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ISSUE SIX

WINTER 2014

A Moving Language

in this issue:

& false fire alarms:
the dangers of burnt popcorn

& veteran students:
from deployment to degrees

& forego frostbite:
tips to stay toasty

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WISE WORDS:

from the editor

Anytime I find myself driving past a field of horses I stare at them until they disappear from view. For as long as I can remember I have been "horse-crazy." While my equestrian passions may not interest you in the slightest there is something that will always pique your interest, just as horses do for me.

In the sixth issue of the T&C Magazine we wanted to spark some passion in your conversations. Whether it's picking a new major or traveling abroad to a foreign land or reliving an old college prank, the people and stories we introduce you to all found something that drives them. They all found a cause or mission or culture that made them want to learn or love or discover more. We hope this issue ignites you to do the same.

Our cover feature illustrates the story of Angela Moore, an American Sign Language professor, and the unique life she leads teaching her language and participating in Deaf Culture. And take a glance at page 23 for some fun ways to keep yourself warm this upcoming winter.

I hope you find that our "ignite" issue sparks a conversation in your life. Pip-pip, cheerio and happy reading!

Rebecca Knopf
editor-in-chief

Rebecca
Knopf



photo // provided



photo // emmy wells



photo // susanna harris

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Can you guess the Ohio's lowest recorded temperature for the month of December? Find out the answer and more in this graphic.

Q&A: Alumni with cool careers

story by // jacob barker

Is your major in a particularly competitive field? Not exactly sure how you'll stand out compared to all the other qualified candidates applying at the same time? Take a look at this Otterbein alumna's path to her current career and find out what she did to make herself stand out.

Sunny 95 Overnight DJ

Listening to the radio in your car at 1 a.m. you think that you are hearing a real person DJ-ing the music. However, with modern technology now available to radio stations, live overnight DJ's are becoming a thing of the past. Yet, one Otterbein alumni has been able to find her niche in the broadcasting (radio) medium. Kahla Johnson, a 2013 Otterbein graduate, was able to make her internship experience stand out in her post-graduation career search. Prior to graduation, Johnson used her YouTube channel to bring attention to her plead to be an intern on *The Ellen Degeneres Show* by creating one video a day for 147 days until she got the internship. After graduating, Johnson started working for Sunny 95, a Columbus radio station, as a promotional



photo // provided

assistant. She attended live events to promote the station such as fireworks, shows and concerts in the Columbus area. Recently, Johnson was promoted to the overnight DJ position and has learned what it takes to be successful in the radio industry.

How did Otterbein prepare you for your current job?

Johnson: The incredible support system here at Otterbein. It is all across the board. Anything I was involved in I was supported. And I think feeling that support pushed me to want to support others. Coming out of Otterbein, I felt so prepared for what life was going to throw at me. It helped make me stronger and made me realize that I had

“I've always told myself that if I had a job where I could just talk, I'd be happy forever.”
- kahla johnson // 13' alumna

to take the baby steps to get to everything I worked for.

How much did your internship with *The Ellen DeGeneres Show* help you believe what you were truly capable of accomplishing?

Johnson: When you come to a school of 3,000 people, you've got everybody backing you.

I wanted to go out my senior year with a bang and I wanted to do something that was beyond me...something that I never thought would be possible. I knew that the people at *Ellen* would be receptive of something like that because I had made all 147 of those videos that I used in my campaign to get there.

How did your experience at *Ellen* prepare you for your post-graduate career?

Johnson: I knew that prior to that, it was three-plus years of hard work that had paid off. I was determined to prove people wrong, that small schools

aren't places where people get really far out of the town that they're located in. Once I got out there, I was able to prove myself, despite all of the other people that had come from better-known, large schools. I realized that, thanks to my experience at Otterbein, I could do just as much if, not more, as the others could.

Is there a particular theme to your DJ shows or do you change it night after night?

Johnson: I add my own flare to it so people can get to know my personality. I have a segment that's called "Make it through Mondays" with some inspirational quotes to get people through the day.

How special is it to have that distinction of overnight on-air personality given the decline of the position these days?

Johnson: It didn't actually hit me, how blessed I was to get this opportunity, until homecoming this past year. I was talking to an alumni who had been in radio for like 20 years and I told him that I started doing overnight DJing for Sunny 95. He told me "You have no idea how rare that is." Most people that break into the radio industry don't have that outlet anymore because of all the voice tracking and syndication these days.

NAME: Kahla Johnson
MAJOR: Journalism and Media Communication
GRADUATED: 2013
CLUBS AND SOCIETIES: WOBN, Otterbein TV, SOAR

Given the overall decline of radio DJs these days, what's your advice to people who still aspire to go into radio despite those circumstances?

Johnson: If you have a passion for it, and you've dreamed of it, don't let anything stop you. If it's something that you want in your life, then you go for it. It's about achieving your dreams and goals.

What's the coolest part about being an overnight DJ?

Johnson: Its kinda funny you mention that because my whole life, I've always told myself that if I had a job where I could just talk, I'd be happy forever. It's cool because everyday, that's what I get to do. &

Michael David Salon

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A PERSPECTIVE CHALLENGED

first generation american student shares her experience traveling abroad

story by // natasha shorts

Imagine standing in the midst of a tourist marketplace in Ghana, Africa. While looking through the different items offered at a particular vendor, you overhear the owner speaking to his business partner in their language, Twi. Little do they know, that although you are American and cannot speak Twi, with two Ghanaian parents, you have come to understand it very well.

Realizing that he is planning to rip off both you and your friend, you tell him, in English, your knowledge of his plan and refuse to buy anything from him. This exact scenario occurred when senior Michelle Baafi began her two-month study abroad in Ghana this past summer.

"I have only been out of the country twice: Once to see family in London and once when I went to Ghana when I was young," Baafi said. "I have always loved traveling so I knew that studying abroad was something that I wanted to do in college."

When it came to picking where she wanted

abroad, and only two percent of Otterbein students studying abroad, it was rare to encounter a student like Baafi who, not only has a passion for studying abroad, but also has family ties abroad.

"I decided I wanted to go to Ghana, just to see what it was like," she said. "I had been there prior, but I was really young so it was not like I could remember anything."

While Baafi had prior knowledge on the culture she would be immersed in she was still faced with major culture shock during her two month stay.

Though Baafi recalls the entire trip as something she really enjoyed she found herself caught in between her two different cultures: her American culture and her Ghanaian culture.

"Living in America, my parents instilled their culture in my brother and I," she said. "So I say



"We think we are practicing our culture here [in the United States] but when you go there, there is such a strong culture shock."

- michelle baafi // senior human resource management major

to travel, Baafi went back to her roots. Her knowledge that both of her parents emigrated from Ghana to the United States, Baafi developed a strong desire to be able to visit the country of her parents' origins. With only 10 percent of college students in the United States studying



Michelle Baafi and the group take a tour of the Cape Coast Castle. // provided

I am African-American because I know my roots and my heritage. I know which part of Africa I am from, Ghana, and American because I was born and raised here. I identify as both.”

Growing up in a home that spoke both English and Twi, a native Ghanaian language, Baafi has learned to understand this second language, which proved to be beneficial on more than one occasion.

While her peers enjoyed having someone who understood the language, this created a division between some of the native Ghanaians and Baafi, who could understand the language but is not able to speak it.

“They said things like, ‘Oh how are you not able to speak the language? Why? Is this your first time coming here? How come your parents did not teach you?’” Baafi said.

Though Baafi was not particularly fond of every question she was asked, she did mention it was an eye opening experience.

“Most people viewed me as an Americanized version of what I am actually supposed to be, which is not my fault because I was born and raised [in the United States],” she said. “But there is some truth to that. We think we are practicing our culture here [in the United States] but when you go there, there is such a strong culture shock.”

There were even simple cultural differences that Baafi admits she had struggles adjusting to, like using your right hand for everything instead of your left, as the left hand is considered to be disrespectful.

There were a number of times that Baafi recalls purchasing an item from a local vendor and making the mistake of handing them money with her right hand.

“They would just stand there and then I would realize and switch hands,” she said.

Not only did Baafi find herself explaining to fellow Ghanaians why she was not accustomed to these practices because of her American culture, she also found herself educating some of her American peers about African-American culture as well. Baafi described a number of instances where the white American students had a difficult time dealing with the constant attention they received everywhere they went.

Understanding their concern, Baafi openly discussed with her peers about the difficulty she often faces in America being a minority.

“Over here [in the United States] I feel like I am the minority because I am black. But over there, they felt like they were the minority because it is all people of my skin color, not their skin color. So, wherever you go, you are being

looked at, but this is how we feel every single day when we’re here.”

Associate professor Dr. Janice Windborne has felt the same stares when she travels to a number of different countries, however she chooses to see the cultural differences in a good light. Windborne describes the feeling of having everyone know you as an American as a chance to get out of your comfort zone and allow yourself to gain a new perspective on how you look through the eyes of other people.

“Even if you look like them, they can almost peg you as an outsider,” Dr. Windborne said. “Well, that’s really good for us to be the outsider, to be the one without power. It also forces you to look at your own country and how we do things.”

Jerrin Hill, a 2014 Otterbein graduate, remembers how heavily the culture shock affected her when she went to Ecuador for a semester. After realizing how much the culture shock took away from her being able to fully emerge herself in her trip, Hill, now working as a Study Abroad Coordinator, has decided to dedicate her time to prepare students who study abroad with the knowledge that they need to make the most of their experiences.

“I think one thing that is really important is hands on advising, so meeting with students before they go and [me] talking about what to expect, culturally and academically, because there is stigma that goes with studying abroad,” Hill said. “I try to meet with them regularly so that they do not have the same



Michelle Baafi talks about her experience visiting Ghana. // conner scott

shock abroad that I did.”

Baafi did not allow the cultural differences to affect her trip. Instead, she used it as a chance to enlighten others on her unique lifestyle.

