

Library's Special Collections offer students new wealth of information

By Rachel Vinciguerra
Transcript Correspondent

Almost one academic year after the creation of the Beeghly Family Special Collections Reading Room, staff say students are making use of the unique sources in Ohio Wesleyan's archives.

The renovation project to create the Special Collections Reading Room was created by a donation from the Beeghly family and completed in time for this year's fall semester. In a joint statement made in December 2011, the Beeghly family said they hoped the room would allow for easier access and increased usage of the special and rare books collections.

The Special Collections are divided into three areas: Archives of Ohio United Methodism, the Ohio Wesleyan Historical Collection and the Rare Books and Artifacts Collection. Each of these collections has an archivist or librarian that maintains them.

Carol Holliger, the archivist for the Archives of Ohio United Methodism, said she largely works with church researchers outside of the university, but also spends time working with students on specific religious projects.

"I work frequently with OWU students who are writing papers that directly or indirectly involve UMC (United Methodist Church) history," she said. "I am able to help students find unique primary sources for their papers."

Holliger said she gives tours for Dr. Blake Michael's REL 410 course and works with work-study students on the library science track.

"Mentoring students is an enjoyable part of my work," she said.

Bernard Derr, librarian for the rare books, artifacts and manuscripts, said many donated items have been given to the collection with the understanding that they will contribute to the educational mission of the university. Like Holliger, Derr said training students is a big part of that mission.

"For instance, at the present time, (senior) Rose Moller-Jacobs is finishing her second year of work with the conservation of our most valuable books, by building state-of-the-art clam shell boxes at which she has become a real expert," Derr said.

Derr said he works with a few students on projects ranging from scanning pages of Walt Whitman's scrapbook to reorganizing and packing the collection of African artifacts.

According to Derr the Rare Books and Artifacts

Collection serves a primarily educational purpose. he said classes often come in to view artifacts tracing the evolution of writing from cuneiform, to clay tablets, to papyrus, to medieval manuscripts. He said the second-most popular collection is the Walt Whitman collection.

Derr said much of the material is also accessible online. Fine Arts Professor Jeff Nilan digitized the collection of photographs of the American West, and Humanities and Professor Patricia DeMarco digitized a medieval prayer book.

Emily Gattozzi, librarian and curator of the Ohio Wesleyan University Historical Collection, said Special Collections prioritizes research by those with university connections.

"It's part of the historical collection's mission statement to make the research of OWU students, faculty, staff and alumni a priority," she said.

Gattozzi said she enjoys working with students who come in to research a topic that interests them. One of the projects she said she often works on with students is digitization of collections featuring their unique scholarship.

"I love how digital collections can raise awareness of an institution's unique materials and provide 24/7 access to things people may not be able to use in person because of distance," she said.

Gattozzi said one of the things she especially loves about her job is learning more about topics researchers need help with.

Holliger agreed, saying that she feels like a detective searching for clues.

"The 'detective' aspect of my work is great fun," she said. "I love looking for answers to obscure questions, following the trail of primary resource materials where they lead."

In such a large collection, there is much to look for. The Archives of Ohio United Methodism includes closed church records, manuscript diaries and correspondences, periodicals, books, artifacts, photographs and local church history files.

Holliger said two of the special items in the collection include a riding cane and letters owned by the founder of United Methodism, John Wesley.

The Ohio Wesleyan Historical Collection houses the full run of "The Transcript," "Le Bijou" and the OWU Magazine, as well as photo albums, student departmental honors papers and blueprints.

See **BEEGHLY** on Page 2

OWU takes back the night

By Taylor Stouff
Transcript Reporter

The fact that sexual violence is something that impacts everybody is one of the many important messages that Take Back the Night (TBTN) aims to convey.

TBTN is an international event and is annually hosted at Ohio Wesleyan by the Women's House (WoHo). The campaign is organized to focus on rape and sexual assault as human issues rather than exclusively women's issues.

The event, held last Thursday evening in Bishop Café was filled with survivors of sexual violence sharing their stories and the loving and undeniable support of an audience with tearful eyes and hands held over hearts.

The speak-out portion of TBTN consisted of stories told by both female and male students of first- and second-hand experiences with sexual assault and rape at all ages and committed by all genders.

The speak-out is a way of breaking the silence for victims who are living in a society in which it is too often seen as unacceptable to talk about experiences with sexual violence.

"I would say that the most important outcome (of Take Back the Night), at least in my eyes, is letting survivors know and physically see that they aren't alone as they so often feel and breaking the silence regarding this issue, because we live in a culture where it's not okay to talk about it," said senior Paige Ruppel, current WoHo moderator.

"Every year I think all the members of the house have several people come up to them and say thank you and express that it was a very powerful event for them whether or not they have been directly affected by sexual violence or not."

Junior Gus Wood, a current WoHo resident, also feels the speak-out is of great importance to the event.

"I think the catharsis and



Photos by Taylor Stouff

Above: Sophomore Audrey Bell tosses a written message into the bonfire next to the House of Peace and Justice following Take Back the Night's traditional march across campus last Thursday. Right: Freshmen Brittany Spicer, Megan Finke and Emily Slee hold candles lit in memory of victims and survivors of sexual violence on the JAYWalk prior to the start of the march, a demonstration against sexual violence.



sense of relief that telling the trauma out into a room of people who see the speakers as the beautiful and amazing survivors they are is the most important part (of Take Back the Night)," he said.

"I feel that the speakers come away with more than the listeners. Some have been silent their entire lives and needed a community that cares to finally feel able (to speak). With every speaker brave enough to share, though, there is a listener finally hearing these stories, finally seeing these problems and maybe finally finding the courage to work on ending violence."

Prior to the sharing portion of the speak-out, members

of Chi Phi talked about what men can do and ways that men can help prevent sexual violence. These actions included not viewing men only as offenders, but as "empowered bystanders" who can speak up against sexual violence and homophobia; refusing to fund rape culture by not being consumers of propaganda and media that "portrays women in a sexually degrading or abusive manner"; and leading by example for younger generations.

Following the speak-out, attendees congregated on the JAYwalk to light candles for victims of sexual violence and participated in the tradition of a march, during which em-

powering chants were recited. The march traveled through campus and concluded at the House of Peace & Justice for a bonfire.

"The bonfire has always happened at P&J," Ruppel said.

"It's always been a way to show the support between the houses for this event."

Students convened around the fire for a moment of silence after which messages and prayers were written on pieces of paper and thrown into the fire.

Bill Withers's "Lean On Me" was sung and students embraced one another to show their emotional and physical support.

Psychology dept. hires professor with personality

By Caleb Dorfman
Transcript Correspondent

Melanie Henderson will become the newest addition to the Ohio Wesleyan psychology department this fall, and is ready to teach several different psychology courses.

Henderson's expertise is in personality psychology, "specifically personality and social contexts, or how personality and situational factors interact to influence thoughts, feelings, and behaviors," she said in an email.

Henderson said her work spans "personality, social and organizational psychology more broadly, and applied topics more specifically, such as decision-making, occupational health, and workplace change."

Henderson said her research focuses on social power and status, specifically how people recognize and use power.

"...(T)his line of research has also examined the effect of power on a specific workplace outcome—sexual harassment," she said. "These projects have explored the role of power in women's perceptions of and reactions to workplace gender harassment, or crude and sexist forms of harassment targeting women."

Henderson said her own experience as an undergraduate student at Oberlin College was one of the reasons she wanted to come to OWU. She said her time at a liberal arts school was life-changing.

"My goal is to teach and do research in a student-centered,

liberal arts college that strongly values teaching and mentoring ...," she said.

"My research, teaching and mentoring interests are aligned with (OWU's) commitment to students."

Henderson said her research projects have "explored perspective taking – the act of inferring other psychological viewpoints, identity management strategies – perceived compatibility between multiple, conflicting identities, and attachment style – one's interpersonal style in close relationships – as factors contributing to people's power and communication tactics."

Freshman Vinay Raj, who said he plans to major in psychology, said he is excited to hopefully take classes with Henderson next semester.

"I think that her research on power in the workplace sounds really interesting, and I am definitely interested in taking some of her courses," Raj said.

Henderson will teach Introduction to Psychology, Personality and Assessment and Psychological Adjustment.

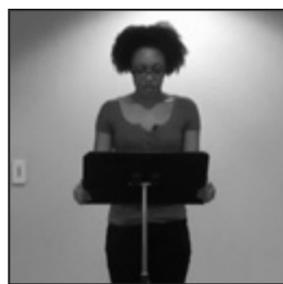
Henderson is originally from Amherst, Ohio. She attended Oberlin College, where she graduated with a High Honors Bachelor of Arts in psychology in 2007, according to her biography on the University of Michigan's website.

Henderson is currently in the Department of Psychology at the University of Michigan in Ann Arbor, Mich. She received her doctorate in psychology (Personality and Social Contexts area) from the University of Michigan in 2013, after entering the doctoral program in 2007.



Life with Greta
A professor's story of raising a child with autism

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Memories and Prayers
Performance follows up on 'Monologues'

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Women's lacrosse takes on Wittenberg
OWU fights in conference game

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Sustainability OWU plans green move-out

By Sadie Slager
Transcript Correspondent

After donating many unwanted items last year, Sustainability OWU is preparing for its second May Move Out event.

The event aims to reduce the amount of waste at the end of the school year as students move out of university housing. Sustainability OWU, the main campus group promoting a greener lifestyle on campus, is seeking volunteers to help in the moving out and recycling process.

Senior Sarah D'Alexander of Sustainability OWU called last year's May Move Out a "huge success."

"We collected around 10 tons of donations, which all went to local charities and to the OWU Free Store—a 'store' open in the Fall semester to give donations back to the students for free," she said. "We keep it open as long as there are things left, which isn't long."

