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Cover photo by Amanda Schlink. Photo on Page 2 by Melody Galen.



From the Editor

When I woke up this morning, I was full of things to say for this column. After a homecoming like we just had, it's been a popular topic of conversation in town.

No one would ever accuse me of being a sports fan, but this year it was hard not to be hit by Mizzou fever. Perhaps it had to do with all the commotion over ESPN doing its College GameDay broadcast from Francis Quadrangle. Maybe it had to do with the nearly perfect weather. It's almost November, and we're still enjoying Indian summer. Aren't homecoming games usually bundled-up affairs?

I won't pretend to be intimately familiar with the football team's stats: I'm not. Normally couldn't care less, but I am so happy for the team — for the whole university — that they were able to pull off that amazing win against the University of Oklahoma.

We had the game on the radio and on the TV at my house, and that's not at all usual for us. My son said, with a tiny bit of trepidation, "Mom, I've never seen you like this!" after that totally cool touchdown on the opening kick off. Well. I can scream and get excited just like a real sports fan, too.

The windows were open, and we could occasionally hear the roar of the crowd from the stadium, and we live a mile north of Interstate 70. It made me wish I had been there, but the TV coverage was marvelous. Seeing that huge mass of gold filling the stands, and rushing the field, at Faurot Field was inspiring.

I even wandered down to the bookstore to look at gold shirts to wear for these occasions. MU gold looks marvelous on tanned brunettes. I'm fair skinned and blonde, but I can put my vanity aside to show support for my alma mater.

True, I usually don't bother myself over sporting events, but I am proud to be a Tiger — and always have been. Mizzou has literally been my home for most of the last 25 years, and the fun of this past weekend was a wonderful reminder of the things I love about it.

I'd also like to hear from more of you. What do you love about Mizzou? You can reach me at GalenM@missouri.edu or 573-884-0120.

—Melody Galen
BA, BS Ed '90

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From the Dean



One of the best holidays of the year is right around the corner. Thanksgiving is a good prelude to the often hectic holiday season.

On campus, it gets very quiet; the students are off for the whole week,

and that's something relatively new — at least it would be to alumni from before about 1999. The Thanksgiving break was expanded from the traditional Wednesday–Friday to the whole week as a sort of compromise. Some institutions have a full-week spring break and another in the fall. We made the Thanksgiving break a week long rather than doing a separate fall break.

When the students return to classes, we begin that last dash toward the December finish line: finals for most, graduation for some. Then we start the cycle over again in January.

We've a lot to be thankful for this season. Construction is coming along beautifully on Tate and Switzler halls — you can read more about that on [Page 12](#).

While the budget issues are seemingly endless, the college is in the process of hiring 20–25 new tenure-track faculty this year. With the increased student enrollment, it's a boon to be able to bring in new professors to help distribute the teaching load and add new courses to our offerings.

One A&S department is celebrating its 30th year at the university. Congratulations to the Department of Women's and Gender Studies.

Curators' Professor of Biological Sciences Frederick vom Saal has been named one of

10 recipients of the prestigious 2010 Heinz Award, which recognizes outstanding individuals who are addressing environmental concerns. Vom Saal has been researching the effects of plastics, the compound bisphenol A (BPA) in particular, for more than a decade. The award comes with a \$100,000 prize.

As for the camaraderie and plain old fun of the collegiate experience, we were up to our elbows in it during homecoming. What a weekend with ESPN College GameDay being at Mizzou, and what a win!

Fortunately, we can always find things for which to be thankful. Have a happy, relaxed Thanksgiving.

—Dean Michael J. O'Brien

Ongoing Controversy

The executive director of the NCSE deals with touchy issues daily in the continuing debate between evolutionists and creationists

By Melody Galen

Eugenie C. Scott, PhD '74 anthropology, A&S Distinguished Alumna '93, sits at the helm of a national nonprofit organization that, by design, often winds up smack in the middle of controversy. For more than 20 years, Scott has been the executive director of the National Center for Science Education (NCSE), whose mission, according to its Web site, is keeping evolution in the science classroom and creationism out. It is a membership organization that offers support and guidance to teachers and communities when individuals or other groups try to prevent a school from teaching evolution or try to introduce creationism as part of the science curriculum. In short, the NCSE is devoted to defending the teaching of evolution in public schools.

