DIVERSE DISCIPLINES
New methods and new discoveries through Independent Studies

Also inside
EQUAL PLAY
50 years of women in varsity sports
“Wooster is a liberal arts education.” This is a phrase that I have heard and repeated almost as many times as I’ve politely corrected my relatives’ pronunciation of WOO-ster. I used to think that a liberal arts education meant fulfilling a certain number of Q, H, and R requirements while taking classes where the professor knew my name. I knew that a liberal arts education meant more but could never find the words to explain what. I am a few months away from graduation, and I just realized how exactly to explain why “liberal arts education” is more than a hollow phrase.

On Jan. 18 and 19, I, along with 11 other students, proudly represented Wooster at the American Collegiate Moot Court Association National Championship held at Sandra Day O’Connor School of Law at Arizona State University. In one round, one judge, a professor at a well-known law school, praised not only our efforts but the efficacy of Moot Court as an exercise in critical thought. He explained, “This is one of the most useful exercises that anyone can participate in. To take a case where you have to formulate an argument for both sides of an issue and give those in a convincing manner—even if you don’t agree with them—that teaches you something you can’t learn anywhere else.” For the most part, he is right.

Moot Court is a very specific exercise that teaches the art of argumentation. It consists of one mock Supreme Court case that presents two current issues in law and society. We competitors are given about 20 actual Supreme Court cases from which we must craft arguments both for and against particular issues. For example, our cases challenged the constitutionality of the Affordable Care Act and same-sex marriage before either issue reached the Supreme Court. As undergraduate students, we have the opportunity to make arguments that real attorneys are arguing before the real Supreme Court. We present arguments both for and against particular issues with logic and clarity. We are asked to form arguments based on critical analysis, rather than personal belief and emotion. We are asked to do all of this while articulating our thoughts in a respectful, persuasive manner. Moot Court is not the only place where I have learned these things; it takes all of the great skills gained from a liberal arts education and applies them to one exercise.

To me, Moot Court epitomizes what a liberal arts education means. It means engaging challenging material. It means professors who care and facilitate our desire to learn. It means setting aside our own preconceptions in order to analyze the merits of an argument. It means basing an argument in logic, rather than an appeal to emotion. It means respecting the counter argument. It means that making poor arguments is a necessary precursor to the articulation of great arguments. It means learning how to work with different personalities and be respectful at all times. It means that disagreement and frustration is resolved by a simple “I understand where you are coming from, but I have a different interpretation.” It means spending hours upon hours with classmates or teammates. It means that those individuals—whether they remain acquaintances or become the closest of friends—help you grow and learn as an individual. It means liberal arts.
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On the Cover: Geology and archaeology double major Stephanie Bosch ’14 searches for a new species of Jurassic-period bryozoan in the Negev Desert in southern Israel.

Photo: Mark Wilson ’78, professor of geology
Class of ’47 comes clean

Once again, it’s time for the Class of 1947 to come clean. First, it was that demitasse spoon surreptitiously “borrowed” from Babcock by a classmate and returned to the Alumni Center, where it was accepted by Stan Gault, 55 years later.

Now more unfinished business has been revealed by your publication (p. 32, Spring 2014) of a page from a coloring book I made as class secretary in 1972. Who was wearing those brilliant McLeod tartan slacks? To my classmates who were unable to attend our 25th reunion, and who have been left dangling in unbearable suspense for the past 42 years . . . it was Ev Campbell.

VIVIAN DOUGLAS SMITH ’47
FALLS CHURCH, VIRGINIA

Considering extracurricular achievement in admissions decisions

In his message that opened the Spring 2014 edition of Wooster magazine, vice president for enrollment and college relations Scott Friedhoff listed the four major factors when making admission decisions: 1) academic record, 2) standardized test scores, 3) application essay, and 4) counselor and teacher recommendations.

I was disappointed to see that extracurricular achievement is not part of the primary admission factors. As the College should know well, not every student is destined to excel in the classroom, nor is academic achievement the ultimate indicator of future success. Excellence in the arts, athletics, philanthropy, and other endeavors can be strong indicators of a prospective student’s ability to succeed—sometimes as much as academic excellence. Even if they get average marks in class, these students are often significant contributors to a college campus and its student body. And that impact can continue after leaving college.

I hope that this was just an oversight on Mr. Friedhoff’s part or that he will reassess what he considers the “major factors” for admissions.

JASON GINDELE ’94
AUSTIN, TX

Responding for the College

Thank you to Jason Gindele for catching that oversight! In the interest of brevity, I excluded a few factors, but this is one I should have kept. The characteristics you identified are, of course, included on our question “How will the student make our college a better place?” Making that clearer, however, was what I missed. Please be assured that the achievements you note are absolutely included in each student’s evaluation. That has long been part of the Wooster tradition and continues to be so.

SCOTT FRIEDHOFF
VICE PRESIDENT FOR ENROLLMENT AND COLLEGE RELATIONS

The value of a liberal arts education

In reference to President Cornwell’s message in the Spring 2014 issue, “Is a liberal arts degree still worth it?” I’d like to suggest yes—not from an economic point of view but instead from gaining an awareness, understanding, and appreciation of education versus training. The ideas that affected my thinking over the years are those subtle nudges that influence one’s thoughts and actions. Most were rooted at Wooster in its broad scope liberal arts atmosphere. You were exposed to a diversity of courses, seemingly unrelated at the time. Why do I need this course, or that one? Because to be educated, you need to be able to think and operate broadly—not just trained in narrow specifics. Sooner or later, you pick this stuff up. But if you have been exposed to broad, out-of-the-box thinking beforehand out of your technical specialty, so much the better.

I have always been a hardware-oriented person. After three years at Wooster and a couple more in the military, I took a BS technical degree at Ohio University. I then spent a career with a high-tech telecommunications company in New Mexico. This was followed by a second career (which I’m still at) with a systems integrations contractor. In both cases, I did construction and transmission engineering design, project management, and consulting. I quickly learned that what I thought was a good engineering design had to be tempered by administrative issues, legal, logistics, codes, regulations, etc. However, I had been conditioned to look outside of the engineering box, or not be surprised by the need to deal with such issues, reflecting again the broad liberal arts education.

JIM ANDRESS ’54
LAS CRUCES, N.M.
Celebrate our Tree Campus USA designation during Homecoming festivities

The College of Wooster
96th Annual Homecoming
Mark your calendars!
September 26-28

Weekend Highlights:
Alumni Football Reunion
Celebration of Tree Campus USA
Homecoming Parade and All Campus Tailgate
Legacy Student Visit Program
Men's Football vs. Hiram (7:00 p.m. night game)
Men's & Women's Alumni Athletic Games
Men's & Women's Athletic Contests
W Association Hall of Fame Induction Ceremony

To view a full schedule of events, register to attend, and see who is planning to attend, visit:
www.woosteralumni.org/homecoming2014
HAPPENINGS AROUND CAMPUS

Newest alumni embrace their futures

Days of soggy weather forced the College's 144th commencement indoors, but the clouds parted enough to allow the 467 students to process through the arch before the pipers led them to Timken Gymnasium.

In his congratulations to the class, President Grant Cornwell recognized recipients of the Jonas O. Notestein Prize, top scholars Zena Lapp, Khoa Dang Le Nguyen, Aaron McKee, and Chelsey Porter; and the recipient of the Dan F. Lockhard Outstanding Senior Award, Zoe Zwegat.

Speaking for the class were Zachary Harvey and Mae Manupipatpong.