D'Alexander said the leaders of the project are hoping to make a few changes this year to make it even better.

"This time around we want to increase the diversion of recyclables (cardboard, paper and plastic), better incorporate the SLUs and fraternities in the project and get more volunteers so we can expand our collection sites and improve our efficiency," she said.

Students tend to have an abundance of extra things in their rooms at the end of the school year, as was evident in previous years, according to D'Alexander.

"It was the accumulation of reusable things like fridges, microwaves, TVs, clothing, books and furniture seen in

dumpsters during the move out in previous years that really inspired the creation of this project," she said.

"There is also a lot of paper, like old class notes, that gets thrown away during this time that we really want to make sure gets recycled, rather than thrown away, this year."

D' Alexander said there was a diverse collection of donations last year, but the more commonly gathered items were school supplies, textbooks and clothing.

Such items were recycled last year and will be again this year through being donated to local charities like Goodwill, the Habitat for Humanity ReStore, as well as the OWU Free Store.

Senior Hudson Miller said he sees an accumulation of junk items from students at the end of the school year.

"I have noticed that people often leave large, bulky, low-value items like mattress pads and plastic containers," he said.

Miller said he sees a lot of those unwanted items in his fraternity house, where there is no formal method of recycling them.

"We often will (give) things to each other or just leave things in the closets and basements," he said.

According to D' Alexander, along with Sustainability OWU's composting project in the dining halls, the 2012 May Move Out Project contributed to "a 54-percent reduction in the amount of waste produced by the university."

She said Sustainability OWU would like to see as much student participation and as many volunteers as they had last year,

"This is a huge project that needs as much help as we can get," she said. "Ideally we would like everyone on campus to be aware and willing to do their part to reduce the amount of things they throw away at the end of the semester, but we settle for anyone who is willing to give us a hand."

D' Alexander said volunteers will be able to help in several ways depending on their availability and interests.

"We need one volunteer from each dorm, SLU and fraternity to let us know when their collection boxes get full, so we know when we need to do pick-ups," she said.

"Also, we will need volunteers to help us put up collection boxes and flyers, sort and collect through donations, help us move donations from the collection areas to our vans during finals week, and help us sort through the donations and decide which charity they should be given to. All volunteers can receive service hours for helping us in any step of the process."

According to D' Alexander, when it comes time in early May for students to start moving out, collection boxes will be set up in each living area on campus. Pick-up times will be scheduled to collect and sort donations.

"We keep the items we think students might like for the OWU free store in the fall, and the rest we give to local charities," she said.

D' Alexander said students should consider helping out with the project particularly if they utilize this process to donate unwanted items or like to get "free stuff" from the campus Free Store.

SANGAM brings Holi celebration to OWU students

By Hannah Urano
Transcript Correspondent

Handfuls of powdered paint could be seen flying through the air on the Thomson Hall lawn last Saturday afternoon, blanketing students in colorful pigment.

The smell of Indian food and Indian music were the background to students' laughter at the inaugural Holi celebration at Ohio Wesleyan.

Members of SANGAM, Ohio Wesleyan's South Asian cultural club, organized the traditional Hindu festival of colors.

According to junior Krina Patel, who has been involved in the club for two years, SANGAM mean "unity" or "meeting of cultures." She said the meaning is fitting, as the club consists of people from various parts of South Asia.

Junior Azfar Wattoo said SANGAM's goal is "essentially to make South Asian culture meet with the cultures of the rest of the world, by raising awareness and promoting South Asian cultural traditions on campus."

According to Wattoo, Holi is a major Hindu holiday.

"It is really important to us, along with Eid and Diwali," he said.

"It's one of the three most important holidays in South Asia."

Freshman Shashwat Rijal said Holi is a celebration of good over evil, and is "traditionally celebrated with a lot of colors and with some religious proceedings."

"According to Hinduism, that was the day when a devil was killed by a god," he said.

Patel said Holi is celebrated on the last full moon of the winter season as a way to usher in spring.

Wattoo, who is from Pakistan, said the Hindu communities celebrate Holi in their homes, at their temples and in other designated places.

"Even though Pakistan is predominantly (a) Muslim country, we still go over and celebrate this great occasion with our Hindu friends, in the same way as other South Asian communities," he said. "It was nice to be able to do something at OWU."

According to Wattoo, in most South Asian countries "people come out into the streets wearing white clothes and play with different colors, and water balloons, while loud music is being played in the background." He said he hopes the OWU community gets to know and appreciate South Asian culture and traditions, as it is the international community on campus.

Patel said she hopes students gained more knowledge about this cultural tradition as well as enjoyed themselves at event, and that she was pleased with the turnout.

"It was exciting to see that there were more than 100 people there at one point," she said. "The best part of the entire event was coming back to a Facebook newsfeed full of Holi pictures and seeing how much fun everyone had."

Freshman Emma Drongowski said her favorite part of the celebration was "the delicious food, and how so many different people from around campus came to experience a new tradition."

"It was such a perfect day to celebrate the beginning of spring because it was so nice outside, and I was so happy to see some campus administrators participating in the fun," she said.

BEEGHLY, continued from Page 1

The Rare Books and Artifacts collection houses items like autographed copies of Walt Whitman's books to illuminated manuscripts.

Despite the wide array of materials and high accessibility, many students still do not know what the Special Reading Room is.

Most students asked about the topic did not know of the glass room on the second floor of Beeghly Library.

One student who did was sophomore Emma Goetz, who said she accessed the collections to find information about Kappa Alpha Theta, of which she is a member, for Heritage Day next year.

She said she looked through a file with archival articles about Kappa Alpha Theta from "The Transcript."

Goetz said she also looked through old scrapbooks and yearbooks for information.

"I found pictures of Thetas all the way back to the early '20s," she said.

Goetz said the librarians were very helpful and she enjoyed the time she spent in Special Collections.

All three librarians and archivists said they encourage students to contact them with any interest they have in using the collections, as the OWU community is often their priority.

Holliger said materials in the archives are unique and intended for research purposes.

"The items located in the archives are rare, one-of-a-kind materials that cannot be replaced," she said.

"In order to protect them for the use of future researchers, great care needs to be taken to make sure materials are not removed or damaged by users. But the security measures (such as signing in and showing identification) are not meant to keep students out."

Derr agreed. While preservation is critical to the maintenance of the collection, he said, the ultimate purpose is accessibility.

"Most importantly, it is to make these things available inside and outside the OWU community, to students and to scholars," he said.

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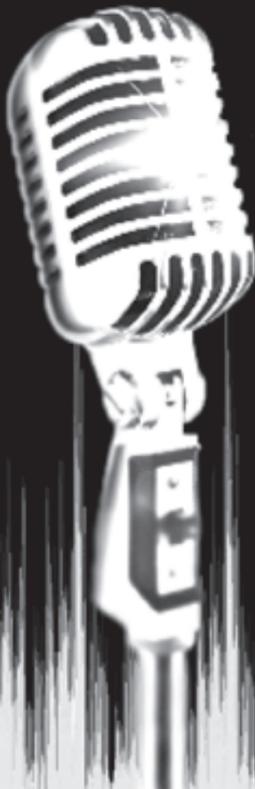
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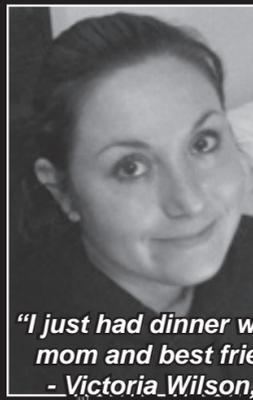
How did you celebrate the Easter holiday?



"I sat and did nothing, because I'm a lonely Jew on Easter."
- Elizabeth Raphael, '16



"I just spent time with my brothers at Chi Phi."
- Doug Gibson, '16



"I just had dinner with my mom and best friend."
- Victoria Wilson, '16



"I had dinner with my dad's side of the family and hid Easter eggs."
- Betsy Dible, '13



"I spent the day working at Applebee's."
- Danielle Barnes, '15

IF House serves up a meatless Easter

By Cecilia Smith
Transcript Correspondent

The Interfaith House (IF), the Newman Catholic Community (Newman) and “a dedicated group of vegetarians” collaborated to host a free vegan dinner for students this Easter Sunday.

The dinner, held at IF, featured mashed sweet potatoes, deviled potatoes, “Tree Rice,” a salad and lemon asparagus risotto.

Students dyed eggs, ate Peeps and participated in an egg hunt put on by IF senior Amanda Boehme.

Junior Peter Reveles, Newman president, said the dinner was a good way to promote healthy eating and “giv(e) people an opportunity to spend Easter with a kind of family.”

Sophomore Kerrigan Boyd, one of the event’s organizers, said she was pleased with the diverse group of people at the dinner.

“I think there were a lot of friends of friends,” she said.

“(The) turnout was great, and we had enough food this time.”

Boyd co-organized a vegetarian taco night at the Tree House with junior Karli Amstadt earlier this semester. Boyd said she and Amstadt wanted to do another dinner and Amstadt had the idea to collaborate with IF.

Amstadt said she thought holding the dinner on a holiday at a different location than the last meal helped attract more people. She also

said she’d consider holding more dinners on holidays.

Amstadt said traditional Easter foods inspired the menu. She said deviled eggs were switched with potatoes, and butter was not used in the mashed sweet potatoes; instead, Amstadt said, the vegan version of the recipe required mixing in orange juice, maple syrup and olive oil.

“We had a couple of snafus with the risotto,” she said. “We mixed the rice in water instead of broth and I caught the mistake too late. We accidentally invented Tree Rice. That’s a secret recipe.”

Amstadt said the meal added up to \$60 instead of the budgeted \$100.

