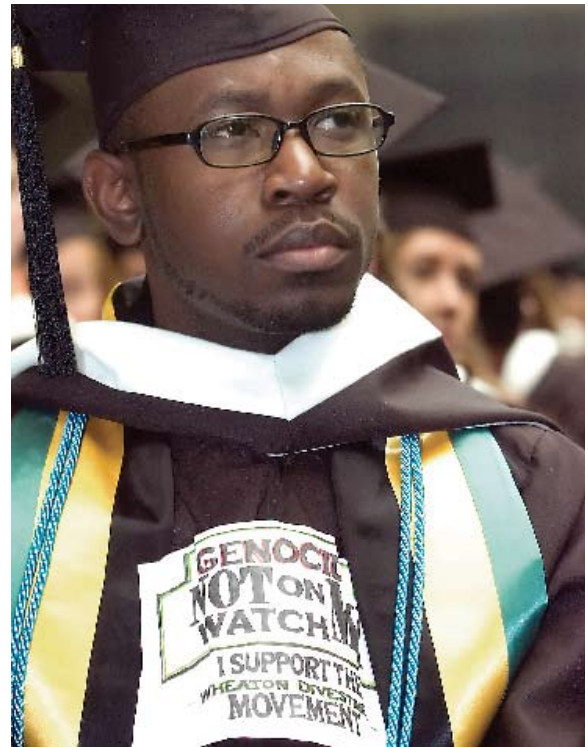
The rapid advances in communications technology have

changed the nature of public discourse. Media fragmentation—the 500 channels on cable, satellite radio, digital video recorders, the Internet—has turned our shared marketplace into a collection of specialty shops where like-minded people gather. We can so easily retreat into our own narrow biases; our media choices only serve to confirm them, rather than stretching us to think and question.

In this highly fragmented environment, it’s more important than ever that students graduate with the skills of discourse (and an understanding of its value to society). They also need the courage and leadership skills to create and implement as-yet unknown approaches to building civil society in the 21st century.

Colleges can and must play a role in promoting civil dialogue. Scholarship requires it, of course. The exchange of complex and competing ideas pollinates academic endeavors and fuels the advance of knowledge. A college education should encourage students to develop the critical thinking skills necessary to grapple with complicated issues and complex ideas—and to know the difference between an emotional appeal and a reasoned, empirically based argument.

Wheaton offers numerous opportunities for students to learn how to be informed traders in the marketplace of ideas. The First Year Seminars are organized around provocative subjects—often interdisciplinary topics—that demand the consideration of multiple viewpoints. And with the faculty’s efforts to integrate racial, ethnic, gender and social perspectives into subjects across the curriculum, students regularly



Keith Nordstrom


Derron Wallace '07 was one of the student leaders instrumental in the Board of Trustees' decision to divest from holdings in companies doing business with the Sudan.

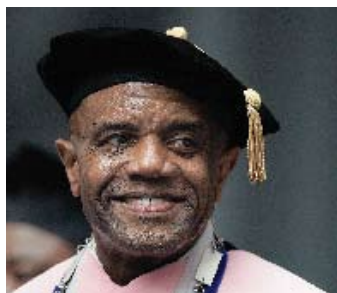
grapple with the challenges of competing and conflicting ideas about the world in which we live.

A new campus lecture series called Beyond Common Ground brings respectful dialogue to the forefront and looks at topical subjects from multiple perspectives—left, right and center. The series was launched this past year as a means of exploring the contentious issues of our time in a manner that is thoughtful, ethical and open. What a rare phenomenon in our age! Last year’s topic was the inflammatory issue of immigration in the United States. This year, we plan to tackle other, equally difficult issues with courage and gusto.

Wheaton students are living examples of the value of this approach. To give just one instance of recent campus leadership: Students played a pivotal role

in the Board of Trustees’ decision to divest from holdings in companies doing business with Sudan. The board’s deliberations were informed by what students brought to the discussion, including a series of campus forums they organized. In turn, the students came away with a more sophisticated understanding of the challenging fiduciary responsibilities that trustees have for the long-term health of the college, and of the many difficulties involved in creating a feasible divestment plan. The resulting policy not only is a model for responsible divestment, but it also exemplifies civil discourse.

In the 21st century, our task is not simply to reinvigorate the public marketplace. It is to reinvent it. Wheaton’s graduates are up to the challenge. 



Michael Dwyer

COMMENCEMENT 2007

A glorious day of celebration despite rain

During Wheaton College's 172nd Commencement in May, it rained. And it rained. And rained.

But the weather couldn't dampen the joy of the 370 beaming, proud members of the Class of 2007 and their loved ones, who didn't even complain too much about the ceremony being held inside the Haas Athletic Center instead of outdoors in the Dimple.

It was a glorious day of celebration that topped off a year of extraordinary academic and financial achievement.

Wheaton students and graduates won 21 prestigious national scholarship awards this academic year. Derron Wallace '07 of the Bronx, N.Y., won a Thomas J. Watson Fellowship and a \$10,000 grant from the Kathryn Wasserman Davis 100 Projects for Peace initiative. Courtney Allen '07 of Quincy, Mass., Wendy Beh-Forrest '07 of Doylestown, Pa., and Laura Corkery '07 of Marshfield, Mass., each won a 2007 French Government Teaching Assistantship.

Five of the nine students who won Fulbrights this year were from the Class of 2007—Laura Burr of South Glastonbury, Conn., Shanita Gopie of Westbury, N.Y., Sarata Toriola of the Bronx, N.Y., Laura Tschop of McKnightstown, Pa., and Ashley Young of Westford, Mass.

President Crutcher told the students, "Your class is truly extraordinary...We are proud of you, and we are sure that great things lie in your future."

During his remarks, Crutcher shared the news that the college reached its goal to raise \$6 million for Project Scholarship. (See Project Scholarship story on page 28.) This year was the most successful fundraising season in Wheaton



Kathleen O'Donnell '77, President Crutcher, Deborah Bial and Bob Herbert.



Class of 2007 President William Vasiliou and Vice President Raymour Radhakrishnan carry the class banner.

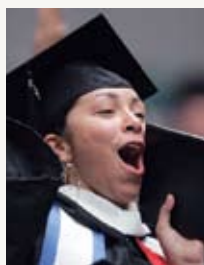
history, with more than \$33 million contributed to support student financial aid, the construction of a new science center, and other priorities.

Crutcher extended a special welcome to 10 alumnae who had sons or daughters in the graduating class: Carol Ann Steen '69 and Samantha Akerly '07; Susan Kendall Carlisle '77 and Meredith Carlisle '07;

Deborah George Culliton '80 and Ashley Culliton '07; Caroline Curtis '72 and Thomas Curtis '07; Cary Edwards '70 and Julie Edwards '07; Joan Conroy Habib '80 and Cameron Habib '07; Lisa Carlson Nelson '76 and Amanda Nelson '07; Beverly Burt Peirce '76 and Matthew Peirce '07; Joyce Reath Reece '68 and Elizabeth Reece '07; and Elaine Brown '77 and David Whitley '07.



Professors Darlene Boroviak and Herb Ellison lead the Wheaton faculty at Commencement for the Class of 2007.



Photos by Michael Dwyer and Keith Nordstrom

The 370 members of the Class of 2007 celebrated a year of achievement that included 21 prestigious national scholarship awards. President Ronald Crutcher (below) presented Commencement speaker Freeman Hrabowski with an honorary degree.

Among the 400 alumnae/i who participated in Reunion Weekend was Emma Inman Lloyd '27 of Westwood, Mass., who celebrated her 80th reunion.

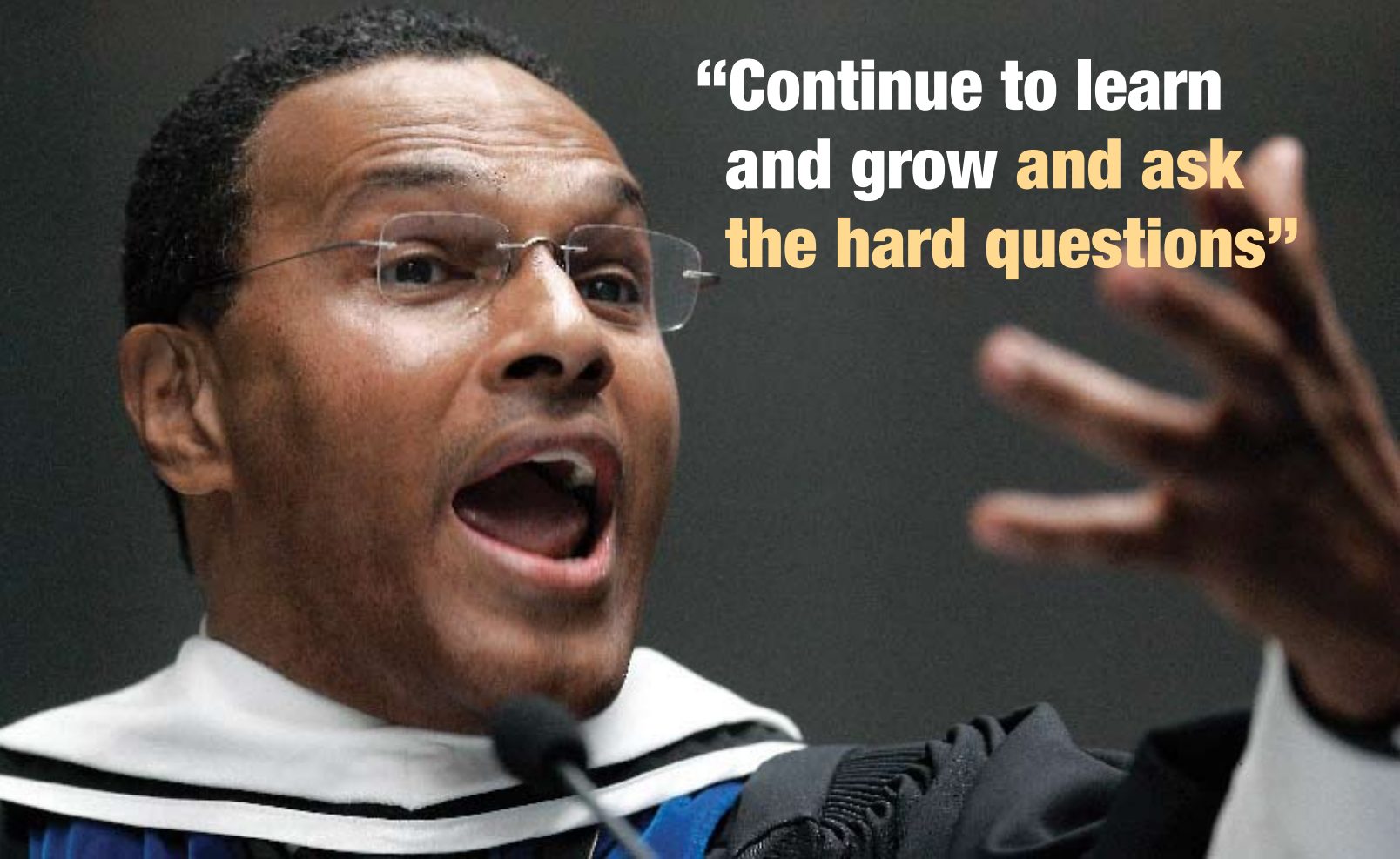
Honorary degrees were given to Deborah Bial, president and founder of the Posse Foundation; Bob Herbert, op-ed columnist for *The New York Times*; and Kathleen O'Donnell '77, a Massachusetts civil at-

torney.

Freeman Hrabowski III, president of the University of Maryland, Baltimore County, and a leading advocate for increasing the number of high achieving minorities in science and engineering, gave the Commencement address. He challenged the class to make a difference as leaders: "You've got everything you need to be the leader you must aspire to be." 📷



**“Continue to learn
and grow and ask
the hard questions”**



COMMENCEMENT ADDRESS EXCERPTS

By Freeman Hrabowski

This morning, walking into the building, I met a student who was rushing, and her name was Marlyn [Cabrera '07]. She was a graduate. She was graduating today. Where is Marlyn? Marlyn, I want you to stand, Marlyn.



