

Winter 2019

Wooster Magazine: Winter 2019

Caitlin Paynich

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Wooster

WINTER 2019



Raising Their Voices: Wooster students interview immigrants in Ohio about their journey.

Also Inside: Go behind the music with Wooster's pipers.

Tradition and Change

When I was asked to serve as the new Alumni Board President three years ago, the College was going through a leadership change, which resulted in Sarah Bolton's appointment as 12th president of the College. Other significant moments have included the construction of a new academic building, the renovation of a beloved gymnasium, and the exceptional success of the Wooster's Promise campaign. My tenure has been defined by two concepts that could be in conflict with one another: tradition and change.

Most recently, the transformation from Mateer to the Ruth W. Williams Hall of Life Science through the Wooster's Promise campaign blends the old with the new. The old, naturally, is based in excellent research and scholarship, notably Independent Study, which is enriched in this new space that brings faculty and student research together. The new can be found in the open and transparent learning spaces for all students. Anyone walking through this academic building can see the hallmarks of a Wooster education. What is different



than my days at Wooster is that this new space is not only inhabited by those who take classes in the life sciences. Any student, regardless of academic major, can be found gracing the halls of this new space. In fact, our son Andrew '19, a double major in English and history, is quite fond of the space. It doesn't

hurt that his roommate is a biochemistry major, and they find time to meet there. The beauty and functionality of the building brings students from different disciplines together in ways that engage them in collaborative learning.

Excellent academic institutions manage the delicate balance between positive change and historical traditions. Wooster has demonstrated an ability to do just that. As you will read, this issue of *Wooster* magazine provides another example by featuring new research and scholarship, rich traditions, and introducing compelling narratives to the reader. In my time as president of the Alumni Association I have appreciated seeing my alma mater continue to develop in ways that support students' needs in today's changing world and yet remain grounded in the same educational experiences that I valued in my time as a student. Additionally, it has been a pleasure to witness the many positive interactions between current students and our alumni. I get to listen to the resonance of shared experiences and to see the joy for new student opportunities. It has been a privilege to serve as the president of the Alumni Association and the Alumni Board.

KEN ALDRIDGE '90
President, Alumni Association & Alumni Board

Wooster magazine: Reaching 29,000 alumni and friends

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EDITOR: Caitlin Paynich
DIRECTOR OF DESIGN: Cally Gottlieb King
PHOTOGRAPHER: Matt Dilyard
ASSOCIATE VICE PRESIDENT
FOR COLLEGE RELATIONS AND MARKETING:
John L. Hopkins

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Wooster

A MAGAZINE
FOR ALUMNI &
FRIENDS OF
THE COLLEGE
OF WOOSTER

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Nearly 400 interviews with Latinx immigrants boost awareness, advocacy.
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Go behind the melody with the bagpipers at The College of Wooster.



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On the Cover:

Though the immigrants they interviewed can't be pictured due to legal risks, a research team that included three Wooster students, (left to right) Alexis Sotelo '21, Natalia Parra '21, and Lizbeth Acevedo '21, embarked upon a project that connected the interviewees to advocacy services in the area and raised awareness of the struggles they face. Read more about their experiences on page 10.

Photo by Matt Dilyard



Share your thoughts about what you read in *Wooster* magazine. Send letters to Caitlin Paynich, editor, *Wooster*, 1189 Beall Ave., Wooster, Ohio, 44691 or cpaynich@wooster.edu.

What sets Wooster apart?

In the Fall 2018 edition of *Wooster*, there was a summary snapshot of the college's 2018 fiscal status. It is very good as far as it goes. What is missing was the context. What has been the fiscal trend of the sources and amount of operating revenue vis a vis the giving by source? It is interesting that tuition income is not given.

The reason I ask is that in conversations with friends who are graduates of Earlham, Oberlin, and Ohio Wesleyan, they tell me that their colleges have been experiencing financial stress for any number of reasons. In the case of Oberlin, it was reported in their alumni magazine. In the case of Ohio Wesleyan, there has been a short-fall in the number of enrolled students.

Question: can it be assumed that Wooster is not experiencing any financial stress, else it would have been reported to the alumni? The fact that no historical context is provided in the 2018 fiscal report, leads me to speculate that Wooster too may be experiencing fiscal stress but is not reporting it to the alumni. If Wooster has been free of financial stress what is it doing that sets them apart from comparable Midwestern private colleges? Your comments?

LEE H. LYBARGER '56
DELAWARE, OH

Responding for the College

Mr. Lybarger raises an excellent point about the desirability of putting Wooster's 2017-18 financial results into a larger context, especially in an environment where some of his friends' alma maters "have been experiencing financial stress for any number of reasons."

Wooster's financial situation, by contrast, remains strong and stable, due in no small part to the continued strength of our enrollment results. Over the past five admissions cycles (2014-2018), applications have increased by 13 percent, from 5,488 to 6,235, and selectivity has continued to improve, to an admit rate of 54 percent this past year. (Barely a decade ago the admit rate stood at 74 percent, and we were receiving half as many applications as we did this year.) The size of the entering class over the past five years has held steady between 545 and 565—a level of consistency that is the envy of many of our peers—and total enrollment has followed suit, in a narrow band between 1,993 and 2,034.

During that time, net tuition revenue has increased by just under a million dollars, and auxiliary revenue by \$2.1 million. Endowment income, grants, and gifts have also increased by about \$850,000, and the college has balanced its budget each year. The recently completed Wooster's Promise campaign brought in more than \$190 million in new gifts and commitments, boosting the endowment as well as funding current programs and much-needed financial aid for our students. The Ruth W. Williams Hall of Life Science, a primary capital focus of the campaign, was fully funded by gifts, with no long-term debt; an uncommon feat and a tribute to the support of the Scot faithful.

All of these factors, plus our relatively low debt load, led Moody's to renew our A rating and stable outlook this fall.

As for what we are doing that sets us apart from comparable Midwestern private colleges, thereby contributing to these strong results, a large part of the answer would be familiar from Mr. Lybarger's own student days: Wooster provides a genuinely distinctive and demonstrably transformative education, grounded in the mentored student research experience of I.S., and stewards its resources with extraordinary care.

JOHN HOPKINS
ASSOCIATE VICE PRESIDENT,
COLLEGE RELATIONS AND MARKETING

Points of Pride

95% of Wooster graduates are employed or in graduate school within six months of graduation.

94% are accepted into their top choice graduate school.

A rating and stable outlook from *Moody's*.



Wooster welcomed 565 first-years in the Class of '22 in the fall, coming together from more than 6,200 applicants, a record number for the College.





Join the discussion! Wooster's Book Club welcomes alumni, parents, and friends. Visit pbc.guru/wooster to learn more.