“Though I did get questioned, I still felt like I identified with the Ghanians on different levels,” Baafi said. “The same thing for my white American friends, but it was more about educating them on both black culture and Ghanaian culture.”

Baafi found that she truly enjoyed every minute she spent in Ghana, from the beautiful landscape to the new friendships. The experience helped her understand how important it is not only to embrace your own culture, but to take the time to experience someone else’s. Baafi still thinks there are several key things that everyone must do to prepare themselves before going overseas.

Baafi believes that talking with people from that country, educating yourself before leaving and openly embracing the culture when you go are three things that will help anyone going overseas make the most out of their trip. &



“Though I did get questioned, I still felt like I identified with the Ghanians on different levels.”

- michelle baafi // senior human resource management major



Michelle Baafi visits Ghana, the country of her family heritage. // provided

In the bag

story by // susanna harris

You might see them on the sidelines or on the basketball court and wonder what it takes to be an Otterbein Cheerleader. What are the things our cheerleaders need to have with them to be "game ready" at all times? Get ready to throw up some spirit fingers as we take a look in Sophomore, Sammi Voss' cheer bag! &

A: Pom-poms enhance visibility to fans sitting up high in the stands.

B: Cheerleaders take pride in wearing matching clothing—even down to their sports bras and spandex.

C: Their uniforms have to be clean and not wrinkled. Looking exactly like the girl or guy standing next to them in the chant lines is important and aesthetically pleasing to the crowd.

D: Stunting is hard on hands and often gashes appear that need to be bandaged before blood can stain the uniform.

E: Their collegiate-sized bows are more professional than competition bows and feature the Otterbein O.

F: Though they may sweat, cheerleaders can't look sweaty. This is where sweat towels and deodorant come in.

G: An extra hair tie, mini toothbrushes, lipstick, a lint roller, wet wipes and tissues ensure cheerleaders always look pristine.

H: Pre-wrap is needed to protect the skin from the athletic tape that helps brace wrists for stunt and tricks.

I: Game-day shoes all match and they decide if they are wearing crew or ankle socks before every game.



graphic // jennifer hall
photos // susanna harris

Men with S-P-I-R-I-T!

story by // susanna harris

A standing full is a tumbling move where a person bounds from a standing position and does a complete backflip. This move is not an easy feat to learn and is most often done by trained cheerleaders or gymnasts. However, for sophomore athletic training major Mitch Geddis, this move seems effortless. The craziest thing about his form is that he didn't have any cheerleading background before coming to Otterbein.

However, he does have competitive experience in the arts of Taekwondo, Kung Fu, Karate and Kajukenbo, which he has been working on since he was 5 years old. The main reason Geddis became an Otterbein cheerleader was because of his experience with "tricking." Tricking is considered an extreme martial art and which combines links of acrobatic kicks, flips and twists together.

"I wanted to get involved on campus and I saw an opportunity to continue tricking," Geddis said.

While a member of the cheer squad he still considers tricking his main sport. Although with cheerleading, Geddis said, "There's potential to do things you never imagined being able to do, if you dedicate yourself and set goals."

Senior communication studies major Paul Dahman, another male cheerleader at Otterbein, was a little less deliberate about becoming a cheerleader.

"It was something new to try. I couldn't do it in high school so I thought why not," Dahman said. "I have been able to meet many different people I would not have met otherwise, and I have been able to stay in shape while in college."

It takes teamwork, timing and strength to lift teammates into the air and catch them without injury or strain each time. The Cardinal cheerleaders are required to do a minimum of two hours of cardio and/or

lifting each week, signing a workout sheet that hangs in the Rike to record their activity. While taking into consideration how people will be held or thrown into the air, one of the cheerleaders puts together workouts that will benefit the muscles needed for each trick.

Even with all of the work they do to prepare their bodies, injuries still happen. According

"People see what we do and respect it just like I respect other sports and organizations."
- paul dahman// senior communication studies major

to the United States Sports Academy (USSA), cheerleaders that have fallen from gymnastic-type stunts have been reported to have a greater impact than being tackled by a professional football player. The association also states that cheerleading contributes to the rising number of sprained wrists, twisted ankles, damaged knees, strained backs and often more damaging injuries.

Geddis also finds that cheering can be hard on the body. While attempting a cartwheel full double leg twist once, his knee rotated and buckled, ultimately tearing his ACL, medial and lateral meniscus and leaving him with a hairline fracture on both his femur and tibia.

"I had surgery with a patellar graft and it took about six months before I was getting stronger again."

Geddis' frustration with his inability to use his leg during the long healing process is evident when he talks about his injury.

Aside from the physical and tricking aspects of cheerleading, there are many other perks that appealed to Geddis when he initially tried out to become a male cheerleader. Geddis states that "meeting new girls and friends," along with "having a social getaway during stressful times," are both equally important perks that come with the experience.

However, meeting girls through cheerleading participation may not be as exciting as most guys would expect. In the Otterbein

cheerleading handbook it clearly states that romantic relationships are strongly discouraged within the team. While Dahman didn't seem to think much of it because it has not been an issue for him, Geddis didn't want to elaborate much about the handbook's rules. Although, he does find the rule to be unfair.

"Yes, it's bothered me, what if two of us are absolutely meant to be together?" said Geddis.

Here at Otterbein, 3 of the 20 cheerleaders are male. Being a male cheerleader often has a negative stereotype but Geddis finds that isn't that case at Otterbein.

"I get little-to-zero crap about being a male cheerleader," he said

"People see what we do and respect it just like I respect other sports and organizations," Dahman said.

People may want to rethink judgmental thoughts next time they see a male cheerleader and consider the benefits. Not only can male cheerleaders gain confidence, school spirit and maintain ample physical fitness, they also reap the benefits of learning from the women around them.

Dahman said that is another positive aspect for him, "I get to hang out with women all day, and there is nothing wrong with that." &

photo // susanna harris



photo // susanna harris

Politically Uncharged:

Why Otterbein students lack activism

story by // ashley kraner

Massive, connected, diverse, millennial. The current generation of students here at Otterbein, and in colleges across the nation, are a powerhouse with every form of media right at their fingertips. You could say that they have turned the tide on the older populations and have taken charge of the nation's future.

But you would be wrong. Exit polls revealed that voters between the ages of 18-29 represented a mere 10 percent of those who showed up for this year's midterm election in Ohio. Some call it apathy and see this generation as self-involved.

How is it that a generation so "plugged-in" and more globally connected than ever before, seems so distant to the political world?

"Our generation seeks more 'softer news' like E or Entertainment Tonight, rather than watching the news," said sophomore public relations major

As a political science minor, Pieper has a natural interest in the political world and follows numerous news outlets on social media. However, she may be the exception to the rule that applies to many of her peers. With classwork and semester deadlines, many students agree that being informed is a form of discipline that many aren't willing to take upon themselves.

"I've been here 27 years and I don't know that I've seen a change in this," communications professor Susan Millsap said. "You always have

forefront of campus conversation, with smaller, more defined groups of students working to keep the political and social issues of their interest visible. Groups like Student Government and University Senate are both existing avenues for students interested in making their voices heard. Founded in 1970, the Otterbein Senate was the first organization allowing students the power to address campus issues, alongside faculty and administrators.

"Otterbein has a unique structure in which students are allowed and expected to participate in decision-making," Nicole Sherbahn, a current Student Trustee and member of the Governance Review Commission, said. "It is also a

great opportunity for students to gain leadership and communication skills."

However, these organizations will only work if there are students with a passion to make a change, and students who are willing to initiate



"Our generation seeks more "soft news" like E or Entertainment Tonight, rather than watching the news."
- mikayla pieper // sophomore public relations major

students who are interested and so [they] make the time. And then you have the students who just don't care."

As it turns out, she's very right. News about Greek life, rumors about the dining hall food



photo illustration // ashley kraner

conversations about what they want to see happen for the university. On a larger scale, issues in politics, the economy, equality, the environment and human rights will always be too big for just one person. However, it only takes one passionate person to get people talking.

The most vibrant era in U.S. history for student activism remains the protests against the Vietnam War during the sixties and seventies. In the late 1960s, during the Civil Rights movement, protests against the war and opposition to the draft sparked hundreds of demonstrations at college campuses across the country. As for Otterbein during these years, a 1966 issue of the Tan and Cardinal newspaper shows that the campus was severely divided between those who cared a lot and those who did not. The editor of the paper repeatedly wrote of his frustration with the Otterbein community for its apathetic stance. In an editorial piece titled, "Let's Wake Up," he addressed the community.

"One of my most difficult problems in fulfilling this function is to help students develop a sense of responsibility for their society as well as themselves," the editor said. "Few students at OC seem to be aware that there is such a thing as an 'outside world'. The concept of 'Otterbein at Otterbein' prevails."

Perhaps he didn't know it then, but his insight and passion to call his peers to action was exactly what the campus needed. The Tan and Cardinal newspaper was his tool to get the students' attention and in later issues, it even included a print of the petition against the Vietnam War that students could sign and have sent to the White House.

As an editor, it was his job to stay informed on current social and political events, but he was a student as well, managing all of the homework and deadlines that Otterbein students have four decades later. And without a smartphone for that matter.

A study conducted by the University of Southern California revealed that Americans consumed an average of 14 hours of media per day in 2013, from sources including television, radio, tablet computers, smartphones and gaming devices.

"By 2015, it is estimated that Americans will consume both traditional and digital media for over 1.7 trillion hours, an average of approximately 15 and a half hours - nine DVDs worth - per person per day," the study said.

In this kind of media overload climate, it is just as easy to avoid politics as it is to be informed. With so much content available, it's likely that you'll know what your friend had for lunch today in the Campus Center, rather than the top stories of the daily news. Being politically informed is still an active choice that has to be made, just like it was in the 1960s.

