

Professor Profile – Kathleen Hollingsworth

WSU's School of Music is home to many high-quality faculty, each one contributing their own note of musical emphasis to the department. Kathleen Hollingsworth is no different, in that respect at least. Her talent focuses on vocals, and in particular, the Jazz style of music. But this snowboarding, keyboard playing, self-proclaimed natural teacher adds a unique, sometimes blunt, but certainly never dull harmony to the instructional serenade flowing through Kimbrough Hall.

Her dynamic musical education took Hollingsworth all over the United States, beginning with her studies at Southwestern Community College, School for Music Vocations in Creston, Iowa. She went on to earn a Bachelor's in Choral Music Education/Piano from Northern Arizona University with Dr. Edith Copley.

"I began teaching in my undergrad in Arizona. I actually taught at two schools, Mountain Elementary and Flagstaff Arts and Leadership Academy. I was mostly interested in teaching choir," Hollingsworth said.

She went on to complete her Master's in Choral Conducting at San Francisco State University, but turned down the opportunity to study for her PhD.

"I just got done with my Master's in '05 and I just want to teach for a while. I'm not sure what exactly I would get a PhD in if I went to get one. I actually got accepted to University of Miami but I deferred my acceptance. I just want to work for while," she said.

Her teaching in Arizona acted as the prelude to her current occupation. After her schooling led her throughout the nation, Hollingsworth took her job here in Pullman, a small town with a relatively peaceful tone and relaxed tempo compared to larger cities she had inhabited.

"It was just timing, right place at the right time. Everything pointed at coming here. Other doors, different job opportunities, were closing and this one opened. I went for the open door. It was the natural evolution of things, of life," she said.

Hollingsworth directs VoZazz (Jazz Vocals), and teaches Sight Singing, Class Voice, and private students. Besides instructing others in music, she creates and performs it as well.

"I have my own band, where I sing and play keyboard. I [also] play with Jazz Northwest, the faculty ensemble. I also do a lot of writing on my own. It's mostly Jazz-influenced original music," she said.

Much like her education, the performance aspect of her life takes Hollingsworth throughout the country.

"We just did WSU Seattle Week with Jazz Northwest. We played for all the big functions and meetings. I go back to San Francisco often too," she said.

As an interlude to her participation in music, Hollingsworth takes part in outdoor recreation.

"I'm a 22 year veteran snowboarder. I started when it was still cool to wear fluorescent," she said. "I'm [also] a religious bike commuter. It's only about a mile commute, but I do about a five or six mile loop every morning. I live really close, but I've got to get my buzz," she explained.

Upon returning to the classroom, Hollingsworth practices sometimes strike an unfamiliar chord. In the past, she implemented a final examination style that is outside of the typical-test genre – live performance. Past students completed their final by singing at cafés in downtown Pullman in front of a crowd, an idea she is considering for her current Class Voice course.

“It gets them out there doing the real thing instead of just talking about it. Some of my students also sing at Rico’s here and there,” Hollingsworth said.

For Hollingsworth, her progression from student to instructor was a rather cantabile.

“I’ve always been kind of a natural teacher. Some things can be difficult, but it always came natural to me to be some sort of teacher,” she said.

Even inconveniences outside of her control fail to throw Hollingsworth off beat.

“It’s really frustrating when everything isn’t together, like when a book doesn’t come in. But then again, I’ve always been pretty good at dealing with that, I’m able to dance without a plan,” she said.

So is there anything that could interrupt the established rhythm of her teaching?

“If I got a student like I was in college that might be tough. I was always sort of asking questions or bucking the system. If I had a teacher I felt wasn’t teaching very well or was wasting my time, I was definitely vocal about that. But I try to not do that. I tell my students what they need to know. I really try not to waste their time,” she said.

As an academic conductor of her students, Hollingsworth enjoys witnessing the transformations they make as musicians and as people.

“Just seeing the kids change, seeing them evolve over time, that’s the coolest part. Watching kids grow makes you feel as if your work is having an impact, changing the world,” she said.

WSU Darwin Week

Born on February 12th, 1809, Charles Darwin would live to publish one of the most controversial theories mankind has encountered – evolution and its component of natural selection. 200 years after his birth, the discussion remained heated and diverse. Darwin Week highlighted the bicentennial of Darwin's birthday, and offered various events that sought to educate and expand on the topic of evolution and Darwin himself.

On Tuesday, February 17th, over 300 students and community members packed into CUE 203 to hear **Dr. Mike Webster** (School of Biological Sciences, WSU) and **Dr. Dan Rogers** (Department of Animal Sciences, WSU) speak on the theory of evolution. After the two lectures, audience members were invited to ask either of the speakers a question, or to direct their inquiries to a panel of other speakers. These included **Matthew Slater** (Department of Philosophy, UI), **Gail Sterns** (The Common Ministry, WSU), **Tim Kohler** (Department of Anthropology, WSU), and **Carol Anelli** (Department of Entomology and Honors College, WSU). One topic that dominated the discussion concerned the question of whether God, a higher power, or Intelligent Design and evolution could logically or realistically co-exist.

Sterns addressed this issue with a simple statement. She said, "Religion is trying to answer different questions than science. It's the separation between the 'how' and 'why' questions."

Graham VanderSchelden, a student who attended the event, held mixed feelings about the question and answer portion.

"I enjoyed going there and listening to the people who knew what they were talking about speak. I didn't really like some of the comments that some of the audience members who weren't very open-minded made. But I liked the way the presenters responded to those comments and diffused the issue," **VanderSchelden** said.

In spite of some annoyance at certain crowd members, **VanderSchelden** encouraged students to attend Q and A events like this one.

