

Winter 2017

Wooster Magazine: Winter 2017

Karol Crosbie

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Wooster

WINTER 2017

CELEBRATE!

*Heralding our sesquicentennial
and our 12th president*



Also inside

Wooster fashions
reflect the times

Voices of Navajo
Mothers and Daughters



Continuing the spirit of celebration and engagement

Thank you for the warm welcome so many of you have given me over the last few months. As I reflect on my first months at Wooster, I am struck by the dedication, commitment, and love so many of you have for this wonderful institution.

Many members of Wooster's alumni community have helped build a strong foundation and network of alumni engagement at the College. This year, as we celebrate Wooster's 150th anniversary, the inauguration of our 12th president, Sarah Bolton, and the many ways alumni give back to our incredibly talented and bright students, I thank you for your individual and collective impact on behalf of the College.

As we look to the spring, the Office of Alumni Engagement will continue the spirit of celebration and engagement. We will grow our global alumni network

through upcoming events, including IS Monday, admissions volunteer events, opportunities for alumni to connect with students, the public launch of Wooster's Promise: A Campaign for Our Future, and the chance for alumni in several regions to meet President Bolton. In addition, social media campaigns will continue to connect you to Wooster's campus and to each other. What a truly exciting time to be a member of the Scot family!

As we look to the future, the Office of Alumni Engagement will create opportunities for you to have an impact at Wooster and in your region. Our goal is to build a global alumni network that is powerful in size, scope, and influence. Our active and powerful network will provide you and current students with in-person and online networking opportunities that will create a family of Scots around the globe. This spring, we will launch a new website dedicated to the volunteer experience. I hope you will visit woosteralumni.org/volunteer and consider becoming involved. For those of you who have already committed so much to Wooster, thank you.

Your involvement, both philanthropic and volunteer, allows the College to provide a transformative experience for all students, much like the one I hope you had during your own time on campus. As the College prepares to launch Wooster's Promise: A Campaign for Our Future, the most ambitious initiative in the College's history, I hope you will join me and your fellow alumni in your commitment to stand with us, work with us, and bring to life our promise of a transformative educational experience for each student. Your passion for Wooster is contagious. Share it with others, and help us celebrate the wonderful institution that is Wooster. My best wishes and sincerest thanks for all you do. Enjoy this wonderful issue, and I look forward to meeting you soon.

Go Scots!

THOMAS MCARTHUR
Director of Alumni Engagement



Photo by Sally Ladrach '13

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WOOSTER

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FOR ALUMNI &
FRIENDS OF
THE COLLEGE
OF WOOSTER

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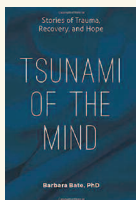
62 OBITUARIES

On the Cover:

Members of the Scot Marching Band play "Mission Impossible" and other tunes for President Sarah Bolton on the eve of her inauguration. Photo by Matt Dilyard

Books!

Recent publications by alumni and staff



Barbara Bate '65,
Tsunami of the Mind: Stories of Trauma, Recovery, and Hope, Amazon, 2016.



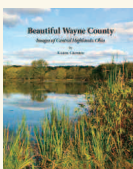
Elizabeth Ann Bartlett, '74, *Making Waves: Grassroots Feminism in Duluth and Superior,* Minnesota Historical Society Press, 2016.



Amanda Lattavo Berkeley '97 and Kimberly Falen, *Pregnancy & Motherhood: A Survival Guide,* Amazon, 2016.



Warren Hall Crane '56, *Tales from Earth Orbit,* short stories, 2016.



Karol Crosbie *Beautiful Wayne County;* all profits go to the Wayne County Historical Society; available online at <http://www.wilsonbookstore.com>



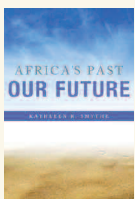
Darren Demaree '03 *Many Full Hands Applauding Inelegantly,* poetry, 8th House Publishing, 2016.



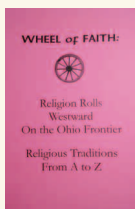
Karen A. McClintock '75, *My Father's Closet, A Memoir,* Ohio State University Press, April, 2017.



David Means '84, *Hystopia,* Farrar, Straus & Giroux, 2016 (long-listed for the Man Booker Prize).



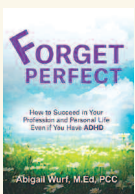
Kathleen Smythe '88, *Africa's Past, Our Future,* Indiana University Press, 2015.



John Visser '52, *Wheel of Faith—Religion Rolls Westward On the Ohio Frontier; Religious Traditions from A to Z,* 2016.



Christopher Walker '92, *The Visitor,* a novella, John Hunt Publishing, 2016.

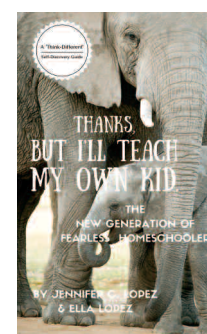


Abigail Wurf '90, *Forget Perfect: How to Succeed in Your Profession and Personal Life Even if You Have ADHD,* Slow Bell Press, 2015.



Jennifer C. Lopez '95, with Ella Lopez, *Thanks, But I'll Teach My Own Kid; The New Generation of Fearless Homeschooler,* 2016

Co-authored by Jennifer and her seven-year-old daughter, the book chronicles the path of the family's homeschooling. The independent thinking that has made the



venture possible, says Jennifer, she attributes to Wooster.

“Like the loyal elephant mother and her children, Ella and I return each year to a place considered home—The College of Wooster. We have been doing this since she was a baby. Our daughter knows Wooster as a home away from home and feels her mother's love for the special place where my own treasured life-learning took place. Ella is a homeschooled girl—from a new generation of fearless learners.”