Marlyn Cabrera '07

Marlyn is going to be a teacher in New York City. Would you give her a big hand for that? That's wonderful. That's wonderful, Marlyn.

I was so proud. When she said it, she said it with such passion. She said, "I'm going to be teaching in New York!" I thought, She's going to change the world because, my colleagues will agree with me, there is something about being a teacher.

I want to use a story that was inspired by you, Will [Vasiliou '07], as you talked about your grandmother. This is the month of Mother's Day, and I always talk about my mother, my Mama, as I would call her.

My mother was a teacher...She always told the story of growing up in a rural town in Alabama and having to work in a home. She said the people in that home would read and they would allow her to read.

She said the more she read the better she became, the more she enjoyed it.

It was because of the reading that she became a teacher, Marlyn...My mother taught me in the eighth grade. Anybody ever have their mother for a teacher? I got my worst grades in my mother's class. I never forgave her for it. She would always say—and I would be upset with her—"Son, you're special and you can be even better."

I always think about that. If we can help people know how special they are, we can push them to be better and better and better.

Well, at the end of my mother's life, she said to me, "I know the end is near." Nobody wants to hear that about their mother. But I asked her the question, "What was special to you? What is it that's special to you, Mama?"

She looked at me. I give this to you as a gift, to all of you. She said, "Relationships." She said, "My relationship with God." She said to me what she said all my life. "Hold on to your faith; you'll be okay." Then she said, "My relationship with my husband." She had forgotten Daddy died.

Then she really surprised me. I am an only child. She looked at me and said, "You know, I have a son." Well, I had forgotten that mother had Alzheimer's. So I got upset. I thought she was telling me some new information about a new brother that I had.

And so all of a sudden my grief turned to anger. She said, "He is a college president." She was talking about me, thank God. So there's a silver lining here.

But then she said something I want you to remember. She said, "You know, I now understand that teachers touch eternity through their students." Teachers touch eternity through their students...

My mother was an English teacher—and one of her favorite authors was Zora Neale Hurston, and at the beginning of her book *Their Eyes Were Watching God*, Zora Neale says, "Ships at a distance have every man's wish onboard. For some, they come in with the tide. For others, they sail forever on the horizon, never out of sight, never landing until the watcher turns his head away in resignation, his dreams marked by time. That is the life of men and women."

Her point was that there were two groups of people in our society; people like you, people who have seen dreams now fulfilled. Today represents a dream fulfilled for you and for your families.

As I walked in I said, "Congratulations, proud parents." People in the back said, "We are the proud grandparents." It was wonderful to see the faces. They are so proud of you.

Yet she was also talking about people whose dreams, in the words of Langston Hughes, are forever deferred. It occurs to me the fundamental purpose of an education is to help people to dream about the possibilities, and then to give them the skills and the value they need to reach their dreams.

So my fundamental point today to you is that the way you think about yourselves

and the world, the language that you use, how you interact, your sense of self, your integrity, will determine not only who you are today, but who all of us will be tomorrow.

You have this wonderful liberal arts education... You have had a chance to pursue ideas of all types, to learn to write well and think clearly and to ask the big questions as Kathleen [O'Donnell '77] was saying. You have had a chance to think about justice and injustice, and to think about how you want to be leaders...

**The fundamental purpose
of an education is to
help people to dream about the
possibilities, and then
to give them the skills...**

You understand you must continue to learn and grow and ask the hard questions and sometimes take the stance that is not popular because it's the right thing to do. This is what it means to be liberally educated: to pursue, to explore, to express, to question and to continue to learn.

You know, it's interesting, last week I did something I never thought I would do. Growing up in Birmingham, going to jail with Dr. King, I understood the importance of believing in something. We believed that in America, even if there was injustice, that first, we didn't have time to be victims. We needed to be empowered as members of the Posse are empowered to be the best that they could be. We believed we could make the difference, as I am asking you to think about how you will make a difference as leaders.

It never occurred to me that one day I might be standing here as president of a university speaking to such a [diverse] group. When I was in elementary school, I had never seen a white child. That's how different the world is today.

Last week something happened, and I said I wish my mother could see me. I sat at the table with the Queen of England. It was quite an experience...

The one thought I had was how proud I

was to be an American. Because while we are fascinated by royalty, the world looks at us and understands that through education, we can come from all kinds of backgrounds and rise to the top. This is the significance of America; that we want to work to help all children, Marlyn, to get the education they need, so one day they can be sitting at a Wheaton College all around the world and move to the next level.

That's what I want you to think about because the most important point for you to think about is who you are today, what it means to be a Wheaton graduate, and how you will live your lives...

You've got everything you need to be the leader you must aspire to be. And so I challenge you to watch your thoughts, they become your words. Watch your words, they become your actions. Watch your actions, they become your habits. Watch your habits, they become your character.

I tell my students, Your character has everything to do with who you are when you don't think anybody is watching. What will you do then?

So watch your thoughts, they become your words; your words, your actions; your actions, your character. Watch your character, it becomes your destiny.

Congratulations to the Class of 2007. □



Making music together

The hum of instruments drifts from Room 222 in the Watson Fine Arts building when the Great Woods Chamber Orchestra rehearses for concerts. The music makers are Wheaton students and community musicians who gather each week to play classical works together—Mozart to Dvorak—and to expand the cultural offerings in the region.

Under the direction of Earl Raney, assistant professor of music, the Great Woods Chamber Orchestra includes strings, winds and brass players from Wheaton and beyond. “Our goal is to enhance the local cultural community,” said Raney. “There is something exciting about hearing an orchestra that rehearses and performs together here in Norton.”

For some community musicians, it is their only chance to play their instrument in a group environment. For Wheaton students, the chamber orchestra offers a chance to play with a full ensemble on campus.

Scott Hafferkamp '09, an American studies major from Merrimack, N.H., and a member of the men’s cross country team, has been playing the violin for 11 years. “The chamber orchestra gives me an opportunity to continue to play high-level music with a strong group of musicians,” he said. “Even though I’m not a music major, it has given me a nice connection to the music department here at Wheaton.”

At the most recent spring concert, the orchestra proudly debuted a piece written by



Travis Worthley '05, who now works at Wheaton in media services. “I think it’s important for composers to have the vehicle to perform their music,” said Raney.



Travis Worthley '05

Worthley spent months fine-tuning his piece, *Life in New England*, with the orchestra. Rehearsals gave him the chance to test drive the music. “Sometimes the orchestra interpreted the notes differently than I intended, but that’s cool. It helped me make the changes needed.”

Worthley, who majored in music, was exposed to the world of composition in Associate Professor of Music Guy Urban’s music theory class. He began experimenting with putting notes on paper and credits the music department for helping him explore this newfound pas-

sion. “Every single professor has influenced me positively,” he said. “They gave me the tools to express myself on paper.”

In addition to Worthley’s piece, the spring concert featured the winners of the first annual concerto/aria competition, including Deanna Sverdlov '07, Elizabeth McKay '07, Caitlin Fahey '07 and Elyse Hendrickson '07. Each student performed a solo with the orchestra.

Sverdlov, a biochemistry major from Newton, Mass., said playing her violin with the orchestra was “amazing.” She performed Pablo de Sarasate’s *Zigeunerweisen, Op.20, No.1*, a piece known for its complex, gypsy style. It was a new and challenging experience for Sverdlov.

“An orchestra doesn’t follow you the way a pianist does, so you have to really know your stuff,” she said. “When you’re on stage and the adrenaline kicks in, everything feels different. You don’t have as much flexibility with an orchestra. But on the other hand, you have a huge group of people supporting you and everything comes together

in a really neat way.”

Raney was thrilled to feature both Worthley and the competition winners in the concert. It speaks to the mission of the orchestra, he said, which is “to give musicians a place to experiment and perform great classical music.”

The Great Woods Chamber Orchestra performs concerts in December and May, and encourages students, alumnae/i, faculty, staff and community musicians to join. For more information, contact Earl Raney at eraney@wheatoncollege.edu.

—Anna Wistran Wolfe



Deanna Sverdlov '07

Walkers take steps to help

Five years ago, Kimberly Wozniakewicz '08 lost an aunt to cancer. The pain of the experience has stayed with her and motivated her to help others who struggle with the disease.

In April, she joined about 280 Wheaton students, faculty, staff and alumnae/i in the Relay For Life, a 24-hour walk held nationwide to raise money for the American Cancer Society and its research efforts. Wozniakewicz was one of the student organizers of the event.

"I have known many people—family and friends, young and old—who have either been




diagnosed with, survived or are caring for loved ones with cancer," she said. "It is painful watching someone you love suffer from these diseases. My goal,

through participating in Relay For Life, is not only to help raise money to discover a cure, but to help alleviate some of the suffering of those recently diagnosed and going through treatments."

This is the third year that Wheaton has hosted the student-organized event, which began on a Friday afternoon and ended Saturday morning. In total, the teams raised more than \$36,000, just shy of the \$44,000 goal.

The relay, which took place around the Dimple, began with a traditional "survivor lap" to recognize those who have survived cancer. A luminaria lighting ceremony took place as the day slipped into night.

Each team of walkers kept at least one member continuously moving during the 24-hour period. This year's event began on the Dimple and was moved to Clark Center due to cold weather, but spirits were buoyed with activities and live entertainment throughout the night.

Commenting on the luminaria placed around the Dimple to honor or memorialize friends and family, Laura Peters '10 said, "It was heart-wrenching to walk around the illuminated paper bags and realize that every one represented someone touched by cancer." 

—Karen Mateer



Keith Nordstrom

Sophomore Half-time: Looking ahead


If college were a road trip, sophomore year would be that long stretch where the excitement of the journey's start has worn off and the anticipation of the end seems so far off that it doesn't even make sense to start asking "Are we there yet?"

Come January, a new Wheaton program called Sophomore Half-time will offer students an opportunity to stop halfway through the year and take a look at where they are, where they want to go and how they plan to get there.

Sophomores will return two days early from January break to participate in the program, which was developed through a collaboration of several departments. The initiative will allow

students to focus on future goals, talk with classmates about the common issues they face, and interact with faculty and administrators while figuring out how to maximize their success at Wheaton and beyond.

A planning committee has been established to design this program with the help of Deborah Bial, the founder of the Posse Foundation.

"We know that the sophomore year is both a low point in student life and a critical period for launching students into a major," said Dean of Students Sue Alexander. "This program is designed to provide sophomores with an interactive experience that will enable them to assess their progress." 

Programming success

Standing in front of an audience at a Wheaton science center talk earlier this year, computer-programming gurus Ken and Glen Aspeslagh '00 came across as more of a comedy team than the savvy businessmen they really are.

Five years ago, the identical twin brothers officially started a computer company called Ecomm Network, LLC. They create and sell software that adds features to Mac and Palm products. Now a laptop and a coffee shop often serve as their office. Jeans and T-shirts are their office attire, and the start and end of their workday is whenever they say.

"We started our own business so we wouldn't have to have real jobs," joked Ken, exchanging one-liners with Glen in a deadpan reminiscent of comedian Steven Wright.

Don't be fooled by the fun they are having. For years, they worked full-time jobs by day and then toiled long into the night building the company.

"Some people think you quit and *then* start your business," said Ken. "But I'm not crazy."

Professor of Computer Science Mark D. LeBlanc invited the brothers to campus to share their path from traditional industry jobs to their own company. (Ken first worked



for Avid Technology; Glen for PatientKeeper.) LeBlanc said he also wanted students to hear "how the first job is not *the* job, just a job."

Students also got to hear how the brothers' joy of writing programs they like led them to create software that is frequently and fondly reviewed in *Macworld* magazine. This year Ken and Glen's iGlasses program, which tweaks Apple's camera capabilities, even got a recommendation in the *Wall Street Journal's* "Personal Technology" column.