This doesn't mean you have to give up Netflix, Instagram or Twitter. Try watching a documentary instead of Breaking Bad, follow the United Nations on Instagram or The New

www.coppagelato.com

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York Times on Twitter. The White House even has its own blog on Medium.com. Using these tools in this way helps widen your world view beyond the Otterbein Yik Yak by helping you take a major step in finding your own voice and passion for social and/or political change.

"Don't be afraid to talk," Millsap said. "The old cliché is 'oh you should never talk about religion and politics,' and that's so totally wrong. Those are the two things you should be talking about."

Maybe for some, it's a small step, like listening to NPR on the walk to class instead of music, or talking to someone about what you saw on The New York Times feed today. Small changes in the types of media students pay attention to could help get them to invest in social and political activism. If we work on sorting through the media fog and surround ourselves with more informative sources, we might be surprised to see what issues we have a passion for and what power we really have to create change.

"If you're in the loop, you realize that you can make a difference,"

Pieper said. **&**

photo // provided

STUDENTS PROTEST AGNEW DINNER. Tuesday night, Vice-president Spiro Agnew spoke at a \$125-a-plate dinner for the Republican party in the Lausche Building on the Ohio State fairgrounds. This event was marked by numerous demonstrators protesting not only the present administration and its policies, but also the fact that the dinner was costing so much. Many felt the money could have gone to a more worthy cause.

The danger of burnt popcorn:

Repeated false fire alarms cause complacency on campus

story by // jennifer hall

A steamy midday shower seemed like a safe place to be for junior psychology major Kim Hutcheson, that is until the shrill of the fire alarm interrupted. Panicked and caught off guard, Hutcheson faced a decision: to evacuate the building, or hide in her room until the alarm cleared. Quickly wrapping herself in a purple towel, Hutcheson made her way down the stairs of Mayne Hall. With her hair dripping wet and the air biting cold, she stood among her peers, who offered her high fives for her fortitude.

Hutcheson is not alone in doubting the authenticity of the fire alarm. Students perceive false alarms on campus as an annoyance which is blossoming into a major problem. Safety officials view the false alarms as a risk factor. Recurring false alarms are the cause of complacency among students such as Hutcheson. When this happens, students react to alarms not as a signal of danger, but as an interruption in their day.

According to Otterbein University police officer Justin Wiseman, Otterbein fire alarms have falsely sounded 51 times since the beginning of the calendar year. Monthly tallies have found that in September alone, 25 West Home Street set off the fire alarm three times, the highest per building that month.

Sophomore business administration major Hannah Myers currently lives in 25 West Home Street and is frustrated by the frequency of Otterbein's false fire alarms.

"The fire alarms work so well at 25 they almost work too well," she said. "Sometimes the fire alarms go off when someone uses too much hairspray. Otterbein wants to keep its students safe, but there comes a point when safety inhibits

people from enjoying simplistic daily routines."

Firefighters often feel the same annoyance in regards to campus alarms. Responders at the fire station anticipate an emergency when dispatched, but when the same building routinely initiates the alarm, it becomes easy to assume that it will be false yet again. Eventually, responders develop a faulty attitude of going through the motions rather than preparing to save lives.

"The fire alarms work so well at 25 they almost work too well."
-hannah myers,
sophomore business
administration major

rather than preparing to save lives.

The reality is that this attitude can eventually result in disaster. Boland Hall at Seton University in New Jersey earned a reputation for its false alarms until 2000, when an actual fire combusted just days into the first semester. Firefighters and students alike assumed the alarm was just another false call. Due to a tragically ill-prepared response, several casualties resulted, including



Westerville Chief Fire Marshall Paris Smith-Higbie, left, and Environmental Health and Safety Office Tara Grove, right. // jennifer hall

photo // jennifer hall



two students who burned to death. The students were victims of flames but the tragedy could have been prevented if complacency had not been a culprit.

Westerville Chief Fire Marshal Paris Smith-Higbie recognizes the problem of recurring false alarms at Otterbein.

“It’s our responsibility between the Fire Department and the University to reduce the complacency so that we are really only going there in the event of an emergency,” he said.

“I really don’t want my equipment leaving [the station] on false alarms if they don’t need to respond anywhere because there’s a cost to the community every time they leave, and that takes us away from responding to actual emergencies.”

Students joining Hutcheson outside of Mayne Hall that chilly afternoon likely perceived the alarm as a waste of their tuition money. Rumors around campus caused students to believe that false alarms cost Otterbein \$1,000 per visit. However, this is not the case, and Vice President and Dean of Student Affairs Robert Gatti negated this rumor once and for all. False fire alarms do not cost the university anything. According to Officer Wiseman, the fire station has the option to charge businesses \$1,000 for frequent false visits. However at this time, they have not enacted this policy with Otterbein.

Instead, the Westerville Fire Department and Otterbein University uphold a strong working relationship to ensure the safety of the campus community. Otterbein recently appointed Tara Grove to the a newly created Environmental Health and Safety (EHS) Officer position.

“By creating this position, I think that shows the University’s dedication to safety,” Smith-



Kim Hutcheson was living in Mayne Hall at the time of her false fire alarm story. // jennifer hall

Higbie said.

One of Grove’s primary tasks in this new position is to develop a written emergency action

“I’ve been here for 30 years, and in the last 10 months, we’ve made great strides in the improvement of the campus safety,” said Smith-

“There was no thought that it was a real fire, I just thought it was popcorn or a hair dryer. I never once thought it could be real.”

- kim hutcheson // junior psychology major

Higbie. “As a firefighter, there are things in the past I would have liked to have done, and now that I am in this position and now that we have Tara in her position, we’ve been able to make some improvements.”

plan for fire safety at Otterbein. While many prevention actions such as fire drills are currently practiced, procedures are not yet written in stone.

When asked which buildings produce the most false alarms, Grove respond “It’s definitely the residence halls.”



The Westerville Fire Division maintains three stations through out the city. This truck belongs to the station on Main Street. // **jennifer hall**

“We recently had a student hang clothing from a sprinkler that broke the glass in the sprinkler head activating the system and causing thousands of dollars worth of damage,” Chief Smith-Higbie

said. “If we were to get an alarm from the Rike, it’s likely to be an actual alarm.” This is due to the nature of the building; as a work out facility, there are few factors that might contribute to a fire.

Though unattended or burnt foods such as popcorn are common triggers, students should note that electronics such as ionic hair dryers are often the culprits of a false alarm. Common household smoke detectors known as photoelectric smoke detectors signal an alarm as smoke is sensed in the air.

Newer smoke detection technology works differently. Ionization smoke detectors sense changes in ions in the atmosphere to signal an alarm, resulting in a faster response time for rapid burning fires with little smoke. Ionic hair dryers create an imbalance in atmospheric ions, tricking the detector into thinking there is fire. To amplify the issue, most resident hall smoke detectors are located in bathrooms, where students are likely drying their hair.

According to the Residence Life and On-Campus Housing Policies, ionic hair dryers are not permitted on campus. A few additional items not permitted in residence halls include toasters, hot plates and candles for their dangerous potential as fire hazards.

If you are a student considering the option to live off-campus next semester rest assured that Otterbein considers your safety as well. Julie Saker, Director of Student Conduct and Wellness, explains that students living off campus are mailed information about the off-campus living

photo // **jennifer hall**





Pictured left to right are Greg Morris, Matt King and Mark Pavuk. They are firefighters for the City of Westerville. // **jennifer hall**

guide with safety information and resources. A few times each year, Saker, Westerville Code Enforcement Supervisor Bryan Wagner and others from the university complete walk-arounds where safety information is distributed to students directly.

Aside from residence halls, hazardous chemicals in the science labs pose many fire and health concerns. As EHS Officer, Grove ensures the facilities meet the Occupational Safety and Health Administration (OSHA) guidelines. All teaching assistants and research assistants in the labs receive the same safety training as the science faculty and staff.

Students using the labs are required to complete online training modules, as well as hazard assessments in conjunction with Otterbein faculty, before earning permission to use the lab. Grove inspects science labs quarterly to check for code violations and proper documentation of safety training.

Checking supplies in the science lab is a major aspect of Grove's inspections. Since most chemicals resemble water, proper labelling and storage is of utmost importance in the science facilities in order to prevent emergencies, though proper labeling ranks as one of the most commonly mistreated practices. According to Grove, students forget to label chemicals or label

containers with abbreviations that make sense only to the author, leaving many dangerous unknowns for others.

Smith-Higbie fortunately has not dealt with an actual fire at Otterbein since his time as Chief Fire Marshall, but the scenario is not foreign to the university. In 1976, Cochran Hall, located opposite of Mayne Hall, caught fire. One student, Karen Sgarro, found herself awakened from her nap by screams, finding sunbathers jumping

“Those are things at the top of our list. We want to make sure people can get out of buildings.”
 - paris smith-higbie // chief fire marshal

from their common spot on the roof between Clements and Cochran onto the fire department's trampolines. Unable to evacuate, Sgarro yelled for help from a second floor window. John Bokros, a former Otterbein Service Department employee and a volunteer at the Westerville Division of Fire, rescued Sgarro from the billowing cloud of black smoke. Both Sgarro and Bokros were taken

to the hospital for smoke inhalation where Sgarro had to spend 14 days in the Intensive Care Unit healing.

While reducing false fire alarms tops the list of safety concerns, the bottom line is to assure that students can easily exit a building when an alarms signals. Smith-Higbie stresses the little details of an emergency plan. Many factors must align in order to safely exit a building.

“You need to know more than one exit route so you don't get blocked in, you hope that emergency lights function so you can see the exit light through the black smoke to evacuate instead of opening a door to find yourself in the bathroom,” he said. “Making sure the door panic bar works properly is also vital to the emergency plan.

“Those are things at the top of our list,” Smith-Higbie said. “We want to make sure people can get out of buildings.”