“People think that being vegetarian is expensive, but you can also be cheaper a lot of the time because beans and rice cost less than meat,” she said, adding that she and Boyd are planning a vegan ice cream social with the extra money.

Senior Rachel Tallmadge, IF moderator, said Boyd contacted her with the idea to have an Easter dinner at the house and her housemates took care of the rest, including the egg-dyeing kit.

“IF House is happy to co-sponsor an event with any religious group and any special interest group—especially one that involves food,” she said.

“...(E)very time there’s a religious tradition, a family tradition, we want to be a

Speaking Out:

By Emily Feldmesser
Transcript Correspondent

Women’s Week, an annual Ohio Wesleyan institution, concluded Saturday evening after a week filled with events celebrating and advocating women’s issues.

Senior Megan Cook said Women’s Week and the companion activities are completely dedicated to many different issues that relate to women.

Cook said Women’s Week has been held every year since the 1960s and 1970s, when it was called Feminist Fortnight.

Sophomore Kyle Simon said Women’s Week programs are relevant to the world as well as the OWU community.

“It’s important to have Women’s Week because we still have people on this planet and students on our campus who are still unaware or opposed to treating women equally,” he said.

Cook said it is easy to forget women here and around the world still face a lot of inequalities.

Freshman Zoe Morris said being in a privileged environment causes people to forget about such problems, and this week helps to remind them of the struggles others face.

Junior Gus Wood said the programming reminds students and others that such struggles are still going on.

“It’s easy to assume women’s issues aren’t as important as they were in the origins in the women’s movement,” he said. “This week shows what we have done and still need to do.”

Women’s Week had events ranging from an appearance

Women’s Week promotes awareness of gender issues at Ohio Wesleyan



Photo courtesy of Tessa Cannon

Senior Tessa Cannon meets nationally renowned slam poet Andrea Gibson following her performance in Phillips Auditorium on Saturday, March 30. Gibson’s appearance was a collaborative project between the Women’s House, the House of Peace and Justice and the Spectrum Resource Center, and was the final event in Women’s Week, a week-long series of programming around issues of gender inequality, sexual violence and justice for people in the LGBTIQ community.

by slam poet Andrea Gibson to student performances and the popular “Take Back the Night” event.

“Take Back the Night” is an event that lets rape and sexual assault survivors speak about their experiences in a safe environment.

“Take Back the Night is an important event to have now so that people gain a better understanding of what events like Steubenville mean in a smaller, more relatable con-

text,” senior Alex Crump said.

Cook said the event helps raise awareness of the local impact of sexual violence and empowers survivors.

“It’s impossible to deny that sexual assault and abuse is a very real problem, even on our campus, but there is also so much power in speaking out and knowing that none of us is alone,” she said.

Wood said recent events in Steubenville, Ohio; Delhi, India; and at the University of

North Carolina at Chapel Hill are important to remind people of what progress society needs to make.

“We live in a world that, in many ways, was built for men, and empowering all genders to work for equality is essential,” Cook said.

“Women’s Week is a reminder of all the changes that are still needed, but also reminds us that we’re all in this together and that there is hope.”

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“My Daughter”

An untold story of a professor’s life at home

Greta

by Elizabeth Childers
Managing Editor

“Once upon a time, in the summer, Greta ran away. She was barefoot and she just went outside, took her scooter, and without telling anybody, and without wearing a helmet, she just went away. And we called the police and we found her on (Euclid). It had a lot of traffic, and she was either going to or coming back from the pony farm, which she loves.”

Rosie Gruber relays this story her twin sister as she sits on the floor, pausing in her attempt to make a perfect ball out of the play and moon dough mixture she had created. She giggles after she tells the story, and assures her sister it’s true.

“I was in the squad car,” Stephanie Merkel, the girls’ mother, explained, “looking for her, and when we found her – actually, someone called and said there’s a little girl, she’s not answering – she was soaking wet from head to toe. She had been in someone’s pool or sprinklers. We don’t know where she was. That was hard.”

Stephanie’s daughters, Greta and Rosie, are nine years old. Rosie has dark, straight hair and brown eyes. She’s dressed in a red jumper and floral print tights. Greta is blonde with blue eyes and is a little bit bigger than her sister. She’s dressed in a blue sweater and jeans. Their differences do not end with their appearances: Greta is autistic; Rosie is not.

“I’ve never lost her for that long,” Stephanie continues. “It was forty-five minutes – it was crazy... I went inside, because she went out without her shoes on, so I went in to get the shoes, I came right back out, and the kid was gone... she’d hopped on the scooter and just disappeared. I didn’t see her down this street, or that street. She was just really fast. I didn’t know what direction she went in. But they have a registry in town where you can register your special needs kid, and in any case, they kinda know who Greta is.”

Stephanie Merkel and Franz Gruber, met as graduate students at Cornell University. She was 38 when they decided to have children, so Stephanie and Franz decided to use a fertility clinic.

“I was surprised I wasn’t having more,” Stephanie exclaimed as she looked back to the days of her pregnancy. “In fact, at the clinic I was at the secretary asked how many I was having. I told her, ‘Just two.’”

“I taught that semester,” she continued. “When it started, I was six months pregnant. And at that stage, with twins, you’re really as big as you are at full term. By the beginning of that October, I was on bed rest. It’s funny how you think you’re going to be able to do it. But my students also didn’t appreciate it. It was hard because it was in the middle of the semester, and it’s not really quite the same class without the professor.”

As Stephanie spoke, her daughters sat with her, playing with a Play-Doh machine that cranked out different shapes, like fish. Greta sat next to her sister across from her mom, holding the dough in both hands, but she stared off into space, her brow slightly creased as if deep in thought.

Suddenly, she sang, “Way down yonder in the paw paw patch!”

It was loud, but not off key. Stephanie paused in what she was saying to repeat the line to her daughter, and then continued to describe her child’s early years. Greta was diagnosed with Autism when she was 23 months. Autism is often discovered at a young age, at any time from birth until about two years of age.

“One of the reasons we may not notice that children develop autism in the early years – some kids you can tell at birth – but other kids they notice later, like in the first two years because they have an overgrowth of synapses, which account sometimes for the gifts they have,” Stephanie explained.

“At first, I didn’t notice a difference between the two,” Stephanie said. “When she (Greta) was about sixteen months, she started doing unusual things.

“I remember I would be reading or working...and after about twenty minutes – she’d be playing on the floor beside my desk – I’d look down and see she had made the most interesting arrangement of circular objects. She had found all the circular objects in the plaything...and she had made a pattern that was about ten-foot-long snake. It was very patterned, like by the size of the rings. At first I thought, ‘Okay, that’s kind of interesting,’” she laughed.

The next sign Stephanie noticed was more alarming, but common sign of autism. “She (Greta) developed language right along with Rosie, but at one point, she lost the words she had learned. All the first basic words just stopped. She started to do repetitive things...Instead of playing with dolls, she would line things up. Instead of playing with toys, she would line them up in patterns.”

It was these behaviors that prompted Stephanie to have her daughter tested. Since Greta’s diagnosis, Stephanie and the rest of the family have endeavored to help Greta and be a part of her world. Stephanie enrolled her in a school in Columbus for autistic children with a student-teacher ratio of 1:1, with the help of a \$20,000 scholarship. The commute, though, took a toll on her.

“I would drive all the way down, almost to OSU, and she got off at three, so I had to leave at two...” she said. “It was 100 miles a day.”

Stephanie said the school was a great help in Greta’s early development, especially its use of Applied Behavior Analysis (ABA) therapy.

“It focuses on making them pay attention and help them learn to follow direction,” she said. “She would get fresh people every hour. But they would make her stay on task.”

Greta’s development therapy didn’t stop there. Stephanie and her family participated in the “P.L.A.Y. Project,” a program set up by Dr. Rick Solomon in 2001. Stationed in Ann Arbor, Mich., the program focuses on helping parents with autistic children learn to play and interact. Stephanie said someone from the program would film her and Franz playing with Greta once a month.

“We would use his play techniques, which were geared toward engagement,” she said. “To getting her to pay attention, staying with us, and to really get her to have fun and laugh. It’s very difficult to play with an autistic child, especially when they’re young.”

Rosie recalled one game the whole family would play

“We did this thing called a hot dog bun, where we rolled someone up in a rug.”

“We’d roll Greta up in a blanket,” Stephanie corrected. Rosie continued. “And we’d pretend to squirt mustard on her and eat her. You did it for me, too.”

Stephanie agreed: the whole family would play games like this. It was one Greta really enjoyed.

“It was really strange, being filmed, and then the films would be sent back,” Stephanie said. “The film would be sent back and there would be comments with it, like, ‘Too slow!’ or ‘She should do this instead,’ or ‘That’s no fun!’ It was trying to teach us how to play with Greta and how to develop her emotional response, which I think was pretty important at her age group. I think it made her a pretty happy kid.”

The P.L.A.Y. project said it focuses on four key components in “helping parents become their child’s best P.L.A.Y. partner,” including Diagnosis, Home Consulting, Training and Research. The project is based on the National Academy of Science’s recommendations “for the education of young children with autistic spectrum disorders.” Basic components are beginning intervention between ages 18 months and five years, using intensive intervention several hours a week, having small play partner to child ratios, being engaging and having strategic direction.

“One of the main things that was important about that program was just joining her in what she likes to do,” Stephanie said. “You go into their comfort zone. Once you’re in there, you kinda play with them...Instead of playing with a toy car, she would just spin the wheels. So if you got down there with her, and you spin the wheels, then maybe you could get her to roll the car. And then, she’d roll the car, and then we’d create some kind of obstruction she’d have to deal with. So that was for hours and hours. I spent a lot of time those early years being autistic myself.”