Honorary degrees were awarded to Elijah Anderson, one of the country's leading urban ethnographers, and to Elizabeth Putnam, founding president of the Student Conservation Association.

IN THE NEWS

Students garner awards

- Rising juniors Sayantan Mitra, an economics and mathematics major, Dagmawi Zegeye, mathematics and computer science, and Paroma Palchoudhuri, physics and mathematics, were ranked first in the nation and in front of thousands of international participants in a competition created by the Consortium for Mathematics and Its Applications, the 16th Annual International Interdisciplinary Contest in Modeling. Their research, summarized in a 20-page paper, placed them in the top one percent of all entries for a particular problem (11th of 1,028 teams), netting them a designation of “finalist.” The competition involved data analysis, network science, and mathematical modeling. It also required contestants to choose their own data set; the team chose to analyze data depicting international conflict.

- Music composition major Jungyoon Wie ’14, Seoul, Korea, was awarded first prize at the 2014 Ohio Federation of Music Clubs Student/Collegiate Composers Composition Contest. Wie’s 12-minute work for piano and orchestra, “Jindo Arirang Concerto,” incorporates a theme based on the Korean folk melody “Jindo Arirang” (which means “beautiful Jindo,” a Korean island). The composition, part of Wie’s Independent Study, was premiered last spring by the Wooster Orchestra, with Wie as piano soloist.

The Shack is down

The College had not intended to raze the 104-year-old building that held the Shack restaurant when it purchased it from the Syrios family last winter. But plans changed when the City of Wooster deemed the building “so dilapidated and out of repair as to be dangerous, unsafe, insanitary, or otherwise unfit for human habitation or occupancy.”

A three-month interlude between the time that the tenants moved out and the College took possession of the property was enough time for the bitterly cold weather of January to take its toll on the unoccupied building. Burst pipes caused flooding, resulting in caved in ceilings, buckled floors, and ruined insulation.

The site will be turned into green space. A commemorative plaque will mark where the Shack once stood.
Retirements

ALEX, JAKE, AND GIZMO

Alex, Jake, and Gizmo, the College’s three resident capuchin monkeys who were born on campus, retired this summer to sunny Florida, marking the end of a 30-year relationship.

Claudia Thompson, professor of psychology, and hundreds of students have studied the capuchins’ complex learning abilities and social behavior, including causal reasoning, self-control, concept learning, and recognition memory.

The monkeys’ departure marks the “natural closure” of the research program, says Thompson, whose new research focus is pedagogy in the liberal arts.

The monkeys moved to the Jungle Friends Primate Sanctuary in Gainesville, Fla., where they are living in a large outdoor enclosure built especially for them. The sanctuary is home to more than 100 monkeys, including two of Alex’s sons, who moved there two years ago and are thriving in their tropical habitat, says Thompson.

Jungle Friends, a non profit organization, has launched a campaign to raise the several hundred thousand dollars needed to support the retiring capuchins for the rest of their lives. The funds will help pay for the purchase of a five-acre property that will provide living space for the three Wooster monkeys (and at least 12 others on a waiting list), food, veterinary expenses, and utilities. The College will make an in-kind donation to help support the capuchins’ retirement. Donations to support the capuchins at Jungle Friends can be made at http://www.loveanimals.org/wild/monkey-family-reunion.html.

Scientists are wary of subjective feelings, says Thompson, but she doesn’t hesitate to say she’ll miss her friends. “For 30 years, these special beings have approached us, interacted with us, communicated with us in their own way, and tried to understand what in the world we are thinking, as we have done with them.” — Claudia Thompson

Student groups commemorate 25th anniversary of Galpin takeover

Early in the morning of April 20, 1989, approximately 100 student demonstrators entered Galpin Hall and barred administrators from entering, to dramatize the seriousness of their demands—the addition of black studies into the curriculum, the hiring of deans and a counselor who specialized in issues of race, more black faculty members, and divestiture from South Africa’s apartheid government.

This past spring, the event was remembered and discussed by the Black Student Association, Women of Images, and Men of Harambee, working with the Center for Diversity and Global Engagement. Included in the events were get-togethers with Alumni Board members and alumni who had participated in the takeover.

Randie Henderson ’14, president of Women of Images, was quoted in an April 25 Voice article: “Because of the alumni of 89’s courage, we have all of these wonderful organizers, professors, and staff who make us believe we belong and that not only can we survive at a predominantly white institution, but we can excel.”
One of first things I discovered about Wooster after becoming president—a discovery whose truth has been reinforced over and over again during the past seven years—is that we Scots truly are a clan, a community bound to one another across continents and oceans and between generations. Wooster alumni are fiercely devoted not only to the College but to one another. If a fellow Scot needs something, the only question asked is, “How can I help?” That was the reaction we received last fall when staff from the Alumni Relations Office and Career Services began approaching alumni to help build a new resource for our students—the Wooster Scots Career Network. Now we're ready to extend the invitation further; I hope you will consider joining us.

The Scots Career Network is designed to give current Wooster students the opportunity to develop a professional network of contacts in a variety of career fields. Wooster alumni, parents, and recruiters serve as career mentors and field experts, responding to student questions; providing insights on their professions and their own career paths; and helping students make the connection between their liberal arts education, their experiences outside the classroom, and the world of work. You might say it's a forum for mentored undergraduate professional development.

The Scots Career Network was launched last fall and today there are more than 400 members. We hope to expand that to 1,000 in the next 12 months.

What makes the Wooster Scots Career Network unique, and uniquely valuable for our students?

- It's not an alumni networking site to which students have been invited as an afterthought. We built this from the ground up as a place where alumni help current students formulate plans for their individual career paths.
- It's hosted on the LinkedIn platform, which means every student must create a polished, professional profile, with guidance and assistance from our career planning office, and have it approved before joining. They can also view alumni, parent, and recruiter profiles.
- Our career planning professionals teach students best practice principles for networking on LinkedIn, from running a sort focused on their particular career interests to drafting a networking email, making the connection, and following up.
- Network members post articles and lead discussions about job search strategies, preparing for interviews, building professional networks, and related topics.

Lisa Kastor, director of career planning, is the point person for this initiative, and she is particularly interested in building our ranks of alumni mentors and field experts in a diverse range of health careers, in communications (journalism, broadcasting, public relations, and marketing), and in arts and culture. You can contact her with questions at career@wooster.edu.

If you would like to add your voice and expertise to this growing resource for our students, please go to http://www.wooster.edu/academics/apex/career/ and click on “Join Scots Career Network” on the upper right side of the page.

You'll have our students' gratitude, and mine.
New chair, vice-chair elected to Board of Trustees

The Board of Trustees elected William A. Longbrake ’65 chair during their May 30 meeting on campus. Longbrake, a member of the College’s board since 1995, has had a distinguished career in business, academia, and government. His B.S. in economics from Wooster was followed by a master’s in monetary economics, an M.B.A., and a doctorate in finance. He has worked for the federal government as senior deputy comptroller for resource management in the Office of the Comptroller of the Currency and as financial economist and senior assistant to the chairman at the Federal Deposit Insurance Corporation. He worked for Washington Mutual Inc. for 26 years and is currently an executive in residence at the Robert H. Smith School of Business at the University of Maryland.