Over the past several decades, individuals or groups have tried to change the way science is taught. Often, in recent years, this involved efforts to replace evolution with intelligent design, which parallels, but is not identical to, creationism. Creationism is the view that an omnipotent being specially created life and the universe in its present form. Intelligent design and creation science both claim involvement of an intervening deity in the processes of the world becoming what it is today.

Evolution, on the other hand, is a scientific theory explaining the emergence of new varieties of living things in the past and in the

Eugenie C. Scott, who holds an honorary doctor of science from MU, has been working with the National Center for Science Education since 1987 to keep evolution in the public school curriculum.

present and emphasizing the common ancestry of living things. It does not attempt to explain how life began.

NCSE's members reflect a wide range of religious perspectives, all united in their belief that evolution and the accepted rules and basic tenets of science should be taught in schools. The perspective Scott learned from anthropology has been very important to her.

"What anthropology does is encourage you to stand back and really take, what they call today, a systems approach," she says. "Really look at how all the different parts of a situation integrate with each other."



Ongoing Controversy

In her job, Scott has to look at all the aspects of the creationism/evolution controversy — she can't focus solely on “Hey, they've got the facts fouled up about the Cambrian explosion.” The problems surrounding the teaching of evolution are multifaceted. There is a legal aspect, there is undoubtedly a religious component, and there is also the issue of quality of education.

In December 2004, some concerned parents in Dover, Penn., filed suit against their board of education after it passed a requirement that teachers were to teach intelligent design in class, and they requested help from the NCSE.

When all the involved parties on the evolution side began pulling together research for their case, Scott worried about there being so many components to the case: the legal, the science, the history, the political, the pedagogical, and the philosophy of science. She said to their legal counsel, who was a member of NCSE, “I'm so glad we've got you guys for the legal issues.” She recalls him replying, “The legal issues? They're simple. What we don't get is what's the science all about?”

“I thought, wow; this is a really great partnership here!” she laughs. It may have taken NCSE staff and a suite of lawyers from a pri-

vate firm, the American Civil Liberties Union, and Americans for Separation of Church and State, but the *Kitzmiller v. Dover Area School District* trial was decided late in 2005 in favor of science. At the end of what Scott remembers as an utterly exhausting year of preparation and trial, the judge ruled that intelligent design is not science and that it could not be taught in the Dover schools.



Eugenie Scott, on the annual eight-day raft trip with NCSE members down the Colorado River in the Grand Canyon.

Both sides had asked the judge to rule on what was science because that was relevant to whether intelligent design was constitutional to teach. “Science as it is practiced today, by scientists all over the world, doesn't allow you to say, ‘God did it,’ and still call it science,” Scott says. “Therefore, intelligent design isn't science.”

And that judge's ruling was a huge boon to Scott and the science proponents. If the Dover board of education had won, it would have opened the door for other such groups to point to that decision as a federal precedent allowing the teaching of intelligent design.

Proponents of creationism/intelligent design often say that, to be fair, intelligent design should be taught in schools alongside evolution. Scott notes that it's even more unfair to misinform students: ideas outside of science don't belong in the science class. At that point, the argument loops back around to the *Kitzmiller v. Dover* decision: intelligent design is not science and therefore cannot be taught in schools.

Despite the NCSE being involved in, and winning, some high-profile judgments, what Scott is most proud of about her work is the aid given the thousands of teachers “who have come to us saying, help; what do I do now?” For example, a parent might want to remove a child from a class that will learn evolution. When a parent objects to a child participating in dissection in a biology class, that child nor-

Ongoing Controversy

mally is given alternate coursework that is intended to teach the underlying principles that would have been learned by dissecting a frog.