All things considered, the next time you shower midday, think about your escape plan rather than singing a tune. As Hutcheson said, “there was no thought that it was a real fire, I just thought it was popcorn or a hair dryer. I never once thought it could be real.”

Luckily for Hutcheson, her embarrassing, towel-clad adventure was only caused by a false alarm. The next alarm, however, could easily end with a building engulfed in flames. &

Deaf: a culture, not a disability

story by // emmy wells

Students sit at their desks in room 239 of Towers Hall as they await the arrival of their professor. Multiple conversations fill the room with noise as the beginning of class approaches. Right on time, the professor walks in, greeting her students with a smile and an energetic wave. The students fall silent as she walks in, although she cannot hear what they are saying.

Angela Moore is a professor of American Sign Language (ASL) at Otterbein. Like the people who use the language she teaches, Moore is deaf. Despite the inability to initially communicate with her students, teaching a classroom without using her voice does not present her with a struggle.

Using both an interpreter and email to communicate, Moore shared what it's like to be a professor in her situation.

"The first year, there were a lot of people who were shocked that I was deaf and that I don't use my voice," Moore said through an interpreter. "They felt out of place, and I'm very sensitive to that because I know how that feels."

Moore said it's difficult to share her expectations with students in a language they have not yet learned. For this reason, she schedules an interpreter to attend the first day of class in order to help students feel comfortable and understand her expectations for the class.

Although word has spread that Moore is deaf, she does not make it clear in her course registration.

"Students do not sign up for a course because the instructor is female, male or of a different color. Deafness is just a character of mine, just like the next door professor has red hair," Moore said. "ASL is just a language that I speak in."

Although Moore isn't positive whether or not a student has dropped her class specifically because they were uncomfortable with having a deaf professor, she said it has probably happened. However, many of her current students enjoy the experience of being taught by her.

Freshman communications major Gabriel Harrison compared the learning experience in



"It's really neat. It's like nothing that I've ever seen before."

- daniel duvall // freshman computer science major

Moore's class to going to a foreign country to learn the language.

"You have to learn or you can't talk," Harrison said.

Several of Moore's students said that because she is deaf, they have learned more in the classroom. Moore teaches her class in an interactive style that forces students to participate, which she said helps them better understand the language.

"I think that if you actively participate, you'll remember the language more easily," Moore said.

Although she has only been teaching ASL to students who have full hearing capability for three

years, she has been surrounded by hearing people her entire life—Moore is the only deaf person in her family. Because of this, her deafness came as a surprise to her parents. Although she was born deaf, no one realized it until she was two years old.

Clad in pigtails with streamers hanging from the handlebars of her tricycle, a two-year-old

Moore pedaled along, oblivious to her aunt's attempts to get her attention with a car horn. Concerned about her lack of response to the noise, Moore's aunt urged her parents to take her to the doctor. It was only then that they realized their child was deaf.

"From an objective perspective, I think they sort of felt like their dreams had been broken," she said. "I don't think my mother has fully accepted my deafness yet."

Because her parents wanted her to fit in with the rest of the world, Moore was sent to Patterson Kennedy Elementary School, a school with an oral program for deaf children. Instead of teaching children ASL, the program taught them to lip-read and speak. Moore said she and the other children in the program had to sit on their hands in the classroom to ensure that sign language would not be used. Since Moore wasn't

taught sign language in a classroom, she picked it up from students on the playground and during her two hour bus ride to and from school.

"As a deaf person, everything in my thinking process is visual," Moore said.

A visual thought process allowed Moore to learn sign language effortlessly because it simply made sense to her. It wasn't until college, however, that she began to embrace deafness as part of her identity. Throughout her entire life, she was socialized with



Otterbein Deaf Culture Club bake sale. // emmy wells

hearing people. Her parents didn't learn sign language, and although she doesn't criticize them for that, she often felt as if her deafness wasn't treated as normal.

When Moore was 13 years old, her parents withdrew her from Patterson Kennedy Elementary School, a place she felt accepted, and placed her in public school.

"When you're a teenager, you just want to fit in, and I felt different," she said. "I wanted to be the same as everyone else."

In attempting to blend in with the hearing teenagers she was surrounded by, Moore asked her sister not to finger spell or use any sign language to communicate with her while they were at school.

"When I graduated high school, I realized, 'wow, that was a lot of work to make myself look like everyone else ... to conform,'" she said.

When Moore began college at the University of Toledo she finally accepted her deafness.

She also met her husband, John, in college. She and John had a class together and although they sat near one another, they were unable to communicate. Moore said after their mutual class they didn't see each other for a while. After some time had passed, Moore ran into John on campus, surprised to see that he had begun to learn sign language from a book in the library.

"I knew he was a keeper, and we've been together ever since," she said.

Moore and her husband have four children, all of them born hearing. Although their mother is deaf, Moore's children can fully communicate with her by using ASL.

"It's like a second language," Moore's oldest daughter, Hannah, said.

Her children learned sign language at such an early age that none of them even remember the



Angela Moore teaches American Sign Language at Otterbein University. // **susanna harris**

learning process. Moore said her children began to understand sign language at ten months old and by the time they were a year old, they began using sign language themselves. She felt it was important to teach them sign language as soon as possible in order to assure clear communication and a strong relationship between them.

ASL has been more than simply a means of communication for Moore, who views being deaf as being part of a culture—a culture she didn't

want to give up when she was presented with an opportunity to gain the ability to hear.

When she was around ten years old, Moore's audiologist encouraged her to get a cochlear implant, a small electronic device that would be surgically placed in her ear and enable her to hear. Moore said she was the perfect candidate for the implant because other than the cochlea, every part of her ear works normally. She made the decision to undergo the surgery, but shortly after, she changed her mind.

"My mother wanted me to feel like I had a place in the world, but I just didn't feel like the cochlear implant fit my needs," she said. "It wasn't for me."

Although she did not make the choice to follow through with receiving a cochlear implant, Moore said she is respectful and supportive of those who do choose to receive one. Although Moore doesn't have a negative opinion toward cochlear implants, many people who associate themselves with Deaf Culture do.

Deaf Culture, like any other culture, is a bond between people who share the same beliefs, values and social behaviors. There are varying degrees of association with Deaf Culture among the deaf community, but it is centered around the use of ASL. Because it is a culture that is not widely recognized, the Otterbein Deaf Culture Club (ODCC) has made it their mission to assure that Deaf Culture is promoted both on campus and in the community.

Victoria Frisch, professor of American Sign Language at Otterbein, is the club's adviser. Doug Smith, a senior middle childhood education



Angela Moore communicates with her children Elijah, Sarah and David using American Sign Language (ASL). // **emmy wells**



ASL Professor Angela Moore raises children who are all hearing. Pictured left to right: Sarah, David, Angela, Hannah and Elijah. // **emmy wells**

major, is the club's president. To promote Deaf Culture on campus, ODCC hosts several events throughout the year, both on and off campus. Frisch said that because she wants the club to be as inclusive as possible, knowing ASL or even taking ASL courses is not required for membership.

"I want to help my students and expose my students to deaf culture in any way I can, and being hearing, I'm limited, so the club is a great avenue for those on and off-campus events," Frisch said.

On campus, ODCC hosts bake sales and also screens INST-approved movies to promote Deaf Culture to Otterbein students.

"By hosting events like that, we really try to involve students who may not necessarily have taken ASL," Frisch said.

Frisch said that to her knowledge, this is the first year that a student who self-identifies as hearing impaired is a member of the club.

Though hearing impaired, freshman computer science major Daniel Duvall knew nothing

about ASL or Deaf Culture prior to attending Otterbein. Since Duvall is hearing impaired rather than deaf, he uses hearing aids that allow him to have nearly full hearing capabilities.

Duvall said that his hearing loss is most likely a birth defect that resulted from his cleft lip, but he is uncertain as to the exact cause. Although

Otterbein's orientation fair over the summer. There he was approached by Boston Gregg, a sophomore double major in journalism and media communications and theater. Gregg is a member of ODCC and when he noticed Duvall's hearing aids, he encouraged Duvall to become involved with the club.



"They felt out of place, and I'm very sensitive to that because I know how that feels."
- angela moore // american sign language professor

his hearing has deteriorated slightly throughout the past few years, he said he doesn't foresee the possibility of losing his hearing altogether.

As Duvall was considering his options for a foreign language course at Otterbein, he stopped at one that caught his eye: American Sign Language.

"I'm thinking, 'What's ASL?'," he said.

Although Duvall was unfamiliar with ASL and Deaf Culture, he was interested. After he made the choice to enroll in an ASL course, he attended

"It's really neat," Duvall said about Deaf Culture. "It's like nothing that I've ever seen before."

Moore looks positively toward ODCC because she wishes people could become more aware of Deaf Culture.

"I think it's wonderful that they practice ASL outside of classes and become more aware about Deaf Culture," she said.

Being deaf has never stopped Moore from leading an ordinary life, something she credits to her deep curiosity and desire to understand what's going on around her.