"They are impressive for their collective talent, their relentless drive to build virtual things, and their innovative spirit," said LeBlanc. "They experienced a

community here at Wheaton that loved to learn. And they have taken that to new heights."

The twins, who started their first business in elementary school selling rocks to their friends, have come a long way. They began selling their own software while computer science majors at Wheaton. The first program Glen ever sold stemmed from an astronomy class assignment. He put it up for sale and got immediate results.

"Someone bought it," said Glen, deadpan. "And I had \$6."

He and his brother have a lot more programs and business now. One of Glen's most popular programs was one he wrote that allows the Palm Pilot to create *Star Trek* sounds.

But it is a tricky business. "A few years from now, not one of the things we sell will be relevant, none of the things we sell will work with the newest computers," said Ken.

"We have to keep updating our software," said Glen, "and diversify our software so that if one of our programs goes away completely, we're not left high and dry."

Their current programs include Call Recorder, which automatically records Internet phone and video calls; iChatter, which allows users to hear instant messages spoken aloud; and CardRaider, a photo recovery program. They keep the software affordable—around \$8 to \$10—and downloadable. No boxes, no bubble wrap, no unnecessary overhead. That's part of their strategy.

How do they define success? "When you own your own business, the measure of your success is how many sales you have made at the end of each month," said Ken. "That determines whether we can keep working for ourselves."

They don't plan on getting "real" jobs anytime soon. ☐



Math students problem solve beyond class

The job assignments given to eight Wheaton students weren't easy. One required them to build a model for long-range weather predictions; the other presented a statistical analysis challenge to improve the accuracy of water-quality measurements.

But they handled each problem like seasoned pros thanks to the knowledge and confidence they gained during the Mathematical and Statistical Consulting course taught by math professors Michael Kahn and Tommy Ratliff.

Experimental in nature and funded by a Teagle Foundation grant, the semester-long class was run as group projects—no lecture, no syllabus, no textbook. Students were divided into two teams to address the two assignments—one from the National Weather Service, the other from Battelle. Each team had to figure out what the questions really were, how they could be approached mathematically, and who would work on which aspects of the solution.

There are only a handful of undergraduate mathematics programs with such an open-ended, practical course, noted Ratliff. "This class provides a completely different perspective on applied mathematics and statistics."

For the weather service's Boston office, students built a database for 30 years of



Wheaton students present their research at the National Weather Service.

monthly temperatures and precipitation measures for six New England sites; then created a database of global atmospheric and oceanic measures; merged the monthly measures with those gathered for the six sites; determined what relationships existed, if any, between the global indices and the local temperatures and precipitation measures; and, finally, built a model to forecast local monthly temperatures.

Working for Battelle, a leading provider of environmental safety consulting, students tackled a variety of questions regarding methods of sampling water and contaminants to determine whether estuaries in the Peconic Bay near Long Island, N.Y., should be open or closed for shellfish harvesting.

At the end of the class, the teams presented their research to the weather service and Battelle representatives. "One of the most encouraging signals to me was that the students' presentations generated very lively discussions at both Battelle and the weather service about how their work could be extended," said Ratliff.

Trisha Carr '08, a mathematics major who was on the Battelle team, said she enjoyed the real-world challenge. Although Carr said she was nervous about the final presentation, it was also the major reason she took the class—to gain more confidence in public speaking and prepare for the workplace. "After it was done, I felt an amazing sense of accomplishment." □



Gordon Weil says goodbye

After 26 years at Wheaton College, Associate Provost and Professor of Economics Gordon Weil left this summer to take a job as vice president for academic affairs at Moravian College in Bethlehem, Pa.

In his time at Wheaton, Weil rose from assistant professor of economics to full professor. He was the economics department chair for eight years, acting associate provost for a semester, acting provost for a year, and

associate provost for the past eight years.

Though he treasures his years here, Weil said it is the right time in his life to move on. "It's time for me to step up and take the responsibility of being a vice president for academic affairs, making decisions and leading the faculty."

He has enjoyed teaching and working with the faculty most. A great deal of his work has focused on helping junior faculty members acclimate to Wheaton and rise to their full potential here. "It's good to

see people thrive and excel," he said.

Listing his accomplishments at Wheaton, Weil places students at the top, then lists his involvement in the faculty salary plan, his push for the tuition exchange program, and the role he played in diversifying the faculty.

"I'll miss the people I work with most," said the man seen almost daily in the faculty dining room with a bag of popcorn at lunch. "My vision of Wheaton is that this is a community where individuals matter. The people here matter to me." □

Exploring Enceladus

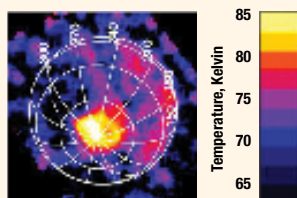
News of geysers spewing from the south pole of Enceladus, one of Saturn's moons, has fueled excitement among scientists and the public alike. Wheaton Associate Professor of Geology Geoffrey Collins and co-investigator Jason Goodman this summer published a new study in the journal *Icarus* that suggests that there may be a sea of water trapped beneath the icy surface of Enceladus. Could this mean life? The *Quarterly* talked with Collins about his findings and whether we are alone.

What did your research involve?

We tried to look at a few different pieces of evidence about Enceladus and weave them together into a consistent story that would explain what was going on. We looked at the incredible amount of heat coming out of the south pole that's driving these huge geysers. We looked at the shape of Enceladus. This piece of the puzzle turned out to be very important because the shape isn't quite what you would expect—the south pole is squashed in by a few kilometers. We also were interested in why all the activity is going on at the pole...The explanation we pursued was: What if there was a lot of melting below the surface, creating a sea of water underneath the south pole?

What led you to explore Enceladus?

I'm extremely interested in the icy satellites of the outer solar system because they give us an opportunity to understand geology in a completely different



NASA/JPL/GSFC/Southwest Research Institute

There is a dramatic warm spot centered on the pole that is probably a sign of internal heat leaking out of the icy moon. This would make Enceladus only the third solid body in the solar system, after Earth and Jupiter's volcanic moon Io, where hot spots powered by internal heat have been detected.

way than we do by just looking at the Earth...The satellites offer such great opportunities to study geology at the extremes.

Why does Enceladus interest the general public?

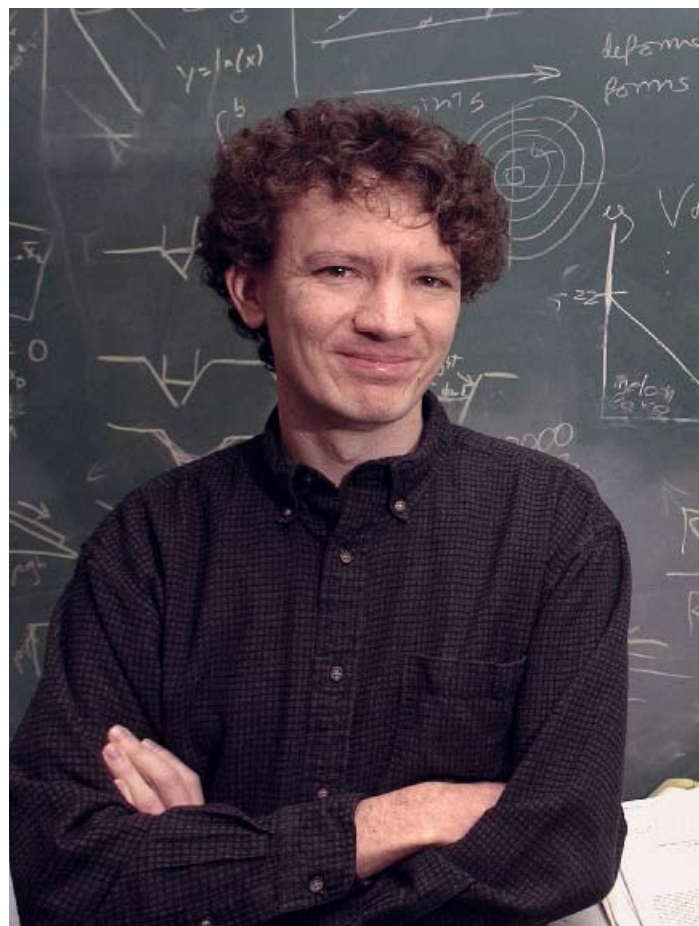
Besides just the beauty of the images coming back from the *Cassini* spacecraft, the question that is really intriguing the public is what's the source of these geysers? Does it mean that there is now a warm water environment below the surface that could be an environment for life? Everybody wants to know if there could be life there.

Why are we so obsessed about whether there is life elsewhere?

It's one of those big questions that science tries to address that is also a philosophical and religious question: 'Is the Earth a unique place? Or, is life spread throughout the universe?' This is something that has been debated for thousands of years. People seem to have this fundamental desire to know whether we are alone in the universe.

Does your study prove that there is life on Enceladus?

My study gives us more reasons than there were before to think there may be a sea of liquid water beneath the surface of Enceladus. Then Enceladus has all the ingredients that would be necessary for life. But the logical leap from there to proving the existence of life is pretty gigan-



tic. NASA is extremely interested in knowing which places in our solar system have habitable environments, so Enceladus might join Mars and Europa as prime targets in the search for extraterrestrial life.

Do you believe there is life elsewhere in the universe?

On good days, yes. I'm optimistic that simple life is widespread. On the Earth, there are so many incredibly hostile environments that are inhabited by simple bacteria. As we learn more and more, we find out how durable these little guys are. For instance, there were some streptococcus bacteria that hitchhiked on a robotic spacecraft and lived on the surface of the Moon for three years. We brought them back on the *Apollo 12* mission, and they were just fine after surviving the harsh radiation and vacuum of space. We've also learned that

planets are swapping material all the time. There are Mars meteorites landing on the Earth. There are probably Earth meteorites landing on Mars. Bacteria may be able to survive the trip. So, this idea that planets could naturally seed each other with life has been gaining a lot of credibility recently. I don't know whether any other body in our solar system harbors simple life today, but the idea that there is nowhere else in the galaxy that has simple life is pretty hard to imagine. Now, the question of complex life—multicellular organisms like us or even intelligent life—that's a different story. I'm perhaps much more of a pessimist about finding intelligent life out there, or at least life that has intelligence that we can relate to. If our goal in finding life in the universe is to find someone else to talk to, we may remain sorely disappointed.

► PUBLICATIONS, HONORS AND CREATIVE WORKS

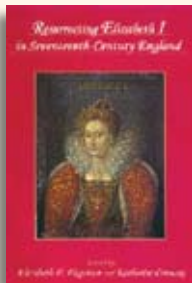
Faculty

Hannah Goldberg Professor of Biology **Barbara Brennessel's** article "Protection a Hard Shell Can't Provide," about the actions being taken to protect diamondback terrapins, was published in the April 2007 issue of *Cape Cod Magazine*.

In June, Professor of Physics **Xuesheng Chen** gave a lecture on recent research and development on ceramic laser materials and applications at the International School of Atomic and Molecular Spectroscopy in Italy.

Beverly Clark, professor of English, delivered the keynote address at the annual meeting of the Children's Literature Association on June 15, 2007, in Newport News, Va. Her talk was entitled "Pocahontas and Other Captives."

Katherine Conway, associate professor of English, co-edited a collection of essays: *Resurrecting Elizabeth I in Seventeenth-Century England*. (Fairleigh Dickinson University Press, 2007.)



Assistant Professor of Hispanic studies **Francisco Fernandez de Alba** has co-edited a special issue of *Dissidences: Hispanic Journal of Theory and Criticism* entitled "Violencias en la España pos-franquista: antecedentes, representaciones e influencias." His introductory essay, "Still Violent After All These Years: Post-Franco Spain," can be found at <http://www.dissidences.org/IndexTercerNumero.html>.

Perl for Exploring DNA by **Mark D. LeBlanc**, professor of computer science, and **Betsey Dyer '75**, professor of biology, was released in a paperback edition by Oxford University



Image from Jake Mahaffy's film *War*.