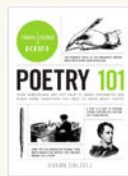
Follow all the latest Fighting Scots news and scores at woosterathletics.com.



Books! *Recently published by alumni*



Peggy McKee Barnhill '84
(writing as Greta McKennan)
Royally Dead
(A *Stitch in Time* Mystery)
Kensington Lyrical Press, 2018



Susan Dalzell '97
Poetry 101
Simon & Schuster: Adams Media, 2018



Kenneth M. Moffett '66
Forming and Centering: Foundational Aspects of Architectural Design
Emerald Publishing Ltd, 2017



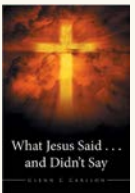
Elizabeth Bartlett '74
Making Waves: Grassroots Feminism in Duluth and Superior
Minnesota Historical Society Press, 2016



Beverley Driver Eddy '62
Erika and Klaus Mann: Living with America
Peter Lang Press, 2018



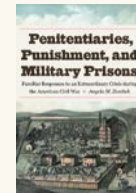
Nancy Thompson Snyder '78
The Gospel for Moving Targets: Helping Active Children Grow in Grace
Shepherd Press, 2018



Glenn C. Carlson '45
What Jesus Said... and Didn't Say
Xlibris, 2017



Dorinda Hale '65
Disorientation and the Weather
Finishing Line Press, 2018



Angie Zombek '04
Penitentiaries Punishment, and Military Prisons: Familiar Responses to an Extraordinary Crisis during the American Civil War
Kent State University Press, 2018



Robert A. Chesnut '59
Meeting Jesus the Christ Again: A Conservative Progressive Faith
Wipf & Stock, 2017



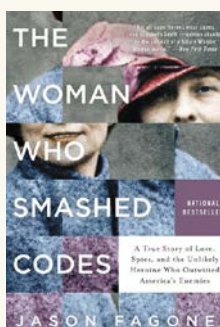
Brad Leach '83
Racing to Riverside
Mill City Press, 2017

New book to share? Email woostermagazine@wooster.edu.



Alumna recommends bestseller featuring former Wooster student

Written by Nancy Sutherland '67



The Woman Who Smashed Codes
By Jason Fagone,
HarperCollins
Publishers, 2017

Intrigued by the title, I read *The Woman Who Smashed Codes* this past summer. To my

surprise I learned the subject, Elizebeth Smith Friedman, attended Wooster for two years (1911-1913) before transferring to Hillsdale College in Michigan. Elizebeth first learned and practiced code smashing at the Riverbank Laboratories in Geneva, Illinois, where she met her husband William, also a code smasher. They both came to the attention of federal government officials who frequently visited the Riverbank facility, and Elizebeth and William accepted positions with the federal government during the 1920's. Elizebeth led the U.S. Treasury code breaking unit and spent her career there, training all the other treasury code breakers (who were men) and advising on other operations. Most noteworthy, she broke the German's secret code during World War II at the same time it was broken at Bletchley Park in England. What is also remarkable about this trailblazer is her humility and ability to balance her demanding professional life with being a wife and mother of two children. It is wonderful that we are finally hearing her story.

“W” Association Hall of Fame inducted 10 new members



The “W” Association Hall of Fame inducted 10 new members this fall including in the front row: Nicole Pritchard '04 (lacrosse), Jason Kelley '93 (track), Jason Weiner '91 (baseball), James Cooper '08 (basketball); middle row: Luci (Day) Scott '94 (field hockey), Dr. Ellen J. Hunter '99 (swimming); back row: Elizabeth Whittam '05 (swimming), Andrew DeBord '05 (soccer and lacrosse), J. Richard “Rick” Drushal Jr. '07 (football and track & field), and Kathryn Wiefelich '07 (cross country and track & field).

Read more about all the Hall of Fame members at woosterathletics.com/w_association/members.html



Photo: The Cleveland Orchestra, Roger Mastroianni



Wooster Chorus members sang "Joy to the World" on stage with the Cleveland Orchestra for their annual holiday concert this December.

HAPPENINGS AROUND CAMPUS

Geology Prof Accepts Award from Paleontological Research Institution



Mark Wilson '78, a faculty member at The College of Wooster since 1981 and currently the Lewis M. and Marian Senter Nixon Professor of Natural Sciences, accepted the distinguished Gilbert Harris Award for career excellence in systematic paleontology, the branch of science classifying fossils and placing them in evolutionary context, presented by the Paleontological Research Institution (PRI), at the recent Geological Society of America annual meeting in Indianapolis.

"I am deeply honored by this award and thank the PRI for its generosity. Systematic paleontology is critical because it is the fine-grained data for understanding

evolution and the history of life. I have worked with wonderful scientific teams all my career. I want to especially thank my important mentors Paul Taylor at the Natural History Museum in London and Bill Ausich at The Ohio State University, and my colleagues at Wooster have also been particularly encouraging and supportive of this work. I am humbled and very fortunate to have such friends," said the typically modest Wilson of his significant honor.

In the citation, read by Warren D. Allmon, director of the PRI, Wilson is described as "an outstanding scholar, who has contributed a substantial body of paleobiological research, including a considerable amount

of systematic paleontology, and he is a model for a liberal arts college science educator." An international scientist with published research on various aspects of paleontology from the Bahamas, China, Cyprus, Estonia, Israel, Jordan, Morocco, Oman, Poland, Russia, and the United States, Wilson is recognized for his work on the topics of global sea level, organisms that dwell on and in hardgrounds, predation, and biotic interactions in the fossil record among others. Allmon noted that a significant portion of his work has been on "poorly-loved fossils," and "working with these challenging groups" has been "critical for a comprehensive understanding of the full biodiversity and paleoecology of ancient marine paleo-communities, especially hardground paleocommunities."

Wilson started down this career path when, while on a class field trip as a student at Wooster in 1977, fellow student Mary Beidler '79 found a small trilobite, an extinct marine arthropod from hundreds of millions of years ago, in Lower Carboniferous shale. Wilson proceeded to discover that the trilobite was a new species and gave it the scientific name *Brachymetopus nodosus* in his first publication. More than 120 published papers later, many including Wooster students as co-authors, Wilson is a leading authority on the "History of Life," also the name of a popular geology class he teaches. A fellow of the Paleontological Society and the GSA, he remains energized to study the evolution and paleoecology of encrusting and bioeroding invertebrates and associated areas of interest.

Chemistry Department Receives \$525,000 Grant from NSF

Mark Snider, the Robert E. Wilson Professor of Chemistry at Wooster, will serve as the principal investigator for a three-year collaborative research project funded by a \$525,000 grant from the National Science Foundation. The research, a joint project with the State University of New York at Cortland, studies how soil-dwelling bacteria can break down small molecule pollutants, specifically N-heterocyclic aromatic compounds (NHACs).