Remembering Hutch

Notes From a Moving Man

The late **Michael "Hutch" Hutchison '67** let his voice be heard at Wooster—through the *Voice*, the *Thistle*, and even in a one-act play. Through the years, his two Wooster friends kept track of him. Writes **Gary Houston '68**, "Hutch . . . followed the Summer of Love to Manhattan, where on the south end he eventually found himself, between writings, shepherding runaways corralled at the Judson Memorial Church. Wooster friends like **Tom Miller '69** and me would see him and spend hours into the night on the sidewalks of Village cafes or huddled in smoky bars listening to him exult about rock music just as he had in a *Voice* column back on campus.



Hutch

"In the early 1970s he handed Tom a piece typewritten on yellow paper, front and back, a meditation from a Mayflower moving man's point of view. It bore no title, and when Tom told him it was good, Hutch laughed it off. Tom held onto it all these years, even past the year Hutch, left in paralysis in a wheelchair after a road accident, died in 2013. He had become the esteemed and followed author of a book on floatation and a couple on what he called the megabrain. There was a novel, I understand; we all know he was destined to write at least one. His website endures and is actively kept current by someone to whom I am sure he was dear.



"Tom mailed me the yellow original with the thought that the *Chicago Quarterly Review* might run it. The magazine's fiction editor and its two senior editors were all for it. I suggested the title "Notes From a Moving Man," and if you read it as I hope you will, you will appreciate that the "notes" bit is more than a gratuitous riff on Dostoevsky. "Notes From a Moving Man" is very like the things Hutch wrote when his Wooster years coincided with ours, or some of ours, and if you would like to reconnect with him just pretend this is his latest gift to the world."

<http://tinyurl.com/jk7fwm4>

submitted by Gary Houston '68

Managing editor, *Chicago Quarterly Review*

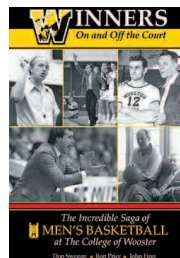


Winners On and Off the Court

Winners is dedicated to Frank Knorr '59 (former Wooster director of alumni relations and director of development) who took the lead on publishing the story of the Scot basketball program and who died on April 18, 2016, just months before the book's completion.

The book tells the stories of three legendary coaches—"Mose" Hole, Al Van Wie, and Steve Moore, the only coaches to each win 300 or more victories at the same Division III school. The three authors are well positioned to tell the stories. Basketball standout Don Swegan, a member of Wooster's Hall of Fame, played both for and against Mose Hole's teams and was mentored by him for most of his coaching career. Ron Price, who lettered in basketball, served on the Alumni Board, and has a lifelong passion for Wooster athletics. John Finn served as the College's sports information director for 15 years and then as the director of public information for 17 years, before retiring in 2016.

The book includes 35 pages of photos—from the program's beginnings in 1901, throughout its winning seasons.



Above: Don Swegan '47, Ron Price '53, John Finn, *Winners On and Off the Court*; *The Incredible Saga of Men's Basketball at The College of Wooster*, The Wooster Book Company, 2016. Available online at www.wilsonbookstore.com. Sales profits benefit the Wooster Rebounders.

Celebrate!

The inauguration of SARAH BOLTON

HAPPENINGS AROUND CAMPUS *Oak Grove*

The day the College devoted to the inauguration of its 12th president, Sarah Bolton, was full of the joyful celebration of ideas, music, and institutional pride.

Past presidents Henry Copeland (1977-1995), Stan Hales (1994-2007), Grant Cornwell (2007-2015) and interim president Georgia Nugent (2014-2015) joined President Sarah Bolton in the festivities and to share ideas in a forum titled "Presidential Perspectives." And a panel of educators and leaders discussed how liberal arts can best involve communities both on and off campus.

At the heart of celebratory events were musical offerings by alumni, faculty, staff, and students. The pipers piped and the drummers drummed; Professor of Music Emeritus Jack Russell's organ performance introduced the inauguration program, and he was joined by trumpeter Amanda Bekeny '00 for the academic procession. The student a cappella ensemble Shades of Gold performed, and the Wooster Chorus concluded the ceremony.

A student recital later in the day showcased the talent of eight student musicians, who performed both the familiar and the new—from Beethoven's *Pathétique Sonata*, to Takashi Yoshimatsu's *Fuzzy Bird Sonata*.



Joyful song

Under the direction of Lisa Wong, the Wooster Chorus premiered a composition by Jack B. Gallagher, Olive Williams Kettering Professor of Music, *Vivat crescat floreat*, from *A Song Of Joys*, by Walt Whitman, commissioned by the College's 150th anniversary planning committee.

TOP, OPPOSITE PAGE: Harpist Wendy Barlow '74 played at the Founder's Day celebration.



O to make the most jubilant song!
 Full of music—full of manhood, womanhood, infancy!
 O for the sunshine and motion of waves in a song!
 O the joy of my spirit—it is uncaged—it darts like lightning!
 . . . From *A Song of Joys*, by Walt Whitman



Community and A Liberal Arts Education: A panel discussion moderated by President Bolton

(from left) Liliana Rodriguez, vice chancellor for campus life and inclusive excellence, University of Denver; Michael E. Reed, vice president for Institutional Initiatives, Dickinson College; Thomas R. Gibian '76, head of school Sandy Springs Friends School, Erika Poethig '93, director of urban policy initiatives The Urban Institute, President Sarah Bolton

Keeping a liberal arts college ecosystem both challenging and safe

Nothing predicts a student's premature departure from college more than a feeling that s/he doesn't belong. And research shows that first-generation students and under-represented students report more difficulty both in fitting in with their peers and connecting with their professors.

One way to help students fit in is to be sensitive to cultural differences in the classroom. But how do you juggle the need for independent and critical thinking with the need to keep everyone in the conversation? How do you balance the need for sensitivity to differences with the need for freedom of speech? In the panel discussion titled "Community and a Liberal Arts Education," the panelists identified a few tips and insights, many in response to a question from an audience member about how to keep a liberal arts college ecosystem both challenging and safe.