Newly elected vice-chair Mary Neagoy ’83 has held senior positions in corporate communications and public relations in the media industry, professional sports, and nonprofits for more than 25 years. After graduating from Wooster with a bachelor’s degree in English, she landed her first job, as a public relations assistant at Rolling Stone magazine, thanks to a Wooster internship. After working at Us and Ms. magazines, she moved to NBC, where she handled public relations and media relations for Saturday Night Live, the Today show, and many other programs. She has served as director of business public relations at the National Basketball Association and for NBA Entertainment, the league’s TV, film, and video production arm. She later returned to NBC as vice president for corporate communications. Neagoy has been a member of Wooster’s board since 2009.
Alumni Weekend highlights

Alumni Weekend and the 130th annual meeting of the alumni association dawned gloriously sunny with a cool breeze, as more than 1,100 alumni guests gathered on campus.

The Class of 1964 celebrated its 50th reunion and announced a reunion gift of $4.1 million.

Distinguished Alumni awards, the highest honor bestowed by the alumni association, were presented (shown from left):

Dr. Zvavahera "Mike" Chirenje ’77 is a professor in the Department of Obstetrics and Gynecology at the College of Health Sciences at the University of Zimbabwe and executive director of the university’s Collaborative Research Program on Women’s Health, in partnership with the University of California-San Francisco. He oversees a research unit with 400 employees running clinical trials for the prevention and treatment of HIV.

Dr. Carl W. Cotman ’62 is a professor of neurology at the University of California-Irvine and founder of the UC Irvine Institute for Memory Impairments and Neurological Disorders. His landmark studies have advanced understanding of Alzheimer’s disease and other age-related disorders. He has authored or co-authored nine books and hundreds of articles in the fields of neurobiology, the development of Alzheimer’s disease, and the recovery of function after brain injury.

James A. McClung ’59 is the founder and CEO of Lismore International, a consulting firm that provides service in the areas of sales plans, marketing opportunities, custom advisory boards, mergers, and acquisitions. He also is a former senior vice president of FMC, a multinational chemical, machinery, and defense manufacturer. He was a founding member of the U.S. Russia Business Council and has been active in global business organizations. He has served on Wooster’s Board of Trustees since 1997.

The Sara L. Patton Stewardship Award was presented to Marjorie Morris Carlson ’62 and Harry Carlson, Jr. ’59.

The John D. McKee Alumni Volunteer Award was presented to Nova Brown Kordalski ’49 and Donald “Cash” Register ’59.

The Outstanding Young Alumni/Rising Star Award was given to Justin Sloan ’05 and Ali Drushal Sloan ’09.
Special thanks was given to all classes that used their reunion as an opportunity for class gifts.

Friendships were renewed, sustained, and begun
Honoring Coach Bean

More than 130 alumni and friends participated in a 5K race and fun walk to honor Jim Bean ’42, French professor emeritus and cross country coach who mentored and inspired students from 1965 to 1987 and beyond. Members of the 1973-74 track team Jeff Steiner ’74 and Andy Naumoff ’74 approached the alumni and athletic offices with the idea—the first time a cross country race has been included in Alumni Weekend activities.

Winner of the 5K race men's division was Luke Hutchings-Goetz ’14, and Meredith Shaul ’12 won the women's division.
Renewing connections, one signature at a time

*Jen Reed Jones ’79 travels 30,000 miles in a 40-state odyssey, yearbook in hand*

As dusk began to fall on the Friday of Alumni Weekend, the weather couldn't have been better—clear skies, temperature in the low seventies, with just the hint of a breeze. So why were three dozen members of the Class of 1979 gathered in front of a TV in a basement lounge in Holden?

They were there to watch a slideshow, but this was no ordinary “remember when” collection of old snapshots and scanned yearbook photos. It was the chronicle of a nine-month journey by one of their own, who set out to reconnect with old classmates and in the process, reconnect them with one another.

It all began late last summer. The husband of Jennifer Reed Jones ’79, an engineer and former navy officer, was in Afghanistan working on infrastructure projects. Her older son, a marine, was deployed overseas, while her younger one was about to head off to the University of Michigan. Jones, who had spent 17 years in the navy herself, rising to the rank of lieutenant commander before taking early retirement, was thinking about what the next chapter of her life would be. She came across a copy of her Wooster yearbook and found herself wondering what some of her classmates were up to. She decided to find out by visiting as many of them as she could and asking them to sign her yearbook.

“It has to do with where we are in life,” she said. “We have lived a lot and have experiences to share rather than just ‘goals’ we’re working toward when we are younger. I think that makes reconnecting exciting.”

With a list of contact information from the alumni office, Jones began making phone calls. In September she packed her bag, put the yearbook in her car, and set out from her home in Pittsburgh for Buffalo, Rochester, and Syracuse—the first leg of what would turn out to be a 30,000-mile, 40-state odyssey, ending in Wooster for their 35th reunion.

She met classmates in their offices and homes, over coffee and lunch and dinner. Some conversations lasted 15 minutes, while others stretched on for hours. They spoke of their Wooster experiences and their lives since then, of achievements and challenges, sorrows and joys. They were business owners and ministers, dentists and veterinarians and military veterans. There was a geologist turned singer-songwriter and a biology researcher turned cheese maker. One classmate and her husband have been foster parents for 41 children, in addition to raising two of their own. Another is a police captain who leads the bomb squad in a major city.

At each stop, Jones took photos with her iPad and got another signature. By the time she and her classmates arrived in Wooster for Alumni Weekend, she had gathered more than 150 and turned the photos into a slideshow, which she narrated in that Holden lounge on Friday evening with wit and affection and an enormous amount of detail, all from memory.

Some of those at the reunion said they were there because Jones had helped reconnect them, with the college and one another. Some who could not be there sent messages or something to share with their classmates. The cheese maker sent goat cheese for the Friday evening reception, the musician, his latest bluegrass CD.

At the weekend’s conclusion, Jones said, “What I told each classmate was that if they reconnected with one friend or classmate after seeing the slideshow, it makes it all worthwhile. I loved this project.”

*By John Hopkins; photo by Matt Dilyard*
Mixed media

Recent publications by Wooster alumni

Books


**Robert Andrew Chesnut** '59, *Devoted to Death: Santa Muerte, the Skeleton Saint*, Oxford University Press USA, 2012.


**E. Scott Geller** '64, *Actively Caring at Your School: How to Make it Happen, Make A Difference*, 2013.


**Frances Hopkins Irwin** '63 (co-authored), *The Early Years of Peace Corps in Afghanistan: A Promising Time*, Peace Corps Writers, 2014.


Did we miss you?
We’re planning a follow-up, so send us news of your (relatively) new publication or release to kcrosbie@wooster.edu.

Class of ’64 authors sign books
Six Class of 1964 authors were at the Wilson Bookstore during Alumni Weekend to celebrate their 50th reunion, greet old friends, and sign books: Janice Terry, Jane Welton Yamazaki, Colin MacKinnon, Connie Bartlett Schultz, Jim Pope, and E. Scott Geller.

E. Scott Geller, signing books during Alumni Weekend.

A wide selection of alumni books is for sale at the Florence O. Wilson Bookstore on campus and online. https://tinyurl.com/l4jvaq3

Tom Scovel ’60, The Year China Changed: Memories of Remarkable Events and Extraordinary People, Tate Publishing, 2011.
Laura Tuenerman ’88 (co-authored), At the Border of Empires: The Tohono O’odham, Gender, and Assimilation, 1880–1934, University of Arizona Press, 2013.

Music
George Buckbee ’53 (deceased), Ten Concert Arias by Mozart, Subito Music.
Susan Burkhalter ’70, Susan Burkhalter, Organist/Pianist, 2011.
Our annual coverage of Independent Studies shows the breadth and creativity of our seniors’ projects.

story by Karol Crosbie
Changing a theatrical tradition—from theory to practice

Kent Sprague chose to attend Wooster because he knew he would be involved early and often in diverse theatre productions. He also knew from his first week here that his specialty would be in the area of lighting design. He took full advantage of all opportunities—lighting design for theatre and dance, a summer with Ohio Light Opera, and an off-campus study program that took him to New York City and Washington, D.C., to work with a professional designer.