"My parents never learned to sign, but that just sort of drove me to seek out more information," she said. "I'm very grateful for the journey and experience that I've had in my life." &



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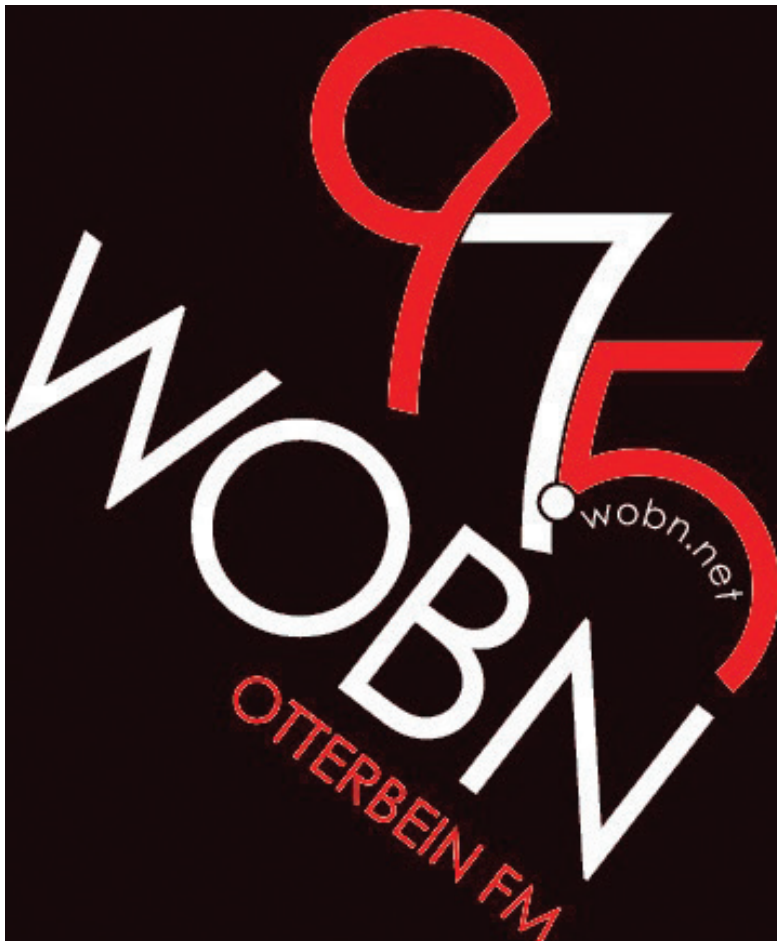
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from service to school

veterans on campus build their school regiment

story by // shelby booker

While most high school seniors are studying for the ACT or stressing about prom, Danielle Cole, now 25 and a sophomore nursing major, was stationed at the Air Base in Ramstein, Germany, taking a position as an EMT driver at the age of 20.

"It was hard for my family, especially my mom because I couldn't really tell her anything," Cole said. "She didn't know when I was coming back and I didn't have any communication with my family while I was there."

Over 1 million veterans and their dependents have registered at U.S. colleges and institutions over the past five years, according to the Department of Veterans Affairs (VA). This flood of veterans has come with the withdrawal of U.S. forces in Iraq and Afghanistan along with the substantial fiscal incentives that generally cover a veteran's tuition, housing and books.

An increasing number of colleges and universities are taking forceful actions to help veterans make the transition; Otterbein University is among these schools.

There are 40 veterans enrolled at Otterbein, including veterans from the Marines, Navy, Army and Air Force branches.

The VA is collaborating with the Student Veterans of America to investigate how well veterans manage upon returning to college. According to a rare report released by the VA, over half of veterans who pursued a higher education from 2002 through 2013 under the GI Bill completed education ranging from technical schools to postgraduate. The report also showed that only about 1 in 3 veterans will obtain a bachelor's degree.

Among other results, about 80 percent of the veterans chose public schools. Some 21 percent were women, while females only make up 15 percent of the military. About 1 in 5 veterans who enrolled were age 25-29.

Although Cole left active duty in April 2013, she is still enlisted, waiting for the call of duty if needed. Her military contract will expire in 2017.

Cole's military experience was similar to a college experience. She had weekly classes, lived in an all girls dorm, and even had an RA who oversaw her and the other recruits. While this sounds similar to a college experience, she also faced vigorous mental and physical training.

Cole was deployed once in 2010 to Libya where she was ordered to extract American citizens. Her second deployment was in 2012 to an undisclosed location in Afghanistan for eight months, where she underwent four months of combat training

before being deployed.

Veterans must often face various challenges when making the transition to college life.

Some challenges are found in overcoming a mental illness, such as post-traumatic stress disorder, commonly known as PTSD.

PTSD can develop after an experience including physical harm or the possibility of physical injury and it can often be something

veterans struggle with when they return home.

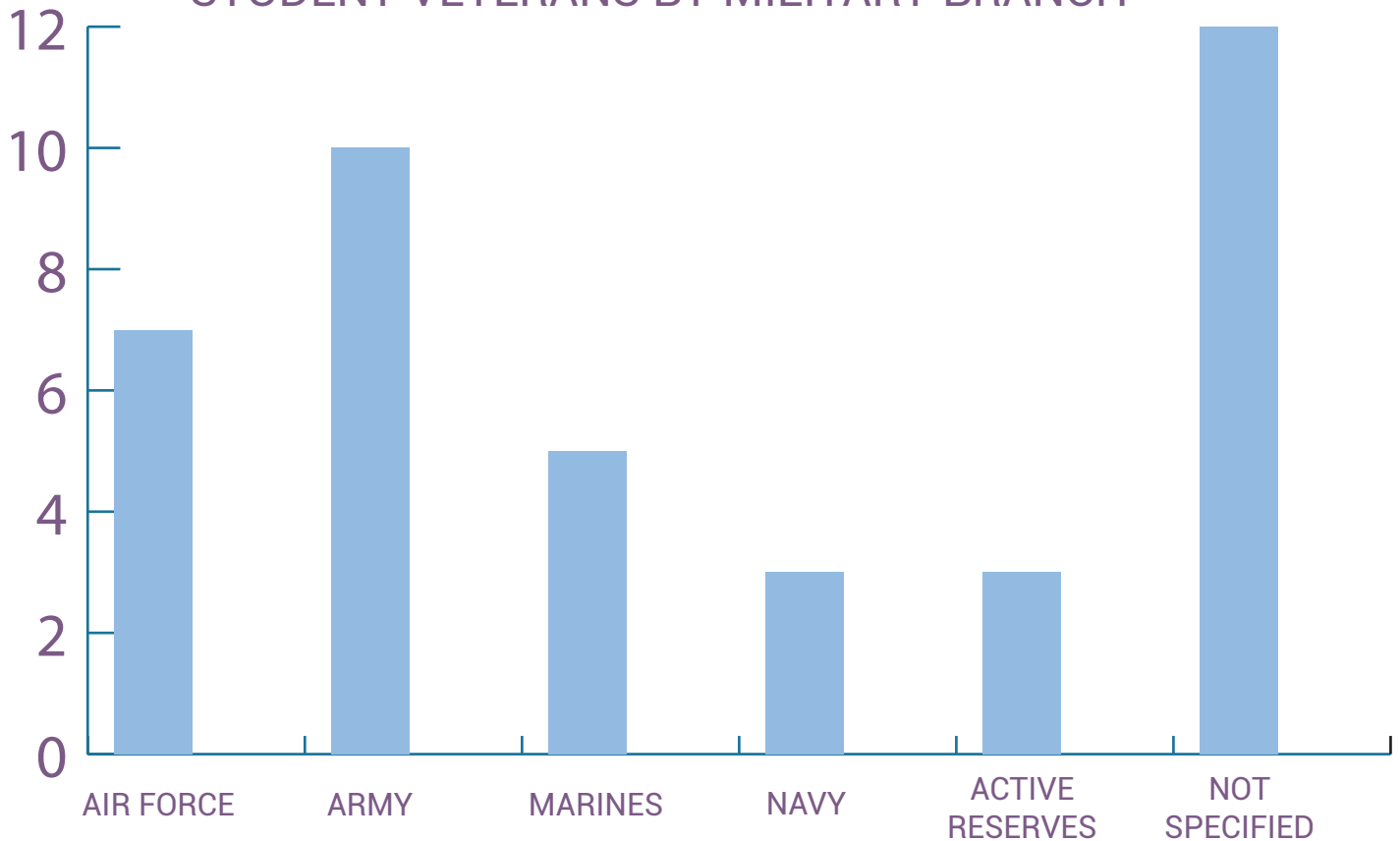
According to the VA, 1 out of 5 veterans who have served in Operation Iraqi Freedom will suffer PTSD.

"It's hard to leave that situation, and I do have experiences that are hard to discuss, some PTSD and some things are hard to adjust to, like loud noises," Cole said. "I can't handle fireworks and I didn't realize that it would be an issue but it is



Danielle Cole stands with her Army uniform on the steps of her sorority. // susanna harris

STUDENT VETERANS BY MILITARY BRANCH



graphic // jennifer hall

and it's something that's difficult to talk about."

Some challenges are academic. Veterans often have to sharpen their math, reading and study skills after being away from school for so long.

Estrella Borrego, a 26-year-old sophomore nursing major, joined the Marines in 2009 and wanted to explore the world before going to

college. She served a total of four years. She was stationed in Japan for two years and served her last two years in California. When she left the military in August 2013, her transition to school was a rushed process. After leaving the military, she enrolled and began her classes in less than two weeks.

"Nothing was fresh in my mind; there are people in my class who are 18 or 19 and they

in school are supporting a family and working during evenings and weekends.

Ricardo Easley, a 44-year-old freshman organizational leadership major, finds that he struggles to maintain his busy schedule of classes, a full-time job and raising his children.

"It can be real difficult. This is something that you're not trained for," Easley said.

Veterans also must deal with the VA



Daniëlle Cole // susanna harris



"It was hard for my family, especially my mom because I couldn't really tell her anything."
-daniëlle cole // sophomore nursing major

know all the formulas and steps that they did just a year ago," Borrego said. "I'm stuck having to learn everything all over again, having to learn the basics again. It was a struggle not being in tune with the other students. You almost feel left out."

Borrego has taken advantage of the all the academic assistance that is offered on campus. "They take good care of us here at Otterbein," she said.

Veterans face cultural hurdles, too. While many other freshmen are testing their independence after moving away from home for the first time, some of the veterans back

bureaucracy to ensure that their tuition and other aid, such as housing or disability benefits, are paid on time.

Staff Sergeant Alex Thibodeaux, a veteran and global studies major, served 12 years in the military, where he achieved this rank. He hopes to graduate and work for the Army with the Department of Civil Service.

Thibodeaux continually faces the challenge of waiting for his veterans' benefits to kick in. Often it can take two to three months for the

government assistance to be processed and take effect. Thibodeaux said that Otterbein took the time to answer his questions about the GI bill.