“That’s very different from being able to skip biology or being able to skip genetics in biology,” cautions Scott. The principles of evolution are so basic to science in general that a student who doesn’t understand them will have a gaping hole in his or her education. “There’s no alternate assignment for evolution any more than there’s an alternate assignment for long division.”

“In a history class,” she continues, “you have to learn about the Communist movement, but that doesn’t mean you have to embrace Communism as an ideology.”

Scott and her deputy director, Glenn Branch, co-wrote an article that was published in *Evolution: Education and Outreach*. It is offered to teachers to help them approach parents who want to remove a child from evolution instruction. A key point they make in the article is that the student can certainly continue to reject evolution, but to be an educated citizen, the student needs to learn it, to understand it.

Teachers explain to parents that evolution is taught as matter of factly as photosynthesis

is, and that the student is free to accept or reject any of it, but that they just have to learn it. It has an interesting effect, says Scott. “The parent is sort of relieved, oddly enough, that the student is not going to be compelled to accept evolution, just to learn it.”

“There’s a phrase in the old California science standards that was very good: ‘The purpose of education is to promote understanding, not to compel belief,’” says Scott. “And that kind of sums it up.”

Class Note

JEFF McATEE, BA '75, has been named communications director for the Environmental Protection Agency’s Office of Criminal Enforcement. His primary job is to help get the word out that the EPA has a criminal investigation division, one that’s dedicated to bringing to justice the worst environmental offenders. McAtee comes to the EPA after serving a two-year recall to active duty in Italy for the U.S. Navy. McAtee, his wife, Joanna, and their three daughters now make their home in Alexandria, Va.

New York, *The Daily Show*, & Indecision

One English major's internship of a lifetime

By Laura Lindsey

Have you ever dreamed of working on the set of your favorite television show? Or thought about how great it would be to sit down with a star you admire to receive career advice? That is exactly what Charles Austin, a senior English major, did when he was hired as a production intern on *The Daily Show with Jon Stewart* — a late-night satirical program that focuses on politics and the national media.

From January through May, Austin shared a two-bedroom apartment in Queens with three other interns and rode the subway on a 30-minute commute so he could work on the show he enjoyed as a viewer. As a

production intern, he was involved in all aspects of the show.

"Each day I would have a new assignment," says Austin. "I would get props for the show, view footage from other media outlets, and transcribe scripts."

He worked 10-plus hours a day, and because he spent so much time there, he became close with the staff. Austin admits he was intimidated at first, but he soon began to form relationships with others by finding common interests.

A Creative Environment

Every day begins with a meeting where the writers, including Jon Stewart, review



Charles Austin, second from right, with other *Daily Show* interns: Phil McCrickard, Fiona Wozniak, Erin Brander, Rachel Cooper, and Soren Nieminen.

material that the researchers have gathered from major newspapers, cable news channels, and Web sites. During the meeting they write headline jokes and a script for that day's show. From there, they run through a rehearsal, spend an hour on rewrites, then tape the show in front of a live audience.

Austin said the writers' meetings were enlightening. "I was so impressed with how sharp they all are," he says. "It is a very upbeat, creative environment where they are all cracking jokes."

Austin recalls one incident when Stewart and one of the executive producers blasted the song "Empire State of Mind" by Jay-Z and began dancing in the executive producers' area in the middle of the office building.

"He is quirky and has a strong presence," says Austin. "I was surprised, however, to see how tired he looks in person."

Evidently, Stewart also likes to play pranks on his staff. Austin recalls one day when Stewart called an employee meeting. Everyone was unsure about the future of the show at that time because Stewart's contract was up for renewal. Austin recalls that, at the beginning of the meeting, the staff was gloomy and on edge. As Stewart started the meeting, he was melancholy and told the staff that he was worn out and that he had served a good run as host of the show. He continued talking, leading the staff to believe he was quitting the show, and then at the end,

announced he had renewed his contract, to a group of very relieved people.

"He is a very passionate person, and he sacrifices a lot in his personal life for the show," says Austin. "He is truly a great person who is smart and genuinely funny."