But what if he pushed open opportunities even further by changing a conventional theatre model—that of the director as supreme authority? What if a play didn’t emerge from a vision preconceived by the director but flowed from all members of the cast and crew, who would use improvisation to discover their direction?

*The Golden Age*, written in 1985 by Australian playwright Louis Nowra, was chosen as the play that would put Sprague’s theory into practice.

Sprague continued to push. What if he were to go to Tasmania, where the play takes place, and take on the role of a dramaturg (who provides historical and visual context) in addition to his job as lighting designer? With Copeland funding, he spent two weeks in Tasmania collecting images and sounds that would serve as a kind of common experience for the entire cast. The play’s complex plot involves scenes that take place in the wilds of southwest Tasmania, in an elite suburban home, a mental patient asylum, a prison, and a mine.

Sprague visited, photographed, and audiotaped in each location and returned home to share his findings with the *Golden Age* cast members. “By giving every person in the production the same research material, there was immediately a common language that could be used when discussing the production,” he writes. “Our guide, though not written anywhere, was at its core the location of Tasmania.” In addition to serving as background information, Sprague’s images were projected onto fabric and used as a main component of the set.

And did having no top-down authority cause stress during rehearsals? Oh yeah, says Sprague, particularly for stage manager Chelsea Gillespie ’14, whose work was often last minute. (She wrote her Independent Study on the process.)

“I believe the greatest success of this process was in giving the cast greater ownership of their characters and their performance environment,” writes Sprague. He will work this summer at the Berkshire Theatre Festival in Massachusetts and next year at the Florida Repertory Theatre in Fort Myers. After that, he will investigate graduate programs.

“As a lighting designer, the additional duties I took on in this production as a researcher and guide significantly changed how I approached the lighting design process...Where I might traditionally approach the production first through the text, and block rehearsals as affected by a set designer’s floor plan, I instead helped lay the building blocks.”

— KENT SPRAGUE
Physics
By Ben Harris;  
mentor: Professor John Lindner

Gumballs and avalanches: 
Establishing methods to track surface avalanches on a bead pile

For the past 20 years, the College has been a major player in NSF-funded teams of researchers devoted to answering a question that could save lives: Why, when, and how do avalanches occur?  
Wooster’s physics faculty and students have conducted research and developed computer simulations by systematically dropping tiny beads onto piles and characterizing the nature of the beads that dropped off the piles. Over the years, the beads have been made of glass, zirconium, and steel.

What would happen, wondered Ben Harris, if the balls were about eight times larger? About the size of, say, gumballs? And what would happen if he developed simulations based on their movement in the pile before they dropped off, observed with time-lapse photography? And what if he recorded the sounds they made?

Gumballs were considerably cheaper than steel beads, but still... they weren't free. A Henry J. Copeland grant entered the picture, and Harris became the recipient of 3,000 gumballs. He needed a different device to drop the balls onto the pile and built one himself—a Rube Goldberg sort of apparatus. An iPhone to record movement and a tape recorder completed his inexpensive and relatively low-tech setup. (The audio data collection was so low tech, in fact, that in order to capture sounds without environmental sound interference, Harris convinced Taylor Hall administrators to turn off the heating system during Thanksgiving break. He spent a chilly, solitary Thanksgiving recording gumball movements.)

Data from the computer simulation of 200,000 bead drops and 30,000 recorded events established proof of concept. “The methods show promise,” says Harris. “Further automation would allow for significant amounts of data to be collected using the methods I designed.” And, he adds, their fairly inexpensive nature could make them accessible to a growing number of researchers.

Harris has been accepted into the graduate programs of a number of top nuclear engineering schools and is in the process of making his choice.

“The methods show promise. Further automation would allow for significant amounts of data to be collected using the methods I designed.”

— BEN HARRIS
**Geology**

By Stephanie Bosch;
mentors: Professor Mark Wilson

Discovering a new species

While it is not unusual for students to have two majors (there were 71 double majors in this year’s graduating class) it is less common for them to write two Independent Studies. Stephanie Bosch was one of only five double major students to do so—a state of affairs that begs two burning questions: “Do two studies merit two Tootsie Rolls?” and “How did she do that?” The answers are (1) yes and (2) from geology Professor Mark Wilson: “Stephanie is really efficient.”

Stephanie Bosch was part of a three-person team to continue and contribute to the 10-year-old research of Professor Mark Wilson in the Negev Desert area of southern Israel during the summer of 2013. The group was on the hunt for evidence of Jurassic-period bryozoans (aquatic colonial invertebrates). Although bryozoans have been studied extensively in Europe, this was the first study of its kind to discover and describe Jurassic bryozoans in what was then a tropical zone.

The group found four new species of bryozoans, a significant discovery that extended the geographic range of the phylum and gave new insight into how past species evolved to respond to warmer temperatures—a topic of particular interest today. Scientific naming rights fall to discoverers, and the team named two of the bryozoans after two Israeli geologists who had helped the Wooster scientists for many years.

Bosch will pursue her Ph.D. at Miami University in Oxford, Ohio, where she has a teaching assistantship. She served as a teaching apprentice for three classes at Wooster, experience that will stand her in good stead, she says.
Unlocking clues in ancient itineraries

Nothing tells archeologists about the history of our prehistoric ancestors better than artifacts that reflect humans’ movements away from home and back again. Early people who began traveling for hunting, agriculture, trade, and war left wordless diaries of their journeys (or, alternatively, their homebody habits) in the elemental makeup of pottery, tools, weapons, and burial relics. The source and geographic origin of the artifacts are revealed in the raw materials (and corresponding elements) used to make them, telling stories of ancient social dynamics.

Stephanie Bosch pioneered an alternative method of releasing the secrets held in rock that was popular with early humans, called chert (also known as flint). “Cherts have distinctive elemental compositions that are unique to where and how each source was formed,” writes Bosch. But if the stone chips are diaries, they are written in code, shaped by complex influences, including weathering processes, the presence of volcanoes and other rocks, and the nature and quantity of flora and fauna.

Bosch studied chert taken from a Native American site rich in information, first excavated by her mentor, Professor Kardulias, in the 70s. The Wansack Site, located in western Pennsylvania (Mercer County) just east of the Ohio border, represents Indian settlements that span four archaeological periods, a span of approximately 8,000 years, occurring between about 6300 BCE and 1600 CE.

Like other archaeologists, Bosch used x-ray fluorescence (XRF) spectrometry to radiate her chert samples, a process that yields information about a rock’s elemental composition, and therefore its source. Bosch’s method diverges from earlier studies in the way she prepared the samples. The accuracy of XRF readings depends on the depth it must penetrate and the surface of the sample (a smooth, flat surface is best). To study materials, scientists typically grind them up and pack them into pellets. But making pellets requires more samples than are often available for archaeological materials. Could Bosch produce similar results by grinding the chert artifacts into powder? In the first study of its kind, she compared results gained from an analysis of pellets compared to powder and demonstrated that using powder was a viable method.
Imagine you hear a sound coming from behind. It’s an alarming sort of sound, with a rising tone, sort of like a car approaching. How soon you jump out of the way has been shown to be significant, used by researchers to measure subconscious perceptions and resulting behavior. For example, research by John Neuhoff, Wooster professor of psychology, showed that humans who are less physically fit will respond sooner (perceive danger faster) than their more physically fit counterparts.