Press in July 2007.

Associate Professor of Art and Film **Jake Mahaffy** received a Rockefeller Foundation Fellowship for his film project *Free in Deed*, described as "a feature-length narrative about the troubles of an intensely religious man facing a reality devoid of miracles."

Assistant Professor of English **Josh Stenger's** essay "Mapping the Beach: Beach Movies, Exploitation Film and Geographies of Whiteness" is featured in *The Persistence of Whiteness: Race and Contemporary Hollywood Cinema* (Routledge, 2007). Also, his "Return to Oz: The Hollywood Redevelopment Project, or Film History as Urban Renewal" is in *Film Histories: An Introduction and Reader* (Edinburgh University Press, 2007).

David Williams, teaching associate in English, had "This Hyphen Called My Spinal Cord: Arab-American Literature at the Beginning of the 21st Century" published in the January-February 2007 issue of *World Literature Today*.

An article by Assistant Professor of Economics **Russell Williams** entitled "Moving Beyond Vagueness: Social Capital, Social Networks, and Economic Outcomes" was published in *Race, Neighborhoods, and the Misuse of Social Capital*. Editor, James Jennings. (Palgrave Macmillan, May 2007.)

In March, Professor of Psychology **David Wulff** gave the 2007 Edward Cadbury Lectures at the University of Birmingham, England, on the topic "The Mind of the Religious Conservative." He recently authored a chapter entitled "Empirical Research on Religion: Perspectives from the Psychology of Religion," which was published in *Religion: Immediate Experience and the Mediacy of Research; Interdisciplinary Studies in Objectives, Concepts and Methodology of Empirical Research in Religion*. Editors, H.-G. Heimbrock and C. Scholtz. (Vandenhoeck & Ruprecht, 2007.)

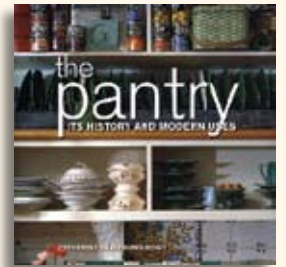
Alumnae/i

The beautiful illustrations of **Kay Sproat Chorao '58** complement the children's book *I Could Eat You Up* by Jo



Harper (Holiday House, 2007), depicting loving expressions and moments between parents—both human and animal—and their babies.

In *The Pantry: Its History and Modern Uses* (Gibbs Smith, 2007), architectural historian and writer **Catherine Seiberling**



Pond '84 describes the historical evolution of the home pantry and gives design ideas for including a pantry space in the modern kitchen.

Louise Henn Feroe '68 received the Bill Webber Award from the Hudson Link for Higher Education in Prison, a nonprofit organization promoting educational opportunities for inmates of the Sing Sing Correctional Facility.

Denise Jefferson '65 received an honorary doctorate of fine arts from Tufts University in May 2007. Jefferson, who serves as a Wheaton trustee, is widely admired as a teacher and choreographer of modern dance and has been director of the Alvin Ailey American Dance School in New York City since 1984.

Candace Davis Sanford '70 has written a biography for young adults, *Captain Nathaniel Brown Palmer, a Maritime Pioneer* (Flat Hammock Press, April 2007), chronicling the life of the sea captain and explorer. Davis has been a volunteer docent at Palmer's historic home in Stonington, Conn., since 2003.



The New Hampshire Theatre Project in Portsmouth, N.H., presented the premiere of *Mitty!* by **Becky Wheeler Shepard '57** in January. The musical was inspired by James Thurber's short story "The Secret Life of Walter Mitty." □

Loudenburg lives her dream

Thank goodness for friends.

Gina Loudenburg, the head softball coach with the most wins at Wheaton and one of the nation's top coaches, might not have ended up here had it not been for a little help from a friend.

A friend from her native Colorado sent Loudenburg's resume to Wheaton without her knowledge; opening a door she had not even considered approaching. Eighteen years later, Loudenburg is still here living her childhood dream of becoming a head coach, and she's exceeding her own expectations.

The softball coach, who also led the volleyball squad from 1990 to 2000, has nearly 750 victories, eight NCAA Tournament appearances, three NCAA regional titles, a pair of third-place national finishes, and a slew of conference tournament and regular season crowns. On April 14, Loudenburg became the 15th softball coach in Division III history with 500 career wins. Her softball squads have won 12 regular season conference championships and 10 tournament titles.

Despite being the top winning coach at Wheaton, Loudenburg deflects the attention to others. "I'm honored to be a part of the company I'm in as there aren't a lot of women who stay in the coaching business very long," she said. "There have been a lot of people who have factored into the success. Everybody that has played and been involved



in the programs, regardless of the capacity, can share in the success."

Who knew such accomplishment could stem from what could have been a major setback?

Before coming to Wheaton in 1989, Loudenburg had been an assistant softball coach for Colorado State University under then head coach Jo Evans. However, when Evans took a job at another university her replacement brought in her own staff. Loudenburg was out of a job.

Although there were few coaching opportunities in Colorado, Loudenburg was determined to find something close to home. Unbeknownst to her, a friend decided to broaden her possibilities.

"A friend of mine saw Wheaton in the *NCAA News* and jokingly mentioned that she sent in my resume. She wasn't joking. I was really kind of in shock when Chad called," Loudenburg said, referring to Executive Director of Athletics

Chad Yowell.

After accepting the job, Loudenburg made the cross-country trek east of the Mississippi River with what few belongings she could fit into her undersized Subaru sports car.

"The thought of leaving everyone and everything behind was a bit rough," she said. "But I was excited to take softball and volleyball under my wing and develop those programs."

She has been developing programs for nearly two decades and has plenty of fond memories—from the camaraderie she has shared with the Wheaton and Norton communities to the opportunity to develop professionally with the leadership and support of the administration. In the end, it all comes back to being an educator.


"I got into coaching with the hopes of changing lives," said the four-time regional coach of the year who also serves as the athletic department's senior woman administrator. "I can touch people's lives every day and I get a new crop every year.

I always say that student-athletes are like flowers, you never know which way they're going to grow. I'm not the easiest person to play for at times, but several players leave here and turn out to be successful young women."

Looking back at her career thus far, Loudenburg hopes she has left an impression with the many student-athletes she has coached.

"When I leave Wheaton, I want my legacy to be for each of my players to have learned something about life from me, to take that into the world and be passionate, loyal and dedicated," she said. "I'm hopeful that some of the things I taught helped them to pursue their dreams and goals."

Talking with Loudenburg in the Clark Center—the same building where she interviewed 18 short years ago—it's easy to see why the fire is still burning as she begins preparations for crop number 19.

"I'm a coach," she said, "but also a friend and a mentor." 

► SCOREBOARD

Baseball

Falling one game short of reaching its third consecutive NCAA New England Regional Tournament championship round, Wheaton went 34–13 while surpassing the 300-win plateau in just the program's 10th varsity season. The Lyons captured their ninth New England Women's and Men's Athletic Conference regular season title with a 9–3 mark and won their eighth league tournament after hosting the event for the seventh consecutive spring. Named NEWMAC Player of the Year for the second straight season, Adam Laplante '07 became the fourth Lyon in two years to sign a professional baseball contract and fifth overall. NEWMAC Pitcher of the Year Chris McDonough '08 joined Louie Bernardini '08 and Jake Yagjian '08 in earning New England Intercollegiate Baseball Association all-region honors, while Bernardini, Laplante, McDonough, Brandon Leonard '07 and Nick Pecora '09 each garnered NEWMAC All-Conference accolades. Eric Podbelski, who was named coach of the year by both NEIBA and NEWMAC, coached the Division II-III team during July's NEIBA All-Star game at Fenway Park.

Men's lacrosse

Wheaton just missed qualifying for consecutive Pilgrim League Tournaments for the first time since the 1997 and 1998 seasons, as its 4–4 mark and tie for fifth in the regular season standings left the Lyons short of a tournament bid. After a 4–10 campaign, Chris Hade '07 and Richie Rasamny '08 were each voted to the all-league first team for the first time, while Jeff Gomer '09 earned a spot on the second team.

Women's lacrosse

Finishing no worse than tied for third in the NEWMAC for the eighth consecutive spring, the Lyons posted a 3–3 league mark during the regular season and earned the right to host the opening round of the conference tournament. Facing a rigorous schedule that included six nationally ranked opponents, Wheaton went 4–12 overall. Meredith Hurd '08 was named to the NEWMAC All-Conference first team for the second successive year, while Kim Corbin '07 and Abbie Sherwin '09 were selected to the second

team. Hurd became the 10th player in program history to record 100 career goals.

Softball

Wheaton completed the latter part of its schedule in strong form, winning 19 of its final 27 games to finish 25–16 overall. The Lyons finished second in the nine-team conference at 11–5, marking the 17th time in 20 seasons Wheaton posted at least a tie for second in the regular season. The hallmark of the team was its high-powered offense, as the Blue and White broke the school's 10-year-old home run record with 44. Jessica DePolito '07 became the eighth player in program history to earn National Fastpitch Coaches Association All-America honors. DePolito, Nicole Lachance '07, Audrey Poulton '08, Stacey Kelleher '09 and Merry MacDonald '10 each garnered all-region laurels, while DePolito, Kelleher and Lachance picked up NEWMAC All-Conference awards.

Men's tennis

The Lyons finished 11–5 overall and 4–1 in league play while reaching their third consecutive NEWMAC Tournament championship match. Wheaton sent the first player in its 18-year history to the NCAA Championship as Payum Payman '07, who became the program's first All-American and NEWMAC Player of the Year, was one of the final 16 players remaining in contention for the national title thanks to an opening-round

win. Payman combined for 120 singles and doubles victories during his career and joined Brian Danishevsky '07, Brad Dressler '07, Raymour Radhakrishnan '07, Will Stoddard '07, Kyle Hudgins '10 and James Little '10 as NEWMAC All-Conference honorees.

Men's and women's outdoor track & field

The Lyons sent seven athletes to this year's NCAA Championship and returned home with five All-America honors. Despite seeing their nine-year conference meet title streak come to a close, the Wheaton women tied for 28th at the national championship. Chizoba Ezeigwe '09 earned All-America laurels in the 200M dash and 4x400-meter relay, joining Natana Jules '09, Celeste Karpow '09 and Renee Thompson '10. Jennifer Harlow '07 capped her storied career by being voted NEWMAC Athlete of the Year for an unprecedented third straight time. Howard Powell '10 was named U.S. Track and Field and Cross Country Coaches Association New England Men's Track Athlete of the Year, and the Lyon teams combined for 14 all-league awards at the conference meet. Powell and Merzudin Ibric '10 led the way for the men, and Harlow and Thompson paced the women with four all-league citations apiece. **Q**

—Scott Dietz

A new chapter begins

Meet Rebecca Story. She has been hired as Wheaton's new head synchronized swimming coach. She replaces Anna Eng, who resigned after four seasons to pursue graduate school studies.

A former four-year synchronized swimmer at regional rival Keuka College in Keuka Park, N.Y., Story was an assistant coach with the program last season after graduating in 2006. She also has coached and choreographed routines for the Keuka Kokanees Age Group squad since 2002.

"We are excited to have Rebecca join our staff, as she comes from one of our biggest regional rivals," said Chad Yowell, Wheaton College director of athletics. "Rebecca brings a breadth of experience from her short collegiate coaching career. The bar has been set high for this program, and we believe Rebecca is up to the challenge."

Said Story: "I'm excited to be here, and I feel really fortunate to have the chance to do what I'm passionate about...It will be great to help create new enthusiasm for the team. My short-term goal will be to take it one step at a time and start with focusing on each meet. Long term, we're certainly going to be working toward becoming the top Division III team again."

—Josh Kessler



SEPTEMBER

4
Loser Concert Series: Kronos Quartet | David Harrington, violin; John Sherba, violin; Hank Dutt, viola; and Jeffrey Zeigler, cello. Cole Memorial Chapel, 8 p.m.