Greta sang another line then: “The bow, the bee, the day!” Stephanie repeated the phrase to her daughter, absently brushing the girl’s hair back from her face. Greta didn’t react to her mother, but continued to cut up pieces of Play-Doh with a pair of scissors shaped like an elephant, then tapped them against the varnished wood table. She began to sing another song.

“She likes (when you repeat what she says back to her),” Stephanie explained. Rosie added, “That’s what she wants you to do.”

“Sometimes, if you don’t do it, she gets upset,” Stephanie said. “...She’s a pretty good little musician and she plays the piano...The funny thing about that is she wants you to sing what she’s singing. Greta has a pretty good ear for pitch, so if you don’t sing it right, she can get pretty upset and she’ll make you sing it again until you get it right.”

Several times during the evening, Greta stood up and approached the vertical piano sitting in the corner. The first time it was pleasantly surprising to hear the distinctive notes of “Figaro, Figaro” pounded out on the keys. Then, as fast as she’d approached the instrument, she was off again.

“Greta, do you want to give a concert?” Franz asked from

his seat on the floor. “Want to play Clopity Cloop?” He then told his wife, proudly, “She really stayed with it, for an hour yesterday. She played it about ten times.”

One of Greta’s talents Stephanie and Franz believe came not just from autism, but from her father as well, is her talent with singing and piano.

“And she pays attention when I sing and direct,” Franz said, his arms making the motions a choir director would. “She’s in the choir at school. She does it to herself. When the tone goes up, she goes up; when the tone goes down, she goes down.”

“She likes to play and she has a nice little voice,” Stephanie said over her daughter’s music, “My husband and I are looking for someone to give her lessons.”

“She knows hundreds of songs!” Rosie said proudly.

“Greta has a hard time singing with the group sometimes, though,” Stephanie said. “They’ll be on stage and Greta will just walk off with her fingers in her ears, and she’s like, ‘No.’ You just have to be down with that.”

While Rosie goes to the Columbus Academy, the same school where her father teaches Latin, Greta goes to the neighborhood school, Smith Elementary.

“For first grade she went to Smith School,” Stephanie said. “They have a special program called the Star Room. It’s designated for kids with autism. Half the time she’s in a regular classroom, the other half she’s with a one-on-one specialist. I don’t think she’d be able to do it if she hadn’t had those two years at the special school...”

The Star Room at Smith Elementary is the only program like it the Delaware City Schools District. While many of the school’s special needs facilities have a “converted-closet” atmosphere, many schools send their special needs children to Smith for its interactive classroom.

The Intervention Specialist in charge of the program is Danielle Korte, who is in her first year at Smith Elementary. She is young, with straight brown hair and a big friendly smile. She is immediately welcoming to anyone who enters her classroom, and was enthusiastic about her students. The children in the Star Room program also have help from three instructional assistants, one of which is Sharon Huff, a good friend of Greta’s family. Students in the classroom are on a wide range of the Autism Spectrum.

“...Honestly, when you have a student with autism, you never know what that student is going to be like until you meet them...I have students who I only see once a week, and they’re in the general education classes the rest of the time,” Danielle said. “And then I have students who spend half their day in here, as well. It varies.”

Greta is one of the latter kind of students. The classroom is divided into sections, and Greta follows a visual schedule to get through her daily tasks. There is a section for “Teacher Work,” where the kids do assignments in math, science and reading.

“Greta is a very smart girl,” Danielle said. “It’s different in the fact she may not be able to communicate everything she wants to tell you and what she’s feeling, but she has those emotions like any other kid.”

Both Greta’s family and Danielle agree Greta is also a

very artsy student. As well as playing and listening to music, Greta loves to color and paint. “Repetitive motions calm her,” Danielle explained.

Stephanie, Franz and Rosie have also experienced Greta’s zeal for coloring.

“Greta has gotten into a phase now where she likes markers and lately she’s been reverse highlighting any text she finds in the house,” Stephanie said, demonstrating the motion of Greta blocking out lines in a book. “So magazines, books...she likes to take dark marker and mark out the print. All kinds of books. I just have to keep an eye on that.”

Greta has even taken her coloring skills and demonstrated them on some of Stephanie’s student’s papers. On those occasions, Stephanie contacts students to get extra copies of papers.

Rosie also had stories about Greta’s coloring endeavors, and how she can get annoyed at her sister when she gets hold of a book from school.

“I take books home from my classroom library because I love reading, and she finds them and she colors in them,” Rosie said. “I have to hide them in my backpack for a long time before I get up the nerve to return them.”

Franz then told Rosie to show off Greta’s work in one of his books, “The Immortal Life of Henrietta Lacks” by Rebecca Skloot. While the cover and sides were fairly intact save some green marker, several inside pages were scribbled with green and black marker. The damage ranged from small patches of text blocked out to whole pages.

“She loves the glossy pages,” Franz noted, flipping to the center of the book, which had several pages of photos.

Rosie snapped the book shut and set it aside. “Yeah, Greta colors a lot.”

“She’s pretty thorough,” Stephanie added.

When it comes to school, Greta had subjects she likes and subjects she didn’t.

“She doesn’t like math that much,” Danielle said. “She loves to read, which, I mean, Stephanie Merkel, I think we all understand where the reading comes from in her family – they’re all so good at that. Math is a challenge for Greta, and also, just getting her to do more of those social greetings and more interacting with her peers.”

In addition to reading, Greta was a good speller. Stephanie said sometimes Greta will hear a word and spell it over and over.

Other sections in the Star Room include spaces for sensory breaks, where the kids can break up their work by playing with toys and tactile things, as well as swing, jump on a trampoline, draw and color at an art table, play interactive games on educational websites and rest in a quiet area.

The students get a predetermined amount of time in the sections, and Danielle will set a visual timer for each one. The point of the visual schedule and visual timers in the classroom is to keep the kids on track.

“Some of the kids would constantly go from station to station to station if we let them,” Danielle explained. “The timers and the schedule keep them focused and help them regulate.”

Danielle said it took Greta quite a while to get used to her being in the classroom. Greta has been part of the Star Room since first grade at Smith, and

her old teacher retired at the end of the last school year.

“Greta wouldn’t even read me a book to me the first month of school,” Danielle said, laughing at the memory.

“...I’d sit with her and we’d try to do our work and she would look at me like, ‘Who, who are you? This isn’t Mr. Stanton’...It took some time, and it does. It takes time to build that relationship, and it does with any kid. But with a kid...who has autism, it takes a little extra time to establish that relationship and for them to know what your expectations are...I think that was the base thing: letting them know my expectations and having them understand it.”

Danielle emphasized that her students are unique, but are also like any other kid.

“I know there’s a stereotype of a person with autism, but every person is different,” she said. “There may be some same underlying characteristics, but I can’t emphasize enough how different each of them are. Greta is very good at the arts, and loves music and is great at playing music, but not all of my kids like to do that or anything like that. It’s a challenge when you meet them trying to figure out what their needs are, what they need to be successful in this environment.”

Autistic children may be challenged to interact with others. “That’s another characteristic of autism,” Danielle explained. “Maybe not really having good eye contact. So, instead of talking, she’ll be looking (around) while telling you what she wants...Greta usually has to be prompted more to interact with the other students. She’s very happy in her smart mind, and she knows what she wants to do...She’ll skip the formal greeting and tell you she wants to go color.”

When asked if there is any bullying problems with her special need students, Danielle is happy to say it’s not very common.

“Third grade here at Smith is really great for that,” Danielle said. “I think it’s because they’ve all known Greta (for a long time) and that’s made a big difference, and in growing up with them.”

At the beginning of the school year, Danielle decided to speak with the general education classrooms about autism and how students with special needs are just like them, they just do things differently. She was pleasantly surprised at how few questions the children had for her.

“The kids were like, ‘Yeah, we know all of this already, which was great,’” Danielle said.

Danielle smiled as she tried to remember some of the best memories she has from the past months of working with her students.

Suddenly she laughed, and described one specific moment with Greta. “One of our sensory things we do for a break is playing with shaving cream.”

“It’s better when it’s warm outside when the games are more like climbing trees, roller skating. But when it’s like the girls sitting around and playing Barbies, Greta just can’t join in. But in summer, the kids are all over and Greta is there with them. The kids are very sweet to her.”

Though Greta was unable to tell stories like her sister Rosie, Stephanie was still able to get details from Greta’s days at Smith.

“Greta does a lot of echoing, of things she hears, so I’ll get snippet of the school day,”



Photo by Elizabeth Childers
Stephanie Merkel (left) makes her daughters Rosie (center) and Greta (right) a late-evening snack.

looked right in my eyes and it was clear as day that she was just like anyone else. It was just really cool.”

Danielle then recalled a moment when three of her students were on the classroom swing, three boys, each from a different grade. “They were all on the swing together, and they were just laughing. I love it when they look just like everyone else and totally normal kids and you just look at them and you know that’s what we’re doing this for, for them.”

Greta continued to move around the house, sometimes stopping in the room to see how her mother, father and sister would do. She would say something, which towards the end of the night was the repeating of the words, “Jell-O Jigglers?” and then walk off again, most times towards the kitchen.

“Greta is more of a gross motor kid,” Stephanie explained after Rosie told the story of Greta getting on her scooter and riding away. “She bikes, she likes to climb trees. She’s a good ice skater.”

Since giving birth to Rosie and Greta, Stephanie said she’s met a lot of families with autistic children. A lot of the families often had twins where one or both of the children were autistic. She believed it was due to the fact twins are often born early (her own were born eight weeks ahead of schedule), and premature birth can be one of the risk factors for autism.

In her interactions with these other families, Stephanie has noticed certain common traits these children share: they are fearless.

“It’s another thing about her, she really has no fear,” Stephanie said. “Now, it’s not so bad, but when she was younger...I felt like if we didn’t end up on the six o’clock news, it was a good trip...I watched her constantly. If we went down to the farmer’s market down on Sandusky Street, I always had to have her by the hand because I couldn’t be sure she wouldn’t just spontaneously walk into traffic.”