Teach both students and faculty members the difference between debate and dialogue

"Beginning in high school, our students have learned the

a few tips from a panel discussion

art of debate, but not the art of dialogue. We need a radical shift. To dialogue is to be prepared to listen, to be willing to be transformed, and to incorporate what we have learned into our lives. As faculty members, our content can be complex and controversial, but while we're trained to be content experts, we aren't trained to be engagement experts. It's time that we are..." Liliana Rodriguez

Define "respect"

"We need to ask each other, 'What does respect look like, from your point of view?' Answers can be very different, depending on the families we have grown up in, our ways of talking, and the churches we have attended..." Sarah Bolton

Wrestle like social scientists

All opinions are not created equal. Recognize that offerings should be supported with evidence. There can be a time to bring personal opinions and experiences into the dialogue, but this time should be introduced and defined. Wrestle like social scientists..." Liliana Rodriguez

Celebrate!

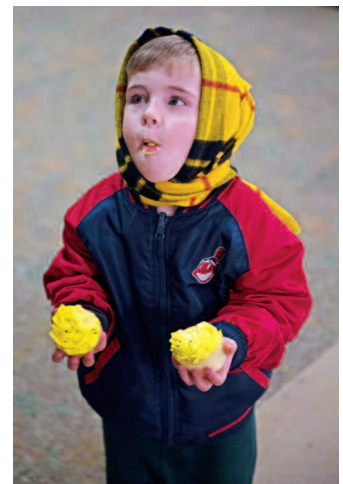
The College's 150TH BIRTHDAY

The gala weekend that combined the campus celebration of the College's 150th birthday with the presidential inauguration was cold, wet, and joyful. Campus dining services created thousands of golden

cupcakes, and all members of the Wooster family descended on Lowry for supper and cupcake assignments. The Scot Band heralded historic endings and new beginnings, and fireworks lit up the night.



Waiting for the downbeat On the eve of her inauguration, President Bolton waits for the music to begin. Scot Band drum major Harley Brandstadter '17 gives the band its preparatory beat.





1866–2016: Celebrate the promise

Parties across the nation

More than 1,500 members of the Wooster family attended birthday parties in pubs, homes, and restaurants throughout the country. A bagpiper showed up at one party, birthday cakes and Tootsie Rolls were omnipresent, and kilts were encouraged. Special thanks to hosts, noted below.

- Akron, Ohio,** Pandora Clark Cunningham '96
- Albuquerque, N.M.,** Sally Sterrett Aber '52 and Bill Aber '51
- Atlanta, Ga.,** Jennie Saliers '83, and LeRoy Reese '88
- Austin, Tex.,** Ali Drushal Sloan '09 and Justin Sloan '05
- Baltimore, Md.,** David Gilliss '80, Charlotte Shapiro '13, Andrew Waldman '05, and Rishabh Bhandari '09
- Bedford, N.Y.,** Bob Black '56 and Hope Hunter Black '56
- Boston, Mass,** Don Frederico '76
- Chapel Hill, N.C.,** David Jordan '59 and Nicola Healy Jordan '61
- Chicago, Ill.,** Nancy Wilkin Sutherland '67 & George Sutherland, Diane Limbird Hamburger '71, Donald "Cash" Register '59
- Cincinnati, Ohio,** Katherine Erdman Lyons '92 and Tim Lyons '92
- Cleveland, Ohio,** Paul Abbey '73
- Columbus, Ohio,** Cheryl Trautmann Boop '85, David Boop '85, and Ryan Burgess '93
- Delhi, India,** Arvinder Singh '91
- Denver, Colo,** Kim Krebs Easton '92, Karen Lockwood '72, Jim DeRose '72 and Darcey Johnston DeRose '73
- Detroit, Mich.,** Susan Kinney Fusco '74 and Tim Fusco '74, Susan Lundal '77, and Mark High '76
- Eugene, Ore.,** Marta Zaborowski Ukropina '03 and Sarah Strickler '01
- Great Falls, Va.,** James Maiwurm '71 and Wendy Maiwurm
- Greensboro, N.C.,** Alexandra "Lexi" Holm Eagles '69
- Greenville, S.C.,** Jeff Steiner '74 and Heidi Arn Steiner
- Hartford, Conn.,** F. Scott Wilson '78 and Holly Wilson
- Houston, Tex.,** Anne Takehara Wilson '73 and Butch Wilson '73
- Iowa City, Iowa,** Debra Schwinn '79 & Robert Gerstmyer
- La Jolla, Calif.,** Carolyn Childs Shadle '62
- Lexington, Ky.,** Angene Hopkins Wilson '61 and Jack Wilson '61, Stephen Byars '86 and Lisa Blackadar '87, and Shelby Kratt '16
- Louisville, Ky.,** Dean Walker '78 and Steve Gault '73
- Milwaukee, Wis.,** Dirk Steinert (parent '17)
- Nashville, Tenn.,** Melia Arnold '96, Maggie Odle '99, and Greg Rumburg '89
- New York City,** Ron Wilcox '75 and Susan Sullivan
- Philadelphia, Penn.,** Beverly Brooks '08, Erin Cross '95, Kevin Egan '01, and James Haskins '85
- Pittsburgh, Penn.** Rich Bowers '82, Miriam Rader '83, and Niccole Cook Atwell '00
- Richmond, Va.,** Jamie Christensen '96,
- San Antonio, Tex.,** Abby Wilson Kurth '76 and Larry Kurth '76
- San Francisco, Calif.,** Annie Longworth '92, John Dallas, '91, Christopher Myers '93, Charles Gall '93
- Santa Fe, N.M.,** Elizabeth "Lib" Westhafer O'Brien '66
- Twin Cities, Minn.,** Robin Light Thomas '78, Stuart Thomas '78, Megan Thomas '08, Kyle Thomas '11, and Walter "Rocky" Rockenstein '65
- Venice, Fla.,** Peggy Johnston Gurney '51 and Frank Gurney '51
- Washington, D.C.,** David Lohr '01, Bryan Rodda '06, Isabelle Howes '13, Bill Vodra '65, Amy Johnson '01
- Wooster, Ohio,** Diane Ringer Uber '74 and Ken Shafer '75



LEFT President Bolton directed smiles for an all-campus photo at the Scot Center. Looking back: In 1950, the all-campus photo was taken outside Kauke Hall.