6
Robert S. Neuman: Selected work 1954–2007 | Beard Gallery/Weil Gallery, Watson Fine Arts, through Oct. 20. Opening reception, Sept. 9, 2–5 p.m., Haas Concourse & Lobby.

11
Brahms recital | Music department faculty, including Ann Sears, Joanne Mouradjian, Sheila Falls-Keohane, Lisa Romanul and Guy Urban, along with President Ronald Crutcher. Weber Theatre, Watson Fine Arts, 7:30 p.m.

13
Endgame | Directed by theater professor David Fox. Kresge Experimental Theatre, Watson Fine Arts, 7:30 p.m. Additional performances Sept. 14 and 15.

26
Music department faculty recital | Ann Sears, Matthew Allen, Julie Searles, Guy Urban, Tim Harbold, Joanne Mouradjian, Rick Britto and Seta Der Hohannesian, along with President Ronald Crutcher. Weber Theatre, Watson Fine Arts, 7:30 p.m.

27
Petar Jankovic | Classical guitarist. Weber Theatre, Watson Fine Arts, 7:30 p.m.

29
Sean O’ Se | One of Ireland’s great tenors, accompanied by Boston-area Irish band Tradition. Cole Memorial Chapel, 7:30 p.m.

OCTOBER

6
Ten-Minute Play Festival | Dramatic vignettes written, directed and performed by Wheaton students, advised by professors Charlotte Meehan and David Fox. Kresge Experimental Theatre, Watson Fine Arts, 7:30 p.m.

11



October 25 | Klempner Trio Erika Klempner, violin; President Ronald Crutcher, cello; and Gordon Back, piano, perform in Cole Memorial Chapel at 8 p.m.

A Distant Memory | Jennifer Field '00 in a one-woman show based on her recovery after a devastating head injury. Kresge Experimental Theatre, Watson Fine Arts, 7:30 p.m.

18
Film screening and discussion | Director Werner Herzog, known for feature and documentary films, including *Rescue Dawn*. Hindle Auditorium, Science Center, 7:30 p.m.

24
Artist lecture | Janine Antoni, transformer of everyday activities such as eating, bathing and sleeping into ways of making art. Ellison Lecture, Watson Fine Arts, 7 p.m.

30
Orchid Ensemble | Contemporary music of China, world music, jazz and creative improvisation. Wheaton Chorale and Chamber Singers featured. Cole Memorial Chapel, 7:30 p.m.

NOVEMBER

1
Vivian Bower: Drawing in Nature | Weil Gallery, Watson Fine Arts.

Abstract, Representational and

Hybrid | Works from Wheaton’s permanent art collection. Beard Gallery, Watson Fine Arts. Exhibitions through Dec. 8. Opening reception, Nov. 1, 7 p.m., Haas Concourse & Lobby.

8
A Chorus Line | Directed by Stephanie Burlington; music director, Tim Harbold; choreographer, Christian Bolos; director of dance/rehearsal Cheryl Mrozowski. Weber Theatre, Watson Fine Arts, 7:30 p.m. Performances also Nov. 9, 10, 15, 16, 17.

27
Student recitals | Singing and musical performances. Woolley Room, Mary Lyon Hall, 5 p.m.

30
Wheaton Jazz Band | Music of famed jazz trumpeter Freddie Hubbard, known for his hot combination of hard bop, Latin and electro funk styles. Kresge Experimental Theatre, Watson Fine Arts, 7:30 p.m.

DECEMBER

2
Southeastern Massachusetts Wind Symphony Holiday Spectacular | Led by music director and conductor Earl Raney. Weber Theatre,

Watson Fine Arts, 3 p.m.

Holiday Vespers concert | The Wheaton Chorale, directed by Assistant Professor of Music Tim Harbold. Cole Memorial Chapel, 7:30 p.m.

3
Student recitals | Singing and musical performances. Cole Memorial Chapel, 5 p.m.

World Music Ensemble | Exploration of world music traditions. Directed by Visiting Instructor of Music Sheila Falls-Keohane. Weber Theatre, Watson Fine Arts, 7:30 p.m.

7
Student Film Festival | Films written, produced and directed by students. Ellison Lecture, Watson Fine Arts, 7:30 p.m.

9
Great Woods Chamber Orchestra winter concert | Baroque and seasonal favorites. Led by music director and conductor Earl Raney. Weber Theatre, Watson Fine Arts, 7:30 p.m.

All programs and events subject to change; for more information and the latest calendar listings, visit www.wheatoncollege.edu

For Fall sports schedule, visit www.wheatoncollege.edu/athletics

Trustees elect new members

The Board of Trustees has elected three new members: Caroline (Cary) Campbell Edwards '70, Keith Peden and Alison Grant Small '66.

Each brings a wealth of experience and dedication to advocate for Wheaton's best interest on policy and financial decisions.

Edwards is a member of the President's Commission. She has worked in public relations for Stone & Webster Engineering and assisted MIT with its Annual Fund.

She has been president of the Dover (Mass.) League of Women Voters and a town liaison to the Boston Metropolitan Planning Council. She volunteers extensively, including as a docent at the Davis Museum at Wellesley College.

Edwards, whose daughter Julie graduated from Wheaton in May, said she is excited about being elected to the board. "The school just has tremendous potential. The students and the faculty are top quality," she said. "The school needs more recognition for

that. So I know the board is going to work hard to bring that about."

Peden is senior vice president of human resources for Raytheon Company. He is responsible for providing worldwide direction for the company's human resource initiatives. As such, he leads organizational change, leadership development, talent acquisition, diversity and performance development.

He also is on the steering committee for Liberal Education & America's Promise, a 10-year initiative by the Association of American Colleges and Universities to promote liberal arts education. (President Crutcher is co-chair of the initiative.)

"I have been fortunate enough in my life to have had many inspirational role models all of whom had one thing in common—they taught me something. Wheaton has a rich heritage of inspirational learning, which I will dedicate myself to continuing," said Peden.

Small, who is now retired, worked in personnel at Harvard

Medical School and Rockefeller University in New York. She has done a great deal of volunteering, including working for four years with the Women Waging Peace initiative at the John F. Kennedy School of Government. She has used her fundraising talents to help the Concord public schools and various causes, including Concert for the Cure and AIDS research at Dana-Farber Cancer Institute.

Realizing the importance of financial aid, she established the Alison Grant Small '66 Annual Fund Scholarship in 2000 at Wheaton. She is a past member of the President's Commission and has served in various capacities over the years. Small was a member of the Annual Giving Committee and a very successful Reunion Gift Chair for her 40th Reunion in 2006.

She is pleased to be able to expand her involvement at Wheaton. "I've been volunteering for Wheaton for years. There is nothing greater that I could do than to serve on the board." □



Caroline Campbell Edwards '70

Keith Nordstrom



Keith Peden



Alison Grant Small '66

Board approves Sudan divestment policy

The Wheaton Board of Trustees has voted unanimously to divest from its endowment holdings any direct investments in companies identified as conducting business in Sudan. The board's decision was announced by Wheaton President Ronald Crutcher during Commencement in May.

"Wheaton joins many other colleges and the larger international community in deploring and condemning the genocide being committed in Darfur by the Sudanese government against its own people," said Deborah Dluhy, chair of the Wheaton Board of Trustees.

The Board of Trustees' decision is the culmination of more than eight months

of discussion at Wheaton about the extraordinary human tragedy taking place in the Darfur region of Sudan, and the college's investment policies. Students organized a series of educational panels and public events to raise awareness about the genocide taking place in Sudan, and to urge the college to divest.

In the board's deliberations, trustees said that Wheaton's endowment is a key strategic resource, and its continuing growth is essential to the college's operations. However, the board also noted that the U.S. government, the United Nations and various international organizations have declared that genocide is taking place in Sudan, and that

the situation represented "unusual and compelling circumstances" that required action.

Review of Wheaton's investment portfolio identified \$60,000 invested in a company conducting business in Sudan as part of \$11 million in assets managed by a private investment manager. The college has since divested itself of those holdings and invested the assets in an account screened to exclude companies doing business in Sudan. The Board of Trustees has committed to "best effort" screening in the future to avoid investments in companies doing business in Sudan. □

Science at work

Stefan Lukow '98 uses chemistry to make America safer

By Randell Kennedy

Stefan Lukow '98 has been fascinated with science as long as he can remember. "I have always liked to explore, understand and fiddle around with things, and have really loved science all of my life," he says. "I didn't know exactly what I wanted to 'be' when I grew up," he explains. "But I always figured, since I was old enough to really think about it, that I was eventually going to be working in science one way or another."

Among Lukow's fondest childhood memories is the day he received a chemistry set as a gift from his parents. "There were all sorts of prepared experiments that you were supposed to be doing and mixing things in the proper amounts, and of course I never did that," he recalls. "Like many other kids, I just wanted to put things together and see what would happen, always hoping for a nice explosion—which never really occurred."

Today, he hopes to prevent explosions.

Lukow is a trace explosives detection chemist for SRA International in New Jersey, listed by *Fortune* magazine as one of the nation's top 100 companies to work for in 2007. Lukow was hired by SRA to work at the Department of Homeland Security's Transportation Security Laboratory. His cutting-edge work involves keeping airports, airplanes, trains and border crossings safe from terrorists. He helps to ensure, through continuously evolving scientific procedures, that terrorists are unable to smuggle bombs or explosive devices to wreak havoc domestically. "Basically, I work in the development of new and highly efficient explosives-detection equipment," he says.





SRA provides technology and strategic consulting services and solutions—including systems design, development and integration, and outsourcing and managed services—to clients in national security, civil government, and health care and public health. The company offers text and data mining, contingency and disaster response planning, information assurance, environmental strategies and wireless integration.

“Terrorists are always seeking new ways to get through the ‘system’ worldwide, and we’re continuously working to stay one step ahead of them for security purposes,” Lukow says.

His lifelong fascination with science served him well at Wheaton, where initially his plans didn’t include chemistry. “I came in freshman year thinking I was going to be a computer science major,” he says, “but I eventually decided to switch gears.”

Lukow says his favorite subject during high school had been chemistry so he decided to pursue it. “I actually started freshman year chemistry in my sophomore year at Wheaton, and I just ended up doing a lot of work to catch up and get all the basic requirements and electives down, and it all came together for me.”

Tim Barker, professor of astronomy, recalls Lukow as a talented and dedicated student. “It was a joy for me to see Stefan grow, from a very good and thoughtful but also quiet student in the First Year Seminar to an increasingly outgoing and confident teacher and mentor of other students,” he recalls. “I had never had a student previously whose judgment, maturity, thoughtfulness and teaching ability I trusted more.”

Barker remembers Lukow’s excellent work in his “Frontiers of Astronomy” class, which is similar to a graduate school course. “Of the 18 students who took the course at the time, Stefan was clearly the strongest scholar.”

Students in the course are asked to research cutting-edge topics in astronomy and write about them in a style that is understandable to a lay audience. “Success requires self-direction and motivation, problem-solving and analytical skills, and the ability to communi-

cate clearly, both orally and in writing,” Barker says. “Stefan did extensive independent research and wrote clear summaries of what he had learned, supported by graphical computer simulations of planetary orbits that he developed entirely on his own.”

He adds: “Stefan had original ideas about how to present the material, as well as enormous perseverance in carrying those ideas out.” The quality of Lukow’s work was so good, in fact, that Barker now uses it

as part of the regular course work for students at Wheaton.

As a senior, Lukow was recognized for his high academic achievement in the field with the American Institute of Chemists Award. After graduating from Wheaton in 1998 with his degree in chemistry, Lukow started graduate school at Tufts University, where he received a master’s in chemistry in 2000 and his Ph.D. in analytical chemistry in 2005. He was recruited by SRA shortly after receiving his doctorate.

At the Transportation Security Laboratory where he is one of the subject matter experts in explosive detection, Lukow primarily concentrates on new and evolving approaches for explosive detection instrumentation. However, no two days are ever the same.

