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Karol Crosbie

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Reflecting through the lens of our core values

It’s a great pleasure to be here at The College of Wooster, and I am so grateful for the opportunity to serve this wonderful community. As we begin the new academic year, I find myself reflecting on the College through the lens of our core values. These values are powerful, with the potential to deeply impact the lives of our students and through them to enable critical work to be done in the world. They are also challenging, as all good goals should be, and the questions that arise in fully upholding these values provide a framework for thinking about our work ahead. I offer here a few thoughts about each of the core values, and the critical questions they raise.

First and foremost, we are committed to the liberal arts, whereby every student explores broadly, learns to think from multiple perspectives, to analyze and express their ideas, and to act on what they are learning in a humane and well informed way. Both current national data and our own experiences demonstrate that this sort of learning is uniquely powerful in creating leaders of character and influence in a rapidly changing world. The question, then, is how we create a curriculum that maintains these strengths of the liberal arts—the exploration, understanding of human history, social interaction, science and artistic expression—and also evolves so that it speaks to the needs of students in the coming century.

Wooster upholds a focus on research and collaboration—culminating in Independent Study—whereby each student is brought to a point where they are able to create new knowledge or new art. Our students know that the College is committed to getting every single one of them there, whether or not their high school was able to provide strong preparation and no matter how much they may struggle at first. This is powerful work, and data demonstrate that these experiences are among the most effective in building confidence and skill for all students, as well as in closing the gaps in learning between those who went to well-resourced high schools and those who did not. But this way of teaching and learning is demanding, in human resources and in financial ones. How can we ensure that students, who come from widely varied pre-college experiences and who are increasingly engaged with others at a distance and through social media, make the very most of their four short years together, learning from one another both inside the classroom and beyond it?

Independence of thought and social and intellectual responsibility are enduring critical values, as is made vividly evident in the current moment, when divisions so much a part of national conversation and an emphasis on respectful discourse with those with whom one disagrees is not. How can we help students gain the ethical compass, as well as the compassion and skills needed to shape disagreements into substantive conversations, rather than chasms of misunderstanding and mutual disparagement?

Diversity and inclusivity. The power of colleges to do good in the world through their students is most acute when students, faculty and staff come from many places, and bring their own experiences, cultures and commitments to bear on their learning and the learning of others. An inclusive and equitable community doesn’t come simply from bringing people together. It takes the active work and commitment of many people to combat bias and build the deeply welcoming learning environment that all in our community deserve. The worlds from which our students come are in many ways more segregated than they have ever been—socioeconomically as well as racially and ethnically. We are working to create a welcoming and equitable place for them to live and learn, in a world that is neither. How can we best do that?

I very much look forward to helping The College of Wooster answer these questions and meet these powerful central commitments even more fully and fruitfully. Because through them, I firmly believe, we are uniquely situated to make progress on some of the most challenging issues of our time.

SARAH BOLTON
President, The College of Wooster
Fea t u r e s

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"A Community of Intention"

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On the Cover:
President Sarah Bolton, The College of Wooster's 12th president
Photo by Matt Dihyard
Remembering Stan Gault ’48: Jan. 6, 1926-June 29, 2016

Gault Admissions Center. Gault Alumni Center. The Flo K. Gault Library for Independent Study. Gault Recital Hall. Gault Manor. Gault Schoolhouse. It is clear to anyone who walks through the College’s oak grove and down its brick paths that there was a man named Stan Gault who loved The College of Wooster very much. It is true today, as the College celebrates its sesquicentennial. It will be true 150 years hence.

Stan Gault was born Jan. 6, 1926, in Wooster to Clyde and Aseneth Gault, and grew up on College Avenue, just down the street from campus. He graduated from Wooster High School in 1943 at age 17 and enrolled at the College that fall. He attended for a year, until he was old enough to enlist in the Army Air Corps, where he served as a B-29 gunner in the south Pacific until 1946. He then returned to the College, where he majored in geology, was elected senior class president, and met an English major named Flo Kurtz. They both graduated in 1948 and married the following year.

Stan began his career with General Electric as a sales trainee in 1948, the first step in an ascent that took him to the pinnacle of American business. He moved from vice president and general manager of GE’s refrigerator division, to vice president and group executive for the major appliance business, and by the time he left GE, was senior vice president and sector executive of the company’s industrial products and components sectors.

In 1980, Gault returned to his hometown to become CEO and chairman of the board of Rubbermaid, Inc. By the end of his tenure, Rubbermaid had become one of Fortune magazine’s Top 10 Most Admired Corporations. In 1991, Gault retired as Rubbermaid’s CEO. Six weeks later, fellow board members at Goodyear convinced him to take the helm of the troubled tire company. He was named CEO and chairman of the board, the first outsider to lead the nearly century old enterprise. His success at Goodyear prompted Financial World to name him CEO of the year in 1992: “In an era of lavish, boastful CEOs who build imperial headquarters and often seem to care more about their compensation packages than their company’s performance, Gault clearly does not fit in. Having come of age in the post-war boom, he has a 1950s-style faith in American big business. But, unlike some of his contemporaries, he is surprisingly in tune with the times, ready to recognize what no longer works and replace it at once…”

Beginning in 1972, Stan served on the College’s board of trustees for three decades, serving as vice chairman, chairman, and chairman emeritus. He chaired two national campaigns for the College, raising a total of $111 million.

Off campus, Gault’s leadership and generosity resulted in new buildings and spaces for community organizations in the arts, education, and human services.

Gault was preceded in death by his wife of 63 years, Flo, and is survived by their children, Stephen Gault ’73, Christopher Gault, and Jennifer Gault Marsh, and by six grandchildren.
A letter from a classmate

“Thank you for everything”

It was 1943, and World War II dominated our world. Stan Gault was among the freshmen class members who left us for military service soon after they turned 18. By our junior year, the men started coming back, often picking up their education with a new class. Though Stan graduated with the class of 1948, he never forgot his earlier classmates, and often came to our class reunion events.

A 60th reunion is always special, marked by the dwindling abilities of classmates to attend. So it had particular meaning to us when Stan and Flo helped us to celebrate by establishing a $60,000 scholarship in the name of the class of 1947.

To our credit, I must add that the class of ’47 had previously given Stan the Silver Spoon Award. At our 55th reunion, in a burst of belated honesty, our class returned the silver demitasse spoon which had been “liberated” from Babcock Hall by a classmate back in the ’40s. It was reported by class secretary Cornelia Lybarger Neuswanger that “Gault received the award modestly to much applause...and later announced that the spoon would be framed and find a new home in Gault Alumni Center.”