Award recipients *Distinguished Alumni*

Laurie Priest

Laurie Priest '77, who retired in 2013 after 24 years as chair of physical education and director of athletics at Mount Holyoke College, is recognized internationally for her advocacy for equity in sport for girls and women and recognized nationally for her work to promote and support Title IX. She has worked to combat bullying and homophobia in high school and intercollegiate sport and currently serves as a member of the LGBT Sports Coalition.

Selected by the Institute for International Sport as one of the 100 Most Influential Sports Educators in America, Priest explains her approach to affecting change. "I tell coaches and other educators that this isn't about their own personal beliefs, it's about giving the best to their students and receiving the best back from them. I tell them, 'If students can't bring their whole selves to the playing field, or to the gym, or to the pool, they're not going to perform as well. When students have to check a part of themselves at the door, there's energy that goes into that—physical and emotional—and it takes away from their ability to focus, connect, and be fully

engaged with their teammates. And coaches want 110 percent from their student athletes, so that usually gets their ear."

Priest, who in retirement continues to teach courses at Mount Holyoke and the University of Massachusetts-Amherst on issues in college athletics, says the openness with which students discuss homosexuality shows little resemblance to the climate in the mid-1970s when she was an undergraduate. "Wooster wasn't much different from any other college. Homosexuality wasn't discussed. And if you did openly discuss it, like a dear friend of mine did at Wooster, you were reprimanded."

A physical education major in the early days of Title IX, Laurie was responsible for achieving club status for women's softball at Wooster, where she coached, played, and scheduled games. She was acutely aware of how far women's sports lagged behind men's, and recalls challenging Wooster authorities at every turn.

"I had great mentors in Nan Nichols, Doc Sexton, and Ginny Hunt. They were wonderful women who I looked up to and wanted to be like when I graduated."



"There is still a lot of subtle and not so subtle homophobia that occurs; as educators, we're called upon to provide a safe, respectful environment for all of our students, regardless of our own beliefs, feelings, and thoughts."

Laurie Priest '77



Pipers and Distinguished Alumni Award recipients traditionally lead the Parade of Classes during Alumni Weekend, this year scheduled for June 8-11.



Judy Patterson

Judy Patterson '63, who provided legal counsel to children in juvenile court for more than 30 years, doesn't understand why she is being recognized as a distinguished alumna. "I was just doing my job," she says.

Listen in for some understanding about that job. "There were four of us (in the law office) in the mid 80s, and in the first 10 years, at any given time our case load could be 5,600 kids. I would normally go to court with 35-40 cases every day. It's almost impossible to prepare for that very well. So you do a lot on instinct. I guess my instincts were pretty good."

Although she had always wanted to be a lawyer, Patterson began her professional life teaching middle school students English, geography, and history, and elementary kids in the Head Start program. When she moved to Pittsburgh in 1974 for her husband's job, she had trouble landing a teaching job that allowed her to be present for her three elementary-aged children, and remembers the day her career changed. "I was playing volleyball in the church parking lot and the son of our minister, Wooster alum Tom Henderson '74—asked me to volunteer with Neighborhood Legal Services where he worked. By the end of that year, I was volunteering 30 hours a week. The experience gave me the confidence to think about law school, and the people I worked with pushed me. Tom was an inspirational lawyer who tackled huge civil rights issues. He was probably the reason I ended up in law school."

The dynamic of teaching and learning was present throughout her years as a child advocate. In the beginning, she learned from three judges. "I had the privilege to work under the best of them," she remembers. As the years went on, it was more likely that counselor Patterson became the teacher—of judges, social workers, and shelter directors, as she persevered in one of the least popular areas of the law. "If you're a judge in juvenile court, you're on the bench four to five days a week and you hear hundreds of cases. And the issues are terrible. Sexual assault, drugs everywhere, alcohol everywhere, mental health issues that nobody can ever deal with and nobody ever does deal with."

She took on a formal teaching role to law students who worked as interns in the law office—sometimes as many as 10 at a time. "I loved that part of my job. And honestly, we couldn't have managed without the help they provided. I'd tell my students that the thing that helps with burnout is volume. If a case didn't go the way you wanted, you didn't have time to sit there and get all upset, because you had another 35-40 cases to get ready for, and you couldn't sell those kids short. You had to keep moving."



Photo by David Burke

"One of the things I always told students and new lawyers was that we can't help the conditions that exist when we get these kids' cases. But we *can* help what happens to them. And we darned well better not leave our kids in worse shape than when we got them."

JUDY PATTERSON '63

And what was her source of strength? "The kids are a source of strength. The families and the children we worked with are like families and children everywhere. They're not all that unique. They were funny and made us laugh. And they have the same wants and desires as everyone. They want to have a decent life, to be loved by their families, to belong.

"Working to see that kids got those things—that was my job."



Award recipients *Distinguished Alumni*

T. William Evans

Dr. Bill Evans '60 is both a dentist and a physician who is internationally known as a pioneer in two distinct areas—facial aesthetic surgery and emergency/acute care medicine.


After practicing facial trauma, reconstructive, craniofacial and aesthetic surgery for 20 years, he limited his practice to facial aesthetic surgery in 1986. He has perfected facial aesthetic techniques that are now used worldwide. A sought-after author and lecturer, he has written chapters in six surgery textbooks and serves on the faculty at The Ohio State University Colleges of Dentistry and Medicine, the University of Michigan, and the University of Illinois – Chicago. He lectures about facial aesthetic surgery nationally and internationally.

He discovered the need for emergency care specialization when he was in residency at Grant Medical Center in Columbus. He found that emergency rooms were covered exclusively by interns rather than by experienced physicians, reflecting the national norm. To address the need, in the early 1970s he formed one of the first groups of private emergency physicians in the nation, Emergency Medical Associates, Inc., where he served as president and active emergency physician for 25 years. A few years later he launched a company that met another critical need—free-standing urgent medical care. “Now there are probably about 50,000 urgent care centers in the nation,” he says, “but at the time there were none.” His company, Urgent Medical Care, Inc., which he sold in 1997, operated more than 20 facilities in Ohio, Pennsylvania, and Florida.