Thibodeaux worked with Laurie Mayhew, the VA representative on campus, who helped him with his aid progress. He was given aid and provided an income so that he could begin his studies and obtain books until the funds became accessible.

Laurie Mayhew is the VA representative for all 40 veterans on campus.

“Here at Otterbein we appreciate the immense sacrifice and contribution that all members of the military make to society,” Mayhew said. “We are a proud participant in the Post-9/11 Yellow Ribbon Program.”

The Yellow Ribbon Program follows the Post-9/11 Veterans Educational Assistance Act of 2008, which compensates up to the highest public in-state undergraduate tuition for eligible veterans. This is done by engaging with contributing institutions to cover tuition costs higher than state school fees. The VA will cover a portion of a veteran’s tuition and Otterbein will provide a grant to pay the remaining amount.

“I never have to call her and ask her how things are going,” Borrego said. “The initial progress is a lengthy process but once it’s done, it’s done. [Mayhew] takes care of everything for you. There’s no stress on your part.”

For now Borrego is a civilian trying to make

the transition from her daily military routine to the classrooms here at Otterbein. As she begins her new mission, she is far from being on her own.

Borrego thinks that Otterbein takes good care

of its veterans.

“I really like Otterbein. It has a lot of students, like myself, who have different experiences, and it takes care of them and really has a lot to offer if you let it.” &



Danielle Cole salutes the American flag. // **susanna harris**

Winter is coming

13 tips for staying warm

story by // rebecca knopf

In the words of House Stark from the popular book and adapted HBO television series *Game of Thrones*, “winter is coming,” to Westero... ville. If you want to learn how to stay warmer on the trek from your dorm room to your classroom, take a look at our list of 13 simple, creative and slightly sneaky ways to fight the biting cold. &

1.

WEAR A HAT: Keep your noggin warm and cover that grimy, greasy hair you haven't washed since you went out on Friday night.

2.

LAYER UP: The more layers you wear the less visible the stains on your last clean-ish sweater will appear.

3.

TEND TO YOUR TOES: And help your hands. Wear wool or wool-blend socks and cover your hands with, not only reminders that you have a meeting with your adviser at 3 p.m., but also lotion to keep your skin from cracking and gloves to retain heat. Add the hand warmers you bought at the Den and you are good to brave the next blizzard.

4.

WATER PROOF BOOTS: Invest in a pair that are well insulated. There is nothing worse than sitting in class with cold toes.

5.

MORE LAYERS ON YOUR LEGS: Leggings are totally acceptable to wear... as long as they are underneath real pants like jeans.

6.

WIND AND WATER RESISTENT COAT: Your body's condom from the elements.

7.

BLOW DRY YOUR HAIR: The only tested and surefire way your wet (and finally clean) hair won't turn into icicles during the walk to class.

8.

MAKE A HOT BEVERAGE: Hot tea can be made by putting water in a mug and microwaving it for 1 to 2 minutes and adding a teabag. Or, stop by the Admissions building and pretend you are a prospective student and get yourself a hot coffee or cocoa from their pamphlet and beverage corner... but don't forget to pick up a pamphlet to make your act believable.

9.

FOOTIE PAJAMAS: Wear them to the Cardinal's nest, and the INST class you will inevitably sleep through anyways.

10.

USE STRANGERS: Walk closely behind a group of people and have them block the wind for you. Be careful not to be noticed otherwise they might think you don't understand personal space.

11.

BUY BIGGER: Buy your winter coat a size larger than you need. Not only will this allow you to fit more layers underneath the coat, but the effect all of the holiday cookies you ate will be hidden as well.

12.

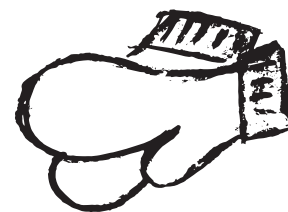
USE FRIENDS: Walk in-sync with linked arms (for ladies) or hands stuffed in pockets, shoulder to shoulder (for gentlemen).

13.

THINK ABOUT SOMEWHERE HOT: Deserts, fireplaces, the bahamas, your bed, your bed with Megan Fox or Mr. Darcy under the covers.



illustrations // jennifer hall



Students get paid to live

story by // sara anloague

It's 1 a.m., and the resident assistants are on their last duty round for the night. They first walk the halls to make sure everything is running smooth. While on a round, resident assistants listen for loud music or talking, all the while remaining alert for drugs or alcohol and anything suspicious coming from the resident's rooms.

This is what residence assistants (RAs) do one to two times a week for four to five hours a night on top of other responsibilities such as class, jobs and extracurriculars.

The 55 RA's on campus have to write duty logs, be available to students who get locked out of their rooms and make sure the residence halls feel like a community. According Michaela Miller, a sophomore business management major, it is important to make sure her residents know who she is and vice versa. That is a big part of their job as RA's.

While violations aren't always caught, it is definitely something that they have to deal with: from noise to alcohol and drugs to students disrespecting their peers. Clements Hall RA Mitchell Snyder, a sophomore international business major, finds this job challenging.



RA Mitch. // susanna harris

"One of the hardest parts of the job is when people are doing illegal things because you want the best for your residents, but you have to ensure the safety and quality of living," he said.

Some RA's even find it difficult to follow the policies they are expected to enforce. The most difficult policy to follow is remaining quiet during quiet hours.

"We are students too, and there will be things that we might want to do, that we can't do, that other students might get away with not being an RA,"

said Aleth Pashi, a junior nursing major and residence hall coordinator for 25 West Home Street.

Some people don't realize that the RA's are just like any other student trying to get through school and graduate with the degree they want and the college experience that everyone strives for.

To become an RA, students must go through a two credit hour class called "The Helping Relationship", which is taught by the assistant directors of residence life. Throughout this class, students discuss how to deal with certain scenarios, their leadership skills and their personal strengths and weaknesses in addition



"We are students too, and there will be things that we might want to do, that we can't"

- aleth pashi // junior nursing major



RA Pashi. // susanna harris

to completing lots of projects and papers. Some of the papers they write have to do with leadership philosophies, personality types and basically anything you might come across in college, both socially and academically. One of the major projects in this class is creating your own residence hall. This reflective class helps potential RA's put themselves in a leadership position that helps separate their role as an RA and a friend.

After filling out an application and going through an interview with the two Assistant Directors of Residence Life (ADRL), the students find out if they got the job or not. RA's are only paid \$50 a month, but they are housed for free along with the benefits of having a room all to themselves. As for Pashi, whose job is the liaison between resident assistants and the Assistant Directors of Residence Life, her path to becoming an RA and now a resident hall coordinator, was a bit different from everyone else's.

She became an RA her freshman year during the spring semester. She lived in Hanby Hall, when an RA position opened up. She applied for it and got the job. She still had to take the class, but in her unique situation, she was already an RA going into the class.

Now, as a residence hall coordinator, she oversees other RA's. Pashi creates the duty schedule and calendar while all changes to the calendar have to go through her.

Along with making sure all the RA's know when things need to be done, she creates appreciation gifts and writes little appreciation notes for the staff. A big part of her job is to take some of the pressure off of the ADRL.

Tracy Benner, the Director of Residence Life, is in charge of supervising assistant directors, managing facility budgets, working with renovation projects, purchasing all of the furniture and equipment for the residence halls and other assorted tasks. She deals with parent phone calls, roommate conflicts, signing up students for counseling, residence life surveys, RSA, the residence life ozone channel and much more. If RA's



have violated a policy, she is the one who has to determine whether they get another chance, they resign or if she has to terminate them.

Overall, Benner said the RA program has mostly gone smoothly, but typically if there is a problem she gives them a chance to correct it long before she would consider some form of punishment.

"It been a long time since I actually had to terminate an RA," Benner said.

Antonio Bradley, 29, also known as "Nino", is the ADRL of Hanby Hall, Clements Hall and the Home Street Commons. Not only does he have many responsibilities as the ADRL, he is also a father to his newborn baby who was born at the beginning of the Fall semester. He lives in Hanby Hall with his girlfriend, Lyndsey and their daughter, Ariana. His job is to supervise the 13 RA's that he has been assigned to. He also manages facility issues and helps with housing selection. The ADRL's are also co-advisers for organizations that are housed under the office of diversity and Nino's student group is the African American Student Union.

The most frustrating part of being an ADRL, according to Bradley, is the lack of communication between residents when an issue arises in the room. His most challenging part of the job is keeping on top of the little tasks, like making sure a resident's heater is fixed after they have put in a service request. He has to remember every single small task along with all of his other bigger tasks that need to get done.

A typical day for Nino includes having one-on-ones with his RA's. He has 13 meetings like this a week, where they talk about how the RA's are doing in their classes, facility issues, their residents and life in general. He also has to check

"To be honest I love it. I'm a big family guy and I feel like it adds another aspect to family."

- antonio bradley // ADRL

and keep up with all of the emails he gets that deal with noise, alcohol, vandalism and other violations, just like the RA's.

He finds that he definitely appreciates the time he gets to spend with his family in the evenings.

"I think it will be awesome raising my daughter here," Nino said. "I want her to be able to talk to a lot of different people and I think her being around a lot of people she will have good verbal skills. I want her to feel like we are all a big family and that she can go to anyone to talk.

"I can't wait to actually get her out and interact with people because right now, I don't want anyone touching her," he said. "I don't want her to get the otterplague."

Nino says that living in a residence hall with his family has been a positive experience so far.

"To be honest, I love it," he said. "I'm a big family guy and I feel like it adds another aspect to family.

"I love it, besides some of the noise above me," Bradley said. "The baby doesn't wake up too much, but my girlfriend and I do. It happens at least once a week."

Even though residents sometimes wake him, Nino says the most enjoyable part of his job continues to be his residents. As a self-proclaimed "people person", he loves talking to them on a regular basis.