A Fulfilling Experience

Originally from outside Chicago, Austin came to MU as a journalism major but soon realized he didn't enjoy the entry-level journalism work that would be required of him in the field. He switched his major to English and says the classes he has taken have helped him to be successful in his internship.

Austin said he learned a lot from his internship and enjoyed the concerts, museums, and visiting Central Park in New York. In his major, he is required to read a lot of books, some of which are set in New York City, and he said living there helps him picture the scenes in the books because he now understands the layout of the city.

The Future

He has no plans after his graduation in December. In fact, he is less sure of what he wants to do now than he was before the internship. At the end of his internship, Austin had the opportunity to meet one on one with Stewart and was somewhat comforted by the fact that when Stewart was 22, he had no idea what he was doing either.

"Everything worked out okay for him, so I'm sure it will for me, too," says Austin.



The Daily Show credits, listing the interns Charles Austin worked with in New York, courtesy of *The Daily Show*.

That Voice Sounds Familiar

Now here's the face to go along with the voice of Carla Schlink, executive assistant to the dean

By Melody Galen

Carla Schlink has worked at the university for almost 30 years — 23 of that has been in the A&S dean's office. Many of us — students, staff, and faculty — will have spoken to Schlink on the phone at some point over the years, but not everyone will have met her. Here's your chance to get to know a bit about a woman whose voice you might recognize.

Up until four years ago, Schlink was the assistant to the associate deans, Theodore Tarkow and Michael J. O'Brien. But when O'Brien became dean, Schlink moved over to become his executive staff assistant and office manager. Among other duties, she coordinates promotion and tenure for the college; she handles report requests from the campus; and she is an ex officio member of the Arts and Science Staff Network. Perhaps the way most of us know her is as the

go-to person for a variety of inquiries from departments, students, and the public.

How Does Your Garden Grow?

But where can Schlink be found when she's not at work? If she's given her druthers and the weather is promising, there's a good chance she'll be outside in her yard or garden. Schlink has been a member of the Ashland Garden Club for years, and she has also completed a series of landscape-design classes through the National Garden Club chapter in St. Louis. "I've always loved being outside, and I love playing in the dirt with my hands. I like seeing the flowers bloom," she says.

The Ashland native and her husband, Rodger, recently built a new house on the property where she grew up, and they've been working steadily to get the acreage looking the way they want. Rodger dismantled her parents' old house, and they were able to use some of those materials in projects around the property now, like their raised-bed vegetable garden. "Our gardening is always a work in progress," Schlink says. "It's just something that Rodger and I share a passion for."