Today, he continues to practice facial plastic surgery in Columbus. A College of Wooster emeritus trustee, Bill was a chemistry major and a member of the Scot football team. His father graduated from Wooster in 1935 and his son, Dr. Erik Evans, graduated in 1992.

Bill met his wife, Ruth, a surgical nurse, at the Ohio State University Hospital when he was a resident.



 Dr. Evans is a sought-after author and lecturer who has perfected facial aesthetic techniques that are now used worldwide.

Awards ceremony

Distinguished Alumni Award recipients will be honored at an awards ceremony, Saturday, June 10, 4:00 p.m., Scheide Music Center, followed by a reception.

To nominate alumni who exemplify Wooster's dedication to excellence and its commitment to service, go to woosteralumni.org, click on “About” and then “Awards.”

The College of Wooster Nursery School

Celebrating 70 years of service: 1947-2017

Generations

Joyce Murphy, who has taught at the College's nursery school since 1991, has in her classroom the children of children she once taught. The school's philosophy and mission has remained constant during its 70 years of service, she says. A certified Wild School site through the Ohio Dept. of Natural Resources, the school emphasizes hands-on activities that connect children with nature.

Working closely with College faculty, the nursery school provides practical and research experience to students studying psychology, education, and communication sciences and disorders. Every year, at least one Independent Study is based on nursery school research.

As generations of students return, they enjoy many of the same activities that delighted their parents.



1956 nursery school alum Peter Johnson, Wooster, checks in on granddaughter Amelia Clevenger, a current nursery school student.

BELOW: Regan Meier in 1984 and her daughter, Gianna Meier in 2014.



ABOVE: Nursery school alum Hannah Kiser '18, a communication sciences and disorders major, drops in on her nephew, Brady McCloud, (son of Landre McCloud '05) and they check out Minnie the guinea pig. (Although 70 years has seen many pig changes, the name "Minnie" remains constant.)

LEFT: Hannah reigns in the birthday chair in May 2000, a tradition that continues today.

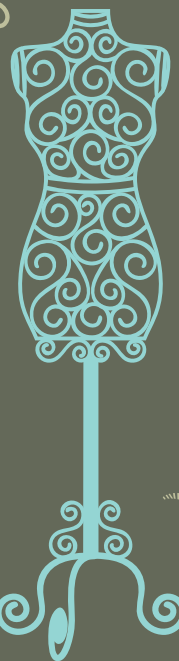


Through the

Story by
KAROL CROSBIE

Photography by
MATT DILYARD

LOOKING GLASS



Celebrating
Wooster's
History

*Wooster's fashions
mirror the times*

Special thanks to the Wayne County Historical Society for allowing us to photograph shoes and hats from their costume collection.

For pure fun, we decided to help celebrate our 150th birthday with a photographic essay on fashion throughout the decades. Our main source for images, the *Index*, is spotty, with some volumes featuring gorgeous photos, and others...not so much. So we gave a contemporary boost to the

visualization by asking today's students to model yesterday's fashions.

Our models' enthusiasm reflects the engagement shared by Wooster's students throughout the celebration. Special thanks to Charlene Gross, resident costume designer with the Theatre and Dance Department.



1870S



The Confederate States of America is officially dissolved and African Americans are given the right to vote; the stock market crashes, Indian Wars are fought and Indian reservations established. The demand for uniforms during the Civil War had prompted manufacturers to refine ready-to-wear clothing, and now they turn their attention to civilian wear. More muscular, utilitarian fashions edge out foppish high fashion for men; the tall black hat remains in vogue.

FOOT
FASHION



1880S



FOOT
FASHION



The Statue of Liberty arrives, homesteaders stream into Oklahoma to take advantage of the land rush, and the end of the war between the United States Army and Indian tribes is declared. By the late 1880s, the skirts and shirtwaists of working girls and students are considerably more freeing than the bustles and restricted waists that still grip high fashion.

1920s



World War I ends and the 1920s roar in. Women are given the right to vote, dresses are loose and unconstraining, flappers flap, dancers trot. Bobbed hair welcomes the close-fitting cloche hat. By the end of the decade, the market crashes and the Great Depression begins.



Top: 1928 Index
Above: 1924 Index



1940s



As the decade begins, World War II shapes the country. Skirts go up, as fabric is rationed. Utility fashions, tailored suits, and square shoulders arrive. By the mid-40s, the war has ended. Women welcome full pants. Everybody welcomes bobby socks.





Mens



FOOT
FASHION



Womens



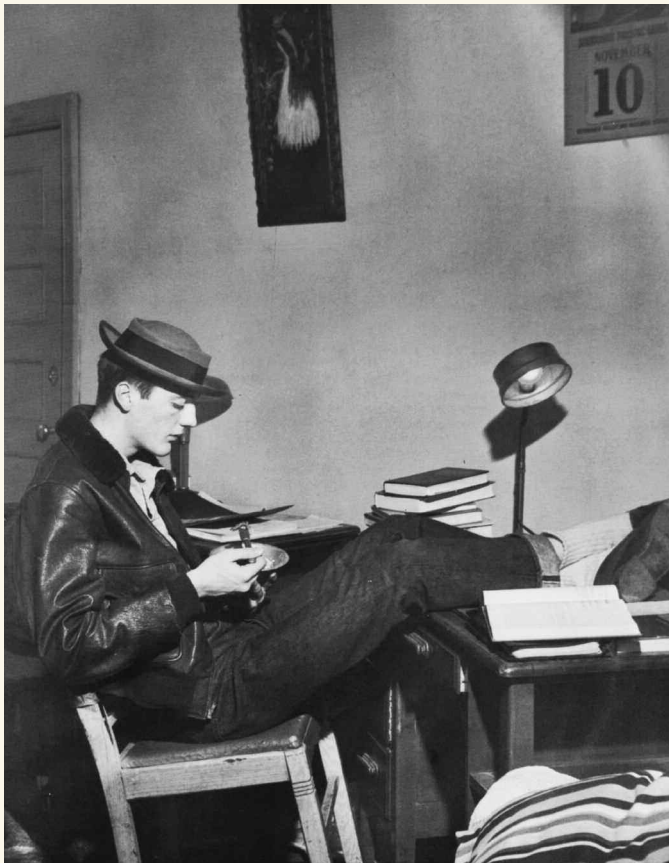
Above: 1941 *Index*; **Right:** 1945 *Index*;
Opposite page: 1941 *Index*

1950s

The postwar happy days of the 50s embrace Elvis Presley, the family TV, and cinema. Fashion rambles wildly throughout the decade, from form-fitting and fur-cuffed, to petticoated and bouffant. For the first time, teenagers shape fashion, TV, movies, and music.