It had never been done before, but Mamoudou N’Diaye wondered if the test could be tailored to measure subconscious racial bias. If he paired the looming sound with nonthreatening pictures of black and white men and women, would the pictures affect reactions to the sounds?

His literature review told him that racial bias was formed by a person’s life’s experiences but that the experiences can begin at birth and can be measured in three-month-olds. For example, infants can tell the difference between and show a preference for one race over another. (Interestingly, race is not the only group that humans subconsciously identify with. Research has shown that subjects remember people who are their own age better than people of another age.)

The results of his looming bias test were unexpected and unexplainable. All of his respondents (22 Caucasians, 12 African Americans, and six Hispanics) reacted sooner to the looming sound when it was paired with a picture of a Caucasian, which should show more fear of that race. The validity of the pictures was sound—they had been used by other researchers and found to be reliable. Most of the subjects were first-year students, didn’t know N’Diaye, and therefore probably were not affected by a desire to please. He wondered: Might the perceived threat by a white person be related to ideas of “white privilege” on campus? He doesn’t know.

But N’Diaye believes that the methodology has potential. His sample was too small, he says. And he would like to see the research applied in different social contexts. “People growing up in a neighborhood where they hear the sounds of violence every day—how would they respond?”

N’Diaye also measured how comfortable his participants felt with members of another race compared to their own and correlated it with the diversity of their interpersonal contacts on campus. On this measurement, the results were what he expected, with increased comfort correlated with increased contact. “Social contact and individual experiences matter,” he says. “It makes a difference.”

This summer, N’Diaye will work on campus in the ARCH program for new students and then hopes to begin work in the area of Alzheimer’s disease research. “It’s such a giant challenge,” he says. “And that intrigues me.”

N’Diaye measured how comfortable his participants felt with members of another race compared to their own and correlated it with the diversity of their interpersonal contacts on campus.
Frank chose to study La Sociedad, an elite organization of Jewish women in Buenos Aires, Argentina, and the orphanage they founded for Jewish girls (pictured at left).

**Anthropology**

By Emma Frank; mentor: Professor Pamela Frese

**Ways of giving**

At first glance, Emma Frank’s research, titled “To Do Good: An Analysis of Tzedakah as a Multivocal Symbol as it was Performed by La Sociedad de Damas Israeletas de Beneficencia,” might appear so esoterically scholastic as to be arcane. (Or, articulated more succinctly by the author, “My friends wondered why I’d chosen a topic that was so random!”)

Far from random, Frank’s selection is a rich convergence of themes, cultures, and ideas. She chose to study La Sociedad, an elite organization of Jewish women in Buenos Aires, Argentina, and the orphanage they founded for Jewish girls, which operated from 1912 to 1980. Many of the women of La Sociedad attended the same synagogue that Frank’s own great-grandparents had attended before they migrated to the United States.

La Sociedad and its orphanage are gone now, and as Frank conducted the first anthropological study done on the organization, she discovered the challenges of archival research. She spent many hours in Buenos Aires libraries translating blurry Spanish and Hebrew texts into English. But Frank found it electrifying. “I’ve known since the first year that I was here that this is what I wanted to study,” she says.

The large population of Jews in Buenos Aires was characterized by dramatic differences in wealth and opportunity and a disintegration of social systems that resulted in homelessness, high levels of prostitution, and abandoned children, writes Frank. Although Jews represented the third largest immigrant group in Buenos Aires by the mid-1900s, records reflecting this period show no mention of Jews running any major charitable institution.

In 1912, the upper middleclass and wealthy Jewish women of La Sociedad decided to do something about the increasing numbers of Jewish orphans who were being raised and converted by the only group that offered them shelter—the Catholics.

The women of La Sociedad and their husbands were motivated by an ancient concept that is still central to Judaism—tzedakah—God’s commandment to perform “righteous and just” acts. But charity can serve multiple purposes, and there are many definitions and applications of “righteous and just.” Frank identifies the complex role fulfilled by the orphanage, called El Asilo (The Asylum). It empowered the women of La Sociedad, gave them social status, allowed them to teach vulnerable young girls how to be self-sufficient, and also allowed them to shape the contemporary image of Judaism and to ensure its future in Argentina.

Frank has graduated with a license to teach special education, and she looks forward to a career as a teacher. But she sees inquiry into Judaism as a lifelong calling. “It’s a way to be part of conversations that have existed for thousands of years.

“How do we help others and what compels us to give is such a huge concept. It’s really so cool. I want to learn as much as I can. I have the nerdiest summer reading list imaginable.

“[I] just love it.”
[left] Demands made at the 1971 Homecoming Boycott included accelerating faculty and student recruitment efforts, financial aid to black students, and support for the academic program of black students. Photo: Index, 1971

[right] Summers describes the College in 1970: “The College did not have library books on black culture and history. Virtually no class syllabi included non-white perspectives. There was only one tenured black professor at the College, and while Ted Williams was a mentor to many African American students, one black faculty member was not enough. There was no black administrator in Admissions to recruit and handle aid for African American students.” Photo: Wooster magazine, Nov./Dec., 1971

FROM “WE ARE PEOPLE,” BY RUBY SUMMERS

On a cold and rainy October afternoon in 1971, The College of Wooster marching band tried to keep their instruments dry and fingers warm while they waited for the Homecoming football game to begin. There was a general feeling of uneasiness. Everyone knew that the Black Student Association and Wooster Christian Fellowship had been boycotting Homecoming festivities, but today was supposed to be the culmination. As soon as Kenyon and Wooster finished warm-ups, a large group of black and white students walked onto the field holding hands and carrying signs that read “Liberate Wooster,” “United We Stand Against Racism at the College of Wooster in all Departments,” and “We Are People Deal With Us As People.” Some of the black students raised their hands into black power fists. All in all, the students reached almost from end zone to end zone.

Next, different members of the football team—black and white—read statements over the loudspeaker about their views on racism at the College and decisions to play or to boycott the game. Not one of the five black team members would play. Some crowd members yelled crude racial epithets as the students exited the press box. The group of protesters then walked to a set of portable bleachers on the opposite side of the field from the stands. They turned their backs on the field. Their signs faced outward. The crowd was going to have to see them if they were to watch the game at all. Then the game began….
History

By Ruby Summers; mentor: Professor Greg Shaya

We are people: Black student movements and the 1971 Homecoming boycott at The College of Wooster

Ruby Summers first learned about the Homecoming Boycott of 1971 while working on a project about how Wooster’s campus pastors of the 60s interacted with the civil rights movement. The boycott seemed ideal for her two-pronged effort—a written I.S. and a video documentary. She was interested in themes of racial justice and had chosen history as a major because she loved storytelling. This was a story that would be enhanced by hearing directly from characters who would be seen and heard. She had taken a history course in documentary film making and developed a film in her junior year about a water revolt in Bolivia. She figured telling a story close to home would fall easily into place.

And then came the big surprise. “I expected everyone to think it was a big deal,” she says. And in her I.S. she writes, “Many alumni told me that they had not heard of the event until my initial e-mail. Other contacts claimed the boycott was not significant at the time. Worst of all, many of the key organizers of the event did not remember participating and some did not remember that it happened at all. My entire I.S., which was supposed to be founded on oral history, was based on something that nobody remembered.”

