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Summer 2023

Wooster Magazine: Summer 2023

Caitlin Paynich Stanowick

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WOOSTER



SUMMER 2023

Connection Through Action

Through off-campus study, courses, internships, and I.S. research, students expand their comprehension, perspective, and aptitude.

FEATURED INSIDE

Encountering Civil Rights monuments and veterans illuminates course study of rhetoric. pg. 18

Unconventional research broadens scope of Independent Study projects. pg. 3

See the intersection between chemistry and art in inventive lab section. pg. 12

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—Candace Chenoweth, director of off-campus studies, shares what she sees students taking away from their experiences in settings outside the classroom.



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Volume 137 No. 3
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ISSN 0894-8798
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On the cover:
Students in the course *Rhetoric of Black Civil Rights* walked down the steps of the Alabama State Capitol building while on a spring break TREK to Alabama. Martin Luther King Jr. spoke from those steps on March 25, 1965, after the completion of the Selma to Montgomery march and months prior to passage of the Voting Rights Act of 1965. The students’ experiences hearing from veterans and seeing historic monuments gave context to their study of how activists and their opponents used rhetoric to achieve their goals during the Civil Rights Movement. Read more on page 18.
Photo: Matt Dilyard

Thanks for the warm Wooster welcome!

Not that long ago, when someone would quip about how quickly time flies, I would simply shrug it off. With more time and life experiences under my belt, I now know exactly what they meant. As I conclude the year as interim president (my sixth and final year at Wooster), that saying hits me in a very different way. Professionally and personally, my time at Wooster has gone by in the blink of an eye, and I will forever treasure the memories made in this great place.

Amongst these memories is a recent trip I took with some current and former colleagues to support our former leader. In April, we attended the installation of Sarah Bolton as the new president of Whitman College, and as part of the programming for the weekend, I was invited to serve as a panelist with other higher education leaders from Kenyon, Williams, and Ithaca. During our conversation, it struck me and the other panelists that American higher education is truly at a unique moment in time. As we emerge from a once-in-a-century pandemic, face ongoing social justice issues in new and challenging ways, witness a polarized political environment, and face demographic changes that impact our enrollment and finances, it is clear that this moment will permanently change American higher education in significant ways. As I stated then, I believe it is a moment perhaps akin to the aftermath of the Morrill Land Grant Act, the GI Bill, and the Higher Education Act—all events that changed the landscape of how college and universities operate in permanent ways.

This particular moment has called for Wooster—and all of our peers—to analyze how we fulfill our missions and challenge assumptions about the way we serve the next generation of students. These are not

easy conversations, but we are doing so in open and forthcoming ways and with broad campus input and guidance. For the first time in over two decades (I am told), we are undertaking a broad review of our curriculum under the leadership of a group of seven elected and appointed faculty members. These faculty leaders, with the assistance of an external data partner and academic leadership, are collecting data and working to recommend curricular changes and innovations to Incoming President Anne McCall this fall. On the administrative side, we are looking at structures at peer institutions, working internally to reduce silos, and to seize opportunities to not refill open roles unless necessary. In all cases, we have our mission as well as staff, faculty, and student well-being top of mind as we strive to find ways to operate more efficiently. At the core of all of our discussions is how we can best mentor and support our students and prepare them for successful outcomes once they leave our beautiful campus.

While the current moment provides some sense of uncertainty, what is certain is that

Wooster has faced previous challenges head on before, and not only have we survived, we have thrived and served as a model for others. I am confident we will do so again.

Adding to my confidence are recent third-party validations by our bond-rating agency and our accreditor. In March, Moody's renewed our bond rating of A1 and held our outlook as stable. This is tremendous news at a time when many of our peers are seeing downgrades in their outlooks. In April, the Higher Learning Commission came for its 10-year review to assess our work in five critical areas of focus. We expect to receive the team's report by early June.

While time flies and the world seemingly shifts under our feet, one constant is that Wooster is an extraordinary place that is blessed to have dedicated faculty, staff, alumni, and friends who support it. And our students are beyond comparison; they are truly talented in so many ways. It has been my honor to serve this community, and I am grateful for it and for your support and guidance along the way.

With gratitude,



Wayne P. Webster
Interim President



Independent Study unites alumni and students in Wooster traditions



Every year at The College of Wooster, seniors embark upon a mentored-research journey that unites them with generations of alumni who have shared in the same experience before them. Choosing a topic that is meaningful to you and exceptional enough to push knowledge forward, meeting weekly with your mentor to guide you through challenges, turning in your project at the registrar's office window, receiving your Tootsie Roll and "I DID IT!" button with a number you'll always remember, marching through the Kauke Arch in the I.S. Monday Parade with your class, and finally, presenting and celebrating your project during the annual Senior Research Symposium—these traditions mark an accomplishment that will become a talking point for graduates not only in interviews but in conversations with family and friends.

Though the traditions carry the same names for all, each student creates a distinct project that reflects their own interests, and each finds their own ways of celebrating their achievement. The 2023 Senior Research Symposium showcased seniors in their element, featuring 176 posters displayed on the indoor track of the Scot Center, over 100 virtual projects online, and more than 60 live presentations and demonstrations in five locations on campus, including gallery talks at The College of Wooster Art Museum.

In this section, read more about some of the projects that stood out to faculty and staff this year. Visit wooster.edu/symposium-2023 to learn more about this year's symposium and read about more of this year's I.S. projects.

KATIE SPENCE

Biology and theatre and dance majors

I.S. title:

More Than a Hobby: Examining dance as communication in honeybees and humans

Mentors:

Emily Baird, assistant professor of theatre and dance
Jennifer Ison, associate professor of biology

From pollination to performance

Biology and dance student brings the honeybee waggle to Wooster

As a member of The College of Wooster Dance Company and the cheerleading team, Katie Spence '23 is no stranger to the stage. She began dance classes at the age of 3 and loved performing. "It was a perfect channel for my energy and a good creative outlet," said Spence. She embraced that creativity all the way to her senior Independent Study at Wooster and combined the art of dance with the science of biology.

"The language and expectations for each of these fields could not be more different, yet Katie has found a way to connect them as I think only a Wooster student could," said Emily Baird '16, assistant professor of theatre and dance. Baird advised Spence for the dance piece and, as a Wooster alumna, also shed light on the I.S. experience. "I've really enjoyed our conversations about how to 'think like a scientist' or 'think like an artist,'" she said.

Spence knew the biology topic would dictate the dance element and requested to work with Jennifer Ison, associate professor of biology. Ison's conservation work with bees and pollination, as well as her mentoring style and approach to peer-review, excited Spence. The collaboration couldn't have been choreographed more perfectly to arrive at the honeybee waggle dance.

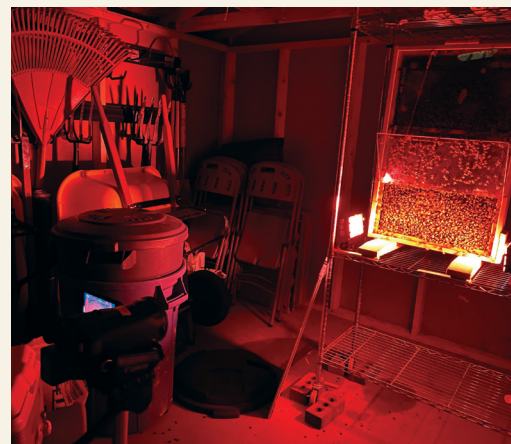
Honeybees perform the waggle dance inside their hive to communicate the distance, abundance, and direction of a nearby food source (such as nectar or pollen). Spence designed a uniquely collaborative I.S. project that looks at dance as communication in both humans and honeybees.

Spence moved back to campus early in August 2022 to begin her honeybee research. She set up an observation hive in Wooster's pollinator garden

on College Avenue and Pearl Street with bees, a camera, and lights all loaned from Ison's colleague, Reed Johnson, from the Ohio Agricultural Research and Development Center (OARDC). Johnson helped Spence with the actual data collection and literature sourcing.

"The weather has to be sunny and with good temperatures for the bees to dance," explained Spence, who recorded behavior on four separate days from noon to 5 p.m. "I used red lights to illuminate the hive and see the behavior because honeybees can't see red. I'd leave the camera running for hours at a time to record their movement."

Using image-analyzing software called Fiji, Spence converted video recordings into "photo stacks" and pinpointed where each dance started and stopped.



LEFT In Spence's filming setup in a shed near one of the pollinator gardens on the Wooster campus, she recorded the honeybees bathed in red light because they cannot see it. *Photo by Spence.*

RIGHT Spence wore protective equipment when she worked with the hive. *Photo by Jennifer Ison.*



She moved those data points into a spreadsheet and then a coding program to create dance maps. This analysis process took five or more hours to transcribe one hour of video footage.

Spence applied Laban Movement Analysis (named for choreographer Rudolf Laban, the first person to quantify human movement) to honeybees. "Because humans and honeybees have very different anatomies, I thought their actual movement would be very different," said Spence. "After looking at Laban's efforts, I was surprised that there is a lot of crossover."

In addition to the roughly 100-page written thesis that explains her research, data collection, and analysis, Spence also choreographed a dance piece using the honeybees as inspiration. It featured seven dancers with music composed by a music major, and it was performed at Wooster's Spring Dance Concert. "Katie analyzed the movement of honeybees and essentially interpreted it into human movement to create her own dance language. It was fascinating," said Baird.

Spence is adamant that Wooster prepared her in so many ways to tackle the magnitude of a collaborative I.S. From the introductory biology

“

It's not as scary as people make it out to be. By this point in your academic career, you are more than well equipped to handle I.S. Everything you've learned, academically and non-academically, shapes and prepares you for the process."

—Katie Spence '23

classes and labs that prepared her to write a scientific paper on the college level, to advanced biology where she learned research skills like analyzing data and how to properly conduct an experiment.

She also raved about the opportunity to travel to London in July 2022 to study performance with the Department of Theatre and Dance. "I saw 21 shows in 26 days and presented a final project about what I learned about drawing the audience's attention through performance," said Spence. She insists that the report "didn't feel like work over there," but it helped ignite the start of her I.S. when she returned.

"It's not as scary as people make it out to be," Spence affirmed. "By this point in your academic career, you are more than well equipped to handle I.S. Everything you've learned, academically and nonacademically, shapes and prepares you for the process."

She's prepared to waggle after Wooster too. Spence has applied to several graduate schools for biology, and says she'd love to continue studying honeybees. 📌

"The language and expectations for each of these fields could not be more different, yet Katie has found a way to connect them as I think only a Wooster student could. I've really enjoyed our conversations about how to 'think like a scientist' or 'think like an artist.'"

—Emily Baird, assistant professor of theatre and dance



“

There are only a handful of caves in the world that have cave turnip formations and the research that we conducted has never been done before.”

—Ryan Johnston ’23



➤ Johnston completed his research studying Cave Turnips in Lehman Caves, Great Basin National Park, Nevada. Photo: Serena Wurmser

RYAN JOHNSTON

Geology and communication studies majors

I.S. title:

The Morphology, Speleogenesis, and Classification of Cave Turnips in Lehman Caves, Great Basin National Park, Nevada (U.S.A.)

Mentor:

Shelley Judge, associate professor of earth sciences

Turnip Turn-in: Park Ranger intern sets precedents for research classification and completion

Ryan Johnston ’23 says he’d be a very different person if he hadn’t attended The College of Wooster. The Ohio native came to play football and envisioned a career in sports marketing but fell in love with geology instead. In four short years, the playmaker became a precedent-setter in a field he never imagined being part of, leaving Wooster with impressive experiential learning and a National Park Service sanctioned research project.

It all started when Johnston enrolled in *Geology of National Parks*, a course taught by Shelley Judge, associate professor of earth sciences, who would become his Independent Study mentor. It was the first of many classes he took with Judge, and he came full circle by senior year working as her teaching apprentice.

When it came time to look for internships, Johnston cold-called several parks asking for a position. “I thought I would need scholarship funding for an unpaid internship, but Great Basin National Park in Nevada ended up giving me the highest-paid internship in the National Park Service,” said Johnston. He spent the summers after sophomore and junior years interning as a park ranger performing search and rescue, fire mitigation, and interpretation—talking to guests about the park and leading up to three cave tours each day for 60-90 minutes each. The tours came naturally for Johnston, who served as Wooster’s lead tour guide in Admissions. His double-major played a big role in his park ranger success too. “Geology gave me the knowledge, and communication studies gave me the ability to interpret and explain the environment,” said Johnston.

During his first summer at the park in 2021, he asked a park geologist if she had any projects he could possibly use for Wooster I.S. She gave him a choice among three research topics the park was already planning to pursue. Johnston chose to complete

the NPS’s research on cave turnips, globally rare structures formed in a cave by mineral deposits, also known as speleothems, that occur in abundance in Lehman Caves within Great Basin. He spent his junior I.S. writing a proposal to complete NPS research on cave turnips and did the work in summer 2022.

“Because of the preservation of our National Parks, all scientists need permission to access, research, and sample,” said Judge. “Instead of writing a ‘normal’ junior I.S. in our department, Ryan had to complete the National Park Service research proposal that would be read by outside scientists. It was challenging to accomplish in one semester, but he absolutely conquered it.” Johnston insists Judge’s support was “phenomenal,” and he could not have done any of this without her.

By day, he was a park ranger, but by night, Johnston organized a group of researchers to measure cave turnips. “My study works to determine why they have an unusual shape, how they form, and their relationship to other cave features,” said Johnston. “There are only a handful of caves in the world that have cave turnip formations, and the research that we conducted has never been done before.”

After creating his own classification system, Johnston led a “turnip team” of 17 fellow park rangers and scientists who volunteered to help him measure more than 1,000 cave turnips. They spent two to three hours each night and, counting everyone’s work, clocked a total of 500 hours that summer. Judge called this mobilization an incredible feat for an undergraduate research project.

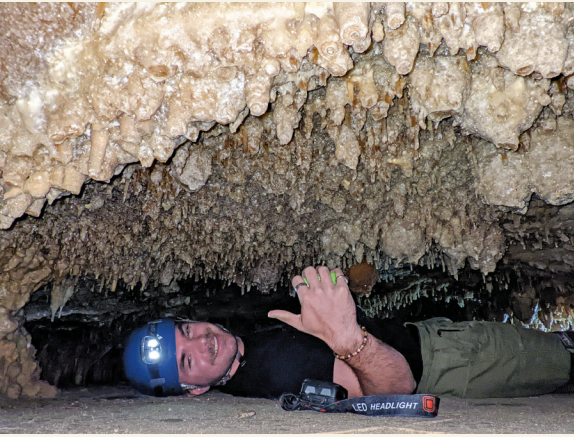
But that’s just the fieldwork. Back on campus, Johnston put his data from the caves into a spreadsheet and created dot-density maps in Adobe Illustrator to mark where each specimen/turnip was. He also sent samples from two turnips out to a lab for age-dating analysis.

The findings placed the turnips at 60,000 and 250,000 years old (from the glacial and interglacial periods), which provided evidence for Johnston’s hypothesis that cave turnips form during wet, cool periods.

The unknown of the project was the most exciting part for Johnston. “I’d call Dr. Judge throughout the summer for guidance, and she’d always remind me that I was the first person to do this, so I’m setting the precedent and paving the way for future geologists,” recalled Johnston. “To do that when I didn’t even think I was going to be a geology major four years ago is pretty exciting.”

He also set a precedent for his classmates by claiming the #1 I.S. button in January, arriving at the registrar’s office at 6 a.m. (for an 8 a.m. opening) to submit his project. Nearly two dozen fraternity brothers showed up to support him that morning.