FOOT FASHION



Top: Magazine archives; Above: 1958 Index;
Opposite page: 1953 Index

FINISHING TOUCHES

It's all about the hats



1880s



1920s



1930s



1950s

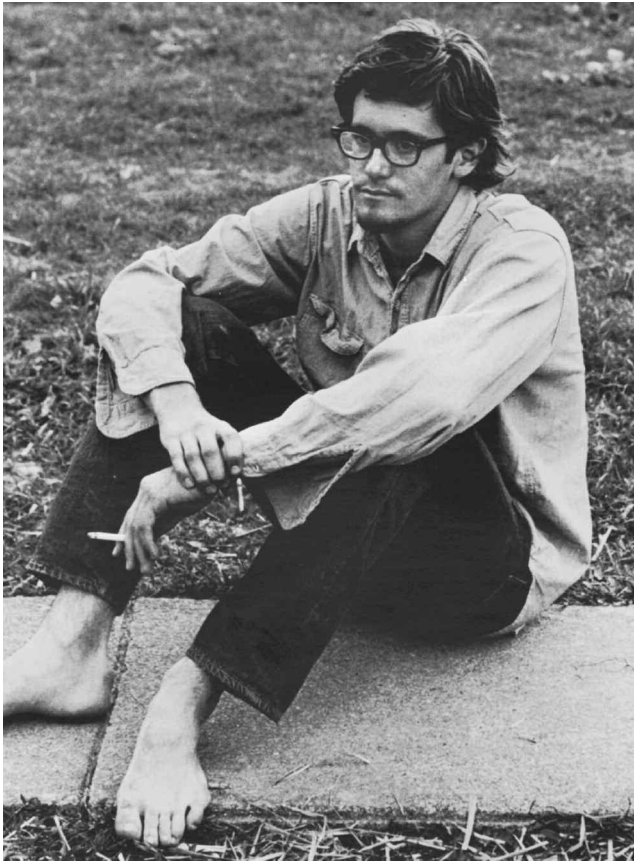


1960s



1980s

1960s



Top Left:
1969 *Index*
Left: Magazine
archives, circa 1960



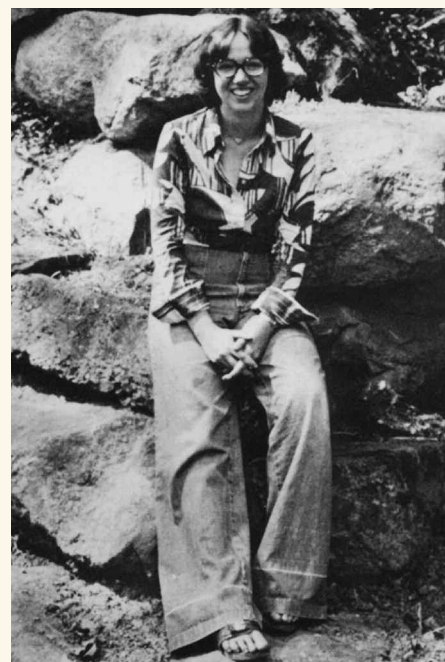
Kennedy's Camelot gives way to a decade of dissension and civil unrest. Fashion underscores change. Men's pants lose their pleats, shapely dresses and beehives give way to mod mini-skirts and the shift. At Wooster, accessorizing is made easy with the traditional beanie. By the late 60s, loud psychedelic tie-dye shirts arrive, men grow long hair and beards, and skirts go even shorter.



1970s



The Kent State shootings usher in the decade. By the end of the era, the majority of Vietnam War draft evaders are pardoned by President Carter. Polyester pervades in shifts and leisure suits. The tiny dress gives way to bell-bottoms for all.



Below: 1970 Index; **Bottom:** 1970 Index
Opposite page: 1977 Index



Our costume designer

Costumes for this feature were designed by **Charlene Gross**, resident costume designer and costume manager for the Ohio Light Opera and Theatre and Dance Department, where she teaches costume design and stage makeup. Charlene's costume designs have been seen across the country, including on and off Broadway, and on the West End London stage. Theatre credits include work with the Seattle Repertory Theatre, The Guthrie Theatre, The Royal Theatre, The Public Theater, and The Manhattan Theatre Club. Designs for dance include The Yard, The Juilliard School, Dance Space, & Kunningham Studios.



OUR MODELS

George Marn, Milwaukee, is a senior theatre and vocal performance double major, who plans to take a year following graduation to perform, and then apply to graduate programs. (pgs. 11 & 13)

Rebecca Kreuzman, Wooster, is a sophomore Spanish major and is on the cross country and indoor and outdoor track and field teams. She is the daughter of Hank and Mary Jo Kreuzman, faculty members in the College's philosophy and mathematics/computer science departments, respectively. (pgs. 12 & 13)

Alicea Kouyate, Washington, D.C., is a sophomore double major in psychology and women's gender and sexuality studies. (pg. 14)

Ruben Aguero, Alto Parana, Paraguay, is a senior economics major and is on the varsity soccer team. (pg. 16)

Scot Stacho, Parma, Ohio, is a junior communications major. (pg. 19)

Emily Neill, Wooster, is a senior psychology major who hopes to complete an MA in social psychology, perhaps also working in the fashion industry. The daughter of Ohio Light Opera (OLO) executive director Laura Neill, Emily has performed in 14 OLO shows. (pgs. 19 & 23)

Anneliese Wagoner, Wooster, is a first-year chemistry major. (pg. 20)

1980s



The country slides through the Reagan years and a recession grips the world. Preppie fashions flare and sputter, denim burns brightly, girlishness recedes and then returns, tailored suits flourish.



