

Wabash

MAGAZINE



TO DO GOOD
THE JOURNAL OF WABASH COLLEGE | SPRING 2021



This spring, **Grant Goshorn '02**, STEM galleries interpretation manager at The Children's Museum of Indianapolis, welcomed *WM* for a behind-the-scenes look at many of the exhibits. We met several of the paleontologists as we toured their lab where they were unearthing fossils from recent digs in Wyoming. We visited the collections archive, got a tour of Dinosphere® and the Archaeology Lab, and made stops at some of Goshorn's favorite spots in the museum including the Reuben Wells steam engine from the 1890s with the large brass bell on the front, which looks very similar to his other favorite bell.

We were among the last to see Bucky the teenage Tyrannosaurus rex (T. rex) in the current habitat. Bucky was found by Bucky Derflinger near Faith, South Dakota, in 1998. The fossil has been a part of The Children's Museum's collection since 2001. Dinosphere® is closed until March 2022 when it will reopen bigger and better than ever. Bucky can still be seen elsewhere in the museum until the habitat is ready. Read more about Goshorn and his work at The Children's Museum on page 50.

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THE BIG QUESTION:
Who was your favorite K-12 teacher and why?

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ABOUT THE COVER

Special thanks to Clayton Randolph '16 and the North Montgomery Community School Corporation for the use of a school bus to model for the cover of the Spring 2021 issue. Randolph has been the Assistant Director of Transportation at NMSC for 10 months where he oversees 55 employees, 50 buses, and the safe transport of 1,200 pre K–12 graders.

Randolph got his CDL while he was a student at Wabash to make some extra cash substituting as a bus driver and driving North Montgomery students to athletic and other extracurricular events. When he wasn't driving a bus, he studied history, interned in the Communications and Marketing Office, ran WNDY, was the play-by-play voice of Wabash basketball, was a sideline reporter for home football games, worked with FoxSports as a sideline assistant, and was the public address and broadcast announcer for Wabash baseball.

photos by Kim Johnson

Behind the Stories | SPRING 2021



Andrew Day (recording an interview with newly tenured professor Matt Weedman): Coming into this position during COVID, I didn't expect to gain a real sense of the College until things returned "back to normal." I have been amazed that the culture and traditions of Wabash shine through under any circumstances. This is certainly an institution with its own indefatigable personality!



Allie Kirkman (looking inside the "Bucky T. Rex" costume at The Children's Museum of Indianapolis): To be able to step away from a Zoom screen or phone call and actually interact with an alumnus in person in his work environment was such an awesome experience! Due to COVID-19, it was the first time I've had an opportunity like that in months. Being able to see the excitement on Grant Goshorn's '02 face as we explored some of The Children's Museum of Indianapolis exhibits that I loved from my childhood made it even more special.

Wabash

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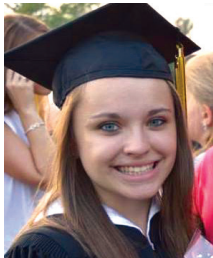
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Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.

Wabash.

Jumping Back in Time

The 2020 issue is spectacular! I couldn't put it down. The "I Am Human" article was so real and so raw that one could feel the emotion of each contributor. Those stories need to be told and read by the Wabash community. It also reminded me that we had very few African American students (and no women professors or editors) back in the sixties.

I was also touched by the article on our new President and First Lady! Reading Scott's background, it does appear he is the obvious choice, and Wendy seems to be the perfect First Lady. After I graduated from Wabash and completed my three years in the Army, my wife and I came back to Zionsville, Indiana, and started a "hobby farm" with seven sheep and a few chickens. Unlike Wendy, we had no experience running a farm. We named all of our sheep; then we couldn't bear to sell our pets for food.

I'm sure you quickly recognized who I am by your photo of an old Wabash guy jumping over a bar. I'm sure you also remember lying under the bar as I ran up to you wearing my track cleats! When I saw the photo you took in the opening page of the Spring/Summer 2017 issue, it reminded me of a similar shot taken in my senior year, 1967—exactly 50 years earlier. And it also confirmed that, despite my constant desire to improve, my jumping form hasn't changed a bit! I'm still competing, although COVID-19 has pushed all national and world meets forward by one and a half years.

David Montieth '67 | Ridgefield, CT



David Montieth '67 The photo on the left was taken in 1967, when Monteith was 21 years old. The photo on the right was taken at Monteith's 50th Wabash College reunion in 2017.



Plane's Eye View

Yesterday was a calm, clear, and sunny day—a rarity in January in central Indiana. I decided to take a short flight and fly over our alma mater. This is how our beloved Wabash looks from about 3,000 feet.
Bart Waclawik '98 | Carmel, IN

Uneasily Delighted

When my copy of the *Wabash Magazine* came in the mail a few days ago, I approached it uneasily. Steve Charles (H'70) had a gift, and I knew he had retired. So what would become of his magazine? As you noted, it must have been a daunting task to pick up where Steve left off. He made his mark with one unexpected article after another, often totally breaking the rah-rah format of most college magazines.

I'm delighted to say that this issue meets the Charles test. The "I Am Human" essays are terrific. They speak directly to white Americans who might still deny the existence of built-in racial unfairness in the United States today. Thank you so much for gathering the testimony of Black alums, students, and their families.

Dan Crofts '63 | Southampton, PA

'A Real Contribution'

Thank you for the excellent issue concerning the lived Black experience—at Wabash and after. It was incredibly well done. A real contribution to racial understanding and a call to us white males to become non-racist advocates. I am so glad to see that some diversity is happening on campus and that you covered it so sensitively. Thank you.

Steve Finger '69 | Flagstaff, AZ

"So Much to Think About"

My copy of *Wabash Magazine* has been sitting on the coffee table for several weeks until this morning. I read it from cover to cover while drinking a cup of hot chocolate on this bitterly cold day. I want to thank you for an interesting, educational, and entertaining morning. So much feeling and so much to think about has been included in this issue. Thank you!

Nancy Bowes | Crawfordsville, IN

Ringling in My Ears

I LOVED SCHOOL. I didn’t even mind the homework—most of the time. I was that student—the teacher’s pet, Honor Society, Student Council president, grading-curve buster, the one who would rather talk to the teacher during recess than play tetherball (that game was wicked).

I had my heart set on being a teacher but got derailed in eighth-grade social studies class. My assigned seat was in the middle row, three seats from the front. Before class, the boy in front of me, along with a few others around us were having a conversation about what we were going to do with our lives. I proudly said, “be a teacher.”

With a scrunched up, funny look on his face he said, “Why don’t you do something with your brains?”

And just like that, my life changed. The craziest thing is it wasn’t even like this boy was a friend. He just sat in front of me in social studies for one year. I’m pretty sure that’s the only class we ever shared and the only conversation we ever had.

After that earth-shattering conversation, I decided I’d be a pharmacist. (There might have been a good thought process behind it.) I dove into science—chemistry, biology, physics. I was named outstanding senior in science just before graduation.

I was accepted into a pre-pharmacy program and invited to attend a day for honors students. We sat in a large lecture hall and listened to a panel of first year pharmacy students—the people we aspired to be in two years.

Only, I didn’t aspire to be them. They were so cut-throat. It wasn’t about “all of us” getting better. It was about whether or not “I” got in. That’s not me. Pharmacy sounded interesting but I didn’t want it that much. I wanted to teach, but “do something with your brains” kept ringing in my ears.

I HAD SO MANY WONDERFUL TEACHERS growing up. I learned cursive writing from Mrs. Howard, times tables from Mr. Jones. I dissected my first frog in Mr. Wyeth’s class, and learned to differentiate between hard red winter wheat and soft white wheat

from Mr. Vance. Ms. Escamilla taught me to give a good speech with three points and bold gestures. I learned genetics from Mr. Streetman and a few hundred fruit flies.

They were my heroes (the teachers, not the fruit flies).

With a scrunched up, funny look on his face he said, “Why don’t you do something with your brains?”

Who are your hero teachers and what memorable moments do you have from their classrooms? Maybe you laughed or cried with them or hated the subject they taught. Maybe one was a parent figure you needed at just the right time. Or maybe you mouthed off and one of them threw an eraser across the room and it hit you leaving a white chalk mark on your purple silk shirt—oh wait, just me?

A great thing about coming back to live in Crawfordsville is occasionally bumping into former teachers. Of all the students they have over the years, they still call me by name or by a nickname they had given me.

One of those nicknames was *Pyro*. If you read this issue closely enough, you will find out which Wabash alum teacher gave me that nickname and why. He is the inspiration for this issue. He was a student teacher and I only had him for part of one semester in high school, but he has been teaching at my alma mater for more than 20 years now. He has been a teacher, mentor, coach, and friend to so many of his students—not because it makes him rich or famous but because he has a heart for building up young people and gets to share with them his passion for chemistry and math in the process.

We reached out to hundreds of our alumni just like him with careers in education. They come from public, private, charter, and online schools, administrative offices, athletic fields, traditional classrooms, and larger-than-life classrooms. These alumni were generous with their time and their stories even in the midst of a pandemic, which has forced schools, on the backs of teachers, to up-end, retool, rethink, pivot, shift, adjust, quarantine, hybrid learn, hybrid teach, and work more hours with fewer resources than ever before. Sounds like teachers, right? Always giving a little bit more.

A LITTLE PIECE OF ME REGRETS not becoming a middle school teacher. However, I’ve learned I probably don’t have the patience for tween classroom management so it worked itself out in the end. But I know one of the greatest “somethings” I can do with my brains is to teach in whatever form that takes. So, let me teach you about some of our amazing alumni educators.



Kim Johnson

Kim Johnson | Editor
Class of ’94, North Montgomery High School



President Scott Feller and his father.

A warden at the prison once told him, “Two things prevent someone from re-committing a crime: getting old and getting educated.”

Family Business

DEDICATING AN ISSUE of *Wabash Magazine* to teachers connects us to the first days of the College’s history. Wabash’s first professor, Caleb Mills, also founded Indiana’s public school system. My own personal history is filled with family members who were called to this most noble vocation.

My paternal grandmother, Peg Feller, was a schoolteacher in and around Salem, Oregon. She was a real presence in the lives of her children, grandchildren, and great-grandchildren, living to the age of 100. Her influence was reflected in the career paths of my relatives on that side of the family. While my father became a dentist—he was the outlier—all three of his siblings became teachers.

My brother is a teacher in the small community where we grew up. The school is small enough that his classroom includes two or three grades at a time. But he exposes these young learners to the much larger world through his experiences as a world traveler and an amateur rocketeer.

Many of my cousins have also gone into the “family business” of public education and now serve as teachers and principals throughout Oregon’s Willamette Valley.

While Dad and I both graduated as chemistry majors from the same liberal arts institution, Willamette University, my father didn’t directly follow in my grandmother’s footprints. But that didn’t stop him from connecting to education in deeply meaningful ways.

My father shaped education and education policy through an incredible tenure of service to Oregon schools and community colleges, including serving on local school boards for 21 years.

I remember that the community college taught courses in the local prison. Every year my dad would go to the graduation ceremony to hand out diplomas. A warden at the prison once told him, “Two things prevent someone from re-committing a crime: getting old and getting educated.”

I loved my undergraduate experience at a liberal arts institution that felt a lot like Wabash. My first job offers came from large research universities. I had to work harder to get a job at a liberal arts college, but I knew that’s where I wanted to be.

Wabash is living out its role as a public good. One-third of our students are eligible to receive Federal Pell Grants and a slightly higher fraction are first-generation college students. It has long been our mission to help all students have better lives by providing an elite education without being elitist.

We have hundreds of alumni who have graduated from this place and gone on to become educators, school administrators, and even members of their local school boards. I am thankful for their good important work that, like my grandmother, changes the lives of young people and in turn changes the world.

Scott Feller

Scott Feller | President
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YOUR MOMENTS ARE OUR MOMENTS



Photos submitted by the Wabash community on Facebook, Twitter, and Instagram

The National Association of Wabash Men presented its annual awards virtually on March 23. These awards are typically presented at Homecoming Chapel. Congratulations to this year's winners.

Clarence A. Jackson Distinguished Career Achievement Award
Robert T. Grand '78

Robert T. Grand, your brothers in the NAWM stand in awe of your remarkable career of public service. While this work is worthy of our highest praise, we also honor you for your love of and commitment to your alma mater. Each and every time Wabash has been in need, you have answered the call—as fraternity advisor, fund raiser, president of the NAWM, and as a member of our Board of Trustees. It is for all of these reasons that we honor you today with the Clarence A. Jackson Distinguished Career Achievement Award. Bob Grand—you are Some Little Giant!



Frank W. Misch Distinguished Service Award
The Founders of the Malcolm X Institute of Black Studies

It is with a deep sense of gratitude that the NAWM pays tribute to the hard-fought efforts by a group of dedicated young men who founded the Malcolm X Institute of Black Studies a half-century ago: Ronald E. Angel, Carlos Lester Armstead, John W. Chambers, Preston Greene, Raymond Griffith, John Alexander Johnson, Dock McDowell, Keith O. Nelson, Anthony R. Partee, Charles G. Ransom, and Victor L. Ransom.



While our nation wrestled with the Civil Rights Movement, these 11 men, supported by faculty and administrators, created the MXIBS as a welcoming place of understanding. Over the many decades since, the MXIBS has evolved to become the College's most important cultural center that brings together students, faculty, staff, and alumni from all beliefs and backgrounds to better appreciate the lived Black experience, or as you wrote in those early days, "to establish a meaningful dialogue between Blacks and whites so that we can begin to understand each other, and hopefully and more importantly, understand ourselves."

Fredrick J. Urbaska Distinguished Civic Service Award
Thomas P. Murtaugh '88

Thomas P. Murtaugh, the NAWM is humbled by the way you have lived out our College's mission of thinking critically, acting responsibly, leading effectively, and living humanely. While many of us strive for those lofty ideals, few Wabash men have such concrete evidence of having done so as you.



Jeremy R. Wright Distinguished Young Alumnus Award
Russell D. Harbaugh '06

Russell D. Harbaugh, we honor you for your outstanding achievements in your craft as a screenwriter and film director. You were a record-setting, trash-talking quarterback on the Wabash football team. And yet in spite of your heroics on the gridiron, you are perhaps best remembered at Wabash as an English major and filmmaker. You challenged all of us at Wabash to think differently about what it means to be a man, how students maneuver through Wabash, and what it means to be a college for men. The NAWM celebrates your accomplishments and waits anxiously for what comes next.



NAWM Alumni Admissions Fellow
James A. Wadkins '84

As a social studies teacher and wrestling coach at Calumet New Tech High School in Gary, Indiana, you have been instrumental in recruiting students and driving interest in Wabash from your school and region. You are so often advocating for young men who have very few options when it comes to exploring colleges. You know—and can demonstrate to them—that Wabash is a place where they will be supported and where they will thrive.



NAWM Alumni Career Services Award
Delon E. Pettiford '17

Coming through the programs offered by the Center for Innovation, Business, and Entrepreneurship, you were well-versed in career preparation. Now, as an alumnus, you are paying it forward as one of the Schroeder Center's top volunteers. But you don't sugarcoat anything; you give our young men a firsthand understanding of what it takes to be successful. The NAWM thanks you for your service to our professional development efforts and lifts you up as a terrific example of what it means to have the No. 1 ranked alumni network in the land.



Honorary Alumnus
Stephen R. Morillo H'91

The NAWM would be hard-pressed to find another member of the Wabash faculty who so fully embraces and lives out the liberal arts as you. While you are an accomplished historian, you demonstrate to our students the importance of a full, fun, and well-rounded life.



Honorary Alumna
Lora Holmberg Hess H'15

We knew you would be a different Wabash First Lady in the autumn of your first semester on our campus. We quickly learned you brought your own academic and professional bona fides. Your experience at other colleges and your insight into philanthropy helped Wabash make significant changes to be more welcoming to the spouses and partners of our alumni. Your genuine affection for Wabash and its people is contagious. Lora, you helped so many Wabash men see that they are their best selves because of the women and men in their lives, and you devoted your time and talent to welcoming all of us.



Honorary Alumnus
Gregory D. Hess H'19

Your departure during the pandemic prevented us from paying tribute to all that you accomplished as the 16th president of our College. History will remember you as an innovative and creative leader whose ability to see around corners positioned Wabash for success at a time when so many excellent liberal arts colleges are suffering. We thank you for pushing us to develop a better way of talking about Wabash. You challenged us to lead with our outcomes; to tell the world that we are great, not how we achieve our greatness.



Raised over \$1.375 million
(new record)

8 Challenges unlocked \$520,000

Gifts were made by alumni and students from every class from the Class of 1948 to the Class of 2025 (77 years)

73 Affinity Challenges led by 289 challengers

Over 5,800 gifts

782 gifts made by Wabash Parents

Athletics Affinity Challenges had more than 1,000 gifts

Class of 1991 led all alumni classes with 175 gifts in honor of its 30th Reunion

The hashtag #AllforOneWabash was used 1,030 times that day



Last in a Long Line

by Kim Johnson



(Above and center) **Nikko Morris '21** in the classroom of **Jason Surber '92** at Crawfordsville Middle School; (Far right) Henry Harnett, son of professors **Jeremy Harnett '96** and **Jill Lamberton**, raises his hand in Morris' seventh grade social studies class.

Nikko Morris '21 missed his football senior day twice. As a high school senior, he missed most of his final season with a foot injury. This time, at least he got to choose his fate.

WITH COVID-19 CANCELING FALL SPORTS, the three-year member of the football team and one of four siblings in his family attending college in 2020, Nikko Morris '21 had a big decision to make. He could finish college in four years and be the last student to complete the teacher licensure program at Wabash, or complete his licensure elsewhere for a chance at a senior football season.

"It was kind of a kick in the face," Morris said. "I had to sit down, look at all the options, and then figure out which one worked the best. It not only affected me, but also my brother and my two step-sisters. It wasn't just what do I want to do, but what can I do, that's also good for everyone else."

While students at Wabash can still minor in education studies, moving forward they will need to complete the licensure requirements through another institution. Morris was the last student to be licensed at Wabash.

Morris is a classics major and history and education studies double minor. The Muncie Central (Indiana) graduate credits his own high school classroom experiences with leading him toward a career in education.

One particular teacher that made the classroom interactive and inviting was his government teacher, Julie Snider. He picked up on her ability to engage students in government and politics even if they did not otherwise find it interesting. Snider praised Morris for his demeanor and passion in the classroom.

"He loved talking about politics and sharing his opinion on issues," Snider said. "But he also showed great respect for his peers. Nikko will be an amazing teacher because of his compassion, his sincerity, his love for social studies, and his outstanding work ethic."

That work ethic may not have gotten to shine on the gridiron this year, but his outstanding efforts in the classroom both as a student and as a teacher garnered him recognition as the recipient of the Caleb Mills Award in Education Studies and as a co-winner of the McClain Prize in Classics.

"His depth of interest and coursework in classics and the courses he's taken in our history department have prepared him to teach the history of the world in particularly effective ways," said Associate Professor of Education Studies Deborah Seltzer-Kelly. "Nikko has also proved to be particularly adept at translating his own college-level comprehension of history to a middle school level—which is something many college students can struggle with as they begin preparing to teach at a middle or high school level."

He spent his final semester teaching social studies under the supervision of Jason Surber '92 at Crawfordsville Middle School. Surber has seen growth even in that short time.

"Nikko has improved his classroom management skills and has become comfortable as a teacher. He is developing relationships with students, and I think most of them will be sad to see him go. Certain classes are having a competition to see which class is his favorite. He has fun with the students, which they really appreciate."

A STUDENT IN THE BACK CORNER of Morris' fourth period social studies class shoots his hand into the air, "Can I draw a dog on the white board?"

Without missing a beat, Morris responds, "No," and moves back to the topic of the lesson—the Arab-Israeli conflict.

"When kids start to ask questions, and they're going to have questions," Morris says, "I really just have to be prepared for anything, because especially in middle school, they're not afraid to say whatever they want. But every now and then, kids will ask big-thinking questions."

"Teaching requires a lot more energy than you think. Planning and time management are pivotal. (Professors) Dr. Michele Pittard and Dr. Seltzer-Kelly talked a lot about the reflection process. It's really a useful tool to be able to look at the before, the during, and the after, and make adjustments to stuff on the fly."

"Nikko is a great student who has really come along in his pedagogy," Surber said. "He desires to improve in every aspect of teaching, and he reflects on each lesson for continued improvement. Too often, new teachers will come into the profession with an attitude of 'I already know everything

about teaching.' Nikko will actually seek feedback and desires to be better. That's a great attribute for any teacher, despite the number of years they've been teaching."

Morris sets high expectations for students as well by requiring them to write daily to reflect on what they learned. This practice also gives him feedback on the effectiveness of his teaching.

"When kids start to ask questions, and they're going to have questions," Morris said, "I really just have to be prepared for anything, because especially in middle school, they're not afraid to say whatever they want."

"Sometimes it's just a couple sentences about class that day or sometimes they are tying together topics from multiple lessons," he says. "I'm just trying to get them to think in complete sentences."

JUST LIKE IN HIGH SCHOOL GOVERNMENT CLASS, Morris knows not every student in his classroom is as passionate about history as he is, so along with making the material engaging, he wants to show them the relevance of what they are studying.

"Some people will see history as something that's boring, or think looking at the past doesn't have any benefit," Morris says. "I think my favorite thing about teaching history, is you can use history as

a window to bridge gaps between different groups of people. You can introduce things like culture, religion, and teach people pivotal points that shaped life in different parts of the world. So when they encounter those things later, they have a base understanding of what it is they're seeing.

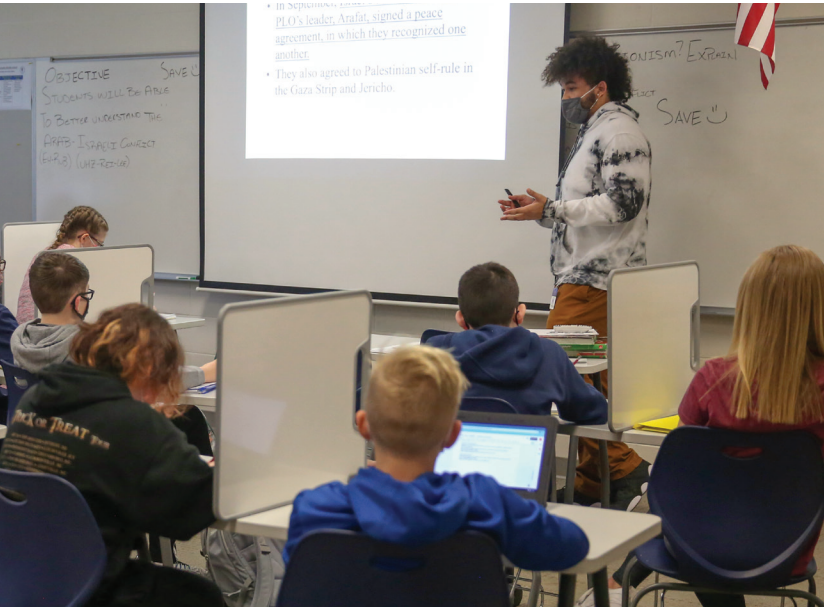
"For instance, I can teach kids about cultural elements of Islam. When they see people wearing hijabs or full body covers, they have an understanding of what those are for and what they mean. So by the time they see something, whether it's out in the world or at work, they aren't ignorant or offensive. They're not looking at something blindly and just making assumptions. They've got some information."

"What excites me the most about Nikko becoming a teacher is the energy and commitment he brings to the profession," says Pittard. "He could absolutely do anything he wants upon graduation, and he's choosing to be a public school teacher—now more than ever, we need excellent public school teachers."

Morris is ready for his new role but understands the gravity and difficulty of entering the teaching field right now.

"It's important that there are male teachers, but also Black male teachers. Being able to have the opportunity to get a licensure for secondary education from Wabash is really cool—especially when you look at the history of Wabash going all the way back to the founder of public education, our very own Caleb Mills." ■

"It was definitely weird at first," reflects Morris. Some of his students this semester included the kids of his Wabash faculty. "I had Dr. Hartnett last semester. And he was also on my comps board. He was just teaching me and now I'm teaching his kid. It's kind of fun, getting to see direct impacts of what happens for kids developmentally when they have college professors as parents. They are definitely really smart kids. Those are some of the kids that ask the big thinking questions. They definitely think about things in different ways, which is really cool to see."



photos by Kim Johnson

“I have been seeing all kinds of sports updates by coaches on Twitter. I am PROUD of all my fellow student-athletes for working so hard! I see you in the gym and the classroom. **It doesn’t go unnoticed.** Keep up the hard work men!”

Evan Nichols '22 | Wabash Volleyball



Turner Royal '24

photo by Becky Wendt

Wabash student-athletes were eager to jump back into practice and competition in the spring. Athletes participated in more than 100 competitions over the course of the semester with half of those being at home.



Jordan Thomas '24 (left) Jose Franco '22

photo by Becky Wendt



Brandon English '23

photo by Becky Wendt



Allen Johnson Jr. '23

photo by Jacob Paige '23



Liam Grennon '24

photo by Becky Wendt



Justin To '23, foreground, and Sam Bleisch '22

photo by Brent Harris H'03



AJ Reid '24



AJ Miller '23

photos by Jacob Paige '23

FROM THE GROUND UP

BY CHRISTINA EGBERT

It was match point for Wabash's first-ever volleyball team.

The ball was right above the head of Luke Wallace '21, who passed it to Luke Davis '24, who set it back to Wallace. Wallace wound up for his 20th kill of the five-set match.

As the sideline watched, one teammate was jumping up and down with nervous excitement. The rest were holding their breath.

The power behind Wallace's attack made it bounce off the hands of Wittenberg's middle blocker. It was unreturnable.