I am happy to verify that Stan carried through on his promise and the mounted spoon was displayed to classmates at our 60th reunion.

Thank you, Stan, for everything. We remember you for your generosity, your loyalty, and your sense of humor.

VIVIAN DOUGLAS SMITH ’47

Work begins on Ruth W. Williams Hall of Life Science

Going down; coming up

No sooner had the demolition dust settled on Mateer Hall, than construction began on the Ruth W. Williams Hall of Life Science.

Scheduled for completion in August 2018, Williams Hall will be fully integrated with the adjacent Severance Chemistry building and will house programs in biology, chemistry, biochemistry and molecular biology, neuroscience, and environmental studies.

ABOVE: From the front porch of the Gault Admissions Center, administrative coordinator Beth Snyder and her kids watch Mateer Hall crumble.

BELOW: The same vantage point reveals a developing vista.

Remembering Ruth Whitmore Williams, Sept. 14, 1940-May 6, 2016

Ruth Whitmore Williams, a trustee since 1994, died May 6, 2016. Ruth attended Wooster from 1958-61 and received her bachelor's degree from Duke University in 1963. She taught preschool and served as director of the Gateway School in Wynnewood, Penn. until her retirement in 2002.

Ruth and Morris Williams, her husband of 55 years, supported Wooster with their philanthropy in many ways, including a $15 million gift in 2013—the largest single gift in the College's history. Three million dollars was earmarked to endow new scholarships for science majors, $2 million to endow a professorship in computational biology or informatics, and a $10 million lead gift to jumpstart fund-raising for the College's new integrated life science building.
Introducing Brush Hall

Never let it be said that The College of Wooster doesn’t know how to get its money’s worth out of a “temporary” building. Holden Annex, built in 1921 to accommodate the expansion of the student body following the end of World War I, was finally demolished last year, and in its place has risen a new student residence that is both thoroughly modern and classically Wooster: Brush Hall.

Named in honor of Doug Brush ’77, whose $1.5 million gift made it possible, Brush Hall opened its doors this fall to welcome 55 Wooster students.

Inside, the energy-efficient, air-conditioned hall has nine double rooms on the first floor, plus one single for a resident assistant, while the second floor holds 12 triples with soaring ceilings and spacious loft area for the third bed. All building residents share a full kitchen, laundry room, and lounges with flat panel TVs. A large patio area on the west side of the building, facing Holden Hall, is sure to become a popular warm-weather hangout.

“Our goal was to construct a residence hall that felt at home on Wooster’s campus,” says architect Byron Manchester of BSHM Architects, Inc. “We capitalized on iconic elements such as building shapes, brick and mortar color, Tudor arches, and window sizes and colors. We wanted to create a secure living-learning environment that both excited and warmly welcomed its residents.”

Architect Byron Manchester’s incorporation of porticoes over Brush Hall entrances reflects similar detailing on residence halls along Wayne Avenue. His choice of copper reflects its use in other parts of the campus. “Copper is easy to maintain and has superior durability, says Manchester, “It was used to roof the Pantheon in 27 BC!”

THIS PAGE, CLOCKWISE: Doug Brush and the Hall’s distinctive winding stairway; the Hall’s copper portico gleams in the afternoon light; the top loft (sought after real estate) is occupied in this double room by Tina Zheng; roommate is Sierra Elrod. Photos by Matt Dilyard and Karol Crosbie
Introducing Holden Scot
(far left, white pajamas)

Heather McDowell Drown ’03 comes from a proud Scot legacy. Her grandfather, Leon McDowell, graduated from Wooster in 1928 and her father, Noel McDowell, graduated in 1967. And she loved living in Holden Hall. She has great memories of rooming with older sister, Devon McDowell Grosjean ’01, and waking up to the sound of bagpipes on Saturday mornings.

So when her third child arrived, Heather had the perfect name. Holden Scot Drown was born April 20, 2016.

Heather, a 7th grade math teacher for Wooster City Schools, is married to Ben Drown, also a public school math teacher. Their two older children, Hadley and Benson, and Heather’s nephew, Jack Grosjean attend The College of Wooster Nursery School.
NEW FACES

New alumni director on board

Tom McArthur has joined the College as the director of the newly named Office of Alumni Engagement (previously called Office of Alumni Relations).

He comes to Wooster from the State University of New York at Buffalo (UB), where he served first as associate director of alumni and external relations for the School of Management and then as director of constituent and alumni engagement for the College of Arts and Sciences. Before serving at UB, he was assistant director of alumni relations at the University of Rochester. Under his leadership, there was a dramatic increase in the numbers of alumni who engaged with their institutions.

Tom received his B.A. in psychology from Hilbert College in New York and his M.S. in higher education with a concentration in student affairs administration from the State University of New York at Buffalo.

With experience working with diverse constituents, Tom is well poised to take on the College’s alumni outreach at a time of “uncommon opportunity” in the College’s history, said Laurie Houck, vice president for development and alumni relations. “We expect our alumni program to move well beyond the status quo during our sesquicentennial anniversary.”

The six staff members in the Office of Alumni Engagement work in concert with the 23-member Alumni Board, class officers, the W Association, Black Alumni Council, Going True, and the LAW group, as well as more than 3,000 volunteers. Staff members coordinate programs such as alumni admissions advocates and APEX (Advising, Planning, and Experiential Learning); volunteers also host alumni and student events, act as social media ambassadors, and are active on reunion committees.

The office is a key partner in the operation of The Wooster Fund annual giving effort and spearheads traditional special events, including Black and Gold Weekend, I.S. Monday, regional events, and Alumni Weekend.

To learn more about joining the 3,000 alumni who volunteer their time and talents, call 330-263-2533.

DEAN OF APEX

Jennifer Griffin is the new dean of APEX (Advising, Planning, and Experiential Learning). Jennifer comes to Wooster from Thiel College, where her 23 year tenure included service as associate academic dean, chair of the psychology department, and professor of psychology.

DIRECTOR OF ANNUAL GIVING

A political science major at Wooster, Matt Gullatta ’03 went on to direct Ashland University’s advancement services. Included in his duties at Wooster is overseeing The Wooster Fund.

VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS

Dr. Scott Brown comes to Wooster from Colgate University, where he was associate vice president and dean of students.