NHACs are commonly found in personal care and pharmaceutical products, as well as herbicides and pesticides, and they wind up in soil and water as pervasive environmental pollutants. Depending on the substance, these molecules can pose significant health risks to those who inadvertently consume them and are toxic to



the animals that have chronic exposure. Snider, his undergraduate researchers, and the team at SUNY Cortland, led by assistant chemistry professor Katherine Hicks, will work together "to determine the biochemical mechanisms that these bacterial enzymes use to degrade nicotinic acid (a model NHAC)," according to the grant proposal. In simpler terms, they hope to discover how the harmless soil-dwelling bacteria can remove the unwanted NHACs in the environment, then use that knowledge to potentially enhance decontamination efforts.

By using genetic engineering and structural protein X-ray crystallography, this research will identify the function and molecular mechanisms of the enzymes that are involved in the pathway for breaking down nicotinic acid. "We have already determined the structure and proposed a

chemical mechanism for two of the seven enzymes in this degradation pathway. This new grant will provide the resources for us to determine the other mechanisms and also identify novel pathways of enzymes that soil bacteria have evolved to degrade these contaminants," explained Snider.

The concept of common bacteria consuming and breaking down harmful elements from the environment is called bioremediation, which is an important, and flourishing, area of research. Thus, this NSF-funded project will give Wooster and SUNY Cortland students a leg up on their budding careers, according to Snider. "This work will provide undergraduate students with training in modern biochemical techniques, skills necessary to answer complex questions about environmental contamination, and preparation for STEM field careers," he said.



Wooster's Model UN team captured the highest honor at the American Model United Nations International Conference, one of five outstanding delegation awards.

HAPPENINGS AROUND CAMPUS

Wooster Senior Shines on Global Stage

Sabrina Harris '19 represented The College of Wooster at the Athens Democracy Forum hosted by The New York Times in September at the Zappeion Exhibition Hall in Greece. One of 21 undergraduate students to attend the conference, Harris served on the "Bridging the Generational Gap" panel, sharing her perspective about how her generation engages with governance, alongside foreign leaders and influencers.

Harris, a senior political science major with a concentration on international relations and Spanish minor, earned the

prestigious invitation after being nominated as Wooster's representative of the Global Liberal Arts Alliance, then wrote three essays as part of an application that ultimately led to her selection by the GLAA review committee. Based on Harris' performance in a series of initial workshops at the forum, she was chosen to serve as one of four on the "Bridging the Generational Gap" panel, with Radek Sikorski, Poland's minister of foreign affairs from 2007-14, Thuli Madonsela, who played a crucial role in drafting the constitution of South Africa, and fellow student Ragini Rao Munjuri of Flame University in India. The panel,

discussing the perception that today's youth are not engaging in governance throughout the world, perfectly matched one of Harris' interests. She disputed that narrative, saying today's youth engage in politics, just in a different way than prior generations due primarily to changes in technology. Also, she argued that her generation faces many pressing issues, such as climate change, gender dynamics, and political rights for marginalized groups, and offered the idea that American youth with centrist political views have no party to belong to.

Harris noted that her experiences at Wooster prepared her well for the spotlight including serving as president of Model UN and a sophomore research assistant to professor Kent Kille. Her senior Independent Study explores how the internal dynamics of international organizations affects the ability of women to attain leadership positions. "My goal was to integrate the theoretical and applied knowledge I've learned during my time at Wooster. I wanted to illustrate that the things we are exposed to in the classroom are relevant beyond academia and have immediate consequences within our world," she said of her time on the panel. "I'm so immensely grateful to the faculty here, especially my advisor, Dr. Kille, for having pushed me to continuously work at a higher level than I ever thought possible. Wooster's education is truly transformative and has taught me the value of thinking beyond myself in working to create change."



Wooster senior Sabrina Harris (left on the video board) was a panelist at a New York Times-sponsored global conference on democracy in Athens, Greece.



Dawson Honey '19 finished as the fourth-place orator at the American Moot Court Association National Championship Tournament, partnering with junior Brianna Schmidt '20 and advancing to the round of 32 in oral advocacy.

SGA President Monet Davis '19 Develops Communicative Strategy

Before she was president of the Student Government Association at The College of Wooster, Monet Davis '19 says she was always involved in activism on campus, participating in protests. "Something that I've learned throughout my time here is to have a game plan for how to effectively communicate what you're trying to prove or advocate for to administration or to other students."

Taking on the leadership role in her senior year, the SGA is tackling a number of projects Davis is excited about including a safety walk across campus with Security and Protective Services, working with dining services to accommodate students with allergies, and updating its constitution and bylaws to include community service as part of its directive. Davis also wants to continue to shape the culture of the SGA. As a coalition of students from different backgrounds and class years, it's important to "foster a strong relationship amongst senators," she said. "It's hard to enjoy something you have to do, putting in work with people you don't know. Embracing the diversity at the College is a very important aspect of the student government that is incorporated into every senators' job," Senators in SGA completed cultural competency training, particularly implicit bias training. "Everyone has biases whether rooted in politics, gender, race, etc. and it affects our leadership," said Davis. "We're having the tough conversations and doing what we can to eliminate those biases and raise awareness of them, so students can take the skills they obtain here in this position and use them after Wooster." As the first female black president of the



SGA at a predominately white institution, Davis is "absolutely honored" and hopes her leadership encourages students of color to continue to be active in student government. She admits to taking some time to build up her confidence to represent the student body directly amongst administrators and trustees. "As president of an organization you need to be so mindful of how you communicate your concerns," said Davis. "I've always loved working with people, but this role allows me to work with people constantly, and it made me realize that I really want to continue in this field of work that involves

Above: Davis spoke at Convocation this fall.

advocating and cross-group organizing." After Wooster, the sociology major intends to continue to advocate on behalf of marginalized groups and is considering law school and a master's in public health.

Catch all the latest headlines from The College of Wooster:
news.wooster.edu

Nearly 400 interviews
with Latinx immigrants
boost awareness,
advocacy

Three Wooster students, all from Latinx immigrant backgrounds, had the opportunity to be a part of a research project last summer that gave a voice to immigrants in Ohio, sharing in this piece some of their impressions. Five teams of faculty and students from private undergraduate institutions in Ohio, a group of 20 total researchers, completed an essentially door-to-door sociodemographic survey visiting the homes and worksites of immigrants throughout Ohio.



Raising



Their Voices


by Caitlin Paynich



“Most people would begin by saying ‘I haven’t told this to anyone.’”

