Spring 2017

Wooster Magazine: Spring 2017

Karol Crosbie

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Wooster’s Promise
College launches a campaign for our future
Heading home

Oh, I know. I know I’ve told Class Notes submitters of a certain age that there isn’t enough space to report on their grandchildren. But Maddie is part of the story. And besides, it’s the last time.

This—my 46th issue—is my last; I’m retiring and returning to central Iowa to be closer to a dear friend, son, daughter-in-law, and grandchildren Maddie and Jack. I shall do some gardening, photography, house renovation, and read many books—of the Splat the Cat genre and beyond.

I’m also planning to do some consultation and freelance writing for higher education, and also for Dragonfly Editorial, owned by Wooster alum Samantha (Sam) Enslen ’90. I was introduced to Dragonfly by former Wooster magazine student editorial assistant Mary Dixon ’12, whose three years of experience with the magazine was so successful that it contributed to her decision to make writing and editing her vocation. She was introduced to Dragonfly by one of the College’s trustees—Sandeep Bhatia ’89, who knew about Sam and her successful business. Mary worked for Dragonfly for five years following graduation and Sam still sings her praises. I like the symmetry of this story.

As I sort, pack, and toss in preparation for moving, I analyze each decision with the same question: “Do I really want to move this? Do I really need these old alumni magazines from Iowa State and every single magazine I’ve produced at Wooster? Well, yes, I do.

And I’m not alone. Readership surveys reveal that very few of you pitch your Wooster magazine after you’ve read it. We love our magazines. In The Revenge of Analog: Real Things and Why They Matter, author David Sax explains why printed magazines are surviving and flourishing, refusing to be the next victim of digitization. Most of the reasons seem obvious. Things look better on the printed page; the magazine seems almost luxurious. As we artfully display our magazines on our coffee tables, we reveal to guests what we care about.

Reading on paper engages all our senses as we experience the smell of the ink, the sound of the paper as we turn the pages, the texture of the paper in our hands.

“These may seem irrelevant to the way an article is consumed,” writes Sax, “but they aren’t. Read on an iPad, every article looks and feels the same.”

I had considered all of these reasons for loving the printed page, but Sax talks about an idea that was new to me—finishability. A news website is an endless stream of updates, with no physical feeling of beginning, middle, and end. Finishability is that satisfied feeling you get when you’ve turned the last page of your magazine or book.

As I turn the last page on my Wooster chapter and head for Iowa, I understand finishability. Thank you for a most wonderful 12 years. It has been an honor.

KAROL CROSBIE
Editor

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On the Cover: Wooster campaign flags grace the campus.
Photo: Kari Croxson
New faces

ALEXANDER SERNA-WALLENDE
Interfaith Chaplain

Rev. Alexander Serna-Wallender will assume the Henry J. Copeland Interfaith Chaplaincy on July 5. He comes to Wooster from Columbia University in New York City, where he oversaw interfaith programming; planned and facilitated discussions related to issues of faith, identity, service, and justice; and met one-on-one with students to provide pastoral and vocational counseling. Past positions include pastoral education chaplain at Capital Health Medical Center in Hopewell, N.J., and as a pastoral associate at Arch Street Presbyterian Church in Philadelphia, Penn. Prior to entering the ministry, he taught middle school science for three years in San Antonio, Texas.

Serna-Wallender earned a bachelor's degree in urban studies and a master's degree in teaching from Trinity University in San Antonio, and master of divinity from Princeton Theological Seminary in Princeton, N.J.

WAYNE WEBSTER
Vice President for Advancement

Wayne P. Webster is the College's vice president for advancement, a position he began on June 1. He oversees all advancement operations, including major gifts, annual giving, advancement services, donor and parent relations, and alumni engagement.

He comes to Wooster from the University of Northern Colorado where he served as vice president for development and alumni relations. His 17 years of experience in higher education fundraising also includes positions at Ripon College in Ripon, Wis, and Gettysburg College, in Gettysburg, Penn.

Webster earned a bachelor's degree in political science and public administration and a master's degree in management from Doane College in Crete, Neb. He earned a doctorate in education from the George Washington University in Washington, D.C.

LORI MAKIN-BYRD
Title IX Coordinator

The College's first Title IX coordinator began her work in late March. Reporting directly to the president, Lori Makin-Byrd oversees student education on consent and sexual violence prevention and works closely with the College’s investigators and adjudicators for Title IX cases to ensure that all processes meet best practices. She is also leading the College’s collaborative efforts with student organizations to develop a culture of sexual respect campus-wide.

She comes to Wooster from Eckerd College in St. Petersburg, Fla, where she was assistant dean for community standards and Title IX coordinator and before that was director of outreach services and health promotion, and visiting assistant professor of psychology. She earned her bachelor's degree in psychology from Oberlin College and a master's in clinical psychology from the University of Arkansas.

In the news

SUSAN CLAYTON
Whitmore-Williams Professor of Psychology

Research by Prof. Clayton, lead author of the report, “Mental Health and Our Changing Climate: Impacts, Implications and Guidance,” has caught the attention of 40 national media outlets, including the Washington Post, CNN, Newsweek, and the Los Angeles Times. Sponsored by the American Psychological Association and ecoAmerica, the report looks at factors such as suicide rates, post-traumatic stress disorder diagnoses, and onsets of anxiety or mood disorders in survivors of natural disasters such as Hurricane Katrina.

JACK GALLAGHER
Olive Williams Kettering Professor of Music

A new album of piano music composed over a 40-year span by Prof. Gallagher is garnering praise. Released on the Centaur Records label, its nine piano works are performed by Frank Huang, assistant professor at Miami (Ohio) University. Says a reviewer with Fantare, “Each (work) is a gem, perfectly polished, and wrought with such skill that the finished product seems almost inevitable.”

In another rave review, Fantare also cited Gallagher’s Symphony No. 2 among the 10 greatest ever written by an American composer.
Retirements

Julia Gustafson
Research and Outreach Librarian

When Julia Gustafson began at The College of Wooster 35 years ago (her first gig as a newly minted librarian) the card catalog was still king. Students’ research was generally limited to resources available onsite, although a clunky terminal had begun allowing students and faculty to go beyond the walls of the Andrews Library via dedicated phone lines. But because patrons’ searches had to be assisted by a librarian, numbers of requests were limited. As digital electronics arrived and change began picking up speed, Gustafson found herself steering the train.

These days, when first-year students arrive on campus, some have never used a traditional library and have no idea what a call number is. And that’s not a good thing, says Gustafson. Most disciplines, including those she supports at the College—classical studies, music, physical education, psychology, and religious studies—require a mastery of both digital and traditional research skills, she says.

“Some students arrive at college thinking that everything they need to know can be found using a Google search,” says Jeremy Rapport, assistant professor of religious studies. “Julia’s instruction about specialized sources and databases leads them to new discoveries. She’s been fantastic.”