NEW ALUMNI BOARD MEMBERS

New members joining the 16-person board for three-year terms are: Beverly Brooks ’08, a classical studies major, is associate director of college guidance at St. George’s Independent School in Memphis, Tenn.; Bohdan “Book” Chrobak ’99, a math major, is senior financial data analyst and Cleveland office coordinator with Imagine Software; Christine Farrell ’94, a comparative literature major and member of the Scot Marching Band, is project manager with Broadpoint, living in Washington, D.C.; Andre M. Smith ’07, a political science major and former Fighting Scot, is an underwriter with American International Group, living in Chicago; Marcena Mead Steele ’83, a religious studies major, is an IT and project management consultant in higher education living in Cliffside Park, N.J.; Ken Aldridge is the head of Wilmington Friends School, living in Wilmington, Delaware.

NEW BOARD OF TRUSTEES MEMBERS

New members of the Board of Trustees are: Diane Holt Frankie ’75, a political science major, is special counsel at Kaye Scholer LLP in Palo Alto, Calif.; Rev. Thomas Johnson ’77, an English major, is headmaster at the Neighborhood Academy in Pittsburgh, Penn. James Malwurm ’71, a history major, is chair emeritus and senior counsel at Squire Patton Boggs in Great Falls, Virg.
LEGACY STUDENTS
Class of 2020
The following are first-year students who are descendants of Wooster alumni.

Baronov, Andre A.—father: David M. Baronov ’88
Bridgman, Benjamin J.—father: James C. Bridgman ’90
Cano, Robert D.—mother: Lauree D. Manning Cano ’84, aunt: Hyldee D. Manning Hess ’82, uncle: Mark T. Hess x’82
Carter, Philip Daniel—great aunt: Sally “Sara” A. Winkler Barnes ’67, aunt: Alicia L. Carter ’89, grandmother: Jane Winkler Carter ’64
Davis, Emily A.—mother: Barbara G. Tubman Davis ’85
Ferrara, Evan S.—father: Ryan S. Ferrara ’88
Geissler, Carson Clyde—grandmother: Mary “Mollie” L. Kirkpatrick Geissler ’73, uncle: Daniel W. Brubaker ’03, Christopher J. Brubaker ’01, sister: Hannah C. Geissler x’17
Hall, Jordan Patterson—grandmother: Carol L. Whitacre Hall ’63, grandfather: Roger P. Hall ’58, aunt: Elizabeth D. Hall ’90, Martha A. Hall Murphy ’85, Anne W. Whitacre Shabel ’65
Hunter, Nicholas J.—mother: Allison Hodnett Hunter ’90, father: David P. Hunter ’88
Lance, Paul J.—father: Kim A. Lance ’82, mother: Judith R. Maxwell, ESQ ’82, brother: James R. Lance ’12, aunt: Jean E. Maxwell Rauschenberg x’90
Lawson, Madeleine G.—father: Robert J. Lawson ’78, grandmother: Lois M. Hayenga Lawson ’45, uncle: Peter C. Lawson ’85
McNosky, Emma J.—mother: Amanda J. Berneking Olson ’92
Mederna, Anna Louise—grandmother: Kathryn S. Demmon Cilimbur ’57, aunt: Amy B. Cilimbur ’87, great aunt: Connie J. Demmon Batterton ’68, cousin: Amy L. Melena ’16
Miller, Cameron L.—father: Walter R. Miller ’86
Miller, Kirk A.—father: Paul B. Miller ’85, brother: Torger J. Miller ’16, uncle: David R. Miller ’83
Montgomery, Julia G.—father: Robert P. Montgomery ’87, sister: Susannah P. Montgomery ’15, great-great grandmother: Muriel C. Dilley Cherney ’34, great-great uncle: Harry C. Wooding ’38, Charles A. Dilley ’30; Dudley A. Dilley x’35; Paul P. Dilley x’37, great-great aunt: Jeanne E. Dilley Wooding ’40, Gretchen W. Widmann Dilley ’33; Ruth E. Dilley Sims ’30, cousin: Catherine D. Tadros ’95
Portner, Alexis A.—mother: Deborah M. Coss Portner ’90, father: Matthew D. Portner ’90, aunt: Susan L. Bainbridge Coss ’85, uncle: H. S. Coss ’85
Schmidt, Brianna L.—father: John K. Schmidt ’84, cousin: Kiah M. Ackerman ’12, uncle: Stephen L. Curen ’87, aunt: Julie A. Schmidt Kuhns ’90
Siegel, Hope K.—father: Donald J. Siegel ’80, great aunt: Deborah A. Kenworthy ’70, sister: Helen G. Siegel ’17
Sudduth, Harriet F.—father: William J. Sudduth ’88
Thompson, Claire M.—mother: Judith A. Weiler Thompson ’85, aunt: Rose M. Weiler Koch ’83, Cynthia C. Weiler ’80; Pamela H. Weiler ’82, uncle: Blake Moore, Jr. ’80; Douglas F. Weiler x’86, brother: Simon P. Thompson ’17
Weiss, Isaac F.—father: Kevin Howard Weiss ’89
Zaidi, Qaiser H.—father: Shoaib Hasan Zaidi ’89

ARTHUR NEFF attended Wooster from 1910-12, but a year away from graduation went to Hilo, Hawaii to teach at a missionary boy’s school. He was drafted into World War I, and when he returned to the States completed his remaining coursework at Ohio State and Columbia. But although Wooster Dean Elias Compton promised to award him a degree if he provided the paperwork, Arthur never followed through. He did, however, remain loyal to his college. He served as president of his class and began a lineage of dedicated Wooster alumni, including his daughter Ruth E. Daniels ’48 and grand-daughter Susan Daniels ’83. Forty years after her grandfather’s death, Susan contacted the College to see if a degree could be awarded posthumously. The faculty voted an unanimous “Yes.”

Be it known that the late Arthur Neff is officially a member of the Class of 1913.
Sarah's husband, Ari, is a psychologist who has practiced, taught in higher education, and conducted research. Their son, Aaron, is a junior at Brown University, where his main areas of interest are international relations and public policy.

Sarah’s mother, Margaret, moved to Wooster with the family, and lives in an assisted living home nearby.

A very early community was the one she shared with her five cousins—all girls—as they gathered to help out for the summer holidays at the hotel run by their grandparents on the south coast of England. Sarah’s mother grew up in London during World War II, and her mother and grandparents moved to the countryside in Dorset to escape the blitz. Sarah (an only child) and her parents moved from England to Princeton, N.J. when she was five, but she has a dual citizenship in the U.S. and England, where her roots remain strong.