–Natalia Parra ’21



“I remember the first labor camp farm that we went to. I’d never seen anything like it before: fields that go on and on forever and lines of barracks-style housing...” said Michele Leiby, associate professor of political science and Latin American studies at The College of Wooster. Though she’s studied Latin American politics and traveled to developing countries, when Leiby and her team traveled to industrial, agricultural farms right here in Ohio to interview workers about their experiences as immigrants, what she saw and heard still surprised her.

Through a partnership with the Immigrant Worker Project or IWP, a nonprofit serving the growing Latinx population in Ohio, and grants from the Great Lakes Colleges Association and the Hewlett-Mellon Program, Leiby, Alvaro Corral, Perry-Williams Postdoctoral Fellow in Political Science at Wooster, and three Wooster students joined similar teams from other GLCA schools in Ohio in embarking upon a research project that brought education and awareness to the immigrants themselves and intends to do the same for the broader community. First partnering with IWP four years ago, Leiby says cultivating mutually-beneficial partnerships with organizations like IWP can create “one-of-a-kind educational opportunities for our students.” With a main office in Canton and serving immigrants throughout the state, the organization’s leaders spoke in Leiby’s classes, and she set up service learning projects for her students. “We filled whatever gaps they needed,” said Leiby, sharing that with a focus primarily on legal aid, many of the staff at IWP are lawyers who support people navigating the immigration process. Through the research and outreach Leiby and her students were a part of over the summer, they were able to raise awareness of the organization and the services it provides.

The first stops for The College of Wooster contingent included Wayne and Stark counties, and later several excursions to parts of northwest Ohio that weren’t being covered by other teams. Including an interviewer, a note taker, and the immigrant interviewee, each face-to-face interview session consisted of a series of questions addressing areas of the immigrant’s experience including basic demographics and deeper probing questions about the migrant journey, work experiences in the U.S., educational experiences for those in school or with children in school, and finally, they were asked what it was like to live under the heightened level of enforcement of immigration policies under the current administration. “The advocacy work of IWP really informed our questions,” said Leiby, including asking about the use of smugglers, detainment, and violence. “We wanted to know the prevalence of these issues.” Further, they wanted to protect the immigrants who participated in the survey. “We never asked for names. There’s too much legal risk





By interviewing immigrants throughout Ohio, the research team stood up for those who can't speak out or be pictured and raised awareness about the depth of challenges they face. Above from left: Alvaro Corral, Natalia Parra, Alexis Sotelo, Michele Leiby, and Lizbeth Acevedo.

“How do you bring your kids comfort when you can’t even bring yourself comfort?”

–Alexis Sotelo '21



for them to be identified or for records to be subpoenaed,” said Leiby. For immigrants, especially those who are undocumented, opening the door to strangers and answering a lot of personal questions isn’t something that came easy.

But these weren’t typical interviews. With the need for the researchers to speak Spanish fluently with participants, the students who were most interested in being a part of this research came from Latinx backgrounds and were familiar with the cultural and immigration challenges these people were facing. “It’s ideal for Latinx immigrants to have someone who is like them to talk to. I was like them and related to them on many levels,” explained Alexis Sotelo '21, who grew up in Chicago and is part of a Mexican family. He and the other students developed ways to put people at ease. “One of the most rewarding parts was seeing each of the students having their strengths,” said Corral. “We were very much a team of peers. For me, it was easy to be highly conscious of the research, making sure we were getting the best data. Alexis was very good at interfacing with respondents, getting the questions out in a natural way and bringing the conversation back to all the ways we could help them. It was important to strike that balance.”

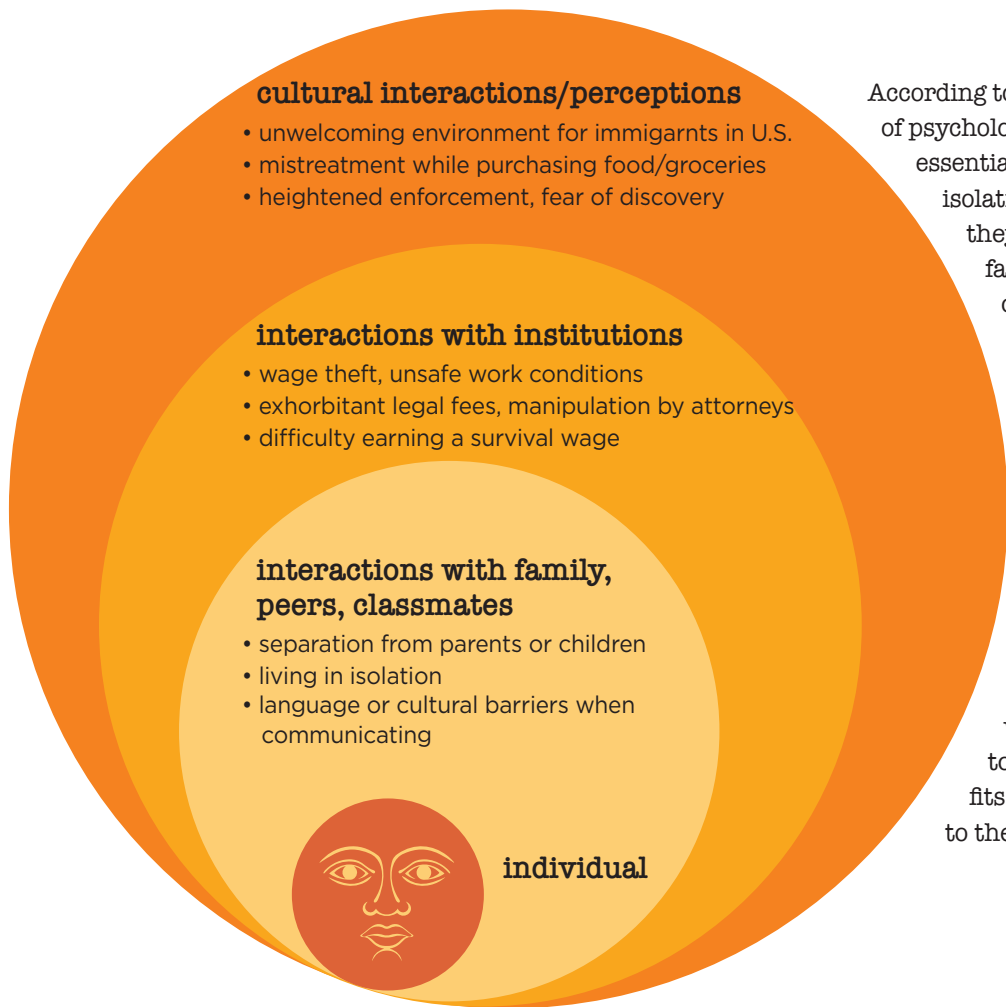


Sotelo, who’s considering a major in political science, said that he and his fellow students often shared their own experiences to put themselves on the same level as the interviewee. “In order to

get people to answer those kinds of questions, you have to create an atmosphere that is comfortable,” he said. “You have to bring yourself into a comfort zone where you can share personal information.” In training, they planned to type notes during the interview, but “it changed the climate of the interview because people felt like they were being recorded. It was too formal,” Sotelo said. “We resorted to paper notes and remembering.” He learned to pay more attention to verbal and non-verbal cues they gave off: “We spoke Spanish as we knocked on doors, talking and laughing. We tried knocking with a friendly rhythm and paid attention to what we were wearing and carrying.”