Anyone who thinks an empty gym is a quiet gym should have seen the Wabash volleyball team make history.

"In the moment of getting our first volleyball victory, I wasn't really thinking about the bigger picture," said Luke Wallace '21. "Our first win was an amazing feeling, especially on the road against Wittenberg. I am just happy we were able to get a win during our first season. There was so much preparation, uncertainty with COVID, and anxiety about whether we would have a season ahead of that victory."

Head Volleyball Coach Ryan Bowerman '11 says that while he was definitely excited, the emotion he remembers feeling the most was relief.

"Going into the season," Bowerman says, "I knew if we could just get that first win, it would change everything for our team. I knew it would give them so much confidence and make them feel like their work was worthwhile."

And that's exactly what Bowerman saw an hour-and-a-half later, when the second game of the double-header began.

"I think we celebrated for maybe five minutes," he laughs. "Then they had to rest and recover. But it was easy to tell how good the team felt the first set of the second game."

It took five sets again, but the Little Giants ended the day with a sweep of the Tigers.

"Once we got onto the bus, I think they celebrated for about 10 minutes," Bowerman says. "Then they all fell asleep."

Wabash announced the launch of its new volleyball program on May 30, 2019, and, because the North Coast Athletic Conference does not sponsor men's volleyball, accepted membership in the Midwest Collegiate Volleyball League that June.

Evan Nichols '22 was one of the founding members of his high school's volleyball program and says it was a no-brainer to help Wabash start its own program. Even though he wasn't promised a spot on the team at the time, Nichols helped recruit his future teammates.

"We are a first-year program and building it from the ground up," Nichols says. "We gave this Wabash community our all, and we know they will give that back to us. The support we've already received has been amazing, and we can't wait to play with all of our fans in the stands!"

photo by Becky Wendt



Speaking of Sports | continued

“It’s an amazing opportunity to be part of a new program,” says Justin Abequibel ’24. “We have the chance to instill our own beliefs and ideals into the program and create a culture which is entirely unique. As most of us were freshmen, that can be slightly overwhelming, but the camaraderie and sense of family I’ve experienced from the team has made me feel at home at Wabash.”

The team may have been young, with seven out of the team’s nine members being freshmen, but Bowerman says they are “eager and committed.”

A Crawfordsville native, Bowerman grew up with two volleyball coaches as parents (his mother was an All-American volleyball player from Purdue University) and began his own coaching career when he was 16 years old.

He started by helping his mother coach his sister’s club volleyball team in Indianapolis, and then became a student-assistant coach for his high school’s varsity girls team when he was a junior at North Montgomery.

Bowerman continued to be an assistant coach for North Montgomery throughout his Wabash career, while also coaching club teams in Indianapolis and serving as student president of Wabash’s volleyball club team for four years.

After leaving Wabash, Bowerman went on to serve as the assistant coach at Xavier University of Louisiana and Indiana University Kokomo.

“I never would have thought that I would be back here coaching Wabash’s first volleyball team, but it’s a great full-circle story,” Bowerman says.

Wabash’s first volleyball team: Justin Abequibel ’24 (Avon, IN); Julian Alvizo ’24 (Chicago, IL); Luke Davis ’24 (Avon, IN); Carson Meadors ’24 (Indianapolis, IN); Carter Nevil ’24 (New Albany, IN); Evan Nichols ’22 (Georgetown, IN); Thang Sathing ’24 (Indianapolis, IN); Ricky Sessions ’24 (Indianapolis, IN); and Luke Wallace ’21 (Tucson, AZ). ■

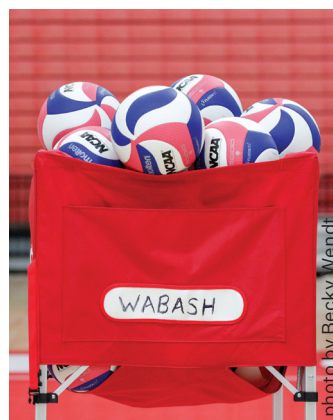


photo by Becky Wendt



(Top) Ricky Sessions ’24, Evan Nichols ’22, Thang Sathing ’24, Carter Nevil ’24, Julian Alvizo ’24, Carson Meadors ’24 ready to step to the net to compete against Mount Union; (Directly above) First year volleyball coach **Ryan Bowerman ’11** talks to **Luke Davis ’24**; (Right) Davis sets the ball.

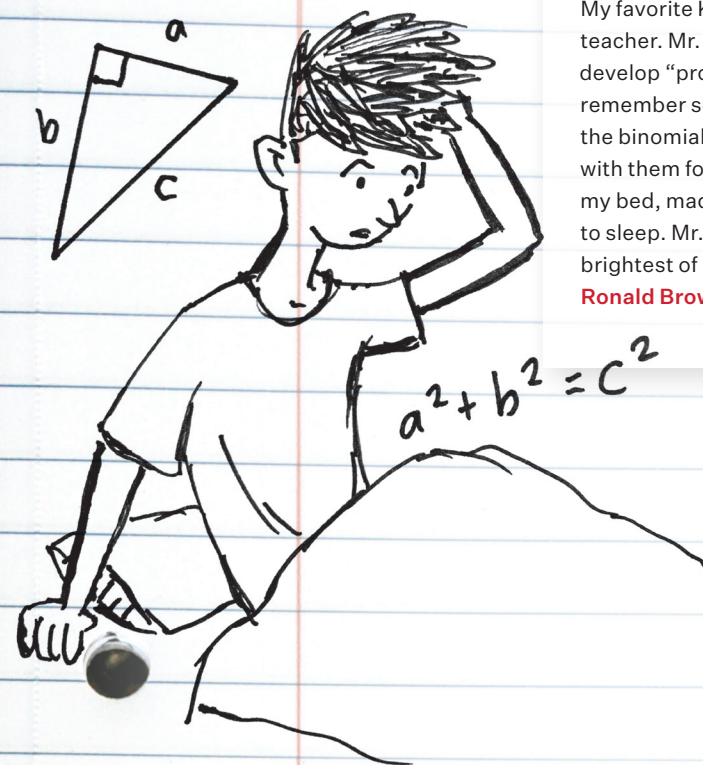


photos by Kim Johnson

The Big Question | SPRING 2021

WHO WAS YOUR FAVORITE K-12 TEACHER AND WHY?

Illustrations by Jeff Garter



My favorite K-12 teacher was my high school math teacher. Mr. Joseph Judkins always pressed us to develop “proofs” for our assignments. I distinctly remember solving the Pythagorean theorem and the binomial theorem in dreams after struggling with them for an entire day each. I jumped from my bed, made my notes, and then went back to sleep. Mr. Judkins was without doubt the brightest of my teachers.

Ronald Brown ’67

My German teacher Herr Rosenbaum had a very authentic care that surrounded him. I knew he was invested in me and so many other students.

Darden Schurg ’20

My favorite K-12 teacher was my high school football coach, Mike Hensley. Right alongside my father and my grandfather, Coach Hensley is one of the most influential males in my life. He was a demanding and fiery coach, as well as a caring and ardent mentor. I aim to succeed in this profession partially because **I want to honor Coach Hensley and make him proud**, as he follows Wabash football closely.

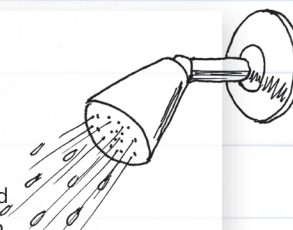
Olmy Olmstead ’04

My favorite K-12 teacher was Lamar Fertig, son of longtime Wabash English professor Walter Fertig. He was my high school physics and calculus teacher. He had two or three degrees and had done all kinds of crazy things like living in a condemned creamery while he was a logger somewhere out west. Our physics labs consisted of getting out the very old equipment my high school had, **trying to figure out how stuff worked**, and applying it to the physics we were learning.

Tom Lutz ’91

My favorite teacher was my high school Spanish teacher, Mrs. Pat Knasinski. Her enthusiasm and passion for Spanish, for life, travel, and the love of learning inspired me to major in Spanish. Mrs. K always told us that even if we didn’t feel like coming to school, to at least get up, take a shower, and *then* make the decision whether or not to come to school. Of course, one always feels better after a morning shower, so more likely to go to school. I still follow this advice today.

Marc Welch ’99



I have two different favorite teachers for two different reasons. My fourth grade teacher, Mrs. Wilson, Ursa Minor Elementary School in Fort Richardson, Alaska, first identified me as a gifted student. I had been having trouble in school with behavior and grades but she saw through these issues. **She literally changed the course of my life.** My AP physics, anatomy, and physiology teacher, Dr. Lamishaw, Lawrence Central High School in Indianapolis, taught me that high standards and accountability were part of real learning.

Cliff Lee '06

Mrs. Wassink was my sixth-grade science teacher at Hamilton Middle School. Her class was fun but tough. At first, I hated her class because of the amount of effort it took to be successful, but later I realized she helped me grow more as a learner and thinker than any teacher I had previously. Today, I always think back to her class and how best to foster that same tough love to help my sixth graders achieve.

Pierce Velderman '15

My favorite teacher was Mrs. Roberts at Ben Davis High School. **Somehow, she made math fun! What a miracle.**

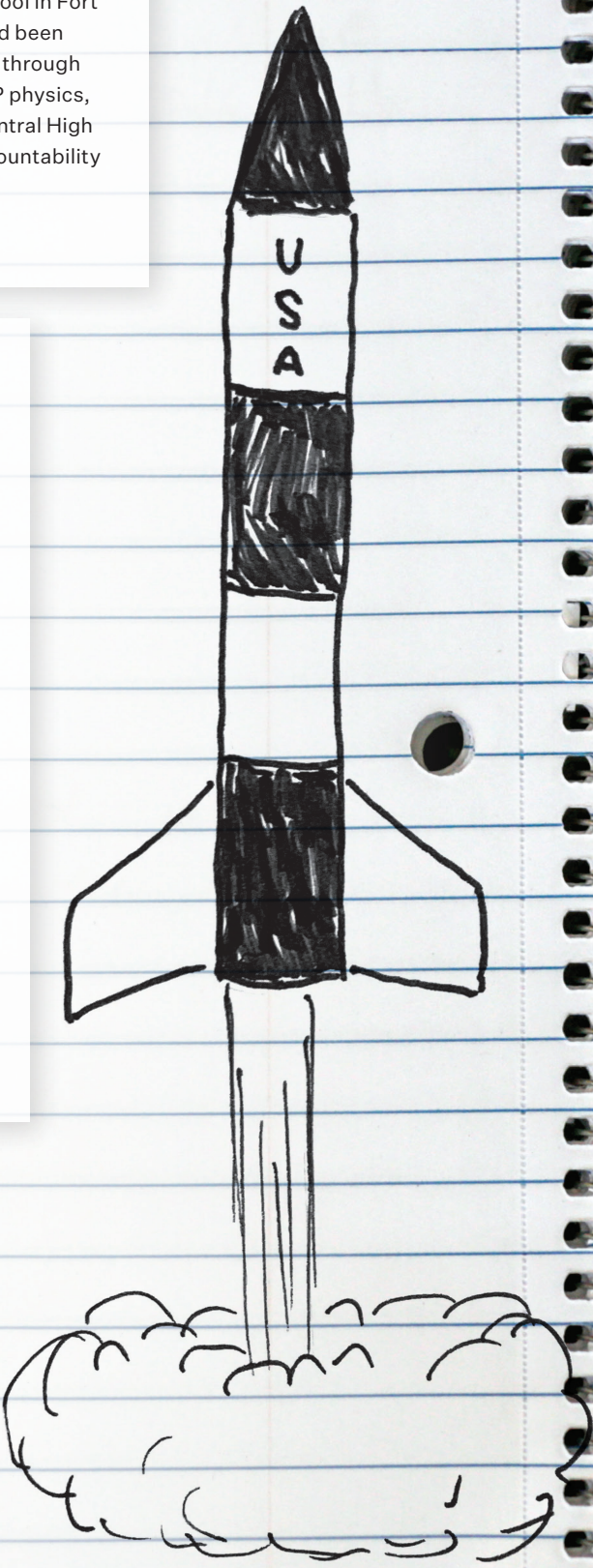
Jake Gilbert '98

Becky Glynn was my fifth-grade teacher. That was the year my parents were divorcing. She didn't let me quit. She took the time to listen, understand, and push me. If I was goofing off or something, she would say, "Brandon, I know you're better than that." At the time I was also really into space. Her boyfriend at the time, (now her husband) is an astronomer, so she would tell me about theories he would show her. She was the one who advocated for me to go to the magnet school in middle school where I could study rocketry and aviation.

Brandon McKinney '10

My high school English teacher, Mrs. Carnahan (I doubt she had a first name) required every student to memorize an admirable saying. I used one that she had printed on the blackboard the prior semester: "There is so much good in the worst of us and so much bad in the best of us that it hardly behooves any of us to talk about the rest of us."

Roger Bowen '69



WHAT ARE YOUR MOST MEMORABLE MOMENTS FROM TEACHING?



My wife had died about a year earlier, meaning that I was in no hurry to go home after evening classes. It was final exam week and after an evening exam, I went up to my office. The building was completely deserted and quiet. So I was surprised to hear a knock at my door. There was Stacey, a young woman from my class. As she sat down she stammered, "I'd like to talk about something personal. Dr. Kraft, I know that your wife died a few months ago, and I was wondering if you're getting lonely?" The stories of female students coming on to professors and offering anything for a grade ran through my mind. That had never happened to me in 15 years of teaching. I could feel my color changing and pulse rising. What if she claimed that I had propositioned her? Or assaulted her? There was nobody else in the building to vouch for my innocence.

I began to sweat. Then she choked out the words "I'm wondering if you'd like to..." My teaching career flashed before my eyes. Then, "I wonder if you'd like to meet my mother?"

Fred Kraft '64

I was teaching sixth-grade English at Ramstein Middle School. One of the first things I did each year was to ask my students to memorize a list of 45 prepositions. They had three chances to show they had learned them. One boy, whose father was deployed and who was obviously stressed, started crying on his last attempt. He said he just couldn't do it. I explained that we all have things that are difficult, but if we try hard enough, we could generally master them. I asked if he would like to work on the list over the weekend and try again on Monday. On Monday, he aced the quiz. At the end of the year, I asked my students to write about the most important thing they learned during the year. This young man wrote:

"I learned that if I tried hard enough, I could do anything."

Philip Rifner '71

In the 1960s Eric Dean and I were leading a discussion with about 10 students in Center Hall. In those days, students and faculty smoked during classes. During the discussion of a graphic description of violence, a student held his cigarette up by his shoulder, and his hair caught on fire.

Raymond Williams '68



My first and only year teaching summer school, I mentioned to my students that I was looking for a dog. The next day a student put a box on my desk and said, **"Here's your dog, Mr. Faulkner."** Over the next 13 years, I traveled all over the country with that great dog.

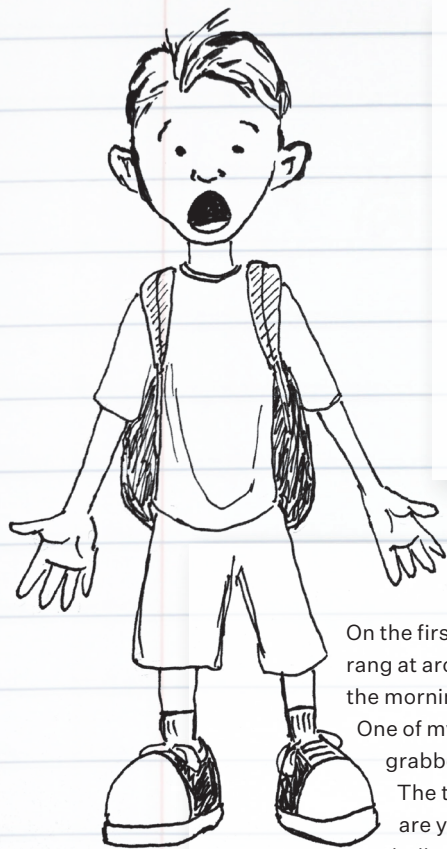
Perhaps the most bizarre event occurred some 20 years later. Just as class began, a very pregnant student's water broke. I offered to walk her to the nurse, but she said she was too embarrassed to get up. With her permission, I pulled her desk out into the hall, and sent another student for the nurse. She was taken to the hospital where she gave birth about two hours later.

On another occasion, a student who had missed a few days stayed after class to get his missed assignments. As I was gathering them, an administrator came and escorted him to the office. Turns out, in his gym bag he had \$200 in stolen money and a loaded 45 with 13 rounds, one in the chamber. He had robbed a local store the night before and still had the money and the gun.

There is no doubt that my Wabash education served me very, very well, even without a single course in teaching. A degree in psychology certainly helped.

Joe Faulkner '67

There is so much good in the worst of us and so much bad in the best of us that it hardly behooves any of us to talk about the rest of us.



Elementary students come with so much joy. There is no one stopping them. No one telling them they look uncool or the consciousness of puberty. I went from high school where as an assistant principal, kids were wanting to run out of the building. Nobody wants to come to school. Then I went down to elementary, they're running in. They can't wait to get in there.

Artie Equihua '89

On the first day of school, the bell rang at around 11 a.m. to dismiss the morning kindergarten classes.

One of my colleague's first graders grabbed his things to head home. The teacher asked him, "Where are you going?" "That's the bell to go home," he replied.

"You're in first grade now—we go to school all day." The first grader stared at her in disbelief and said, "Who the hell signed me up for this?"

Jeff Wilson '91

I was teaching English with the Peace Corps in Bansko, Bulgaria, at the foot of the Pirin Mountains.

The alphabet was first, followed by common words and phrases. Eventually we built up to the rooms of a house and common household items. One day we started in the living room. A few students responded with "couch, tv, cabinet." Bathroom, "sink, shower, toilet." We got to the kitchen. The first couple of responses included, "table, chair, sink, fridge."

Mustafa, from a village near the Bulgarian-Turkish border, raised his hand. English was his third language. Mustafa listed items like everyone else. Then with a big smile on his face said, "and fridge with drinks." I was so proud of him for being able and willing to go beyond his comfort zone to display more of his learning.

John Bordenkecher '96

I had a high school senior ask me why he needed to write his final paper of the semester. When I went to Wabash, I didn't know how to study. My freshman year, I was having a great time, I was off on my own. I was meeting all these new people. Grades came, and I didn't do so well. I was in the FIJI house. We had the highest GPA on campus, and we had the highest GPA of any other chapter of our fraternity. The other people in the fraternity moved me in with Jason Wendel '92. He was going to be a plastic surgeon. He studied eight hours a day. When Jason studied, I studied. That was the rule. I had a good support network that really helped me learn how to study. I told my student, I didn't know how to study or write when I left high school but after my class he would be ready.

Chris Lazarski '94

Over the last 29 years I've had a lot of funny moments. I nicknamed a student Pyro when she set a rubber clamp on fire, resulting in a nice burn spot on the ceiling.

Tom Lutz '91



I started my teaching career in the high-poverty core of Columbus, Ohio. I teach in a relatively affluent suburban school in Greenville, South Carolina now. I have learned that rich kids have problems too, although very different problems.

Cliff Lee '06

That last day of in-person school in March 2020 stands out to me. We knew something big was happening. At the time they told us we would only be virtual for two weeks, but I think we all knew that wasn't true. The kids felt it. The teachers felt it. I remember being in the classroom and just fielding questions left and right—making sure that my kids recognized the historic nature of the event. As a history teacher, this was a unique moment I wanted my kids to truly internalize.

Francisco Huerta '14

As much care and attention as we put into planning lessons and achieving skill objectives, often students remember humble human moments more than the content we teach. After five years teaching at a single school, students have heard all my stories about Wabash. Magistra Helen Curtis, my Latin teacher at Westfield High School, frequently digressed from Latin to brag on her daughters or tell stories about how she'd gotten into teaching years earlier, and made time for students to tell their stories too. Teaching is about building relationships, taking a journey together, and learning along the way.

Zachary Thompson '13

Brett Findley '04

During a faculty/student football game, I dislocated my shoulder, popped it back in front of the entire student body, and then scored a touchdown two plays later. I earned quite a bit of street cred.

Brian David '12

My favorite part teaching English 8 happens in May when my students revise their first essay from early August. Breaking a group from data-driven, multiple-choice logic, moving them from a barely coherent paragraph in August to a three pager in December happens like a well-rehearsed song. By May the melody comes full circle as my students become their own worst critics.

Adam Current '11



I was a political science major but my first assignment with Teach for America was high school chemistry and physics. I had a bit of a flashback to Dr. Scott Feller's chemistry class. He was really good about making sure students who didn't major in chemistry cared about it. I tried to take that into my classroom. I did demonstrations at the beginning to illustrate what we were doing. And then we went into an inquiry-based model. Instead of giving them the equation or the concept, they had to derive it from an experiment. When Dr. Feller was teaching us what entropy was, he had a cup full of pennies. He threw it at the class and said, "ENTROPY!" The mass is not created or destroyed. It's just spread out. He was trying to demonstrate that to those in the "chemistry for poets class." I always took that memory to heart and tried to bring that into my classroom.

Patrick McAlister '10

I was in the hallway talking to my teacher neighbor before the bell. When the bell rang, I turned into my room. In my class were five freshman boys comparing the amount of armpit hair each had. One student was proud of the few he had and was in the process of sharing their names. Then, another boy stood up behind them and said, "Oh yeah!? Try having this since fifth grade!" He pulled down his shirt sleeve to reveal what can only be compared to jungle growth. I never knew what prompted the comparison, and I didn't want to know.

Jared Grigsby '01

EVOLVING EDUCATION

by Kim Johnson

In 1965, President Lyndon B. Johnson signed into law the Elementary and Secondary Education Act (ESEA) to ensure “full educational opportunities as our first national goal.” Since that time, the No Child Left Behind Act (NCLB, 2002) and the Every Student Succeeds Act (ESSA, 2015) have sought to uphold those ideals by increasing accountability and expanding access. While both have brought about positive change and exposed more challenges and barriers, neither has solved every problem. And, in the past two decades, issues surrounding education have become increasingly contentious and politicized.

Those featured in this issue of *Wabash Magazine* represent only a fraction of the hundreds of Wabash alumni in the field of education. They have chosen to sacrifice to do the good work of teaching in a profession with increasingly less status, greater demands, higher pressure, and higher stakes. They may not have solutions for every problem, but they are change makers, innovators, and day-in-day-out creatures of compassion who are building the next generations of thinkers, doers, and creators.

FOR CENTURIES school has largely followed the *Little House on the Prairie* learning model. August to May, 8 a.m. to 3 p.m., four-walled classrooms, teachers giving the lecture in the front, quiet students following instructions, staying in line, right answers and wrong. Graduate, get more education, and then a job. And it’s been hugely successful. For some.

“We try to take 100 kids with differences in how they process and engage in learning and put them in 10 boxes. That’s fundamentally where we went wrong,” says Kevin Chavous ’78, president of academic, policy, and external affairs of Stride K12, Inc. “If you put 100 kids with 100 different challenges in 10 boxes, you’re going to have problems. That’s why two-thirds of our nation’s kids aren’t where

they should be when they graduate.

“The focus became more on running efficient educational systems and structures, as opposed to tailoring our approach to education for each child.” Ideally, Chavous believes, “the future of education is in personalized learning—even in a system that may have 100,000 students.”

That’s not as easy as it sounds.

Schools and school districts are complex infrastructures regardless of whether they are large or small, rural or urban, private, charter, public, magnet, or online. Schools are full of complex humans of all ages that have their own unique sets of needs, desires, and frameworks that define how they view and interact with each other and the world.

Part of both NCLB and ESSA is accountability to state and national departments of education. Some of that accountability comes in the form of national and state standards, as well as standardized testing, which has its own complex infrastructure that varies from state to state. Many schools in many states are considered “failing.”

Unfortunately, there is not an endless supply of money for schools to address many of the problems causing them to be defined as failing.

“You have to allocate those resources as best you can,” says Artie Equihua ’89, former teacher and administrator, and now chief human resource officer for Crown Point Community School Corporation in Indiana. “But you always want more. You’re left with this burning desire to just do more and more.”



“The most important part about school is the teachers in the classroom, but there are so many factors that influence what happens in the classroom that have to be right,” says **Patrick McAlister ’10**, who serves as the director of the Office of Education Innovation for the City of Indianapolis. “Schools have budgets, contracts, and vendors they have to manage. They have funding sources to manage and report on.”