Along with spontaneous swimming pool rescues and an occasional naked child, Stephanie also said, “It’s never boring with Greta.”

When it comes to having friends and playing with the neighborhood kids, Stephanie said in the winter it’s a little more difficult to do.

“It’s better when it’s warm outside when the games are more like climbing trees, roller skating. But when it’s like the girls sitting around and playing Barbies, Greta just can’t join in. But in summer, the kids are all over and Greta is there with them. The kids are very sweet to her.”

Both Rosie and Greta take a seat on the island while Stephanie gets out plates and the green jello that has been poured into a Madagascar-themed mold. Both girls enjoyed their treat, and then Rosie went to finish homework while Greta ran back to the living room to play. “Poop, ew, poop,” Greta repeated, over and over, laughing all the while and smiling. She stood up from the coffee table and ran out of the room,

she said. “Greta loves any chicken nuggets of any kind, and the kids at school are always giving her their chicken nuggets. So Greta will come home and say, ‘Do you want a nugget?’ Or, ‘Do you want a push?’ Everybody knows Greta loves to swing, so if Greta comes out to recess and all the swings are taken, the kids make someone get off.”

Greta’s days don’t just end when Stephanie picks her up at school. “We have a little break right now, but she does equine therapy. This is her third year, and she goes and she brushes the horse and cleans the horse’s hooves, and then it’s time to ride...On Thursdays she does a sort of occupational therapy, where they teach her to self regulate more, exercises to music, drawing to music, things like that.”

Though there are some places Stephanie knows Greta wouldn’t want to go, or would upset her, she doesn’t try to limit the places she takes her family.

“I don’t like to make assumptions. ‘We can’t go there,’” Stephanie said. “In general, we just try it and if it doesn’t work out, we just bail.”

Some of the harder things to gauge are movies. Often Stephanie will end up hanging out with Greta outside the theater while Rosie and a friend or cousin finish the show. Stephanie said she strives to end most of Greta’s outings on a good note, so Greta “feels successful.” Stephanie found the “playing by ear” is the best way to see what Greta is up for and what she isn’t.

This past fall, Stephanie and her family attended a Notre Dame football game. It was a good trip, Stephanie said with a smile. They were able to sit through the first half of the game and the half time show when Greta started to show signs of being “done.” They spent the rest of the game on the grounds of the school, walking and playing while listening to the game. It was a fun, successful outing for Greta.

Greta came back into the room and stood in front of her mother. She smiled, tucked her hair behind her ear, and said emphatically, “Jell-O...Jigglers?”

Stephanie remembered they made the treats earlier in the day, and Greta was hungry. Heading into the kitchen, she mentioned Greta enjoys being in the kitchen with her, helping her cook by stirring and cracking eggs.

“It’s not like I have to ask the provost,” Stephanie explained. “As a professor, you have a lot of flexibility with your hours. I would schedule to have all my classes done by noon...I try to keep it to a minimum...”

Stephanie agreed to the description of her home and professional life as a balancing act.

“It’s a huge challenge,” It’s like I have two full time jobs,” Stephanie said. “It’s easier now, because they’re both in school, but when they were small, it was very hard when they were two or three, because Greta had so many appointments. I taught a full load of classes, and many years I chaired. Now I look back and think, ‘How did I do it?’ Well, I had help. I had really good students who watched the girls all the way through, who are still good friends with them.”



Photo by Elizabeth Childers
Greta and her father Franz Gruber sit at the piano. Greta is very gifted at playing the instrument, and earlier Franz taught his daughter a new song. She really stayed with it, for an hour yesterday, Franz said proudly. She played it about ten times.

continuing her mantra.

“...I think her third grade peers like to teach her fun words,” Stephanie speculated.

Greta came back through the room, holding her mother’s phone and watching videos. She doesn’t stop in the living room, and instead continues to some other part of the house, leaving Stephanie and Rosie to play.

After a moment, Stephanie said “Greta will probably buzz in and out,” and she left the room to go check on her.

While Stephanie and Greta are out of the room, Rosie spoke about how her Girl Scout troop is selling cookies.

“On my cookie list,” she said, “my favorite is the thin mints, and there’s one called ‘Samosas’ that I haven’t tasted yet, but I think they’ll be my favorite.” She paused for a moment, and then asked, “Would you like to buy some cookies from me?”

She was able to sell a box of thin mints before her mother re-entered the room.

Stephanie has been a professor in the Humanities-Classics department at Ohio Wesleyan University since 1998. She teaches full-time, and her classes include Myth, Legend and Folklore; The Devil, the Hero and God; and Great Books of Russia: The Russian Enigma.

Very often, on the first day of class, Stephanie will tell her students that there will be occasions where class is cancelled, and on some of those days, it will be an email on the morning of class. As a faculty member with two small children, especially one with special needs, there are times when she is unable to come to school, be it one of her children becomes ill or there is a delayed start at their schools, or even a snow day.

“It’s not like I have to ask the provost,” Stephanie explained. “As a professor, you have a lot of flexibility with your hours. I would schedule to have all my classes done by noon...I try to keep it to a minimum...”

Stephanie began to explain why. “My husband is a Latin teacher, and they had a contest in Columbus. He wanted to take the girls-”

“On our day off!” Rosie interrupted, sounding indignant. “The girls didn’t want to go down to Columbus. And I’ve never done this before, but I taught and I left them here for an hour.”

Rosie then reminded her mom about the five dollars she was owed for watching her sister. Stephanie agreed, and pointed out Rosie now had a witness to the debt.

“I can’t really do the learning trips,” Stephanie continued. “The dean has asked me to take a trip to Russia, and it would be great – I’d love to do it, and it’s something I’ve done in the past, before I had children. But now I think, ‘How could I go for two or three

times?’ Who would be me?”

It just wouldn’t work out, not now, with Greta.”

“In my experience, I have colleagues who don’t really understand, ‘Oh, you can’t meet at three.’ Or when school lets out. I get a lot of eye rolling. It can be frustrating. Or, have someone say to you, ‘You really shouldn’t talk about your daughter.’ I had someone say that one time.”

At this statement, both Franz and Rosie ask who had told her that, and why would they suggest Stephanie shouldn’t speak about her child with special needs. “Because they felt like, that’s something they shouldn’t know about it,” Stephanie speculated, not appearing overly concerned about it. “That I shouldn’t mention it because it’s my life. I thought about it later and it’s a almost like someone knowing you have a drinking problem and it’s like, so long as we don’t hear about it – just don’t tell us about it, we don’t need to know.” Stephanie chuckled this last statement, and waved her hands in a, “Stop, no!” motion.

“I think it’s mainly ignorance,” Stephanie continued as they continued to ask why the statement was said. “If you don’t have children to begin with, and then, even people to have children it’s difficult for them to make the next leap and think, ‘Well, what’s it like to have a disabled child?’”

Greta came back into the room, and her and her father sat at the piano. Franz helped his daughter play “Clopity Cloop.” Greta also played “Silent Night” on her own before she sat back down at the table to pick the play-doh back up.

“I don’t think it’s just Wesleyan,” Stephanie said while she helped her daughter put dough in the plastic machine. “It’s academia in general; we could do a better job at accepting that part of academic’s lives, for men and women. It’s a valuable use of your time, and could make you a better teacher.”

“There are unexpected things that you can’t plan for,” Stephanie continued.

“Like someone in a costume that she doesn’t like, or the opposite that she basically goes after. Some places she won’t get out of the car. And it’s, ‘Okay, we’re not going to do that.’ Most of the time, it works out okay.”

In the other room, Greta tapped out a few more notes on the piano.

As the night ended, Franz concluded, “She needs to be happy in order to learn. If she’s sad, or angry, she just can’t focus. She’s a pretty happy kid.”

Opinion

Quote of the week:

"I would say that the most important outcome, at least in my eyes, is letting survivors know and physically see that they aren't alone as they so often feel and breaking the silence regarding this issue because we live in a culture where it's not okay to talk about it."

--Senior Paige Ruppel, Women's House moderator, on Take Back the Night

One week later: Looking back at an experience speaking at Take Back the Night

By Anonymous
Transcript Contributor

I knew I was going to go to Take Back the Night. I knew I was going to speak there.

I dreaded it all the same.

I'm not a survivor of sexual assault. But what I've known -- and tried to forget -- for years is that my mother is a survivor. I guess you could say it's becoming something like an addiction for me, and that makes this editorial one of my own personal 12 steps.

When I left the stage at the end of Take Back the Night last week, I was in the same place I was last year when I shared my mother's story for the first time.

At last year's event, I told the audience what I knew had happened to my mother and then I buried that pain so deep I forgot it still boiled, acid in my heart.

That worked -- for a while at least. But then *The Vagina Monologues* reminded me. *A Memory, a Monologue, a Rant and a Prayer* reminded me. Deep down I knew the pain was still there, though I didn't feel it. That's why I went there -- I knew it would force me to let the pain out, to admit the truth -- not to the audience, but to myself.

This time, I had resolved, I'm not going to bury it again and try to forget. If I do that, I'll be in the same place a year from now as I was a year ago. And while that place is a lot more comfortable, it's not the right place for me to be. Last

Thursday I spoke out about my pain, now, this Thursday, I want to speak out about my recovery.

Those who were at Take Back the Night can probably tell who I am based off what I've written, but I'd appreciate it if you extend the confidentiality shared at the event to this piece.

The first step that pushed me forward wasn't mine. It was those around me -- friends, people I knew of but hadn't met, people I still can't name -- who supported me afterwards; several were survivors themselves. To all of you, thank you so much -- without you pushing me to stay strong that night, I'd have fallen into the same place I was last year.