Knocking on doors with a respectful, friendly tone was Natalia Parra '21, who is a U.S. resident awaiting citizenship after immigrating with her family from Colombia as a child and a sophomore communications and Spanish major at Wooster. She said her accent caught the interest of many of the immigrants they interviewed who were often from Mexico or Guatemala. While in high school, she spent four months in between legal statuses, waiting for paperwork to go through. “This was a way for me to give back to those families and those people who helped my family through our immigration process. I was overjoyed that I was able to do something,” she said. Throughout high school, Parra volunteered for an organization that helped Latinx students pursue higher education. “I felt

Compounding Layers of Hardship



According to Barbara Thelamour, assistant professor of psychology at Wooster, bioecological systems theory essentially says that we can't think about a person in isolation from all of the contexts and interactions they've had, including initial interactions with family, teachers, and also institutions and the community and culture at large. The model shows examples of those layers of interaction along with some examples of the hardships immigrants shared in the survey. "Experiencing compounded hardships, without the resources to cope, can lead to a variety of negative outcomes for the person, in terms of mental health, in terms of trust in some of these institutions," says Thelamour. "On top of dealing with all the stuff in these concentric circles, also just navigating what it means to be here, to be American, to learn the language, to behave in a way that fits their new environment while still holding on to their old culture."



The Immigrant Worker Project received the College of Wooster Community Partner in Experiential Learning Award at this year's Experiential Learning Symposium. Accepting the award was Jeff Stewart, director, and Juan, a translator for the project. From left: Stewart and Juan, Alexis Sotelo, Natalia Parra, Michele Leiby, and Alvaro Corral.

“They don’t have that type of communication, someone that cares what they have to say.”

–Lizbeth Acevedo ’21



helpless because there was often nothing I could do to help if they were undocumented,” she said, adding that through the training she and the other students went through with IWP during the study, she felt better prepared to answer questions about how to get a work visa, find a pro bono lawyer, or navigate the process, and she appreciated being able to connect people to the right resources through IWP.

As the research began June 1 and ran through the end of July, the teams faced challenges outside their control. “Right smack in the middle of that were all the raids that happened here in Ohio,” said Leiby, mentioning raids at Corso’s Garden Center in Sandusky, Ohio, where ICE arrested 114 workers, and at Fresh Mark in Salem, Ohio where 146 workers were rounded up. Corral shared that directly after the raids, he interviewed Fresh Mark employees in industrial housing, “It was impactful to witness that intense fear, and I’ll remember it for all my life.” As a major employer in the area, the raid had a major effect on people’s willingness to open doors. “At that point it became even more about advocacy, finding out their needs and helping them find churches and nonprofits providing food and supplies to migrants who could no longer go to work,” said Leiby.



“Let them know it’s going to be OK. It’s not just about learning from them. It’s about them learning from us and connecting them to the resources they need,” explained Lizbeth Acevedo ’21, who, like the

other students, became involved in the project to help people coming from similar experiences to her own. Born in Chicago to a Puerto Rican mother and Mexican father, Acevedo grew up in a community of rich, diverse culture, including Mexicans, Guatemalans, Hondurans, Chinese, “every culture,” she said. As a student at Wooster she immediately saw the difference of living for a Latina in Ohio compared to in Chicago. “As someone who hasn’t gone through half the things they’ve gone through, you have to learn to try to relate and empathize with them. I didn’t know there were so many immigrant families here and especially going through such struggles,” she said.

Once they gained people’s trust, the team found the immigrants really wanted to tell their stories, if only to keep from feeling so isolated. “Being an undocumented person is one of the loneliest things ever. You don’t even know the people in your community, even others from your country because you’re so fearful of leaving your house,” said Parra, speaking from personal experience. Many would take the time to talk in great detail about their experiences in their home country, what drew them away, and what the journey was like. “Just the fact that people want to listen to their struggles made them go on and on,” added Acevedo, “The things they tell you, you just don’t expect that they’d be so open about it.”



Though they provided the information needed for the survey, for the students and professors, listening to these stories became an emotional process. “We heard so many stories of compounded hardship. It’s not a singular hardship story,” said Leiby sharing that most of the immigrants they spoke with work to earn a “survival wage, very different from what we know as a living wage,” face excessive legal fees, and work in unsafe conditions or experience wage theft from their employer. They’re coming from countries where they experienced gang-related or domestic violence because the government doesn’t have the systems to protect them. They may be separated from their children or parents, and they’re “living in an environment where they’re being told ‘You’re not welcome here,’” said Leiby. “Each compounding hardship adds another layer of stress and even trauma that really comes out in these interviews, and there are limits to what we can change and do.”

In addition to starting the conversation with advocacy—connecting the immigrants they interviewed to legal services available through IWP and making them aware of resources in the community that could provide food and supplies—one of the outcomes of the research will be a book that explores the common themes about Latinx immigrants in Ohio. Citing a 2015 report by UCLA’s Blum Center on Poverty and Health in Latin America, Corral shared that Ohio is recognized at the bottom of the list in terms of policies affecting the health of undocumented immigrants and their families. “If this is the case, what’s going on? What’s immigrant life like here?” he said, as they thought about how they would use and analyze the survey data. Like the research, the book will come together through multiple contributors throughout the five colleges involved in the project including breaking down the demographic information and the languages spoken by the immigrants. An economist will look at the information about their work experiences. Leiby and a colleague in political science from Kenyon College will look at “the factors that push people out of their countries of origin and encourage them to come to the U.S. and unpack the stories about how they get here and challenges they face along the way,” she said. Each of the schools will also host a presentation to share information about Latinx immigrants in Ohio with their communities. “These people are our neighbors, and it’s important that we walk with them in solidarity,” said Leiby. “They’re not just in Texas or California.”

For the students, who all come from urban areas with large Latinx communities, the experience gave them an opportunity to support people experiencing some of the same hardships they’ve been through and help raise awareness about the depth of the challenges immigrants face. “We’re giving them the voice that they don’t have because they’re not being represented in our country,” said Acevedo. “We are able to represent them through this research and put their stories out there for them.”