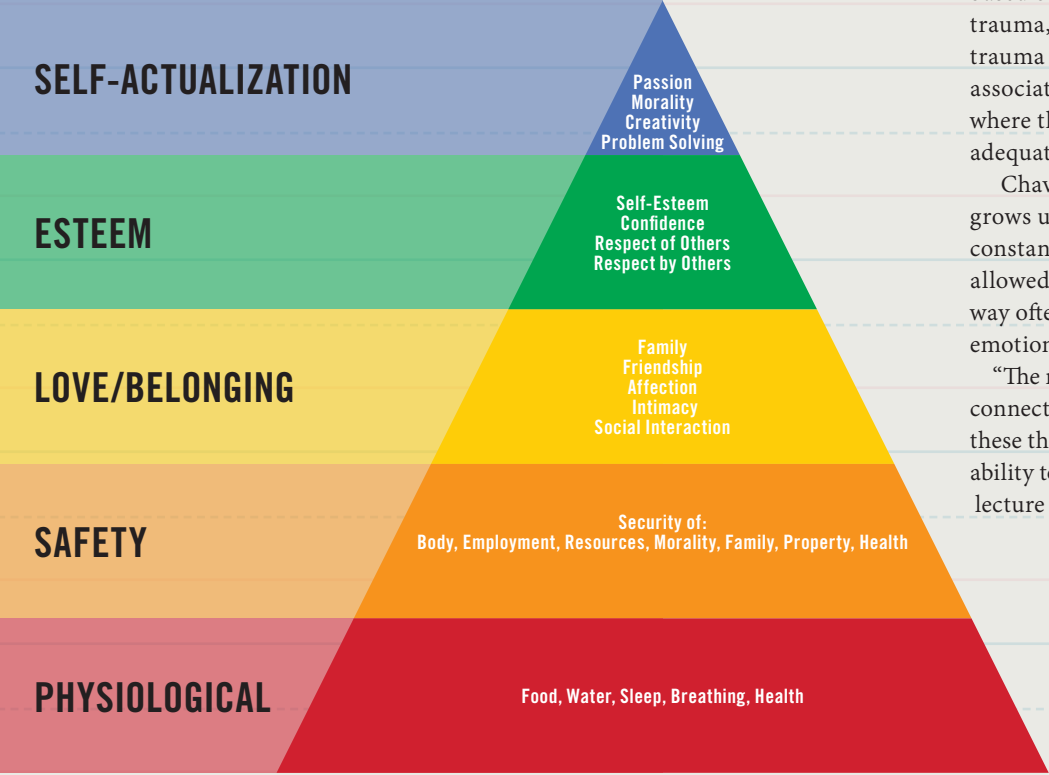
Many schools have seen community need and, as a result, taken on more responsibility as service providers for students and families. “In Atlanta, we designed and started a whole wraparound service wing,” says Tyler Griffin ’13 who taught in urban Atlanta before becoming the dean for curriculum and instruction at Brooklyn Emerging Leaders Academy in Brooklyn, New York. “We had groceries. We had places for students to wash their clothes. We had additional social workers.”



“Schools have become community hubs,” says McAlister. “They serve roles that families need and facilitate connections to services, too. If you come from a place of privilege, you may not need or even recognize all of the different access points that schools provide.”

Equihua points to Maslow’s Hierarchy of Needs, which he learned about in psychology classes at Wabash. The foundation of the pyramid is the physiological needs—food, water, warmth, rest; followed by safety and security; and topped with belongingness and love needs, esteem needs, and self-actualization. “As educators, we see this and we feel it. We experience it as we interact with our students,” Equihua says. “When they leave the stability of the school, they may go home to a very unpredictable environment. So, the best we can do is just make school the safest, most enjoyable place they could want to be.

Maslow’s Hierarchy of Needs



And that could be something as simple as providing clothing, shoes, and food.” Those basic needs must be addressed before students can move up the pyramid toward feeling a sense of belonging, accomplishment, or fulfillment.

“THE BEST WE CAN DO IS JUST MAKE SCHOOL THE SAFEST, MOST ENJOYABLE PLACE THEY COULD WANT TO BE. AND THAT COULD BE SOMETHING AS SIMPLE AS PROVIDING CLOTHING, SHOES, AND FOOD.”

—ARTIE EQUIHUA ’89

“There’s a whole teaching technique based on engaging kids who suffer from trauma,” says Chavous. “And it can be the trauma of poverty, abuse, and can even be associated with living in an environment where their brains simply do not have adequate time to rest.”

Chavous explains that a child who grows up with his or her brain in a constant state of activity rather than being allowed to rest, develop, and grow the right way often displays behavioral, social, and emotional challenges.

“The result is more anxiety, more social connectivity problems,” Chavous says, “All these things also impact a young person’s ability to sit still and digest the traditional lecture format used in so many schools.”

“ONE THING I’VE LEARNED FROM MY STUDENTS is as they get older, they actually need adults in their lives more than when they’re younger,” says **Chris Lazarski ’94**, a teacher at Wauwatosa West High School in Milwaukee, Wisconsin. “Coming up through high school can be very stressful and difficult. Everyone’s asking you what you want to do, and where you want to go to school, and what you’re going to study. You have friendships, and those relationships shift. You change friends or friend groups. There are all kinds of things going on.”



out of college,” he says, “but I didn’t really fully understand the amount of privilege I had until I saw the work my students had to do and what they had to overcome in order to accomplish everything they did.”

LIKE CAREERS IN MANY OTHER FIELDS, teachers’ salaries have not kept up with the rise of inflation. In addition, the increased pressure on teachers and schools to achieve on standardized testing and tighter constraints on flexibility within curriculum, recruiting high-quality, empathetic teachers has become a real limiting factor as schools try to meet the needs of their students.

In his sixth year as a principal, David Wagner ’05, now at IDEA College Prep North Mission in Mission, Texas, has discovered his biggest limitation isn’t in funding or support. It’s more human.

“We have a lot of brilliant kids,” he says, “but human capital is our greatest need. I have a great staff and the more diversity we can expose the students to the better. But I have an AP English Literature course that’s opening up and I might have two applications,” he continues. “When you have only two apps for a rigorous course, sometimes you feel yourself settling. There is a difference in finding the best person for the position versus settling for what’s available.”

Equihua agrees and argues retaining talent is just as difficult.

“Many of my teachers were phenomenal educators. They had 40-year careers. That’s not the case anymore. We’re finding that we really need to pay attention to the quality of life for our employees because the pressure and the fatigue for education has people contemplating career change now at about 10 years,” he says. “Some of it relates to the educational pressures of the



Brandon McKinney ’10 has always taught and worked in high-needs schools—similar to the schools he attended while growing up. Now as an assistant principal at Alliance College-Ready Public Schools in Los Angeles, California, he places high value in listening.

“They just need to be heard,” McKinney says. “I tell them, ‘When it’s just you and me, you can say whatever you need to say, just get it out.’ And they really appreciate that. I don’t care about their choice of language. What I really care about is hearing how they are feeling. Then I can decipher that message. Right there, when my kids are having a moment, they need to feel heard. We can work on the professional language later.”

McAlister reflects on his time in the classroom before he moved into state and national policy and advocacy.

“Going into that role, I didn’t fully appreciate the resilience my students had. I hope I was a person of deep empathy coming

“ONE THING I’VE LEARNED FROM MY STUDENTS IS THAT AS THEY GET OLDER, THEY ACTUALLY NEED ADULTS IN THEIR LIVES MORE THAN WHEN THEY’RE YOUNGER.” —CHRIS LAZARSKI ’94

profession. Some of it is generational. Young adults becoming teachers now are more willing to say, ‘You know what, this was great. I worked hard, but yet I want to go do something else.’”

EDUCATORS RECOGNIZE KIDS ARE FAR DIFFERENT than those of 20 years ago.

“One of the challenges we have in education is we’ve been slow to transition from the traditional education structure that is neither appealing nor relevant to many of today’s kids,” Chavous says.

Lazarski sees a shift in teaching to focusing on thinking, processing, and evaluating information.

“So much of what kids can access now they can just find on the internet,” he says. “I teach a civics class where we talk government and current events. My job is to say, ‘This is what this is. One side says this, the other side says this.’ My goal is for students never to really know what I think, but to teach them how to think it through and come to their own conclusions.

“Now we’re really teaching how to confront, manage, organize, and evaluate all this information that’s coming at them all day every day via their cell phones,” Lazarski adds. “Education today is helping students learn those skills because they have access to all the information already in their pockets.”

“The goal has to be lifelong learning—to engender the curiosity two- and three-year-olds have,” says Chavous. “Figure out how to continue to excite and keep kids curious. Stop teaching with the idea of a finite beginning and end of education. The insatiable sense of curiosity is what’s been lost.

“Kids ask questions, someone says ‘let me Google that.’ It’s not just about getting the answer; it’s about extending to the genesis. Where did this come from? Did this happen before? Who was the first? Who was the last? How is it different? No matter what gets put in front of them, arm them with the means to answer who, what, when, where, why, and how for themselves as opposed to a teacher telling them this is it.” ■

Glossary of Education Terms

public school: (in the U.S.) A school that is maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free education commonly including primary and secondary schools. (dictionary.com)

private school: A school founded, conducted, and maintained by a private group rather than by the government, usually charging tuition and often following a particular philosophy, viewpoint, etc. (dictionary.com)

magnet school: A public school with special programs and instruction that are not available elsewhere in a school district and that are specially designed to draw students from throughout a district. (dictionary.com)

charter school: An autonomous public school created by a contract between a sponsor, as a local school district or corporation, and an organizer, as a group of teachers or a community group, often with a curriculum or focus that is not traditional. (dictionary.com)

online learning: Students work with curriculum and/or teachers over the internet, online schools can also have relationships with school districts to provide services to the schools such as teacher training or virtual classrooms for special courses like Advanced Placement®.

high-need school: Under Title 20 of U.S. education law, a school is considered high-need if it serves a high number of children living in poverty compared to the rest of the schools in its district. In general, designation as “high-need” applies to the 25% of schools in a district that enroll the highest number of students who qualify for free and reduced lunch, and/or students whose families

qualify for federal assistance through programs such as Medicaid and federal child welfare services. Designation as a high-need school allows individual teachers and schools to qualify for a variety of grant and incentive programs aimed at recruitment and retention of well-qualified teachers and staff.

Title I: Part of the original Elementary and Secondary Education Act of 1965, it now includes four grant programs directed toward school districts that enroll high numbers of students in poverty. The funding is to be used for improvements that will benefit high-poverty students. Districts have a wide range of programs they can invest Title I funding in, ranging from direct instructional support to educational and social support services for children and families. Examples include everything from hiring more teachers to reduce class sizes, to so-called “wrap-around” programs that offer services such as healthcare, social services, counseling, etc.

homeschooling: The practice of teaching one’s own children at home, instead of sending them to school. (dictionary.com)

inter-district choice: Sometimes called open enrollment, allows families to choose public schools other than the one assigned by home address.

Advanced Placement®: (in North America) A high school course that teaches material ordinarily intended for college students, also a standardized test taken by high school students, for which they may receive college credit if they pass. (dictionary.com)

teacher licensure: The general requirements referring to someone who graduated from college that offers a program and degree accredited by the state that is centered around education. (teach.org)

master’s degree program: Can be a master’s degree with first-time teacher licensure, or can be obtained to add a credential, more specialized education, or additional expertise.

alternative licensure: Teachers in these programs must have their bachelor’s degree, but may not have taken the courses needed to pursue standard teacher certification. Most alternative licensure programs consist of working immediately in a classroom under the supervision of a licensed teacher, while simultaneously taking the appropriate education classes. Teachers in these programs usually work for about one or two years before they receive their teaching license. (teach.com)

teaching corps and programs: A range of opportunities to train rigorously to earn a teaching credential and to pursue advanced degrees while teaching. The most widely known teaching program is Teach for America, an organization that places its applicants in high-need schools where they teach low-income students for two years. AmeriCorps is another program that offers support to teachers in high-need schools. (teach.com) The NYC Teaching Fellows, Baltimore City Teaching Residency, Indianapolis Teaching Fellows, Nevada Teacher Corps, teachNOLA, Teach Kentucky, and Memphis Teacher Residency are examples of state specific programs.

CREATING A SANCTUARY

by **Christina Egbert**

photos by Kim Johnson

Tyler Griffin '13 in his office/teacher workroom at Brooklyn Emerging Leaders Academy in 2018.



I T'S HARD NOT TO SMILE walking down hallways painted with accents of Tiffany blue.

There's a contagious energy inside the walls of Brooklyn Emerging Leaders Academy, better known as BELA. And yet, there's also an unmistakable, calming sense of family. The all-girls high school calls it the "sisterhood."

Adorning the walls are posters featuring silhouettes and quotes from powerful women of color, serving as daily inspirations for the students, who are also predominantly young women of color.

"I love that at BELA, a Black girl can be into anime," says Dean of Curriculum and Instruction Tyler Griffin '13. "I love that a Latina girl can be into baking. I love that they can get really into trying to figure out chemical reactions or are actually able to create the image they have in their head through 3D printing."

The Tiffany blue throughout BELA? Griffin helped paint it. In fact, he was hired to be one of the founding members of BELA's leadership team when the school opened in 2017.

As the dean of curriculum and instruction, Griffin designs all of the school's curriculum and the professional development for its teachers. The core literature they study comes from writers of color, like *Things Fall Apart* and *Their Eyes Were Watching God*. They still read the books that are often covered in standardized tests like the SAT; however, they become supporting texts.

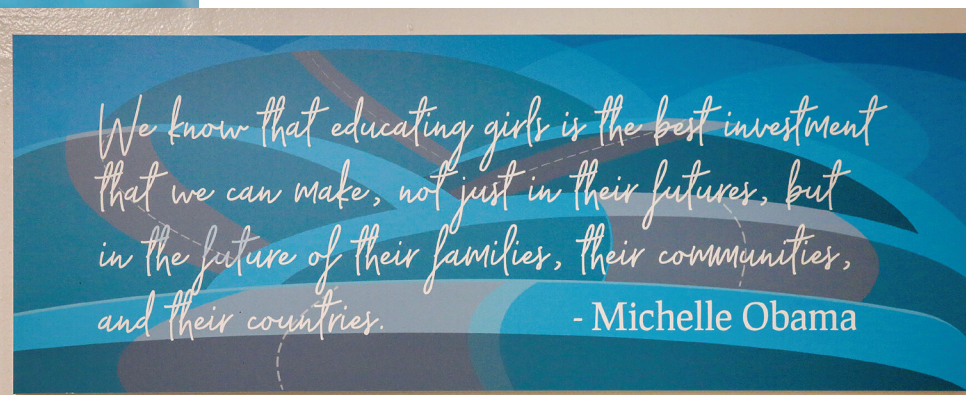
"We wanted the stuff they're reading to relate to their identity a little more—to look like them a little more," Griffin explains.

BELA's curriculum is also STEAM-focused—science, technology, engineering, arts, and mathematics.

"I would say that 60 percent of the content I work through is STEAM-related," he says. "The other 40 percent is thinking about how we can look at the other disciplines through a STEAM lens. That's where my liberal arts experience from Wabash comes in.

"I am so thankful that Wabash made me take Professor Eric Wetzel's three-hour biology lab. I struggled like hell, but I am better for it. My liberal arts education made me explore so many different disciplines that it ignited a lifelong journey of intellectual curiosity."

Griffin came to Wabash from Arlington High School in Indianapolis. He didn't know he wanted to go into education at the time, but he knew he loved being in the classroom.



One of the bulletin boards in the hallway highlighting the four core values of BELA: Sisterhood, scholarship, strength, and service.



Griffin talks with students during a passing period in 2018.

"The classroom was my safe haven growing up—a sanctuary. During those times when the lights had been turned off at my house or when things were tumultuous at home, I would stay in Ms. Davis' classroom and do my homework until 7, 8, 9 o'clock at night. And not just homework for her class, but for all of the classes I had fallen in love with."

Griffin began his teaching career in Atlanta, where he worked for five years before learning about BELA. He's been in Brooklyn since, helping create sanctuaries inside BELA classrooms.

At the end of every school day, Tyler joins the girls for supper at 4 p.m. BELA provides three meals a day for all of its students, and everyone eats together. After supper until they go home at 5 p.m., they either have office hours—something Tyler says is "very much a Wabash thing"—or what's called "Grow Time."

"Some girls are DJing, some are learning to code, and some girls are perfecting their baking skills," Tyler explains.

"Whatever troubles they're dealing with, I want them to come into this place and feel loved," Tyler says. "Some of them are leading very adult lives. But every day, they know they'll come in and be greeted with a smile—rain, sleet, or snow."

"A sanctuary is also a hallowed place. When you walk into a church, a temple, a mosque, you are walking in a certain way, being respectful, and respecting the customs. As much as we love these girls, we also have high expectations for them, which includes going to college."

This year BELA graduates its first class of 60 students. They will attend institutions including Cornell University, Columbia University, Bard College, NYU, Syracuse University, Boston University, Sarah Lawrence College, Spelman College, and Wellesley College.

"My curiosity grows here every day. When I'm in the classroom or talking to them, I'm learning alongside them. I love these girls, and the joy I get from them is what makes me love my job." ■

Real-Life Classroom

Griffin is now a first-generation business owner on top of his responsibilities at BELA. He has developed his own diversity, equity, and inclusion (DEI) curriculum and is consulting with 16 schools, a handful of nonprofit organizations, and a law firm.

"We are in a racial reckoning in this country. And it often feels like it's dividing, rather than coming together. I think that's in large part because of the lack of education and the lack of space to be able to be safe enough to say things you are thinking but also to be able to have parameters where you have to listen to what someone else is saying."

Some of the topics include: What is anti-racism? and What is bias? Through his curriculum, participants spend time thinking about their own identity and how that influences their decisions and interactions.

"There's a distinction between anti-racism and DEI," Griffin explains. "I center race in class, but it's also about the other identities that you have. For example, your citizenship, your gender, and your physicality. Are you differently abled? Are you able-bodied?"

With that foundation in place, Griffin and his students begin to explore how to have difficult conversations.

"If a microaggression or a slight does happen, we have live practice sessions," Griffin says. "We take situations that may have happened in the organization or school community, and talk about some of the tools we can use."

The ultimate goal for Griffin is to lead the school or organization through the creation of a DEI plan, so when issues do come up, they can intervene in a meaningful way.

"It's been really interesting to think about each audience, and the different issues that a law firm would have versus what a school might see, versus the different industries and nonprofit organizations.

LEADING ON AND OFF THE FIELD

by ALLIE KIRKMAN

NATIONAL FOOTBALL LEAGUE COACHING LEGEND Vince Lombardi famously declared that “leaders are made, they are not born.”

But former Wabash Football Coach Chris Creighton argues otherwise when talking about an alum who was an honorable mention All-American defensive lineman, was a finalist for National Coach of the Year, and now serves as an educator, coach, and councilman for the City of Westfield.

“Lombardi was only about 50 percent right,” Creighton says. “There are some people who come out of the womb with that innate trait, and Jake Gilbert has it.”

Jake Gilbert '98 is the dean of wellness, connections, and growth, is the department head for physical education, and is in charge of the social emotional learning programs at Westfield High School. He joined the staff in 2011 and previously taught U.S. government and leadership classes at the school.

He was an assistant football and track coach for Wabash College from 2006 until 2010. Before that, he coached and taught U.S. government and economics at both Ben Davis and North Montgomery High Schools.

Today, Gilbert may be best known as the varsity football coach who led Westfield High School to an IHSAA state

championship in 2016, but his legacy and the impact he leaves on his students and peers is much greater.

“We’re all different and just trying to be the best version of who we were created to be,” Creighton says. “People shouldn’t want to try to be Jake Gilbert—obviously—but anybody who knows or meets him can’t help but be inspired.”

GILBERT STARTED PLAYING FOOTBALL at an early age while growing up on the west side of Indianapolis, eventually playing at Ben Davis High School. He did not have a father to look up to or “much of a family,” but his head football coach, Dick Dullaghan, was a consistent male figure in his life.

“He made me feel like I was special,” Gilbert told *Hamilton County Times*. “I’ve just been very fortunate and blessed to have some great mentors in my life that filled in the gaps where I didn’t have family.”

As he grew older, Gilbert realized that he could be the same for others.

At Wabash, he was a member of Phi Delta Theta and graduated *cum laude* majoring in history. He also started a mentoring program pairing Wabash students with local youth.

“That was profound in my development. I had the heart to do this way back when I was a student,” says Gilbert, who runs a similar program today, more than 20 years later, at Westfield.



Jake Gilbert '98 and players raise the trophy after winning the 2016 Class 5A State Championship. Gilbert is a two-time finalist for National Coach of the Year.

The Freshmen Mentor Program is a bi-weekly program in which senior mentors facilitate growth in wellness and foster relationships with their younger peers. Throughout the year, students have the chance to explore their passions, goals, and purpose, as well as serve within the school to make a difference.

Ultimately, Gilbert says, the goal is to provide freshmen the support they need to transition well and make the most of their four years at the high school and beyond.

The relationships built within the program make Gilbert proud, and there are many stories that could be shared to show how successful it is. But one anecdote sticks out and demonstrates just how important mentorship can be to students experiencing adversity.

“We had a young lady who came to school after her brother survived a shooting over the weekend,” Gilbert says. “I went to check on her on Monday morning, and she just wanted to make sure I told her mentor what happened. That was her only request—that I tell her mentor.”

Gilbert serves as a mentor to his peers, too.

Josh Miracle '11 works as the Westfield Shamrocks’ assistant football coach and teaches AP psychology at the high school.

His relationship with Gilbert began his senior year at Wabash as the scout team quarterback.

“Playing for him, you could see that he genuinely cared about every guy,” Miracle recalls of the time when Gilbert served as the defensive coordinator for the Little Giants. “He always showed appreciation, whether it was for the scout team or starters—it didn’t matter. He treated everybody the same way, and worked hard to build the team up.”

Miracle was set to teach back in his hometown of Hobart, Indiana, after graduation, but plans changed for the student-athlete thanks to Gilbert.

“Around March, as I was getting ready to graduate, I called Jake and told him I was potentially interested in teaching there, and literally, within a day, he had the placement and everything set up for me,” says Miracle, who also serves as a member of Westfield’s wellness team alongside Gilbert.

“He was the one who believed in me and was determined to give me that opportunity,” Miracle says. “I couldn’t be more thankful.”



“WE CARE ABOUT OUR STUDENTS MUCH DEEPER THAN THE GRADES THEY GET IN MATH CLASS OR ABILITIES THEY HAVE AS AN ATHLETE.”

WESTFIELD HIGH SCHOOL FOCUSES ON developing and teaching student skills in three major areas: academic, career, and wellness.

Standardized test scores, graduation rates, and job placement can make it easy to gauge a student’s academic and career success. Measuring social and emotional wellness is not as simple, but it’s an area that Gilbert is most passionate about.

“We try to answer questions like ‘What about a kid’s coachability? What about their respect level? What about their grit and confidence?’” Gilbert says, explaining that educators are intentional about growing those characteristics in students through the school’s mentorship program, extracurriculars and clubs, and one-on-one conversations, among other activities.

“We care about our students more deeply than the grades they get in math class or abilities they have as an athlete,” Gilbert says. “We do anything we can do to make sure our kids know we care for them and that we’re here for them, to encourage them to seek help when they are struggling with depression, stress, or anxiety, and push them to succeed.”

GILBERT IS IN HIS 10TH SEASON coaching the Shamrocks. He has led the team to three state final appearances and defeated Columbus East for the 5A title in 2016. He was named the Indiana Football Coaches Association’s Coach of the Year in 2013 and 2016 and was a finalist for National Coach of the Year award in 2017.

Most recently, Gilbert was chosen as the Midwest region’s winner of the American Football Coaches Association Power of Influence Award—the highest honor given to a high school coach. It recognizes coaches for their impact on their team, as well as the legacy they leave with the school and surrounding community.

While Gilbert is very proud of those competitive victories, he feels more fulfilled by the “enormous wins that the football team has accomplished together that will never make the media.”

And the list of those wins over the years is a long one.

“We host a Special Olympics clinic every year. We donate more blood than any team in Indiana. We started a teen suicide awareness walk at our school. We give back to Wounded Warriors, and have raised hundreds of dollars for cancer research. We started an equity council to have better conversations about diversity and equity and how we can be better teammates to each other.

“My purpose is loving and impacting kids,” Gilbert says. “I’m passionate about the game of football. I enjoy winning those games, but I am fulfilled deeper when we do the things off the field.”

“That mentality is authentic,” Creighton says. “Everyone has their own definition of what makes a great coach, but people think you’re either a ‘Sunday school teacher’ or you’re a ‘win at all costs.’ What people don’t understand is that you can be both.

“You can care about your guys, their whole development as a person, and also demand excellence on the field,” Creighton says. “It’s both at the same time, and Jake is an absolute perfect example of that. It was never really about the Xs and Os. He is more about leadership development in the program and discipline.”

Emeritus professor of English Tobey Herzog H’11 remembers having Gilbert as a senior.

“He brought a lot of the traits that he displayed on the football field into the classroom,” Herzog says. “He was responsible, always showing up every day on time, ready to participate in class. He was dedicated to learning and was always trying to improve.

“The fact that he doesn’t talk nearly as much about the wins he has as a football coach, but rather the importance and success of his students and mentorship, reflects his values. That’s the way he is. What you see and what you hear about Jake is who the real person is. And it’s impressive.” ■

(A) Jake Gilbert teaching a lesson to his leadership class at Westfield High School. (B) Coach Jake Gilbert, wife Christina, and sons, Logan, Jackson, and Tyson pose with the State Championship trophy. Gilbert has led the Westfield Shamrock football team to the State Championship game three times in eight seasons. (C) As dean of wellness, Gilbert leads the Freshmen Mentor Program that pairs freshmen with seniors to pass on skills in confidence, kindness, service, discipline, respect, and grit. (D) At Westfield, Gilbert is in charge of communicating and teaching the school cultural expectations to students. Seniors pass along the pillars of We Are Westfield. Photos courtesy of Jake Gilbert.

CHALLENGE ACCEPTED

BY ALLIE KIRKMAN

Ryan Short '03 is an assistant football coach at Perry Meridian High School and works as a special education teacher at Perry Meridian Middle School. The Wabash College Athletics Hall of Famer knows some challenges take extra effort. He tackles them head-on even if he falls short a time or two—like he did while finding his path toward a career in education.



SHORT LIKES TO STAY HONEST AND DOESN'T FEEL ASHAMED OF THE PATH IT TOOK TO GET TO WHERE HE IS TODAY. HE OPENLY SHARES HIS STORY IN HOPES OTHERS WILL REALIZE IT'S OK TO NOT SUCCEED THE FIRST TIME. WHAT REALLY MATTERS IS THE EFFORT YOU PUT IN.

Never turn down a challenge. It's a lesson Short '03 learned 15 years ago.