"They keep me going" he says. &



Antonio Bradley and baby Ariana.. // conner scott

Lost in the Archives

story by // taylor numbers

For those of you who have never wandered into the basement of the library, you're missing out on Otterbein's rich history that is highlighted in our very own archives. Follow along with the T&C magazine as we continually explore Otterbein's remarkable past.

Pranks of the Past

After searching the archives for some juicy bit of history, I wandered into the office of Stephen D. Grinch, Otterbein's Archivist, who informed me that Otterbein alumni have recorded virtually everything. But the most interesting thing I found out was that they even recorded pranks. Although my search in the archives didn't directly link me to the following stories, it was necessary in the process. Grinch told of a group of Otterbein alumni who pulled a pretty epic prank on Capital University, except no one ever wrote it down for the archives.

Surely, I thought, someone must have written it down. So I did what anyone else in this century would do and turned to the internet. I was just about to give up right around page 4 of my Google search, but then I stumbled upon an old link to a Dr. David L. Deever's former faculty page. This link held personal accounts of some of the most prominent pranks of our campus' past,

ranging from good natured pranks to dangerously stupid stunts and everything inbetween. Including, yes, the epic Capital prank.

Spring Fever

Students at Otterbein have long been complaining about not receiving ample amount of time off. After all, there are a lot of holidays in this world, would it kill them to give us a couple more days to sleep in and relax? Although we openly complain about this today there was a time when our student body decided that they weren't going to just complain, they were going to step up and make it happen on their own.

Not long after students of Otterbein's 1958 class found out that most colleges had a Spring Fever Day holiday, a few individuals decided that Otterbein should participate as well. All they needed was access to a ditto machine, which is a machine that copies typed or handwritten notes or drawings by an ink-transfer process. These machines were once used by schools because one could make many more decent quality copies at a relatively low cost compared to other copiers around during that era.

Fortunately for the students, there was a ditto machine available in the chemistry office. They proceeded to ditto sheets of papers and cut them into small strips that announced the next day would be Spring Fever Day and all classes were cancelled. Back then, student mailboxes didn't have individual locks, which made these papers

easy to distribute to each student. The next day all the professors were in class and none of the students showed up. Thus began Otterbein's first official Spring Fever Day.

It's Raining... Oats?

There was a time in Otterbein's history when attendance to chapel was required. Because it was such a large part of students' lives it was also the center of many pranks. Once students wound a series of alarm clocks and set them to go off in five minute intervals. So every time an alarm would go off during the service the staff had to find and disarm it, which became the focus of the entire service that day.

Another prank that is more remembered occurred in the fall of 1957, a day most well known as "the day it rained in Chapel." On this particular autumn day, students filed into the chapel as expected for the 20-minute sermon. However, halfway through the sermon, a trapdoor opened above the stage and dry oats rained down on the chaplain. Continuing for several minutes, the oats cascaded onto the lectern--ruining it--and fell onto the floor.

Needless to say the overall message of the sermon was lost because of the scolding lecture that was given to the student body for their misbehavior. Although unappreciated by Otterbein at the time, it is now one of the greatest pranks remembered by alumni.

Joy Rides

This next one is hopefully no longer a tradition among fraternities on our campus and it is unknown as to which fraternities participated in this tradition. Although the men in this story weren't harmed, this stunt could end disastrously.

In the '50s and '60s fraternity "Hell Week" maintained a highly active tradition: Pledges would attempt to capture their fraternity's president and pledge master and drive them to remote location. This activity was made more difficult because both men were on high alert and made it practically impossible for the pledges to get them.

One particular year there was a group of pledges

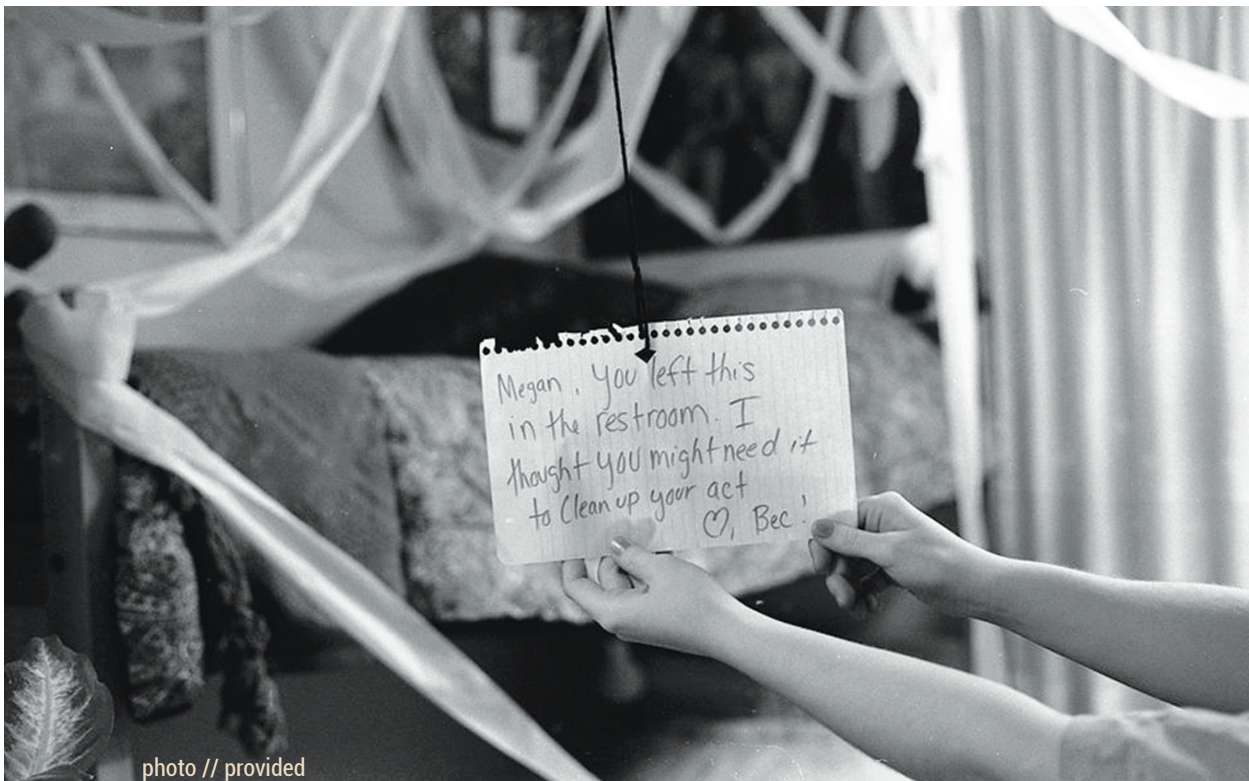


photo // provided



photo // provided

that not only captured both the president and pledgemaster, but managed to take them all the way to Richmond, Indiana, a two-hour drive. They then dropped the two men off at a shopping mall. Record states that the president and pledgemaster were left unimpressed by this group of pledges because they were left at the mall with both their money and IDs. So, they simply ventured to the nearest telephone booth and called the active chapter, explaining the pledge's failed the challenge and provided the actives with their location so they could come get them.

The pledges, however, had other things in mind. Once the call to the active chapter was complete, the pledges recaptured both men and took them to Toledo, this time dropping them off without money or IDs. Thankfully, everyone managed to make it back to campus by Monday night's chapter meeting.

Burning Stupidity

Now, there is always a line that must be drawn so a prank will not go from funny to dangerously stupid, and this prank definitely crossed that line.

In the fall of 1960, Otterbein scheduled a football game versus Denison University. In the week prior to the game, some Otterbein students

decided to rally some school spirit and show Denison what it meant to be our rival. This group of students traveled to Denison in the middle of the night with gasoline and intentions to burn a giant "O" in the front lawn of the school.

They poured the gasoline onto the lawn in a large "O" circle and proceeded to set it on fire. One student, however, didn't quite think the whole process through and he found himself standing on the inside of the circle, surrounded by flames. He was forced to make a quick decision: to stay inside the circle and risk getting caught, or make a run for it through the flames and risk being burned. Opting to take a risk and run through the flames, he thankfully only suffered singed hair.

The Prank to End All Pranks

For those of you who haven't been at Otterbein very long let it be known that our hatred for Capital has been a long withstanding rivalry. Although now we express our dislike to them in various chants towards their teams, there was once a time when students took it a little too far. It was in the fall of 1959, after yet another victory over Capital University's football team.

A group of Otterbein's students decided to

take a trip to Capital to play what is now known as the most epic prank in Otterbein's history. The prank: steal Capital's wooden goal posts. During their attempt to saw down the goal posts, Capital's security guards ran them off. However, it was going to take a lot more than that to send these pranksters packing. Later that night, they returned to Capital again to complete their mission once and for all.

This time they were successful, partially. While they did manage to tear down the goal posts, they were apprehended in the act. Record shows that Marion Chase, the Dean of Men, a position similar to the Dean of Students, had to bail them out. As punishment for their crime, they were ordered to pay for the replacement of both goal posts.

It may seem as if Capital won this battle, however the Otterbein pranksters were actually the ones who had the last laugh. In order to pay for the new goal posts, the students sliced the stolen wooden goal posts into thin sections, marked them with the weekend's winning score and drilled a hole where they inserted a lanyard. They were then able to sell these epic lanyards, managing to make enough money to pay for each goal post. &

The Path of Passion

students explain their pursuit of interesting majors

story by // grace lenehan

Choosing a major is hard. It leads one to wonder why such a lofty responsibility is given to an 18-year-old. According to the National Center for Education, about 80 percent of college students will change their major at least once. Therefore, choosing a major may not seem like it should really matter. However, many students still stress about making the decision before heading off to their respective universities.

Ryan Brechbill, Director of the Center for Career and Professional Development, said that it is very important to pick a major based on one's particular interests and skills.

"We want to help students find what their true interests are and open up to those possibilities," Brechbill said.