Sarah Bolton considers her mother and grandmother early role models in scientific ways of thinking. “My grandmother wanted to be a doctor, but generationally and in that moment, that wasn’t acceptable. Both she and my mother have very scientific minds. We always had scientific journals in the house that my mom read just for pleasure. Among us six cousins, three are scientists. So there was something bubbling up there.”

Sarah went to Brown University where her undergraduate degrees in physics and biophysics allowed her to do “all kinds of science.” “I took a year off to see what I wanted to do next. I laid it out in my mind. I figured that the thing that I missed the most when I wasn’t doing it would be what I should do next. And that turned out to be physics.” Her graduate degrees in physics from Berkeley were followed by a 21-year tenure at Williams College, Williamstown, Mass., where she was professor of physics and in 2010 was appointed dean of the college.

When Sarah Bolton speaks of teachers and learners, she is very likely to put herself in the latter category. When she speaks of teaching and learning, she makes it clear that the two processes are fluid, flexible, and shared by all members of the communities that she most values.
What would it take to increase numbers of women who are teaching and learning physics? Essential first steps are offering the subject to all learners, and changing public perceptions.

In her 21 years at Williams, Bolton was the only woman faculty member in a nine-person physics department, a statistic not atypical of her discipline. What would it take to increase numbers of women who are teaching and learning physics? Essential first steps, says Bolton, are offering the subject to all learners, and changing public perceptions.

“Physics sits at the intersection of mathematics (which historically hasn’t had many women in it) and the mechanical world (which also hasn’t had many women in it). When I was in graduate school and was applying to work in laboratories, one of the first questions I was asked was, ‘Do you fix your own car?’ That’s going to be a barrier not only to most women, but also to students growing up in low income environments whose families might not even own a car.”

Changing the public’s perception that physics is only for the intellectually elite is vital, she says. “Not only do people think that it’s extremely difficult, it also suffers from a public perception that it’s abstract, and not directly related to human welfare and the things we care about. In fact, not only is it elegant, exciting, and accessible, it also describes a lot of the world around us that is
core to the sustainability of the planet and the future of humans.”

Research shows that when an inclusive, group approach is used to teach a discipline, two things happen, says Bolton. “First, not only do under-represented students learn better and become trained in the field at a higher rate, but everybody acquires the information in ways that they understand more deeply and use more broadly. Not only does it break down barriers, it’s just good pedagogy for everybody.”

Simply and elegantly, President Bolton explains the research that she conducted at Williams. “It turns out that when things get very small, they behave differently. If you have a big chunk of material that’s three inches across and you shave it down until it’s three atoms across, everything that it does behaves differently. The way that energy moves around in the three-atom system is completely different.

“So what I did was build lasers that produce very short pulses of light that are less than a trillionth of a second long that you can use to measure very fast processes—things that happen in the amount of time it takes light to cross the width of a human hair. This kind of measurement has applications in biology—how do our eyes respond to light?—and also to engineering questions—are there certain points when smallness no longer serves to make things faster or more efficient?”

Bolton has handed over her research equipment to a young woman scientist who has just begun her work in the Williams physics department.

And what motivated her to switch from teaching and research to administration? “When I stepped into my previous role as dean at Williams, one of the things that made it clear to me that I wanted to continue working in administration was the profound work that I was able to do with support staff. That was new to me. It was a huge joy to talk with the folks who were helping students and to learn from them.”

“Another joy that I look forward to is building relationships with alumni. You don’t know a place fully until you know the people who have been here and have taken their education and experience out into the world.”
**LEARNING together**

“I tell students that their years together is sacred time, in the sense that they won’t be together after these four years. I tell them, ‘You’ll make friendships that will last, but your chance to be right next to one another learning from the things that people say and from the things that they do, and learning deeply who they are—this is that moment.’”

Building a welcoming community takes hard work, commitment of resources, and “thinking really hard,” says Bolton. “Knowing people in a very profound way is hard work. We’re not isolated. This is not a bubble. This is a real community. But it is a community of intention. It’s a community of people who come from all over the world and from many different communities with the intention of being with one another and learning together.”

Bolton, who has spiritual roots in the Society of Friends, says that the inclusiveness of the faith captures a principle that is important to her. “Quakers believe that everyone’s voice is valuable. That’s how I try to do my work.”

“Of course there’s beauty in what liberal arts colleges provide students. But there is also beauty in what they do for staff and faculty as we learn from one another in every area of intellectual and artistic endeavor.”

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**WELCOMING THE CLASS OF 2020**

Moving in

All hands were on deck, including President Bolton’s, for the College’s traditional Move In Day, part of a special “Wooster spirit” that admissions recruiters promise exists and new students discover to be true. As they and their parents drive slowly up Beall Avenue, preparing to move in, they are welcomed by an exuberant crowd of gold-shirted greeters, who set the stage for an experience that turns a potentially loathsome chore into a celebratory party. Volunteers—both students and staff—take charge of lifting and schlepping, leaving new-comers to enjoy the MacLeod-studded day.

Beginning connections

On the evening before classes began, President Bolton shared a meal and conversation with members of the class of 2020. The College’s newest class is made up of 545 students representing 24 countries. International students, representing 13 percent of their class, come predominantly from China, Korea, and India. From the U.S., 37 states are represented, with 30 percent coming from Ohio; 20 percent are students of color. Overall, half are male; half are female.
Convocation

President Bolton convened the College’s 147th academic year, challenging students to put down their electronic devices and engage in meaningful conversation, even if it prompts disagreement. “The transformative power that is needed most at this moment is not that of additional technology, but rather the power of a recommitment to the lived, in person, face-to-face, intentional community of learners,” she said.

The Class of 2020 may be the newest students on campus, but they are not beginners, she told them. “You bring a deep history from your own families, cultures, and the learning and living you did before you came to Wooster.”
With all hands on deck for a traditional approach to writing about the College’s history (see the timeline at http://www.wooster.edu/about/150/) Wooster magazine decided to contribute to the experience in a non-traditional way. We dropped in on a half dozen people and let them speak directly to you, reflecting on the events of the day through the decades. Some of them you probably know, a few you may not have met. Special thanks to descendants and friends who blessed this creative endeavor and helped to make it possible.
December 15, 1901

On this 15th day of December as I mark my 84th birthday, my heart is filled with deep sorrow. Our stately Old Main is gone, leaving soot, blackened timber, and a bitter smell. The fire began four days previous with massive explosions that I knew were fed by the building’s gas reserves. I commenced to shut off the power sources, but the heat was blazing and I backed away as I caught the odor of my own hair singeing. Today in my front yard I discovered the sad, blackened remains of a biology book, blown there by an indiscriminate wind.