As a student at Wabash he studied rhetoric and was a superstar student-athlete. The two-time basketball captain and two-time All-American tight end set records with 243 receptions and 45 touchdowns. In 2008, he was inducted into the Wabash College Athletics Hall of Fame.

"Here's this 6'5", super athletic tight end who was also starting on the basketball team. You worry sometimes when guys are that talented that they'll act like it's all about them and have big egos, but Ryan was the farthest thing from that," says former Wabash Football Coach Chris Creighton. "He was all about the team, and making sure that all the guys were pushing themselves to be better together."

Short stood out in the classroom as well. "He was eager to be in the middle of the conversation," says Dean of the College Todd McDorman, who had Short in four of his rhetoric classes. "If I had assigned a reading or topic and needed someone to speak up in class, I always knew he would be the one to do it."

McDorman remembers Short taking his upper-level reasoning and advocacy class as a first-semester freshman.

"It was a real challenge for him, but he really wanted to be in a rhetoric class," McDorman says. "He had to work hard to succeed, but he pulled it off."

After graduation, Short explored different career options. He worked as a football coach, as a legal assistant, a third-shift supervisor at an auto manufacturing plant, sold vacuums—the list goes on.

"Those three years were not enjoyable. I was chasing financial gains instead of happiness," says Short, whose father was an educator. "My true destiny was always to be a teacher." So, he applied to Wabash's teacher education program. But he didn't make the cut.

His 2.98 college GPA was not high enough to get accepted into the program. Short felt let down.

"It hurt that I didn't get accepted into my alma mater's program," Short says, "the place that I poured out a lot of academic and athletic effort."

Short could have thrown in the towel and called it quits, but he's never been one to turn down a challenge.

"It motivated me to pursue education even more," says Short, who earned his master's degree in teaching from Indiana Wesleyan University. "Getting denied was probably one of the best things that could have happened to me."

SHORT DESCRIBES HIS JOB, primarily teaching math remediation to seventh and eighth graders, as an "ultimate case study in problem solving and critical thinking" because every single one of his students has their own individualized education plan (IEP), challenges, and strengths.

The way he breaks down one math problem to a student might look drastically different than the way he explains it to another.

"It's always a fun adventure," Short says, adding that the shift to remote learning due to COVID-19 added an extra layer of challenge this year.

"Some students just don't adapt well to virtual learning because we're essentially asking middle school students with disabilities to be independent learners," Short says. "That can be quite an intriguing challenge."

"He's always reaching out to students and offering extra help," says Jon Romine, Perry Meridian Middle School Principal. "He won't let things go by the wayside, whether it's virtual or in-person. He really does a nice job of taking something complex and breaking it down into simple steps students can follow."

Romine says Short's teaching style is admirable, too.

"He is really focused on growth," the principal says. "He doesn't get rattled easily, and really emphasizes the importance of pushing forward and never giving up, even if it takes time. Then he recognizes and celebrates those students' successes, which builds up their confidence."

SHORT LIKES TO STAY HONEST and doesn't feel ashamed of the path it took to get to where he is today. He openly shares his story in hopes others will realize it's okay to not succeed the first time. What really matters is the effort you put in.

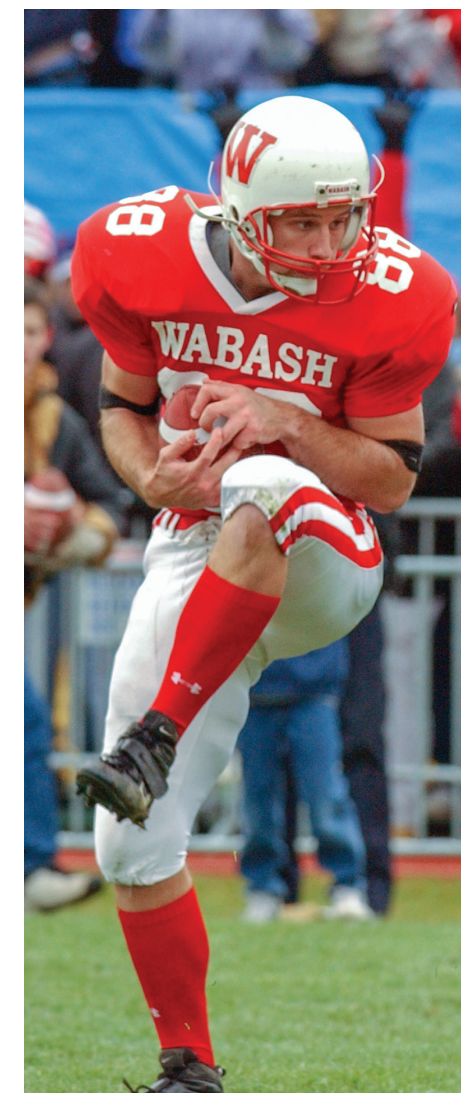
"More than anything, I think completing a Wabash degree gives you the confidence and ability to do so many different things, which is exactly what I did," Short says. "Being able to play two sports and maintain a high GPA at a hard school showed me that I can do anything. I'll accept any challenge thrown at me because I believe in myself."

"Teaching special-needs students can seem like a scary job," Short says. The reward for him comes from seeing his students improve. "As a Little Giant, there's nothing better than overcoming the biggest challenge."

One of Wabash's mottos is, "It won't be easy, but it'll be worth it," McDorman says, and Short's story exemplifies just that.

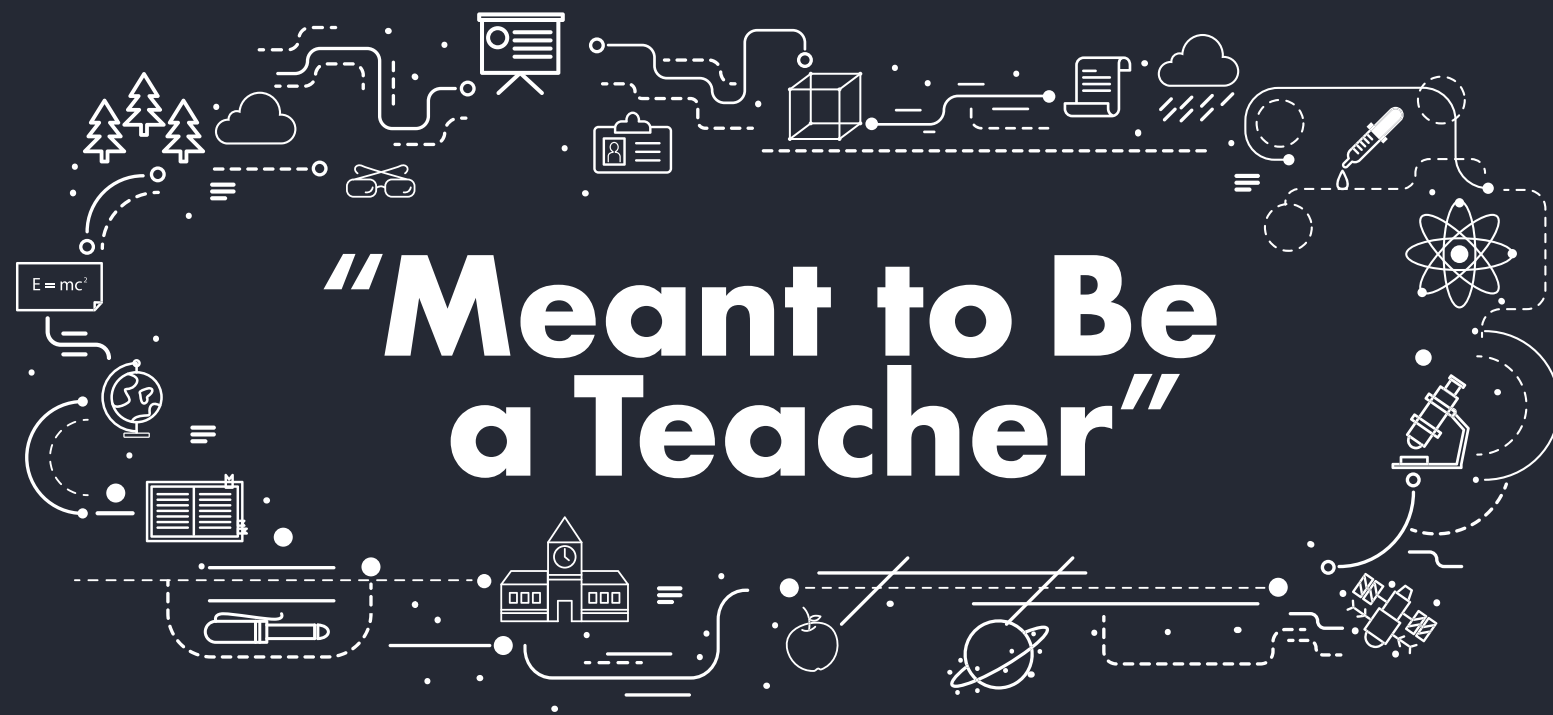
"Looking at the setback underscored to Ryan that it might not be easy to get to where he most wanted to be, but it would be worth it," he says. "Just like he did in the classroom here, and just like we hope for and expect out of all of our students, he persevered and found a way to become a teacher."

"There are many different paths to succeeding," McDorman says, "and Ryan's shown that success isn't a one-size-fits-all." ■



Ryan Short '03 makes a catch at the 2002 Monon Bell game. He had four touchdowns and became the all-time Indiana collegiate leader in touchdown receptions with his 45th scoring catch that day.

photo by Todd Vogel '04



by Richard Paige

For three recent Wabash graduates who followed different paths through college, Teach for America landed them all in the same place—at the head of the classroom.

THERE ARE MANY WAYS ONE CAN ENTER THE TEACHING PROFESSION without an undergraduate degree in education, including the popular Teach for America program, which continues to attract some of Wabash’s best and brightest graduates. Applicants commit to two years of teaching in high-need areas. In exchange, they go through a rigorous five-week training program over the summer, are guided by mentors, and take master’s-level coursework.

Stephen Batchelder ’15, Arion Clanton ’15, and Donovan White ’12 cite different motivations for applying to TFA. For Batchelder, it was the opportunity to work in a district similar to the Title I schools he attended—a calling, “to make an impact in the lives of others,” he says.

Clanton wanted to be an athletic director, and still may be someday. He recalls in a seminar class as a freshman, then Associate Professor of English Jill Lamberton told him regularly that he was going to teach one day. “I don’t know what she saw in me, but I was not going to be a teacher.” Three years later he realized Lamberton might be onto something. He applied to TFA to see what doors opened for him.

White was a political science major who planned to become a lawyer. No matter which cases he studied in Constitutional Law, he found himself mentally siding with the little guys.

“All these cases kept going against the people who I felt needed the most help,” says the former four-year member of the Little Giant track and field program. “I had great interest in the law, but when I started to think about what I’m really passionate about, running, coaching, and young people kept popping into my head.”

Batchelder teaches middle school science at Estrella Vista STEM Academy in Avondale, Arizona. Clanton taught for four years and is now the assistant director of academics at Invent Learning Hub in Indianapolis. White returned to his hometown and teaches algebra at the Ben Davis Ninth Grade Center in Indianapolis, Indiana.

CLANTON’S INITIAL TRAINING was for teaching second grade. However, he was placed in a middle school teaching humanities.

The brand-new teacher adjusted on the fly. “You have to take a step back and figure out what are the most important takeaways,” Clanton says. “Fortunately, I had mentors and teachers on-site willing to help.”

Clanton likened his first day to preparing for a football game or track meet—“it was the longest, quickest day of my life”—and getting home at the end of the day with his body aching.

Clanton misses those moments in the classroom, and the academic gains that went hand in hand. Those moments helped him envision a bigger picture.

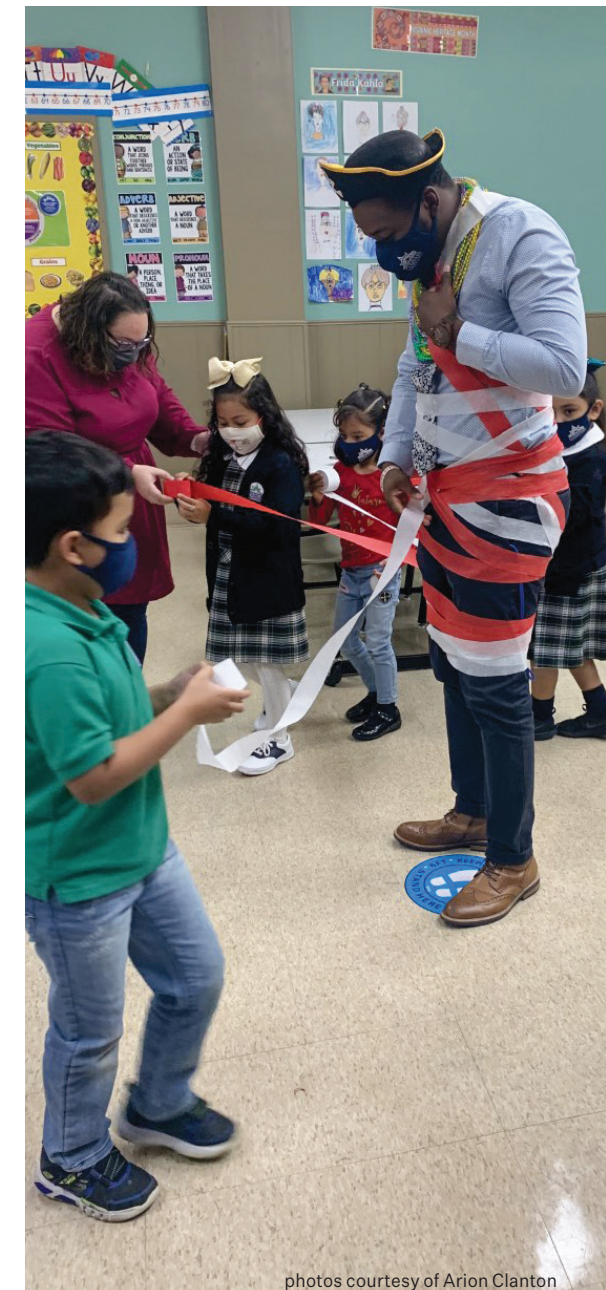
“When you teach a lesson, you see how it affects the kids,” he says, “like you could jump up and down with them in the moment they get it.

“I just wanted to figure out how to take what I knew from the classroom and be able to make an impact on our entire school,” he says. “In my fourth year of teaching, I had the opportunity to be a mentor to other teachers. I thought, ‘I can step up and lead on a bigger level.’

“There aren’t a lot of men in education,” he says, “and there aren’t a lot of Black men in education on top of that. I went into leadership, so my students, especially my Black students, could see it’s okay to be smart, and not just tough.”

BATCHELDER, AN ENGLISH AND RELIGION DOUBLE-MAJOR at Wabash, sometimes wonders how he was placed in a middle school science classroom. He realized he was able to synthesize what he learned in his English classes and transfer the fundamentals to his students.

“Teaching science at the middle school level is teaching a different style of literacy,” he says. “As an English major I learned how to analyze texts and really understand how language can be used. In the same aspect, a middle school science classroom is much more about teaching students the language of science and how science is conducted.”



photos courtesy of Arion Clanton

Arion Clanton ’15 is the assistant director of academics at Invent Learning Hub in Indianapolis, where he focuses on curriculum implementation, coaching educators, and student enrollment.

Batchelder admits there was more than a little bit of acting going on those first few days. “Fake it ’til you make it,” he says.

“You learn to go forward and present yourself as the most confident version of yourself,” he says. “It was a matter of allowing myself room to grow. I didn’t have to be the teacher that I envisioned myself being on day one, but I can work towards that every day. I can learn something new each day, and that helps me get there. Six years in, I’m still working toward that.”

Batchelder has been struck by the grace his students have shown each other and him, especially in the current uncertain circumstances.

“This year, teaching in a virtual classroom, every day is a new experience,” he says. “I have made myriad mistakes and I always apologize to my students. But they are quick to say, ‘It’s okay, we’re in this with you.’ The grace they demonstrate is so, so pure, and something I feel like in the adult world we sometimes completely miss.”

WHITE REMEMBERS BEING NERVOUS at first. But as an Indianapolis native, he was fortunate to be placed in a school on the west side of the city. He was comfortable in the environment and knew what he was walking into.

As an algebra teacher, White is keen to the fact that his subject can be intimidating.

But he never stops trying to reach his students, provide support, and help them find the confidence to try.

“I like to see them click with the material,” White says. “That’s one of the best feelings in the world. And when they get it, I’m just praying that they get it the next day, too.”

He believes in his students and wants them to believe in themselves. He knows when the breakthroughs are coming. There is a subtle change in demeanor from sitting at a desk scratching their heads, to picking up the pencil, and raising a hand. Even in a virtual setting, when his students ask him to share problems so the class can work them through together, he knows the aha moments aren’t far behind.

White appreciates the conversations, the give-and-take that leads to student growth, a personal best on the track, or even graduation. A lot of time goes into changing a mindset, sometimes one student at a time. In the nine years he’s been a teacher, he’s never lost sight of the effort that takes.

“I’m meant to be a teacher, that’s my purpose,” White says. “That feeling has never left me. My mission is here on the west side of Indianapolis in the community where I was raised. Every time my kids go on to graduate, I remember our conversations and it reaffirms the feeling that I’m meant to be a teacher.” ■



photo courtesy of Stephen Batchelder

Stephen Batchelder ’15 is a science teacher at Estrella Vista STEM Academy in Avondale, Arizona, where he has taught for the past six years.



photo credit: Teach For America
<https://bit.ly/3zc4M3g>

“I’m meant to be a teacher, that’s my purpose. That feeling has never left me. My mission is here on the west side of Indianapolis in the community where I was raised.”

—DONAVAN WHITE ’12



COACHES SOMETIMES SAY THE CRAZIEST THINGS. But with one regular season game left, Ryan Nuppnau ’08 recalled the perfect description of the absurdity of the journey to that point and the optimism of what was still ahead.

“We had a long preseason,” says the North Montgomery girls’ basketball head coach.

In a season where expectations were high in November, his Chargers battled injury, COVID-19, and illness constantly. Only one player, Madi Welch, was able to play in every game this season. While the team finished the season 5–14, Nuppnau only had a few days at the end of the season when they took the court with a fully healthy and complete roster.

Even though the struggles were constant all year, Nuppnau wouldn’t let the final score affect their goals.

“We had to make the best out of this. How could we keep them motivated?” he asked himself. “How could we keep them positively moving ahead and trying to achieve?”

Nuppnau was heartened by his team’s effort every day. The lack of wins wore on everyone, but the girls were never short on attitude and effort.

“It was tough for me as a coach, and if I felt this way, I know the girls were feeling the same thing,” he says. “We were trying to create positive habits in life that will transcend anything we do. They had come to work every day.”

Coaches often say losses can be beneficial. They lead to more teachable moments, restore the necessary balance, and fight overconfidence, but repeated losses can be deflating. So Nuppnau looked for great effort, even in single plays, to reinforce the positivity.

“Anything positive here and there keeps you going,” says the seventh-year head coach and mathematics teacher. “We were really trying to focus more on the individual in

A LONG PRESEASON

BY RICHARD PAIGE

those moments. At that point, it had been mostly pieces and fragments.”

In one game, Welch broke the opposition’s full-court press single-handedly, taking the ball end-to-end. It was a moment he rewound and watched over and over with the team during film session. A small way to lift spirits in the moment.

“You can never do too much of that. Sometimes, I get so excited the girls just get annoyed,” he says with a laugh.



photos by Marc Welch

That approach connects with parents too. “He’s a great role model in so many ways,” says Marc Welch ’99, associate dean of students, and Madi’s father. “He’s always professional, personable, and prepared. Ryan teaches the importance of perspective, being flexible and adaptable, especially in the face of the adversity the season presented. I appreciated his push for the girls to be the best version of themselves.”

Even with the uplifting moments, Nuppnau doesn’t lose sight of one key fact: Coaching isn’t his primary job. Teaching math is. The subject is notorious for repetition; for taking complex computations, breaking them down to basic skills, and mastering them through repeated practice.

“Those two things—the breakdown and repetition—are huge,” he says. “Similarly on the court, we’re creating a habit. To react and play, that’s the goal, and it comes through practice.”

Nuppnau enjoys the moments between classes, practices, and games when team members come by to say hello. Those are the moments he didn’t expect from the job, even though he knew he wanted to coach when he was a high school player roaming the halls in Valparaiso, Indiana. And fortunately, his college coach Mac Petty H’82, knew Nuppnau wanted to coach, too.

Petty heard there was an opening for an assistant coach at North Montgomery just prior to Nuppnau’s junior season and thought he’d be a good fit. According to Petty, Nuppnau was a good point guard and a savvy player whose knowledge of the game helped him a lot.

Nuppnau initially turned the job down to keep his focus on playing. Two weeks later he broke his foot and was out of action until January. The next fall, he jumped at the chance when he found out the position was still open.

“He’s an outstanding person and coaches that way,” says Petty. “He’s very interested in all aspects of his players’ lives. I’m proud of him and what he’s accomplished.”

Already in his young career, he’s learned a lot about coaching. He acknowledges this team has taught him a good deal.

“I appreciate their resilience and love for the game,” he says. “This was the most talented group I’ve had. There’s no other group of girls I would have wanted to go through this situation with. They are good with one another, care about one another, and want to see each other do well. They never gave up.” 🍎

Opportunity for IMPACT

by **Christina Egbert**

Some educators find their calling early in life and know it's in a classroom. Others know they want to make a difference and find their opportunity in the education

field. Wabash alumni in the education field fall into both of these categories, and several of them can be found working for Indianapolis Public Schools, the state's largest school district.

EMANUEL HARPER '10 WAS A REAL NERD when he was at Wabash—and those are his own words.

The Indianapolis native fell in love with languages while he was a student at Lawrence North High School.

“Education was just transformative for me—particularly language classes,” he says. “I took French and Spanish, and it was a point of pride for me that I was just really good at them. I think it showed me the possibility of my own growth.”

Harper's passion for languages continued at Wabash. He majored in French, minored in Spanish, and also took German and Greek along the way.

“When I graduated, I thought I might go abroad and use my French in some capacity, but I loved being in the classroom. I had wonderful experiences in high school and college, and I wanted to replicate that for other students. In my heart, I knew the classroom was where I needed to be. So, I got my teaching license through Indianapolis Teaching Fellows, and I've never looked back.”

Harper began his career teaching French at George Washington High School, a large high school that is part of Indianapolis

Public Schools (IPS). From there, he went to one of IPS's innovation schools, Herron High School, a much smaller, charter school. He continued to teach French at Herron (while also serving as the school's curriculum specialist and state testing coordinator) before transitioning to being the school's dean of students.

In 2017, Harper was one of seven people who helped start Herron's second campus, Riverside High School, where he serves as the assistant head of school.

“Each of my roles definitely had a steep learning curve and required me to do a lot of reading and to develop a lot of connections with people who knew more than me,” Harper says. “What I love about being the assistant head of school at Riverside is how much it connects me back to being a teacher.”

“My role now is to primarily think about system-wide school culture—to think creatively about how to connect students with each other and create opportunities for self-discovery

on a larger scale. That's what I loved about teaching French. Languages give you so many opportunities to learn about yourself while also learning about different perspectives.

“Especially right now in a virtual environment. We want our students to know they are important to us,” Harper says. “Yes, grades are important, but so is community. So is being known and feeling loved. That's what we want for our students.”

RIGHT AROUND THE CORNER from Riverside High School is Cold Spring School, another IPS innovation school, where **Cody Stipes '11** is the principal.

Stipes came to Wabash with the goal of one day becoming a principal.

“I know that sounds weird,” he says with a laugh, “How many times do you have 18-year-olds saying, ‘I want to be a principal?’ But that was what I wanted.”



Photo courtesy of The Mind Trust



Assistant Head of School **Emanuel Harper '10** interacts with students at Riverside High School. Photo courtesy of Brian Paul.

Years before he became the leader of a K–8 school, Stipes was elected to lead Wabash as its student body president.

“I wanted to do good,” he says. “And I don't mean I wanted to do the job well. I wanted to do good through and for Wabash. Like many freshmen, I had a really hard first semester. And I had a lot of help. Our Senate was fantastic! Together, we wanted to carry on the legacy of the Wabash men before us and do what we could to make the College better.”

Stipes credits his experience as student body president for helping establish his leadership style today.

“I learned to listen first. Whether it's as student body president or as a principal of a school, only when you truly hear what people are saying—really try to understand their concerns—can you make the best decision for your organization.”

His first Teach for America assignment was teaching eighth grade math at Tindley Accelerated Schools. After his time at Tindley, Stipes spent time working as an assistant principal for one of the IPS Center for Inquiry Schools. Now he's in his third year as principal for Cold Spring, a magnet school that serves students in kindergarten through eighth grade.



A view of Crooked Creek on Cold Spring School's 39-acre campus.

It was his time teaching middle school that inspired him to make the switch to elementary. In just those two years, Stipes had many students come to him years behind grade level, and he decided he wanted to do whatever he could to change that for future students.

“I want to make sure students are prepared enough so they can have options. Sadly, that’s not the case for so many of our students. However, research shows that, if students are on track when they get to middle school, that will maximize their potential to get *into* college and then *through* college.”

Cold Spring sits on 39 acres of land on the Marian University campus. Before the pandemic, students at the STEM-focused school spent a lot of time outside, taking advantage of the school’s woods, streams, goats, and chickens.

Even though all of the educational options can be confusing for parents and families to understand— public, innovation, magnet, charter, etc.—Stipes believes the opportunities IPS provides position the district to become even more successful.

“I just don’t know of another place that has the opportunity to make an impact in students’ lives like we do here in Indianapolis,” he says. “We just need more talented people to come in and help us.”

ONE OF THE PEOPLE SEEKING
out those talented teachers is
Alex Moseman ’11.