Johnston already presented the work at the Geological Society of America October 2022 conference in Denver, and he’s pursuing official publication. He also began working full time the week after graduation as a wellsite geologist for the Columbine Corporation. ■



↑ Johnston climbed or squeezed into different cave rooms to locate cave turnip speleothems and measure the formations using field techniques. Photo: Kelsie Jackson

OPPOSITE, INSET Serving as a tour guide and park ranger, Johnston applied the same charisma he used as an admissions tour guide at Wooster. Photo: Melanie Schultz

HOPE CARMODY

Psychology and urban studies majors

I.S. title:

Post Disaster Urban Reconstruction's Effect on Mental Health: A Case Study on Hurricane Katrina and New Orleans Residents

Mentor:

Hamed Goharipour, assistant professor of urban studies

Hope and Hurricane Katrina

An urban study on resilience inspires desire to implement change in disaster preparedness processes

As climate change intensifies the severity and frequency of extreme weather events, it's also impacting mental health. Concerns about worrisome climate change and the lack of global action are leading people to higher stress and anxiety levels, and psychologists predict a rise in cases of post-traumatic stress disorder.

Nearly 20 years after Hurricane Katrina devastated New Orleans in August 2005, it remains the costliest natural disaster in U.S. history, and New Orleans is still 20% below its pre-storm population numbers. The trauma of waiting for rescue while lying on attic rafters for a week with no food or water persists, as does the financial toll for many families who survived. Could remediation of the physical environment ease these emotional burdens?

Hope Carmody '23 is too young to recall Hurricane Katrina personally, but the devastation it caused piqued an interest in how urbanists redesign cities after a natural disaster. As she considered this topic in her spring 2022 *Urban Studio* class at The College of Wooster, her specific questions around the resident experience post-disaster inspired her to pursue the topic for a senior Independent Study project.

Assistant Professor of Urban Studies Hamed Goharipour taught Carmody for three years and served as her I.S. mentor. "Post-disaster urban reconstruction is a comprehensive process that involves more than just rebuilding structures and infrastructures," Goharipour said. "It also involves addressing the disaster's physical, social, and psychological impact on the affected individuals and communities."

While there's a lot of existing research on the hurricane and how the government responded, Carmody was intentional about taking more of a community-based approach to fill some of the gaps in literature. Starting in August 2022, Carmody re-

viewed existing data from the hurricane and the government's highly criticized response via the Federal Emergency Management Agency (FEMA). Then she received competitive Copeland Funding to cover the cost of flights and hotel expenses for a field-research trip and traveled to New Orleans in January for first-person interviews with residents and to observe the physical spaces and disaster-related practices.

"The chance to give people a voice and represent their experience and their opinions when they haven't necessarily been given that opportunity was really important to me," said Carmody. She asked residents about shortcomings in the aid process and whether certain communities appeared to receive better treatment. "Residents are still affected financially, and one person told me they were still trying to get their FEMA relief money," she said.

Carmody also evaluated urban green spaces in neighborhoods with varying demographics to see

how design has been used for functionality and to support a sense of community. Some nice green spaces exist, but most were in upscale areas while those in lower-income neighborhoods were not really usable. On the flood-prevention side, she evaluated locations of sea walls, raised houses, and generator access. Ultimately, she found that rebuilding efforts didn't reach all residents, and gaps in flood-prevention practices exist across town.

"There's a lot that needs to be reevaluated in terms of how certain communities are able to access resources," said Carmody. "There are people who are overlooked, so restructuring in a way that is more equitable is important."

Despite the challenges residents faced with inequitable access to recovery resources, Carmody found that most interviewees coped with the hurricane in healthy ways by relying on family and friends for support, with some going out in the community to help others. The psychological resilience of residents proved stronger than the physical environment's resilience against Katrina.

Carmody says she built confidence throughout Goharipour's mentorship and in classes that equipped her to handle a demanding solo research trip. "Ethical concerns such as data privacy, informed consent while doing interviews, and cultural sensitivity while working with the local population were among the essential factors Hope considered perfectly," said Goharipour.



LEFT Carmody captured this picture of Steamboat Natchez showing breakwater rocks on the shorelines near the pier used to catch sediment and reduce wave energy, effectively reducing wave impact.



RIGHT Carmody found examples of flood prevention techniques, such as flood walls, raised foundations of buildings, and elevated patios as in these images she took in the French Quarter.

“

The chance to give people a voice and represent their experience and their opinions when they haven't necessarily been given that opportunity was really important to me.”

—Hope Carmody '23



On and around campus, Carmody works to build community as a resident assistant and an intern at Main Street Wooster (MSW), a nonprofit that aims to draw more people downtown. She visited the organization with the *Urban Studio* class and later reached out about developing an internship. MSW was on board, and she's been with them since August 2022. In that time, she developed Wooster's first ever Park(ing) Day, held on Sept. 24, which is a global participatory project that repurposes parking spaces for social exchange, artistic expression, and play. Wooster elected to create little "parks" in several spots with fake grass and lawn games to draw people around town.

"It's called tactical urbanism," said Carmody. "It's a way for everyday people to get more involved in urban design and how they want to use spaces within their city since it can be hard to see change on that level when you're not in the city planning office."

One day, Carmody would love to work in a FEMA office or elsewhere in the disaster preparedness and management field. "I learned a lot about the human experience through my case study," said Carmody. "I'd like to work in a field that benefits many people and makes a difference in society by implementing change to the disaster preparedness process." ■

"Ethical concerns such as data privacy, informed consent while doing interviews, and cultural sensitivity while working with the local population were among the essential factors Hope considered perfectly."



—Hamed Goharipour, assistant professor of urban studies

FERDAWSS IHIRI
Chemistry major

I.S. title:
Preparation of Porphyrin-PYBOX: A stepwise synthesis of functionalized diethynyl-bridged porphyrins for a potential application in solar energy conversion

Mentor:
Paul Bonvallet,
professor of chemistry

Stacked challenges and solutions

Chemistry major resets after solar-powered-cell research setback

Ferdawss Ihiri '23 grew up in Morocco, where students who wish to study abroad typically attend school in Paris. Traveling to the United States to attend The College of Wooster and majoring in chemistry wasn't exactly an expected choice. "Coming to Wooster was serendipity," says Ihiri. "I hated chemistry in high school, but it changed at Wooster." She credits her introductory classes and professors with an amazing experience that led her to become an analytical and organic chemistry lab assistant and spend two summers completing mentored research with professors.

Ihiri learned to embrace change throughout her four years at Wooster, having to learn laboratory skills through video calls during the COVID-19 pandemic and even changing her Independent Study topic in late spring 2022 after she'd begun working on it. She and her mentor, Professor of Chemistry Paul Bonvallet, both panicked when they discovered that somebody had already published a paper on her very same idea. "It was a good and bad discovery because my idea was tangible, but it was already done," said Ihiri. "We're not interested in replicating the literature. We're interested in generating new research and making discoveries of our own."

Luckily, Bonvallet had upcoming plans to meet with Professor David Modarelli, a 1986 Wooster chemistry graduate who now teaches at the University of Akron. Modarelli hosted Bonvallet during a research sabbatical in 2020-21, and he understands the rewards and challenges of I.S. "Professor Modarelli was instrumental in providing ideas for how to pivot from the original project to a new one," said Bonvallet. "In the end, Ferdawss' project was very different from our initial plans."

Modarelli has advised dozens of undergraduates,

graduate students, and postdoctoral fellows through the years. The trio met virtually every few weeks to review her progress and discuss how to proceed. "Ferdawss is a very bright and hardworking research student!" said Modarelli. "She worked as well as if she were an experienced graduate student."

The research focuses on highly colored molecules that self-assemble into stacks, with the goal of developing new materials that could lead to better solar cells. Ihiri made a multicomponent molecule as a candidate for a photovoltaic device (better known as a solar cell), which harnesses sunlight to produce energy. The molecule's porphyrin core that has the ability to absorb sunlight, while other components attached to porphyrin help the whole molecule self-assemble into stacks.

Organic compounds like this offer a lot of benefits and can be used in solar cells, but chemists can't build a device molecule by molecule. The class of compounds in Ihiri's project are programmed to spontaneously self-assemble without any outside influence. Their stacked arrangement leads to better charge-generation and charge-transport properties in a device.

"Research in synthetic organic chemistry is like working in a kitchen without a cookbook," said Bonvallet. "You have all the basic tools and ingredients, and you know what you want to make, but there's no set of instructions. You have to design the instructions yourself." He explained that some of their "recipes" hit dead ends, and they often kept revising reaction attempts in search of more efficient time and material methods.

Ihiri began her lab work in August 2022 and spent three to four hours every day after class handling chemicals and performing reactions

as part of the multistep synthesis. Despite having to relearn lab skills after the pandemic, Bonvallet said Ihiri surpassed his expectations for focus and productivity in the lab. But that's not the only area where she shines. "Ferdawss is extraordinarily good at searching for published papers on her research topic," said Bonvallet. "Whenever we needed to redesign part of her project, she always had ideas based on similar work in the field. Many times, it wasn't me teaching her but her teaching me!"

Almost two months into her efforts, she discovered contaminated solvent from the manufacturer and had to purify her compound, resulting in a partial loss. "I couldn't just throw it away, so I researched literature to figure out how to purify it," recalled Ihiri. "This experience taught me to always be on the ready because unexpected things will happen. Research is never linear. You just have to keep going."

There's no doubt Ihiri will keep going on this path of chemistry research. If a pandemic, new I.S. topic, and contamination won't stop her, it's likely nothing will. As a Muslim woman of color in a white-male-dominated field, she's blazing trails that will make it easier for others like her to follow.

"I didn't really have to think about diversity all that much because I didn't feel any different than any other person pursuing an advanced degree in science," said Ihiri. "I'm sure I'll feel this later on in grad school, but Wooster has really helped me know my worth and claim my place within the chemistry field." ■

"Whenever we needed to redesign part of her project, Ferdawss always had ideas based on similar work in the field. Many times, it wasn't me teaching her but her teaching me!"



—Paul Bonvallet, professor of chemistry

“This experience taught me to always be on the ready because unexpected things will happen. Research is never linear. You just have to keep going.”

—Ferdawss Ihiri '23





At the intersection of chemistry and art

Lab students learn art of conservation

Exploring the chemistry in art led some students at The College of Wooster this spring to create pigments, see up close the properties of different paint binders, and study how acidity changes a dye.

The general chemistry course, taught for the first time in spring 2023 by Sarah Sobeck, chemistry professor and associate dean for experiential learning, included a nod to the interdisciplinary study of conservation through scientific inquiry through chemistry. Also known as conservation science, Sobeck incorporated the topic into the course especially for students who aren't likely to be chemistry majors but whose area of study could overlap with chemistry. Some students enrolled in the spring class, for example, were majoring in subjects as diverse as art history, archaeology, and earth sciences, and some were in the Museum and Archival Studies Pathway, which explores the traditions of collection, curation, research, display, and preservation.

Katie Love '24 is an art history major who took the course because it relates to her planned career in art conservation. Initially, she hesitated to pursue art conservation because of the chemistry component. "Dr. Sobeck used art and art conservation to supplement the chemistry material which made the material more understandable and interesting. It constantly reminds me why I want to go into art conservation, even when chemistry gets challenging," Love said.

The idea to combine chemistry and art for the course stemmed from Sobeck's research in cultural heritage, realized from opportunities during her time at Wooster. Sobeck is a classically trained chemist, and most of her work has focused on photochemistry. She had an "aha!" moment during a session on photochemistry for cultural heritage at a European conference. After the meeting, she did sabbatical research focused on cultural heritage at Yale University's Institute for the Preservation of Cultural Heritage and the Indianapolis Museum of Art, and participated in conferences that pertained to conservation science. Integrating cultural heritage with chemistry allowed Sobeck to connect her longtime interest in art with the work in her professional life.

She started the course to bring that interdisciplinary focus into the classroom and lab to engage students interested in careers in museums and art galleries, where a foundation in chemistry could be beneficial. Because chemistry is the basis of paints, papers, and materials in art, as well as invaluable for the preservation and study of the remnants of cultural heritage, experiments in the lab and regular reflections on the work offered an ideal formula for students to explore those connections. Students considering curation, conservation, or preservation work, for instance, benefit from thinking about the materials they would be working with in museums and galleries. "Nowadays, more museums have access to scientific equipment to test what is there, but they also must be thinking about how to store and exhibit objects so that they aren't damaged," Sobeck said.

ABOVE LEFT Students learned to test colors, identify materials, and look at the chemical nature of paints; pictured are Wyatt Wilkie '26 and Lilian Martin '26.

ABOVE RIGHT Professor Sobeck, pictured here with Aidan Burd '26, engaged the class in regular reflections connecting their lab work to preservation and the study of cultural heritage.



“Nowadays, more museums have access to scientific equipment to test what is there, but they also must be thinking about how to store and exhibit objects so that they aren't damaged.”

—Sarah Sobeck, chemistry professor and associate dean for experiential learning

↓ The lab activities were heavily tailored to students interested in art and art conservation; pictured is Shui Mauser '26.



Students prepared for conversations about preservation by learning to test colors, identify materials, and look at the chemical nature of paints. The lab activities helped them better understand the significance of analyzing and identifying materials in museum work. "These types of opportunities help students see how their lab work connects to their life beyond the class. They learn to bring together these different viewpoints and weave them into a fulfilling career for the longer run," Sobeck said.

The CHEM 111 course appealed to Byron Schump '25, who is interested in the field of art conservation. "A surprisingly large part of that is chemistry based in addition to art history," he said. "This class let me access that topic without taking a class with so many premed students."

Wooster's introduction to art and artifact collection, curation, and preservation careers via the experiential chemistry lab is distinctive. "Conservation programs are typically master's level programs," Sobeck said. "Now we're starting to see at the undergraduate level more opportunities such as museum studies, and we're starting to bring the professional conversations or career conversations to the undergraduate level to help students explore more from the get-go, what they might do longer term."

Beyond the interdisciplinary nature of chemistry and art, the introductory chemistry course also included a lab experience, said Rebecca Partee '24, a chemistry major from Pittsburgh, Pennsylvania, who helped Sobeck develop the

course. Partee worked with chemistry majors Megan Zins '22 and David Evans '24 as Sobeck's summer research assistants, where, in addition to carrying out research, they found art-related lab activities that were instrumental for the experiential learning component.