The digital explosion demanded that Gustafson become both a teacher and learner of constantly evolving research methods. She has coordinated the library’s workshops, with titles such as “Introduction to Zotero,” “Become a Google Scholar,” and “Study Smart: 20 Apps in 30 Minutes.” And in one of her professional organizations—the Academic Library Association of Ohio—she has helped to launch a peer-mentoring program.

The exponential growth of research sources soon began giving birth to Independent Studies that resembled masters’ theses, said Gustafson. Her instruction, delivered both to classes and one-on-one, included how to manipulate and search databases and also how to evaluate sources. “We ask, ‘Is a source authoritative in the field?’ ‘Does the source represent a particular point of view or bias?’ ‘Is this source relevant to my topic?’”

One of her most recent joys, she says, has been coordinating both physical and digital exhibits for the library. For example, she was awarded a grant by the National Endowment for the Humanities to host a traveling exhibition, “Lincoln: The Constitution and the Civil War”—one of five exhibits that have brought faculty, students, and members of the larger community into the ever-expanding walls of the Gault and Andrews Libraries.

She worked closely with Brenda Meese, associate professor of physical education and assistant athletic director, to create a digital exhibit, Women in Sport and Physical Education at Wooster, and the two collaborated on a journal article and presentations about how to incorporate digital collections into curricula. Says Meese, “The project grew from 500 to 1,800 photos, so it took longer than anyone thought it would. Julia and I formed a partnership that developed over time; she’s been wonderful.”

She mentored many students through Interfaith Campus Ministries’ Worthy Questions program and served as a host family for many students through the International Student Affairs office.

With family nearby, including two grandchildren, Gustafson plans to remain in Wooster following her August 2017 retirement.
Retirements

Pam Rose
Director of the Learning Center Librarian

Kevin Wokosin ’18 remembers when he first met Pam Rose. He was an overextended first-year student, spectacularly unprepared for an upcoming chemistry exam. “I was telling the receptionist at APEX (Advising, Planning, & Experiential Learning) office that I needed a tutor, and Pam overheard me, and said, ‘Why don’t you come into my office? We’ll figure out a plan.’ She was super intense.”

Now a junior chemistry major, Wokosin also plays guitar and harmonica in a blue grass band, is president of the campus Living Wage campaign, works in admissions as a tour guide, and is a residence hall advisor. He continues to meet with Rose to talk through weekly and long-term plans, but the tone of the meetings has changed, he says. “Now we’re friends. We laugh, and talk about everything—politics, campus issues. But back then, her intensity and extra level of accountability was just what I needed.”

Those who know Pam Rose say that her instinctive ability to understand what each student needs to succeed is the key to her own success. “She has a phenomenal ability to discern which tactic to use with which student,” says Hank Kreuzman, dean for curriculum and academic engagement and associate professor of philosophy.

The type of student served at the Learning Center has undergone major transformation since 1989, when Rose began directing the effort. “By this time, public schools had instituted accommodations for students with disabilities,” says Rose. “Teachers recognized that they had really smart kids who just weren’t performing at the

Pam Tegtmeier
Wellness Program Manager

It was the last fitness class that she would conduct as Wooster’s (half-time) wellness program manager. Soothing music filled the room, as members of Pam Tegtmeier’s Pilates class breathed deeply, stretched, tensed, and relaxed. And then dozens of people wearing fitness t-shirts and shouting “Surprise!” burst into the room. They shut off the quiet music and escorted Pam to the track at Papp Stadium, where a few brisk laps helped to burn calories in the celebratory cake that followed.

A marathon runner who ranks in the top tier for her age group regionally and will run her last Boston marathon next year, Tegtmeier could easily have sprinted away, leaving the impromptu walkers in the dust. But no one thought for a second

that she would. Her 15 years at the College (the first four as a contract employee with the YMCA) have been about encouragement, camaraderie, and mentorship.

Pam developed the wellness program at the College by taking
level they would expect and they had found solutions. At colleges, it was still pretty new. But we slowly and deliberately put into place accommodations that would level the playing field for students. For example, allowing a student with a learning disability (such as dyslexia) more time to take an exam can mean a world of difference.

Thirty years ago, the Center served about six or seven students with documented learning disabilities; today the College has almost 200 students with documented disabilities. Federal laws that regulate protocols have transformed learning environments says Kreuzman. “Pam has been able to digest, understand, and implement those rules and regulations and that’s a really hard thing to do. Under Pam’s leadership, the Learning Center has continually evolved.”

A high school English teacher, Rose applied to the College 30 years ago, thinking that perhaps she and Jon, her Wooster native husband, would work a few years in his home town before moving on. But the climate and culture of the College grabbed her and didn’t let go. “That same vibrant, friendly atmosphere that attracts students, combined with our I.S. culture, which moves students a little bit farther than they ever thought they could go—being in that kind of environment has been really exciting.” She came with no specialization in learning disabilities, which she says was probably an asset. The most important thing she requires of herself and the two other educators at the Center is to “meet students without any assumptions or presumptions—to just meet them as 18- or 19-year old people and talk about what comes easily and also what doesn’t.”

The second group of students the Center serves is international students who need help learning English as a second language.

The third group of students is … everybody else. Students like Kevin Wokosin, who benefit from just checking in. Students who meet one-on-one with one of the 65 peer tutors for help with a specific subject. Athletes who attend study sessions with teammates. Seniors who make use of Operation Tootsie Roll, which connects them with resources to complete their Independent Study. First-year students who attend Wooster 101, which offers workshops on time management and skills for test taking. In fact, the Learning Center impacts the lives of a third of the College’s students, says Kreuzman.

John Ramsay, associate dean for experiential learning and professor of mathematics, says, “APEX staff members often sense that parents of incoming students need assurance that their kid will be OK here. Pam radiates such care and concern that parents go away knowing that we’ve got this covered.

“As a faculty member, I’ve always appreciated Pam’s balance between showing care, and being quite demanding; her balance between showing concern and expecting accountability. She communicates that the bar at Wooster stands high, but with help and support, students will get over the bar. She is amazingly upbeat and energetic. Her daily joy in her work is infectious.”

Listen in on a few people who talk about being stronger and fitter because of Pam Tegtmeyer and the wellness program:

- **Patrice Smith**, administrative coordinator, spinning instructor, and fellow runner: “We’ve been running together for 30 years—she’s dedicated and loyal. She just doesn’t stop. The farther she goes, the stronger she gets.”

- **Mimi Lewellen**, retired administrative assistant: “Pam is never judgmental; she lets you know you can stretch harder, or pull harder, without being personal about it. She’s welcoming and warm to everyone no matter what your age or physical ability. She doesn’t expect you to hurt yourself. She always says, ‘Listen to your body.”