He was recruited to serve as a research chemist, but he says he is not limited to a traditional laboratory setting. “There are really two main sides to the job,” he points out, “the laboratory side and a program

management side, where I do most of my work.” Much of his time includes interacting with outside groups, other government agencies, academic labs, and even industrial companies that do some research for the Transportation Security Laboratory. “Often we are approached with a product that shows promise, and we will fund them to develop it further.”

Part of his job includes overseeing many of these contracts, grants and projects. He makes sure they are on track and monitors them from a technical perspective to confirm that what is proposed is actually what is generated.”

Lukow is also involved in frequent tests and evaluations to gauge the effectiveness of trace explosive detection equipment. “Once our lab obtains a final product from one of our projects,” he explains, “it requires testing to ensure that it works to our specifications.” Typically, the company or university that designed the instrument will do its own preliminary experiments, Lukow says. “But we have to put it through a very rigorous testing process.” This is necessary since the overall goal is to deploy these instruments in public venues such as airports, border crossings, embassies, rail stations and other vulnerable potential targets.

“The test and evaluation process, where I come in, examines the instrument under conditions in a simulated airport environment,” he says. “Since that is a less controlled setting, the instruments can perform differently than at our lab.” The results from these tests are very important to the Department of Homeland Security and the Transportation Security Administration. The findings also help vendors determine the modifications needed to improve their designs. “For these tests, I help write the plans detailing the lengthy testing procedures, travel to the test site to oversee the process, revise the final written reports, and present the results internally and to our headquarters.”

Lukow says his Wheaton chemistry background continues to be vital every day. “It has provided me with all the fundamental knowledge to build on in my current job.” He says the technical oversight of the projects he works with requires detailed insight on

“The knowledge my job requires was built upon my Wheaton education.”





Stefan Lukow stands in a trace portal, one of two such machines currently deployed in U.S. airports to help screen passengers for explosives and narcotics prior to boarding aircraft.

exactly how the trace instruments work on a chemical level. “Like the tests and evaluations, the analysis of the data that is generated requires a thorough understanding of the chemical processes occurring within the instruments,” he says. “The knowledge my job requires was built upon my Wheaton education.”

Some of his hands-on work while at Wheaton included assignments in various labs around campus. Lukow also worked as a summer quality control intern at Serono Labs in Randolph, Mass., where he conducted weekly water quality testing using classical wet chemical methods and performed quality control measurements on batches of human growth hormone using ultraviolet-visible spectroscopy.

He worked as a winter analytical chemistry intern at Kendall Healthcare in Mansfield, Mass. At the lab, located near Wheaton’s campus, he performed quality control tests on medical products using chemical and physical test methods. Lukow also worked on research and development teams with biomechanical engineers at ACT Medical in Newton, Mass., to perfect the design of an endoscope-mounted esophageal ligation device.

All of this hands-on experience provided through Wheaton served as an invaluable “launching pad” for graduate school and beyond.

Lukow was completing the final stages of his Ph.D. work at Tufts in 2000 and had started searching for a job when he got a call from SRA. “I received a phone call from the man who is now my boss. He told me he found my resume and wanted to talk to me about my experience and interests.”


Lukow was initially surprised about the position. “My thesis research didn’t involve explosives,” he says, “it involved work in soil

analysis.” He did, however, do some work in explosive detection as part of a graduate elective requirement at Tufts.

Those who know Lukow recognize his ability to pursue more than one project at a time, and his new employer saw this as an asset for the position. “I have upwards of seven or eight projects I’m handling at one time. I have tests that need to be run. I have reports that need to be read and edited and proposals to be reviewed and so forth,” he says. “There’s a lot to do, but I wouldn’t want it any other way.”

As a new father of a baby boy, Lukow also is multitasking on the home front. “It’s a great challenge and an even greater reward being a dad,” he says. “There’s always something new going on every day. My wife and I truly enjoy it, though.”

While being a parent is the most rewarding part of his life, Lukow says, he often thinks about how his job ultimately promotes safety for everyone, young and old. “I do a fair amount of travel in my job and actually going through an airport checkpoint and seeing the whole process run smoothly makes me feel a sense of accomplishment,” he says. “I know that it is annoying to have your shoes removed when you go into a checkpoint, to put little shampoos in a plastic baggie, but there are reasons for that.”

Lukow says he looks forward to the day when world events will shift the focus of his job away from detecting explosives. “But for right now, it needs to be done...Our work and the work of the people and project we support is necessary to keep people safe,” he says. “I’m glad that my education and experience can contribute to that public security—and it feels good to keep a step or two ahead of terrorists in order to eliminate as many potential hazards as possible.” 



Renaissance women find room to be themselves at theme house

A place called home



One student describes it as a sisterhood, another as a think tank. Still another calls it simply, “a place where we can just be girls.” Renaissance House, Wheaton’s residence for women of color, is many things to its 12 members. But for every one of them, it’s a home away from home.

The women of Renaissance House differ in their academic interests and their ethnic backgrounds—various combinations of African American, Colombian, Costa Rican, Dominican, Dutch Caribbean, Ecuadorian, Haitian, Nigerian and Ugandan. But they are united in their passion for supporting one another.

BY HANNAH BENOIT Photos by Nicki Pardo



Residents of Renaissance House: (back row, left to right) Ryann Galloway '07, Yael Pineda '08, Sarah Williams '09, Dania Diaz '07, Oneda Horne '07, Gabrielle LaCombe '07, Sarata Toriola '07; (front, left to right) Melissa Lozano '07, Basannya Babumba '09 and Cathy AuGuste '09.

"This is a predominantly white campus," says Oneda Horne '07, president of Renaissance House during its first year, 2006–2007. "People of color need a safe place, and women of color in particular need a support system 24/7—a space where you can be an individual, where you're not just a woman of color, you're *Oneda*."

While there has been a house for men of color for eight years (see sidebar about student-proposed residences), Renaissance House is new to the scene, serving as a home base for a growing and vibrant population of women of color. In its inaugural year, the house has already established itself as a place where women of color—whether residents or not—can build friendships, hone their leadership skills and stretch each other intellectually.

"We all take very interesting classes, and we come back and have debates at three in the morning about what it means to be an American," says Horne, a sociology major from Boston. "I'm learning about so many cultures."

Her housemate Dania Diaz '07 says, "I see it as a think tank. The deconstruction that goes on in that house is amazing.... We talk about gender issues. We do a lot of critiquing of the 'idiot box,' or things that happen in class. As a Latina, I always bring up race.

"My identity changes everywhere I go," continues Diaz, a Posse scholar and Hispanic studies major from Harlem. "At Wheaton, I'm a woman of color. In New York City, I'm a Dominican American. In the Dominican

Republic, I'm a *gringa*, because I'm American."

At Renaissance House, she is *Dania*.

Melissa Lozano '07, a psychobiology major from Miami, relishes the academic diversity. "I talk to Oneda about sociology and to Dania about Hispanic culture. We definitely bring together our disciplines in an intricate manner that's hard to find. It's beautiful."

As Lozano speaks, a transformation takes place. She sits forward. Her eyes light up. Passion animates her voice. Talk to any resident about Renaissance House, and the same thing happens.

This stimulating environment gives rise to programming that enriches campus life. Last November, the house sponsored a performance by Valerie Naranjo, a Native American musician. The following March, they collaborated with Wheaton's Distinguished Women of Color Collective (DWOC) to produce the "Hair Show," a runway-style event in which women of diverse backgrounds shared monologues and poetry that explored the relationship between hair and identity. In April, they worked with the Pride Week Committee and Tree House, the men-of-color residence, to host an open-mic night related to sexuality.

Renaissance women

Renaissance House is located in "Lindens," a rambling wood-frame house tucked away on Pine Street in the southeast corner of campus. Inside, the kitchen sink is often stacked with dishes, and bureau tops abound with cosmet-



ics, jewelry and personal treasures. The walls are adorned with colorful textiles, snapshots of the residents and encouraging “love notes” they scribble to one another. Above the mantel-piece hangs a poster depicting the abolitionist Sojourner Truth, with a quotation from her 1851 oration, “Ain’t I a Woman?” It’s an environment that speaks of both solidarity and comfort.

“For me, Renaissance House has been that blanket that children walk around with...a security blanket,” says Diaz. “It’s a sense of belonging, friendship, a network. Living there was the first time I’ve ever called a living situation on campus ‘home.’”

If a Renaissance woman is a person of many talents, the house certainly lives up to its name. Its residents are a formidable bunch. They hold leadership positions in student government and on college-wide committees. They develop cultural programming, organize student-leadership conferences, interview prospective students and tutor current ones. They include the director of Trybe, the student-run dance troupe; a co-founder of Voices United to Jam, the gospel and R&B group; officers of DWOCC and more.

House member Sarata Toriola ’07, winner of a 2007 Fulbright scholarship, feels the house empowers its members. “Renaissance House has been an awakening for me,” she says, “just being with a group of women who share the experience of being a woman of color on campus and being a leader. You reach a point where you can’t just be an individual leader, you need collective leadership.... You need someone to help you along.”

Jennifer Salazar, the house’s only freshman, tapped into the skills of her housemates when she helped organize the open-mic night at the Lyon’s Den coffeehouse. “I had to figure out so many things, like how to book the space and get tab money. They knew all about that. We help each other and we complement each other, even though we’re so different. It’s like a sisterhood.”

And the help they give takes many forms. On the playing field behind their house, Salazar taught two of her housemates how to ride a bicycle. When Horne was in a crunch to finish her thesis, her housemates never let her oversleep.

It was Monique Wright ’07, a women’s studies major, who gave the house its name. “Her thought was that we were embarking on this new enterprise, and we wanted to be Renaissance women,” says Horne, “and we wanted other women of color to be Renaissance women—to be able to move into different roles on campus.”

Horne and her friends had been active at Wheaton since their freshman year, helping to develop campus

programming of interest to students of color. But by junior year they were beginning to burn out—and they still lacked a solid sense of community. They had been dreaming about a residence hall for women of color, and they decided to make it happen. During January break 2006, they recruited prospective members via e-mail, then worked together on a proposal to the Office of Student Life.

The process was a lot of work, says Horne. Once they got the green light, the women were determined to make the house a success—and to make it last.

“Every single woman is passionate about the house—and not just for this year,” Horne says. “They all came in saying, ‘We have to create a foundation—we have to reach out. It can’t just be about these twelve women. It has to be more than that.’”

A growing community

The women held a September open house to introduce Renaissance House to the campus. They invited the women of DWOCC for a movie night and sleepover. They reached out to friends and younger students to let them know the house could be their home base, a “place to hang out and exhale,” as Horne put it.

“Thankfully, our community of women of color is growing, so there are a lot of women outside the house who can relate to it,” says Diaz.

Indeed, the numbers of non-white students at Wheaton have climbed steadily in recent years, according to self-reported data recorded by the college. Female students who identified themselves as women of color (Asian, Black, Cape Verdean, Hispanic, American Indian, Pacific Islander or multiracial) constituted 11 percent of the first-year women entering in fall 2002. By fall 2006, that figure had risen to 18 percent.

“Giving twelve women of color a place to foster each other was a big step” for Wheaton, notes Lozano.

“There are some under-represented groups on campus,” Diaz says, “and we need more people of color. But Wheaton does a great job of identifying issues and addressing them.”

While life on campus may sometimes pull minority students

out of their comfort zone, she feels that “being uncomfortable doesn’t necessarily have to be a bad thing. That’s the place where you do the most learning and growing. Wheaton has been a great place to develop my voice.”

At Renaissance House, Diaz and her housemates can recharge their batteries. Dean of Students Sue Alexander observes: “Some people have asked us if having houses for students of color encourages separa-

Special Interest Houses 2007–2008

Body, Mind and Spirit

Environmentally Conscious and
Community-Oriented (ECCO) House

House of the Living Arts (HOLA)

Hunger House

Internal Equilibrium and Wellness

Outdoor Education

Renaissance House—Women of Color

Think Globally, Act Locally

Tree House—Men of Color

Volunteer for Youth Sports

World Music House



Ecco House resident

tion. On the contrary, they provide the kind of energy and initiative from which the whole campus benefits.”