But while she did not find that the boycott was the watershed moment that she had imagined, she did find it central to what she calls a “tenuous moment in Wooster history,” made significant by what came before and after it—anti-war protests, a dramatic increase in the number of black students, general student unrest, and the Kent State shootings that occurred a year earlier (which almost every alum of the era remembers). “The boycott was neither the first nor the last major black student movement at Wooster,” she writes, “but representative and born of an era of upheaval.”

Demands were voiced from the football field and the drama that played out in the following weeks was intense. Alumni, including valued donors, were angry that the game had been disrupted; students reacted in extremes—for and against the demands and the protestors’ methods.

The goal of her 15-minute video, writes Summers, is to connect the past with the present and by doing so spark conversation about race and racial discrimination of yesterday and today. Inspired by the student activists of the 70s, she hopes the video will inspire her peers to be more engaged. (She says she’s already surprised at how many students have seen the video.) She references the present day by opening the film with the 2013 Homecoming game; using narration by today’s president of the Black Student Association, Deja Moss; and using today’s music—works written and performed by Brendan Youngquist ’16.

Main characters of the documentary include Connie Storck ’73, Judge Solomon Oliver, Jr. ’69, Ed Gilbert ’73, Ron Hustwit, professor of philosophy; Hayden Schilling, professor of history; and Jim Hodges, professor of history emeritus. The entire project earned Summers an “Honors” designation on her I.S.

Summers worked on campus theatre productions throughout her time at Wooster and with a theatre company last summer. She has a special interest in social justice and prison reform and says her career goal is to work in film or television.

Watch “United We Stand”
http://www.youtube.com/watch?v=SjHkY-f2NyE
A timpanist himself, Catalano included in his score a richly dramatic timpani section—from harp to conch shell—in the 100-person ensemble that included a full orchestra, children’s chorus, and three vocal soloists. Photos: Chelsea Carlson ’16

**Music**

By Daniel Catalano; mentor: Professor Jack Gallagher

**Symphony of the Fallen**

**HELP WANTED**

- 75 musicians to perform the premiere of a symphony written by a fellow student
- Time requirement: A minimum of nine hours in group rehearsals, with individual practice recommended
- Dates: January through mid-April (about the time you’re trying to complete and defend your own Independent Study)
- Class credit: 0
- Salary: Nope
t should have been a hard sell. But on April 13, as Daniel Catalano gave the downbeat to the premiere of his *Symphony of the Fallen* to a packed auditorium, there was every indication that the group of musicians he had gathered together was motivated by more than the mundane. They were there because of a shared love of music, the creative process, and respect for the independent thinking of their friend.

Catalano’s composition began as a one-movement project for his Junior I.S. and then gained momentum until it became a five-movement symphony—the story of the fallen angel Lucifer, told by a 100-person ensemble, including full orchestra, chorus, children’s chorus, and three vocal soloists. When Catalano decided it needed to be performed as an I.S. recital, it was up to him to recruit every member of the ensemble. A friendship network kicked into gear.

Tony Shreve ’80, music director of a local children’s chorus, agreed to lend members of his group. “Tony’s only stipulation,” remembers Catalano, “was that her singers couldn’t be in hell.” He obligingly cast them as fresh-voiced angels. A few paid musicians were needed and Catalano found them in the Wooster community and at the Baldwin Wallace University Conservatory. (His dad paid their stipends as a graduation gift to his son.) Catalano rehearsed the strings and asked other music majors for help with the remaining sections. Marie Gatien ’14 prepared the choruses and Nicholas Penfound ’15 rehearsed the winds.

Using text from Dante’s *Inferno*, the Old Testament, and Meyer’s *Vita Adae et Eвуe*, Catalano—a religion minor—broke from past musical traditions by casting women (fellow music majors) in the roles of Lucifer and Archangel Michael. A timpanist himself, Catalano included in his score a richly dramatic timpani section—from harp to conch shell. When cacophony was required to call up the horrors of hell, the walls of Scheide trembled accordingly.

The day following the performance, Catalano was still smiling. “I’m still taking it in,” he said. “My goal was for this to be fun for the performers and for me. And it was! My rule for myself throughout the process was, ‘Work hard; stay humble.’ And people caught onto that and respected it. This wasn’t about my ego but about learning, growing, and making music together.”

*My rule for myself throughout the process was, ‘Work hard; stay humble.’ And people caught onto that and respected it. This wasn’t about my ego but about learning, growing, and making music together.*

— DANIEL CATALANO
Biology

By Catherine Grace Clemmens; mentor: Professor Richard Lehtinen

A not so silent spring
(Can you hear me now?)

The phrase “nature and humans should live in harmony” has become so ubiquitous that we almost don’t hear it anymore. But the idea emerges from white-noise cliché when it is taken more literally. Can Planet Earth critters coexist harmoniously when one species is too damned loud?

No, say an increasing number of biologists, including Catherine Grace Clemmens. Clemmens studied the effect of traffic noise on the ways that the Bloody Bay Poison Frog (Mannophryne olmonae) communicates with its neighbors, competitors, and (most importantly) future partners. The tiny frog, found only in Tobago in the West Indies, has been designated a vulnerable species.

Although the effects of human noise on birdcalls have been studied extensively, it is an emerging field in the study of frogs. Frogs feel and exhibit the effects of environmental change before any other species and (if humans are paying attention) can serve a sort of canary-in-the-coal-mine function. Clemmens’s Copeland-funded study is the first of its kind conducted on the Bloody Bay Poison Frog.

Clemmens recorded the calls of little frogs trying to be heard over the sounds of traffic in 35 sites in eastern Tobago and analyzed the calls in the laboratory back on campus. She found clear indication that at least three changes had occurred, suggesting a response to the traffic noise: Their calls were a higher pitch, occurred over a higher range of pitches, and had longer pauses between each pulse in the call.

Clemmens, who is interested in going into the field of science journalism, clearly addresses what every inquisitive layperson wants to know: “Why does it matter?” Here are a few of the sexier of the answers: Female frogs are attracted to certain voice characteristics that correlate with a stronger, healthier mate and resulting offspring. A voice generated to be heard over traffic may be, in effect, false advertising. To add to the problem, the advertisement might deplete the product: “Calling is very likely to be the most energetically costly action male frogs will engage in during their lifetime,” Clemmens writes.

Female frogs decipher information about potential mates not only from volume but also from call frequency (pitch), rate (number of calls per minute), duration, and pulse rate. If human noise confuses the conversation, the frogs’ survival and even evolutionary path can be compromised.

“As we encroach on other species’ habitats,” writes Clemmens, “it is important to remember that we don’t just alter the landscape—we alter the soundscape.”
Independent Study
A Departmental Sample

In order to share a sampling of Independent Studies from more departments, we have compiled a representative list. To see an abstract of all studies, go to the library’s new site at http://openworks.wooster.edu/independentstudy

AFRICANA STUDIES
“The destructive consequences of President Barack Obama’s new tradition of black political rhetoric and post-racial discourse on the Black American community” by Amy E. Rice; mentor: Professor Michael Forbes

BIOCHEMISTRY AND MOLECULAR BIOLOGY
“The development of a non-surgical sterilant for dogs” by Erica Skillman; mentor: Professor Crystal Young

CHEMISTRY
“Photochemical degradation of the carmine dye molecule in artist media” by Leah Bowers; mentors: Professors Sarah Sobeck and Karl Feierabend

CHINESE STUDIES
“嘿，基佬！”中国电子媒体和同性恋的空间 ‘Hey, gay person!’ Chinese electronic media and homosexual space” by Kathleen Arnold; mentors: Professors Yue Zhang and Rujie Wang