- **Sally Patton ’67**, retired administrator, Pilates class member: “She’s superb at meeting people where they are and helping them get to a better place. She’s positive, and encouraging, and very kind. And that’s a good combination.”
College Launches

Wooster’s Promise
A Campaign for Our Future

Story by
John L. Hopkins
Associate Vice President for College Relations and Marketing

Photos by
Matt Dilyard

In the 10 years since the close of the College’s last comprehensive campaign, Wooster has been on a roll. Applications for admission have increased 75 percent, exceeding 5,000 in each of the past six years, and selectivity has increased by 18 percentage points. The student body has become more diverse as well. A decade ago, international students and domestic students of color comprised 15 percent of Wooster’s total enrollment. Today, that number is 29 percent.

By the time the books were closed on the Independent Minds campaign in the summer of 2007, the Wooster faithful had contributed $147.9 million, against a goal of $122 million, making it the largest, most successful fund-raising effort in the College’s history. A subsequent “mini-campaign” built the Scot Center, whose doors opened in 2012.

To maintain that impressive institutional momentum, the College has launched Wooster’s Promise: A Campaign for Our Future, to raise $165 million for five priorities: student financial aid, The Wooster Fund, academic strength, experiential education, and the life sciences.

“A Wooster education empowers students to have a positive impact in the world. That’s Wooster’s promise,” said campaign chair Blake Moore ’80. “This campaign is about keeping that promise for generations to come. This is our moment to say we are Wooster—and proud of it.”

Since the leadership phase of the new campaign began on July 1, 2013, the College has raised $150 million, including 23 seven- and eight-figure gift commitments from trustees, alumni, and foundations. Now that effort is expanding to engage the broader community of Wooster alumni, parents, and friends. The campaign runs through June 30, 2018, and every gift to The Wooster Fund received before that date will count toward achieving the $165 million goal.
“This campaign is about keeping that promise for generations to come. This is our moment to say we are Wooster – and proud of it.”

Blake Moore ’80
CAMPAIGN CHAIR
MAKING AN IMPACT

Leadership gifts have already funded new scholarships and endowed chairs, made possible the construction of Brush Hall, funded by trustee Doug Brush ’77, and supported an expansion of APEX, Wooster’s innovative, integrated center for advising, planning, and experiential learning.

The APEX expansion has been both physical and programmatic. The new Longbrake Commons, made possible by the philanthropy of board chair Bill Longbrake ’65, provides more dedicated spaces for student collaborative work, while generous contributions from the Andrew family, Jim ’63 and Linda Wilson, and the Arthur Vining Davis Foundation have increased the number of APEX Fellowships, which provide students with financial support and mentoring to pursue unpaid summer internships or vocational exploration programs.

But the most dramatic impact of the campaign to date is the result of the extraordinary leadership, vision, and generosity of trustee Ruth Williams ’61 and her husband, Morris, along with fellow trustees Longbrake, Brush, Stan Gault ’48, Doon ’80 and John Foster, Dick Bell ’63 and his wife Toni Clark, and the Austin E. Knowlton Foundation, among others. Thanks to their support, the College broke ground in the summer of 2016 for the Ruth W. Williams Hall of Life Science.

› Students fill the Longbrake Commons at all hours of the day.
› Construction is on track for the Ruth W. Williams Hall of Life.
Built to support a continually evolving, research-based curriculum and fully integrated with the adjacent Severance Chemistry building, the $40 million facility will have flexible, easily reconfigured teaching and research spaces, clustered to support collaboration and interdisciplinary work; dedicated labs where students and their faculty mentors will pursue Independent Study research; and community spaces for the serendipitous, interdisciplinary conversations that are so important to scientific discovery. A two-story commons area and café will be a gathering spot for the whole campus community, not just science majors.

Construction is on track and on budget and the building will open in August 2018, but fundraising to support the innovative program within Williams Hall is ongoing.
“With this campaign, we reinvest in the powerful promise that Wooster has made for generations, the promise that continues to change lives.”

Sarah R. Bolton
PRESIDENT, THE COLLEGE OF WOOSTER
A DIFFERENT KIND OF LAUNCH EVENT

The public launch of the campaign was announced by President Sarah R. Bolton during the College’s first-ever Facebook Live event at Freedlander Theatre on Friday, April 28.

The interactive, multimedia broadcast, streamed to alumni and friends around the world, showcased the transformative impact of mentored student research, and capped the annual Senior Research Symposium, during which hundreds of seniors shared insights from their I.S. projects.

“We’re celebrating Wooster’s Promise on Senior Research Symposium day because Independent Study is central to who we are as a community, as a culture,” said Aubri McKoy ’20, one of the broadcast’s two student anchors. “Independent Study is the heart of a Wooster education.”

Rohini Singh, an assistant professor of communication just completing her first year at Wooster, concurred: “I benefit every day from my colleagues’ advice and mentorship. People have been very kind—nobody has balked when they see me coming toward them with my intense list of questions.”

Empowering students to make informed choices about their academic, personal, and professional paths is another key aspect of mentoring at Wooster. That’s what APEX is all about. Last year, 80 percent of Wooster students made use of at least one of the center’s services or programs, but the APEX staff has set their sights on a perfect 100 percent. They also are counting on the campaign to provide resources to dramatically increase the number of APEX Fellowships—currently limited to 60—available each summer to students like Brenda Khor ’17.

Khor shared her APEX experience with the Facebook Live audience. She has used its resources every year: from help with time management and advice on putting together a resume, to finding an internship with the nonprofit founded by the singer Usher, and the perfect study abroad program in Spain. Next year, she will be returning to Spain to teach English as a Fulbright Fellow.

Other broadcast participants described the essential role of The Wooster Fund in supporting every part of the Wooster experience, and how the financial aid that put Wooster within reach changed their lives.

Tom Boardman ’70 told about coming to Wooster from a single-parent home, a journey his mother, a waitress, could not have made possible on her own. “Wooster was an option for me only because of a generous financial aid package that included an endowed scholarship, made possible by the philanthropy of those who preceded me on campus,” Boardman said. “I am fully committed to passing that on, and that’s why my family has made a commitment to the financial aid priority of the Wooster’s Promise campaign.”

“With this campaign, we reinvest in the powerful promise that Wooster has made for generations, the promise that continues to change lives,” said President Bolton, just before a pair of bagpipers arrived on stage to bring the broadcast to a close. “Your time and talent and philanthropy is what makes Wooster possible. That collective investment from the family of Scots enables our students to have experiences as powerful as the ones that you have heard about today. And it’s that investment that ensures that the college keeps its promise to every student, tomorrow and for the generations to come.”

Denise Bostdorff, professor of communication and a 23-year veteran of Wooster’s faculty, spoke about the power of mentoring between faculty, staff, and students, to shape campus culture: “It’s a team effort,” she said.

Get Involved.
Help fulfill Wooster’s Promise.

Learn more about the campaign priorities, and what you can do to help fulfill Wooster’s Promise, at wooster.edu/promise.