As the sun sets on this sooty day, silence falls where the bells of our beloved chapel once marked time’s passing. And in this silent and acrid air, I entreat God to remind me of my blessings. All the days of my life He has blessed me with opportunities to accumulate knowledge through labor in this small corner of our world named Wooster. At age seven I learned the trade of brick making; at eight I tried my hand at the printer’s trade; at nine I ran an ox team and cut cordwood. At age 11 I began helping Mrs. Walters with the production of her excellent hop beer, gingerbread, and pies and helped Mr. Walters with the management of his tavern. At age 13 I learned the craft of hardware store management. I am grateful for the opportunities that followed—with banking, hardware, with the Gas Light Company, and with the Lake Erie, Wooster & Muskingum Valley Railroad Company.

I was humbled and honored to accept positions to serve my beloved town—as mayor and member of the School Board. In 1866, as a trustee of the Presbyterian’s fund to erect an institute of higher learning, I consulted with my friend Reverend Reed about the necessity of locating it at Wooster, and with some amount of persuasion and divine assistance was able to convince the Board of the merits of this argument. I look back on my past birthday entries, and note the joy with which I recorded my 53rd birthday, the year we dedicated our beautiful University. I remember the bells chiming and the melody and words of the hymn we sang:

And now O Lord, the church would raise
Upon this cornerstone
A work to utter forth thy praise:
O send thy favor down.

These days, my tread through the elms that shelter our small endeavor has grown slower. And still the students remember me, tipping their hats to say, “Good morning, Captain Kauke.” I know that their pet name for our lately departed building was The Bitters Bottle, on account of its towering height. But never in my presence.

We will rebuild. Our souls are older, but our hearts are strong.

O bless the work in coming days
O bless the assembled youth,
O bless the knowledge here attained
With sanctifying truth.

From the Journal of John H. Kauke

b.1817-d.1904

Founding trustee and donor

Sources: Commemorative Biographical Record of Wayne County, Ohio, J. H. Beers, 1889; Wooster of the Middle West, 1866-1910, Lucy Lilian Notestein
woke up this morning to the sounds of Chicago; I am glad to be home. After our recent voyage to the UK, Justine wondered if I would want to return to my “other” home in Wooster for my 40th class reunion. I’m so happy I did!

The old family home on East Liberty brings back childhood memories. And the campus brings me considerable feelings of pride, honor, and ownership. The Wooster chaps never fail to tease me that it’s a good thing that I had already graduated when the awkward towers of the Bitters Bottle burned to the ground, or else they would have suspected me of artistic arson. To strengthen their joke, my mates quoted from my recent article in the *American Architect* on industrial buildings

> “Architects have not as a rule sought to secure industrial design (and here the fellows substituted the word “academic”) for their practice. . . the industrial building is as, a rule, the ugliest and most objectionable building that is created in any community.”

But teasing aside, my classmates were exceptionally kind, announcing to all present that I had designed campus buildings that continue to make a harmonious and lovely statement—the Memorial Chapel, Taylor Hall, and the Library. The space around the buildings is well planned and calls attention to the buildings’ grace. Reunion attendees also made much of my Sears building on West Arthington Ave. and its award. My mates continue to dub it the largest mercantile building in the world, and while this was true when it was built 23 years ago, surely there are larger buildings today.

In order to flourish, fine arts at our colleges need nourishment from all who will benefit from their study, including industrial employers. In my role as chair of the American Institute of Architects’ Committee on Education, I recommended to the Carnegie Foundation to choose a faculty member from Wooster to attend a course in the fine arts at the Art Institute of Chicago. I am glad that The College of Wooster was one of the 10 institutions selected.

The arts flourish at beautiful Wooster. My classmates flourish in the lives they lead. Our friendships were renewed.

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“From the Journal of George C. Nimmons

June 15, 1927


"The arts flourish at beautiful Wooster. My classmates flourish in the lives they lead. Our friendships were renewed."
“Wooster is safe for me in the Great War, little Helen. I’m a thinkin’ in this war Wooster is safe for you, too.”

December 19, 1941

The sun is low and still there is more to do, with all day there bein’ no classes and the girls underfoot and them excited about tomorrow and the College’s special weekend. Much work for this 75th charter celebrazione and homecoming. For the homecoming, graduated Holden girls from so long ago are returning and giving me the hugs, teasing, and memories. Young Margaret who bothered me to learn Italian so many years ago, shouts “Buon giorno, Carlo! Will you pound your mop and wake us tomorrow morning singing your ‘O sole mio’? And did me and mama still have over for dinner Holden girls who couldn’t go home for the holidays? Si, si, I’m tellin’ her. I will wake you with my mop and my singing. And just this Thanksgiving past, I tell her, Betty, Helen, Ruth, and my 17 own Nolletti kids made to quickly disappear ravioli and meatballs, five roasted roosters, and many pies from the fruits of our farm. The good wine from our grapes we are keepin’ for a day when not so many Presbyterians are at our table.

The College young people pester, “Carlo, will you give us a hayride to the bonfire at Highland Park tomorrow night?” Si, si, I’m a tellin’ them. They don’t know that I’m not gonna be sleepin’ till they’re all safe back to the College.

But in the corners of the excitement there is worry and some cryin’. Two weeks ago the Japanese are throwin’ bombs and sinkin’ ships at Pearl Harbor. Says Betty, “Carlo, I’m afraid they will take my Johnny for the war.” And Helen says, “Who is safe? Maybe in Wooster we are also not safe.”

I tell them my story. “I am 13 years old in 1913 and war is in Italy. I’m not tellin’ my mama and papa when me and my cousin leave Collepietro and stow ourselves on a ship to America. I work in a bakery in Logan, West Virginia, and then a job on the railroad is a bringin’ me to Wooster.” Helen is listenin’ now and is not cryin’.

“Wooster is safe for me in the Great War, little Helen. I’m a thinkin’ in this war Wooster is safe for you, too.”

The sun is down now and the Nolletti house is quiet. Holden Hall is quiet too, I’m a thinkin’.