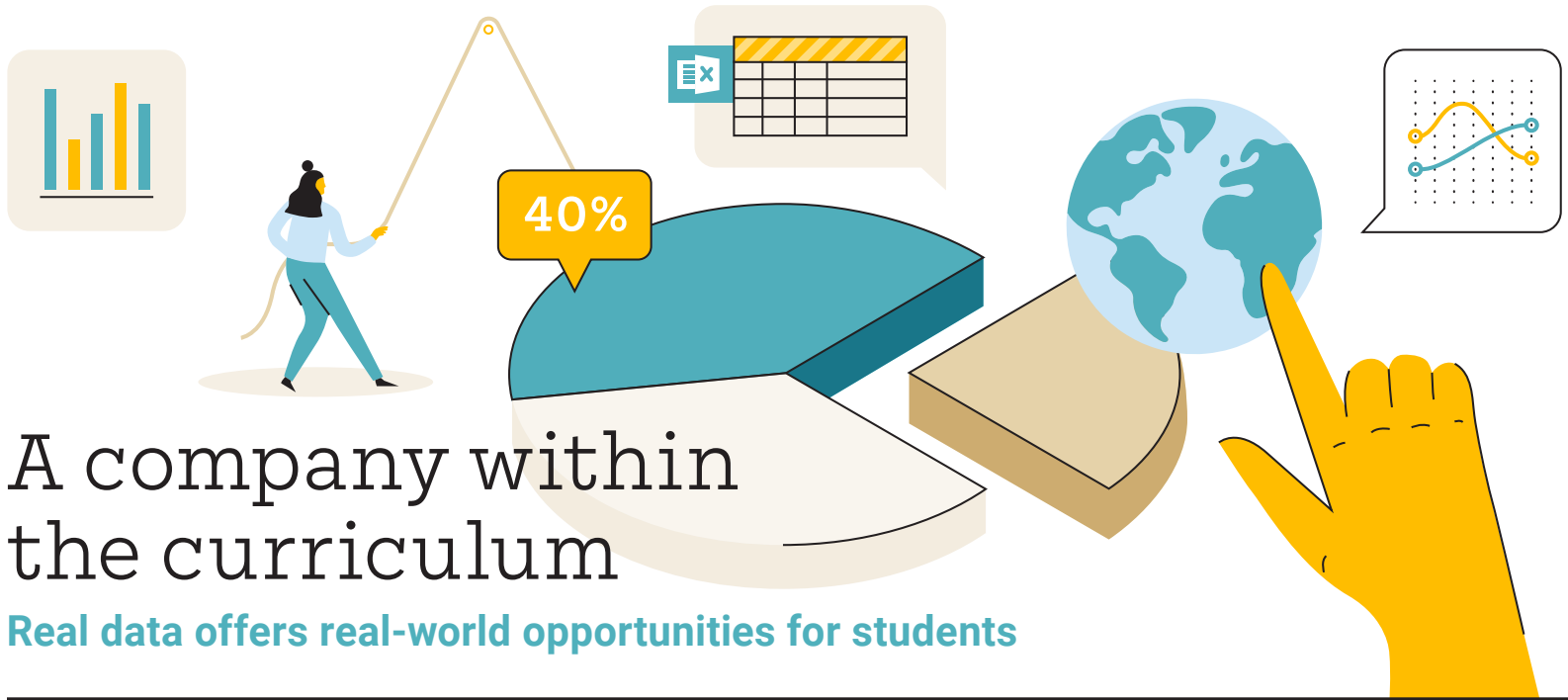
"First-semester chemistry students at Wooster do not generally have a lab component to their course. The lab makes this general chemistry course different than a traditional class and makes it a better fit for students who may not want to continue past the first class but still want some experience with chemistry and chemistry labs," Partee explained. The lab activities were heavily tailored to students interested in art and art conservation and tied closely to what was learned in class, Partee said. "It was different from a general chem lab because I don't think you'd get to make your own paint."

In addition to the lab activities and reflections on their experiences, students also heard from professionals in the field including Greg Smith, senior conservation scientist at the Indianapolis Museum of Art; Marianne Wardle, College of Wooster Art Museum director and curator; and Denise Monbarren, Wooster Special Collections librarian. Each talked about their roles in curation, conservation, and preservation and the importance of collaborating with others throughout the process.

By addressing different areas of interest, students began to appreciate how people from various specialties and with unique skill sets collaborate, Sobeck explained. "Students reflect on their experiences to see the connections between their coursework and their broader goals. Experiential-learning designated courses involve putting the best practices of our professional society into play," she said. ■

“Dr. Sobeck used art and art conservation to supplement the chemistry material which made the material more understandable and interesting. It constantly reminds me why I want to go into art conservation, even when chemistry gets challenging.”

—Katie Love '24



A company within the curriculum

Real data offers real-world opportunities for students

Experiential learning through internships provides students with valuable opportunities to apply their classroom knowledge to real-world situations, but it requires time outside class to build upon what’s learned inside the classroom. The College of Wooster recently found a way to combine the two by incorporating real projects into the curriculum and showcasing students to potential employers.

Moses Luri, assistant professor of economics and statistical and data sciences, and the APEX (Wooster’s center for Advising, Planning, and Experiential Learning) team found Riipen, an online experiential learning platform that offers real company projects for students, better equipping them for a competitive market. Colleges can source partner companies from around the globe each semester and integrate projects with learning objectives. Companies and nonprofits match their needs with students who want to work for them, thus building a talent pipeline of students who know the brand and the business.

Luri immediately saw an opportunity to bring real-world projects into his coursework and decided to structure his spring *Data Visualization* class as a Riipen pilot on campus. For the first third of the semester, students learned the theory of creating visualizations—communicating data using visuals. Then they practiced making

them. The last third of the course is when Luri incorporated Riipen. “Students were consultants on a project and applied what they learned so far,” said Luri. “Instead of using fake data, the Riipen project equipped them to work on data provided by a real live company.”

After Luri posted the class on the Riipen website, multiple organizations reached out to work with him. The class chose a Minnesota-based nonprofit called Kids at Risk Action (KARA), which supports the people, policies, and programs that improve the lives of at-risk children. They asked Luri’s class to create 100 visualizations that organize and present critical data in an understandable and compelling way for a book about the consequences of child abuse



in American communities. KARA intends to present the book to policymakers and make it available to the public, and the student’s names will be cited with each visualization like the one on the right page by Ian Kelly ’26, a German studies major.

Partnering with real organizations like KARA not only gives students transferable skills like teamwork, presentation, and communication, it opens a new set of opportunities for students to directly gain employment. “Students who are interested in nonprofit work are free to partner with the organization in a broader capacity,” said Luri, adding that the client was open to continuing the collaboration with more books planned in the future.

You don’t have a professor who can answer your questions and tell you exactly what they want. Much of the work is open-ended, so independent thinking and creativity is important.”

—Greta Heiser ’25

Greta Heiser ’25 was excited about completing real-world work and the possibility of getting published in the client’s book. “When you are doing a real-world project for a company, rather than something that has been curated for a class assignment, it is important to be able to work independently and research on your own, as you aren’t working toward a set, single answer,” said Heiser. “You don’t have a professor who can answer your questions and tell you exactly what they want. Much of the work is open-ended, so independent thinking and creativity is important.”

Though Heiser is a statistical and data sciences major, Luri’s students represent a variety of majors including history, philosophy, and several others. The data-visualization class is an important course for any major, teaching students how to analyze data and create compelling graphs and visuals for Independent Study.

By sharing his Riipen experience with colleagues in data sciences and other departments, Luri

is building curiosity across campus. One of those colleagues, Peter Abramo, director of entrepreneurship, plans to pursue his own Riipen project this fall in a business-consulting class.

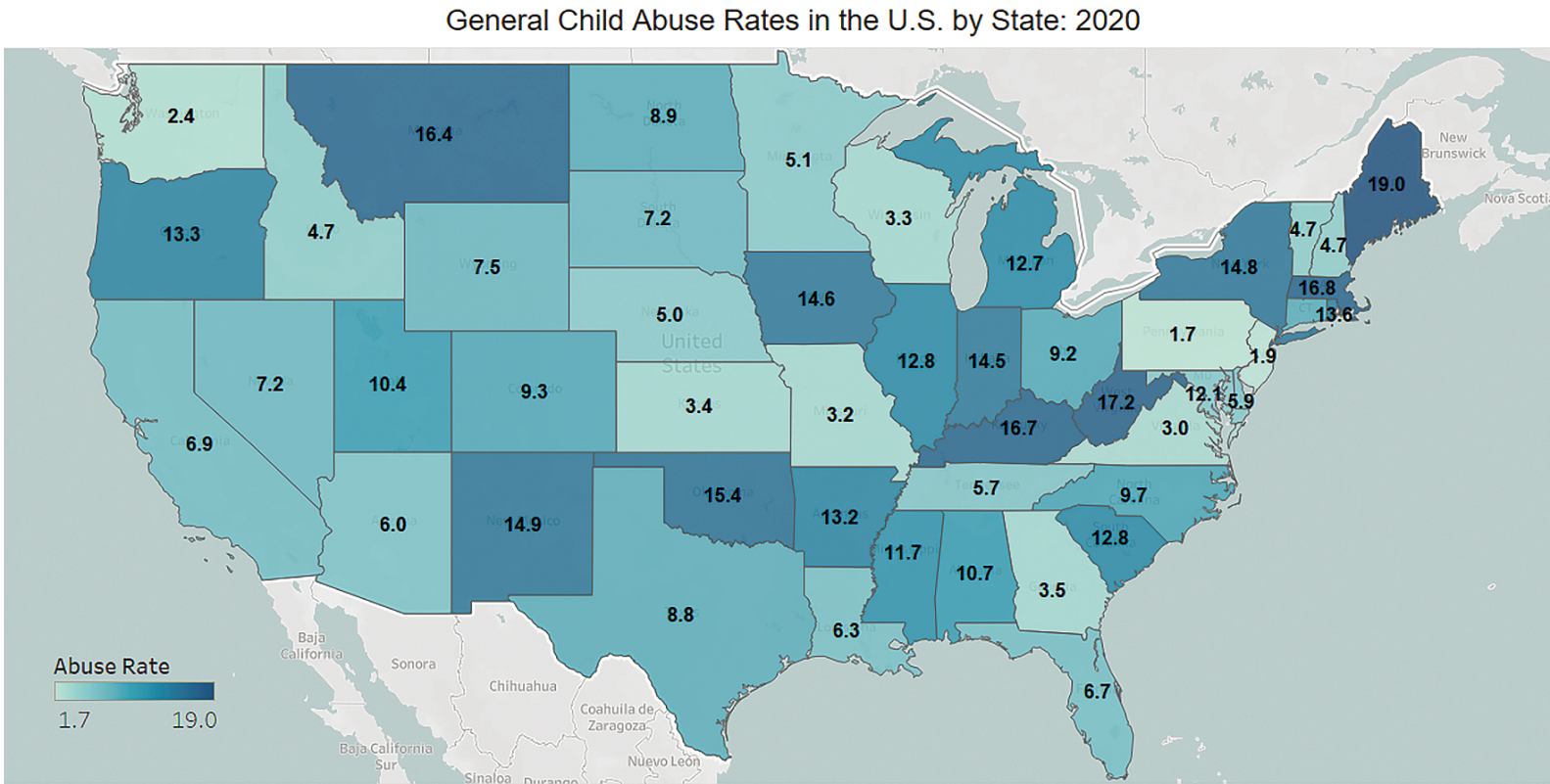
“I am not certain what specific projects we will do, but they are likely to relate to understanding new markets, operations, and business strategy,” said Abramo. “I hope students will understand that businesses face a very wide variety of challenges and use many types of analyses to guide their decisions.”

Prior to his tenure at Wooster, Abramo worked as a consultant to startups, midsize companies, and even Fortune 100 companies in the United States and other parts of the world. Yet, his educational background is in the humanities. “I have seen firsthand how powerful a liberal arts education can be if it is coupled with the knowledge of business analysis techniques,” said Abramo. “I am excited for students to see this for themselves by actually completing real projects.”



Instead of using fake data, the Riipen project equipped them to work on data provided by a real live company.”

—Moses Luri, assistant professor of economics and statistical and data sciences



Created: April 20, 2023, by Ian Kelly
Color saturation shows Abuse Rate (per 1,000 Children). AK and HI have been omitted to save space elsewhere.
Data Source: U.S. Child Maltreatment Report 2020

Practical experiences offer professional leap

Immersive opportunities give students glimpse of career opportunities in speech, language, and audiology

Sabrina Azad '25, a communication sciences and disorders major at The College of Wooster, is in her element when she's in a preschool classroom surrounded by a bunch of wriggling, inquisitive children. She might be reading a book, asking them about their favorite character, or playing a fishing-for-letters game with them. Little do they realize the fun activities are her way of helping prevent future language and literacy learning difficulties.

Meanwhile, Sammie Burke '23 and Yatzari Venzor '23, also communication sciences and disorders majors, played a different role in helping children. As student clinicians in Wooster's Freedlander Speech and Hearing Clinic, they engaged one-on-one with children, playing games and leading activities. Rather than prevention, their purpose was to screen, evaluate, and treat the children's speech and language concerns in the College's outpatient clinic for community members.

Azad, Burke, and Venzor all took advantage of opportunities in spring 2023 for hands-on experiences and reflective thinking with practical experiences in real-world settings through Wooster's Communication Sciences and Disorders Program.



“I love spending time in early childhood education settings, and LEAP provided an immersive opportunity to broaden my experience in working with young children. My experience affirmed my love for working in the classroom setting.”

—SABRINA AZAD '25

The Language Enrichment Activities Practicum (LEAP) took Azad into a Head Start classroom weekly throughout the semester. She worked with Joan Furey, associate professor and chair of communication sciences and disorders, who originated the practicum course to plan language enrichment activities targeted for Head Start's at-risk children in Wooster.

The practicum grew out of a *First-Year Seminar* course that Furey offered to help students understand how socioeconomic status impacts speech and language development. She connected with the Head Start program to have her students learn through observation about the well-known link between a child's vocabulary size and poverty level. Expanding the FYS observation into the full-semester experience was a natural extension that allowed Wooster students to engage in a deeper, more impactful experience with children at Head Start, Furey said.

“LEAP helped me be strategic in how I work with young children. The course provided a foundation in language-and-literacy-enrichment research and had opportunities to put theory into practice,” said Azad, who is from Hollidaysburg, Pennsylvania. “I love spending time in early childhood educa-



tion settings, and LEAP provided an immersive opportunity to broaden my experience in working with young children. My experience affirmed my love for working in the classroom setting.”

Those busy, active preschoolers reciprocated the warm feelings, according to Furey. “When the Wooster students walked into the school, they were treated like rock stars,” she said. The kids knew they got to listen to and have conversations about a fun book, followed by a game or other small-group activity. Each week the book and the activities focused on a different skill such as oral language, vocabulary, alphabet knowledge, print knowledge, and emergent writing.

“What we are working on is no different than what Head Start teachers are doing, but our visits give another opportunity for the children to practice their speech and language skills,” Furey said, noting that some professional speech-language pathologists practice in the classroom, while others work as clinicians one-on-one with clients or small groups. “It's really nice to get off campus, interact with the community, and make a difference.”

Inside the Freedlander Speech and Hearing Clinic, students learn what it's like to partner one-on-one with clients in the community. Each student is assigned a client, mostly children, whom they see once a week for the entire semester. Cara Hammond, clinical supervisor in communication

sciences and disorders, works closely with each student to prepare for the intervention meeting, discuss therapy approaches and activities, and review the students' weekly written lesson plans.

“With each plan, they target really specific communication goals,” Hammond said. For example, a goal might be to learn to say speech sounds correctly or improve language comprehension and phonological-awareness skills. “And that's how they learn, by doing the hands-on work,” she said.

“Each pediatric client presented new challenges and opportunities to grow, and each student I worked with left a lasting impact on me,” said Burke, who's from North Ridgeville, Ohio. Both Burke and Venzor also enjoyed completing comprehensive hearing evaluations for many of Wooster's faculty, staff, and community members. Venzor, who came to Wooster from Denver, Colorado, loved when clients realized they were making progress. “When one of my clients accurately produced the right sound for the first time after weeks of targeting it, I was proud of myself for the work I had done, but the real payoff was seeing her become confident in herself and her abilities after reaching such an amazing milestone.”

Since the clinic's inception in the 1960s, Wooster students have served as the clinicians, gaining hands-on experience in a real-world setting. According to Donald Goldberg, professor of communication



“Each pediatric client presented new challenges and opportunities to grow, and each student I worked with left a lasting impact on me.”

—SAMMIE BURKE '23

sciences and disorders, Wooster has one of the few communication sciences and disorders undergraduate-only programs in the country that offers hands-on experience in a clinic setting. “The clinic is our gem and one of our greatest strengths,” he said.