If you missed the Facebook Live launch event, it’s archived at www.facebook.com/CollegeofWoosterAlumni/videos/1453241151406413/?hc_ref=PAGE_TIMELINE
Sixty-nine years ago, a few seniors completed the College’s first Independent Study projects, which the faculty had voted to launch three years earlier. Continuing the magazine’s 29-year tradition of covering Independent Study, we queried faculty mentors for a sampling of studies that they thought would lend themselves to magazine coverage. We hope you enjoy these 10 stories, covering a broad range of disciplines, and representing well the 438 I.S. projects created this year.
Left: Catherine Boyles combined an interest in food science and chemistry for her Independent Study.

Photo: Karol Crosby

Keeping Big Red red.
A comparison of the stability of three dyes in carbonated beverages

CATHERINE BOYLES | CHEMISTRY
Mentor: Sarah Schmidtke Sobek, associate professor of chemistry

In high school, Catherine Boyles had turned her cupcake-baking hobby into a small business, creating specialty cakes for weddings, parties, and celebrations. At Wooster, she wondered if she could combine her passion for food preparation with her interest in chemistry, culminating in an I.S. that focused on food science. The answer was, “Yes!”

Building on the work that Professor Sobek had done on the stability of red dyes in paint, Boyles decided to research the stability (and resulting shelf life) of three types of red dyes in carbonated beverages. She compared the synthetically derived red-40; cochineal, found in the blood of the Dactylopius Coccus beetle; and betanin, found in the roots of red beets.

After manipulating the chemistry of the three dyes by adding metal salts and removing oxygen, she concluded that both techniques showed substantial promise at stabilizing the three dyes. She writes that further analysis is needed to determine a method of stabilization that will allow the color of the natural dyes to last as long as, if not longer than, their synthetic counterpart, red 40. “Thus, the hunt for natural coloring agents in the food industry continues.”

Boyles interned with a quality assurance department at a food distribution company and will be attending Cornell University, pursuing a master’s degree in professional studies in food science.
Sorry, what was that?
An investigation about doctor of audiology students and practicing audiologists with prelingual hearing loss

TALI WESTREICH | COMMUNICATION SCIENCES AND DISORDERS
Mentor: Donald Goldberg, professor of communication

Diagnosed with a hearing loss since birth, Tali Westreich didn’t choose the College of Wooster because of its unique communication sciences and disorders program. “I liked its name (you know, ‘Woo’!), and I got a scholarship.” She thought she might be a psychology major. And then she took Professor Don Goldberg’s audiology class, followed by a semester serving as his class apprentice, and gained three semesters of direct client service in the department’s speech and hearing clinic.

She believed that she had found her calling. But she wondered about the pros and cons of choosing audiology as a profession if you have prelingual hearing loss (loss that occurs before speech and language development). She understood that some of the tests that are used to detect hearing loss require that the audiologist detect small differences in a patient’s spoken responses. Would the advantages—heightened empathy and increased trust and credibility with clients—outweigh the logistical disadvantages? What challenges could she anticipate? She decided to find out.

She queried 50 professionals with prelingual hearing loss—32 audiology graduate students and 18 practicing audiologists. Not only did she ask them about their current educational and professional experiences, she also asked them to reflect on their childhoods.

Although her respondents did identify some logistical challenges, they overwhelmingly indicated that their post-secondary educational and professional experiences positively affirmed the career path they had chosen.

Her respondents also reported that as children they had experienced feelings of isolation and had received little mentorship. “Reading the open-ended responses of the participants was the highlight of my entire year-and-a-half long I.S. journey,” she writes. “Some of their responses resonated so deeply with me, it moved me to tears.”

“I used to have a speech impediment pronouncing the high frequency ‘i’,” she says. “If you can’t hear a sound, you can’t reproduce it. After years of speech therapy, I sound normalish. But if I’d had a friend or role model who would have said ‘Hey, I’m going through the same thing,’ we could have helped each other out. There would have been that solidarity.”

She says she doesn’t know the number of hearing-impaired students enrolled at the College. “The administration isn’t allowed to share that information. It was the same way in high school. And I get that. But it would be so helpful if we knew who each other were. I know of two students here, because I saw their hearing aids; they were so happy that I noticed and said something.”

Her research has not only validated her career decision, she says, it has also resulted in a personal and professional network of other auditory students and audiologists with hearing loss. She will be attending Columbia University to pursue her Ph.D. in audiology.

“Reading the open-ended responses of the participants was the highlight of my entire year-and-a-half long I.S. journey.”

TALI WESTREICH

Above: Tali Westreich worked for three semesters in the College’s Freedlander Speech and Hearing Clinic, which has operated since 1966 to provide outpatient service to the Wooster community and to provide students with hands-on clinical experience.

Photo: Karol Crosbie
Black and Brilliant? A Genius Girl?
Investigating Stereotypes About Intelligence

JASON SOLINSKY | PSYCHOLOGY
Mentors: Claudia Thompson, associate professor of psychology; Daniel Storage, University of Illinois; Andrei Cimpian, New York University

Jason Solinsky had already fallen in love with research when he secured a summer internship at the Cognitive Development Laboratory (CDL) at the University of Illinois at Urbana-Champaign. His work there not only solidified his future career plans, but also inspired him to contribute to the laboratory’s work with his own I.S.

The CDL is conducting ongoing research investigating the extent to which stereotypes about intelligence may impact young girls. To test this question, 6- to 9-year-olds were given a challenging memory task that they were told was designed for children who are “really, really smart.” Half of the children, though, was primed to think about gender (perhaps calling to mind negative gender stereotypes), whereas the other half was not. Girls in the former condition performed significantly worse than girls in the latter condition.

Would an investigation of racial stereotypes reveal the same effects? Solinsky continued to collaborate with researchers at the University of Illinois to find out. From a local grade school, he tested 27 white and 10 black children between the ages of 6 and 9. The children were asked to play the “color game,” in which they were asked to listen to lists of colors and repeat them back in reverse order. As in the prior study, they were told that to do well they had to be “really, really smart” and half the children were primed to think about their race, and half were not. For example, they were shown pictures of two girls—one black, one white, both with hats covering their hair and asked, “Who has curly hair?” or pictures of a white boy and black boy, with the question, “Who is better at basketball?”

Even though the results of this initial investigation did not support the hypothesis that black children who had been primed to think about race would do worse on the game than black students who had not been primed, the research was a valuable contribution to the ongoing, larger study. Solinsky’s results were pooled with those of three other researchers and a new, revised study is being conducted. The opportunity to collaborate and contribute to a significant study made his I.S. experience particularly valuable, he says.

Solinsky will be attending graduate school at the University of Maryland, College Park, pursuing a Ph.D. in the Human Development Department.
A Hill on Fire

Using matches, 3D printing, and code as a forest fire analog

ROBIN MORILLO | DOUBLE MAJOR: PHYSICS AND MATHEMATICS
Mentor: Niklas Manz, assistant professor of physics

Robin Morillo’s research on how a wildfire is affected by the slope of a terrain has caught the attention of a number of physicists and mathematicians across the country for good reason. The nation’s wildfire problem demands solutions.