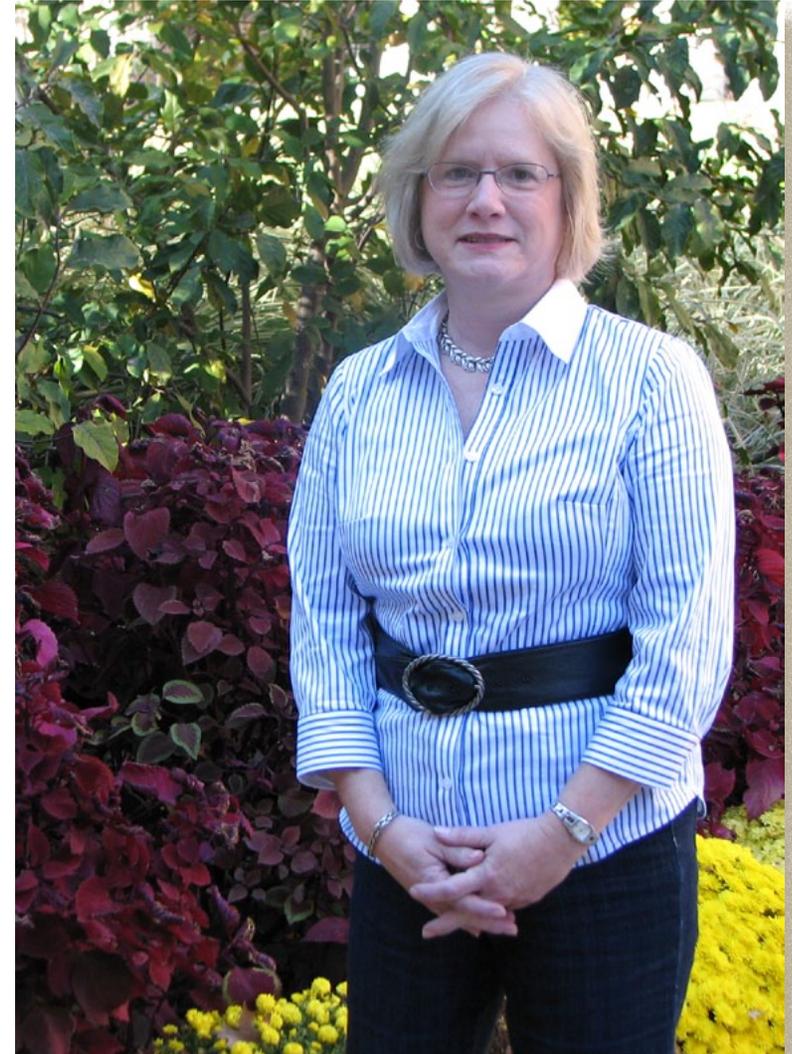
The garden isn't the only thing they rehabilitated—they re-dug the old lake that previously had been used for cattle and was no longer viable. Working with the Missouri Department of Conservation, they restocked

the lake with fishing in mind. Schlink was the first one to catch a fish — a catfish — out of the new lake, but it's Rodger who has his own "yacht." Of sorts. It's really a paddle boat, but it serves its purpose of getting him out on the water with his fishing pole.

Revitalizing the lake was a quick endeavor compared to the Schlinks' other little project: they are turning most of the pastureland over to native flowers and grasses. With the help of the Natural Resources Conservation Service (NRCS), over three years they've killed all the fescue and are seeding it with native plants.

"We had certain things we had to do each year to stay in the program," says Schlink. The Schlinks told NRCS which part of their land they wanted to convert, and NRCS developed a program for them to follow.

"We planted native grasses and forbes — wild flowers. We have little blue stem, big blue stem, Indian grass, asters, cone flowers, goldenrod, Illinois bundle flower... just a variety of things," Schlink says. "It's really been enjoy-



Melody Galen

Carla Schlink has worked at MU for nearly 30 years and is the executive assistant to the dean.



Rodger Schlink

The Schlinks' vegetable garden in Ashland, Mo.

able because every year something different comes out."They've especially liked trying to identify the occasional new, mystery flowers that pop up.

The couple is even in a timber-management program to improve their woods; they had to kill certain trees in order to let others thrive. It's been a long, slow job, but Schlink says she would recommend the program to anyone interested.

Cap and Gown

Obviously productive on the homefront, Schlink is no slouch on campus. She already holds an associate's degree, and she just finished her final class toward her general studies degree. She will graduate in December. "It's just something I did for myself," she says. "I like to think I'm setting a good example for people that you're never too old to come back and finish."

While earning her bachelor's degree is something that makes her proud, Schlink says her two grown children are her greatest accomplishment. Her son, AJ, lives in Springfield, Mo., and her daughter, Amanda, BA '08, lives in Columbia. Amanda also happens to work for the college, right downstairs in the development office. She may be an empty nester, but Schlink's house isn't empty. "We have three dogs and a cat, and we always joke that we work to buy dog food," she says ruefully.

In the winter, she also enjoys identifying birds at the feeder. When the weather doesn't allow her to be outside, Schlink reads mystery and romance novels, and she watches *Law and Order* reruns, likening it to *Name That Tune*, oddly enough. "I try to see if I can name who did it in the first 30 seconds of the show," she grins.

With husband, pets, and the near-constant demands of her gardens, Schlink stays busy, but she's not complaining. "It's just a little piece of heaven down there," Schlink says fondly.