CLASSICAL STUDIES
“Almost Roman” by Thomas Pike; mentor: Professor Josephine Shaya

COMMUNICATION
“See Spot read: How the presence of a therapy dog influences the reading skills of children in the first-grade” by Chelsea Addison; mentor: Professor Joan Furey

COMPUTER SCIENCE
“Twitter can predict stocks” by Kazuki Kyotani; mentor: Professor Simon Gray

EAST ASIAN STUDIES
“A specifically Korean beauty: Understanding the interplay of modern Korean cultural identity and Korean beauty ideals” by Kelsey M. Williams; mentor: Professor Mark Graham

ECONOMICS
“What do students value in an institution of higher education? A study on institutional attributes and tuition at private colleges in the United States: A hedonic approach” by Ana Godonoga; mentor: Professor John Sell

EDUCATION
“The relationship between literacy self-efficacy of parents and children in kindergarten through third grade” by Catherine E. Herst; mentor: Professor Barbara Thelamour

ENGLISH
“Windy City radicals: Sister Carrie, organized labor, and the problem of Chicago” by Ben Fuqua; mentors: Professors Robert Maclean and Greg Shaya

FRENCH and CHEMISTRY
“Could copper cure le cancer?” by Kyle Koenn; mentors: Professors Carolyn Durham and Sibrina Collins

GERMAN STUDIES
“A body of commodity: An analysis and story of the Weimar prostitute” by Audrey Cremer; mentors: Professors Shannon King and Sara Jackson

HISTORY
“International relations to host or not to host? The effects of countries hosting the mega-events” by Suvir Puripattaranan; mentor: Professor James Burnell

INTERNATIONAL RELATIONS
“Must we pass over them in silence? An examination of mystical experience and ineffability” by Elise Hudock; mentors: Professors Grant Cornwell and Lee McBride

PHILOSOPHY
“Cloudy with a chance of violence: An analysis of the environment-conflict nexus” by Rita A. Frost; mentors: Professors Michelle Leiby and Mark Weaver

POLITICAL SCIENCE
“Hooked, An analysis of the sexual double standard and the effects of alcohol on college campus heterosexual casual sexual relationships” by Alexandra Stopka; mentor: Professor Michael Casey

RELIGIOUS STUDIES
“Our Father who art in Georgia” by Eleanor K. Godbey; mentors: Professors Charles Kammer and Robert Maclean

RUSSIAN STUDIES & MATHEMATICS
“The Soviet war in Afghanistan and the application of U.S. Special Forces: A combat analysis” by Zachary Sessa; mentors: Professors Matthew Moynihan and John Lyles

SPANISH and NEUROSCIENCE
“I think I can, I think I can, I think I can: The role of affect in second language acquisition” by Steven A. Schott; mentors: Professors Diane Uber and John Neuhoff

URBAN STUDIES
“From the ground up: A case study of how universities and cities align their interests to promote mutually beneficial development” by Henry Waldron; mentor: Professor Heather FitzGibbon

WOMEN’S, GENDER, AND SEXUALITY STUDIES
“Incubators, battles, or affirmation? A feminist exploration of evangelical purity literature” by Anastasia Jaeb; mentor: Professor Christa Craven
WOMEN'S VARSITY ATHLETICS

EQUAL

CELEBRATING 50 YEARS

PLAY

STORY BY KAROL CROSBIE

1965-2014

Wooster SUMMER 2014
LAYING THE GROUNDWORK

By the time coeducational Wooster opened its doors in 1866, the gymnastics movement had arrived in the United States. There was a growing understanding that upperclass, highly educated men should also be healthy and strong. (Or at least as healthy and strong as the German immigrants.) And upperclass women needed to be healthy and strong to attract men and to improve their childbearing prowess. Colleges were committed to the movement.

At the heart of the evolution of ideas about women and athletics was the concept of competition. Whether it was in the 1800s, 1900s, or 2000s, ideas that women shouldn't, couldn't, or needn't be competitive at the highest levels were arguably the most constraining to progress.

Interclass competition flourished under the direction of Kathleen Lowrie, hired in 1921 to direct women’s physical education. The seniors are Basketball Class Champions, beating all of their underclasswomen.
 Ginny Hunt remembers the first time she took Wooster’s women’s field hockey team on the road. They were a club, uncoached, unfunded, and unnoticed. Hunt, one of two new women faculty members in the physical education department, was to officiate at Kent State, where a “play day” was scheduled with the women’s team there. “We drove our own cars, carried our packed lunches, and the girls wore black shorts and white cotton blouses. And off we went!”

But the days of club status for women’s field hockey were numbered. Hunt and Nan Nichols had been hired by Maria Sexton, chair of the women’s athletic department, to begin varsity sports for Wooster’s women.

Many of the women who returned to campus more than 50 years later remembered their shock when they learned from newly appointed Coach Hunt how they would learn to play field hockey. Says Hunt, “They remember asking ‘You mean we have to come to practice every day?’”

They also remember being hungry to learn. Peg Osborne ’65, for example, had grown up in an era when knowing too much and doing too well in athletics was seen as unattractive. She remembers her mother telling her to stop trying to improve her catching skills in the neighborhood baseball game because it was embarrassing to the boys. “I remember being angry and wanting to know why. My mother’s only clarification was ‘because that’s the way things are.’”

But the way things were was changing, and Wooster was in the vanguard. By the time Osborne was a senior, Coach Nichols’s women’s basketball had become a varsity sport, and the following year Coach Hunt’s field hockey team also became varsity.

The victory of gaining varsity sports status was followed by an administrative change that many saw as a significant disappointment, when the men’s and women’s physical education departments were combined upon the arrival of the new men’s athletic director, Bob Bruce. “Maria Sexton lost significant power,” says Brenda Meese ’75, associate professor of physical education and head women’s field hockey coach.

But passion and mentorship continued to flourish. There was, for example an eight-year-old girl who had just moved to town and was intrigued by the college women she saw in a nearby field playing a sport she had never seen before. The women’s field hockey team and Coach Ginny Hunt welcomed Betsy Bruce, daughter of the new athletic director, to their practices, which she attended almost every fall afternoon from fourth through eighth grades.

“Ginny cut off a long toe’d stick for me,” remembers Bruce. “She made me wear those God-awful black shin and ankle guards, the kind that strapped on and weighted a ton, more if wet. If the team members ran a mile warm-up around the filed, so did I. Ginny permitted me to play any position other than goalkeeper: I learned to love field hockey. At home contests I got to serve as the official timer in my homemade MacLeod plaid kilt.”

“There are a couple of generations of women now who did not suffer the humiliation of playing basketball restricted to half the court because we were seen as too weak or delicate to be able to withstand the rigor of running up and down an entire court, let alone dribbling the ball while we were doing so. We need to give those generations the knowledge and understanding of whose shoulders they are standing on and that they may be called on to carry on the fight for their daughters and granddaughters.”

— PEG OSBORNE ’65
FIELD HOCKEY, BASKETBALL, VOLLEYBALL
DIRECTOR OF ADMISSIONS, THE VANGUARD SCHOOL
“Knowing how to be a part of a team has been the single most valuable secret to my professional success. Ambition, commitment, and drive also derived from being an athlete, but understanding how to work as a team, to take responsibility, to pull my weight, and to support my colleagues have been the intangible aspects that have contributed to my advancement in the workplace.”