Current students and alumni have consistently credited their time as a clinician at the on-campus speech and hearing clinic for boosting their confidence, knowledge, and life skills, such as critical thinking, adaptability, professional interpersonal communications, and clinical documentation.

Hammond helps students connect their experience in the clinic practicums with their personal and professional goals. Working with clients at the clinic “solidified my decision to pursue a doctorate degree in audiology after Wooster, and to do so with the benefit of prior hands-on experience,” said Venzor. For Burke, the speech and hearing clinic experience affirmed her plans to pursue a master's degree in speech-language pathology: “It has given me a glimpse of what my future would look like.”

ABOVE LEFT Azad prepares for a session with Head Start preschoolers with prop “The Hungry Thing.”

AT LEFT & ABOVE RIGHT Venzor and Burke complete an audiogram in the audiology control room, for test patient Professor Donald Goldberg, positioned in the sound-treated audiology test suite.

POWER BEHIND WORDS

Class TREK illuminates rhetoric of Civil Rights Movement



“ I was in the 19th row from the front. Normally the music kept us going. Music always lifted us, but this day we were not convincing, not even to ourselves as we sang, ‘Ain’t gonna let nobody turn me around, turn me around...’ But when we got to the apex in the middle of that bridge, we could see rows and rows, and rows of Alabama state troopers in blue uniforms beyond across the bordering county.”

Lynda Blackmon Lowery used these words and sang this melody as she shared her memory of “Bloody Sunday,” March 7, 1965, with a group of Wooster students from a course called *Rhetoric of Black Civil Rights*. At 14 years old, Lowery walked behind the late Congressman John Lewis and other leaders of the Civil Rights Movement on the Edmund Pettus Bridge in Selma, Alabama, and was tear-gassed, dragged, hit, kicked off the ground, and beaten unconscious with a baseball bat by those state troopers.

The chorus of “Ain’t Gonna Let Nobody Turn Me Around,” also filled the bus that morning on March 13, 2023. Wooster students joined in singing freedom songs that set the tone during a spring TREK to see historic sites from the Civil Rights Movement. Throughout the trip, the melodies put students back in those moments as they marched across Edmund Pettus Bridge, stood on the site of Rosa Park’s arrest, sang in the square where a slave market once stood, and listened to speakers like Lowery who shared their memories of the terrors and triumphs of the movement.

Wooster students in *Rhetoric of Black Civil Rights*, a cross-listed course in communication studies and Africana studies taught by Professor Denise Bostdorff, spent their spring semester learning about the strategies and language used to drive the movement and inspire changes that made history. Bostdorff designed the course to combine the TREK (short for Think, Research, Engage, Know, a program for off-campus learning) to

← Students from the *Rhetoric of Black Civil Rights* course marched across Edmund Pettus Bridge in Selma, commemorating the Selma to Montgomery march for voting rights in 1965. While on the TREK, students often chose to wear masks based on personal preferences.



↑ Students from the course *Rhetoric of Black Civil Rights* gather near a mural in Selma, including in front, Greta Heiser '25, Anailah Funchess '23, Sam Caley '23, Charlotte Elgie '25, Audrey Pantaz '25, Beth Gornall '25, Emma Place '25, and in back, Alaina Cline '25, Colin Stoner '25, James Carter '26, David Newberry-Yokley '00 (chaperone and director of recruitment and diversity outreach at the College), Luke Thomas '25, Belle Champion '24, Ali Moros Taylor '26, and Professor Denise Bostdorff.

Alabama with the study of the key moments in the modern Civil Rights Movement from the mid-1950s to 1970s and how activists and their opponents used rhetoric to achieve their goals. In studying rhetoric—defined as the persuasive use of symbols through speeches, events, and other communication forms—students learned about strategic choices that leaders and grassroots organizers made about who and what they talked about and how they did so.

“We studied speeches delivered in Black churches by leaders like Martin Luther King Jr., Ralph Abernathy, and Fred Shuttlesworth, and we also examined how speakers at these church gatherings had to be ‘double-voiced,’” said Bostdorff. “They had to speak in a way that encouraged and reassured Black folks in the movement yet also spoke indirectly to white audiences who might be listening in through journalistic coverage, law enforcement present in the audience, or electronic surveillance devices.”

Making the TREK affordable so students in the class could travel was important to Bostdorff, and she worked closely with Candace Chenoweth, director of off-campus engagement, to secure support for the trip from the community, including individual donors, the local NAACP, and the Yamazaki Experiential Travel Fund. They partnered with the Living Legacy Project, a nonprofit organization that conducts pilgrimages to important sites in the

American Civil Rights Movement of the 1950s and '60s, to organize a bus tour in Alabama. Bostdorff also drew interest from Wooster alumni and community members to participate. Open to the public and ultimately including people from around the country, the pilgrimage included stops in Birmingham, Marion, Selma, and Montgomery (see illustration on page 21). In cooperation with Living Legacy, acclaimed musician and educator Reggie Harris led the group in singing freedom songs like “Ain’t Gonna Let Nobody Turn Me Around” and “We Shall Not Be Moved” throughout the journey.

“Being there helped to give a visual understanding, to physically go to the sites and see that connection,” said → **Anailah Funchess '23**, an anthropology major. “It was easier to apply what we talked about in class and place what happened.” Students listened to a Marion woman talk about the gun shots heard at Zion Chapel Methodist Church when Jimmie Lee Jackson was shot in February 1965 during a night march while defending his mother and grandfather. The bus drove through Selma, where a devastating tornado hit in January, and students saw the downed trees,





destroyed homes, roofs, and buildings, and began to understand how economic and racial disparities affected recovery efforts in the community. “I did not expect it to be that dilapidated. Selma is about the same size as my town, Albany, California, but so many people are below the poverty line,” said **☛ Luke Thomas '25**, a communication studies major and the first in their family to travel to the South.

Speaking to the class in a cafeteria in Selma, Lowery called herself a foot soldier as the youngest person to ultimately complete the Selma to Montgomery march for voting rights in 1965. Showing the governor in the capitol the scars on her face is part of what drove her during the five-day march, Lowery said. After visiting Brown Chapel A.M.E. Church, where the march began, students took a solemn walk across Edmond Pettus Bridge. “As we crossed, I pictured rows and rows deep of Alabama state troopers and how scary that would be. That was such a powerful image she shared. I thought of how determined and persevering they were in their mission,” said Thomas.



Also traveling to Alabama for the first time through the class TREK was **☛ James Carter '26**, a first-year student from Cleveland who is planning to major in Africana studies and political science. Seeing the remnants history left behind, Carter’s anger was palpable as he spoke of his great grandfather, a military veteran and sharecropper in Mobile, Alabama. “Everywhere we drove, every field we see, every farm or large swath of land was labored on by enslaved people and sharecroppers. Any of the trees we see could have been the sites of lynchings. It soaked in that there’s so much history down here,” he said, noting that opportunities like this one to travel and learn was one of the reasons he chose to attend Wooster in the first place. “I’m getting another piece of my story that I don’t know a lot about,” he said. “There’s centuries of my family history that I’d know nothing about, prior to enslavement or even during enslavement. There are so many missing pieces, and to be able to get a piece of that back, no matter how small it is, means so much to me.”

Continued, page 22

Civil Rights Movement Sites

The map shows a selection of the sites from the movement that students visited throughout their TREK in Alabama, often talking with veterans of the movement from the area. Students also explored the Equal Justice Initiatives’ Legacy Museum, National Memorial for Peace and Justice, Lowndes County Interpretive Center, Maya Lin Civil Rights Memorial, Civil Rights Memorial Center at the Southern Poverty Law Center, and Birmingham Civil Rights Institute, among other key places. More images from the trip are available by following the link or QR code on page 22.

1 BETHEL BAPTIST CHURCH was bombed in 1956, 1958, and 1962. Under the leadership of Rev. Fred Shuttlesworth, the church served as the headquarters of the Alabama Christian Movement for Human Rights, an organization that fought against segregation.

2 ZION CHAPEL METHODIST CHURCH was where veteran Jimmie Lee Jackson attended a civil rights meeting on Feb. 18, 1965. At the protest that followed, police shot Jackson as he defended his mother and grandfather from police attacks. His death sparked the call for the Selma to Montgomery march for voting rights.

3 BROWN CHAPEL A.M.E. CHURCH was where the Selma march for voting rights began and where state troopers chased marchers back to on “Bloody Sunday.”

4 EDMUND PETTUS BRIDGE is the site of “Bloody Sunday,” beatings of civil rights marchers on March 7, 1965. The nationally televised attacks prompted public support for the voting rights campaign.

5 VIOLA LIUZZO MEMORIAL honors Liuzzo, a volunteer from Detroit, who was shot in her car by Ku Klux Klan members at this site after she supported marchers in the Selma to Montgomery march on March 25, 1965.

6 DEXTER AVENUE BAPTIST CHURCH is where Martin Luther King Jr. served as pastor from 1954-60. The church played a major role in the Montgomery Bus Boycott.

7 DEXTER PARSONAGE was home to King and wife Coretta Scott King during his time at the church. The front porch was bombed in 1956, but his wife and daughter’s location in the home kept them safe, and King was away at a meeting.



8 THE ALABAMA STATE CAPITOL building, just a block from Dexter Avenue Baptist Church, is where King spoke from the steps on March 25, 1965, after the completion of the Selma to Montgomery march and months prior to passage of the Voting Rights Act of 1965.

9 ROSA PARKS MUSEUM is located near where Parks was arrested for refusing to give up her seat to a white passenger on a public bus on Dec. 1, 1955. Civil Rights leaders like King used Park’s arrest to help inspire support for the Montgomery Bus Boycott.

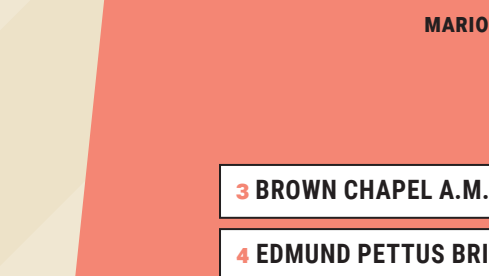
10 COURT SQUARE, where Parks first boarded the bus, was the site of Montgomery’s slave market before the Civil War.

11 16TH STREET BAPTIST CHURCH served as headquarters for civil rights mass meetings and rallies and became the departure place of the Children’s Crusade in May 1963, when children aged 8 to 18 marched to downtown Birmingham to fight segregation and were met with fire hoses and police dogs. A bomb explosion in the basement of the church on Sept. 15, 1963, killed four young girls as they prepared to participate in the adult service that Sunday morning.

ALABAMA

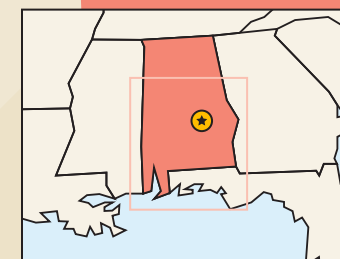


2 ZION CHAPEL METHODIST CHURCH



3 BROWN CHAPEL A.M.E. CHURCH

4 EDMUND PETTUS BRIDGE



BIRMINGHAM

1 BETHEL BAPTIST CHURCH

11 16TH STREET BAPTIST CHURCH



MARION



SELMA



LOWNDESBORO

5 VIOLA LIUZZO MEMORIAL



☛ Pictured: Beth Gornall '25.



MONTGOMERY

7 DEXTER PARSONAGE

8 THE ALABAMA STATE CAPITOL

9 ROSA PARKS MUSEUM

10 COURT SQUARE



6 DEXTER AVENUE BAPTIST CHURCH



The Yamazaki Experiential Travel Fund, created by Jane (Welton) '64 and the late Russell '64 Yamazaki in celebration of their 50th Wooster reunion, supports learning experiences in the form of off-campus study like the students' TREK to Alabama. To support experiential learning at Wooster, choose experiential learning as an area of impact at wooster.edu/give or learn more about establishing an endowed fund by contacting the Office of Advancement at 330.263.2080 or advancement@wooster.edu.

Meeting people who were involved in the movement firsthand helped students recognize their sacrifices. In Birmingham, they heard from Anthony Liuzzo, son of Viola Liuzzo, a volunteer from Detroit who was shot in her car by members of the Ku Klux Klan after she supported marchers in the Selma to Montgomery march. “What she did, her actions were amazing, but



getting to hear about her and what drew her to the movement and what pushed her to go down to Alabama was really inspiring,” said ← **Alaina Cline '25**, a political science major completing the Activism and Social Change Pathway.

As they listened to the experiences of veterans of the Civil Rights Movement, students recognized their use of rhetorical techniques to continue to make people see and understand the history and inspire future action. “At the Equal Justice Initiative Legacy Museum in Montgomery, students noted the use of the phrase ‘human trafficking’ to help guests understand the horrors of slavery in contemporary terms,” said Bostdorff. Museum visitors also interacted with holograms of slaves in holding pens, including children looking for their parents, Mady (Miller) Noble '65, an alumna who audited the class and took the trip, remembered. “It makes you think of your own children and if they were in that situation, and it cuts right through you,” she said.

Looking closely at the rhetoric used during the movement led students to make connections to today’s civil rights struggles including ideas like systemic racism, police brutality, and connections between slavery and mass incarceration. ← **Sam Caley '23**, a communication studies and theatre & dance major, explained, “The rhetoric that people are using now, white supremacist rhetoric, hasn’t changed really.” For example, the class looked at the connections between lynchings that took place at the time and incidents of police brutality seen more recently. “We see the same victim-blaming, then and now, because with a lot of lynchings, people said, ‘This Black man was behaving inappropriately with a white woman, so he deserves this punishment. And now it’s like,



‘Well, you were acting like a criminal’ or ‘displaying aggressive behavior,’ so you deserve this treatment,” said Caley. “It’s taken on a different aspect, but the way people talk about these kinds of incidents hasn’t changed.”

Students said they learned the power of community through studying the strategies used in the movement, including the efforts of children who marched for rights so their parents could keep their jobs, college students who became freedom riders, and members of the community who made food for meetings, stuffed envelopes, and drove carpools during the bus boycott. “What I’ve learned about the Civil Rights Movement is the importance of the everyday person,” said Carter. “Change comes from the actual community getting up and saying, ‘No, we’re going to put us on the front line; we’re going to do this.’ I really like what happens when you have the wisdom and guidance of the elders, but you have the fire and passion of the youth as well.”

By the time the students’ bus reached Montgomery, they felt the emotions of the people they met in Alabama. They stood on footprints painted on Dexter Avenue marking where Lowery and her fellow foot soldiers stood listening to King speak from the capitol steps saying “...we are standing before the forces of power in the state of Alabama saying, ‘We ain’t goin’ let nobody turn us around’” on March 25, 1965. Together, students walked up and down those same capitol steps and down Dexter Avenue to Court Square, the site of a massive slave market before the Civil War. Gathering at the street corner, Harris led them in singing “Been Down into the South,” a spiritual reminiscent of those who came to the

South to register people to vote and support the movement, about the South as a state of mind and racism as a nationwide issue.

After the trip, many of the students in the class spoke of their conviction to pass on what they learned and the rhetoric they’ll use as they become foot soldiers in the movement against civil rights struggles today. “All of these struggles are so linked to what we’re dealing with right now, and I feel like I’m better equipped to give specific examples after having gone on the trip,” Caley said, adding that understanding the different ways people were involved gives them hope in the strength of everyone marching for change in their own ways. 📌

ABOVE LEFT Professor Bostdorff engaged with students Anailah Funchess '23 and Ali Moros Taylor '26, after walking across Edmund Pettus Bridge.