Sorry if I've been distant since then -- it's hard to share something like that and then act like it didn't happen; even harder to act like it did.

It hasn't been an easy week.

Friday morning was tough. I didn't sleep much that night; for a while I just let the tears go as I remembered the night before. I grieved for my mother's story, and for all the other stories I'd heard.

There was so much pain poured out in that room last Thursday night, but there was so much healing shared afterward, both just from being able to tell your story -- or, in my case, my mother's story -- and from all the embraces of the many survivors present.

But throughout that weekend, as I tried to focus on something that night that

wasn't about my story, I remembered those embraces, and I felt guilty for getting them. At the speak-out, after I sat down and regained my composure, I'd begun to question whether I should've spoken out in the first place.

This is an event for survivors, I told myself. I'm not one of them.

It wasn't until another student came up and shared a story similar to mine, saying I'd inspired him to speak, that I realized the event was meant for secondhand stories like mine, too.

But when survivors came to thank me for speaking and hugged me in support, inwardly I struggled again. *Why was I the one being supported? I wondered. They're the survivors, not me.*

It felt wrong, like the roles were mixed up; they were the ones who suffered, not me; they were the ones helping me through it.

At the time, all the support made me feel guilty for getting it, for being treated (as I saw it then) like I was some kind of hero for telling a story that wasn't mine, or like I was a survivor myself.

Eventually, even as this was all still spinning around my head, I went to HamWill and walked into the Counseling Services office to make an appointment.

I'm now on a waitlist, and should meet with one of the counselors within two weeks. They told me not to focus on this too much, but I feared

The first step that pushed me forward wasn't mine. It was those around me -- friends, people I knew of but hadn't met, people I still can't name -- who supported me afterwards; several were survivors themselves. To all of you, thank you so much.

that not thinking about it at all would lead me back to forgetting.

So I talked to my father, and realized that it wasn't the first time I'd done so; I had a hazy memory of considering how I'd like to discuss it with him but I never actually did it, or so I thought.

What actually happened, several years ago, was that I did talk to him, and then after he'd confirmed that my mother had survived a sexual assault I wiped that memory from my mind, so I could still cling to the miniscule false hope that I was wrong, that it had not happened.

But it did.

Reflecting on my experience that night now, I've realized some things about myself and why I felt so guilty afterward from all the support. I told myself that my experience and pain sharing my mother's story was nothing compared to the others, the stories of real survivors, because I wanted to believe that, to avoid accepting the last bit of truth there was.

The story I shared, of learning that my mother was sexually assaulted, is not just her story.

It is my story too.

It was a lie I told myself:

that I was not a survivor; that the story belonged to my mother, not to me as well.

Even though I was not alive when it happened, I am surviving it now, and the pain I feel is similar to that to that I'd feel if I had been the one assaulted. It's not equal, but it is comparable, and I didn't want to acknowledge that.

It makes me want to sob, to scream, to find a brick wall and punch it to pieces with my fists, to tear the pieces to bits with my fingernails until there's nothing left, until the pain's gone -- not that it ever will be, not completely.

It makes me want to stand atop the wall of patriarchy and shout for any man who's ever thought of raping to listen to my story, to think of what it means to know that the woman who brought you into this world, who you love, to have survived such an assault.

Most of all, it makes me want to forget.

The moment last week that hit me the most wasn't at Take Back the Night, or during *The Vagina Monologues*. No, that moment came during the Tuesday performance of *A Memory, a Monologue, a Rant and a Prayer*, during the reading of Mark Matousek's piece "Rescue" when I heard

the line "I was shocked myself, not because the information was new, but because I'd never said it out loud, which meant it only half-existed."

It was that line that struck me the most, especially given that it was delivered after the narrator has suddenly come to the realization that his mother and three sisters all survived rapes.

Last week was the second time, not the first, that I'd spoken out what happened to my mother, but I spent most of the year between the two declarations trying to forget that it existed.

I have no sisters, but I have friends here I love and care for who are survivors, too. Like the narrator of "Rescue," I am a man with a broken heart, and like him I've spent much of my life hiding the truth from myself.

I don't know where I'll go from here, but I know two things: that the road I'm on will be painful, and that I am not alone on that road.

That's the most important thing Take Back the Night gave me: the support of so many of my peers on campus.

We have each other's backs and will support each other on this road to recovery.

We will survive.

Exploring the world of fantasy novels

By Tom Wolber
Associate Professor of
MFL

Ohio Wesleyan students love fantasy novels. Many spend every free minute reading them. More than once I had to remind students at the beginning of the class that it was now time to put their books down. I can certainly relate to their passion.

When I was a teenager, I had a similar addiction to the adventure and fantasy novels by German author Karl May (1842-1912) to the extent that it worried my parents. Did they have a reason to be concerned? Yes and no, as I will explain.

Let's explore the world of fantasy novels a bit. Obviously, this is a huge, albeit understudied, topic, and so I am focusing on but one popular author -- Christopher Paolini and his now complete "Inheritance" series, consisting of the four novels "Eragon," "Eldest," "Brisingr" and "Inheritance." In these books, the human spirit soars to the highest heights and the "divinity in man" (Thoreau) reveals itself in fullness. It would not be wrong, in my opinion, to

call Eragon an avatar of Nietzsche's "oversoul."

Young Eragon (he is fifteen when we meet him) has grown up motherless and fatherless. He is poor and ignorant. He cannot read or write, although he has sharp eyes and is a good hunter.

And yet, at the end of the fourth book he has slain the evil king Galbatorix and risen to be the wisest and most powerful man in the empire, able to make peace and reconcile the warring races of humans, elves, dwarves, urgals and dragons. Once Galbatorix is dead, Eragon then lays the foundation to a new and better future in which the various races live in peace, harmony, mutual respect and admiration.

Catapulted into the chaos that rules the empire, the young protagonist has no choice but to learn quickly how to survive. Under the tutelage of experienced teachers and mentors, he studies sword-fighting, the use of magic and several foreign languages.

A teacher myself, I love the books' consistent emphasis on and appreciation of knowledge and wisdom. In fact, I am inclined to call the

entire series an epistemological novel because the subject of knowledge acquisition is so prevalent. At one point, it is even stated that knowledge is sacred and must therefore be protected and preserved. Obviously, Paolini is a firm believer in the Enlightenment, its optimism, its humanistic values and its didactic methods. Eragon learns and learns -- everything from history and geography to mythology and philosophy.

From the Elves, he even learns about living sustainably and in harmony with nature. In the good old tradition of the German "Bildungsroman," Eragon goes through the phases of apprentice and journeyman until he becomes a master himself. On his side is Saphira, his dragon, who similarly grows and matures into a wise and majestic being.

At no point are Eragon and Saphira seduced by the temptation and trappings of wealth or power. To be sure, there are numerous trials and tribulations for both of them, and there are discussions about the best tactics and strategy, but there is never any question about what is the right and the wrong path.

He and his dragon have no interest in self-promotion and self-aggrandizement. They only want to serve to the point of self-sacrifice, and in the end they retreat from political and military life altogether to teach the next generation of dragons and their riders.

I am not saying that Christopher Paolini is a great, original writer. But he is a memorable author with a strong message. Karl May, Tolkien, Rowling and Paolini are not merely entertainers; they explore and instill eternal values like human rights and social justice.

I am convinced that books of this nature can teach young, impressionable minds much about the difference between good and evil and the responsibilities of an individual to society, and humanity as a whole, whenever and wherever evil lurks.

Unfortunately, the world is full of Voldemorts and Galbatorixes and their political equivalents (Hitler and Stalin) who must be fought.

The struggle between good and evil, light and darkness, is one that never ends. This is, perhaps, the core value that Karl May instilled in me as a

teenager.

His fantasy books provided a moral compass to me and millions of other readers that still guides me today, decades later. I would therefore disagree with Plato, who thought art, music and literature were nothing but big lies and useless dreams and that the state should therefore ban them. On the contrary, I would argue with German philosopher Ernst Bloch that fictional literature contains the seed for a more humane social order and can have a liberating, emancipating effect.

However, fantasy novels can, on occasion, also be a way to escape from the real world. They can become a form of "opium" (Marx). It is possible for readers to be so obsessed with literary characters that they begin to neglect their job or friends. If you are a fan of fantasy, do not allow that to happen. Do not ever skip class or work because you are unable to put your book down. You must be able to resist your craving, intoxication and dependency.

Consider self-imposing a daily limit to the time spent with your favorite novel. This way you will be able to ex-

tend the pleasure of keeping company with your imaginary friends even longer.

Not long ago, I had a student who knew and loved Christopher Paolini, but was unable to operate in the classroom and in the real world. Withdrawn into a dream world, he was essentially dysfunctional.

I tried to help him find or rebuild a meaningful connection between fact and fiction, the real world and his alternate world, but he had fallen into such a deep hole that I was unable to pull him back out.

A one-dimensional world uninformed by music, art and literature would be flawed and incomplete, but a mind without roots in reality would be equally lost and adrift.

The reciprocal relationship between the two must be maintained. As so often in life, there has to be a balance between the two.

That is what Paolini teaches us in his inspiring "Inheritance" series, among many other things. His books are a call for commitment and action, not for escapism and inaction.

You should read them some day, if you aren't familiar with them already.

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Arts & Entertainment

Students speak out about violence against women

By Spenser Hickey and Sara Jane Sheehan
Assistant Copy Editor and Transcript Correspondent

"Speaking about violence against women because of your mother, your sister, your aunt, your daughter, your girlfriend, your best friend, your wife," read senior Leah Shaeffer during the introduction of "A Memory, a Monologue, a Rant and a Prayer."

"Speaking about violence against women because the story of women is the story of life itself," she continued.