— KAREN D. JOHNSON ’87
VOLLEYBALL, BASKETBALL, SOFTBALL
VICE PRESIDENT FOR UNIVERSITY RELATIONS, MIDWESTERN UNIVERSITY

Field hockey team members Betsy White ’77, Brenda Meese ’75, their coach the late Robin Chambers, Melinda Weaver ’75, Marj Forbush ’76, and Joanne Olson ’77. Team members pictured would all become members of Wooster’s Athletic Hall of Fame. Field hockey became the second varsity sport in 1965.

Tennis was popular in the 1930s (shown above), but didn’t become a varsity sport for women until 1970.
1973

About the time Betsy Bruce '77 arrived on campus as a physical education major and crackerjack field hockey player, Wooster's women athletes, joined by parents and faculty, announced that they were mad as hell and weren't going to take it anymore. By then, women's volleyball and tennis had also gained varsity status, but there was a growing anger about the continued lack of funding, space, and scheduling support for women's athletics. With the additional ammunition of Title IX, signed into law in 1972, Wooster's students demanded more—more money, more varsity sports, more recognition. "The College was spending more on men's awards than on all of women's sports combined," says Meese. "We wanted to add lacrosse and swimming as varsity sports, and their position was, 'There's no fat in the budget; we have no money to give you.'"

Ginny Hunt remembers the resentment that swept through the women's athletes: "The men didn't want to give up anything that they had in order to help develop the women's program."

By the time Meese graduated in 1975, lacrosse and swimming had been added as varsity women's sports, a victory that she believes was achieved because of the adroit leadership of Coaches Hunt, Nichols, and Sexton, who had achieved national stature as an educator and professional organizer. At the time, there was a stepped-up commitment by the U.S. Olympics Committee to see its women athletes compete more successfully, and Sexton was on two Olympic committees. Hunt remembers accompanying her boss on Olympic-related trips. "It was so exciting for Nan (Nichols) and me; we got to do everything with the Olympic committee. It was the best mentoring situation a person could ever be in; it was just fantastic."

Today, men's and women's athletics at Wooster continue to be combined in one department, and "it's working," says Meese. A significant victory for equity occurred in 1984, when the North Coast Athletic Conference was formed. Under the leadership of Hunt and former athletic director Al Van Wie, the 10-college NCAA conference was the first to be formed with women. Says Meese, "For the first time, women weren't added later; they were in the decision-making process from the beginning."

LaWanda Crawl '90 in the 1989-90 season. Basketball was the first women's sport to become varsity in 1965.
“In my junior year, I switched from field hockey to swimming when it became a varsity sport (and we had a new pool!). …One of our teammates started a ritual in our first varsity year of taking a container of water from our pool at Wooster and pouring the ‘Woo water’ into the pool of the opponent before the start of the meet. That ritual was continued at least through our second year as varsity. (And, after winning our first meet, Nan wore the same ‘lucky’ clothes she had worn at that meet for all our remaining meets.)”

DALE KENNEDY ’75
FIELD HOCKEY, SWIMMING, LACROSSE PROFESSOR OF BIOLOGY, ALBION COLLEGE

“I got to Wooster just after Title IX and things were really picking up for women’s sports. I remember that on my tour as a senior in high school, I walked onto the field hockey field and said to my parents, ‘I want to play here.’ I played for Kathy Fitzgerald Moore and Teri Prodoehl. COW had a PE major back then and that is what I wanted to study, so I graduated after having four great years of varsity and knew I wanted to coach and teach.”

MARY GRACE MUSTER ’81
FIELD HOCKEY, LACROSSE ASSISTANT ATHLETIC DIRECTOR, THE KISKI SCHOOL

“Karen Johnson’s comments at the reunion about the importance of travel resonated with me. It was on the long trips (like to the NCAA tournament, three of the four years I was at Wooster) that we really learned more being who we were; traveling sometimes put us in new and different situations, and traveling to unfamiliar communities was an opportunity to learn more about ourselves in those environments.”

SARAH HEATH ’88
FIELD HOCKEY, LACROSSE ASSISTANT PROFESSOR OF HISTORY, INDIANA UNIVERSITY AT KOKOMO

“The best friends I have are the ones who played basketball and ran track with me at Wooster. Because I grew so much as a student, athlete and person while at Wooster, I wanted to be able to share that experience with others, and I am truly honored and blessed to be an assistant coach here. I realized during the 50-year celebration just how much we athletes of the late 80’s took for granted and how many sacrifices were made by those who went before us so that we could just be athletes and not have to battle for everything we had.”

LISA PANEPENTO ’87
HALL OF FAME INDUCTEE, BASKETBALL, TRACK ASSISTANT WOMEN’S BASKETBALL COACH, THE COLLEGE OF WOOSTER

“In 1984, I had the fortune of playing on what was then the most successful volleyball team at Wooster, which went to nationals. At the time, although we thought it was really exciting, we had no idea that it was such a unique opportunity. I was shocked to come to the reunion and be greeted by the current volleyball coach, who said, ‘I know who you are, your picture is in our trophy case!’”

— NORA LAND MURPHY ’86
VOLLEYBALL
A REUNION TO HONOR LEGACIES

Last winter, more than 100 former athletes, coaches, and friends gathered on campus to celebrate the 50th anniversary of the first designation of varsity status to a woman’s sport at Wooster. In the winter of 1965, the Scot women played their first varsity basketball game under Coach Nan Nichols.

The event celebrated the eras and legacies of Kathleen Lowrie, Maria Sexton, and Nan Nichols, who died June 17, 2012. Highlighting the weekend was a lecture and video by assistant athletic director and coach Brenda Meese ’75, who organized the event, a dedication of display cases for women’s athletics, an alumnae basketball game, a Women’s Fighting Scot Basketball game against Wittenberg, and a memorial service for Nan Nichols.

Alumni and coaches of all ages and from diverse eras reunited with past teammates and met people for the first time. Many of the alumni attending had played two or three, sometimes even four sports at Wooster. “It was rare to find a single-sport athlete in our era,” says Meese. “There weren’t many chances to play, so as soon as you had an opportunity, you wanted it all. We wanted to play!”

“Ginny Hunt, Nan Nichols and Doc Sexton helped to mold my life. These women took me under their wing, cajoled and encouraged me to follow in their footsteps, which I did. Their example of humor, professional commitment, resilience and vision for women in sport made the difference in my life.”

— JANE HARDY ’70
HALL OF FAME INDUCTEE, FIELD HOCKEY, BASKETBALL, VOLLEYBALL

(right) A hug from Sue Schmidt Madick ’73 while Paige Russell ’70 and Karen Duffy Lintala ’70 look on.
[left] Paige Russell ’70, Donna Beck Seeger-Sedmark ’71, Sally Neely ’70, Jane Jacobs ’70.

[left] Ginny Hunt, yesterday’s field hockey and volleyball coach, meets today’s volleyball head coach, Sarah Davis.

[above] Laurie Brocklesby, Pat Vittum ’74, and Annie Baird Frick ’74 watch an alumnae basketball game.

Photos by Karl Crisbie
Name that Scot!

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"Head" and "Rest" from the Independent Study
“Fresh Boundaries”
by Seung Ryong (Shane) Riew
Mentor: Chris Taylor,
visiting professor of art

Riew used his series of foam sculptures to explore ideas of commitment and change. “This body of work primarily focuses on my exploration of maintaining freshness in our lives. It includes quick changes (in order to escape from routine lifestyles) and depth (committing to one specific subject). I see this series as being more performance pieces, because the process of the experience itself had more significance than each individual sculpture.”

Riew, from Seoul, Korea, will complete military service in his home country before pursuing ongoing artistic endeavors.

Photo: Karol Crosbie