"I think it's a great thing to go to because you can ask questions about an issue, especially one that is important to you. It's an opportunity to learn and get questions answered about specific issues. I wish more people would get involved and be more open-minded," he said.

The second lecture event of Darwin Week took place on Wednesday, and featured Pulitzer Prize winning author **Edward Humes**. **Humes** spoke about his book *Monkey Girl*, which centers on a court battle that transpired in Dover, Pennsylvania over whether Intelligent Design or the theory of evolution should be taught in public schools. This case explored whether Intelligent Design can be considered 'science,' the evidence backing both points of view, and which ideas children should be taught as part of their science curriculum.

Humes explained some of his own viewpoints concerning evolution, and attempted to refute claims made by creationists. One idea he touched on concerned the belief that animals are so perfect for their habitats that there *must* be an intelligent designer. His answer, which cited natural selection, drew chuckles from the audience.

"Of course a fish looks like it's designed to swim in water, because those who weren't died," he said.

Humes' presentation was also followed by a question and answer session, although it became much less heated than the conversations of the night before. This was surprising, considering the substantial

variety of opinion that could surely be found among the lecture's 700 attendees. One audience member, **Ryan Scott**, was impressed by the turn out.

"I did not expect so many people to show up and was very encouraged by how many people decided to come on a Wednesday and hear an author speak," **Scott** said.

Roxanne Reese, who also attended the event, appreciated Hume's presentation skills.

"It was fun listening to him. It wasn't just a lecture, it was entertainment, but I definitely believe he knows what he's talking about. I bought his book, and I'm excited to see what he's got to say when he doesn't just have an hour," **Reese** said.

Reese also believed this event in particular gave students a rare chance that they would not encounter in the future.

"You can never pass up when a Pulitzer Prize winner is talking at your school. We're not going to get many of these opportunities once we leave college. Everyone should have the experience," she said.

Although part of Darwin week became directed towards the creationism versus evolution debate, the majority of it successfully drew large crowds and educated about the theory of evolution and its impact on society for the last 200 years. Difference of opinion was abundant, but the ability of events like these to open discussion and expand the minds of those who listened was undeniable.

WSU Cross Country

“We’re going to Disneyland!” When people heard this ecstatic proclamation, they likely thought of Mickey Mouse, exciting rides with unbearably long lines, or the hot California sun. But if they heard that phrase uttered from the lips of a WSU cross country athlete, each of these imaginings would be wrong.

For Senior Chelsea VanDeBrake and the rest of the cross-country runners, “going to Disneyland” meant that their team was about to endure the pain, sweat, and the mental battles that accompany each race. This trend began with new coach Pete Julian at the Roy Griak Invitational on September 26th.

“Pete gave us a speech the night before about how running a race is so exciting, like going to Disneyland. For the rest of the season before meets, we would all say we were ‘going to Disneyland!’,” VanDeBrake said.

Coach Julian took over the cross-country program when former coach Jason Drake resigned during the summer. For the athletes, his presence meant adjusting to a new personality and a completely different training system.

“I think it's always a challenge when the environment around you changes, but we were fortunate enough to get such an amazing coach, that in a situation that could have been hard and stressful, our team was able to move forwards, adapt, and is taking the proper steps to be an even better team than before,” said Senior Lisa Egami.

VanDeBrake saw great potential in the changes wrought by Coach Julian.

“His training system is tough but we were all very trusting and positive about the change. I feel like Pete has helped us improve so much, and we are going to continue to see good things coming from WSU cross country in the future under his wing,” she said.

Senior Mark Moeller also attributed much of the teams’ success to Coach Julian’s training program.

“We have gotten better, stronger and progressed with each race because our training is geared toward that way,” he said.

Besides adjusting to their new coach, many of the athletes faced individual challenges throughout the season.

“I had a stress fracture in my lower back last year that ended my cross and track seasons, and coming back from that was the hardest thing I've ever had to deal with. It took a lot of tears and pain, but I still feel like I'm improving every day,” VanDeBrake said.

Rather than facing with physical adversity, Egami dealt with the mental side of running.

“I have been a middle distance runner in the past, and it's a big mental adjustment to shift to the longer distances. Getting out of my comfort zone and actually seeing myself being a true distance runner was a big mental leap and was challenging at the start of the season for me,” she said.

Despite overcoming many of these challenges, the teams still endured a few disappointments.

“Our team did not have as great of a season as we were hoping to have, but the Pac 10 has been extremely competitive this year, and it only continues to get more and more so. I think we did the best

we could with who we had. I think the longer Pete is at WSU, the more competitive our teams will be. His system works but it takes time,” VanDeBrake explained.

Moeller also experienced some let down as the season concluded.

“Our team was one of the best WSU teams of late and it showed with our mid-season 26th national ranking, so we were very disappointed that we did not make it to the national championship this year and show the rest of the nation our abilities,” Moeller said.

Among the variety of hardships that the athletes encountered, the season also brought a fair share of triumphs.

“My proudest moment was the huddle of the guys after the race where we knew we had just turned in a great team performance at the Pre National meet. We got 7th and beat four nationally ranked teams,” Moeller said.

While the teams enjoyed such successes, athletes made individual accomplishments as well.

“I was able to place 11th at the NCAA West Regionals and secure an individual spot to Nationals. I know that there were parts of the season that I'm disappointed with, but in the end I did what I really set out to do,” Egami said.

Of course, all athletic teams went through a myriad of unexpected challenges, letdowns, and victories. So what set WSU cross country apart?

“WSU is special because we're a family. Our team is small and that means that everyone matters. This team is definitely a home away from home,” Egami said.