Living with 11 housemates can be a challenge. Like Wheaton’s other theme houses, Renaissance House is entirely student-run. The residents have a constitution, house rules and a cleaning schedule, and every other Sunday they hold house meetings to hammer out issues. They even called in Associate Dean of Student Life Claudia Bell to help them structure their meetings more effectively.

“People say, ‘Twelve women living together—how do you do it?’” says Basannya Babumba ’09, a psychology major. “There’s not as much conflict as people would imagine. If there is a conflict, we are able to identify it and resolve it. You can get things off your chest at meetings.”

Lending an ear

Of course, it hasn’t all been easy. The women of Renaissance House have taught each other that you don’t have to be superwoman.

“At the beginning of fall semester, people were stressed out, and it showed,” says Babumba, of Revere, Mass. “You could tell when they’d had a rough night or were letting their schoolwork or social life get to them. So we figured out a way to check in with each other, to help with balancing the schoolwork and



everything else.”

Again the residents turned to Dean Bell. With a representative of the counseling center, she facilitated some workshops that helped them build trust and open up to one another.

“Being strong women of color was something we were all trying to fulfill,” says Diaz. “But there’s strength in being vulnerable, too. We decided to ‘let each other in.’ With

people you live with, you can’t hide when you’re feeling down. Support is not just about attending each other’s programming and events and doing your part. It’s also about lending an ear.”

Through this conversation and encouragement, house members find support in a campus environment that often contrasts sharply with their own backgrounds.

One resident is from Miami and one from Lawrenceville, N.J. The others hail from metropolitan Boston or from New York City. “Back home, I live blocks away from an avenue with all kinds of restaurants—Indian, Thai, Japanese, Mexican,” says Salazar, a Posse scholar from Brooklyn. “It’s huge and noisy, and there are no stars at night.”

In her traditional Costa Rican family, “a woman lives with her parents until she gets married.” Salazar’s older brother and sister are both married with children and living in New York. “I was rebellious. I said, ‘I’m going’ [to Wheaton], because you can’t pass up an opportunity like this. My parents have been very supportive, but it’s hard for them. I’m the youngest and I’m Daddy’s little girl.”

Salazar will be co-president of Renaissance House for 2007–2008, sharing the post with Yael Pineda ’08. The house will welcome new members of Chinese American, Cape Verdean, Puerto Rican, Indo-Trinidadian and Jamaican descent, as well as women with biracial identities.

“These women will have different concerns, not only racially but academically,” says Salazar, “so we’ll be addressing new issues. There will also be more science majors. I’m so excited about that.”

Seven of the founding members graduated in May. Their futures hold jobs, a Fulbright teaching post in Korea, graduate school in law, medicine and education, and much more. Some bonds will continue—Diaz, Horne and Lozano are rooming together in Boston this year—and some may be harder to maintain. But the women will always have Renaissance House in common, and the knowledge that they helped build it.

Recalling her first year at Wheaton, Horne says, “I don’t want other freshmen to feel like they have to fight and carve out a place. I want them to be able to say, ‘This place can represent my ethnicity, my race.’” About Renaissance House, she now says, “It has been more successful than I ever could have imagined. We did a good job of creating a safe space, not just for us, but for others.”



Basannya Babumba ’09 (standing) and Dania Diaz ’07

Creating community through common interests

Whether they are exploring a “green” lifestyle, running their own art gallery or planning outdoor adventure trips, the residents of Wheaton’s theme houses bring their interests home.

About 100 students will live in Wheaton’s 11 theme houses this year, providing programs for the entire campus and often pursuing community service projects that reach beyond college walls.

“We started the special-interest houses in the early years of co-education, as a way for students to connect their common academic or co-curricular interests in a living and learning environment,” says Dean of Students Sue Alexander. “They also provide a different sort of living experience from our traditional residence halls: Students need to collaborate on how they’ll manage their lives together, and sometimes that’s not easy!”

The counterpart to Renaissance House is Tree House, Wheaton’s residence for men of color, now entering its ninth year. Its mission is threefold: academic excellence, mentoring and community service. The 13 students strive to attain a 3.0 average every semester. They mentor high school boys from Brockton through the HERO (Higher Educational Readiness Opportunity) program. And they recently volunteered for the Brockton mayoral campaign of Jass Stewart, an openly gay African American candidate.

“At Tree House, you can feel at home, and you can feel at your best,” says house president Steven Rosario ’08, a Posse scholar from the Bronx. “Whenever you’re stressed out, you can re-gather. And the best thing is the talks. You stay up until three or four in the morning and talk about life and social issues and politics.”

In the House of the Living Arts, known as HOLA, students have created an art gallery that sponsors juried shows of student work. The Outdoor Adventure House organizes trips to destinations around New England for skiing, rock-climbing, rafting and the like—open to anyone who wants to participate.

Some theme houses continue from year to year, while others may last only one, depending on student interest. Five seniors ran the Bioethical Discourse House during 2006–2007, hosting talks by professionals in the fields of biotechnology and medicine on the ethical issues they face in their jobs. The house also showed films and hosted discussions on bioethics and provided space for the Philosophy Club to do likewise.

“Erin Allgood and I had both originally planned on creating a ‘science house,’ said president Michael Smith ’07, one of three chemistry majors in the house, which also included one biochemistry major and one philosophy major. “By making the



Noah Buehner '07, Whitney Johnson '08, Audrey Sager '09, Elizabeth Cogburn '09

house ethics-related, it enabled us to connect with a larger part of the Wheaton community, not just science majors.”

Each spring, students have the opportunity to propose ideas for new residential communities, and the staff in Student Life assists them in refining their ideas, finding faculty or staff advisers, and shaping their proposals.

The seven residents of ECCO (environmentally conscious and community-oriented) House, now entering its fourth year, practice a “green” lifestyle that demonstrates the effectiveness of energy and water conservation habits. They collect gray water in the shower and use it to flush the toilet. Kitchen waste gets composted in the yard, where they also grow radishes and greens in a cold frame. Residents generally eschew television, they use compact fluorescent bulbs in all their light fixtures, and they dry their laundry on a clothesline. Every Sunday is ECCO Day, when house members try not to use any electricity at home and instead take advantage of common spaces such as the library.

Two Wheaton students who conducted an energy audit of the theme houses in 2005 found that ECCO House used less than half the energy per student as the other houses did.

Striving for an “open-door environment,” the residents hold a community potluck supper twice a month, says Whitney Johnson ’08, co-president of ECCO House. And while their academic interests vary, “we all have a common interest in working toward environmental justice. The house is a community where we can support each other in living sustainably and also welcome the larger Wheaton campus.” 🍷

—HB

Project Scholarship reaches goal

Alumnae/i, parents and friends help increase student financial aid

BY MICHAEL GRACA

Wheaton was on Scott Clark's shortlist of schools from the beginning of his college search. "The college impressed me," said the East Longmeadow, Mass., native, who sensed a deep commitment to students among the college's faculty and decided to apply early.

"When I received my financial aid award, I was pretty impressed by the magnitude of the award at first," recalls the Wheaton Trustee Scholar. "And I still appreciate it, but I soon realized there was a gap between my financial aid package

and what I could afford. In the end, I needed to take out some loans, and my parents had to help out, too."

Clark '09 had plenty of company. The need to take out private, commercial loans has been a growing reality for the majority of college students, including those at Wheaton. In fact, most Wheaton students who receive financial aid now graduate with anywhere from a few hundred dollars to roughly \$80,000 in student loan debt.

The trend troubled the college's trustees, who last year decided to boost the school's financial aid budget. Project Scholarship was the first step, with a goal of raising \$6 million to be spent on financial aid through the 2010–2011 school year. The trustees committed \$2 million on their own and challenged the rest of the college community to contribute the rest.

The response: a strong endorsement from alumnae/i, parents and friends, who gave more than \$4 million more. The effort ended at the close of the college's fiscal year with \$6.3 million.

"Throughout Wheaton's history, generous individuals have stepped forward to help students through their support of the college," President Ronald Crutcher said. "The alumnae/i, parents and friends who helped make Project Scholarship successful will directly improve the lives of hundreds of students over the next four years."

The impulse to help students graduate from Wheaton without amassing debt that will constrain their life choices is part of what inspired many alumnae/i and parents to contribute to Project Scholarship's success. In addition, the ability to offer stronger financial aid packages to talented high school students will improve Wheaton's ability to enroll a diverse group of students who can teach and learn from each other as well as benefit from the college's programs.

In all, 130 individuals, including each of the trustees, made commitments ranging from \$500 to \$2 million to ensure the success of the effort.

Mary Schleyer '74, who pledged to support the effort, agrees that leaving college with an undergraduate degree and the "un-



Scott Clark '09



Stefana Albu '09

believable burden of loans” that has become common among many college students can have profound effects on whether they pursue advanced degrees, on their careers and on their personal choices. “The nice thing about a scholarship is that you don’t need to pay it back,” she said, adding that the gift of financial aid, like the education it enables, lasts for a lifetime.

“I was a recipient of a scholarship and it was very moving to me that someone actually was willing to think about assisting me in realizing my dream to go to college,” Schleyer said. “With that scholarship, along with a federal loan and Wheaton’s wonderful work study program, my total bill was pretty much taken care of.”

“Having the opportunity to be recipient of a scholarship has a profound effect on your life, and if you are fortunate enough to be in the position to be able to do the same thing for someone else, you just do it,” Schleyer said. “Project Scholarship was a way for me to pass it forward, to give back.”


Students began to see the impact of Project Scholarship right away. On average, first-year students received a \$3,000 increase; returning students, \$6,000.

Stefana Albu '09 said the difference in her financial aid package allowed her to be more strategic in the amount of time she spent working during the school year and in the types of jobs

she took—tutoring other Wheaton students in statistics and teaching reading to local schoolchildren.

“I knew that I wanted to come to Wheaton from the beginning, but it was expensive,” said the Westford, Mass., resident, who plans to major in biology and may minor in education. “I was fortunate to get a good financial aid and scholarship package.” Interested in pursuing dental medicine, Albu spent her summer as an intern in a local dentist’s office. “Because I have a good scholarship from Wheaton and support from my parents, I have been able to focus on getting jobs in which I can get valuable learning experiences, rather than simply a paycheck.”

Clark, who shares an interest in education with Albu, agreed that improved financial aid allowed him to consider summer-time activities that will contribute to his education and long-term growth. He spent the month of June broadening his teaching experience as a volunteer at a summer program in Costa Rica and then returned home to work as a Mars Student-Faculty Research Fellow with Professor of English Katherine Conway, reviewing books that may be used in future courses.

Thanks in part to Project Scholarship, Clark said he can concentrate on his work without the worries of mounting debt. “I won’t have to take out a loan this year, which is huge.” 



HOME AGAIN

Renovations revive Presidents' House

BY SANDY COLEMAN

Since the day it was built and presented as a wedding gift to Eliza Baylies Chapin Wheaton in 1829, the lovely white house at 28 E. Main St. has been a focal point. Not only has it served as a residence to the woman most responsible for the founding of Wheaton College and to several presidents, it also has been a home base for the college community to gather, connect, celebrate and chart Wheaton College's future.

Eliza Wheaton's diaries are full of entries about teas, gatherings and meetings with the parade of teachers, students, board of trustees members and townsfolk who often showed up. Several thousand students were entertained here over more than a century. Six presidents have lived in the house.

Having served so many for so long, the house needed some attention of its own. That has come about through a major renovation project that was completed this summer after years of planning.

Once again Eliza Wheaton's house is ready to take center stage. Its historic character has been preserved, with some modern amenities added to make it even more inviting.

Situated across Main Street from Park Hall with a dramatic view of the campus from the Dimple to the library, the house sits at the head of the campus but also serves as its heart, as described by one member of the Renovation Committee.