In his introduction, Morillo documents the extent of their destruction. In 2015, 68,000 fires destroyed a total number of acres larger than the state of Maryland and cost the government $2 billion. Moving at rates of 30 miles per hour, severe fires not only destroy everything in their path, they leave behind soils that have lost much of their ability to absorb water and are extremely vulnerable to erosion.

Because heat rises, it takes less energy for a fire to burn uphill than down hill, and thus an uphill fire burns faster. But the exact mathematical relationship between the angle of the slope and the speed of the fire is something that has not been extensively studied, writes Morillo.

Morillo studied the relationship in two ways—with a computer simulation and with a real time physical experiment, in which he ignited “forests” of matchsticks, planted in a plastic mold, which had been produced on campus with a 3D printer. Over and over, he lit his miniature fires, filmed them as they burned, and recorded and compared burn rates. “The phosphorous head of the match very closely resembles the conflagration properties of the top of a tree,” he explains.

Morillo presented his junior IS at the Ohio section of the American Physical Society (APS) last fall, and his senior IS results at the national APS meeting in March in New Orleans. In April, he was one of 60 presenters at “Posters on the Hill” in Washington, D.C., selected from across the nation to represent Ohio and Wooster—the first Wooster physics student to achieve the honor. The trip was made possible for Morillo and his mentor by a travel award from the Center for Undergraduate Research Physics & Astronomy Division and from a gift from physics major John Redfield ’77, a donor to the Wooster’s Promise campaign and a member of the Founder’s League giving society for The Wooster Fund.

He will be attending graduate school at North Carolina State University, where he hopes to continue his work in applied mathematics. “The marriage of physics and mathematics—that’s what I like best,” he says.

Solinksy’s work at the University of Illinois at Urbana-Champaign not only solidified his future career plans, but also inspired him to contribute to the laboratory’s work with his own I.S.

Above: Jason Solinksy uses a variety of photos to test his subject’s attitudes and perceptions about race.
Photo: Karl Cobia
A Lens of Our Own:  
*A Feminist Photovoice Exploration of LGBTQ+ Experience at The College of Wooster*

**FOSTER CHENG | DOUBLE MAJOR: STUDIO ART; WOMEN’S, GENDER, AND SEXUALITY STUDIES**  
**Mentors:** Bridget Milligan, associate professor of art; Christa Craven, associate professor of sociology and anthropology

Foster Cheng understood through personal experience the isolation that members of the LGBTQ+ community can feel. She wanted to know more. So using a research technique called photovoice, she asked nine students to use cell-phone photography to answer the questions, “What is the spirit of your experience at Wooster?” and “Who are you in different spaces?”

Her creative project (including a website: [http://lensofourownwooster.omeka.net](http://lensofourownwooster.omeka.net)) provided ways to both interrupt and communicate feelings of isolation. She writes, “I hope this will ensure that those of us who make up the LGBTQ+ population here at The College of Wooster will continue to think critically about our experiences and engage in conversation with one another, as that is the way to cultivate and nourish our community.”

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Above: Exhibition Included in Cheng's I.S. was an exhibition of her self-portraits, in which she used photographic distortion to document the changes she has experienced at Wooster, including embracing her own LGBTQ+ identity.

Right: Finding grounding within oneself Cheng writes, “Instead of finding community with another person, this image shows finding a safe and welcoming space within himself. Here the viewer is made to feel as though they are looking out from Alfred’s eyes as he gazes down at his own feet.”
“This identity has grown and shifted significantly in the past four years, such that I think the version of myself who came to The College of Wooster for the first time wouldn’t fully recognize the version of myself who will graduate.”

FOSTER CHENG

Left: “Comfy” Elliot, one of nine participants, used this image to answer Cheng’s question, “Who are you in different spaces?” Elliot describes his experience at a local church: “It’s a really free environment that allows people to be honest with how they express themselves, including their language…. I really appreciate having the space where Bible study is done amongst others, not just within my family.”

Above: Looking back “This identity has grown and shifted significantly in the past four years, such that I think the version of myself who came to The College of Wooster for the first time wouldn’t fully recognize the version of myself who will graduate … Perhaps I would look a little odd to my past self, like if a fisheye lens had bulged and warped my face. The changes … have had ripple effects, changing my relationships with everything from my family and friends to my goals and plans for my life.”

Above: “Vandal” Writes Cheng: “Vandal focused on a particularly negative event from the 2015-16 academic year, when a display featuring a trans flag and other information from the Office of Sexuality and Gender Inclusion and Office of Multicultural Student Affairs was egged…. For Elliot, the vandalism was a wake-up call. “I’ve had more positive than negative experiences (here),” he says, “which is different from back home where it’s pretty hard. And so I guess the vandalism shattered my ignorance of the fact that any space can become a dangerous space.”
Wherefore Romeo and Juliet?

Building a better experience with the Bard

NATE HUWAR | ENGLISH MAJOR; EDUCATION MINOR
Mentor: Bryan Alkemeyer, assistant professor of English

We dropped in on Nate Huwar at Wooster High School, where he was teaching poetry to an honors sophomore English class as part of his teaching certification. He was excited, he said, about what he would teach next—Shakespeare’s *Julius Caesar*.

And would it be a tough sell to his class? “Really not,” he said. “The students already know Shakespeare (every freshman reads *Romeo and Juliet*). We’ll read it together, relate it to current events, make a stage, and assign roles. It will be interactive and I think they’ll enjoy it.”

Which bring us to his Independent Study. Not only does every freshman at Wooster High School read *Romeo and Juliet*, virtually every American freshman reads *Romeo and Juliet*. And Huwar asks, “Why?” He is a strong advocate of teaching Shakespeare to high school students, but of the Bard’s 37 plays, is this the best choice? He argues that it is not, and suggests an alternative.

Acknowledging that today’s classrooms are filled with richly diverse students, state-mandated teaching standards recommend that teachers use texts that feature characters who also represent diverse socioeconomic, religious, and cultural situations. And, says Nate, that’s not happening in *Romeo and Juliet*. Verona’s “two houses, both alike in dignity,” are also alike in just about everything else. Says Huwar, “The cast is all white, Christian, and they all have similar socioeconomic standings.” And, he argues, the clichéd story (written by a young, 30-year-old Shakespeare) has its teenaged protagonists acting dangerously and irrationally.

Huwar argues that *The Tempest*, which is often taught to college students but less frequently in high school, would be a better choice. The play, which pits dramatically different characters against each other, includes complex themes of colonialism, classism, and feminism. And (while acknowledging that magic makes its appearance) he notes that the characters act rationally. The Wooster High School English Department will teach *The Tempest* next year. “Their decision was reaffirming,” said Huwar.

Huwar, who was a member of the Fighting Scots football team, hopes to teach and coach in the Pittsburgh area.