Like Stipes, Moseman is also a Teach for America alumnus. However, teaching was never in his plans.

“It’s kind of complicated for me,” he said. “I got into education because of the belief in what it means for our society and what it reflects about our priorities. I didn’t think I could work at a system level without ever having stood in front of kids in a classroom.”

Even though teaching wasn’t his end goal, Moseman knew he wanted to join TFA before he even came to Wabash.

In February 2007, the founder of Teach for America, Wendy Kopp, was a guest on *The Colbert Report*. Moseman was a senior

in high school, and, after her segment, he immediately researched TFA and how he could become part of it.

Moseman came to Wabash on a fine arts scholarship and majored in political science with a specific interest in international relations and counterterrorism.

“It was the perfect setup to understand how to manage a middle school classroom,” Moseman says with a laugh. “You’re constantly trying to win a battle of hearts and minds while also kind of running your own improv show.”

At the end of his two years with TFA, he decided he was not a good fit for the classroom. However, Moseman left having an understanding of what it is like to work in a school and an understanding of who *would be* a good fit.

“I’m always self-conscious that I wasn’t a good enough teacher, but I gained a deep sense of responsibility to make sure as many kids as possible have access to really great teachers.”

After spending time in recruitment in Wabash’s Enrollment Office and at the national nonprofit Building Excellent Schools, Moseman was hired by IPS for teacher recruitment with a focus

on increasing the diversity of teachers. He currently does something similar, but now he’s recruiting principals and administrators. He also works on creating strategic recruiting pipelines.

“My experience in Wabash’s Enrollment Office was one that was very much on-the-ground,

pound-the-pavement, trying to figure out how to find a very specific type of person.

“It’s a very similar process when it comes to finding a great teacher. The biggest thing is definitely a passion for working with young people. But a great teacher is also patient. They need to be willing to work on a team and collaborate. They need to be coachable; they need to understand that they’re going to fail but be willing to get better.”

AFTER BEING RECRUITED TO WABASH
by Moseman, **Jack Kellerman ’18** came thinking he would go straight to law school after graduation.



Everything the former student body president did during his college career was with that goal in mind—even interning for several different attorneys.

But they all told him the same thing: Experience something different first.

That’s when Moseman brought up the idea of Teach for America.

“I grew up so quickly that first year,” Kellerman says. “When I look back on myself at Wabash, I know there were times I probably sounded so arrogant. I certainly never meant to, but teaching has been the best experience and also the most humbling experience.”

Like Stipes, Kellerman’s TFA assignment placed him at Tindley Accelerated Schools, where he taught seventh grade math.

Before he began teaching, Kellerman said he would teach anything but math. But, after a math teacher quit on the first day of school, the principal approached him and asked if he would be willing to step in.

“I actually wanted to be an economics major at Wabash, but Calculus 101 is the reason I’m not,” he explains. “The math just didn’t click with me, and I struggled academically for the first time. I used to be embarrassed by this story, but now I share it with students who really want to give up.

“When the principal told me the students could use a stable math teacher, I asked myself, ‘Did I do Teach for America for me? Or did I do it for the students?’ So, I decided I would do my best to teach math.”

Kellerman credits his rhetoric major for developing his teaching style more than any math class.

“During my time with the Wabash Democracy and Public Discourse initiative, I saw that people learn so much better from each other, and the same is true in the classroom,” he says.

“I took zero education classes at Wabash, but when I saw how I could draw upon my rhetoric experience, that’s when I

“

It’s my job to make everybody’s else’s job easier. We block potential problems so the quarterbacks—our teachers—can do what they need to do.”

—Zach Mulholland

began to figure out how I wanted to run my classroom. Instead of telling a student, ‘Don’t lean back in your chair,’ I now say, ‘Why might it not be a good idea to lean back in your chair?’ All of a sudden it becomes a dialogue that leads to an understanding instead of just enforcing rules.”

Kellerman now teaches math at IPS’s Longfellow Middle School.

“The fulfillment and the excitement of a classroom was not something I was expecting,” he says. “After my time with TFA was done, I felt like there was a lot I could still do. Being in the classroom transformed me, and the students are what kept me.

“I always feel good leaving work because it doesn’t feel like work. This is a lifestyle, and one I’m so happy with. Working with young adults and helping them grow—there’s nothing in the world like it.”

IT’S 3 A.M. ON A CHILLY TUESDAY in February. **Zach Mulholland ’06** is driving the side roads of Indianapolis, checking on the status of the snowy streets.

As director of operations for IPS, Mulholland helps make the decision on whether the district should have school that day.



Mulholland manages the district’s food service and transportation departments, works closely with the school police, and takes care of the legal work for the district’s real estate.

“It’s definitely not a nine-to-five gig,” he says with a laugh. “There are a lot of early mornings, a lot of long evenings, and a lot of fires to put out.”

Mulholland likens his position with IPS to being an offensive lineman on a football team.

“When kids show up to school, it’s the operations team’s responsibility to make sure the school is clean and warm, the food comes in on time, and the buses arrive on schedule and drop them off safely. When everything runs smoothly, you don’t notice us. And that’s how we like it.

“It’s my job to make everybody else’s job easier,” he explains. “We block potential problems so the quarterbacks—our teachers—can do what they need to do.”

After graduating from Wabash as a political science major, Mulholland attended Indiana University’s McKinney School of Law. His first job out of law school was with IE Public Policy Institute, where his work was mostly focused on education and workforce development, which allowed him to testify on education-related bills at the statehouse.

Even though he comes from a long line of teachers and professors, the experience with the IE Public Policy Institute gave him a new perspective on education—one that inspired him to run for state representative in 2012.

Even though he didn’t win, the connections he made through that process led to his being offered a job as the administrator for the IPS school board.

“They wanted someone who could help them navigate the legal and policy work the board is responsible for,”

Mulholland says. “They knew I was in the policy world, was an IPS grad, and a champion for the district’s work.”

Mulholland took on his new role as director of operations in the middle of the pandemic, so he hasn’t worked as much with the “nitty-gritty” side of operations, like analyzing fuel contracts and a building’s energy efficiency. Instead, he helped IPS figure out how to pay for devices for all of the system’s students, many of whom either don’t have reliable internet or don’t have internet access at all.

There were other challenges, too: In a typical school year, IPS tries to fit 55 students on one bus, but the CDC’s recommendation was 25 per bus. Then there was the issue of how to meet their students’ nutritional needs when they were not in school.

“Education is so much more than what happens in the classroom,” he says. “If we don’t provide a meal, there are children who might not eat that day. If we don’t provide transportation, there are children who might never get to participate in extracurricular activities or athletics.

“They might not ever see us, but every day when our team goes to work, we want IPS students to know they are loved, that there is a huge group of adults who believe in them and are dedicated to providing them everything they need to succeed.” ■

RELATIONSHIPS AT THE ROOT

by **Richard Paige**

CALCULUS IS A CRUCIBLE FOR MANY. For David Wagner ’05, calculus class was where he stepped forward as a leader and mentor. His calculus teacher in Belleville, Illinois, Debbie Schmieg, took notice. “I think you’d be a great teacher,” he recalls her telling him. “That’s where it started.”

At Wabash the math major helped many fellow students by becoming a calculus tutor. He enjoyed the idea of supporting others.

“I know it’s a tough subject,” Wagner says, “but I felt confident and being able to support my peers was gratifying.”

He didn’t begin to think seriously about teaching until his senior year. An informational session by Jeremy Robinson ’04 on Teach For America sparked his interest.

After a study-abroad trip in Ecuador, he thought about teaching abroad. Robinson’s session opened his eyes to the impact he could make in the U.S. in places where resources are stretched thin.

Wagner became an eighth-grade math teacher at Ringgold Middle School in Rio Grande City, Texas. It was exactly the experience he sought. Eye-opening and challenging, but through TFA he was meeting a need and given the opportunity to make an impact.

In 2007, Wagner moved to IDEA College Prep School in Donna, Texas, where he taught algebra, pre-calculus, and a variety of International Baccalaureate math classes.

Teaching and learning became a two-way street.

“I learn from my students every day,” Wagner says. “Relationships are at the root of everything. It’s about the family and the connections you build. The trust in those relationships is essential.”

Wagner has had some success in establishing a pipeline from the Rio Grande Valley to Wabash. Over the past 16 years, dozens of students have matriculated north,



David Wagner ’05 (back row, far right) is the principal at IDEA College Prep in North Mission, Texas.

photo courtesy of David Wagner

and Wagner was honored as an Alumni Admissions Fellow in 2012. At least six of those students returned to the Valley to teach after graduating from Wabash. Sid Vargas ’14 was part of that group. He was also a former student of Wagner’s at IDEA Donna.

“I love the relationships I built in the classroom. Now I’m able to see it come full circle as those students have gone to and graduated from college. They come back and give back to the kids in our classrooms.”

In the classroom, Vargas describes Wagner as clear in his expectations, orderly, organized, and cool.

“He had a determination about him,” says Vargas, who taught sixth-grade math for five years. “He added a little drive for me because

I wanted to make him proud. I wasn’t going to let him down.”

The IDEA schools have established a strong track record of success. One hundred percent of IDEA Donna’s graduating seniors have gained college acceptance for 14 consecutive years.

Now the principal at IDEA College Prep in North Mission, Texas, Wagner is trying to replicate that success on his campus. The young school is currently sixth–11th grades and will graduate its first class next year.

“Education is the great equalizer,” Wagner says. “We’re giving the 700-plus kids in the Mission area access to AP and IB courses—to more rigor—so they can be better prepared for postsecondary education.”

Despite the fact that he’s no longer in the classroom on a daily basis, Wagner still cherishes the relationships he’s made. He enjoys seeing former students drop by school to help, to lead field trips, and to assist with robotics competitions.

“I love the relationships I built in the classroom,” he says. “Now I’m able to see it come full circle as those students have gone to and graduated from college. They come back and give back to the kids in our classrooms. To see them modeling the lifelong learner mentality with a new generation of students is really cool to see.” ■

“An Act of Giving”

by **Christina Egbert**

Noah Eppler ’16 landed in Beijing, China, on February 12, 2017—he had been awake for the entire 14-hour flight. He knew no Mandarin and he had never even been to China—but in the midst of the exhaustion and worry was pure exhilaration as the Evansville, Indiana, native headed for his new home of Xianju, Zhejiang, China, to begin a teaching career.



photos courtesy of Noah Eppler

WM: At Wabash, you were a theater and English double-major. How did that path take you across the world to China?

NE: My initial plan was to attend Berkeley Repertory School of Theatre for its Regional Theater Fellowship in Literary Management, but that plan fell through. Meaning, I didn’t get accepted. I had considered going abroad for a while, but the opportunity didn’t present itself until after I graduated. I was with my father in Parker, Arizona, getting my grandfather’s belongings in order after he died. While in our hotel room, I saw the job posting for the Ambassador Year in China on the Career Services’ website. My younger sister was actually adopted from China, so I thought it was perfect.

I was supposed to be there by the fall of 2016, but my visa took so long to process that I didn’t end up there until February of 2017. The public school offered me a yearlong contract. So that’s what I did. I taught English and lived in this tiny, tiny place in the middle of the province. I was the only non-Chinese person there for a period of time.

You’re now teaching theater in Shanghai through ENREACH Education. When did you develop your passion for theater?

I was 14 years old. My very first high school play was *All Shook Up* (an American jukebox musical with music from the Elvis Presley songbook). Part of the inspiration for the plot is William Shakespeare’s *Twelfth Night*, which was one of the first shows I directed in China.

I was only in the chorus, but I absolutely fell in love with it.

Once you got to Wabash, you had lead roles in *Misanthrope*, *Take Me Out*, *Macbeth*, and many others. When did you decide you wanted to share your love of theater with others through teaching?

I think it’s always been there. It’s a cliché that every actor’s favorite moment is the roar of applause. For me, acting was never about that. It has always been an act of giving. I’m giving out for the audience. And it’s the same with teaching. I love sharing my favorite subject in the world with my kids.

What do your classes typically look like? There isn’t anything “typical” about it. There is no standard curriculum, which is awesome for me. I’ve taught students as young as six and as old as 19.

ENREACH is a private education company that provides extracurricular programming. So, I direct shows and I teach diverse drama-related subjects, including playwriting, theater history, and improvisation. We have a relationship with the Educational Theatre Association in the United States, so I also teach preparation courses for the monologue, duo, improv, and group scene competition categories of the EdTA festival.

Is theater a common extracurricular in China?

It’s not common at all. We’re pioneers at ENREACH.

China has a rich history of theater, but many of its dramatic traditions got wiped out during the revolution. Many of China’s senior citizens love theater and still really enjoy going to shows. Whenever I go, everyone else in the audience is at least 30 years my senior.

Because drama is primarily being taught in English-language classrooms, students aren’t learning indigenous Chinese theatrical traditions. And whether or not drama teachers realize it, the conventions we’re using are based on a dramaturgy that is Western in its design.

I want to teach the thing I love the most, and that’s what I’m employed to do, but they should learn about some of their own culture’s theater history.

Do you think you’ll stay in China for a while?

I would like to come back to the U.S. at some point to pursue a PhD in Chinese theater. I’ve considered doing a program in Hong Kong, but it’s not so translatable if I ever go anywhere else. I don’t know where

this road is going to lead me—but I do know China is always going to be part of my life. ■



(Top) 10th and 11th graders prepared their own stage adaptation from a Chinese TV show translated as “Emperors in the Palace.” The show was for the International Curriculum Center’s 10th anniversary gala. Eppler assisted as the director in the weeks leading up to the performance with blocking, transitions, and fight choreography. (Bottom) The Hangzhou Regional Educational Theatre Association (EdTA) Young Thespian Festival (YTF) in November 2020 at Fushan Foreign Languages Primary School.



A LOVE FOR LEARNING

by **ALLIE KIRKMAN**

photos by Kim Johnson

TO SAY GRANT GOSHORN '02 LOVES HIS JOB at The Children's Museum of Indianapolis might be a bit of an understatement.

Inside Dinosphere® at the museum, wide-eyed children walk through the exhibition, surrounded by earthy smells, rolling thunder, lightning strikes, and larger-than-life dinosaur skeletons towering above. The little explorers' excitement, and sometimes trepidation, is unmatched as they are transported to the Jurassic era 65 million years back to when giant creatures roamed the earth.

Even on a day when the museum was empty, that same level of animated excitement radiated from Goshorn as he made his way through the world's largest children's museum.

"Part of the reason I went to Wabash was because I didn't know what I wanted to do, and part of the reason I like working at the museum is because I still don't know exactly what I want to do or what I want to study," Goshorn says, "but I do know I want to learn it all."

Goshorn has worked at the museum for 13 years and has held several positions during that time. He's done everything from running the carousel and performing finger puppet plays in the Playscape, to managing the Take Me There®: China exhibit, and coaching and sharing stories of sports icons inside the Riley Children's Health Sports Legends Experience.

Currently, Goshorn works as the STEM Galleries Interpretation Manager. He is responsible for hiring and training interpreters who work in the various exhibits including: Dinosphere®, National Geographic Treasures of the Earth, Corteva Agriscience ScienceWorks, and Beyond Spaceship Earth.

"To be able to work outside and talk about sports, to work with dinosaurs and talk to paleontologists about dig sites, and to work in China and talk about calligraphy—always getting to learn new things just makes life really exciting," Goshorn says.

GROWING UP IN COLUMBUS, INDIANA, surrounded by a family of educators, Goshorn always had that spark and eagerness to "learn it all."

His mother was a high school chemistry teacher. His dad taught social studies before becoming a principal. His grandparents, aunts, uncles, and great-aunts and -uncles—on both sides—were also educators.

"Wherever we went on vacation, my parents always made sure it was a spot close to museums and nature trails," Goshorn says. "If there was a

history museum, that was for me and my dad, and then the places where we could go hiking and take pictures of wildflowers and mushrooms was for my mom. We were always exploring."

Even with that educational foundation, the history and political science double-major wasn't quite sure what he wanted to do after graduating from Wabash.

"I WENT TO LAW SCHOOL AFTER WABASH BECAUSE I THOUGHT THAT'S WHAT EVERY GOOD WALLY DID."

GRANT GOSHORN '02

He remembers attending a job fair on campus and meeting with staff from The Children's Museum of Indianapolis. He thought the job they were advertising sounded fun and applied to work part-time, but he never heard back.

"I went to law school after Wabash because I thought that's what every good Wally did," Goshorn says, adding that he was fortunate enough to have some great friends who helped push him toward a career path that would make him most happy.

"It was a year or two after law school where someone finally asked, 'What did you really want to do when you left college?'" Goshorn says, "I applied for a job at The Children's Museum but never heard back. That's when I decided it was time to apply again, and thankfully I got the job.

"My dad likes to say that I just wanted to be a camp counselor, and that I never grew out of that," the Wabash alum said with wide smile and chuckle. "He thinks I'm a glorified camp counselor, and you know what, I'm OK with that!"

Mark Shreve '04, a longtime friend and Phi Kappa Psi brother, has had the privilege to watch Goshorn in action at the museum and said his role there fits him perfectly.

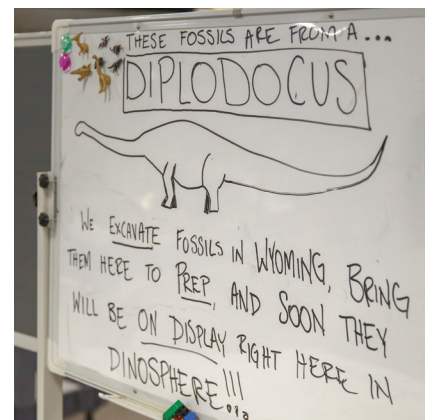
(Left) a view of the Sunburst Atrium from the top floor of The Children's Museum of Indianapolis; (Right from the top) **Grant Goshorn '02** demonstrates calligraphy in the Take Me There®: China exhibit; the artifacts collection at the museum includes 130,000 artifacts and specimens; Goshorn interpreting in the National Art Museum of Sport; a whiteboard in the paleontology lab explains to passersby what the paleontologists are working on at that particular time.



photo courtesy of The Children's Museum of Indianapolis



photo courtesy of The Children's Museum of Indianapolis





“He exudes humility and has talents he doesn’t even know he has. People are just drawn to him,” Shreve says. “When he interacts with someone, he meets them wherever they are. With kids, he gets down to their level, asks questions, and helps them learn what exactly it is that’s right in front of them, and that shows the educator in him. “If you see Grant with his own daughters, with my nieces, and our friends’ kids, he’s doing everything he does in that museum in real life. His way of engaging with kids knows no time clock.”

INTERPRETATION IS FUNDAMENTAL to the way museums develop exhibits, Goshorn said, and to the way visitors experience them. Staff members who serve in this role are responsible for creatively engaging the audience with collections, information, and ideas, and often serve as actors and storytellers.

“It’s an exciting job working with them, watching the energy they bring in, and seeing how they channel the kids’ energies,” he says. “We have fun fine-tuning our skills and that art form of figuring out how to ask questions, how to think in different ways, and create extraordinary experiences for our families.”

During training, Goshorn emphasizes the importance of family learning.

“The goal isn’t just to get the kids excited,” Goshorn says, “but to also spark curiosity in the adults too, so that they can lead conversations, share their

experiences, and continue the learning at home. That creates longer memories and a better experience.

“We see family learning happen when Mom asks her child, ‘What do you notice about this dinosaur or what do you think he likes to eat?’” Goshorn says, “or when Grandpa is in the National Art Museum of Sports and talks about Muhammad Ali boxing and says, ‘Float like a butterfly, sting like a bee.’

“If we can get those adults involved leading the conversations to the point where the interpreter is not needed anymore, we can take two steps back and know we are doing our jobs right.”

Over the years working as an interpreter himself and now managing the staff, Goshorn has enjoyed observing those family learning moments happening around the museum.

But the one that he treasures most involves his own family.

“We’re not a hockey family but my daughter, starting at the age of three, would just go outside and play in the Indy Fuel Hockey Experience and loved it,” Goshorn says. “We are Hoosiers who are all about basketball, but now we go to hockey games too, because of the passion that was ignited in her.

“That chance to inspire families and create that spark to want to find out more and to be interested in something new is what gets me excited—it’s why I do what I do.” ■

(Above) **Goshorn** asks many questions to encourage interaction with museum guests. Here he is quizzing on the museum’s oldest artifact—a 300-million-year-old crinoid from Crawfordsville, Indiana!

(Top middle) One of the paleontologists works to unearth fossils gathered as part of the project Mission Jurassic. The specimen was brought to the museum by its own scientists who spent months on a dig site in Wyoming.

(Top right) Goshorn in the Riley Children’s Health Sports Legends Experience.

(Right) Goshorn lights up as he interacts and explains key findings on the dinosaur fossil Leonardo.



photo courtesy of The Children’s Museum of Indianapolis

“TO BE ABLE TO WORK OUTSIDE AND TALK ABOUT SPORTS, TO WORK WITH DINOSAURS AND TALK TO PALEONTOLOGISTS ABOUT DIG SITES, AND TO WORK IN CHINA AND TALK ABOUT CALLIGRAPHY—ALWAYS GETTING TO LEARN NEW THINGS JUST MAKES LIFE REALLY EXCITING.”

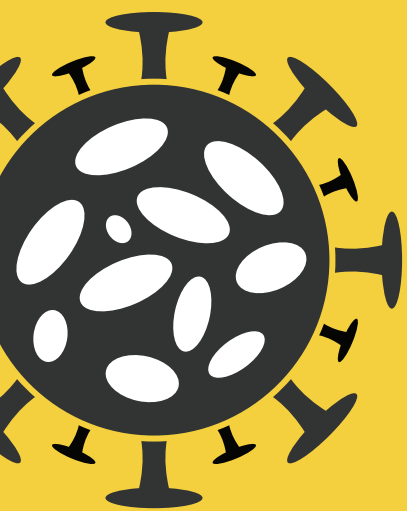
GRANT GOSHORN '02





“We need grace at all levels right now.”

Thoughts on Teaching Through COVID-19



Chris Lazarski '94

Teacher
Wauwatosa West High School
Milwaukee, WI

This year has been absolutely, totally wild as a teacher. I feel like I've been back and forth and up and down and everything else.

We started off in a hybrid format, during which I would see half of my students on Monday and Tuesday, and half on Thursday and Friday. We had changes to the system three or four times over the course of the semester. We were all virtual for a while, because we didn't have enough substitutes in our school district to cover teacher quarantines. Students came to us from some challenging backgrounds and situations. I have students at home who are watching their siblings, and I'm trying to be respectful and understanding of the different kind of living environments that people are coming from.

COVID-19 presented so many new challenges and forced us to do things in different ways, and to try to create situations that help students academically, but also socially, addressing their mental health. This is a difficult situation for adults—how do we help kids process and manage and think through this? I ran into one of my students at the grocery store at the beginning of August. He asked, “Well, Mr. Lazarski, what are we going to do? Are we going back to school? What's the situation?” I told him, “Jared, I don't know. The adults don't really know what the solution is to this problem.”

Tyler Griffin '13

Dean for Curriculum and Instruction
Brooklyn Emerging Leaders Academy
Brooklyn, NY

This year, in particular, the anxieties and the fear, and just the idea that you have to wrestle between your love of students and your right to be safe, has been tense. We're asking our educators to put themselves on the line. These are our kids at school, but at the same time, they may have their own kids at home to think about and protect. So, I saw a lot of anxieties and frustrations from my staff. I felt like both a psychologist and a punching bag. It's Maslow [Hierarchy of Needs]—if you do not feel safe, like there's nothing that you can do for someone else.

Patrick McAlister '10

Director
Office of Education Innovation
for the City of Indianapolis
Indianapolis, IN

Schools are going to be thinking about how they can use eLearning to help students learn more. I want to be very clear: There is nothing better than a teacher in a classroom with a student. But eLearning could be really powerful, especially for a student who might need some flexibility and adaptability. The pandemic and economic downturn hurt a lot of people. But we also learned some important things about how to make lives better for people based on the things that we had to adapt to during these times of stress.

Brandon McKinney '10

Assistant Principal
Alliance College-Ready Public Schools
Los Angeles, CA

We literally came in on a Friday morning and were told, “Hey, we're closing down for two weeks. Just make some lessons for the kids to work on for two weeks.” And then somewhere in there, we heard, “We're actually going to be shut down for a month.” And then it just kept changing, changing, and extending to where it ended up being the rest of the school year. Teachers were very resilient and figured out a way to still make learning happen.

Oftentimes the students were trying to manage school while serving as the caretakers for their younger siblings. Many don't have a quiet space to work in their homes so it's hard to focus, or they're having to work outside in the front yard to try to connect to Wi-Fi. Some had to find opportunities to work to support their families.

It brought to light that schools aren't just a place where we educate children. Schools are used for so many other things—for childcare, mental health resources for their families, nutrition. And it's a safe haven for a lot of people. It's a necessary factor to sustain everything else.

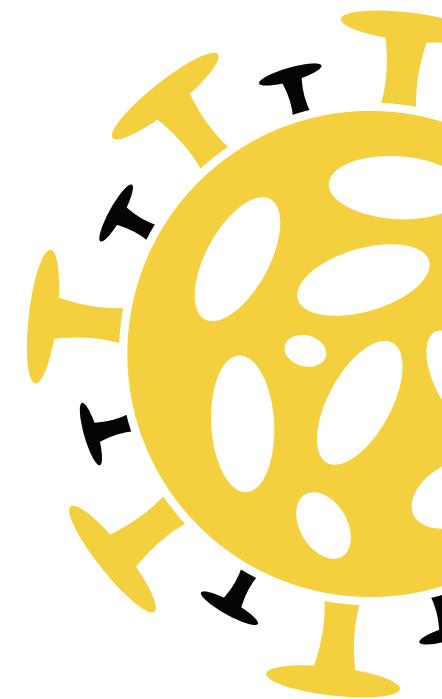
We need grace at all levels right now. People need to be understanding because we can't try to maintain the status quo when the rest of the world has changed. If there's ever a time for us to sit down and reevaluate how we're approaching things and what really matters, the time is now.