Sources: Lucy Lilian Noltestein, *Wooster of the Middle West*, Vol. II; Index, 1935 and 1936; August 2016 interview, John Nolletti

EDITOR’S NOTE
Three of Carlo Nolletti’s sons were drafted and served in World War II. They returned home safely. His son Lewis was the College’s official chauffeur from 1953-1985. Together, Carlo and Lewis came up with a plan to help the College get rid of food waste: they fed it to the pigs on the Nolletti farm. Carlo’s son John, the source for this story, worked at Carlo’s side during the holidays cleaning and varnishing the floors of Holden Hall and Annex. John’s son, Todd, is currently supervisor of the College’s custodial services.
Holy cow—the first gold for an American woman in the high jump! Another night of cheering on the American women at the Melbourne summer Olympics. An exciting performance by Earlene Brown, setting an American record for shot put and discus. Russians won the gold easily in that category, but it's great to see an American in the top six. At my side, Chief twitches and groans through his doggy-dream, oblivious to my excitement.

Of the 32 golds for the U.S., only four to women. Imagine what we could achieve if only… If only high schools formed girls’ teams and began skills training early on. If only women were allowed to excel and compete in collegiate varsity sports. If only we'd expand on that feminine notion of a “sport for every woman, a woman for every sport.” As if the sheer quantity of women in gym shorts trumps all consideration of individual talent and quality—what hooey. I can set myself to twitching as dramatically as Chief, when I imagine a comparable conversation with our star quarterback: “We don’t want to exclude the chaps who haven’t had an opportunity to play football at Wooster, so you’ll want to spend your time training those fellows. Generosity of spirit—that’s the ticket!”

But President Lowry told me he wanted change when I came on board last year. We’ll begin by teaching classes in playing and officiating women's basketball, providing a deeper understanding of the game. My workshops are being well received across the state, and so will they be on campus.

Source: August 2016 interview with Brenda Meese ’75, Wooster associate professor and assistant director of physical education, athletics, and recreation; head field hockey coach.
The girls are tucked in, the kitchen clean, the living room and front porch student-free, and Yvonne and I have time to take some deep breaths.

I took note of Yvonne’s sharply uplifted eyebrows when I brought Fred Burton home for dinner tonight with no advance notice. But he was so charming and apologetic that I believe she forgave me. Possibly. Our laboratory experiments were going so well that neither of us noticed that we were working through the time that Fred’s dinner was served at the dining hall. Finding a quiet place to work still seems a challenge, with rededication of Severance Hall only a month away. Ever since I arrived a year ago, the building has been torn from basement to attic, with long periods when we had no heat and no stairs to climb to the upper floors. We believe progress was slowed by the nation’s steel strike. My colleagues have told many stories about the dangers of doing chemical experiments in a 52-year-old building with turn-of-the-century facilities. The transformation is almost complete, with even the bats chased from the attic, which is now a wonderful space for students. I told Yvonne that when all the laboratories are in working order, it is quite possible that I will keep a more timely schedule. Not sure she bought it.

I think Fred’s research might merit a journal article. The prospect of conducting research with students here is exciting; I believe the Williams family might well settle in Wooster permanently. The refusal of some of the town’s residents to welcome us means that they need us. We can make a difference. The college’s few black students tell me that being part of such a small group is lonely. But conversation, a walk through campus, and an ice cream sundae at the Shack can interrupt loneliness, even if it is for just a short time.

I took time in my Intro class today to discuss the Supreme Court headlines. Today the justices heard arguments in the case of Boynton vs. Virginia that will most surely result in a decision establishing the illegality of segregating the races in public transportation. Many in the class said that they had no idea that such a decision is necessary in 1960.

I stopped by the medical center today to chat with Viola Startzman, who graduated in chemistry here in 1935, and whose directorship of the College’s student health service not only provides excellent service, but is also a role model for Wooster’s future women scientists. We talked about ways to increase the numbers of black and female students in the sciences. Perhaps corporate businesses could hire high school science teachers to teach science workshops in the summer, targeted to these populations? Vi and I will talk more.

I am looking forward to Friday night’s Fighting Scots game. We will surely win. And Saturday is a Cleveland Orchestra concert. I wonder if a chamber series in Wooster would fly? I think it would. I will think more on it.

FROM THE JOURNAL OF
THEODORE “TED” WILLIAMS
b.1930, d.2005
Professor of chemistry 1959-2001
The College’s first African American faculty member

October 12, 1960

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EDITOR’S NOTE

Sources: Yvonne Williams, Fred Burton ’61.
October 24, 1971

What a weekend—one that will not be soon forgotten! I’ve built a fire this morning and am glad for the solitude of my own living room. I have picked the last of my golden chrysanthemums and their fragrance fills the room.

The dedication of McGaw Chapel was everything we members of the Chapel Working Committee had hoped for. Foster and Mary McGaw were charming and charmed. The students who hosted and breakfasted with them were well chosen. Consternation about the Chapel’s appearance was held in check, eased somewhat (I would like to think) by my ideas on how trees and shrubbery will soften the building’s sharp lines.

The campus has never looked more beautiful. My prescriptive (some might say acerbic) report of 12 years ago has born fruit. The white oaks that I recommended replace the dying elms have turned autumnal red and look quite at home. The walkways are no longer a hodge-podge affair of concrete, brick, and blacktop. These days, our paths are uniform in material, style, and width. Brick lends beauty to the campus.

Fellow trustees and fellow alumni continue to compliment and to buy the second volume of my Wooster of the Middle West. I signed a number of copies.

And then came the football game. Grievances flourish as predictably as oak trees and yesterday they flamed in full color. Everyone (with the possible exception of Foster and Mary) knew what was happening, of course. The homecoming queen had resigned a few days earlier to support our students’ charges of administrative racism and their boycott of the game, organized by the Black Student Association and Wooster Christian Fellowship. The game was about to begin when a large group of students (both black and white) marched onto the field, carrying signs that read “We Are People Deal With Us As People,” “Liberate Wooster,” and “United We Stand Against Racism at the College of Wooster in all Departments.” They held hands and formed a line that stretched from end zone to end zone. A group of players, including all five black team members, announced why they would not play.

While the display was overly dramatic, the demands do not seem unreasonable: More black faculty members; more black students, supported by increased financial aid; non-white perspectives in the classroom. But much attention to detail should accompany change, as we overturn traditions. The 1873 graduating class of my father, Jonas Notestein, was all white, as were the Latin classes he taught until 1928. My graduating class of 1911 was lily white. In 1963 we had three black students; in 1967 we had 34, and today we have 120.