*Huwar argues that The Tempest is a better choice for students to read because it pits dramatically different characters against each other, includes complex themes of colonialism, classism, and feminism.*
Priestess of Potnia

*A Novella*

**BETHANY SMITH** | DOUBLE MAJOR: CLASSICAL STUDIES, HISTORY
**Mentors:** Monica Florence, associate professor of classical studies and comparative literature; Christina Welsch, instructor, history

What was it like to be a priestess in Mycenaean Greece, more than 3,000 years ago? Bethany Smith's sources included Homeric epics, archaeological artifacts, catalogues, and economic lists. But evidence was limited, so for the second half of her LS she created a novella to round out the picture. Here are the opening passages of *The Princess of Potnia*.

Karpathia squinted her eyes and frowned as she studied my weaving from where she sat on the loom, sadly stretched and a little lopsided on the right side. “This is no good, Eritha. You did not even try.” My exasperated nurse plucked up the strip of cloth I had been working on for the entire morning and dropped it on the floor with the rest of the mistakes. “Now you must stay another hour to work on this—do not complain—I cannot let you roam freely about the palace when you cannot even finish the simplest of lessons.”

I glared at the soaring ceiling, though I wished I could get away with a glare at my nurse. “Why does it even matter, a cloth is a cloth. Can I be done if I do not care that my fabrics are ugly?”

Karpathia’s frown deepened. “Enough, Eritha. You will do it again, and when I return, I want to be amazed. Convince me it was your mother’s work and I will free you for the whole evening.”

For a moment I was angry. *I’m a princess of Pylos, I can do whatever I want.* But the feeling fell uselessly away as I looked out the window and sighed. From the Loom Room I had a clear view of the ocean. My twin brothers, who were almost two full years younger than myself, were learning how to drive chariots today, one of the first major milestones of their warrior training. I had hoped to be finished with my lessons in time to race down to the beach and watch their progress. I would bet my fig tart that Axotâs would topple the chariot at least once, and I wanted to be there to witness it firsthand.
@REALDONALDTRUMP
An analysis of the future president’s campaign Twitter messages

TYLER SCHUCH | COMMUNICATION
Mentor: Denise Bostdorff, professor of communication

Politics weren’t really on Tyler Schuch’s radar screen. In fact, the 2016 presidential campaign was the first he’d ever paid attention to. A dedicated member of the Scot baseball team, he thought he might do his I.S. on something sports-related. But the growing power of social media to shape outcomes caught his attention.

He analyzed Android-generated tweets sent by candidate Donald Trump from early September to November 7, 2016, through the lens of a rhetorical style defined by Richard Hofstadter. Hofstadter was a leftist historian, intellectual, and two-time Pulitzer prize winner who raised eyebrows more than 50 years ago with his writings about American populism and political thought. One of his most well known ideas was that of the “paranoid style” used in politics.

Hofstadter drew heavily upon other disciplines in the language he used, and his use of “paranoid,” Schuch points out, was not meant to refer to the term used by clinical psychiatrists but instead to characterize the style and substance of a certain type of politician (i.e. George Wallace, Huey Long).

Schuch identifies Hofstadter’s key concepts, and shows how Trump’s extensive, repetitious Twitter messages place him firmly in the paranoid style. The chart at right illustrates a few examples.

Schuch concluded that Trump’s tweets referred to matters that he had talked about at greater lengths at rallies or in debates in a shorthand style where his followers could fill in the missing premise or conclusions. His tweets also allowed him to attack the media, the political establishment, and Hillary Clinton directly without having his attacks filtered through traditional media, while simultaneously undermining the media’s credibility.

Schuch hopes to go to graduate school in physical therapy, or perhaps coach baseball at a college or university.
Schuch identifies Hofstadter’s key concepts, and shows how Trump’s extensive, repetitious Twitter messages place him firmly in the paranoid style.

<table>
<thead>
<tr>
<th>ATTRIBUTES OF THE PARANOID STYLE</th>
<th>TRUMP TWEETS</th>
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<tbody>
<tr>
<td>Referring to “the people” (supporters, ordinary common folk who are the best in American society) in superlative terms.</td>
<td>Oct. 15, 2016: “A great day in New Hampshire and Maine. Fantastic crowds and energy!”</td>
</tr>
<tr>
<td>The people are under siege.</td>
<td>Sept. 25, 2016: “Five people in Washington State killed by an immigrant.”</td>
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<tr>
<td>Constant identification and hammering of enemies. Trump’s tweets identify three enemies: (1) Hillary Clinton, (2) the media, and (3) both political parties</td>
<td>(1) Sept. 4, 2016: “The polls are close so Crooked Hillary is getting out of bed and will campaign tomorrow. Why did she hammer 13 devices and acid-wash e-mails?”</td>
</tr>
<tr>
<td>Grandiose language about self as leader</td>
<td>May 2, 2015, 8:31 a.m. “If anyone can turn around this country and create jobs it’s @realDonaldTrump. It will not even be difficult.”</td>
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“I was afraid that [the audience] wouldn’t be receptive, but they loved it. They brought many questions, and understood that my goal was to start a discussion on campus.”

TASHIYANAH HUTCHINS
Funnyhouse of a Negro:
A one-act play by Adrienne Kennedy

DIRECTED BY TASHIYANAH HUTCHINS | THEATRE
PERFORMED FEB. 16-18, 2017
Mentor: Jimmy Noriega, assistant professor of theatre

Tashiyah Hutchins remembers feeling intimidated when she first read the 1964 play by one of the most popular black women playwrights of the Black Arts Movement. In addition to its technical challenges—flying walls, disembodied heads, painted faces—its dialogue was dense, jarring, and provocative. “I wondered if I could do it justice,” she recalls.

“I had to scale it down, and figure out what was most important—figure out the core and essence of the show.”

Although autobiographical, the play can relate to “any black woman struggling to accept herself in a society that almost forces her to do otherwise,” she writes. The protagonist is driven to insanity by her frantic desire for whiteness, which she has been conditioned to believe means being safe, accepted, and happy.

“She is left with pieces of herself running wild inside of her mind (her ‘selves’) and they play a deadly game of tug-of-war.”

“What you see tonight,” she told her audience members, “is special, personal, and slightly disturbing, but do not push aside any feelings of discomfort. Figure out what they mean and what you can do with it, because discomfort means that you are learning and growing.”

Following the performance, Hutchins invited audience members to react. “I was afraid that they wouldn’t be receptive, but they loved it. They brought many questions, and understood that my goal was to start a discussion on campus,” she says.

This summer, Hutchins, as part of a team of women of color, will teach theatre to preschoolers in Columbus. Her dream, she says, is to open a theatre company staffed by people of color that would perform works by diverse playwrights. “What we view as the traditional theatre canon has always been works by white Europeans.”

And that, she says, needs to change.