This whole idea of grace, it's not just right now. Let's not let it go when things are normal again.

Brett Findley '04

Principal
Columbus Signature Academy Lincoln
Elementary School
Columbus, IN

A person only needs to spend 30 minutes in an elementary classroom to appreciate the incredible work our teachers and support staff are doing in this COVID-19 environment. In addition to providing a high-level education, they are also responsible for ensuring distancing and cleaning protocols are being followed to ensure the health and safety of their students, co-workers, and themselves. Many have had to revamp their instructional strategies to meet the safety expectations (no small group learning, limiting the use of class sets of manipulative tools, etc.), while still creating a fun and engaging environment for students to thrive in. It's a lot, yet they are succeeding. ■



A Credible Messenger

Jon Montoya '18 didn't know any English until first grade. He grew up believing college was not an option for him. Now he's a Wabash College alumnus teaching pre-AP English at a high school in San Antonio, Texas. In his first two years of teaching, he was nominated for his school's Teacher of the Year Award. "I see a lot of myself in a lot of my students," he says.

FOR THE FIRST FEW YEARS OF MY LIFE, I was raised by my mom's aunt in Honduras.

My mom never went to school past the seventh grade, and she desperately wanted me to be able to have a U.S. education. So, while I was in Honduras, she was working for an older couple in Miami. Even though I would visit my mom, she didn't have enough money for me to live with her full-time until I was five or six—just in time for school.

I didn't know English, but I was eager to learn. At least for a while.

When I was a teenager, my mom and I moved to Indianapolis, and I attended Arsenal Technical High School. Over the next four years, we probably moved six or seven times. I stayed at Tech the entire time because each move was always in the same vicinity, but I was a terrible student.

Actually, I was a pretty awful person. Unless I decided I liked them, I really gave my teachers hell.

For the first two years of high school, I had about 40 absences and my GPA was among the lowest in the class. I wasn't dumb. I knew what I was doing. But I didn't think college was an option for me then.

After my brother's dad kicked us out of his house, we were in our fourth place in a year and a half. My mom and my younger brother shared the bedroom. I slept in the living room.

Over the course of that summer, I started getting this sense of just being tired of it all. I was angry at myself. I felt like I had let my mom down. After all of the sacrifices she had made—like sending me to Honduras while she was saving money for us and doing everything she could to raise me in the United States—all I had done to pay her back was be a really shitty student.

I began to realize how bad that made her look. My mom is a great person with an extremely kind soul, and I was not projecting that into the world.



Jon Montoya '18 during his Ringing-in Ceremony in 2014.

It was then I knew I needed to start taking things more seriously.

My GPA was considerably better my junior year and the first semester of my senior year, but it was still only about a 2.5. I only had three good semesters of high school for a college to look at, but all I wanted was for someone to look past my transcript. I needed someone to take a shot on me. I remember praying, *God, please just get me in somewhere, and I will take care of the rest.*

That's when Wabash found me.

I only played football my senior year of high school, but that's how I caught the attention of former Wabash Assistant Football Coach, David Denham.

Considering I grew up thinking college wasn't attainable, it felt good to have one actually interested in me. So, I applied to Wabash and figured if I didn't get in, I could still go to a community college.

During the admissions process, I explained the circumstances I was coming from and how hard I had been trying to turn things around. I told them I didn't believe my 2.5 GPA was an accurate representation of who I was as a student.

I'll never forget the call from Coach Denham telling me I had been accepted. He didn't want to wait for me to get the letter; he wanted to tell me himself. I was emotional, my mom cried, and it was the greatest, most joyful feeling I've ever experienced.

Wabash looked past my transcript. They took a chance on me. But I still had a lot to prove—including to myself. I dealt with a lot of self-doubt my freshman year.

I remember getting back my first test in Professor Ethan Hollander's political science class. I got a 46%. So many negative thoughts started running through my head: *Your good semesters in high school were just flukes.*

As much as I wanted to write the obituary for my college career after getting that test back, I knew I needed to try to find my confidence, so I kept telling myself I *did* belong at Wabash.

I majored in psychology, but by my senior year, my résumé looked like I majored in building relationships.

I coached fifth grade basketball with Hank Horner '18 at Hoover Elementary in Crawfordsville. Even though it was probably one of the most chaotic experiences of my life, I loved being those kids' coach. I served as a mentor for two summers with the Wabash Liberal Arts Immersion Program (WLAIP), and I saw the impact I could have on students who come from similar backgrounds as myself.

When my friend Ryan Walters '18 told me that he was going to do Teach for America, I decided to explore it myself. The more I learned about TFA and its mission, the more I could see myself being a part of it—paying it forward. I felt like I had a lot to offer kids who look like me, who don't think education is that important. That used to be me. I felt like I could be a credible messenger for them.

Now, here I am—an educator in San Antonio at Harvey E. Najim, an IDEA public school that focuses on college prep. The school is located on the east side of San Antonio, Texas, consists of about 50/50 Black and Hispanic students, and approximately 98% of the student body is low income. I teach pre-AP English to high school freshmen. And I was right; I see a lot of myself in my students.

I have had very, very good students. I have been lucky to have had students who have welcomed challenges, worked incredibly hard, and have finished each year so proud of themselves.

But it's not always easy for them.

In my classroom, many of my kids worry a lot about their families and their home situations, so my goal is to make sure they leave not loathing learning or school. I refuse to take myself too seriously as a teacher.

We do work hard. The last thing I want is for my kids to get to 10th grade and struggle with reading and writing. I still want them to be practicing and participating, but I'm more cognizant of some of the things they might be experiencing outside the classroom.

We started the school year by reading *To Kill a Mockingbird*. After the summer our country faced, I wanted them to know what kind of teacher I was right off the bat. I think the last thing students need, especially students of color, are teachers who ignore the issues they face. We ended up having really good discussions about race, identity, and class.

Every day, I want to build better relationships with my students. I want to be someone my kids can depend on—someone they know will show up. Naturally, when you're trying to be that person, you're going to have to deal with a lot of sadness. Every student weighs heavy on my heart almost all of the time.

At the start of COVID-19 last year, I lost a student to gun violence. We used to talk about the importance of education, understanding your emotions, and not being angry all of the time. I had seen so much of myself in her. She was so young and bright. Getting that news was tough. I struggled trying to process it. Even more difficult was trying to process it with the rest of my students in a virtual setting.

Most teachers, myself included, go through life wishing we could help all of our kids. We wish we could be a rock for them when they need us outside of the classroom. But we just can't.

I still want them to know that I see them, though, that I understand more than they think I do, and want to learn about the things I don't.

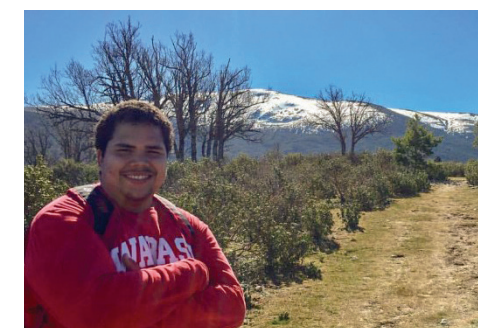
It was an easy decision to start teaching, but I have made the very hard decision to leave the classroom. I am moving back to Indianapolis to be with my family. My mom had to stop working, my older sister has

three-year-old twins, and my little brother is in the seventh grade. I feel like I'm missing too much. I love my students, I love what I do, but I can't afford to continue teaching while also taking care of my mom and my brother long distance.

I haven't ruled out the possibility of returning to the classroom someday—maybe when I know my mom is set and I have a good 401(k). But, for now, it's on to the next thing.

I know I'll have to prove myself again, but I have a lot more confidence this time. I've been a teacher, and someone who's been a teacher can do just about anything. ■

I felt like I had a lot to offer kids who look like me, who don't think education is that important. That used to be me.



(Top) **Montoya** and **Tim Leath '18** rowing on Eagle Creek as part of their Freshman Tutorial in Fall 2014. (Bottom) Montoya while studying abroad in Spain.

1954

Richard Rose reports, “My screenplay, *Comic Crusaders*, was just optioned for purchase by a producer for a comic book and motion picture!” <https://richardroseauthor.com/podcast>



1959

The American Library Association (ALA) Council elected former ALA executive director **Robert Wedgeworth** to honorary membership in the association. Honorary membership, ALA’s highest honor, is conferred in recognition of outstanding contributions of lasting importance to libraries and librarianship.

1966

Cal Black celebrated his 77th birthday recently with his 35 years of FBI Agents’ Society membership certificate.

1970

Wabash’s Advancement Office received a letter from a woman in Hamilton, MT. It was addressed to “whoever can help” and contained photos of a class ring. It read, “I



have a class ring from your College, Class of 70. The initials GAJ are engraved on the inside... I would like to return it to the owner.” Director of Annual Giving and Advancement Services Aaron Selby ’06 used the Wabash alumni directory to look up members of the Class of 1970 with those initials. The search identified **Gregory Jackson** of Helena, MT. When he heard his ring had been found, Jackson said, “It has a special meaning to me. I was heartbroken when it disappeared. Over the years, I always held out the hope that maybe it would show up.” Jackson’s ring had been missing for 28 years.

1971

Stuart Miller retired as a systems analyst from the University of Chicago Library in 2016. He continues to live in Chicago and volunteers as a docent at Glessner House (a historic home designed by H.H. Richardson). He writes, “I continue to read a lot of history, and I’ve taken up bread making. The only downer is that I miss my husband, Charles, who died last August—we had been together for 44 years, so it’s taking a while to get adjusted to his absence.”

1972

Steve Brammell has written a new book of short stories, *Red Mountain Cut*.



1973

Craig Moorman has retired from Johnson (IN) Memorial Health, where he served as a pediatrician. ■ **George Angelone** is with Indiana’s Legislative Services Agency, where he has been executive director since 2012. He and his wife, Gretchen, live in downtown Indianapolis and have two children and one grandchild.

1974

Arthur Diamond writes, “The Foundation for Economic Education (FEE) posted an article by me honoring Wabash professor Ben Rogge, who would have turned 100 in 2020. I mention Wabash in the piece and thought the piece might be of interest to alumni who graduated in the decades before 1980 when Rogge died.” The article is available at <https://fee.org/articles/ben-rogge-economist-and-prophet-of-freedom/>



1977

Robert Knowling was named to Citrix Systems, Inc. board of directors.

1979

Steve Coomes was named to Extensia Financial’s board of directors. Extensia Financial is a credit union service organization focused on commercial real estate. ■ **Paul Farrer** was selected as a 2020 Top Lawyer by Denver’s *5280 Magazine* for his practice area. Paul is a shareholder in the firm of Springman, Braden, Wilson and Pontius P.C. located in Wheat Ridge, CO. ■ **Michael Doherty** retired in 2020 from the department of chemistry and biochemistry at East Stroudsburg University after 31 years, the last six as department chair. He wrote and coordinated ESU’s general chemistry lab program, taught lecture and lab sections every semester, and occasionally analytical, environmental, and non-majors’ courses.

1980

David Dessauer has written a book, *Harper Lee and Me*. The book attempts to decode many of the mysteries in one of America’s most-loved books, *To Kill a Mockingbird*.



1981

Andy Bell was inducted into East Noble (IN) High School Athletic Hall of Fame. Bell coached track at Avilla Middle School from 1984–2004 and football from 1985–99. At East Noble High School, he coached freshman football from 2002–09, was a girls track assistant coach for 2005 and 2006, and became head coach in 2007, a position he still holds.

1982

Mark Chamberlain has written a book, *Why Do I Work Here*. He reports, “Writing a book was a personal ‘bucket list’ item and has finally been completed after two years of work. While it was personally very fulfilling to translate my thoughts and experiences of life so far, I hope you can take away a meaningful nugget or two to enrich your life. A portion of the proceeds will help fund Dreaming Tree Project—a charitable mission to fund local not-for-profits.”



1983

Richard Gunderman, John A. Campbell Professor of Radiology at Indiana University, has published a new biography of *Marie Curie*. Gunderman’s richly illustrated text titled Marie Curie, tells the story of triumph over tragedy, including the six Nobel Prizes won by the Curie family, aiming to inspire new generations of scientists.

1984

Christopher Passodelis will head the Pittsburgh office of Steptoe & Johnson PLLC after seven years with the Pittsburgh firm Sherrard German & Kelly PC.

1985

Houston Mills, vice president of flight operations for UPS, was featured in a special exhibit in Louisville during Black History Month. In December, Mills piloted the first shipment of the Pfizer COVID-19 vaccine to the Louisville Muhammad Ali International Airport. From there, the vaccines were distributed to all parts of the country. ■ **Joshua Minkler** has joined Barnes & Thornburg’s white-collar and investigations practice in Indianapolis after serving as the United States Attorney for the Southern District of Indiana. ■ **David Vandergriff** has joined Christian Brothers Investment Services, Inc. as a managing director, investor, and consultant relations. ■ **Mike Raters** was named Mt. Vernon (IN) Middle School’s new interim principal.



1986

Brad Fewell reports, “Recently purchased a home in James City County, VA (just outside Williamsburg). Sheri and I plan to spend much of our time here while still maintaining our condo in Chicago.”

1987

Tim Lewis joined Microbiotix in Worcester, MA, as a senior principal scientist working in the field of antibiotics along with fellow alumnus **Tim Opperman ’84**. Opperman writes, “We interviewed Tim for a position at our company. When I looked at his resume, I was amazed to read that he had gone to Wabash. I don’t meet many people who graduated from Wabash out here on the east coast. By the way, Tim made a great impression on everyone who interviewed him, including me.”

1988

Brian Poole was promoted to director and chief actuary at Indiana Farm Bureau Insurance. Poole joined Indiana Farm Bureau Insurance in 2017 as the actuarial data manager in the product management solutions department.

1989

Michael Axel was elected by the Trine University (IN) Board of Trustees as founder and president of AMI Investment Management Inc.



1991

Ross Weatherman was named head of the department of chemistry and biochemistry at Rose-Hulman Institute of Technology.

1992

Michael Overdorf was appointed chief business officer for Annexon Biosciences in South San Francisco, CA.



1994

Our condolences to **Jason Hand** on the death of his father, Jerry Hand, on August 5, 2020. Jason is a major gift officer at Wabash. ■ **Joel Tragesser** was named office managing partner of Quarles & Brady’s Indianapolis office.

1995

Roy Sexton was named treasurer to the 2021 board of directors for The Legal Marketing Association.

1998

Daniel Bartnicki was named an attorney-advisor to the chairman of the U.S. Railroad Retirement Board (RRB). ■ **Jake Gilbert** was highlighted as one of the best high school head coaches in the nation and was chosen as the Midwest region’s winner of the American Football Coaches Association’s Power of Influence Award. Gilbert is the dean of wellness, connections and growth, department head for physical education, and was the varsity football coach who led Westfield (IN) High School to an IHSA state championship in 2016. ■ **Travis Merrill** was named vice president, chief strategy, and commercial officer at Resideo Technologies, Inc., a leading global provider of home comfort and security solutions.

2000

Matthew Whitmire was elected in October 2020 to serve as president of the National Association of Medicaid Fraud Control Units (NAMFCU).

2001

Nicholas Nussbaum was promoted to director of medical affairs for community services of Adams Medical Group, a division of Adams Memorial Hospital in Decatur, IN.

2003

Josh Tatum became a partner in the Indianapolis law firm of Plews Shadley Rancher & Braun LLP. ■ **Jared Jernagan** was named the editor of the *Banner Graphic* in Greencastle, IN. Jernagan has worked for the publication since 2007 and as assistant editor since late 2008. Jared lives with his wife, Nicole, and their two children, Miles and Hannah, in Greencastle. Jernagan’s staff also includes writer **Brand Selvia ’17**.

2005

Matt Marett has joined the law firm of McTeague Higbee—a firm dedicated to advocating and protecting the rights of Maine’s working people.

2006

Marty Brown has written his first children’s book, *ABCs in Indianapolis*. *ABCs in Indianapolis* is based on a lifetime spent in Indianapolis, said Brown, vice president of strategy and operations at LDI, Ltd. ■ **Russell Harbaugh** and his wife, Heather, announced the birth of their baby boy, John River Harbaugh, on July 27, 2020. The family resides in Brooklyn, NY. ■ **Clifford Lee** graduated in 2019 with a PhD in P-12 Educational Leadership from Clemson University. He celebrated the occasion with his wife, Dr. Amanda Matousek, his oldest daughter, Charlotte, and his son, Clifford. His youngest daughter, Josephine, was born in July 2019 and stayed home. He currently is a teacher for Greenville County Schools in the Upstate of South Carolina.

2008

Clay Koehler was appointed as Centier Bank’s assistant vice president of small business, banking in the Lafayette, IN area.

2009

Our condolences to the **Eric DeFord** family, as his wife, Jana, and two of their young daughters, Lily Eloise and Hazel Olivia DeFord, died in a house fire in September 2020. ■ **Victor Meng** announces the birth of his son, Andrew Xiang Meng, born on September 26, 2020, in Puyallup, WA. ■ **Jeremy DeFatta** reports, “Ten years after graduating from Wabash, 10 years of graduate school and unfulfilling jobs, I have decided to pursue my oldest dream of telling stories. I want to follow in the footsteps of **Lawrence Sanders ’40** and **Dan Simmons ’70**. I have finally taken several empowering steps forward in achieving my dream. My new work, *The Night Clerk*, appears in Bards and Sages Quarterly, a fantasy, horror, and science fiction literary magazine, in April 2021.” He is co-owner of an online book and candle shop, Misplaced Muse Creative, and lives in Lucedale, MS. ■ **Adam Fritsch** was granted tenure as professor of physics at Gonzaga University in Spokane, WA.

2011

Adam Current writes, “In July 2020, I married Samantha Emmart and moved to Lafayette, IN. We have a combined eight book cases and yet it’s never enough. I’ll keep the life milestones a-comin’.” ■ **Adam** and **Julia Phipps** are the proud parents of a son, Isaac James, born February 7, weighing 7 lbs. 13 oz. and was 21 inches long at birth.



photo by Becky Wendt

2012

Jordan Ferguson was accepted into a pediatric emergency medicine fellowship at Akron Children’s Hospital starting in July 2021.

2013

Sal Espino was appointed by the Grand Council of Tau Kappa Epsilon for the Strategic Committee for Diversity, Equity, and Inclusion as a member of the subcommittee on history, traditions, and education. Espino was also named the media director and chair of the Communications Committee for Democrats for Life of America. Espino will serve in this role on a volunteer basis. He writes, “I continue to work as an election director for Make Liberty Win PAC, the campaign arm of Young Americans for Liberty.”



2014

Jeremy Wentzel writes, “**Seton Goddard ’15** and I have been great friends since leaving Wabash. When we were in college, I took Seton to the Kentucky Bourbon Trail for his 21st birthday. We were hosted part of the time by **Jeff Bean ’81** and eventually made our way all over the trail in Kentucky. At the Maker’s Mark Distillery, we joined a program where they put your name on a plate adhered to a freshly filled bourbon barrel. At the end of its aging, we’d be invited to come back to see the results and purchase a bottle from our barrels. So last fall, we made our way back to the Maker’s Mark Distillery, seven years later.” ■ **Francisco Huerta** was recently selected as a distinguished teacher within the Noble Network of Charter Schools, the highest honor an educator can receive within the network. He reports, “There is an extensive process that includes three different rounds. I completed an application process which looked at several major facets of my teaching career. The application was followed by classroom observation, student interviews, and analysis of my planning. The final round was an hour-long panel interview akin to the Wabash Senior Comprehensive Exams. It was an incredibly stressful process. I am incredibly glad that is over.” ■ **John Penn** was hired

as the new field manager for the Chillicothe Paints, a collegiate summer baseball team based in Chillicothe, OH.

2015

Jacob Burnett was selected to serve as an executive editor for Volume 170 of the University of Pennsylvania Law Review—the oldest and one of the most cited law journals in the country. ■ **Zak Cassel** earned his master’s degree in journalism from the Columbia University Graduate School of Journalism in May 2020 where he was a fellow at the Toni Stabile Center for Investigative Journalism. While in New York, he reported on criminal justice in the Bronx, investigated a Catholic sect, and profiled an Uyghur activist. He is now an intern at the *Montana Free Press*, based in Helena.

2016

Clayton Highum was recently hired as the commercial account executive for McGowan Insurance Group located in Indianapolis.

2019

Quinn Cavin and **Ryan Cairns ’17** have created a short film, *The Dine-and-Dash Dater*, that did well in its film festival circuit. Because of the traction and awards the film won, they decided to create a six-episode comedy series based on it, called *CherryBomb*. They wrapped production on the series in October 2020. ■ **David Segovia** moved back to Chicago after graduation and started working for his local alderman, Carlos Ramirez-Rosa. He writes, “This experience helped me get a good taste of what it means to be working for my community. After the internship, I was referred to the Puerto Rican Cultural Center to work on the 2020 census project as a census navigator.” David is planning to pursue a master of public policy degree from the University of Illinois at Chicago.



1943

Thomas Allen Kamm, 94, died March 21, 2020, in Windsor, CA. Born June 10, 1925, in Lynden, WA, he was the son of Teena and Charles Kamm. After graduating from Lynden High School, Kamm was in the U.S. Navy V-12 Program. He was commissioned as a naval aviator after flight training in Corpus Christi, TX. While attending Wabash, he was a member of Delta Tau Delta. Following his Korean War tour in the Pacific, Kamm moved to Detroit, MI, where he worked for the Ralph C. Wilson Insurance Agency, and flew as a reservist. Kamm earned a JD from University of Detroit Mercy. He then joined Oakland’s Grubb and Ellis Company. In 1961, Kamm was recalled to active duty. The family moved to Yokohama, Japan, where he flew anti-submarine and transport planes between Japan, mainland Asia, and offshore aircraft carriers of the 7th Fleet. The years that followed saw a continuous succession of promotions advancing through grades to rear admiral. Kamm's postings in the chain of USNR command included three tours through the Pentagon, retiring as deputy director of Naval Reserve. During Kamm’s first tour at the Pentagon, he also earned an LLM in International Law at George Washington University. After retiring from the Navy in 1980, Kamm practiced law and lectured at Golden Gate University School of Law. Kamm was preceded in death by his wife, Geraldine “Gerry.” He is survived by his children, Kristine and Thomas Jr.; and four grandchildren.

1944

Robert Eugene Burke, 94, died September 20, 2020, in Ridgecrest, CA. Born November 3, 1925, in Marshalltown, IA, he was the son of Pearl and Thomas Burke. Upon his high school graduation, he enlisted and entered the V-12 College Training Program. Following his accelerated wartime coursework at Wabash, University of Notre Dame, and the U.S. Naval Midshipmen’s School New York, he received his commission as an ensign. He decided to make the Navy his career. Burke attended the U.S. Naval Post Graduate School and earned his master’s degree in mechanical engineering. His career includes duty aboard USS YMS-170, USS LST-827, USS *Twining*, and USS *Franklin D. Roosevelt*. Burke retired in 1967 and moved to Lancaster, CA, where he was the chief engineer at Antelope Valley Hospital until 1970. Burke was preceded in death by his daughter, Michaele. He is survived by his wife, Maria; daughter, Deidre; and two grandchildren. **Wayne B. Cox II**, 97, died July 19, 2020, in Belleville, IL. Born December 17, 1922, in Crawfordsville, he was the son of Jessie and Wayne Cox. Cox grew up in Edwardsville, IL. While attending Wabash, he was a member of Delta Tau Delta. His studies were cut short by World War II. Cox served as second lieutenant in the U.S. Army Air Force, becoming a bombardier-navigator on one of the B-24 Liberator bombers and completed 16 missions. After the war, Cox completed his studies at the University of Illinois, St. Louis University Medical School, and interned at St. Mary’s Hospital in East St. Louis. He served as chief of staff at Christian Welfare Hospital. As a general physician and surgeon, Cox was the last surviving original staff member at Memorial Hospital in Belleville, which opened in 1958. He is survived by his wife, June; children, Susan, Mark, and Roger; five grandchildren; and two great-grandchildren.

photo by Becky Wentzel

1949

Frank Lawrence Himes, 92, died October 10, 2020, in Columbus, OH.

Born July 30, 1927, in Montgomery County, IN, he was the son of Mary and Ralph Himes.

While attending Wabash, he was an independent. He received his master’s degree in 1941 and a PhD in 1956 from Purdue University.

Himes taught math and science at Remington High School (IN), from 1951-1953. During the summer of 1952, he had a fellowship for science teachers at MIT in Boston. He was an assistant professor at Middle Tennessee State College from 1956-1957. He was a professor at Ohio State University, where he taught soil science courses from 1957-1992.

He is survived by his wife, Dee; children, Laura, Caroline, and Glenn; and two grandchildren.

Robert Lee Pugh, 96, died December 1, 2020, in Crawfordsville, IN.

Born January 14, 1924, in Crawfordsville, he was the son of Jesse and John Pugh.

Pugh enlisted in the U.S. Army in 1944 and was assigned to the infantry. His unit, in the 103rd Infantry Division, was sent to France. Pugh was captured and held as a prisoner at Stalag IIIA in Luekenwalde, Germany. His prisoner of war status lasted until May of 1945, when the Russian Army liberated him.

He worked as an insurance salesman for Washington National Insurance Co. and also started a successful window cleaning business.

Pugh wrote a book about his experience titled, *True WWII P.O.W. Story*.