History Meets Progress

By Laura Lindsey

RENOVATIONS OF BUILDINGS BRING NEW FACILITIES WITH HISTORICAL CHARM

The sights and sounds of construction were everywhere on campus over the summer. The orange fences and bulldozing brought life to the typical ghost-town atmosphere we become accustomed to when the students are gone. Two of the major projects, the renovation of Switzler and Tate halls, affect the College of Arts and Science.

These two buildings were at the top of the renovation list because of their inadequate conditions. The construction will address deferred maintenance needs, meet new code requirements, and provide occupants with new, state-of-the-art facilities while still maintaining the historical structures. By addressing these needs, the finished buildings will have an increased number of classroom seats and faculty offices.

While the planning began a year earlier, physical construction started in June 2010. Gary Ward, associate vice chancellor, campus facilities, calls these two projects the most

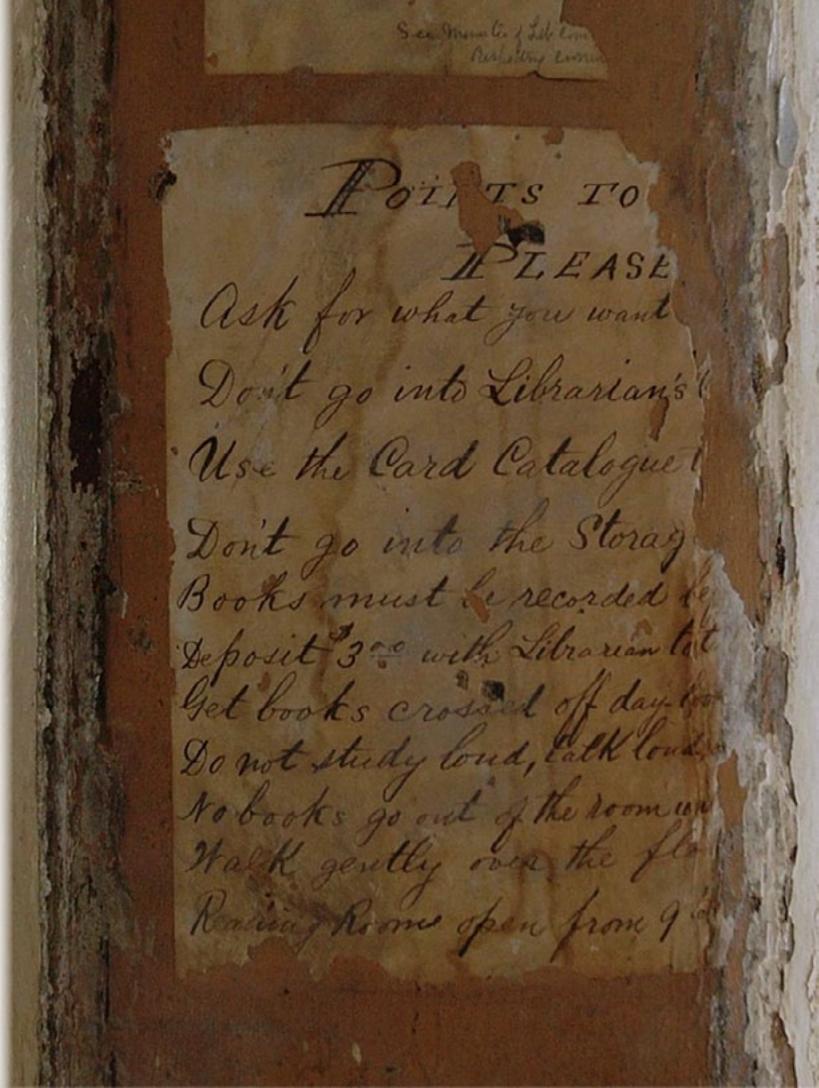
important of his career. His goal going into this project was to create buildings that look good at a low cost. The team is able to accomplish this by using only standard building materials that can be bought at a local home improvement store.

"I am proud of the process," says Ward. "I will be able to take any parent or taxpayer into these buildings once they are completed, and they will see we didn't waste any money. These renovations are a poster child for stewardship for the state."