Left: Tashiyah Hutchins, on the set of Funnyhouse of a Negro
Photo: Jacob Laufman ’20
The Cicada’s Lullaby
A Screenplay

LUCAS SKOGLAND | DOUBLE MAJOR: HISTORY, FILM STUDIES

Mentors: Dale Seeds, professor of theatre; Katie Holt, associate professor of history; Mareike Herrmann, associate professor of German and film studies

Lucas Skogland’s screenplay, The Cicada’s Lullaby, is set in a despondent Appalachian coal mining community in the early 1960s and follows Margret, a young woman trying to find her voice and her happiness in a loving but repressive marriage and community. Margret’s obsession with TV leads to a fascination with the Kennedy family. When Jacqueline Kennedy shows up at her backdoor, she begins to question her own reality.

“The 1960s was a turning point for the nation as a whole—an awakening,” writes Skogland. “The screenplay brings the world of politics, of glitz and glamour, of elegant dinners and photoshoots together with that of Appalachia, of blue collar work, of tradition.”

Skogland draws on his family experiences, his Appalachian heritage, and Copeland funded research at the Kennedy archives to create a screenplay that his multidisciplinary mentors call “a synergistic joy.”

THE CICADA’S LULLABY—AN EXCERPT

EXT. FORESTED HILLS OF WEST VIRGINIA—COLORFUL FALL DAY
The cicadas are heard chirping. The screen fades in on the exuviae of a cicada resting on a leaf. Their buzz grows louder until a young girl’s laugh cuts through the noise. The cicadas’ sound fades away. Two people are running in the background, out of focus.

THE CAMERA REMAINS STATIONARY, FOCUSED ON THE SHELL OF THE CICADA IN THE FOREGROUND.

A mother’s voice is heard. It appears that the two are playing a game. The figures move toward the camera. The young girl, centered in frame, reaches out a hand. The hand comes into focus (yet her face and body are out of focus) and gently picks up the abandoned exoskeleton.

MARGRET: What’s this, momma?
MOTHER: That’s what’s left of a bug called a cicada.
MARGRET: (pause): Is it dead?
MOTHER: No, no, this is their old skin. They shed it, sorta how Barley sheds his fur.
Margret’s mother sits beside her and takes the shell into her hands.

Above:
During IS symposium, Lucas Kogland listens to a reading from his play and solicited feedback from the audience.
Photo: Karl Coblis
MOTHER (CONT’D): They've been sleepin' underground, and after thirteen years, finally woke up!
MOTHER: Why do they do that?
MOTHER: Why do they do that ... Well, there's a story about them my mother told me if you'd like to hear it.
MARGRET (excitedly) “Yes!”
MARGRET: Her mother lies back on the grass and Margret follows her lead.

THE CAMERA LOOKS DOWN ON THE TWO FROM ABOVE, BUT IT IS ONLY THEIR EYES UP.

MOTHER: Alright, Mag-pie. A long time ago, the cicadas were once humans, like you, me, papa, and all your school friends.
MARGRET: Did they play Red Rover like me and Chrissie?
MOTHER: Chrissie and I ... but, of course, one day the cicadas were playing Red Rover, when a group of angels, who were watching them from above, came down, because they wanted to join in the excitement. After a day of joy and laughter, the angels wanted to thank their human friends for letting them join in their fun, so they began to sing to 'em. The angels had the most beautiful voices the cicadas had ever heard.
MARGRET: Like you?

MOTHER: The angels’ melodies ...
MARGRET: Melodies?
MOTHER: Songs ... the angels’ songs were so lovely that the cicadas never ate, or drank, or did much 'a anything, and, after a while, they died listenin' to the angels. But after reachin' Heaven, they decided to come back to Earth. They're very deep sleepers, but when they finally wake up, they shed their old skin.

(Pause,)
It's a beautiful thing, that is. A rebirth.
She becomes lost in her thoughts for a moment before sitting up.
Now, they live again, and sing their own song.
MARGRET: They can sing?!
MOTHER: Sure do! If you listen closely you can hear 'em singing to us right now.
The cicadas' chirp is softly heard, but continues to grow louder.

THE CAMERA CUTS TO MARGRET’S POV.
She is looking at her mom. Her mother says something, but it is inaudible due to the noise of the cicadas. The camera pans down to the exoskeleton as her mother places it in her hands, but the shell has now become a living cicada. The cicadas' song grows piercingly loud, and the cicada in Margret's hands flies toward the sun.

In The Cicada’s Lullaby, Margret’s obsession with TV leads to a fascination with the Kennedy family. When Jacqueline Kennedy shows up at her backdoor, she begins to question her own reality.
THE RETURN to Pella

STORY BY KAROL CROSBIE + HERB STETZENMEYER
Fifty years ago, a multidisciplinary and adventurous group of Wooster students and their leader, Professor of Religion Robert Smith, put the College on the map as the first institution to conduct a full-scale excavation of Pella, one of the most important archaeological sites in Jordan.

Wooster’s first expedition included Prof. Smith, Bobbie Baker Celeste ’68, Karen Kirch Miller ’69, Margaret Rugg Herald ’66, Carrie Seaman Gardner ’68, Ann Underwood ’69, Barry Bizot ’69, and Herb Stetzenmeyer ’69. They would be followed by many more students in the 70s and the 80s. Wooster’s excavations evolved into joint ventures with the University of Sydney, which became and continues to be the lead institution for archaeological research at Pella.

Herb Stetzenmeyer would remember that first, 1967 expedition for the rest of his life. “There is simply no other comparable site in Jordan,” he says. “Pella possesses, uniquely, a continuous uninterrupted sequence of human occupation for well over 7,000 years. If we include Pella’s nearby Natufian site at Wadi Hammeh 27, located just a mile over the nearest hill to the north, we can push Pella’s chronology back yet another 7,000 years!”

Stetzenmeyer became a financial analyst, not an archaeologist, and for him that is central to the story of Wooster and Pella: That faculty, administrators, and students at a small liberal arts college that at the time didn’t even have an archaeology department would understand and embrace the meaning of this multidisciplinary adventure.
“It was exhilarating once again to be in the field.”

From Herb Stetzenmeyer’s notes, January, 2017

The University of Sydney team, under the direction of Dr. Stephen J. Bourke, welcomed me warmly, and together we commemorated 50 remarkable years of excavations. The Sydney team is comprised of more than a dozen world-class professionals, all with Ph.D.’s in relevant specializations. Even the expedition photographer has a Ph.D.—in digital archaeological photography! Most assumed responsibility as trench supervisors during the dig, directing the work in the nine trenches currently open. Then there were about 20 volunteers—irrepressible students and intrepid retired folks alike. They worked in the trenches, carefully trowelling and brushing, observing the stratigraphic and architectural complexities, and documenting artifacts as they surfaced. The volunteers also helped supervise the 50 or so day laborers from the local village, who handled the heavier lifting, manning the picks & shovels, and the buckets & wheelbarrows.

It was just as it was in 1967 and it was exhilarating once again to be in the field. Not much has changed in 50 years because there is simply no alternative to digging it out—down and dirty on one’s hands and knees. Modern science and forensics come into play in due course, but the evidence must first be produced and documented directly from the trenches. It’s much like a crime scene investigation; one has but one chance to collect and document the evidence completely and accurately. The evidence is retained permanently, of course, physically and/or digitally, but there is no second chance to dig it up.