ABOVE RIGHT Students reflected about their time in Selma at dinner at The Coffee Shoppe and met owner Jackie Smith who once visited the same location when it was a segregated diner; pictured on the right side are Emma Place '25 and Beth Gornall '25.

Read More



Hear audio from the TREK of freedom songs, see additional photos, and read more on this story.

wooster.edu/alabama-trek

The College of Wooster is grateful to the Living Legacy Project for their support of this project, visit livinglegacypilgrimage.org to learn more about its programs and resources. Also see reggieharrismusic.com.

Oak Grove

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COLLEGE NEWS

Ribbon-cutting celebrates grand opening of Lowry Center, honors donors and partners

This February, alumni, members of the campus and broader Wooster community, friends, donors, and project partners took part in celebrations recognizing the official opening of the newly renovated Lowry Center and the many individuals who helped to make it a reality.

The events marked the culmination of two years of planning and construction on a facility that served as a signature element of Wooster’s *Connect, Create, Discover* strategic plan. This spring, the upper level and final phase of the renovation opened,

featuring centralized student support offices, dedicated student activity space, flexible gathering spaces and unique study nooks, and reservable meeting rooms.

“This renovated, revitalized, and reimagined student center continues to be more than brick and furniture, but an atmosphere in which understanding will continue to thrive and grow in an accessible, inspiring, and welcoming place for all,” Interim President Wayne Webster told a packed crowd during the ribbon-cutting ceremony, held Saturday, Feb. 25.



LEFT Former President Sarah Bolton, now president of Whitman College, returned to help celebrate the opening of Lowry Center, standing alongside Sally Staley '78, board chair and Mike Lauber '80, trustee.

LOWER LEFT Supporters gather in the new Brush Lobby, named for Trustee Doug Brush '77, to listen to speeches from Interim President Wayne Webster, Board Chair Sally Staley, students, and representatives from Bogner Construction and Bergemeyer (architects).

↓ Lead donors, Richard Bell '63, trustee, and Toni Clark cut the ribbon Saturday, Feb. 25, at the grand opening for the \$40 million Lowry Center renovation and expansion.



STUDENTS LEARN CULTURAL HISTORIES OF RUSSIA AND UKRAINE AND THEIR INFLUENCE ON CURRENT EVENTS

When Russia started a full-scale invasion of Ukraine in February 2022, Zach Rewinski, visiting assistant professor of Russian studies at Wooster, was determined to help students understand the conflict is only the latest in a long history of battles over Ukraine’s existence as a sovereign nation.

He created the spring 2023 course, *Russia and Ukraine: Cultural Histories and Mythologies*. “Rather than embracing the simplistic notion that all things Russian are bad and all things Ukrainian are good, as we sometimes see in the United States, the goal of the course was to understand the complex historical development of the Russia-Ukraine relationship in its political, social, economic, and cultural dimensions,” Rewinski said.

The interdisciplinary course included literary studies and a chronological approach to history and politics of the region, beginning with some of the earliest records of human life in the area, a look at Russian and Ukrainian fiction, poetry, and film, and current news commentary. “Students also reflected on the importance of questions raised in these works to their individual lives and to how we understand the idea of ‘cancel culture’ in the U.S.,” Rewinski said.

“As a political science and Russian studies double major, I found both the various independence movements and the activities they used to get around state censorship, especially regarding Ukrainian literature and language, to be incredibly interesting,” said Ethan Sieber '23.

Audrey Bricker '26, who is planning to major in computer science, enrolled in the course to learn more about Russian and Ukrainian history and to discuss issues that were relevant today. “I think that most people understand that Ukraine is a

different entity from Russia, but this course really highlighted the fact that Ukraine has a completely different culture and heritage from that of Russia,” she said.



COLLEGE NEWS

Wooster unveils updated Fighting Scots mascot

After nearly two years of working group discussions, archival research, and planning, The College of Wooster unveiled a new Fighting Scots mascot at a campus pep rally March 30, 2023, led by students, staff, and featuring several alumni.

New mascot, dear old friend

The updated mascot provides a new and refreshed take on a very dear friend to the campus, the Scottie dog, and includes locks of black and gold fur, a popped eye, fierce snarl, and MacLeod plaid kerchief.

Students and employees pack the gym for reveal, line up for new swag

During the event, students, faculty, staff, and even some retirees took photos with life-sized cardboard cutouts of the new mascot, collected Fighting Scots cookies and Wooster branded pennants that included characteristics and qualities they feel best represent the Fighting Scots, and offered suggestions for what to name the new mascot.

A special mascot mobile adorned with an inflatable Scottie dog head, tail, and fur drove across campus delivering a variety of swag items with the new mascot logo to students, faculty, and staff.

Campus community members submitted nearly 800 suggestions for names for Wooster’s updated Fighting Scots mascot and the top three were ranked in a poll. After four days of voting and nearly 1,500 responses from community members, Archie will be the name of the new Fighting Scots mascot.

Mascot program to launch in fall 2023

Custom-made Scottie dog costumes arrive on campus this summer in time to recruit and train a new roster of student mascot performers who will work to entertain crowds at home games, admissions and alumni events, and engagements across the local community. The costumes will include MacLeod plaid kerchiefs and matching kilts, along with a black belt and sporran, which is a traditional part of the Wooster Pipe Band’s uniforms.



Why the change?

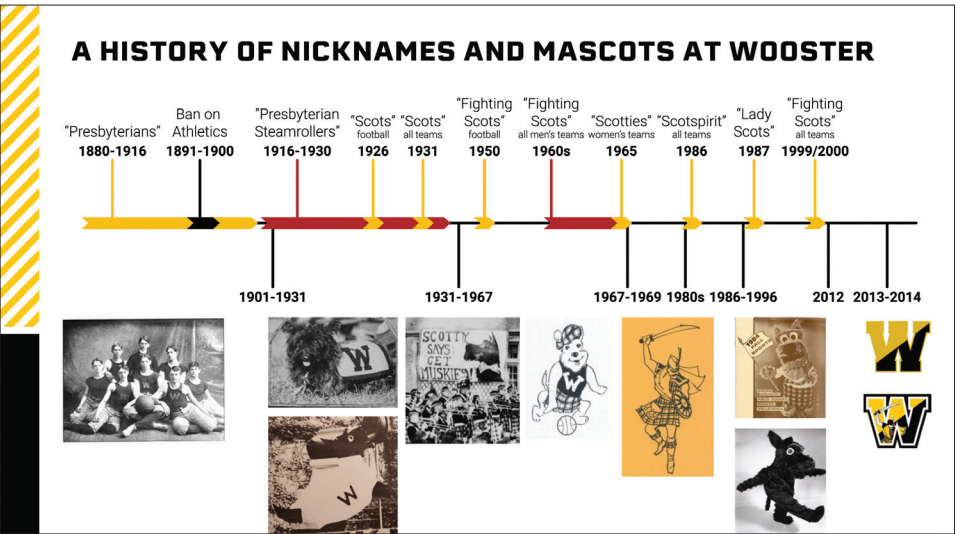
No human mascot can represent all the diverse identities of our campus community and many human mascots raise serious concerns about racism and xenophobia and are otherwise problematic. The introduction in recent years of the Washington Commanders and Cleveland Guardians are two examples of professional sports teams who recognized the harm caused by human mascots. There are many more examples at the collegiate level, including Kenyon College, who changed from Lords and Ladies to Owls, and Capital University, who changed from Crusaders to Comets.

Numerous informal discussions have been held over the years about the Wooster’s mascot, including an entire *First-Year Seminar* class in Fall 2019, which asked students to think critically about what it meant to have the warrior with shield and sword as our mascot.



↑ The new Fighting Scots mascot was revealed at a campus pep rally in March.

TOP Wooster branded pennants included characteristics and qualities community members felt best represent the Fighting Scots.



Research shows long-term relationship to Scottish Terrier Dog

Research was conducted to learn more about the history of mascots and nicknames at the College, and students were surveyed about their thoughts regarding the mascot and the qualities and characteristics that come to mind when they think of Wooster Fighting Scots.

Historically, Wooster’s had few mascots but many nicknames. Paging through old athletic programs and the archives, a few things were abundantly clear: the unwavering affinity for the black & gold, loud MacLeod plaid, and Scottish Terriers.

In historic records, Scottish terriers came out in real-life dogs posing for yearbook photos and wearing MacLeod sweaters, larger than life dogs on Homecoming floats and on the lawns of residence halls, dog illustrations that were on the front pages of athletic programs in the early 80s (a decade after the introduction of the warrior mascot), and dog mascot costumes that are worn during home contests up through today. It wasn’t until 2013-14, that there was broader adoption of the warrior in College branding and throughout the Scot Center.

Results from a survey conducted in Fall 2021 showed a majority of student respondents did not relate to the warrior mascot. The reasons they provided include: “he looks white,” “he looks like a man,” “doesn’t represent the values of the college,” “needs to be more inclusive,” “represents violence,” “represents colonialism,” and “needs to be more inclusive.”

↑ The waggin’ swagon drove across campus delivering a variety of swag items with the new mascot logo to students, faculty, and staff.



FULFILLING PROMISES

Scholarship supports students involved in music

After the wife of Jim Kew ’63, Marilyn (Miller) Kew ’63, died in 2017, he decided to establish the James and Marilyn Kew Family Endowed Scholarship to honor her. The two met at The College of Wooster during their first year, married six months after graduation, and raised four children together while Marilyn worked as a nursery school teacher. “I knew I wanted to do something significant, meaningful, and enduring to commemorate her life,” Kew said.

Kew considered multiple options but ultimately decided that establishing a scholarship for Wooster students would align best with his goals to honor Marilyn. “Education had always been important to Marilyn, and Wooster had a significant positive impact on both our lives,” Kew said. “It is my hope that this small step in memory of Marilyn will allow students to benefit from a Wooster education who otherwise might not have been able to have that unique experience.”

For Alexis Kelbley ’23, who received the scholarship during the 2020-2021 school year, it has done just that. “Scholarships like this help to ease my mind, which helps me focus on school. I have big dreams in life, and worrying about money can hinder me from achieving those dreams,” they said.

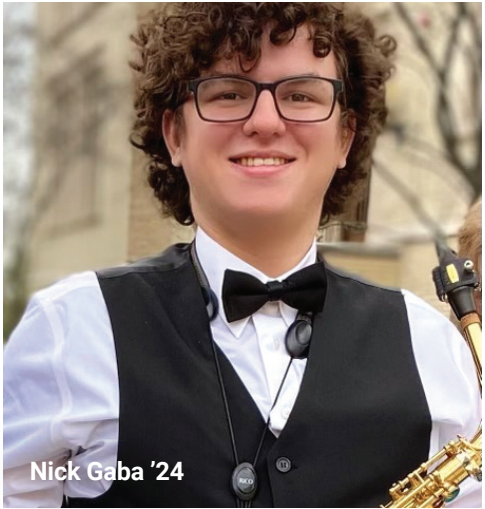
The scholarship gives a preference to students involved in music because both Jim and Marilyn were involved in music at Wooster. “That continued during the rest of our lives and enriched us both greatly,” Kew said.

Playing and touring with the Scot Symphonic Band has been a favorite experience for Nick Gaba ’24, who received the scholarship in the 2021-2022 school year. “I highly value the role of music in my life as a saxophone player and feel that opportunities to take these trips with the school provide important experiences and contribute something to everyone at the school,” Gaba said.

← Jim ’63 and Marilyn (Miller) ’63 Kew are near the Danube River in Europe in 2016.

Music has also been an important part of Kelbley’s experience at Wooster. They are a music therapy major and also love to participate in Covers, a monthly music event sponsored by *Goliard Literary Magazine*. “I remember my first time going to Covers at the Underground. I knew immediately that I wanted to perform at the next one, so I did. I performed with someone that is now my best friend, and it was one of the most exhilarating moments of my life,” they said.

Kew said that the College made it easy to establish a scholarship and stay updated on how it is benefiting students. “It is my hope that others might consider establishing a similar legacy in memory of a loved one or their own experience at Wooster,” he said.



Learn more about establishing an endowed scholarship by contacting the Office of Advancement at 330.263.2080 or advancement@wooster.edu.

Wooster Briefs

Amber Garcia, professor of psychology, was named a finalist for the Pearson Excellence in Education Award in the Outstanding Integration of Diversity, Equity, and Inclusion (DEI) category. Nominated by fellow faculty members and administrators, the eight finalists in this category are honored for their work to “foster welcoming environments, promote student engagement, and empower students to acquire critical knowledge and skills to collaborate, create, and connect in support of a more inclusive and accepting world.”



Ahmet Atay, professor of global media and digital studies, communication studies, and women’s, gender, and sexuality studies, used his experiences to co-edit with Diana Trebing an academic book, *Mentoring in Intercultural and International Contexts*. In the book, Atay and Trebing present a selection of essays that articulate the importance of mentoring and how to mentor students and faculty in intercultural contexts. They argue that sharing stories of people who have not received meaningful mentoring is important to make invisible structures visible in higher education.

Glenna Van Dyke ’23, a history and education major, performed the bagpipes at the inauguration of Ohio Governor Mike DeWine on Jan. 9 in Columbus, Ohio. Taking the stage in her tartan Wooster Pipe Band uniform, Van Dyke performed the song “Amazing Grace” to a crowd of



Glenna Van Dyke ’23
Photo: Hailey Bollinger, provided by Office of Ohio Governor Mike DeWine

spectators watching the inauguration both in-person and on television.

Paul Edmiston, the Theron L. Peterson and Dorothy R. Peterson Professor of chemistry, received a \$140,884 federal grant from the Strategic Environmental Research and Development Program, a partnership between the Department of Defense and the Environmental Protection Agency, to study how per- and polyfluoroalkyl substances, or PFAs, can be mitigated at federal facilities. PFAS are known as “forever chemicals” which means that they don’t break down in the environment.

The Biochemistry and Molecular Biology Program at Wooster earned accreditation with American Society of Biochemistry and Molecular Biology (ASBMB). In awarding accreditation, ASBMB praised Wooster’s program for the use of active learning pedagogies



↑ **Emily Voneman ’25** and **Maura Ellenberger ’25** review items in the collection from Pella.



↑ **Donald Goldberg**, professor of communication sciences and disorders. Photo credit: Lisa DeJong, Cleveland Clinic

throughout the curriculum and the multitude of research opportunities for all students. The program was also commended for the high research activity of the faculty.



Tori Chellis ’25, a biology major and theatre minor, recently received an Arthritis Foundation Champions Scholarship, which recognizes people for their advocacy work for people with arthritis and their educational and professional goals. Chellis, who has lived with juvenile arthritis for 14 years, plans to go to medical school to study pediatric oncology.



Brooke Krause, associate professor of economics and business economics, is part of a research team that received a \$1.5 million grant from the United States Agency for International Development (USAID) to test cost-effective methods for delivering universal vision screenings and eyeglasses to children in Sierra Leone schools. As one of the principal investigators on the project, Krause will help estimate the impact of provid-

ing eyeglasses to school-aged children on their learning and educational achievement, as well as estimate the cost of delivering universal vision screening and eyeglass provision.

Donald Goldberg, professor of communication sciences and disorders, was featured in an article published by Cleveland Clinic—where he is on the professional staff—that highlights the treatment success of a two-year-old, who had cochlear implants when he was seven months old. He started providing auditory-verbal therapy with the baby when he was first fitted with hearing aids at about four weeks old.

Kayla Stevens ’23, a senior anthropology major, recently shared her experience as a Louise Lamphere Intern in Washington, D.C. in an illustrated article in *Anthropology News*. This program provides students with an opportunity to engage with anthropology outside the classroom and allowed Stevens to split her time between the offices of the American Anthropological Association and the Smithsonian Center for Folklife and Cultural Heritage (CFCH).