A violinist, he and his wife played music together at many nursing homes, church events, and services.

Pugh was preceded in death by his wife, Estelle.

He is survived by his children, Linda, Kevin, Russell, and Robert; 11 grandchildren; and several great- and great-great-grandchildren.

1951

Benjamin Calacci, 91, died January 23 in Wheaton, IL.

Born August 4, 1929, in Chicago Heights, IL, he was the son of Elena and Vittorio Calacci.

Calacci graduated from Bloom Township High School. While attending Wabash, he performed in Scarlet Masque, wrote for *The Bachelor*, and was a member of the Sphinx Club, Student Senate, and Delta Tau Delta.

As a Fulbright scholar, he taught in Italy for a year before returning to the states to continue his teaching career. Calacci taught English, humanities, and Latin for decades. He started his career at his alma mater Bloom Township High School, then moved on to Bremen High School. After earning his master’s degree at Northern Illinois University, he spent most of his career at Willowbrook High School in Villa Park, IL.

Calacci was preceded in death by his parents; wife, Katherine; and a grandson.

He is survived by his children, John, Mary Clare, Mary Helen, Mary Margaret, Maureen, **Richard ’91**, and Anne; 17 grandchildren; and two great-grandchildren.

James Coull Clark, 91, died February 14 in Carmel, IN.

Born April 13, 1929, in Indianapolis, he was the son of Ida and Alexander Clark.

He graduated from Shortridge High School. While attending Wabash, he was a member of Phi Gamma Delta.

Following graduation, he joined the U.S. Marine Corps and served in the Korean War in an amphibious tank division. After his discharge, having achieved the rank of lieutenant, he continued to serve as a captain in the Marine Corps Reserve.

He received his law degree from Indiana University Law School in 1957 and then began a distinguished 60-year law career in the law firm, Quinn, Howard, and Clark.

Clark practiced law with his brother Alex for 34 years, and with his three sons. He was elected as a distinguished fellow of the Indianapolis Bar Foundation in 1985.

He served in the Indiana House of Representatives from 1962-64. Clark received the high honor of the Sagamore of the Wabash from Indiana Governors Harold Handley, Matthew Welsh, and Mitch Daniels.

He is survived by his wife, Claire; children, Murray, Matt, Cameron, and Heather, 10 grandchildren; and one great-grandson.

Elmer W. Halwes Jr., 91, died February 8 in Evansville, IN.

Born July 16, 1929, in Evansville, IN, he was the son of Bess and Elmer Halwes Sr. While attending Wabash, he was a member of Kappa Sigma, concert band, and performed in Scarlet Masque theater productions. In his younger years, he enjoyed playing the clarinet in a dance band.

Halwes was preceded in death by his wife, Doris; and son, Joel.

He is survived by his sons, Jeff and Jon; and one step-granddaughter.

William Ray Orman, 91, died September 15, 2020, in Kalamazoo, MI.

Born January 15, 1929, in Owen County, IN, he was the son of Pearl and Wayne Orman.

While attending Wabash, he was a member of the football and track teams, concert band, and was an independent.

After serving in the U.S. Air Force, Orman spent his career at First Federal Savings & Loan.

Orman was preceded in death by his son, Paul; and his wife, Mary Jo.

He is survived by his daughter, Joan; and a granddaughter.

Allen Derry Pierson, 91, died December 7, 2020, in Fort Collins, CO.

Born August 1, 1929, in Spencer, IN, he was the son of Irene and Robert Pierson.

While attending Wabash, he was a member of Delta Tau Delta and concert band.

He completed his medical degree at Indiana University School of Medicine, interned at Kings County Hospital in Brooklyn, NY, and served in the U.S. Navy Medical Corps as a Seabee battalion medical officer from 1957–1959.

Pierson entered general practice in Leadville, CO. After completing his anesthesiology residency, he and his family moved to Fort Collins in 1966, where he became the first anesthesiologist on the medical staff at Poudre Valley Hospital. He retired in 1987.

Pierson was preceded in death by his wife, Marilyn.

He is survived by his children, Susan, Daniel, and Sarah; stepdaughter, Anne; and five grandchildren.

Charles R. Price, 91, died January 9 in Crawfordsville, IN.

Born March 13, 1929, Covington, IN, he was the son of Ruby and Archie Price.

He graduated from Crawfordsville High School in 1947. While attending Wabash, he was a member of the Speakers Bureau, Sphinx Club, and was an independent.

Price retired from Merchant’s Bank as a trust officer, having served in that role for many years when it was called Elston Bank.

He is survived by his wife, Pat; children, David, Tom, Laura, Sally, and Jane; 19 grandchildren; and many great-grandchildren.

1952

Richard Carr Gause, 90, died November 23, 2020, in Bloomfield, MI.

Gause attended Shortridge High School. While attending Wabash, he was a member of Sigma Chi.

He attended medical school at the University of Cincinnati School of Medicine. From 1952–1954, he served as a sergeant in the U.S. Army. Gause completed his internship, internal medicine residency, and hematology fellowship at Detroit Receiving Hospital.

Gause practiced internal medicine in Birmingham, MI, from 1962–2000. He developed a team for the establishment of William Beaumont Hospital in Troy, MI.

He is survived by his wife, Eleanor; daughters, Kristen, Karen, and Alison; and two grandchildren.

Hugh M. Smaltz II, 90, died October 19, 2020, in Beaver Dam, KY.

Born December 9, 1929, in Marion, IN, he was the son of Frances and Hugh Smaltz.

While attending Wabash, he was a member of Phi Delta Theta. He graduated in 1954 from the University of Chicago. Later, he partnered with his father’s glove business and extended the Montpelier Glove Company to Hartford, KY.

Smaltz also served in the U.S. Army and was a member of Gideons International.

He is survived by his wife, Chalna; children, Marla and Hugh III; six grandchildren; and seven great-grandchildren.

1953

Robert E. McLean, 89, died November 5, 2020, in Veedersburg, IN.

Born December 15, 1930, he was the son of Marie and Grady McLean.

He was a graduate of Veedersburg High School. While attending Wabash, he was an independent.

He was drafted into the U.S. Army where McLean was stationed in Germany during World War II.

McLean worked at Olin Corporation as a machinist for several years. He later worked at Flexel as a maintenance supervisor until his retirement. McLean also was an appliance repairman for many years.

McLean was preceded in death by his wife, Donna; and second wife, Corenia.

He is survived by his daughters, Angela, Crystal, and Shannon; six grandchildren; and 11 great-grandchildren.

Paul Logan DeVerter II, 87, died August 19, 2020, in Findlay, OH.

Born October 25, 1932, in Houston, TX, he was the son of Ruth and **Paul DeVerter 1915**.

While attending Wabash, he was a member of Phi Kappa Psi and concert band. He graduated from the University of Texas School of Engineering.

He spent two years in the U.S. Army as a radar and computer technician during the Korean War era, one of those years serving in England. He graduated from the University of Texas Law School, Austin, with an LLB. While in law school, DeVerter worked as a research engineer in the Defense Research Laboratories.

In 1959, he started with the law firm of Fulbright & Jaworski, where he was an intellectual property and patent attorney. He specialized primarily in unfair competition and trademark law. After 40 years, he retired from practicing law.

Having a lifelong love of railroads, DeVerter had been described as the dean of Houston traction historians in the preface to his

book titled, *Houston North Shore* in 2000. He was an enthusiast, photographer, and collector.

Over the years, DeVerter spent countless time and talent working on the restoration of historic railroad passenger cars, including his own Pullman car, renamed the *San Jacinto*. He also built his own model live steam locomotive, *Juliet*, in his home workshop and took her to several live steam meets. Recognizing a special need, DeVerter was also an entrepreneur. He founded DeVerter Locomotive Works, making castings for air brakes.

DeVerter was preceded in death by his son, Paul; and a granddaughter.

He is survived by his wife, Betty; daughters, Elizabeth and Catherine; and two grandchildren.

Warren Cottrell “Pete” Moffett, 89, died peacefully following a short illness January 22 in Anderson, IN.

Born May 10, 1931, in Worcester, MA, he was the son of Gundrieda and Donald Moffett. He lived his formative years in Bronxville, NY.

While attending Wabash, he was a member of Delta Tau Delta.

After graduation, Moffett served as a lieutenant in the Coast Guard and was stationed in Key West, FL, from 1953–56. He retired as a sales engineer with Delco Remy in 1986. He was a member of the Madison County Chamber of Commerce and served on the board of directors for the Visiting Nurses Association.

Moffett, an enthusiast of all things transportation, had his private pilot license, and enjoyed assisting in the restoration of the Nickel Plate Road 587 steam locomotive with the Indiana Transportation Museum and was his happiest behind the wheel of any automobile on a sunny day.

He also found joy in beach walks with his wife, Sandy, on Ft Myers Beach. His wit, kindness, and generosity will be missed by those of us who were lucky enough to cross his path and sit with him to

share a snack and words of “Moff” wisdom. As he would often say, “Wherever you travel, wherever you may go, always remember to conduct yourself with grace and dignity,” and when going to sleep, “think of neat things.”

Moffett is remembered as a loving husband, father, grandfather, uncle, and friend, who welcomed you with open arms.

Moffett was preceded in death by his son, Kevin.

He is survived by his wife, Sandy; children, Shawn, David, Colleen, Meghan, and Victoria; and six grandchildren.

Dr. Alan J. Stolz, died

February 26 in Westport, CT.

As a founder of Westport EMS, he went on to become a crew chief and a certified EMS Instructor. At the same time, he continued in this line of service with the American Red Cross as both a volunteer and an instructor in Connecticut and New Hampshire. Recognized often for his work in service to others, Stolz received many awards throughout his career, from U.S. presidents to state and local government agencies and organizations; very often on behalf of the organization he was representing. In 2005, he received the Fairfield Connecticut County Hero Award for saving a life. He also received an honorary doctorate from London University for his work in promoting international student exchange.

Stolz’s dedication to the Boy Scouts of America kept him well occupied in Westport for more than six decades. He was awarded the Connecticut State Legislature Citation for 65 years of service to the BSA. Stolz was an Eagle Scout.

While in the U.S. Army, EOD, (explosive ordnance disposal) he founded a Boy Scout troop for the children of military officers stationed at Ft. Sheridan, IL. Stolz was honorably discharged from the Army in 1957. After his discharge he became owner and director of Camp Cody in Freedom, NH; a position he enjoyed for over

50 years.

As a part of the American Camp Association, Stolz was a member of the Pioneers of Camping which acknowledges individuals with 30+ years as a camp professional. He received the Speedy Altman Award in 2003, which recognizes individuals for their contribution to the private camp movement throughout North America. Stolz also served as national vice president for ACA and as their legislative chairman in the 1980s. As chairman, he traveled many times to Washington, DC, to testify on the importance of children's camps and the role it played in their lives. In addition, he was chairman of public information for ACA, a charter member of ACA's Acorn Society, and a lifetime member of the ACA. He volunteered for many years as a standards visitor to camps as part of the ACA accreditation process.

As a Rotarian he received the Paul Harris Community Service Award, named for the founder of Rotary International and is presented to anyone in the world who exemplified the Rotary ideal of “service before self.” Stolz was active in the can-tab collection for the Shriner’s Burn Hospital for Children. The tabs were collected, recycled into aluminum sheets, and sold. The profits went to the Shriner’s Hospital so no child would incur any expense for treatment.

Stolz, with his wife Gail, traveled extensively, which afforded him the opportunity to pursue his photographic skills. He began at Wabash by photographing sports events, progressing to portraits, and eventually to specializing in plants, animals, and flowers.

Stolz is survived by his wife, Gail; children, Maryann and Gary; stepchildren, Matthew Leopold and Jacki Butler; many grandchildren; and a great-grandchild.

photo by Allie Kirkman



IN MY DNA

I HADN'T REALLY THOUGHT MUCH ABOUT THE FIELD OF EDUCATION because education was so woven into my childhood and then extended into my adulthood. All of us are products of an education system, be it through public, private, or home schools, but I grew up intimately surrounded by education with a family of educators. I even became an educator myself.

Both of my parents were teachers, and I knew there were several in my extended family as well. I had never quantified it, so I sketched out a chart of family members who had a career in education. I was surprised at the results. Beginning with my grandparents and going through my cousins and their kids (second cousins, right?), over 20 of them are or were in education, including teachers at every level, principals, and even a college president.

My dad was my fifth-grade teacher and elementary school principal at Pittsburgh Elementary School (that's Pittsburgh, Indiana, a suburb of Delphi, Indiana). It was one of those old schools with one classroom per grade, a tiny gym with a stage on one end, and playground equipment mired in safety hazards (who remembers the witch's hat?). It wasn't odd to me that dad was my teacher, he just was. He did a very good job of separating Mr. Hoffman from dad.

I've always been a science geek. In sixth grade I got my first pair of glasses. I remember thinking *huh, this is what the world looks like*. It had all been fuzzy and was suddenly clear. I loved the science of that and even came to Wabash with the intentions of becoming an optometrist.

In an interesting way, some big science concepts really hit home with me during my written comprehensive exams at Wabash. We were asked to differentiate animals from plants at the molecular level. While I knew about how different DNA sequencing determined proteins which therefore determined various reactions and processes, it really hit me that the only thing that differentiates various species is the order of the four DNA amino acids.

Maybe it's not so surprising, then, that I ended up teaching science and coaching at Noblesville High School for five years before returning to Wabash. If it wasn't for an open coaching position at Wabash, I would very likely still be teaching.

I used to drive my kids nuts, "Do you know how that works? Do you know why that happens? Do you want to know?" Their typical response was, "No, but I bet you'll tell us anyway."

It's tiring, frustrating, yet completely rewarding all at the same time.

From seeing it in my parents, through experiencing it early in my career, teaching is difficult. It's tiring, frustrating, yet completely rewarding all at the same time. You have to know your stuff because when you start teaching, no matter how basic it is, you get asked questions. So, you better know. I learned a ton during my time as a teacher.

Educators are a special breed. I have the utmost respect for them. They teach because they are completely dedicated to making a difference in the lives of others. They are vital.

Reach out to a teacher, and thank them for what they do. It could be one of your childhood teachers. It could be one of your Wabash professors or a current faculty member. It could be one of your kids' teachers or just a random teacher. They don't hear it enough, and they deserve it.

Steve Hoffman '85 | Director, Alumni and Parent Relations
hoffmans@wabash.edu

1954

Kenneth Leroy Peek Jr., 87, died July 20, 2020, in Waco, TX.

Born July 25, 1932, in Indianapolis, IN, he was the son of Edna and Kenneth Peek.

He attended Ben Davis High School and Indiana State University, before entering the U.S. Air Force pilot training in 1953 at Bryan Field, TX.

During his career, Peek flew nuclear alert missions in a B-47 bomber worldwide during the Cold War, 101 B-52 bombing missions over Vietnam, flew the Airborne Command Post, and ultimately the SR-71 Blackbird.

Peek held several command positions in the Strategic Air Command at bases in Minot, ND, Spokane, WA, and Omaha, NE. He served two tours at the Pentagon and attained his master's degree while also attending the Army War College in Carlisle, PA.

To earn his first star, Peek successfully led the 5th Bomb Wing as commander. By 1984, he had earned two more stars and had taken command of the Eighth Air Force (the "Mighty 8th"). Peek's final command position in the Air Force was as vice commander of the Strategic Air Command. He retired in 1988, after a 35-year career.

After his retirement, Peek developed a second career in Waco with Chrysler Technologies as vice president, specializing in VIP aircraft modification. During this time, he was the project manager for airplane interiors for Boeing, the Saudi Royal Flight, and the Sultan of Brunei. He concluded his business career in Waco with Profiles, Inc.

Peek was preceded in death by his wife, Mary.

He is survived by his daughters, Dawn, Allyson, and Elise; 10 grandchildren; and four great-grandchildren.

Robert Newman Thompson, 87, died September 28, 2020, in Cincinnati, OH.

While attending Wabash, he was a member of Sigma Chi. He graduated from Franklin College.

Thompson was a U.S. Army veteran, learning stenography and shorthand, which led to a career with the Pennsylvania Railroad.

He is survived by his wife, Lois; children, Teresa and Lynn; two grandchildren; and two great-grandchildren.

Charles R. Zimont, 88, died January 11 in Constantine, MI.

Born December 22, 1932, in Berwyn, IL, he was the son of Mary and Raymond Zimont.

Zimont was a graduate of Constantine (MI) High School, where he self-proclaimed that he was "All-City Center." While attending Wabash, he was a member of the football team, Glee Club, and Phi Gamma Delta.

He transferred to the University of Michigan, joined a second family of Phi Gamma Deltas, and in 1957 earned his MD degree.

Zimont dedicated his entire life to learning and taking care of people as a family physician in his hometown of Constantine. In 1958, he joined his father in the family practice, which operated until 2007. He continued to practice medicine through 2018, working for hospital systems and doing locum tenens at other doctor offices, health clinics, and prisons all over Michigan and Indiana.

As team doctor for Constantine High School for 58 years, he was a constant fixture on the sidelines and provided over 17,000 free sports physicals. In 2003, he was inducted into the Constantine Athletics Hall of Fame.

He served as president of the Michigan Academy of Family Physicians in 1977. He held faculty positions with the University of Michigan, Michigan State, and Wayne State. In 1987, he was named Michigan's family physician of the year.

He is survived by wife, Joelen; children, Cathy, Jeff, Todd, and Ben; seven grandchildren; and four great-grandchildren.

1955

Thomas A. Michael, 87, died August 25, 2020, in Gwynedd, PA.

Born April 1, 1933, he was raised in northern Indiana.

While attending Wabash, he was a member of the Glee Club, performed in Scarlet Masque, and was an independent. He graduated Phi Beta Kappa.

He studied theology at the University of Marburg, Germany; completed his M. Div. at New York's Union Theological Seminary; and earned a PhD in organizational development at Drexel University.

For most of his career, he was a member of the Presbytery and pastor of several churches. He was on the faculty of Rowan University, where he was instrumental in the creation of the MBA program. During his early years as a minister, he participated and advocated for civil rights and social justice.

Michael was preceded in death by his brother, **Joe Michael '57**.

He is survived by his wife, Bonnie Jo; children, Ann, Judith, and John; and four grandchildren.

Robert L. Reinke, 87, died January 25 in Richmond, IN.

Born February 28, 1933, in South Bend, IN, he was the son of Eva and William Reinke.

Reinke graduated from Adams High School in 1951. While attending Wabash, he was a member of Speakers Bureau, Sphinx Club, football team, and Delta Tau Delta. Reinke received the Richard O. Ristine Award for establishing the Reinke Brothers Endowed Law Fund along with his brother, William "Bill" Reinke.

After graduating from the University of Chicago Law School, he moved to Richmond. During his career, Reinke served as city attorney for Richmond in the late 1970s and presided over Superior Court 2 of Wayne County from 1982 to 1996.

Reinke was awarded the Sagamore of the Wabash by Indiana Governor Frank O'Bannon in 1997.

Reinke was preceded in death by his first wife, Judy.

He is survived by his wife, Toni; children, Ann, Karen, Kurt, and Mark; stepchildren, Anne, Emily, and John Meredith; 14 grandchildren; several great-grandchildren; brother, **William Reinke '52**; and nephew, **Andrew Reinke '85**.

1956

Wayne C. Finkel, 84, died July 31, 2019, in Louisville, KY.

Born February 6, 1935, in Rosecrans, IL, he was the son of Esther and Oscar Finkel.

While attending Wabash, he was a member of the football team and Beta Theta Pi. He received a master's degree in business administration from the University of Louisville.

He worked as a regional sales manager in business equipment and computers. After a mid-life career change, he taught business and computer classes at Pikeville College and Sullivan University.

Finkel was preceded in death by his wife, Barbara.

He is survived by his children, Brian, Laura, Deborah, and Rebecca; and four granddaughters.

Charles E. Preston, 91, died December 2, 2020, in Oxford, FL.

Born March 13, 1929, Preston was a member of Lambda Chi Alpha and resided in Mud Hollow, while attending Wabash.

Preston retired in 1997 from Matsushita Electric Company in Arlington Heights, IL.

He is survived by his wife, Joan; children, Geoffrey, Susan, and Kenneth; four grandchildren; and four great-grandchildren.

1957

Kenneth G. Groskopf, 85, died February 21 in Elgin, IL.

Born July 26, 1935, in Blue Island, IL, he was the son of Catherine and Grover Groskopf.

While attending Wabash, he was a member of the Sphinx Club, tennis team, and Phi Kappa Psi.

Groskopf attended the University of Illinois Dental School. He then went on to serve as an officer in the U.S. Army, achieving the rank of captain.

Groskopf practiced dentistry for 45 years in St. Charles, IL.

He is survived by his wife, Cynthia; children, **John '85** and Julianne; and two grandsons.

1958
Richard Carter Miller, 84, died August 9, 2020, in Julian, CA. Born April 13, 1936, in Mishawaka, IN, he was the son of Helen and Richard Miller.

While attending Wabash, he was a member of Beta Theta Pi. He graduated from Northrop Aeronautical Institute and worked as an engineer for many years, transitioned to manufacturer’s sales representative, and then started a company selling expansion joints and air cleaning systems to refineries.

He is survived by his children, Cindy, Kevin, and Karin; eight grandchildren; and four great-grandchildren.

1961
Charles William Shanholtzer, 82, died July 20, 2020, in Panama City, FL.

Born January 16, 1938, in Aurora, IL, he was the son of Ruth and Charles Shanholtzer.

While attending Wabash, he was a member of Lambda Chi Alpha, president of the Wabash Photography Club, and was the campus photographer for the annual *Wabash Caveman*. He photographed passport photos for students.

He enlisted in the U.S. Army Reserves and spent part of each summer at Army camp. His unit specialized in German Intelligence, and he was trained as a prison of war handler and aerial photo interpreter. After the German unit was dissolved, he was assigned briefly to a Russian Intelligence unit and then transferred to a combat information center (CIC) as a specialist. He was honorably discharged in 1963.

He was employed with Delta College in Bay City, MI, as an administrative assistant in the Business Office. In 1967, he became director of housing and assistant director of financial aid and placement.

Shanholtzer was named assistant director of financial aid and placement and student employment with DuPage College. In 1974, he accepted a position with Elgin Community College as director of financial aid, placement, co-operative education and veteran’s affairs. He received his master’s degree in educational counseling in 1976 from Northern Illinois University.

Shanholtzer retired in 1994 from Elgin Community College and worked as a grant writer for Lynn Haven, FL, and then opened his own hypnosis office as a certified hypnotherapist.

He is survived by his wife, Marilyn; children, Kimberly, Kristine, and Kent; stepchildren, Patricia, Khristine, Brian, and Kathryn; 10 grandchildren; and 11 great-grandchildren.

1962
John Milo Podzamsky, 79, died July 8, 2020, in Neptune Beach, FL.

Born October 12, 1940, in Chicago, IL, he was the son of Suzanne and John Podzamsky.

Podzamsky managed restaurants for Howard Johnson, Cracker Barrel, and Cross Creek. He owned Brightwaters Restaurant. Podzamsky was vice president of operations for Popeyes Fried Chicken and owner and operator of the Jacksonville (FL) Popeyes Fried Chicken franchise. Until his retirement in 2014, he was managing partner of Hospitality Staff Company in Jacksonville. He is survived by his daughter, Susanne.

David R. Rose, 81, died July 22, 2020, in Hilton Head Island, SC.

While attending Wabash, he was a member of the tennis team and Delta Tau Delta and performed in Scarlet Masque. He received an MBA from Northwestern University.

He was a CPA and was the director of finance and administration in the Chicago office of Arthur Young & Company and later was the executive director at the law firm of Gardner Carton & Douglas.

He is survived by his wife, Louise; children, David Jr., Jim, and Greg; and six grandchildren.

Charles Thomas Swayzee, 80, died October 15, 2020, in Middleton, WI.

Born September 20, 1940, in New Castle, IN, he was the son of Verna and **Wayne Swayzee ’34**.

While attending Wabash, he was a member of the football and track teams and Phi Delta Theta.

He transferred to Indiana University and earned a varsity letter in track as the Hoosiers’ pole vaulter.

Swayzee worked at Chrysler Corporation and later owned Pins-N-Pleats and Swayzee Products in Middleton, WI.

He is survived by his wife, Gloria; children, Susan, Thomas, Nicole, Amanda, and McKenzie; eight grandchildren; two great-grandchildren; and brother, **Jerry Swayzee ’59**. His brother, **James Swayzee ’70**, died on January 29.

1963
Maurice Earl McCoy, 79, died December 6, 2020, in Grand Rapids, MI.

Born May 18, 1941, in LaGrange, IN, he was the son of Mary and John McCoy.

While attending Wabash, he was a member of the Glee Club and Lambda Chi Alpha. He received his master’s degree in chemistry from the University of Notre Dame.

He served in the U.S. Army until 1969 and then went to work as a chemist at Miles Laboratories in Elkhart, IN. He then served as a professor of chemistry at Lake Michigan College in Benton Harbor, MI.

He is survived by his wife, Mary; sons, Mark, Matt, A.J., and Seth; stepchildren, David, Andy, and Sara; and five grandchildren.

1964
Fred L. Granger, 78, died November 9, 2020, in Munster, IN.

Born March 14, 1942, he was the son of Patricia and Lee Granger.

He graduated from Hammond High School. While attending Wabash, he was a member of the cross country and wrestling teams, and Phi Delta Theta.

Granger spent many years in retail supervision before returning to school to begin a teaching career.

Granger was preceded in death by his first wife, Suzanne.

He is survived by his wife, Elizabeth; children, Suzanne, Patti, Lee, and Charles; and nine grandchildren.

Alfred Christopher Gross, 77, died August 27, 2020, in Rock Hill, SC.