Brechbill also takes some of the pressure off by reassuring students that major doesn't always equal career.

"There's always time to shift and change," he said.

According to a CareerBuilder survey, 32 percent of college grads said that they had never worked in a field related to their majors. On top of that, Brechbill said that Otterbein graduates will change careers, on average, four to five times and change jobs 10 to 12 times.

"It's all about skills," he said. "Whatever experiences you've had, you've developed skills. You can move and transport those to any kind of employer, but you have to be able to make that argument."

No matter what major or career path a student may choose, there is always time to change it. Brechbill suggests that students pick a major that they are interested in and that they test drive different careers by completing internships and having other out-of-class experiences.

With Otterbein's 75 majors and 44 minors, it can be difficult to pick just a few. It makes sense for a student to choose a major that he or she has a passion for. But that can seem risky when it comes to finding a career path. While it may seem uncertain, some have found their true calling in these open-ended majors.

A caring career

As a psychology major, it might not appear that senior Tierney Titus has a specific goal, but the plan for her future arose from her own trial and error. As a freshman, Titus was an early childhood education major. However, when she started doing field placements with classes chock-full of children, she realized that the education path was not for her.

"I wanted to work with kids on a more one-on-one level, as opposed to a group setting,"



"I started dreading it, so I knew that something was wrong if I hated going to that class."
- lyndsey frantz // sophomore studio art major

Titus said. "So I decided to switch to psychology, knowing that I wanted to work with kids, but not really sure where I was going to go with it."

It was during this uncertain time that Titus

remembered her eighth grade science class discussion about a career as a child life specialist. She dove into researching the career and it sparked her interest. As a child life specialist, she would work with children in hospitals, ranging from children with outpatient procedures to children with terminal illnesses. In this field, her role would be to reduce a child's anxiety and increase their coping skills, as well as keeping them on track developmentally.

After changing her major from early childhood education to psychology and completing a practicum this past summer at Cook Children's Hospital in Fort Worth, Texas, Titus knows for sure that this is the career path for her.

"Just seeing the impact it can make and seeing kids, who are suffering from illnesses that adults can't bear, smile and continue to live a normal childhood life is probably what drives me," she said.

Titus hopes to complete a full internship next summer during which she will take on the role of a child life specialist. After her certification exam, she can get on the road with this rewarding career.

When history and fashion collide

Senior Hannah Benson came into Otterbein as a history major with no idea of what she wanted to do with it.

"Out of all the things I looked into before coming to school, it was the only thing that made sense for me, and was the subject I was continually interested in," she said.

Even though Benson had no career direction in the beginning she soon found that majoring in a subject she was passionate about could lead to exciting opportunities. Fall semester of her freshman year, she discovered a class called costume history and with her professor's permission, she was able to take this theater department course. The class immediately sparked her passion for clothes and she continued to take all of the offered costuming classes. Deciding to make herself a costuming minor, she received



Psychology major Tierney Titus // grace lenehan



photo // susanna harris

help from her professor and cleared it with the curriculum committee.

Even with the uncertainty, Benson's passion for the subject is what drives her to keep working. She has completed an internship with The Ohio State University's Historic Costume and Textile Collection, where she helped with their exhibits. It was through her internship that she realized historic costume and museum work is her calling.

"This is what I want to do and there's nothing else for me," she said. "[If] this is what I could do for the rest of my life, it would be so amazing."

Benson is still a history major and a minor in costuming and arts administration. Her dream job would be curating at a museum, researching and dressing the exhibits in the appropriate clothing for the period.

The challenge to create

Sophomore Lyndsey Frantz made a complete U-turn in her career, in the direction of her passion. She came into Otterbein with a biology major and a studio art minor. When classes started up, Frantz found that she couldn't wait to go to her art classes, but wasn't nearly as excited for her biology and chemistry classes.

"I started dreading it, so I knew that something was wrong if I hated going to that class," she said.

Frantz said in order to fulfill her passion, she needed to switch her major and minor. Now she minors in biology and majors in studio art with a concentration in ceramics.

Growing up with horses, chickens, dogs and deer, Frantz's love for animals is something she wanted to bring into her studies in college. This passion is why she originally chose to major in biology in hopes of becoming a field ecologist in a national park. Now as a studio art major, her love for animals often comes out in her creative work.

While Frantz did have a direct goal in mind with the biology major, she isn't quite sure where the art major will take her.

Uncertainty aside, Frantz is driven to pursue this path because of her love to create. She also believes that if you do something you love, you'll never have to work a day in your life, and art doesn't feel like work to Frantz.

"I just have the constant love for it, and wanting to try new things and learn different things from my teacher. It's just for the love of it, the spark," she said.

Where music meets math

Another student who claims a nondescript path after college is Ryan Loth, a senior music composition and theory and mathematics double major.

Loth's passion for music began with him singing in the fifth grade. However, due to a genetic nerve disorder that attacked his vocal chords in the seventh grade he lost his voice completely. Since he could no longer sing, he turned to composing to express himself as a musician.

In order to have a more reliable career path, Loth came to Otterbein as a music and computer



TOP: Hannah Benson helps bring characters to life by designing and constructing costumes.

//susanna harris

BOTTOM: Lyndsey Frantz works on a project for ceramics class //grace lenehan

science double major. However, once he began classes, he became convinced that he wanted to be a professor of music theory and dropped the computer science major.

Then one day in his electro-acoustic class, he learned about a profession involving the process of digital sonification. This practice involves taking a stream of numbers and transforming it into sound. Utilized in space science, the solar-wind data numbers are transformed into sounds, helping scientists hear the sounds of space.

At first, digital sonication did not interest Loth as a profession.

"I grabbed a bunch of my old drawings from when I was a kid, and they were all of space,"

Loth said. "Maybe my younger self is trying to tell me something here. What if I did something that I would truly enjoy for the rest of my life, and follow the dreams I had as a kid?"

With that revelation, Loth decided he wanted to be an aero-space engineer, and added the mathematics major. As an aero-space engineer, he can do digital sonification work, which will enable him to combine his love for music with math.

Loth admits that this path is sometimes discouraging, as it is hard to find engineering schools that will admit a music and math major, but he's nothing but persistent. &

WHERE *in the world*

ARE YOU FROM?

story by // dystany hall

As if the first year of college wasn't stressful enough, adding six hours of distance between the comfort of her own home and family into the mix complicates things even further for Otterbein's out-of-state-student Emily Bubeck.

Leaving her home in Fairfax, Virginia, to attend Otterbein University has been more of a culture shock than Bubeck initially thought. Growing up, she spent the majority of her time exploring our nation's capital. Living extremely close to Washington, D.C. taught Bubeck so much about our nation, its cultures and about herself. Both of Bubeck's parents are involved in government work; her father works at the Library of Congress registering copyrights for movies and her mother works for the IRS.

Unlike most kids her age, Bubeck got to learn about our nation in a way that many people haven't been able to in other parts of the United States.

"My summers were basically filled with going to every monument possible and visiting all of the museums," Bubeck said. "It was cool to learn so much about our history at such a young age, but it was mainly cool because it was always free."

In Fairfax, Bubeck was exposed to the rich history that our country was founded on.

"I'm not more conscious of the government," she said. "I have no idea what is going on but when I am aware of what is happening I like to get involved."

At a young age, Bubeck's father, who moonlights as a local Jazz musician, sparked her interest in music, which in turn ignited her passion for theatre. In high school, Bubeck was extremely involved in her school's drama club. She made appearances in a handful of plays, both on-stage and off-stage, and even starred in "Into the Woods."

Now at Otterbein, Bubeck is continuing to follow her passion for theater. She is a part of the Otterbein Theatre Department as a Bachelor of Arts theatre major, and as a freshman she is

already planning to direct a piece in Festival, a three-day celebration of student-imagined work.

"Theater is my life and Otterbein has one of the best theatre programs in the nation," she said.

In addition to her theatre major, Bubeck is also majoring in early childhood education.

"I've always been really passionate about

theater, but I've also been really passionate about philanthropy and helping people who are marginalized by society," Bubeck said.

In the future, she plans on creating a non-profit organization that will help get intercity kids off the street and provide a safe haven for art.

This played a role in Bubeck's decision to come to Otterbein. She wanted a school that would allow her to follow her dreams, although she wasn't quite sure if this was the place for her until she talked to Chris Kirk, the head of the Theatre Department.

"Chris Kirk promised that she would help me get internships with kids and told me she would help me complete my double major no matter

what," Bubeck said. "She really inspired me, she inspired me to be here."

As her first semester at Otterbein is coming to an end, Bubeck couldn't be happier with her decision to attend this school and to be living in a smaller town.

"Compared to Fairfax, Westerville is so small and I love it," she said. "I've always wanted to live somewhere with a small town feel and Westerville is the perfect place."

Although Bubeck is becoming accustomed to small town living, she is still constantly shocked by the lack of diversity in Westerville.

"In Fairfax I had friends who were Muslim, Jewish and Buddhist, but almost everyone here is Christian," she said. "It's so different here. I miss the diversity."

Despite the lack of diversity, Bubeck loves everything about Westerville and Otterbein's campus.

"I can literally walk from my room in Mayne to the library and see about 10 people that I know and it's great," she said. "That would never happen anywhere else. It's amazing, Otterbein is amazing." &



- emily bubeck // freshman theater major



photo // dystany hall

by the

NUMBERS

graphic // jaxon lindsey

**False fire
alarms
on campus
cost the school
\$0 per visit**

*Kahla Johnson
sent 147 videos
to Ellen
DeGeneres
before securing
an internship*

*2 percent of Otterbein students
spend time studying abroad*

About **80 percent** of college students
change their major at least once

**More than 90 percent
of deaf children are
born to hearing parents**

The **lowest recorded temperature** for December in
Columbus was **-17°F** in 1989

10 percent of voters were age 18-29 on election day this year