“One of the most rewarding parts was seeing each of the students having their strengths. We were very much a team of peers.”

–Alvaro Corral, Perry Williams
Postdoctoral Fellow in Political Science

“We never asked for names. There’s too much legal risk for them to be identified or for records to be subpoenaed.”

–Michele Leiby, Associate Professor
of Political Science and Latin
American Studies

“A wow moment”

Students react to Williams Hall

by John Hopkins

Dark. Dated. Dingy. Those are a few of the adjectives that come readily to the lips of life sciences majors when asked to conjure up their strongest memories of Mateer Hall, where they took introductory courses as first-year students. “It always smelled really bad,” recalls Kaeili Zoretich ‘19, a biochemistry and molecular biology major. “It reminded me of the lab spaces I had in high school” in North Canton. “It was definitely behind what other schools had to offer at the time,” agrees neuroscience major and Fighting Scot swimmer Michael Crookshanks ‘19. Jesse Garrett-Larsen ‘19, a biology major from New Hampshire who “always liked nature and being outside” remembers taking Biology 202 in a large, windowless lecture hall in the basement. “It was a fantastic class, but really hard to stay awake in the early mornings sometimes.”

If Mateer offered a less than inspiring introduction to the life sciences at Wooster, those arriving on campus in the fall of 2015 nonetheless knew they had something big to look forward to: the opening of the Ruth W. Williams Hall of Life Science at the beginning of their senior year. Two years spent in the wilderness—taking classes in Severance Chemistry, Morgan, Scovel, even Ebert Art Center—only made their arrival in the promised land this fall sweeter. “I was really blown away,” says Crookshanks, “first by the size of the place and by how much of an improvement it is.”

Zoretich calls it “a wow moment” when she stepped into the new building, but unlike most students, she had already gotten an inside look during construction, thanks to the project’s two faculty





Kaeli Zoretich '19 (right) talks about her I.S. with biology Professor Dean Fraga (left) in the Brush Laboratory.

"A wow moment"



“I was really blown away.”

- Michael Crookshanks '19

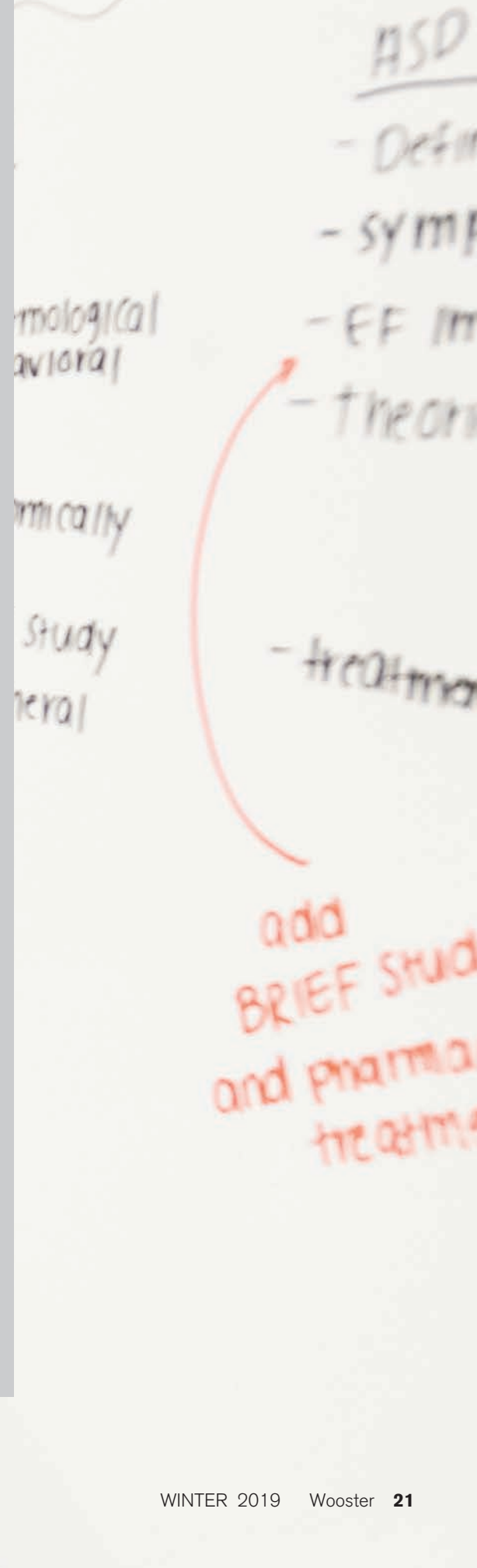
“shepherds”: Dean Fraga, the Danforth Professor of Biology, and Mark Snider, the Robert E. Wilson Professor of Chemistry and Biochemistry. “I did summer research with Dr. Fraga and Dr. Snider before my junior year,” Zoretich says, “so I was on campus during some of the major construction and Dr. Snider would bring us on mini-tours. He was so excited; he knew exactly where every wall was going to be, where each piece of equipment was going to be placed.”

Now that students have been in the new building for a few months, is it living up to their expectations? The answer is a resounding “Yes!”

“The building is so light and alive,” Garrett-Larsen says. “I get to see the light from the sun rising during my 8 a.m. behavioral endocrinology class, where we’ve been learning about how biological rhythms affect life. And the amount of energy being saved by all that natural light is important.” He also finds the design of the building’s spaces to be “much more welcoming.”

From classrooms and labs to write-up rooms and gathering spaces like Knowlton Commons, Williams Hall was designed to foster interaction and collaboration among students and faculty within and across disciplines. For her I.S., Zoretich is studying a particular species of bacteria and how it degrades nicotinic acid, a prolific pollutant, in order to learn more about the genes that control the degradation process, with the goal of ultimately developing better strategies for bio-remediation. “I’m the only one in Dr. Fraga’s group working on this particular project,” she explains, “but I talk often with the sophomore researchers who are working on related pieces with Dr. Snider. There’s always a bunch of people in the labs, so there’s always someone to ask a question.”

Michael Crookshanks '19 (left) finds the Gault Research Write-Up room a great space for collaboration, here with advisor Associate Professor Amy Jo Stavnezer (right).





“The building is so light and alive.”

- Jesse Garrett-Larsen '19

Crookshanks has had the same experience. Sharing a write-up space with his fellow neuroscience majors means plenty of opportunities to bounce ideas off them. “It’s great for collaboration.” He’s also a fan of the new classroom spaces. One of the electives he’s taking in his major this year is Sex Differences in the Brain, taught by Associate Professor Amy Jo Stavnezer, chair of the neuroscience program. “It’s a brand-new course this semester,” he says, “and very discussion-based. The classroom we’re in is just perfect for that. There’s room to move around, whiteboards to diagram things out, you can write on any surface.” When he wants “to go someplace a little more relaxed but still get some work done” he heads for the Knowlton Commons.