The description fits considering that Laban Morey Wheaton had the house built for his bride, who inspired the founding of the college when she suggested that her father-in-law, Judge Laban Wheaton, create a seminary as a fitting memorial to his deceased and much-loved daughter.

Before President Dale Rogers Marshall retired, the Board of Trustees voted to renovate the house to preserve it for the future and to improve its first floor layout.

The first floor, once a series of small rooms, has been opened up and now can comfortably accommodate gatherings hosted by the president. The change will enable the house to serve more easily as a site for student dinners, conferences, trustee receptions and other community events.

The renovation restored the exterior of the house to a more

faithful representation of its original design. An addition that was placing structural stress on the house was removed. The work also updated the electrical and heating systems, added a sprinkler system throughout, and repaired many structural problems.

While modern touches, such as air-conditioning and an elevator, were added, measures were taken to preserve original features of the home. All of the original windows on the first floor were preserved, as well as the five original hearths on the first and second floors. The hearths were carefully taken apart to protect them and then reassembled brick by brick.

"We have preserved the Presidents' House as a very visible icon of Wheaton's history while the architecture reminds us of its significance as a cornerstone of the college campus," said James Karman, chair of the Ad Hoc Presidents' House Committee.

The Federal-style house, which is located within the Norton historic district, is one of only three or four of its type in the neighboring communities.

According to Wheaton archivist Zephorene Stickney, what makes the house so significant—besides the fact that it belonged to Wheaton's true founder—is that it is the finest example of early 19th century architecture around, a centerpiece for the town and the oldest building on Wheaton's campus. "And," added Stickney, "Eliza Wheaton loved that house."

Ruth Goold, president of the Norton Historical Society, describes it as one of the most beautiful buildings in the area.

President Ronald Crutcher and Betty Neal Crutcher, who have been living in an off-campus house owned by the college, will move into the Presidents' House this fall. Both are excited that they will be so close to campus life.

"We are honored to have the opportunity to live in such a historically significant house that is at the root of this institution," said President Crutcher. "It is so wonderful that it has been preserved and can be a home again as well as a gathering place." □

Reunion 2007





Photos by Keith Nordstrom and Nicki Pardo

A great reunion requires more than good food

By Jennifer Chase Esposito '97

In the week leading up to my class's 10th Reunion, I was running around my house focusing all attention on what I, as a class officer, would serve at our cocktail party. At Reunion weekend, if all else fails, classmates must have a decent cocktail party to attend. And though I love Doritos as much as the next gal, I was determined to make it more than a Doritos-in-a-bowl thing. This was our 10th, our "aluminum" anniversary. It was going to be special.

Watching me fret the entire week before the event—frantically preparing homemade prosciutto pinwheels, mixing my sure-to-please lemon/Prosecco/vodka potion—my insightful husband reminded me of the most important ingredient for the party: People.

In the end, our classmates didn't care about what was served (though they greatly appreciated it). They just wanted to see a familiar face or connect with a new one. No amount of planning, baking and beverage mixing could top that.

For all of us, Wheaton is the tie that binds in spite of where we are, what we're doing, or who we were in college. For me, Wheaton gave me gifts that I rely on every day: my education and my "friend family." My Wheaton friends sustain me—those with whom I'm stalkerishly in touch with daily as well as those whom I was teary at seeing for the first time in years at Reunion.

I'm a sap about my family of friends and Wheaton. But like many young(ish) grads, we '97ers have drifted to and from Wheaton—myself included—during hectic years. Some have avidly donated to the Annual Fund; some have contributed but rarely physically returned to the scene of their crimes; and some have chosen to move on in their fabulous lives without a glimpse back at Main Street.

But this May, 40 classmates carved time out of their busy lives to reconnect. They attended the Alumnae/i Association Meeting and tearfully witnessed Wheaton's first-ever




celebrant of her 80th Reunion, saw the jubilant donation of the largest 50th Reunion class gift, ever. They came from California, from Holland. They arrived with babies and without, turned Reunion into a partnerless weekend o' fun, and brought new spouses to not only drink but actually enjoy the Wheaton Cool Aid.

For me, as just one of hordes of hard-working staff and volunteer Reunion organizers, I was terrified our classmates would regret that they came. (See aforementioned overachieving prosciutto pinwheels and vodka drink prep.) I'm overly obsessed with guests feeling comfortable at gatherings. But this was bigger than a house party. These were people I knew and didn't know, whose memory of their 10th Reunion was placed in my hands. In the end, thankfully, not

even the constant and frustrating grrr of our second rainy Reunion dampened people's willingness to talk with folks they hadn't spoken with for a long time, if ever.

It takes guts to attend a Reunion cocktail party. Watching people willingly revisit first-day-of-school jitters in the unknown of Larcom's lounge was nothing less than moving. Wheaton felt like home. Our 10th felt like some kind of magical time warp that let us remember all of the good, forget the bad and realize that we all still look damn good after all these years.

The one thing I'm still disappointed about is that in the frenzy of laying out our cocktail spread, my homemade chocolate malt-ball cookies never made it to the table. My fault. But no problem. No one missed them. 

Board treasures reconnecting

Alumnae/i Association board members who generously volunteer their time to give back to Wheaton come to the table with invaluable expertise. This is the second in a series of features focusing on them. In the spirit of Reunion, we asked them about their experiences and why they keep their connection to Wheaton.
—Monique Shire Slap '81, President, Wheaton College Alumnae/i Association

Jessica Bruce '87

Work: Vice president, Human Resources, Associated Press

Hobbies: Working with clay, learning to play the banjo

What she takes home from Reunion: "Reunion reminds me that while we change and change and change over time, our core remains recognizable and true."



Why she keeps her connection: "I love my Wheaton friends. They remain the smartest, funniest, most interesting people I know. Wheaton was where I learned so much about

myself and how to work with others, that I can't help thinking of my time at Wheaton. And I like to think the work I've done for Wheaton over the years has helped ensure that Wheaton students today have the same positive, affirming experience. Was it all a bed of roses? No way! But overcoming obstacles and even learning how to lose and move on are vital lessons."

J.P. Burlington '99

Work: Assistant Director of Admissions, Westover School in Middlebury, Conn.

Hobby: Playing golf

His thoughts about Reunion: "I have been to almost every reunion since I was a freshman at Wheaton. I was a CRV each year as a student and then came back to most of the reunion ceremonies as an alum. Each reunion is a little unique in itself. What brings me back most years is the opportunity to see friends from the past. It is just a great way to reminisce about our time at Wheaton."

Why he keeps his Wheaton connection:

"Wheaton was and always will be a connection to friends and family. I have built so

many wonderful relationships through my time as a student and alum. It seems like each year someone new comes into my life who has a connection to Wheaton. Wheaties are all over the place. We have a strong bond, which spans the globe. Now it is our responsibility to bring those bonds back to Wheaton."



Lucy Campbell '02

Work: Assistant Portfolio Manager, Mellon Financial Corporation

Hobbies: Running marathons (five so far), competing in triathlons, biking



Why she keeps her connection: "Although I hold a full-time job, I'm pursuing my MBA at Boston College part-time, and I run marathons, I remain connected to Wheaton because

my experience is very special to me. I grew as a leader on the athletic fields and found my academic interests at Wheaton. I stay connected because it's where I really started growing as an adult and learned what it meant to have Wheaton Pride."

Deirdre Houlihan DiCara '77

Work: Director of Alumnae Relations for Girl Scouts of Connecticut.

Hobbies: Travel, community service projects


Her most memorable Reunion: "My 25th reunion, in 2002, was particularly poignant. I shared it with my best friend and Wheaton sister, Barbara Bejoian Thomas. We had met the first week of classes freshman year in Drama 101. We immediately found that we were kindred spirits.

The year before Reunion, Barbara phoned to share the devastating news that she had cancer. She faced every day bravely and with optimism, as did her husband Newell and her two sons.

On the sparkling Friday that Barb arrived at Reunion, my husband Alan and I had already arrived on campus. Our 'hug in' was truly joyful. We had returned to our Wheaton and we were together, smiling, holding hands, so happy.

Our reunion with classmates was so special. Barbara had a true gift with people. She cared for everyone, and everyone cared for her. She exuded life and love.

And so we shared a weekend of celebration, a celebration of life, a celebration of being together. Barbara was courageous and a role model to all. She still looked like a college student to me, wearing her little purple pack that pumped her chemotherapy. At our class meeting, I took on the role of Vice President, and we took on the assignment of co-chairing our 30th Reunion.

That day, I knew in my heart that Barbara would not be planning, or be at my side, for our 30th. She died in 2004. This May, I represented the class of 1977 at the service of remembrance. We remembered that glorious Sunday afternoon, with Wheaton in fragrant bloom, where Barb in her jaunty straw hat, smiling and radiant, hugged us all goodbye. I'll always cherish my memories, as well as my photographs of that wonderful Wheaton reunion." 



DiCara '77 (left) and Thomas '77

Major decisions, decisions...



By Joyce LaTulippe '87

One evening this spring, my 17-year-old niece called me from Arizona; she had finally decided upon a college.

The campus is beautiful. The guys are gorgeous. The film department, well, it is filled with state-of-the-art technical equipment, my niece bubbled over her cell phone. (Yes, her assessment of the school's value was delivered in that order.) Naturally, I was a bit deflated when she announced, last October, that she would not be applying to Wheaton. But I understood the need to be far away from Mom, Dad and all the familiar trappings of a childhood played out in a small town in Rhode Island. And then, as a natural progression of our conversation, my niece asked the next seemingly logical question, "Hey, what did you major in when you were in college, Aunt Joyce?"

I choked out a response. "Well, I majored in creative writing and literature." My confused niece paused and then chimed in, "I thought you studied

something to do with computers? Was that what you did at Harvard?"

After my undergraduate years at Wheaton, my own crooked career trajectory can best be described as a series of pratfalls executed by a misguided stuntwoman who has shown up on the set of the wrong film.

Sure, I had started out with the best intentions, following my passion for creative writing and poetry to its natural conclusion as a waitress, high school teacher, English as a second language instructor and finally—long story—a bridal shop owner. I do not think that I could have gotten any further away from my 20-year-old hopes and dreams to be a best-selling author if I had planned it all out with an expert career counselor.

Honestly, it wasn't until my late twenties, as a graduate student at Harvard, that I stumbled upon a career that brought my critical and creative thinking skills to a crescendo. For the past 11 years, I have been running my own technology agency, which combines

my passion for teaching and learning with my need to be creative and inventive. I have enjoyed working with educators nationwide to integrate technology effectively into their teaching practices.

Yes, part of me wants to tell my niece to major in something more practical than film studies. Why not go into pharmaceuticals, nursing or global business development? What's wrong with studying something just to earn a solid, steady paycheck? Why not do the film thing as a hobby *on the side*?

But I know better. My years as a writing and literature major at Wheaton were both challenging and exhilarating. I would not change a minute of it. I developed valuable critical and creative thinking skills that I do use every day on the job—no matter what my contract-of-the-moment might be. So I have faith that my niece will dig deeply and follow her own passions. And I hope she experiences the love of lifelong learning that I certainly discovered at Wheaton.


Before our conversation ends, I give my niece the one word, *just one word*, that she needs to know most before she embarks on her new life in Arizona:


"Are you listening?"

"Yes, Aunt Joyce."

"Plastics."

My niece pauses, totally not getting the famous movie line delivered by Mr. McGuire (Walter Brooke) as he instructs young Benjamin (Dustin Hoffman) about good investments. I sigh, "That's a famous line from *The Graduate*." There's another long pause. "What's *The Graduate*?" she asks.

I guess my niece will find out, soon enough, that the best advice for any graduate is simply to follow your passion—no matter where it leads. 

Joyce LaTulippe '87 is the founder of e-learning agents, a technology consultancy specializing in innovative solutions for teaching and learning. She is also a senior instructor within Cambridge College's Graduate School of Education. 

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