The renovations, which are bond funded, are scheduled for completion by June 2011 and will employ 77 people during the one-year project.

Renovating the Oldest Academic Building on Campus

Named after William F. Switzler, editor and publisher of the *Missouri Statesman* and a supporter of the university, Switzler is home



POINTS TO PLEASE
Ask for what you want
Don't go into Librarian's
Use the Card Catalogue
Don't go into the Storage
Books must be recorded by
Deposit 30c with Librarian for
Get books crossed off day
Do not study loud, talk loud
No books go out of the room
Walk gently over the floor
Reading Room open from 9

Laura Lindsey

Switzler Hall housed the library for a brief period after the 1892 Academic Hall fire. These rules were discovered during the demolition and date back to 1892.

to the Department of Communication and Special Degree Programs.

The construction team began the project by tearing down so they can build up. In other words, all of the walls, ceilings, and floors were removed from the top levels first, and when they rebuild, they will start from the basement and work up. Once the interior was gutted, braces were installed to create a balance system so the exterior walls would not fall outward. The planning for the braces — how strong, how many, and where they would be placed — happened before the demolition

Part of the bracing system in Switzler Hall and the original columns — found buried within the wall — that will be used as decoration in the new foyer.



Laura Lindsey

even began. By the time they were ready to install the braces, it didn't take long because of the advance preparation.

Although Switzler Hall is the oldest academic building on campus — built in 1871 — Robert Young, the project manager, was surprised to find that the condition of the brick and mortar was good. He said that is a testament to the solid construction practices of the time. That craftsmanship is now lost, and there are new technologies today, but the brick will stand for quite some time.

A small addition will be added to the southwest side of the building and will provide four additional classrooms. The building will also include an accessible grade-level entry, an elevator, and a staircase enclosure. The same windows will be used in the new building, and the ceilings will be the same height.

In today's economy, it is imperative to meet current needs by repairing and renovating existing space, instead of building new construction.

"We're fortunate to be able to make outdated buildings new again by addressing critical repairs while renovat-

ing spaces for today's technologies and educational needs," says Ward.

However, they do not want to lose the historical significance of either building. Cast-iron columns from the original construction were found buried within the walls, and because of their great condition, they will have a home in the renovated Switzler Hall. They will have to be cut down to fit the shorter ceilings, and then they will be brought back to the new foyer. This time, however, they will not be used as a support system but as decoration only.

"It is a way for us to tie the old in with the new," says Young.

Tate Hall

Built in 1927 as the law school, an addition to Tate Hall was built in 1957. Named after Lee H. Tate, a graduate of the law school, the building became the home of the English department in 1988.

As you walk by the building today, it is a shell. The connector to the addition and all of the walls were demolished, and the heating and electrical systems, the main stairway, and original floor were all removed. The original header stone to the 1927 west entrance was salvaged during the demolition and given to the law school.

The new connector will be wider to allow for more function in that area, including a break room on the first floor. A new, larger

elevator will be placed in the northwest corner of the connector, and a new mechanical chase that will allow for new air distribution ductwork in the two buildings will be in the southwest corner.

The most interesting discoveries during the demolition have been how buildings were built in 1924 compared with today's construction practices. For example, the heating system included steam piping within the old floor joist system, which would not be allowed today.

New windows, to help with environmental control, have begun to be installed, and foundation waterproofing is in progress. Masonry restoration work will continue into the fall, as well as the framing of new walls.

Once Tate Hall is complete, students, faculty, and staff will find an improved environment with a new air conditioning/heating system, new lighting, floor furnishings, and restrooms. The old library stacks will be removed to provide room for private offices or small meeting rooms. The reading room will gain new life as a large 70-seat classroom but will keep the historical charm of the two-story space and large windows.

"The building will be brighter and more modern while maintaining the historic appearance of the exterior," says Karlan Seville, manager of communications for campus facilities.



Melody Galen

Progress on the Tate Hall renovation as of November 2010.