For Garrett-Larsen, who has classes in Williams Hall at 8, 10, and 11 a.m.—plus labs and regular meetings with his I.S. advisor—the new building is like a home away from home on campus, and Knowlton Commons is his living room. “Most days, I get in here at 7:30 and get some coffee. It’s quieter then, and I’ve even started meditating in the café before my first class of the morning. I’ve established a really nice rhythm.” Later in the day, Knowlton is a place for chance meetings with professors, and hanging out with other biology majors. “Having that central location has allowed me to deepen my relationship with my professors and fellow majors. That’s the biggest, most positive change for me, having that community.”

Left: Jesse Garrett-Larsen '19 often meditates in the café before his first class. Right: Biology Professor Rick Lehtinen meets with Garrett-Larsen in the Knowlton Commons.

“A wow moment”



MORE THAN “SCOTLAND



BEHIND THE MELODY WITH THE BAGPIPERS AT THE COLLEGE

THE BRAVE”



by Caitlin Paynich

YOU’VE HEARD IT AS THE BAND LEADS THE FOOTBALL PLAYERS DOWN THE HILL, DURING THE I.S. MONDAY PARADE, WHEN THE ARCH FILLS WITH SNOW, AND AT SPECIAL EVENTS AND ANNOUNCEMENTS ON CAMPUS.

Most everyone familiar with The College of Wooster recognizes “Scotland the Brave” when they hear the tune. The bagpipes are part of a number of traditions on campus. The tones and the melody become so familiar to alumni that they come to represent Wooster, and some even incorporate them into their wedding ceremonies. The sound of the bagpipes as part of the Scot Band has been a presence on Wooster’s campus since their first appearance in the late 1940s, but there’s more to being a bagpiper at Wooster than being able to play that familiar tune at a number of gigs throughout four years as a student.

For many, the passion for the instrument starts at a young age, and the inspiration can come from a variety of places. Learning an instrument as complicated as the bagpipes isn’t something done on a whim. For Kate Runciman ’22, it was an episode of *Scooby Doo* she saw at age 7 that sparked her interest. While Scooby played the bagpipes as a gag, “I decided that was something I wanted to do,” said Runciman, whose great grandfathers on both sides were born in Scotland. She began taking lessons in her hometown of Guelph in Ontario, Canada at 7 and started performing at age 11. “I really like playing the bagpipes. That’s what I enjoy about performing,” she said. With more than ten years

Performing at special events like the Wooster’s Promise campaign celebration (left) is a responsibility the pipe band takes pride in.

OF WOOSTER



“THE EXPERIENCE HAS GIVEN ME A BIT OF A COMMUNITY”





WITHIN THE COLLEGE.”

—Kate Runciman '22



of experience with the instrument, Runciman has had the opportunity to perform in a variety of different settings with a number of talented musicians including performing live at the Air Canada Center in Toronto with Paul McCartney in 2015 as part of the Paris Port Dover Pipe Band. Though they played for sound check with people watching, McCartney “made everyone feel at ease,” said Runciman. “It was incredible to perform on stage with a living legend.”

Before starting her freshman year at Wooster this fall, Runciman traveled to Scotland over the summer to play in the Royal Edinburgh Military Tattoo, bringing together pipers and musicians from around the world for performances six days a week throughout August. She remembers “standing on the esplanade of the castle and seeing the stands fill with 9,000 people each night. It’s very special to know that you were performing for so many people. It’s exciting to meet different people from around the world. You have a fair bit in common with them because you’re all there to play the bagpipes or drums.” As a student in the International Baccalaureate Program, a curriculum developed for students interested in studying internationally, it was that same bagpiping connection that drew Runciman to Wooster. Though the pipe band is smaller, about a dozen pipers and drummers compared to the Paris Port Dover Band of about 100, Runciman finds it “more personal.” She added, “Having arrived after the start of classes due to the performances in Scotland, it was more difficult to find people to hang out with. It’s nice to have the band there to introduce me to others,” she said. “The experience has given me a bit of a community within the College.”

Seeing that community and camaraderie between the pipers on campus encourages Palmer Shonk '10 who graduated from Wooster with a degree in geology and an enduring passion for the bagpipes. In his second year as bagpipes instructor in the music department at the College, Shonk said, “As a student I really enjoyed the camaraderie with fellow pipers I could geek out on being a piper with.

Upper left: When the weather cools, the pipers gather in Frye House for practice and to clean their instruments. Upper right: Kate Runciman '22 joined the Wooster pipers this fall after performing in the Royal Edinburgh Military Tattoo. Lower far left: Piper Palmer Shonk '10 returned to his alma mater as an instructor. Left: The pipe band welcomes new students to campus.



“THE SOUND KIND OF AMPS YOU UP. IT’S PART OF THE



Seeing those traditions upheld in this tight-knit group is important to me. I like working with them and seeing that as an alumnus.” Unlike Runciman, Shonk doesn’t have direct Scottish heritage that he’s aware of. “A lot of people that play have a family member that played or have a Scottish last name. My last name isn’t Scottish at all,” he said, explaining that he developed the interest through the Ligonier Highland Games, a competition and festival in his hometown in Pennsylvania, and he’s been playing for 21 years. In addition to his work as an instructor at Wooster, Shonk teaches private lessons and performs in a variety of settings from golf outings to weddings and funerals. “I enjoy seeing people react to my music whether it’s in a happy way or a sad way,” he said. “I know I’m doing something right when I see people taking pictures or smiling.”

For pipers like Shonk, performing as well as competing in the Highland Games, the World Pipe Band Championships in Scotland, and the Festival Interceltique in Lorient, France—every experience he’s had “makes me a better player,” he

SPIRIT.”

– Palmer Shonk '10, Bagpipes Instructor

said. “I’m never happy with my own playing. I always want to keep improving, and now that I’m teaching, I want to keep doing that.” Beginning in his freshman year at Wooster, Shonk’s instructor recommended he and three other Wooster pipers for an opportunity to play with the Toronto Police Pipe Band. “These were really high caliber players,” said Shonk. “That really helped me to lead the pipers here, teach them some of the things that I learned.” Shonk served as pipe sergeant and later pipe major, a leadership role that required him to call out tunes, set the tempo, set up gigs, as well as run practices and do a little bit of teaching as an undergraduate student. In his current position at Wooster, Shonk enjoys being able to work with students with a range of talent and skills. “I come and teach all day, and I have a

Left: Many College traditions include the sounds of the bagpipes from leading the team for the fall football games (top left) to leading the seniors on I.S. Monday (left).

whole range of students. It helps me as an instructor to be able to teach across a range of ability levels.”