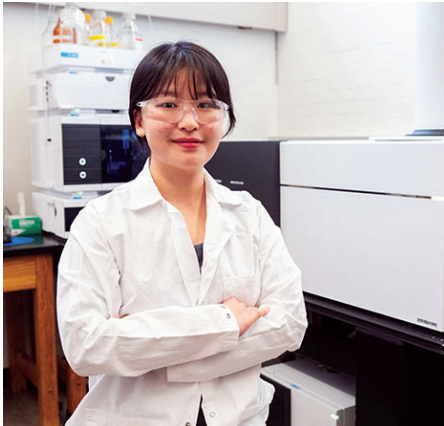
A group of faculty and students, led by **Beth Derderian**, assistant professor of anthropology and museum studies;

Marianne Wardle, director and curator of The College of Wooster Art Museum; **Siavash Samei**, visiting assistant professor of archaeology and anthropology, and Middle Eastern & North African studies; and **Olivia Navarro-Farr**, associate professor of archaeology and sociology & anthropology; is bringing new life and visibility to a collection of ancient artifacts that had been tucked safely into storage on campus for nearly 30 years. An archaeological dig that started in 1967 and uncovered the objects and fragments at Pella—one of the most notable archaeological sites in Jordan—was an important chapter of Wooster’s experiential learning history; however, its presence or significance was as dusty as the antiquities. The **Pella @ Wooster Project** was started to remedy the collection’s hidden identity and bring it into the limelight on a website where everyone can have access to a catalogue of the information.

Jimmy A. Noriega, professor of theatre and Latin American studies, is the recipient of the Kennedy Center Gold Medallion, which honors individuals that have made extraordinary contributions to the teaching and producing of theatre.

The College extends congratulations and best wishes to members of the College community who are retiring in the 2022-2023 year including **Carol Bucher**, adjunct professor of education, **Lisa Crawford**, accounts payable manager, business office; **Linda S. Gray**, catering and conference manager, creative dining services; **Joyce Hanna**, customer service associate, post office; **Jeff Moser**, athletics field groundskeeper, campus grounds; **David McConnell**, professor of sociology and anthropology; **Susan Remark**, administrative coordinator for dean of students, and **Tom Tierney**, professor of sociology and anthropology. Congratulations and recognition are also extended to **John**

Crouch, maintenance operations; **Lisa Kastor**, director of career planning; and **Deborah Kilbane**, senior programmer analyst, who retired in 2021-2022 and were not previously recognized.



Chemical & Engineering News (C&EN)—the world’s premiere weekly magazine covering news in chemistry and related fields—recently featured a publication from a team of students and professors at Wooster among the 2022 research trends for persistent pollutants. The student-led team included Yubin Kim ’24, Kyndalanne Pike ’20, Jameson Sprinkle ’24; Rebekah Gray, postdoctoral scholar; Paul Edmiston, Theron L. Peterson and Dorothy R. Peterson Professor of Chemistry, Biochemistry and Molecular Biology; and, Jennifer Faust, assistant professor of chemistry.

↑ *Yubin Kim ’24, a chemistry major, used Wooster’s advanced mass spectrometer to study chemical samples.*



Read the full stories online at [wooster.edu/news](https://www.wooster.edu/news)



Photo: Matt Dilyard



Photo provided by Pettorini

ATHLETICS

WOOSTER QUARTET EARNS PRESTIGIOUS ACADEMIC HONORS

Cross country and track and field’s Isabelle Hoover ’23 was the 14th Fighting Scot chosen for the prestigious one-time, non-renewable, \$10,000 NCAA Postgraduate Scholarship. Wooster surpassed 60 all-time College Sports Communicators (formerly CoSIDA) Academic All-Americans with the selection of football’s Lake Barrett ’23, Matt Pardi ’23, and Matt Ulishney ’23 this fall. Their selection marked the first time a trio of Wooster teammates earned Academic All-America honors in the same season.

BASEBALL LEGEND IN SPOTLIGHT ON INTERNATIONAL STAGE

Michael Wielansky ’19, the 2018 American Baseball Coaches Association Div. III Player of the Year, who was drafted by Major League Baseball’s Houston Astros following his junior year at the College, played for Israel in the World Baseball Classic. He started the team’s game against Venezuela, recorded two hits, and helped turn three double plays.

FIGHTING SCOTS SUCCEED AT NATIONAL AND CONFERENCE LEVELS

Dylan Garretson ’24 became Wooster’s first men’s indoor track and field All-American when he placed fourth in the pole vault at the NCAA Div. III Championships. Garretson cleared 16 feet, 2.75 inches at the national meet, marking his sixth time improving his indoor school record in 2023. Claudia Partridge ’23 competed at the Div. III Championships for the third time and logged her first top-10 placing in the high jump. Wooster won its North Coast Athletic Conference-leading 19th men’s basketball title, clinching it outright on Turner Kurt’s ’23 buzzer-beating three-pointer in a 75-74 win over Wabash College on the final day of the regular season. Men’s swimming and diving placed third at the NCAC Championships for its highest finish since 2003. Football’s Mateo Renteria ’22 signed a professional contract with Les Cougars de Saint-Ouen-L’Aumône in France upon completing his NCAA eligibility.

Photo: Kevin Smith



Word from Wooster



“For the groups that really engage collaboratively, it’s electric! They form strong bonds that last long after graduation, and I hope that the skills they take away about collaboration and work in coalition will serve them well, whatever paths they choose to follow.”

—Christa Craven, professor of anthropology and women’s, gender, & sexuality studies, and dean of faculty development, was featured in *The Chronicle of Higher Education’s* Teaching newsletter in an article about her collaboratively designed course, *Feminist Pedagogy in Action*.

“A lot of people experiencing stress from climate change report they’re not always taken seriously. Just being validated is important. For somebody to say yes, you’re right to worry about this.”

—Susan Clayton, Whitmore-Williams Professor of Psychology, offered suggestions on how to help cope with climate anxiety in an article for *National Geographic*.



“Given that a considerable amount of human knowledge about the external world is attributed to visual perceptions, the power of movies to make believe is enormous. The fundamental components of films are people and their environments; therefore, they clearly offer a unique opportunity to study city-person transactions.”

—Hamed Goharipour, assistant professor of urban studies, recently published an essay on “Tehran in Iranian Post-Revolutionary Films” in the *Encyclopedia Iranica* (*Cinema Iranica*).



Christina Welsch

ASSOCIATE PROFESSOR OF HISTORY

Some of the things Christina Welsch, who formally serves as associate professor of the history of Britain and its empire, appreciates about her role at Wooster are the freedom to teach history from multiple perspectives and the focus on mentoring students. “The freedom to teach from the British imperial perspective and the South Asian perspective is really exciting to me and fits with my intellectual interests,” she said. Welsch, whose research work focuses on the British Empire in India and military history, also has the liberty to explore thematic courses with her students on imperialism and rebellion. As she mentors students on I.S., she enjoys seeing their enthusiasm for a project they develop. “They really take ownership of what they’re doing and come to

meetings excited to tell me what they found out.” While her office naturally includes photos of her husband Jason Krumholt and their son Elliott, what she keeps in it also reflects her teaching interests.

“The freedom to teach from the British imperial perspective and the South Asian perspective is really exciting to me.”

CHRISTINA’S FIVE ITEMS



1 As reflected by this puzzle globe, a map of India, and a 16th century world map, much of Welsch’s work pushes students to think globally. “The British Empire was global in its scope,” she said. “This is a good reminder that globalism or globalization is not a 20th and 21st century story, it’s actually something that has much older roots.”



2 These postcards from a series of paintings, called *The Course of Empires* by Thomas Cole from the 19th century, show the evolution of an empire from a tribe of hunter-gatherers to the prosperity of empire, destruction, and ruins, marking an obvious connection to her studies, but also tie to another of her interests, the video game Sid Meier’s “Civilization.” In the strategy game, players attempt to build an empire to stand the test of time.



3 A gift from a student who went to Cambridge for a summer, the “skull of Oliver Cromwell” ties to a legend about the corpse of the dictator from English history that was posthumously executed in the 1600s and whose corpse was thought to be stolen and protected from vengeful royalists by Cambridge professors.



4 Welsch’s collection of elephant bookends and pieces remind her of her time researching in India when she often kept company with the large mammals in nearby stables. Additionally, from a historical perspective, in the 1500s and 1600s, elephants decorated in fabrics and jewels were prestigious gifts and symbols of prestige to the recipients.

5 Also in the bookshelves is an original map from the early 1700s of the part of India that Welsch focuses on, specifically the city of Madras including the fort that the East India Company built. Her first book, *The Company’s Sword* in military history looks at the East India Company including its private army, and the cannon pictured near Welsch’s hand is based on the style at that time.

Commencement 2023 evokes tartan traditions

Though a rainy morning canceled the traditional march through Kauke Arch before the ceremony, that didn't stop members of the Class of 2023 from taking that journey together when the sun came out after their graduation. The 153rd Commencement Ceremony of The College of Wooster on May 13, 2023 inside Scot Center brought the joy of celebrating their time at Wooster and new beginnings to 425 graduates, their families, and the College community.

Congratulating the class in his opening address, Interim President Wayne P. Webster recognized some of the challenges they had been through, from the pandemic to national reckonings around social justice and a political environment that promotes division verses unity. "Those challenges, those low moments in your life do not define you but how you respond to those moments has. How you carried on, how you excelled, how you rose above the sadness and frustration of those moments has made you powerful," he told the graduates. "You should be confident that you can take on any challenge that lies before you."

Webster also acknowledged the connections the students made while at Wooster and with him as he too parts campus at the end of the school year for his presidency at Albion College in Michigan. "You have made lifelong friends here. They'll be with you throughout your life," he said. "The faculty and staff members who supported you during your time do not forget about you, and I ask that you do not forget about them. We are mission driven teachers and professionals, and you are our mission. We are as invested in your future as anyone else can be. We want to know how you're doing. We want to know what difference you're making in the world and how your time here both during the hard moments and the wonderful times have helped you in your journey."



1 Morgan Kromer '23 plays the bagpipes as she and friends march through the Kauke Arch after the rain cleared on Saturday evening.

2, 3 Graduates received their diplomas from Interim President Webster and celebrated as they crossed the stage.

4 Joy E. Bronson '07 led graduates and families in a community benediction that allowed all to acknowledge their support for each other and takeaways from the ceremony.

Kurt Russell '94 encourages Class of 2023 to carry Wooster spirit with them

Giving the Commencement address and receiving a Doctor of Humane Letters degree from the College during the ceremony, Kurt Russell '94, urged the newest Wooster alumni to take the "Wooster spirit of growing, learning, and facing difficult challenges" with them as they become members of the broader community. Russell challenged graduates to "remain awake and vigilant during times of difficulties." A teacher at Oberlin High School in northeastern Ohio before and after his role as the 2022 National Teacher of the year, Russell shared some of the lessons he's learned by ensuring every student in his diverse classes feels seen and heard. In urging graduates to continue to grow and learn in their perspectives, Russell shared stories of how students feel humanized by seeing themselves represented in a diverse curriculum, incorporating the stories of women, Natives, immigrants, and others, and he emphasized the importance of confronting the truth even when it's difficult.

"Being civil is not a task, but an obligation," Russell said. "Make this who you are, a person that will speak truth to power, by humanizing the existence of all, to create a more civil America. All of us are connected—our fates linked. Civil discourse is about dismantling structures that exclude, increasing opportunities for a healthy, more vigorous community. The requirement for each and every one of us is to remain awakened to injustice, to remain awakened to discrimination, and to remain awakened to oppression."

→ Russell receives honorary degree.



Visit wooster.edu/commencement for more photos and videos of the weekend's events.



Senior speakers also shared some of the ways they felt included on campus in their four years at the College.

"Our tartan represents all of us, with our diverse backgrounds and passions, tightly woven together. The fabric of 2023 is especially durable because of those tough times we've endured."

—Britta Treu '23, a communication studies major from Auburn Township, Ohio



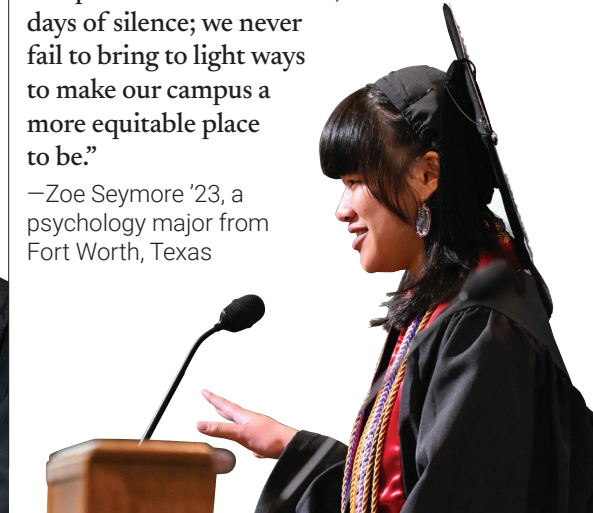
"My hope for you is that you are able to be that person who provides the hand reaching out in friendship, a judgment free ear, and endless encouragement. I am so thankful for my Wooster friends who have become my family."

—Ethan Dasilva '23, a political science and education major from Morton Grove, Illinois



"The people make this campus enjoyable. The people who fight for justice on our campus, from AAAP [Asian American and Pacific Islander] festivals, to tabling for National Adoptee Awareness Month, to days of silence; we never fail to bring to light ways to make our campus a more equitable place to be."

—Zoe Seymore '23, a psychology major from Fort Worth, Texas



5 Questions



WITH **CANDACE CHENOWETH**
DIRECTOR OF OFF-CAMPUS STUDIES

Despite border closures and global travel restrictions during the pandemic, Candace Chenoweth, who leads Wooster's Global Engagement Office, ensured that Wooster's program didn't close completely. Now that the effects have eased, "Business is booming," she says. Along with associate director Ebed Sulbaran, she connects students to opportunities to learn academically and about themselves and others, while managing travel risks and supporting them throughout their journeys around the country and the world.

↑ Chenoweth is with Sulbaran in Oak Grove.

1

What were some of the challenges you faced during the pandemic and how did you support students? In March 2020, we brought 71 students home from study abroad locations in two weeks, and helped many of them pivot to virtual experiences. As COVID became more entrenched in global society, I felt strongly that we could continue to send students abroad because the U.S. was experiencing high rates of infection, and there were destinations that were deemed safer by entities tracking the pandemic. We worked closely with students to evaluate and understand the risks, and those students who persevered learned a lot from having to weigh the risks and make important decisions.

2

What are some of the things you do behind the scenes to support students studying off campus? Risk management has always been a huge aspect of what we do, and we monitor situations in countries where our students study. For many students this is the most independent experience they've embarked upon, and we assist them with assessing their preparedness, managing expectations, and setting goals. We also work with faculty to develop and lead TREKS (Think, Research, Engage, Know) and research programs, which means helping them visualize their itineraries, manage logistics, and minimize risks.

3

What do you see students taking away from their off-campus study experiences? Their minds are more open to new and different perspectives, which shapes the way they view themselves and their home country. They develop a broader understanding of the importance of a global perspective, understanding of other cultures, and gain clarity on their professional and learning goals.

4

How do you work with students to find the right study away opportunities for them? When we advise students, we never ask, "where do you want to go," rather we lead with, "what are you hoping to study when you're abroad?" We help them understand that this is an academic experience, and to get the most out of it, they want to find a program that has classes that really excite them.