"Memory" was performed at OWU on March 26 by student actors, both men and women, and directed by Shaeffer, also a co-director and producer of "The Vagina Monologues" and campus campaign organizer for V-Day at OWU, a movement to end violence against women and girls internationally.

The play, a series of staged readings, was compiled and co-edited by Eve Esler, author of "The Vagina Monologues." The OWU production featured 16 student performers: three men and 13 women.

The pieces used at OWU, which were written by fifteen different authors – including poet Maya Angelou, historian Howard Zinn and author Alice Walker – focused on responding to sexual assault and violence against women from both male and female perspectives.

While most acts were solo performances, two – Angelou's "Women Work" and Robin Morgan's "Connect: A Web of Words" – had a pair of actors sharing the stage.

The latter featured sophomore Kyle Simon and freshman Zoe Morris. The piece "essentially (tells) a story through a series of singular words all pieced together," Simon said.

During the production, Morris and Simon alternated between listing off the words, which focused on violence against women, particularly in regard to sexual violence, and the associations between military terms and concepts of masculinity and power.

"Big boy A-bomb; nuclear hardness," they read back and forth toward the end.

"Deep penetration capacity bomb; potent kill capability; rigid, hardened silo; erector launchers; thrust ratios; soft targets."

"(A Memory, a Monologue, a Rant and a Prayer) was basically the only way I could get involved (in V-Day) as a male, (and) I jumped at the chance," Simon said. "Secondly, I really love performing for the-

ater even though I'm not a major, so it's really fun to do something new every now and again."

He said the performance was "unexpectedly eye-opening," particularly Edward Albee's "The Perfect Marriage," performed by freshman Margot Reed.

"The Perfect Marriage" is about a woman who reluctantly agrees to her husband's requests for S&M sex and realizes she no longer knows who she is after doing so for five years.

"(The Perfect Marriage) addressed the fact that someone can still feel violated or manipulated or changed regardless of whether or not they seem willing or whether or not sexual assault has taken place," Simon said.

"I'll move past who I was when it all began," Reed said during her performance. "And I don't remember that; I don't remember her!"

"But... who were we?" she asked, shouting as the piece ended. "Who was I? Who am I? I can't do anything. I can't leave. I don't know who I am!"

Sophomore Brianna Robinson performed the piece "Respect" by law professor Kimberle Crenshaw, a specialist in race and gender issues.

"Respect" is about "the intersectionality between sexual violence and race," something "we all know, kind of know and never even think about," Robinson said in an email.

The piece asserted the United States was built on the backs – and through the wombs of – slave women, and that African-American women are still treated unequally today.

"We finally got that 'respect' that Aretha's been talking about all these years," Robinson read. "Or did we? Has the black vagina received the respect she deserves even today? Is it respected when those who enter our vaginas against our will are least likely to be arrested, least likely to be prosecuted, least likely to be convicted, and when, by some miracle, they are convicted, they will receive only one-fifth the sentence of those who rape white vaginas?"

The play mentions a 1989 violent rape in New York's Central Park where the survivor was beaten nearly to death. Then-governor of New York Mario Cuomo described the incident as "the ultimate shriek of alarm" in an interview with the New York Post.

Five male minors – four black, one Hispanic – were charged and convicted, but set free in 2002 after DNA evidence implicated a different



Photo courtesy of Leah Shaeffer

Freshman Margot Reed performs her monologue, Edward Albee's "The Perfect Marriage," as part of "A Memory, a Monologue, a Rant and a Prayer." The piece is written from the perspective of a woman after her husband has coerced her into sadomasochistic sex for five years.

man who said he acted alone.

"Respect" used this example to point out that eight women of color were raped that same week and that one "was gang-raped, thrown down an elevator shaft, and left for dead," but there was no national outrage for these survivors as there was for the white woman raped in Central Park.

"It was so powerful to read this piece because there were things that were said in it that I did not know," Robinson said. "It makes me angry that I didn't know some of the information about things that could have happened to my mother or sister. It opened my eyes to the beauty and powerful characteristics of all African-American women."

Freshman Lane Bookwalter read Michael Klein's piece "Looking for the Body Music," about a woman who is beaten and harassed throughout her life; it is read in the voice of the woman's son.

Bookwalter said he got involved with the show after attending other events dealing with awareness of sexual assault. He said the performance was about the "emotional, physical and sexual abuse faced by women around the world and what we can do to help."

Senior Megan Cook read

"1600 Elmwood Avenue" by Monica Szlekovics, in which the narrator recounts seeing her mother in an insane asylum as a child.

In the last line, she reveals, "I myself am now confined to an asylum that has been conspicuously disguised as a correctional institution."

Cook said she was excited to be in the staged reading because "theater is a very powerful way to convey ideas, and lets the audience see things from a new perspective."

She said she thought the readings were an important follow-up to "The Vagina Monologues," which she performed in, because they show "the connections and intersections between gender, race, class, age and ability."

"These monologues are so diverse that they really expose the audience to issues and views they may have never considered before," she said. "Even for those of us who are very familiar with feminism and social justice, our perspectives were definitely broadened."

Cook said her monologue led her to "a better understanding of the way that the prison system is the asylum of today."

"The ways society treats those with mental illness are as problematic as ever, but now, we are able to forget

"I believe that people concerned with sexual violence and gender issues should speak out against them. The first step to fixing any problem is to increase awareness," said sophomore **Audrey Bell**, a member of the 'Memory' cast.

or disregard them as 'criminals,'" she said.

Sophomore Audrey Bell read "First Kiss" by "Memory" co-editor Mollie Doyle; "First Kiss" tells the story of a 35-year-old woman who returns to the sports camp where she was forcibly kissed by a coach at the age of 6.

"I took part in (A Memory, a Monologue, a Rant and a Prayer) because I believe that people concerned with sexual violence and gender issues should speak out against them," Bell said.

"The first step to fixing any problem is to increase awareness."

Other pieces included Mark Matousek's "Rescue," read by junior Gus Wood; and Carol Michele Kaplan's "True," read by senior Kamila Goldin.

"Rescue" is about a man who grew up living with his mother and three sisters. He realizes all four of them have survived sexual assaults while meeting with a psychiatrist.

"I was shocked myself, not because the information was new but because I'd never said it out loud, which meant it had only half existed," Wood read.

The narrator then goes on to struggle with the question of being a man without being a rapist, given that all the men he's known were, and acknowledges that is why he blocked the memories out.

"I'd blocked the truth to save the faith that men could also be good and trusted, that I would never inflict such pain," he read.

"I come from a family of raped women, but that no longer makes me a rapist. It makes me a man with a broken heart...This is the tenderness men can give women. This is the story when shame finally ends."

"True" tells four stories: one of a man in a park who stops himself from punching his young daughter when she cries; the second is of a Janjaweed militia soldier in Darfur who doesn't shoot a nursing woman.

The third is of a Bosnian boy who defends a Muslim classmate from male rapists, and the fourth is of the narrator, who plans to intervene when she realizes a classmate has been beaten by her parents.

Then Goldin paused.

"I wish this is the way things had happened," she read.

She revealed that the man in the park still punched his daughter, the militiaman shot the nursing woman and the narrator looked away and said nothing.

"They did not happen as I have said, but they might have," she finished. "Because of the boy from Prijedor (a town in Bosnia). He stopped. He was the only one."

Simon said the performance "moved" much of the cast.

"...(H)opefully (that) inspires people to strive to be better to others or might even encourage someone to do another event or project related to women's issues."

Bookwalter said he wishes the performance could have reached a wider audience.

"While I loved seeing the faces I did, these are stories and events that everybody should witness and feel moved by because then things will truly begin to change once more and more people begin attending these sort(s) of events," he said.

Cook said she didn't think the performance was intended for the whole campus community, but for those already involved in advocating for women's issues, prompting them to "think more intersectionally about them."

"Most of the audience members were people who are already very familiar with the problems women face, but from what I've heard, those who were there still gained a lot," she said.

Bell said she got "a lot" from the production.

"I felt so much closer to an issue I had felt so much for," she said. "I also ended up relating to the issue a lot more. The problems of sexual violence and stifled sexuality within a patriarchy are much more apparent to me now and I have a much better idea of how wide the range of issues extends within my life and those of others."

University Chaplain Jon Powers, a member of the audience, praised the cast during a discussion following the performance, calling them "the hope of my heart...and the heart of my hope."

One production, two 'unique' experiences for cast and audience

By Jane Suttmeier
Photo Editor

All secrets will be revealed as the cast of "My Secrets on Beauty," directed by Ed Kahn of the department of theatre and dance, prepares to premiere the production April 5.

The "devised" theater performance is going to be different than most OWU productions, according to senior Claire Hackett, a member of the cast.

"The writing process is through improvisation, not a traditional playwrighting context," she said.

Senior Andrea Kraus said she has performed in shows like "My Secrets on Beauty" before, but not like this.

"It's totally different than most of the shows I've done at

OWU," she said. "I've always been a huge fan of devised theatre. It's what I grew up doing at home. I love creating my own work and ("Secrets") has allowed me to learn this new process, which was something I know I enjoy while being something entirely new."

Freshman Caroline Williams said the cast has been working on the show since the beginning of the spring semester.

"We were cast as an ensemble," she said. "Based on ideas from the Ovid's Pygmalion, we created the script together and eventually cast ourselves within it."

The cast is split into two groups, A and B, who will each be performing on different nights—A on April 5 and 13, and B on April 6, 12 and 13—to create a new experi-

"We have to get ourselves in a particular mind set, bring ourselves up to certain energy, be able to sense/connect with each other and remember not to get used to what we're doing," said senior **April Warner**, one of 19 members of the 'Secrets' ensemble.

ence for the audience in every show.

Williams said the whole cast will be in both groups, but will be playing different roles in each.

"Both shows have a similar plot line, but there are some differences based on how people interpreted their roles," she said.