Top: 1980 *Index*; **Above:** Magazine archives, circa 1980; **Inset:** 1980 *Index*

1990s



The Cold War ends; the Gulf War begins; the world awaits the new century. Casual-sloppy always works; black always works.



Top: 1995 Index; Above: 1990 Index





story by
KAROL CROSBIE

photography by
DAVID
YOUNG-WOLFF

*Voices of Navajo
Mothers and Daughters:*
*Descendants
of Culture*

A CREATIVE TEAM OF WOOSTER FRIENDS AND
FAMILY JOIN FORCES AND A GIFT IS GIVEN



The book *Voices of Navajo Mothers and Daughters: Descendants of Culture* represents a labor of love—not only love for their subject, but love that members of the creative team have for each other.

Kathy Eckles Hooker '71 and husband William Hooker '69 began falling in love with the Navajo people in 1975, when they moved to Dilkon on the Navajo Reservation in Northern Arizona, where Bill practiced dentistry with the Indian Health Service and Kathy taught English, particularly to children who spoke no English in their homes. “We fell in love with the beauty of the land about two minutes after we got here,” remembers Kathy. “We knew we wanted to stay.”



The land was beautiful. The culture was like nothing they had ever seen before.



The Voices team

Bill Hooker '69, Kathy Eckles Hooker '71, Pam Young-Wolff '71, David Young-Wolff '71 at Monument Valley Navajo Tribal Park at the Utah/Arizona border.



Few families had running water; kerosene lamps took the place of electricity; heat came from burning juniper wood; bowls and plates were made from clay and coated in pinion sap; soap was made from yucca root.

“I asked one of the students what he had done over the weekend, and he said he’d hunted prairie dogs and had them for dinner,” Kathy remembers. “I thought, ‘Oh my gosh, I had no idea how different their lives are!’ The students and I made a language experience book in which they listed their traditional tasks. We learned from each other.”

After two years on the Navajo reservation, the couple moved to Flagstaff. For the next 30 years, Kathy taught in the Flagstaff public schools, where approximately one-third of her students were Native American and where her experience at Dilkon continued to inform her teaching. The language experience books inspired her to write her own book, *Time Among the Navajo: Traditional Lifeways on the Reservation in 1992* (Salina Bookshelf, Inc.). She used content from the book in her English classes and later as an instructional coach to other teachers. “There’s nothing in our content area that shows a Navajo weaving a rug, or making blood cakes, or making yucca shampoo,” Kathy says. “So I used chapters as lessons—how to introduce a subject, or summarize, or how to outline. The lessons always made my kids smile.”

Although the Navajo reservation is only a few hours from Flagstaff, Kathy is profoundly aware that it exists as a separate and unknown world for most Americans. “It’s a culture that’s rich and alive, but we all live in our own worlds. Many people in Flagstaff, for example, know only what they’ve seen in public, where there is a lot of intoxication and men begging for money. And that’s been the only basis for their opinions.”

(continued on page 30)



“It’s a culture that’s rich and alive.”

KATHY ECKLES HOOKER



Lisa & Edith Puente
*Edith Puente, mother,
Lisa Puente, daughter*



From Edith, a marathon runner: “Running helps me keep my life in balance spiritually, mentally and physically. It clears my mind and keeps me alert. I enjoy the run. I look at the cedar trees and I am at peace. ...The hills and the trees are my training ground. I run with the wind, the snow, and the rain.”

And so in 2009, she decided to write another book—this time about Navajo mothers and daughters. Soon after making the decision, she remembered the offer made by her good friends and Wooster classmates, David Wolff '71 (Young-Wolff) and Pam Young '71 (Young-Wolff), who own a photography studio in Santa Monica, Calif. “If you ever write another book, may I take the photographs?” asked David, who at the time was one of the most prolific stock photographers in the country. The answer, of course, was “Yes!”

The 21 interviews that Kathy conducted with three generations of Navajo women sought to answer large questions about the historic pull between yesterday’s traditional legacies and today’s functional demands, played out in work, religion, language, and education. “It had been over 35 years since we lived on the reservation,” she writes in the book’s introduction. “I wondered how much had changed. Was their culture still strong? What happened with the roles of grandmothers, mothers, and daughters? I knew the calling of grandmothers and mothers would be the passing of stories and traditions to their daughters.

(continued on page 37)

Rebecca & Maye Zee
*Rebecca Zee, mother;
Maye Zee, daughter*



Maye Zee: “...After my mom had her children, she brought their placentas home and placed each one in a special tree. When my children were born, she did the same thing. And when my grandkids were born, I did the same thing, too. You wrap it real good in a cloth and place it in a branch. My kids’ placentas and my grandkids’ placentas were put in the same tree as mine and my mother’s other children.

“When you bring the placenta home, you will always know where your home is, where you are from and where you belong. This is so the children do not forget. This is so they will always know where their home is.”



Both Kathy and David observed the deep respect and love that members of the three generations had for each other and the power of shared traditions.





Gonnie / Yazzie
*Carol Gonnie, mother;
Jennifer Yazzie, daughter*

Carol is a bus driver and Jennifer works for the Navajo Nation Fire Department and is taking classes in fire science. Jennifer lives with her 83-year-old grandmother, who speaks only Navajo.

Jennifer Yazzie: "Grandma breaks her back for anyone. If someone is in need, she says, 'Hold on! Let me finish this rug. I will sell it and give you some money!' Or, 'Let me make some blue corn buns to sell!' She is very traditional, and she wants us to pray every morning. When I hear my grandma up in the morning, I know that is my cue to get up and run. I run when the sun is about to rise."