Who will tell the stories of future change, I wonder?

Sources: An Adventure in Education, The College of Wooster from Howard Lowry to the Twenty-First Century, Jerrold K. Footlick; correspondence, Special Collections, The College of Wooster Library.
History professors Katie Holt and Madonna Hettinger worked with students Brandon Bell ’18, Michael Alex Kaufmann ’17, Joe MacInnes ’19, and Hope Nelson ’18 to design a website featuring ways that Wooster has been on the frontier of higher education since its founding in 1866. As part of their project, the team also developed a walking tour app for smartphones so that visitors can take a self-guided tour of the history of the campus. Both the website and the walking tour can be accessed at the 150 website, http://www.wooster.edu/about/150/.

Hettinger also worked with research assistants Sarah E. Kendrick ’16 and Scott D. Wagner ’17, to produce a photo book, 150 Years—Through Students’ Eyes. Funded through the Sesquicentennial Committee and a Hewlett-Mellon Grant for Institutional Renewal, the book is available at the Wilson Bookstore and can be ordered online at the 150 website.
TRANSFORMATIONS The new PlayLab has more collaborative spaces than the old playground, with fewer trouble spots. For example, in the past, there was always a line of students waiting to use the old tire swing. Now, say Wooster students, there is too much to do in a single recess.

(Top): Chris Fried ’18 and friend descend Danny’s Hill.
About three years ago, the Parent Teacher Organization (PTO) at Cornerstone Elementary School, located north of downtown Wooster, received an urgent request for help from the school’s teachers. The school’s playground needed major renovation. “It wasn’t just that it was old,” says Amy Jo Stavnezer, associate professor and chair of the College’s neuroscience program and then PTO president with two kids at Cornerstone. “The play structures no longer suited our students’ needs. Cornerstone’s student population had changed from K-6, to preK-4 and had also grown larger. And the school had begun serving special needs children, but the playground wasn’t up to ADA (American Disability Act) codes.”
The proximity to campus means that a good number of Cornerstone students are the children of College faculty and staff. But the majority is lower income, with approximately 65 percent receiving free or reduced lunch rates.

"Initially, our goals were modest," recalls Stavnezer. "A Daily Record article reported them correctly: To replace, repair, and bring the playground up to code. And then Dave Broehl '69 read the article and said to his wife, Margo (Radabaugh Broehl '70), ‘I think I’m going to have to get in touch with these people.’"

And that’s when things started to change. When PTO organizers told Dave Broehl that they were going to do what they could with the resources available, he responded, "Oh, no you’re not." Recalls Stavnezer, “He told us, ‘You’re going to build an ‘A’ playground, not a ‘C’ playground. That’s what people will give money to—a playground that is the best that you can offer.”

And so the dream grew bigger, the planning gained speed, and the funding arrived. College of Wooster trustee Greg Long became a lead donor and advisor, and Dave Noble ’63 and trustees Dick Seaman and Stan Gault ’48 followed suit. Cornerstone PlayLab executive committee chair Danni Schantz secured grants from the Romich Foundation and the Wayne County Committee for Crippled Children and Adults and community members Jay and Mary Beth Henthorne guaranteed an “A” status with an anchor gift.

A $600,000 budget opened doors. So did creative thinking and inquiry.

“A lot of us underestimated how much you can benefit from kids. We grew closer to them, and with each other, as we planned activities and figured out schedules. We definitely underestimated how truly tiring it is to run around with kids for an hour!”

INTERNATIONAL RELATIONS MAJOR SARAH VONCK
AN ADVENTURE WAITING TO HAPPEN

With an understanding that many of today’s screen-centered children spend less than seven minutes a day outside, the Cornerstone crew began researching how to redefine their space—from a traditional playground to a playlab, which intentionally combines play with learning. One of their sources was one of the nation’s experts in schoolyard-enhanced learning, Herb Broda, emeritus professor of education at Ashland University and currently a visiting faculty member in the College’s Education Department, where his son, Matthew Broda, is associate professor and also an expert in the field.

There is almost no subject matter that doesn’t benefit from being moved outdoors, writes Herb Broda in his books Schoolyard-Enhanced Learning and Moving the Classroom Outdoors (co-written with son, Matt). The act of changing the learning environment energizes both reluctant and eager learners, he writes. Teachers also benefit, as they change their pace of instruction and see their students’ passive absorption become active participation. “The schoolyard,” says Herb Broda, “should be an adventure waiting to happen.” Herb and Matthew led a half-day training for the Wooster City elementary teachers just before the school year began.

Ideas and offers of assistance surged from all corners of town and campus. Plans took shape: A pollinator garden, geology garden, and weather station. An open space for whole-class learning; a map of the United States painted on the blacktop that would give new form to geography lessons.

A dedicated contingent from the Wooster family joined the effort, providing help with resources and fundraising, including faculty members Sharon Ferguson, education; Denise Krain, music; Laura Sirot, biology; Angie Bos, political science; staff members Sarah Ozar, admissions; and alumna Kim Hall

THE BUTTERFLY GARDEN

Adding beauty and biological interest to the PlayLab is the pollinator garden, whose winged residents visit plants transplanted from many gardens, including those of the College’s recently razed Mateer Hall.

TRANSFORMATIONS (Above left) Lyn Loveless, retired professor of biology and department head, and Rich Lehtinen, associate professor of biology, prepare the garden. Lehtinen and his wife Marcy Campbell, who is on the Cornerstone PlayLab executive team, have two children who attend Cornerstone. Loveless helped conduct the workshop for Cornerstone teachers on the safe intersection of kids and the garden’s pollinators.
Early in the process, Stavnezer and Matthew Broda launched yet another idea—
involving College of Wooster students in the project. Quickly springing to life
was the Cornerstone PlayLab Program house, coordinated by the College’s
Wooster Volunteer Network. In 2014-15 in the old playground space and again
this academic year in the new PlayLab, at least two Wooster students are present
at every noon recess to play, help organize games, and troubleshoot. In the past, the ratio
of school staff members to children on the playground meant that some areas couldn’t be
used and some games never got off the ground, said Stavnezer. “Teachers really can’t be play-
ing tag during their lunch hours. But college students can!”