According to the Facebook event page, the play draws from the myth of a sculptor named Pygmalion who falls in love with a statue he created,

which later comes to life.

The cast, composed of 19 students, has worked collectively to bring the piece to life, Williams said. The ensemble has "worked together on writing, lights, props, publicity, scenic design and other crew jobs to create a beautiful show."

"Everyone has worked together throughout the entire process," she said. "We were all a part of the writing, and are now all a part of the acting and crew work. I feel so hon-

ored to be a part of it, and love every member of our truly beautiful ensemble."

Senior April Warner said the process derives wholly from group participation.

"I think a huge thing is how much focus we put into connecting with each other before the show," she said. "We have to get ourselves in a particular mindset, bring ourselves up to certain energy, be able to sense/connect with each other and remember to not get used to what we're doing."

Hackett said this will make the show a "unique" experience for the audience.

Kraus said the cast and director Kahn are using various techniques to directly communicate ideas relevant to today's world.

Kraus said these themes include, "objectification, beauty,

gender, sexuality, domestic violence, community, power and expectations."

"The messages we want to send to the audience can be found in our own society as well as in Ovid's Pygmalion," she said.

Kraus also said "Secrets" will have something different to offer to the department of theatre and dance.

"Each night I can guarantee something still will be unique and new," she said.

Williams said the cast is not looking to answer the question of what beauty really means.

"We want our audience to ask their own questions and examine what beauty means to them," she said. "But if I were to give my own little 'secret on beauty'—it would be that we all deserve to see ourselves as its definition."

Bishops Sports

Women's lacrosse falls to Wittenberg Tigers



Photos by Jane Suttmeier

Top: Junior Theresa Wolfgang leaps over three Tiger defenders to score a goal for the Bishops in Saturday's conference match against Wittenberg. The Bishops lost 13-16, making their overall record 1-7 and their NCAC record 0-1.

Left: Freshman Meg Doherty looks to pass to an open teammate while a Tiger defender pursues her. Doherty scored three goals for the Bishops and added one assist in Saturday's match.

Right: Senior Meredith Wholley passes to an open teammate while two Tiger defenders guard her. Wholley scored two goals for the Bishops and accumulated three assists on Saturday.

Softball opens NCAC season with back-to-back wins over Wittenberg

By Heather Kuch and Jacob Beach
Sports Editor and Transcript Reporter

Last week the Ohio Wesleyan softball team was finally able to get back out on the diamond after having four games postponed due to inclement weather.

The team began their season over spring break in Florida, where they posted a 7-3 record against non-conference competition. However, after they returned, Ohio weather kept them from getting onto the field.

On Wednesday, March 27, the team was able to compete in a double-header against Muskingum University. The Bishops were defeated in both games by the Muskies 4-5 and 0-12.

Junior Danielle Haley said the team still had a few things to work on heading into the Muskingum game.

"Being as it is one of the early matches in the season, there are always kinks to get worked out in team dynamics, including freshmen learning the system and getting everyone working as a gelled unit," she said.

Senior Morgan Hall, who recorded two hits in the games against Muskingum, said the Bishops worked hard during their preseason play in Florida to prepare for their regular season competition.

"From Florida to now, I'd say that our intensity and adjustments during the games have definitely improved," she said. "You can learn how new teammates play and how people play when they are out of position or trying a new position in practice, but it shines through in games."

The Bishops were able to recover from their losses and defeat North Coast Athletic Conference (NCAC) rival Wittenberg, 5-0 and 5-3, in a double-header contest on Saturday. These wins made the Bishops 2-0 in the conference.

Senior Erika Reese, who struck out six Tiger batters in the second game against Wittenberg, said the work the Bishops put in over spring break is what helped them to be successful.

"Our preseason training really helped us with our endurance," she said. "Playing back-to-back games every time can be exhausting, but we're always able to maintain

our level of play thanks to our training."

Hall agreed with Reese and said while the team was in Florida, they created a specific attitude to play by that they plan to stick with for the rest of the season.

"In Florida, we talked a lot about playing 'OWU Softball,' what it means to us and how upbeat and intense we continue to play," Hall said. "That is exactly what showed Saturday against Wittenberg."

Haley, who pitched a five-hit shutout in the first game against the Tigers, said the main reason for their victory over the Tigers was their ability to score in the early innings of the match.

"It makes a statement and sets a tone for the entire game," she said. "We just came prepared to win."

Freshman Lilly Gresh said the team's training in the fall and their unity as a team is what led to their success.

"I think our preseason training helped us to be successful in both games against Wittenberg because we focused intensely on our fundamentals so that when it came to actually playing in games, we had the utmost confidence in each other," she said. "We plan on learning from those games of what we executed and could work on. Since we are a very close team, we help each other out a lot and are always learning from everyone to become better as a whole. We plan on continuing our success throughout the whole season."

Reese agreed with Gresh and said the team has big plans for their conference season. "We hope to continue playing to the best of our abilities at all games especially in the NCAC," she said. "Our conference is tough and any team can best another team so we stay focused on the next game and break down each game into the next out and next pitch, taking care of the small things so the big ones take care of themselves."

Hall said the beginning of their season shows where they are headed, and she expects a lot from this year's team. "For us, this season has started out differently," she said. "I have watched a lot of these girls put in so much extra work to better themselves and it's awesome to see. We have such high hopes as a team and I am excited to see where this season takes us."

Men's tennis ranked second in NCAC despite non-conference losses

By Graham Lucas
Transcript Correspondent

Ohio Wesleyan men's tennis has accumulated a 4-9 record, but still stands second in the North Coast Athletic Conference (NCAC) East division with two more conference divisional matches left in the season.

The Battling Bishops are 1-1 in NCAC East matches. The team has divisional matches against Allegheny on April 9 and Kenyon on April 21.

The Battling Bishops were predicted to finish eighth in the conference in the NCAC coaches' preseason poll. Seven of eight NCAC men's tennis teams have a better total record than the Battling Bishops.

Senior Matt Swaim said the team's road to the NCAC tournament is just beginning.

"The first step was beating Wooster on Wednesday," Swaim said. "Now we need to look to get as high of a seeding in the NCAC tournament as possible by winning a few games in the next couple weeks and then putting together our best tennis at Oberlin in the tournament."

The team lost four out of their five scheduled matches over spring break in Hilton Head, S.C. All of those losses also came from non-conference opponents.

Senior William Thieman said tennis is a rigorous sport.

"Tennis is difficult in many ways," Thieman said. "First, you never take a break. There isn't a halftime or stoppage points, so it can be a very demanding sport. Second, it can be difficult because you are all alone on the court, and you have to figure out what to change if you're losing, and what to do differently to get back on track."

Junior Richie Karban is currently the NCAC men's tennis Player of the Week. Karban earned the distinction following a number-three singles victory at Cedarville University, along with wins in number-two singles and doubles, and number-one doubles team against Wooster last week.

Sophomore Conor Breen, together with Thieman, has won two matches in number-three doubles. Thieman said good chemistry is vital between doubles partners.

"Just like in any sport, you have to know where your teammate is going to be in a certain situation or if he's going to take a certain shot," Thieman said. "Also, if the chemistry is there, you're going to play that much harder for you partner."

The Battling Bishops face off against Allegheny on Saturday in an NCAC East competition that will determine divisional rankings and post-season implications.

Baseball team remains optimistic despite losses and cancelled games

By Hugh Kerins
Transcript Correspondent

The Bishops baseball team has gotten off to a decent start this season with a 6-5 record overall, but they look to improve quickly.

The team was supposed to have three preseason games before traveling to Port Charlotte, Fla., but the weather did not permit it.

While in Port Charlotte, the Bishops posted a 4-3 record, with one win each over Baldwin-Wallace and Wheaton and two wins against Mount St. Joseph in a double-header. But the team suffered losses at the hands of Marietta, Montclair State and Mount St. Joseph, who avenged their earlier losses.

After coming back to Ohio, the team had to cancel or postpone five different games.

Senior shortstop, Zach Bott, said the team tries to stay positive when their games are cancelled, but it is difficult.

"It gets frustrating," Bott said. "We put in all this work over the course of the week, and then comes game day and we can't play because of the weather."

But in the four games that the Bishops have been able to play, they have gone 2-2 at home. Sophomore pitcher Paul Priddy said the team is still learning and growing. "We are getting our legs under us," Priddy said. "We have had a decent start. As a young team we have a lot of potential and I think are really going to do great things as the year progresses."

On March 29 the Battling Bishops hosted Case-Western Reserve for a double-header at Littick Field.

During the first game, junior outfielder Sean Vollenweider drove in the game-winning run in the bottom of the ninth; se-

nior first baseman Ben Steele had already hit a two-run home run to give the Bishops the lead. OWU won the first game 6 to 5.

The second game of the non-conference double header was a different story for the Bishops.

Even with Steele crushing a three-run homer and Vollenweider collecting three hits, the Bishops failed to match Case Western's outstanding fourth inning, in which they scored eight runs.

Case Western's 10-5 win left a split day, with one win for each team.

"They were a really good team," Steele said. "Their pitchers were phenomenal. And at the end of the day we got the best of them one game and they got us the next time."

The Battling Bishops will be back in action on Wednesday, April 3, against Otterbein at Littick Field at 4 p.m.

Weekly Scoreboard:

March 27 - Men's Tennis v Wooster (5-4)
Softball v Muskingum (4-5, 0-12)

March 28 - Baseball v Thomas More (5-4)

March 29 - Baseball v Case Western (6-5, 5-10)

March 30 - Men's Lacrosse v Hiram (29-2)
Men's Track and Field at Yellow Jacket Open (6th of 7)

Women's Lacrosse v Wittenberg (13-16)
Softball v Wittenberg (5-0, 5-3)