5

Can you give an example of a student that's had a stand-out experience through study abroad? Students who stand out to me often go on to expand on what they've done through additional study away opportunities, internships, Fulbright graduate programs, the Peace Corps, or globally oriented careers. Kiki Geils '24, for example, wanted to learn Arabic and work in the international arena. She applied for and received a Critical Language Scholarship through the U.S. State Department, supporting students studying languages considered critically important for national security. She went to Jordan for an intensive program studying Arabic five hours a day last summer, and now she's in Morocco for a year studying Arabic.

OFF-CAMPUS LEARNING BY THE NUMBERS 2022-23

166 Students completed off-campus study

37 Countries (including U.S.)

69 Students completing TREKS in Summer 2023

Tartan Ties



Photo: Roger Mastroianni

Recent Events

Wooster alumni and families gathered for **An Evening with The Cleveland Orchestra and Chorus** in March, featuring current student singers.

At this year's **Alumni Weekend** celebration (while this issue was printing), the College honored five alumni with awards, including Laura Tuennerman '88, the John D. McKee Alumni Volunteer Award; Beverly Brooks '08, the Outstanding Young Alumni Award; and Steve Gault '73, the Sara L. Patton Stewardship Award. This year's Distinguished Alumni Award recipients include Jennifer Haverkamp '79 and Ed Gilbert '73. Look for more about the event in an upcoming issue.



Find out all the latest event information at wooster.edu/alumni.

UPCOMING EVENTS

THE WISCONSIN CHAMBER ORCHESTRA AT DUSK
Madison, Wisconsin
July 26, 2023

HANGING OUT BOOK DISCUSSION (VIRTUAL)
Aug. 24, 2023

A CELEBRATION OF WOOSTER IN RICHMOND
Richmond, Virginia
Sept. 16, 2023

PRESIDENTIAL INAUGURATION & BLACK AND GOLD WEEKEND
Oct. 27-28, 2023

ALUMNI WEEKEND 2024
June 7-9, 2024

Alumni Achievements

'70s

David Koppenhaver '78 wrote, "I was recognized with an award for Excellence in Research, Scholarship, and Creative Activity in my position as a professor of reading education and special education at Appalachian State University."

'80s

Tracey Forfa '81 was named the director of the FDA Center for Veterinary Medicine after acting in the position since December 2022 and is the first non-veterinarian to hold the Center for Veterinary Medicine directorship.

'90s

Michael Smith '93 wrote, "The middle school Future City team that I coach won the World Championship in Washington, D.C. in February. We now have won back-to-back international titles and my team is now the winningest team in the history of this prestigious STEM competition."

'00s

Katie Buckley Harrington '00 was named senior pastor and head of staff at St. Andrews-Covenant Presbyterian Church in Wilmington, North Carolina, the only female head of staff in the Presbytery of Coastal Carolina.

'20s

Benjamin Kuhn '22 was recently hired as an advisor at Cresa Miami, an occupier-only commercial real estate firm in southern Florida. In this position, he will focus on business development and market research.



Alumni Updates

'50s
Betty (Hughey) Mabel '55 celebrated her 90th birthday with family and friends on the weekend of March 12, 2023. Mabel was joined at her party by her sister, **Ruth (Hughey) Dever '57** and her children, grandchildren, and two great-grandchildren. Mabel resides in Euclid, Ohio, and the mayor of Euclid attended her birthday celebration and presented a certificate to honor her many years of service to her community.

'70s
Robert McCleary '78 wrote, “I recently retired from my position as technical director of DreamWrights Center for Community Arts.”

Weddings

1 Meredith Eyre '13 married **Matthew Germaine '15** in Wooster, Ohio, July 9, 2022. Eyre wrote, “We were delighted to celebrate our wedding in the place where it all began! Pictured here are a few of our friends, **Ben Robertson '15**, **Katelyn French '16**, **Taylor Thorp '15**, **Ryan Kish '15**, **Alex Chabraja '16**, **Kelsey Jandrey '13**, **Emily Lanzola '13**, **Andrew Badger '15**, **David Freund '13**, **Alea Safier '13**, **Anna Easterday '13**, **Matthew Germaine '15**, **Keely Pearce '13**, **Meredith Eyre '13**, **Emily Thornton '13**, **Edmund Shi '15**, **Adrienne James '13**, **Jack Eyre '15**, **Gwen Coddington '13**, **Kate Sickles '13**, **Elliott Valentine '16**, and **Whitney Sims '13**.”

2 Julia Garcia '16 married **Patric Marshall '16**, Sept. 2022. Garcia wrote, “We met freshmen year at Wooster but didn’t start dating until our junior year. After college, we had a long-distance relationship between our hometowns of Chicago and Milwaukee, which only became longer when Patric moved to California, and I moved to Wisconsin for grad school. We got engaged in 2020, and married in September of 2022, with some of our closest Wooster friends in our wedding party and in attendance at our wedding.”

3 Joey Gilmore '16 married **Morgan McDowell** at Mohican Gardens in Loudonville, Ohio, June 25, 2022. Pictured are **Ethan Myers '19**, **Drew Tornow '18**, **Ashley Plassard '18**, former assistant baseball coach **Frank Gamble**,

former head baseball coach **Tim Pettorini**, **Tim Pettorini Jr. '95**, **Tyler Schuch '17**, **Cat Fiorito '20**, **Molly (Laubernds) Margida '16**, **Kaitlyn Rayl '18**, **Jacob Solomon '16**, **Jamie Lackner '17**, **Joey Gilmore '16**, **Morgan (McDowell) Gilmore**, **Zachary Woullard '16**, **Kelli Baxstrom '16**, **Hank Schlueter '16**, **Kenny Reckart '16**, **Michael Whitaker '17**, and current head baseball coach **Barry Craddock '94**.

4 McKenzie (Reese) Hull '19 married **Brock Hull** in Youngstown, Ohio, Aug. 13, 2022. Pictured are **Eleri Miller '19**, **Ashley Plassard '19**, **Marija Cyvas '19**, **Cami Miller '20**, **Mayia Karayianni '19**, **Anna Medema '20**, women’s volleyball coach **Sarah Davis**, **Eva Stebel '19**, **Jordan Murray '19**, **Erin (Rajewski) Pascoe '19**, and **Ksenia Klue '18**.

ALUMNI PROFILE

Stephanie Castrejón '16 returns to Freedlander Theatre with social activism experience

BY ANNA WHITING '26

In the spring of 2023, Stephanie Castrejón '16 returned to the same stage where she spent much of her time as an undergraduate, this time as the director of *Alicia from the Real in Wonderland*, a modern, urban retelling of Lewis Carroll’s classic novel, *Alice’s Adventures in Wonderland*. For Castrejón, this show brought back a lot of memories and nostalgia, but also showed just how far she has come since her graduation in 2016. Both during her time at The College of Wooster and beyond, Castrejón has focused on bringing the stories of underrepresented groups to life onstage.

Castrejón first learned of the College through Albany Park Theatre Project (APTP), a nonprofit theatre organization based in her hometown of Chicago. APTP is a youth ensemble that collaborates with an adult artistic team in gathering stories from the immigrant and first-generation communities, and even includes a college counseling program led by Wooster alumna Maggie Popadiak '05. Castrejón went on her first tour of Wooster with Popadiak and APTP, and later, as she narrowed down her search, did an overnight visit to the campus. Castrejón saw that Jimmy A. Noriega, associate professor of theatre and dance, taught a class called *Theatre for Social Change*. “I thought, “That looks so cool!” And because of the work that I did back home in Chicago, I just felt very connected to the idea of doing theatre for social change,” she recalls. On the six-hour drive back to Chicago, Castrejón concluded that Wooster was the place for her.

Once she arrived at the College, however, Castrejón dealt with the culture shock of moving from her largely Latinx, urban community to rural Ohio. In addition to her self-described shyness, as a first-generation, Latinx student, Castrejón felt immense pressure to succeed but was scared to speak up in classes or share her experiences with others. She recalls how

“I really enjoy bringing stories to life on stage. And for me, that’s just so beautiful, letting those underrepresented voices come to life.”

—STEPHANIE CASTREJÓN '16



↑ In *Alicia from the Real in Wonderland* Sam Elwood '24, Madison Mohler '25, and Emma Teichert '24 played flowers; Amari Royal '23 played Alicia, and Anna Whiting '26 played Spy.

← Eleanor Boomhower '25 played Gesture (the Cheshire Cat).

her professors, especially Noriega and Pam Frese, professor of sociology and anthropology, provided her with the encouragement she needed to succeed. Castrejón specifically remembers a

meeting with Noriega where she expressed these feelings to him, and she recalls his response to this day. “He told me that I needed to be less afraid and shy and to speak up because there is no right or wrong answer, only great ideas that as artists and colleagues we share with one another,” she said. “No matter what institution I was at and how far away home is, I can make a difference and show others what I’m capable of.”

Much of Castrejón’s work combines her interests in anthropology and theatre, using the stories of real people and social issues to create art and raise awareness. As part of her Independent Study project, Castrejón conducted interviews with undocumented women in the Chicago area and wrote and devised a performance based on their experiences. After graduation, she continued her work with organizations like APTP and Teatro Travieso/Troublemaker Theatre, a company founded by Noriega to use theatre to create positive change in the world.

She also returned to Wooster on several other occasions to work with the Department of Theatre and Dance, such as in the fall of 2022, when Castrejón performed in Noriega’s play *CAGED*. Focusing on the Trump administration’s “zero tolerance” policy that separated families at the United States-Mexico border and left thousands of immigrant children incarcerated in detention centers, *CAGED* received numerous accolades, and Castrejón and the cast were invited to perform at an international theatre festival in Belgium in November 2022 and at the Kennedy Center American Theatre Festival in January 2023.

“I really enjoy bringing stories to life on stage,” Castrejón said. “And for me, that’s just so beautiful, letting those underrepresented voices come to life. It’s one of my favorite parts of theatre.”





Sandeep Bhatia '89 is president of the Alumni Board of The College of Wooster. He began volunteering for the College more than 20 years ago, when he first served on the Alumni Board. He was later an alumni trustee from 2009-2015 and began his term as president of the Alumni Board in 2020. He has also served as an admissions advocate, hosted new student events, and participated in Scots in Service. As he finishes his three-year term this summer, Bhatia reflects on who inspired him to start volunteering, what he enjoys most about giving back to Wooster, and the value of making new connections with other alumni more than 30 years after graduating.

What have you enjoyed most in your role as Alumni Board president?
I've enjoyed being on the board at a time when there's so much change in the education industry and on campus. I was asked to be on the search committee for the new president and that was a unique experience and felt like a good way to give back to Wooster.

What do you appreciate about volunteering as a whole?
I enjoy the interaction with students. Every time I go back to campus or volunteer locally at an event, the amount of energy and passion students have for the things they do is inspiring. I love seeing the research they're doing, the classes and study abroad opportunities they're taking.

What inspired you to give back to Wooster?
I was originally inspired by my family in India and the concept of "seva" [selfless service]. My volunteer role at Wooster started, in retrospect, by looking at my host parents Jim and Rita McAllister of Orville, Ohio. The McAllisters, including their sons Ryan '00, Kevin '01, and Pat, volunteered with the international host family program. Paul Abbey '73 and Jeff Todd '83 were the ones who first asked me to go to volunteer events and eventually join the alumni board.

Why would you recommend volunteering to others?
It's a great way to reconnect with old friends and meet new friends who have a common experience with you. I got a lot out of Wooster in my four years. In addition to a great education, I made close friends and found a great job thanks to my professor of business economics John Cook. But as I started volunteering, I met many alumni I didn't go to school with. My experience at Wooster was for four years, but by going back to campus and meeting so many more alumni, students, faculty, and administrators, the number of friends I've made and the number of experiences I've had with Wooster are way beyond what happened in those four years.

↑ **Bhatia engages with students at the 2023 Senior Research Symposium.**



Wooster Encounters

5 Bill Riggs '63 wrote, "My wife and I took a road trip this month to visit **John Konnert '63** and **Judy (Krudener) Konnert '63** at their home in Reston, Virginia."

6 Kathy (Echols) Hooker '73 wrote, "We had a mini Wooster reunion last weekend. All four couples met at Wooster. Pictured are **Lois (Drinkwater) Thompson '73**, **Edward M. Thompson '71**, **Kathy Echols Hooker '71**, **William J Hooker '69**, **Pam Young '71**, and **David Wolf '71**. Not pictured are **Jim Ratty '71** and **Marsha Ratty '72**."

7 Cindy Mache '78 wrote, "About a dozen Pi Kappa ladies from the classes of '77, '78, and '79 gathered in Springfield, Ohio, for a reunion hosted by **Lisa (Carter) Sherrock '79**. We came across The Peanut Shoppe of Springfield and had to go in and sample a selection of peanuts and candies. Pictured are **Joan Blanchard '78**, **Cindy Mache '78**, **Lisa (Carter) Sherrock '79**, **Gaye (Kelly) Robinson '78**, **Shelley Griewahn '79**, **Blake Fidler '77**, **Carol Bowers '77**, and **Cyd (Raftus) McDowell '79**."

8 David Beckman '84 wrote, "Craig Elam '10, Araam Abboud '19, and I all enjoyed an evening at a University of Dayton Flyers basketball game on Feb. 10, 2023. No matter how much time separates our graduation years, our connection is strong."

9 Karen Eberhart '91 wrote, "Family and classmates gathered in Tucson, Arizona on Feb. 25, 2023, to remember **Mary Ann (Eberhart) Litchfield '64**. Pictured are **Andrew Ellison '90**, **Elizabeth (Eberhart) Glick '81**, **Steven Glick '79**, **Tricia (Eberhart) Miller '84**, **Karen Eberhart '91**, **Mary Ann (Hartley) Pogue '64**, **Audrey (Acton) Lewis**, and **Art Acton '64**."

10 Christopher Myers '93 wrote, "I had a semi-chance encounter with **Cheryl (Trautmann) Boop '85** and **Pat (Murray) Wiedner '60** at Stonehenge last summer. Cheryl sings with my aunt in a choir that was in-residence at nearby Wells Cathedral."

11 Heather (Gleason) Greenwald '96 wrote, "I was lucky enough to enjoy a Wooster girls' trip to Colorado with **Monica Brym '98** and my daughter **Elise Greenwald '25**."

12 Megan (McCabe) Postal '97 wrote, "A group of friends gathered during Black and Gold Weekend in October 2022 at the house of **Amy (Clatworthy) Daigle '97**. Pictured are **Holly Ferguson '97**, **Amy (Sheldon) Bainbridge '97**, **Jesse (Buell) Brugel '98**, **Megan (McCabe) Postal '97**, **Amy (Clatworthy) Daigle '97**, **Ashley Strigle '97**, **Liz (Conrad) LaLomia '96**, and **Mary Risley '05**."

13 Paul Seling '09 wrote, "I connected with a group of Scots all living in the same retirement community in Asheville, North Carolina. Many Wooster memories were shared. **Libby Bush '90** is the president and CEO of the community. She started about six months ago and was quickly reached out to by the Scots living there who welcomed her to their Wooster group. Pictured are former president of the College, **Henry Copeland**, **Marleen Varner '53**, **Amy Clarke '65**, **Ethel Brooking '61**, **Paul Seling '09**, **David Stewart '51**, **Libby Bush '90**, and **Michael Clarke '65**."



Read more class notes online at [wooster.edu/classnotes](https://www.wooster.edu/classnotes)



Alumni updates and photos of weddings or encounters included in this issue were submitted online by March 31, 2023, and edited for clarity, style, and length. Digital images of high resolution (files sized at least 1-3 MB) work best. Images that do not meet the quality standards necessary for printing cannot be included. More may be found online at wooster.edu/classnotes.