Ten Wooster student volunteers, a good mix of males and females representing a wide
variety of majors, say that what they all have in common is valuing the joyful rewards of
playing with kids. Project participants took workshops from education faculty on play-
ground management and learned about the specific population they would serve. But
Wooster students returning to the house this year say that what has helped them most is
their blossoming friendships with the Cornerstone kids.

“They think of us as authority figures and will come to us when there’s conflict,” says
Harry Todd ’18, who is coordinating the program house this semester. “But mostly they
think of us as friends. I try to get them to call me ‘Mr Harry,’ but last year I was ‘Harry
Potter’ and occasionally ‘Mr. Sassy Pants.’ They’re just learning how to use playful jokes
and sarcasm and they love it.”

A helpful tool, says Danica Genners ’18, is the school’s philosophy and use of Positive
Behavioral Intervention and Support (PBIS), in which redirection is accomplished by
identifying what is going well, rather than what is going badly. “There’s always some kind
of drama,” says Genners. “But I love every minute of it. I’m having so much fun. And
when the kids remember you . . . that’s just awesome.”
THE TREE STUMP TRAIL

The College donated stumps from trees removed to make way for the new science building, providing another way to climb.

The Cornerstone PlayLab was designated a Wild School Site by the Ohio Department of Natural Resources in recognition of its success in providing outdoor educational experiences that translate into a better understanding of the natural environment.

TRANSFORMATIONS
(Right) Sarah Vonck, 2015-16 Cornerstone Program House coordinator, drops in to take a look at the progress of the tree stump trail on Danny's Hill.
(Above) Chris Fried '18, Danica Genners '18, and friends.
hanging and adding equipment and educational opportunities wasn’t enough for the Cornerstone transformers; they also decided to change the area’s topography. “The playground was flat, but we had a large, open, piece of land to work with says Stavnezer. “Kids need a place to climb, to roll, and to change their perspective.” And so they built a hill, sponsored by Dave and Margo Broehl, and named in memory of their son, Dan Broehl ’99, who died June 15, 2015.

The slide’s width accommodates side-by-side sliders, a feature that serves both exuberant racers and special needs children, who can slide accompanied by a caretaker. At the August dedication of the playground, a ribbon stretched at the end of the slide was broken by a first-grader descending a slide for the first time, accompanied by her mother. “It was very moving,” said Dave Broehl. “There were tears.”
THE GEOLOGY ROCK GARDEN

The entire playground is open to the neighborhood during after school hours and on weekends.

Ongoing donations (which can be made through the Wayne County Community Foundation (http://www.waynecountycommunityfoundation.org) will be used for an endowment for sustained support of the PlayLab.

TRANSFORMATIONS

(Above) Tom Ewing, a local stonemason, directs a delivery of rocks, which were donated by quarry owners and farmers from throughout the state.

(Top) Shelley Judge, associate professor of geology, shows colleague Mark Wilson ’78 the completed rock garden. Judge and Greg Wiles, professor of geology and department head, helped to organize the rock garden and are working with the College’s student geology club to prepare a rock identification key.
FOR THE FISCAL YEAR ending June 30, 2016, The College of Wooster had $82.5 million in operating revenue. Approximately half that total, or $41.06 million, was net tuition revenue—tuition less financial aid provided by the College. Revenue from room and board, and other auxiliary enterprises like the bookstore, added $23.25 million, while investment income, gifts, grants, and the annual payout from the endowment contributed $18.18 million.

On the expense side, salaries and benefits accounted for almost two thirds of the College’s $80.68 million in operating expenses, at $53.12 million. Off-campus programs, travel, and general support services such as printing and postage totaled $14.49 million, while supplies and equipment, which includes food purchased for the dining halls and merchandise for the bookstore, totaled $9.15 million. Capital projects accounted for $3.9 million.

ABOVE The Longbrake Commons, the newest addition to APEX (the center for Advising, Planning, and Experiential Learning) and the library, is in the lower level of Andrews Library, made possible by a gift from Bill Longbrake ’65, chair of the Board of Trustees.

“The renovation opened up a lot of programming space,” said APEX Dean Jennifer Griffin. “We’re using it for our Academic Focus (first-year athletes) program, and to showcase the work of APEX and AMRE (Applied Methods and Research Experience) students. It gives us expanded space for student testing—and when we’re not using it for scheduled activities, it’s always filled with students studying.”

REVIEWING 2016 giving to WOOSTER

Between July 1, 2015 and June 30, 2016, the College received $17.8 million in gifts and grants from alumni, parents, trustees, foundations, corporations, and others. Just over $7 million of that total, which includes the money raised by The Wooster Fund, helped directly support the operating budget and is reflected in the operating revenue chart. A bit more than $4.6 million was given to new or existing endowed funds, while $5.2 million went for capital projects.
**Operating Revenues**

FY 2016

- $82,502,000

- **Net tuition revenue**: $41,064,000
- **Auxiliary enterprises**: $23,258,000
- **Endowment, investment income, gifts & grants**: $18,180,000

**Operating Expenses**

FY 2016

- $80,685,000

- **Salaries**: $37,467,000
- **Supplies, repairs & maintenance, equipment**: $9,158,000
- **Services, travel & entertainment, general support, off-campus programs**: $14,494,000
- **Benefits**: $15,666,000
- **Capital projects funded by operations & debt service**: $3,900,000

**Giving by Source**

FY 2016

- $17,838,649

- **Other**: $574,408
- **Trustees**: $3,415,138
- **Corporations & Foundations**: $8,019,389
- **Alumni**: $4,414,005
- **Parents**: $784,348
- **Friends**: $631,362

**Giving by Purpose**

FY 2016

- $7,025,766
- **Operating**: $7,025,766
- **Endowment**: $4,609,067
- **Capital**: $5,214,568
- **Undesignated**: $889,248
A WOOSTER MOMENT

Dads

**ABOVE** One-year-old Roma and her dad, Paul Seling ’09, at Black and Gold weekend in mid-September. Paul is administrative assistant for the Office of Alumni Engagement.

**RIGHT** First-year student Aidan Mackenzie and his dad at an ARCH event in August. ARCH (Academic Registration and Creative Horizons) is a two-day orientation event for incoming students and their parents.

Photos by Matt Dilyard
Dan Fleishaker (lower left), a 1994 Wooster music education graduate, has been directing a wide variety of bands for 24 years, and this year began his first year as director of the Scot Marching Band.

A marathon of sectional rehearsals in late summer sends members of the Scot Marching Band to all corners of the campus.

Photos by Matt Dilyard and Karol Crosbie