I had the opportunity to share with the Sydney team many of the photographs I had taken in 1967, recently digitized from the original Kodachrome. The 50-year old retrospectives were appreciated and were revealing on many levels. These are also being made available to the National Museum of Jordan in Amman, which requested them to enhance the impressive Pella exhibits now on permanent display.

I also engaged with local villagers who had never seen what their village looked like 50 years ago, let alone in color. Back then, their village of 30 or so buildings had been located directly on top of the main tell (hill). Following Israeli bombings in 1969, however, the village was completely leveled and was relocated next to the tell. Bomb craters are all that remain. Today, apart from the village cemetery, the expedition’s “dig house,” is the sole occupant of the main tell.

My 1967 photos fascinated the local villagers, having captured their friends, parents, and grandparents in 50 year-old “Kodak moments.” A proud Bedouin, now on the expedition staff as camp assistant and driver, exclaimed, “See that tent over there

Important discoveries at Pella over the past 50 years have included a very Early Bronze Age civilization, which appears to push back the EB towards 4000 BC, directly intersecting with the Chalcolithic period.

PELLA 2017 Herb Stetzenmeyer, excavating a trench.
Photo: Robert Miller
in the Wadi? I was born in that tent! And see those camels there? They belonged to my father!” On another occasion, I was able to show a man what his father looked like as a 20-year-old 50 years ago. The man’s father, Ibrahim, had been one of my young workers in 1967 and I remember him fondly. Ibrahim had passed away only last year, his grave now in the cemetery on the tell, literally a few meters from where I was currently digging. Ibrahim’s son was reduced to tears, and so was I.

Important discoveries at Pella over the past 50 years have included a very Early Bronze Age civilization, which appears to push back the EB towards 4000 BC, directly intersecting with the Chalcolithic period. Did urbanization occur at Pella even before it did at Uruk in Mesopotamia? The thought is tantalizing! Equally significant has been the discovery of a rare Canaanite temple that was in continuous use, in numerous phases, from 2000 to 800 BC. This find demonstrates, among other things, that the nomadic Hebrew tribes entered a land that was fully and continuously inhabited by wealthy and well developed, urban societies. One could even say global societies, because trade and political relationships with ancient Greece, Cyprus, Crete, Anatolia, Phoenicia, Assyria and Egypt are all in attendance.

I can recall one day in May of 1967 climbing up to the top of Tell Hujn to observe a magnificent sunset over the Jordan Valley and across the hills of Samaria to the west. I reflected on my experience of discovering and excavating a 3500 year-old Middle Bronze Age tomb, juxtaposed against current events, with war brewing down in the valley, virtually within eyesight. Indeed, it was not long before we were embroiled in the Arab-Israeli “June” War of 1967.

On May 22nd we received an advisory from the American Embassy in Jerusalem to leave Jordan, which we did on the 25th. Several of us found sanctuary with the Arm and Beth Lewis family of the Wooster art history faculty, who were then, serendipitously, on sabbatical in Beirut. The “Six Day” War broke out on June 5th and we were all evacuated to Istanbul on June 7th. We waited in Istanbul together for several weeks, before word came from Dr. Smith that the 2nd season of digging at Pella had been officially cancelled. It would be 12 years before Wooster was able to return to Pella to continue the excavations.

The Commemoration of the 50th Anniversary of the Wooster Expedition to Pella is a testament to the value and importance of the liberal arts, which have been fundamental to Wooster’s core values. It afforded me perspectives on the past and present that I would not otherwise have had, and it introduced me to the complex multicultural world that I would navigate and value for the next 50 years. My life has been richer for it and I am grateful to Dr. Robert H. Smith, and all those who made the experience possible. I fully intend to dig at Pella for as long as I am able, and as long as Dr. Bourke and his marvelous Australian team will welcome me.
Two champions of civil rights grace Andrews Library entrance

In March, the College installed a new sculpture of William McCulloch '23, esteemed legislator of civil rights and Ohio Republican congressman from 1947-1973. The gift to the College's permanent art collection was made possible by philanthropist James S. Dicke. McCulloch and Lincoln flank the east entrance to Andrews Library, in what may finally be Abe's permanent Wooster home. One of six sculptures commissioned to advertise Lincoln Highway, he was installed in front of Kauke Hall in 1915. From there he traveled to the south side of the old chapel, into storage for seven lonely years, back to the chapel, on to the north side of Andrews Library, and from there to relative obscurity inside a Gault Library entrance. He suffered many misadventures along the way from student pranksters, including creative costumes and topical signage.

The styles of the two sculptures are strikingly different. Graceful and distinguished, Lincoln illustrates the traditional, formal orientation of his creator, sculptor John Segesman. Stubby and down-to-earth, McCulloch reveals the orientation of his creator, Ohio-born Jack Earl, who elevates the familiar with his "everyman" style.
Fulfilling Wooster’s Promise

For 150 years, Wooster has been making a difference in the lives of its students, and in every one of those years, our ability to deliver on the distinctive promise of a Wooster education has been made possible by the commitment and generosity of the Scots who preceded us. Your gift to The Wooster Fund is an indispensable link in that 150-year chain. It provides support for scholarships and financial aid, internships and study abroad, and the close, one-on-one mentorship of our students that is at the heart of a Wooster education.

Your gift is also critical to the success of Wooster’s Promise: A Campaign for Our Future. Every dollar given to The Wooster Fund counts toward achieving our $165 million campaign goal.

“There is an old blessing that says, ‘May the wind be always at your back.’ Although I hope that’s true for you, I don’t need to give you that blessing, because each of you has something even better. You will always have at your back the many generations of Scot alumni who have made this College and your education here possible. They stand ready to help you along life’s every path.”

SARAH R. BOLTON
President, The College of Wooster

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In Closing

Otgogmaní-khùn
People who worship the sun and moon

BY: Emily Glickman, studio art
MENTOR: Marina Mangubi, associate professor of art

For her Independent Study, Emily Glickman imagined an ancient culture, created objects that might have come from the culture’s burial practices, and then displayed them in an installation that emulated a history museum exhibit and “straddled reality and fiction.”

“One of the largest inspirations for the artifacts of my people was the moon,” Glickman writes. “Its silent and wondrous presence sets the tone of my project. I aimed to make a connection with the individuals who helped shape ancient cultures, as well as form an understanding of what beliefs and motivations went into creating those cultures.”

This toy was found in married couple’s tombs. Its limbs and curving lines denote the Viking and Celtic influence the Otgogmaní-khùn experienced through trade and travel.

This depicts the Sun God pursuing the Moon Goddess across the sky. Their halos mark them as important deities. The Moon Goddess’ hair is the night sky, and it is represented as a fishing net. Photos by Karol Cosaiva.