Mann / Poddock
*Jean H. Mann, mother
Lolita Mann Poddock,
daughter*

Lolita Mann and her seven sisters and four brothers grew up in a small, framed house in Cameron, near Arizona Highway 89, where her mother, Jean still lives. An accomplished weaver, Jean stressed education for her children. Lolita has served as a classroom teacher on the Navajo Reservation, an English as a second language specialist, and principal at Leupp Boarding School near Flagstaff.



“I want to keep the traditions alive.”

AMY BEGAY



Nez / Begay

*Elsie D. Nez, mother;
Amy Begay, daughter*



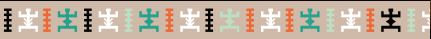
Amy, translating for her mother: “As a young child, my mother Elsie would weave rugs. Her siblings would ‘run off’ to school, and she had to stay behind and weave. She did not mind, because it was a way to make an income. When my grandmother became ill, my mom had to take over the weaving duties. She would herd sheep in the morning and come home in the afternoons to card and spin the wool. My mother’s first rug was made when she was seven.

“Education is important to me, and so I went to college. Today, I teach students in Flagstaff about the Navajo language and culture.”

*Voices of Navajo
Mothers and
Daughters*



THE CALLING OF
GRANDMOTHERS
AND MOTHERS IS
THE PASSING OF
STORIES AND
TRADITIONS TO
THEIR DAUGHTERS.



Scott / Scott-Dover

*Nona Scott, mother;
Daisy Scott-Dover, daughter*



Daisy Scott-Dover: “My mom taught us a lot about the Navajo ways. In grinding corn, I did not use the stones, the metate and mano; I used a corn grinder to make blue corn meal, blue corn mush and blue corn pancakes. We would do the shearing every year in the spring. We used the big shears that are like those big scissors. We were being stewards of the land by caring for the livestock—the cattle, calves, sheep, and lambs. We tagged the sheep and earmarked them. We went to the sheep camp and cut their tails and gave them their shots. My brother and I always did the round-up.”





“Good photography comes about when everyone is relaxed, when the process is a dialogue. I wanted the viewer to see who these people really are, not who I think they are.”

DAVID YOUNG-WOLFF



Powell / Smith

*Kathy Powell, mother
Stephanie Smith, daughter*

Kathy Powell: “My childhood was very different from my daughter Stephanie’s. I was born in a Hogan. Stephanie was born in a hospital. My family did not have electricity and running water at that time.” Hoping for a better education for their daughter, Kathy’s parents sent her to live with foster parents in Iowa when she was five years old. She returned to the reservation at age 12, but never regained facility with the Navajo language and did not pass the language on to her daughter, Stephanie. Today, Kathy works as a school secretary at a Navajo elementary school and lives in government housing on the reservation. Her daughter Stephanie lives with her mom and spends her time raising her own daughter.

Bertha
Bertha Fuson



Bertha Fuson wasn't home when a man from the Bureau of Indian Affairs took her daughter, Jennie, away to boarding school for the first time. One of the most poignant moments of her research, says interviewer Kathy Kooker, was when 53 years later, Jennie learned during the interview that her mother had felt only joy, when she learned that her six-year-old daughter was gone, because she had gone to get an education. "Jennie had always wondered how her mother felt," says Kathy. "She was glad to hear the answer."

Bertha died in 2012.



"This is the type of thing a photographer dreams of doing."

DAVID YOUNG-WOLFF



(continued from page 30)

Was this still occurring in the 21st Century? How had education and technology changed the relationship between mothers and daughters, and between grandmothers and granddaughters? What did mothers want for their daughters?"

Devoting approximately 3-4 hours to each interview (with time built in for the translation of the elders' responses into English), Kathy spent time building relationships before conducting interviews, Pam took notes and assisted with photography, Bill provided technological and financial reinforcement, and David took full advantage of everyone's support to produce dynamic photos. "Good photography comes about when everyone is relaxed, when the process is a dialogue," he says "I wanted the viewer to see who these people really are, not who I think they are."

A economics major and member of the lacrosse team at Wooster, David also played football his first two years, began photographing the football team, and never looked back. A professional lifetime of producing stock photography where "creative vision has nothing to do with reality" made the Navajo project with his good friends "the highlight of my career," he says. "The people are just so beautiful, and the beauty is everywhere. This is the type of thing a photographer dreams of doing."

Both Kathy and David observed the deep respect and love that members of the three generations had for each other and the power of shared traditions. They noted hunger for an education that would help to eliminate the hardships of daily life—serving as a strong bond between the generations. "Elders ache for their descendants to have an education," says Kathy.

The team completed the project in 2013 and at this writing are securing a publisher. Editing was provided by Kathy and Bill Hooker's daughter, Megan Hooker '00, a geology major at Wooster who does communications work for the environmental nonprofit American White Water. Also providing editing assistance were Josh and Linda Taylor Stroup, both '69 Wooster alumni.

"It was so much fun!" says David. "Our friendships made it fun. The experience made it fun."



Alicia Grey
granddaughter

Kathy Hooker: "What I have discovered from doing this book is a sense that being Navajo will continue. I think it will make it through another 100 years. And that surprised me, because when I started this project I just assumed that the elders would not be assimilated at all, that their daughters—women in their 50s who knew both worlds—would take the best of both, and that their children would be totally assimilated. I did not find that to be.

"If anything is going to keep this culture going, it will be the young people, who are aware of what they're losing—like many of the daughters are so sad that they can't remember their grandmother's stories. Even though the granddaughters are more connected to the Anglo culture, there is still very much the Navajo culture in their hearts. It has not left."

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Above: Student body president Spencer Gilbert '17, speaking at the inauguration of President Sarah Bolton.

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In Closing

LOOKING BACK
Capes before kilts

Established around 1911, the marching band was originally garbed in somber black suits. They graduated to capes in the 1920s, and in 1940, wore kilts for the first time, a gift from Birt Babcock class of 1894. Bagpipes didn't arrive on campus until the late 1940s.

A timeline of events from 1886-2016 can be seen at <http://wooster.edu/about/150/timeline>