Pipers at Wooster come from a variety of interests in addition to ability levels, explained Ana Fairbanks-Mahnke '20, pipe major this fall. “We have majors in chemistry, English, you name it. It’s our strange hobby that we have a strong passion for,” she said. For Fairbanks-Mahnke, a biochemistry and molecular biology major, that hobby plays an important role in her life. “To me music is a place to go to de-stress. It’s an important part of how I do science,” she said. “It helps keep my brain sharp in ways that staring at a chemistry book doesn’t.” She’s also found that leadership skills she’s developed as pipe major, “give me a basis for how to approach leadership positions in other organizations.” Like Shonk and Runciman, she appreciates the sense of community between the pipers, “We’re almost a little family. Generally, people love the bagpipes, or they hate them, so we’re bonded in that we love the bagpipes. We have such different skill levels that we really push each other to be better.” Students have the opportunity to compete at conferences and competitions through the music department, allowing them to hone their skills and play for a judge, including the Ohio Valley Indoor Bagpipe Competition which the College will host for the second year this spring. “In solo competition the feedback on how to improve can be very helpful,” said Runciman.

As part of the Scot Band, the pipers perform with the Marching Band and the Symphonic Band, though, “Due to the nature of the different instruments we don’t play a lot of sets with them,” said Fairbanks-Mahnke. “The bagpipes are a very tricky instrument in that while we are loud, we do not have a very wide octave range like most instruments. We only have nine notes, and we play in a different key than most other instruments, so it makes playing with them very difficult. We’re kind of a band within a band.” The Pipe Band including pipers and drummers, along with the Highland Dancers perform on their own and join the band in tunes that work well together like “Amazing Grace” and of course, “Scotland the Brave.” When they’re not practicing with the band, competing, or studying, the pipers at Wooster often find themselves an important part of key events on campus. “Events that would normally be a blip on the radar for students like home football games or trustee events are a responsibility for us,” said Fairbanks-Mahnke.



As Shonk remembers from his time as a student, “Sometimes you feel like a minor celebrity, especially leading the team onto the field at football games.” Even more, the pipers are often invited to play at basketball games, championship sporting events, swim meets, and playoff or rivalry games. “I got to perform in places, in front of people I wouldn’t have gotten to do otherwise,” Shonk said. “A lot of pipers that I come across don’t ever get to do that, so it’s really unique what the school has the pipers doing here. The sound kind of amps you up. It’s part of the spirit.” Shonk explained that historically, the bagpipes made a great rallying cry as such a loud instrument. “Pipers would lead the Scottish regiments in World War I into battle. Whenever they would hear the pipes it would stir the blood, rally the troops, and get them going.” Not just sporting events, many College traditions include the sounds of the bagpipes from commencement to filling the Kauke Arch after a big snowfall. “Playing at I.S. Monday is one of my favorite traditions,” said Fairbanks-Mahnke. “It’s always fun to lead your senior friends around campus in celebration of completion of I.S.”

Fairbanks-Mahnke sees performing as a way to show people what the bagpipes can really do. “We’re spreading awareness of the bagpipes and the music of the bagpipes. While there are the traditional tunes that we perform like everyone here knows ‘Scotland the Brave,’ there’s a lot more variety in bagpipe music that not a lot of people are aware of,” she said. This fall the pipe band played for the Culture Show, part of a week of intercultural events on campus, and an event that Fairbanks-Mahnke recommended to her friends who wanted to hear something different. “It’s always really rewarding to me when we’ve been working really hard on a new and complicated piece and then we perform that on symphonic band tour, at a football game, or concert, and you can tell when the crowd is taken aback because they didn’t know that bagpipes could play something like that.”

Above: “Scotland the Brave” can be heard as part of the commencement ceremony in the spring.

LIKE FOUR INSTRUMENTS IN ONE



“WELL, YOU DIDN’T FALL OVER” is a line Ana Fairbanks-Mahnke ’20 (left) sometimes hears from her family after a bagpipe performance, a joke about the amount of air it takes to power the instrument. Though she wanted to play at 8, her lungs were too small, and she took up highland dancing until she could focus on the bagpipes. “You’re playing essentially four different instruments at the same time,” the Wooster pipe major explained, justifying the need for so much air. The piper blows into a tube connected to the bag that “acts as a reservoir of air to fuel all four,” she said. The air passes through reeds in four tube-like stocks including three drones that lay on the piper’s shoulder playing a constant note that is tuned to the chanter where the piper plays the melody. “The drones harmonize with the notes on the chanter, creating the effect that sets bagpipes apart from other instruments and the sound that we love to hear today.”

RALLY THE SCOTS!

Are you a former Wooster piper, drummer, or highland dancer? Reconnect with your fellow alumni, donate equipment or music, and be a part of the network. Contact Palmer Shonk ’10 for more information pshonk@wooster.edu.

Pipers Sound Off

Whether it's an enduring hobby or a passion that becomes a career, for many alumni, playing the bagpipes is an experience that they want to continue to keep in their lives long after they leave *Wooster*. This fall, some alumni shared some of their recent piping experiences with *Wooster*.

Jocelyn Lindsay '68 wrote, "At my 50th Reunion over the summer it was a special pleasure to revisit the Scot Band and play the pipes again with Jim Bates '68! Thus encouraged, I joined more than 2,500 other pipers worldwide performing 'When the Battle's O'er' to celebrate the centennial of the end of World War I on Nov. 11. Everyone played at 6 a.m. their local time (the actual time the ceasefire was signed) to create a rolling thunder effect all across the globe. I did that in the pre-dawn blackness here in Silver Spring and then a second time at 11 a.m. for the picture." The framed pictures at her right honor members of her family that served in the military.

Avery Head '66 wrote, "In August, I played my pipes as part of the Syracuse University Memorial to the students lost in Pan Am Flight 103, the Lockerbie, Scotland airline bombing in 1988." Head, who started at *Wooster* in 1962, saw the pipe band grow from 5 to 12 pipers when he graduated. He serves as director of the Syracuse Scottish Pipe Band that he's pictured with, standing in the front on the far right.





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In Closing

Inspiring Scot Spirit

"Being a bagpiper at The College of Wooster is a little like being a "minor celebrity" says Palmer Shonk '10 who remembers fondly his time as a member of the pipe band and now works as an instructor to current Wooster student pipers

who've been playing the bagpipes from as many as ten years to as few as the two they've spent at Wooster. The seven pipers that are part of today's band all come from a variety of majors, backgrounds, and ability levels, but a love for this unique instrument unites them as they inspire

Wooster pride at commencement or mystify the opposing team as they lead the Fighting Scots football team onto the field. Inside, read about what it's like to be a piper at Wooster and what they're doing when they're not playing "Scotland the Brave."