Sheila Liming '05 encourages readers to “hang out” and enjoy unstructured time

BY ANNA WHITING '26

Sheila Liming '05 has always loved writing and research but has never been one to stick with one topic at a time. When she came to The College of Wooster, she took advantage of the liberal arts curriculum, enrolling in classes from English to philosophy to art history, before graduating with a degree in English and women's, gender, and sexuality studies. This interdisciplinary approach proved useful to Liming, combining her various interests and skills to start her career as an author and professor.

“I became very interested in a career in writing and researching and scholarship at Wooster, and my Independent Study project was the first thing that I ever saw in print with my name attached to it,” she recalls. Continuing along the path of academia, Liming works as an associate professor of communications and creative media at Champlain College. Her scholarly work focuses not just on literature, which she studied at Wooster and in graduate school, but also cultural studies, gender studies, and philosophy. “And Wooster,” she says, “was the bedrock of my interest in all those things.”

One of her many interests is studying social and cultural practices that

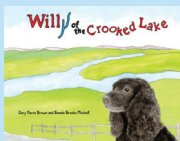
are either in flux or in decline. She noticed that during the COVID-19 pandemic, people were communicating and spending time with others online more and more. This realization sparked an interest in “hanging out” in all its forms, and soon, her recent book, *Hanging Out: The Radical Power of Killing Time*, was born and led to an interview with *The New York Times* in February.

In her book, Liming argues that hanging out, which she defines as “spending unstructured or lightly structured social time in the company of other people” is in decline. This idea may seem incredibly simple, but in our modern, fast-paced world, Liming argues that taking time to sit and talk with friends has become more of a challenge. “We live hyper-scheduled lives, so it’s difficult to slot time in to make these kinds of things happen.”

“People get anxious when they find that they don’t have anything to do because it feels wrong,” Liming explains. “I hope one of the things that people will take away from reading this book is a renewed patience for thinking about what hanging out is and what it does: it helps form our relationships with each other in a democratic society.”



RECENT ALUMNI BOOKS



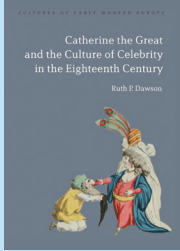
GARY BROWN '66
Willy of the Crooked Lake
Independently published, 2015

This children’s book tells the story of a dog lost on a hot highway in the summer, how he was rescued and adopted by a new family, and how he lived out the rest of his days on a beautiful lake in the Finger Lakes of western New York.



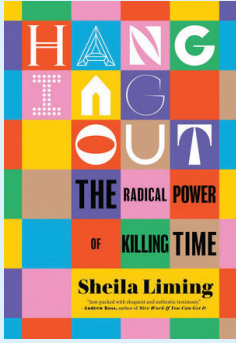
Maggie of the Crooked Lake
Independently published, 2022

This picture book chronicles the life of a shelter dog named Maggie who is adopted by “the woman with the kind face.” When the woman becomes ill, Maggie feels lost, but soon becomes attached to the woman’s husband, and the two of them learn to find a good life together.



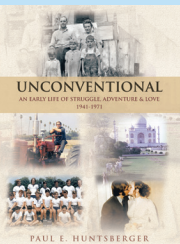
RUTH PRITCHARD DAWSON '65
Catherine the Great and the Culture of Celebrity in the Eighteenth Century
Bloomsbury Academic, 2022

This book examines Catherine the Great’s fame and the 1762 coup that brought her to power as the indispensable story for constructing her distinct public image.



SHEILA LIMING '05
Hanging Out: The Radical Power of Killing Time
Penguin Random House, 2023

Starting with the assumption that play is to children as hanging out is to adults, this nonfiction work makes a case for the necessity of unstructured social time and examines the various ways people hang out—in groups, online, at parties, and at work. Liming argues for the importance of this most casual of social structures and shows how just getting together can be a potent act of resistance all on its own.



PAUL HUNTSBERGER '63
Unconventional
Liferich Publishing, 2022

In his memoir, author Paul Huntsberger recounts his early life struggles and academic accomplishments as the first in his family to attend college, through his unconventional career path, and a chance romantic encounter in 1970 that would change his life forever.



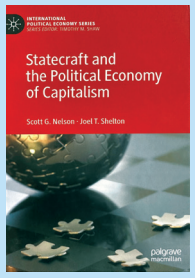
JEFF KEIPER '86
In the Wheelhouse
Independently Published, 2021

Protagonist Tom Wheeler, an old-school detective, has his career end abruptly in this novel when he goes rogue and inflicts his own brand of justice on a drug cartel engaged in human trafficking. Rejected by the system, Wheeler transforms himself from vigilante cop into single parent of a daughter with autism, Haley, and her constant companion, a German shepherd named Harrison.



JOHN MIANO '84
A Visual Tour of the USS New Jersey
Independently published, 2021

In the first volume in a series covering the design of the lowa-class battleships, this book gives readers a photographic tour that explores USS New Jersey from bottom to top, including the areas that are too dangerous to open to the public.



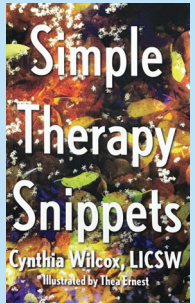
SCOTT NELSON '91
Statecraft and the Political Economy of Capitalism
Springer International Publishing, 2023

By examining several key social and political dynamics of advanced capitalism for insights into the fate of equality, community, and solidarity, Nelson and his co-author, Joel T. Shelton, highlight those predicaments that bear upon the well-being of all people, especially society's most vulnerable.



RICHARD VAUGHAN '75
The 100-Ton Challenge
Platypus Publishing, 2022

Recounting the time he completed the “100-ton challenge,” lifting over 200,000 pounds in 24 hours at the age of 66, author Richard Vaughan shows readers how with the proper mindset, motivation, inspiration, and strategy, they can achieve amazing things in their personal and business lives.



CYNTHIA WILCOX '61
Simple Therapy Snippets
Stillwater Rivers Publications, 2022

In a collection of 22 short one-page therapeutic “snippets,” the author gives advice she gathered in her more than 55 years of experience as a therapist, with each snippet accompanied by a full-page, colored illustration by Thea Ernest. Topics in the book include relationship advice, childhood survival skills, guilt and shame, and finding courage.



Email wooster_magazine@wooster.edu to share your book!

In Memoriam

Since the last issue, the Office of Alumni and Family Engagement became aware of the deaths of the following alumni by March 31, 2023. Contact alumni@wooster.edu with information about the deaths of alumni or for more information. View alumni obituaries at wooster.edu/classnotes.



'45, **Margaret (Reed) Clay**,
Feb. 6, 2023, North Lawrence, OH

'46, **Mary Ellen (McCarron) Van Dusen**, Jan. 6, 2023, Tunbridge, VT

'47, **Margaret (Ackerman) Tanzer**,
Nov. 7, 2022, Bronx, NY

'49, **Jeanne L. (Fagan) Fallows**,
Nov. 22, 2022, Largo, FL

'49, **John K. Coffey**,
Jan. 23, 2023, Wooster, OH

'50, **Mary Anne (Evans) Singleton**,
Nov. 14, 2022, Asheville, NC

'50, **Eugenia A. (Colflesh) Hilbrink**,
Dec. 19, 2022, Fairborn, OH

'50, **Richard Brooks Weirich**,
Jan. 2, 2023, Janesville, WI

'50, **Mary Lu (Van Kirk) Mertz**,
Jan. 13, 2023, Sarasota, FL

'50, **Meredith (Hagerman) Hudson**,
Jan. 13, 2023, Laurinburg, NC

'50, **Jean (Ellsworth) Snyder**,
March 9, 2023, Amherst, OH

'52, **Elmer E. Selby Jr.**,
Nov. 2, 2022, Vestal, NY

'52, **Richard A. Hayden**,
Dec. 29, 2022, West Lafayette, IN

'52, **Tina A. (MacNair) Hair**,
Feb. 10, 2023, Portland, OR

'52, **Virginia Garibaldi Allen**,
Feb. 17, 2023, Columbus, OH

'58, **Douglas A. Harter**,
Nov. 20, 2022, Roseburg, OR

'59, **Joan (Bowser) DeLon**,
Feb. 9, 2023, Dayton, OH

'60, **Richard S. Hawk**,
Dec. 6, 2022, Pine Level, NC

'60, **Bartley L. Whitaker**, Feb. 10,
2023, Saint Simons Island, GA

'60, **Robert H. Evans**,
March 19, 2023, Duluth, MN

'61, **J. Lawrence Vodra**,
Feb. 16, 2023, Brookfield, CT

'62, **Glen W. Turney**,
Nov. 20, 2022, Westerville, OH

'62, **Susan R. (Darrow) Andrade**,
Jan. 6, 2023, Honolulu, HI

'62, **Jacob H. Schaeffer Jr.**,
Feb. 2, 2023, Los Angeles, CA

'63, **Susan (McDougald) Bell**,
Jan. 25, 2023, Alexandria, VA

'64, **Mary Ann (Eberhart) Litchfield**, Dec. 8, 2022, Tucson, AZ

'64, **James W. Hartley**,
Dec. 24, 2022, Saint Louis, MO

TRUSTEE

J. C. Johnston III '71
Feb. 21, 2023, Broomfield, CO

A history major at Wooster, Johnston graduated in 1971 before attending Northwestern University Law School. He returned to the city of Wooster to fulfill his dream of practicing law with his father at Critchfield, Critchfield, & Johnston, where he led the development of the company for 45 years, expanding the group from four attorneys to over 40. Johnston served as a trustee of the College for nine years, during which time he and his family established the John C. and Marie W. Johnston Endowed Scholarship to honor his mother, a member of the Women's Advisory Board from 1981 until her death in 2003, and his father, a 1938 graduate of the College, who won the 1963 Distinguished Alumni Award and served on the Board of Trustees from 1977 to 1989.

'67, **William E. Piper**,
Feb. 13, 2023, Vancouver, BC

'67, **Lee J. Kreader**,
Feb. 26, 2023, Los Angeles, CA

'68, **Phillip A. Graham**,
Jan. 2, 2023, North Canton, OH

'68, **Nancy (Huffman) Rue**,
Feb. 4, 2023, Athens, OH

'71, **Carlile B. Marshall**,
Feb. 7, 2023, Summit, NJ

'71, **J. C. Johnston III**,
Feb. 21, 2023, Broomfield, CO

'77, **Mark D. Schmiedl**,
March 6, 2023, Sandusky, OH

'81, **Patricia L. (Kienast) Thompson**, Jan. 25, 2023,
Medina, OH

'85, **Matthew E. Bieniek**,
Oct. 3, 2022, Mchenry, IL

'02, **Matthew Charles Krivos**,
July 16, 2022, Louisville, CO

'15, **Juan Wynn II**,
Jan. 23, 2023, Newark, NJ

FACULTY & STAFF

Charles Hurst
March 23, 2023, Wooster, OH

Hurst began his service to the College in 1970, when he was appointed assistant professor of sociology, before being promoted to associate professor in 1975 and professor in 1980. His scholarly research focused on issues of social status, comparative poverty and inequality, and the uses of classical social theory in understanding contemporary social dilemmas. Hurst also had a special interest in researching social structures in Amish communities. He was consistently and universally celebrated by students and fellow academics alike for a passionate and creative approach to sociology that made complex concepts accessible to all.

Beth Irwin Lewis '56
March 3, 2023, Oberlin, OH

Lewis earned her bachelor's degree at Wooster in history in 1956. She later served in a variety of roles at the College including adjunct professor of art history, assistant dean of faculty, associate director of admissions, and secretary of the college, among others. Lewis began her work at the College in 1979. She taught art history and history as an adjunct professor of art history and served as assistant dean of the faculty at the College for a two-year term beginning in 1987. She mentored young faculty, advised students, and was highly involved in the first-year and the Wooster-Cleveland Academic Enrichment and Matriculation programs. Lewis's scholarly research focused on the intersections between power, politics, and art, and she was keenly interested in public perception of culture and wrote foundational scholarship on the depiction of women in modern art.

Laura Luhring
Jan. 22, 2023, West Salem, OH

Luhring served the College for more than 40 years as a registered nurse in the student health and wellness center. Luhring was recognized by the Foundation Stars Program of the American College Health Foundation for her dedicated service to the field of college health. She completed her education in nursing at the Samaritan School of Nursing in Ashland, Ohio, graduating in 1961 and began her career as a registered nurse in the Samaritan Hospital Ashland, Ohio, emergency department for two years.

Q & A

We asked and you answered. Thank you to all the alumni who shared their favorite classes from their time at Wooster. Read some of our favorite responses below and participate in the prompt for the next issue.



What was your favorite class at Wooster and why?

"I really loved taking *Microbiology* with Stephanie Strand. The class was my first 300-level course and taught me important lab skills, offered a place to ask really important questions, and helped me develop a relationship with my then future I.S. advisor. I developed an interest in vaccines that turned into the foundation for my I.S. and a personal passion for community education about vaccinations!"
—Hallie Bischoff '21

"I was an English major and took *History of Life* simply to fill a science credit. However, I not only loved everything that I learned in the course, but I formed a study group with a bunch of my classmates that still has an extremely active group chat where we can send each other *History of Life*-related memes. The class embodies the Wooster experience."
—Ellen Skonce '15

"*History of the English language* with Deborah Hilty. I had always loved languages (I was a French major) but had never heard of linguistics. I found a passion in this course! A friend of mine and I even started leaving notes for each other in Old and Middle English. Once I hit grad school, I went for linguistics, and here I am, at the end of my career as a professor thereof. Thank you, COW!"
—Laurie Zaring '76

"I loved *Choral Conducting* and *Orchestral Conducting* (two courses, actually) taught by Professor Jack Russell. As a music education major, I loved how conducting allowed our musicianship to shine. I loved marking the scores, practicing to the recordings, and having my own real baton! Conducting is an art, full of nuance, sensitivity, anticipation, vision, and preparation."
—Linda Humphreys Miller '82



FOR THE NEXT ISSUE:

The next issue will catch you right after a busy summer of internships and research learning opportunities for Wooster students. As you think back to your time at Wooster, we want to hear from you about your internships, volunteer positions, and other learning opportunities outside of the classroom.

Q. Tell us about an experiential learning opportunity at Wooster that has helped you in your vocation after graduation?

Respond at bit.ly/wooster_sum23-qa or point your phone's camera at this QR code to share your experience.





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TURNIP, TURN IN, TURN UP!

With his senior Independent Study on cave turnips at Great Basin National Park in Nevada, **Ryan Johnston '23** became the first person to classify these calcite formations—the size, how they form, and more. He chose this topic while interning with the National Park Service and the following summer, he led a team of 17 volunteers to measure the cave turnips.

In July, when he realized how much work he had already completed, Johnston asked his mentor, Shelley Judge, associate professor of earth sciences, if they had a shot at earning the #1 button for turning in his project first among his classmates. She was totally on board. “Since then, that was always the goal,” recalled Johnston. “I never said we must be first, but the closer we got, the more I wanted it!”

When Johnston earned the coveted #1 I.S. button, the theme of the day was turnip, turn in, and turn up as Johnston arrived at the registrar’s office at 6 a.m. to submit his project, with another student waiting behind him. Nearly two dozen fraternity brothers showed up to support him that morning. “I decided to go at 6 because I didn’t want to risk being second if someone else was there at 8 when the office opened,” said Johnston. “I gave my credit card to one of my buddies who left and picked up coffee and breakfast while I waited outside in 30-degree weather. It’s the least I could do to support the people who supported me.”

[Read more inside about how students linked fieldwork and external resources to meaningful research for their I.S. projects this year beginning on page 3.](#)