Born October 7, 1942, on Staten Island, NY, he was the son of Nancy and Herbert Gross.

Gross graduated from Wilton High School in 1960. While attending Wabash, he performed in Scarlet Masque and was a member of Lambda Chi Alpha. He attended Connecticut College, where he earned a master’s degree in 1966.

In the U.S. Army from 1967–1970, he was stationed at Fort Detrick, MD, serving in the Chemical Corps.

Gross then went to work for Wapora Environmental Consulting. In 1974, Gross worked for the Long Island Lighting Company. For 35 years, Gross managed the environmental department, participating in and leading numerous studies to increase efficiency and promote positive interactions between the utility with the natural environment, like using warm water to accelerate the development of oysters.

A car enthusiast, Gross owned a procession of British cars including Triumphs, MGs, Sprites, Minis, and Austin Healeys that he rebuilt and maintained. An amateur racer active on the national circuit, Gross garnered many victories, including the Sports Car Club of America National Championship in Sedan D Class in his Mini Cooper #18 in 1971.

In the late 1980s, he bought a 1960 Bugeye Sprite and competed in the Sportscar Vintage Racing Association Circuit.

Gross was preceded in death by his wife, Barbara.

He is survived by his children, Amy and Alex; and three grandchildren.

Donald R. Vorce Jr., 78, died November 13, 2020, in Columbus, OH.

Born August 10, 1942, in Worthington, OH, he was the son of Don and Mae Vorce.

Vorce was a 1960 graduate of Upper Arlington High School. While attending Wabash, he was a member the football, track and field teams, and Phi Gamma Delta. He won an NCAA gold medal in track and field as a javelin thrower.

After graduation, he worked in New York City before returning to Columbus and going into business with his father at Bates and Company. Vorce was an agent, adviser, and friend to clients. He retired from Gardiner Allen DeRoberts after many years in the insurance business.

Vorce excelled in long-distance cycling and completed 12 Tours of the Scioto River Valley, a two-day, 200-mile round trip ride to Portsmouth.

Vorce was preceded in death by his parents and a grandson.

He is survived by wife, Donna; and children, Russell, Julie, and Mitch.

OUR FIRST ARCHIVIST: EDMUND O. HOVEY

WELL, THAT IS WHAT WE MIGHT CALL HIM TODAY.

But in 1832, he was a jack of all trades—minister, science faculty, the advancement department, building and grounds manager, and, in his spare time, he preserved the earliest bits of Wabash history. Today you can see his archives and read about the struggles involved in starting a college in the wilderness on any of your devices, wherever you are, thanks to an archives project with former Lilly Library cataloger Brian McCafferty. Hovey’s letters and his even more amazing scrapbook are now online and searchable.

From this beautiful old letter from Williamson Dunn to James Thomson on November 12, 1832 we get the following, “If you should determine to procede [sic] in this project either on the Manual Labor plan or otherwise whenever you wish to erect buildings you may consider me bound to make a deed to two acres of land for a site at or about the place you and myself were examining when there last...”

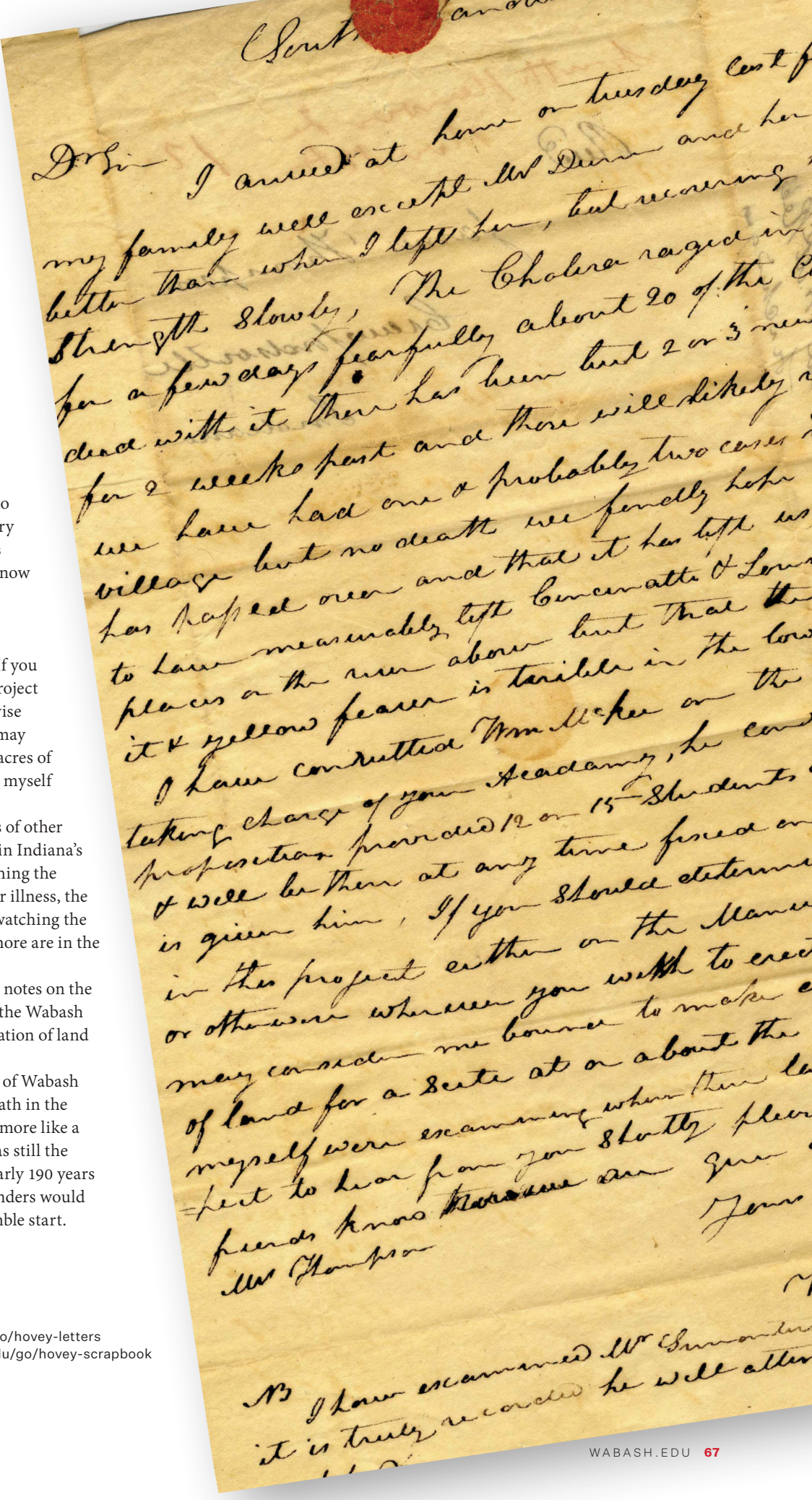
This letter may be seen along with loads of other letters detailing the trials and tribulations in Indiana’s pioneer days. Fundraising in the east, reaching the “point of desperation” and triumphing over illness, the death of friends and colleagues, and even watching the College catch fire and burn, all these and more are in the Hovey Letters collection.

The Hovey Scrapbook contains Hovey’s notes on the first meeting where the idea of a college in the Wabash Country was widely agreed upon. The donation of land from Williamson Dunn sealed the deal.

These two projects contain the archives of Wabash College from its founding until Hovey’s death in the 1870s—a real look at events that often feel more like a myth. The founding of a college in what was still the wilderness was a brave, bold move, and nearly 190 years later, it is still going strong. I think the founders would be pleased to see what became of their humble start.

Beth Swift | Archivist for the College

See the **Hovey Letters project** at wabash.edu/go/hovey-letters
See the **Hovey Scrapbook project** at wabash.edu/go/hovey-scrapbook



1965

David Hadley Jr., 76, died February 5 in Glendale, AZ. Born February 19, 1944, in Columbia, SC, he was the son of Mary and David Hadley Sr. He graduated from Broad High School in 1961. While attending Wabash, he was a member of the Sphinx Club, golf team, and Delta Tau Delta.

He graduated from Indiana University School of Law. Hadley was a partner in the law office of Hadley, Poach & Anderson, PC, retiring in 2012, and a Judge Pro Tempore serving from 1992 until his retirement. He is survived by his wife, Rita; daughter, Kirstin; stepchildren, Laura, Linda, Frank, and Daniel; 23 grandchildren; and 21 great-grandchildren.

John M. Labavitch died September 24, 2019, in Davis, CA. While attending Wabash, he was a member of Beta Theta Pi. After earning a PhD from Stanford University, Labavitch began his faculty position in the department of pomology at UC Davis in 1976, working on cell walls and postharvest biology. He retired in 2014 from the department of plant sciences. In 2015, Labavitch received the Academic Senate’s Distinguished Teaching Award for Graduate and Professional Teaching. Over the course of his career, he developed and taught several undergraduate and graduate courses, and the core courses of the plant biology and the horticulture and agronomy graduate groups. He is survived by his wife, Frances.

John Price Nearon, 78, died January 15 in Marion, IN. Born March 22, 1942, in Indianapolis, he was the son of Virginia and John Nearon. Nearon graduated from Cowan High School. While attending Wabash, he was a member of Phi Gamma Delta and graduated *magna cum laude*. He was an executive for Northern Indiana Supply until his retirement and was an avid car collector and restorer, specifically Chryslers. Nearon was preceded in death by his wife, Jacqueline. He is survived by his sons, John and Brian; and one granddaughter.

Steven William Theis, 77, died

January 8 in Savannah, GA. Born September 24, 1943, in Barberton, OH, he was the son of Helen and Francis Theis. He graduated from Mt. Lebanon (PA) High School. While attending Wabash, he was a member of Beta Theta Pi. Theis attended the University of Pittsburgh School of Medicine and graduated in 1969. He did an internship and general surgery residency at Indiana University Medical Center. He did his residency and fellowship in orthopedic surgery at UPMC, where he was chief resident. Theis was a major in the U.S. Air Force. He was chief of orthopedic surgery at Elgin Air Force Base Regional Hospital. He received the Air Force Commendation Medal in 1976. In 1976, Theis began practicing orthopedics in Pittsburgh and Washington, PA. He spent most of his professional career in solo practice. Several years before retirement, he joined Advanced Orthopaedics and Rehab, retiring in 2013. He is survived by his wife, Raine; and daughters, Kimberly, Melissa, and Allison; stepchildren, Betsy and Blake; and 15 grandchildren.

1969
Allen Lee Smith, 74, died December 16, 2020, in Middletown, IN. Born November 5, 1946, in Middletown, he was the son of Martha and Thomas Smith. He was salutorian and class president of Middletown High School. While attending Wabash, he was a member of Lambda Chi Alpha. He served as a corpsman for the U.S. Coast Guard. Smith was an IRS agent for 35 years. He is survived by his wife, Serlina; sons, Kevin and Loren; 12 grandchildren; and one great-grandson.

1970
James R. Pope, 72, died September 28, 2020, in Avon, IN. Born June 28, 1948, in Linton, IN, he was the son of Veda and Don Pope. While attending Wabash, he was a member of Phi Kappa Psi. He was a graduate of Indiana University School of Law. He was a corporate counsel for Public Service Indiana, Cinergy, and Duke Energy. Pope was of counsel for Baker and Daniels and was a member of the Indiana State

Bar Association and the Supreme Court of Indiana. He is survived by his wife, Molly; son, **Adam ’04**; and one grandson.

James Curtis Swayzee, 72, died January 29 in Kalamazoo, MI. Born October 18, 1948, in New Castle, IN, he was the son of Verna and **E. Wayne Swayzee ’34**. He attended Walter P. Chrysler High School and sang in a Beach Boys-inspired band. While attending Wabash, he was a member the Glee Club, track team, Delta Tau Delta, and was quarterback on the football team. At Wabash, he set a longstanding Indiana state record in pole vaulting (14’). He spent his junior year abroad learning Spanish in Bogota, Colombia—a decision that would set him up for a lifetime love of travel and linguistics. Upon graduating, he enlisted in the U.S. Army and was selected to study German at the Defense Language Institute in Monterey, CA. He was ultimately stationed in Eschwege, Germany, where he worked in military intelligence interviewing people that had attempted crossings of the Berlin Wall into allied territory. After completing his military service, Swayzee went on to attend graduate school at the University of Southern California where he earned a master’s degree in international business and economics. He launched his professional career in management consulting with Booz Allen Hamilton in Paris, France. He then relocated to Indianapolis in the early 1980s, and joined Eli Lilly & Company, beginning in pharmaceutical sales and sparking a long career in pharmaceutical and life sciences consulting. His work would promote advancements in human growth hormone and the meteoric launch of the anti-depressant Prozac in the 1990s. In the latter part of his professional career, Swayzee transferred to Andersen Consulting, where he became an associate partner. He was preceded in death by his brother, **C. Thomas Swayzee ’62**. He is survived by his wife, Franziska; children, Eva and James; two grandchildren; and brother, **Jerry Swayzee ’59**.

photo by Becky Wendt



1971

LaVoyd Lucas, 70, died June 18, 2019, in Mobile, AL. Born April 15, 1949, in Dallas County, AL, he was the son of Virginia and David Lucas. Lucas graduated in 1967 from Trinity Gardens High School in Mobile, AL. While attending Wabash, he was a member of the football and baseball teams, Malcolm X Institute of Black Studies, and Beta Theta Pi. He retired from Rolls Royce Naval Marine in Pascagoula, MS, in 2010 after 25 years of employment. He is survived by his wife, Daphne.

1972

Fred M. Stults III died January 12, in Chicago, IL. Born December 9, 1949, in Gary, IN, he was the son of Joan and **Frederick Stults ’36**. Stults was a graduate of Lew Wallace High School. While attending Wabash, he was a member of the swimming team and Sigma Chi. He also graduated from Valparaiso University School of Law. He practiced law for 30 years and prevailed in a case he presented in front of the Indiana Supreme Court. He is survived by his children, Stephen and Jenna; and three grandchildren.

1973

Steven C. Ganson, 69, died October 4, 2020, in Tucson, AZ. Born June 21, 1951, he was the son of Beverly and Norris Ganson. He graduated from St. John’s Military Academy in Delafield, WI. While attending Wabash, he was a member of the Glee Club and was an independent. Ganson became a manager for the basketball team and then began refereeing scrimmages and intramurals. He moved to Tucson after graduation and became involved in high school officiating. He officiated basketball for 40 years adding volleyball along the way. For 15 years, he also served as the Arizona Interscholastic Association commissioner of officials for Southern Arizona. He supervised 66 schools and 400 officials each school year in this capacity in basketball, volleyball, and baseball.

His passion for officiating all came about because of his not wanting to take the PE requirement at Wabash. In Tucson, Ganson represented Wabash by coordinating the small but mighty group who attended the Monon Bell games, setting up a table at college nights, and going to the baseball team’s spring training games. Ganson was the owner of Arizona Imprintables, a promotional products company, with more than 800,000 items on its web site. He is survived by his wife, Paula.

John Brad Tidner, 69, died August 31, 2020, in Owensboro, KY. Born January 15, 1951, in Evansville, IN, he was the son of Margaret and Raymond Tidner. Tidner graduated from Bosse High School. While attending Wabash, he was a member of Kappa Sigma. After graduation, Tidner took some time to tour Europe, then served with the Peace Corp in Thailand, teaching ESL classes. In 1970, Tidner worked for the United Nations High Command for Refugees. He continued his teaching career at Daymar College in Owensboro until retirement. He is survived by his partner, John Shearn.

1974

Terry A. Bushing, 68, died December 2, 2020, in Monticello, IN. Born December 8, 1951, in Logansport, IN, he was the son of Mary and Charlie Bushing. Bushing was a 1970 graduate of Twin Lakes High School. While attending Wabash, he was a member of Tau Kappa Epsilon. Bushing received his master’s degree from Purdue University. He went to work with his dad at JC Bushing Accounting Services in Monticello. Bushing also worked in the office of Indiana Beach of Monticello during the summer months and was a substitute teacher at North White School Corporation. He is survived by his mother, Mary.

1977

Clark D. O’Shaughnessey, 65, died November 17, 2020, in Dover, NH. While attending Wabash, he was a member of Beta Theta Pi. O’Shaughnessey owned Bayview Farms, Inc. He is survived by his wife, Kristine.

1979

William C. Ashman Jr., 63, died July 29, 2020, in Fort Wayne, IN. Born May 26, 1957, in Richmond, VA, he was the son of Gloria and William Ashman. Ashman was a graduate of South Side High School. While attending Wabash, he was a member of the Sphinx Club and Phi Gamma Delta. He earned an MBA from Purdue University’s Krannert Graduate School of Management. He worked in sales and marketing and retired from Iron Mountain in Pennsylvania. He is survived by his parents.

1980

James E. Miller, 61, died August 10, 2020, in Zionsville, IN. Born September 20, 1958, he was the son of Mary and Charlie Miller. He graduated from Speedway High School in 1976. While attending Wabash, he was a member of the Sphinx Club, Phi Gamma Delta, and wrote for *The Bachelor*. Miller served as a Class Agent. Miller was a journalist and health care financing expert, finishing his career with the Indiana Rural Health Association. He is survived by his wife, Laura; son, Alex; two grandchildren; step-father, **Frederick Gallagher ’53**; and brother, **Charles Miller ’76**.

1982

Eric E. Elmore, 63, died August 8, 2020, in Crawfordsville. Born December 14, 1957, in Crawfordsville, he was the son of Imogene and Francis Elmore. He graduated from Crawfordsville High School. While attending Wabash, he was a member of the golf team, Malcolm X Institute of Black Studies, and was an independent. He is survived by his wife, Linda.

1983

Gregory Gerard Mauch, 59, died July 23, 2020, in Fremont, OH. Born December 13, 1960, in Hammond, IN, he was the son of Leone and Walter Mauch. He was a 1979 graduate of Lake Central High School in St. John, IN. While attending Wabash, he was a member of the baseball and football teams, and Kappa Sigma. He also studied abroad at Oxford University. Mauch had many jobs throughout his career, the highlight of these being his position with Walmart International, where he worked to open stores in Germany. He is survived by his daughter, Danielle; and his parents.

1984

James Howard Wiles, 57, died July 16, 2019, in Tampa, FL. Born May 11, 1962, he was the son of Sonya and Howard Wiles. He attended Bergan High School of Peoria, IL. While attending Wabash, he was a member of Tau Kappa Epsilon. After completing a graduate business degree at Purdue University, he devoted his 35-year professional career to General Motors across three Midwestern bases (Indianapolis, IN; Dayton, OH; and Detroit, MI), retiring in 2018. He is survived by his wife, Anne; and children, Alison, Joseph, and Carolyn.

1985

David Scott Hassett, 57, died October 8, 2020, in Auburn, IN. Born November 15, 1962, in Angola, IN, he was the son of Barbara and David Hassett. He graduated from Fremont High School in 1981. While at Wabash, he was an independent. He played minor league baseball in Florida, where he was drafted by the Philadelphia Phillies, but did not pursue it due to an injury. Hassett was a digital marketing specialist, working for Hibu for over 25 years. In 2018, he retired from Hibu and founded his own consulting company, Dash Online Services. Hassett was preceded in death by his parents; son, Michael; and a grandson. He is survived by his wife, Rene; children, David, Michelle, Nicole, Taylor, Brandy, and Brittney; and four grandchildren,

THE GREATEST TEACHERS

THE LAST YEAR HAS BEEN, FOR MOST OF US, THE STRANGEST OF OUR LIFETIMES, and it still isn’t over. It has left little room for joy or hopefulness and has caused many to feel melancholic. It has been hard to plan, and many other aspects of life have been materially affected.

Unable to travel with peace of mind, we have stopped seeing the world as full of possibilities. We refrain from or have significantly curtailed seeing grandparents and parents, siblings or young nieces and nephews, who in the course of a year had grown so much. Now they are only viewed through ubiquitous Zoom sessions. Zooming so much has created its own associated psychological malady.

Longing to get lost in an artist’s great expression, our options are limited to Netflix or other streaming services. Professional sports have tried to keep some semblance of regularity in our lives—assuming you derive enjoyment from sports in the first place.

Many of us who prefer to enjoy our common humanity through touch with an abundance of hugs and kisses found the greatest expression of our love like playing a game of Russian roulette.

Interactions with each other in ways big and small that used to be commonplace became hard for many, leading to questions about the quantity and quality of joy in life. Suicide rates have increased since the pandemic began. More than 500,000 (and counting) have died from COVID-19. Sadness certainly abounds.

It’s “the paradox of our time in history,” as the comedian George Carlin once described it, where “we have taller buildings but shorter tempers, wider freeways but narrower viewpoints... spend more, but have less... buy more, but enjoy less... have bigger houses, but smaller families; more conveniences, but less time... have more degrees, but less sense; more knowledge, but less judgment; more experts, [and still] more problems; more medicine, but less wellness.”

Fortunately, I haven’t felt the fullness of the burdens many others have experienced. Don’t get me wrong, I miss these things noted above and more. I mourn for the lives lost to this pandemic. Joy may have been harder to come by during this trying time, but it hasn’t been absent. In some ways, it has intensified existing relationships. It has made the yearning for what has been lost that much greater, but imbued a greater sense of appreciation for what one has. For some of us, our faith has held us strong and been an exemplar of how to look at life, even in these tough times.

Joy may have been harder to come by during this trying time, but it hasn’t been absent.

Sometimes it is easy to forget most of us are still in good health with a stable roof over our heads, food in our refrigerators, and a job to call our own. We still have people who love us. We have brains with the ability to draw joy from documentaries or books that allow our minds to go places where we physically cannot. We can still exercise with great passion, for good or for ill, the political and economic discourse that drives our communities.

Despite the ubiquity of countless Zoom or Whatsapp or FaceTime sessions, I have found myself in even more conversations with Wabash brothers whom the frenetic pace of life and career had too often truncated.



UpFive Media, a podcast and company founded by Wabash alum, **Simran Sandhu ’20**, featured a discussion on the short- and long-term effects of COVID-19 and a discussion on what we thought the long-term opportunities to the world might be resulting from the pandemic. It featured **President Scott Feller** and alumni: **Aman Brar ’99**, **Josh Owens ’07**, **Marc Nichols ’92**, and moderator **Rob Shook ’83**.

As I said in my address to the Freshman Class at this year’s Ringing-In Ceremony: “Remember that your fellow classmates [are] some of your greatest and most frequent teachers—in the classroom and in life. They are your best friends, the guys you asked to be the best man at your wedding and the godfather of your children. The men whose tips on your resume helped you get that longed-for, but difficult to attain job. The men who have seen you through life’s highs and lows. Men whom you’ve shared tears and the heartiest of laughs.”

When was the last time you reached out to these “teachers?” While Wabash is full of great, even storied faculty who deserve celebration, many of the best educators you ever had at Wabash shared your dorm room, lived in your fraternity, played as teammates on the athletic field. Some kept you great company on road trips. Let us find solace in remembering these times and these educators.

Marc Nichols ’92 | President, National Association of Wabash Men
marc.nichols@saabusa.com

1990
Jon Michael Bruce Porter, 51, died July 27, 2020, in Indianapolis, IN. Born August 9, 1968, in Indianapolis, he was the son of Susan and Herschel Porter.

Porter was a 1986 graduate of Lawrence Central High School. He spent his summers attending camp at Culver Military Academy, where he later became a cabin counselor and its fencing master at the Specialty Summer School.

While attending Wabash, he was a member of the Glee Club, Alpha Phi Omega, and Beta Theta Pi. He received his master’s degree at the University of St. Andrews and his doctorate in Mediaeval Church History at the University of Nottingham.

He previously worked as an adjunct professor and lecturer at Franklin College, Butler University, and the University of Indianapolis. He was a past director of St. Peter & Paul Food Pantry.

Porter was preceded in death by his father.

He is survived by his wife, Inge; children, Elisabeth and Alexander; and his mother.

1993
Dennis M. Pokropinski, 49, died August 15, 2020, in Schererville, IN. Born January 4, 1971, he was the son of Christine Pokropinski.

Pokropinski graduated from Andrean High School. While attending Wabash, he was a member of the golf team and Sigma Chi.

Pokropinski coached golf at Andrean High School for several years. He was preceded in death by his mother.

He is survived by his son, Logan.

1994
Paul Richard Harper Jr., 49, died December 14, 2020, in Indianapolis, IN. Born May 19, 1971, in Indianapolis, he was the son of Harriet and Paul Harper.

Harper was a 1989 graduate of Brebeuf Jesuit Preparatory School. While attending Wabash, he was a member of the basketball team, Student Senate, Malcolm X Institute of Black Studies, and was an independent.

Harper went on to earn his law degree from Valparaiso University School of Law in 1998. He was admitted to the Indiana Bar in 1999. Following his admission, Harper served as a public defender at the Marion County Public Defender Agency, later establishing a solo practice focused on criminal defense.

Harper was preceded in death by his father.

He is survived by his wife, Marcia; daughter, Eliza; and mother.

2012
Matthew Kirby Summers, 31, died December 31, 2020, in Indianapolis, IN. Born October 5, 1989, in Mishawaka, IN, he was the son of Kay and Kevin Summers.

He graduated from Bishop Chatard High School in 2006. While attending Wabash, he was a member of the wrestling and football teams, and Delta Tau Delta. He also attended Purdue University.

Summers worked in the restaurant industry before joining Hubler Automotive as a sales associate.

He is survived by his parents; and brother, **Chuck Summers ’10**.

2017
Samuel Ross Nelson, 25, died December 1, 2020, in Lafayette, IN. Born March 26, 1995, he was the son of Pam and Dave Nelson.

He was a graduate of Faith Christian School, where he later coached track and cross country. He also attended Purdue University and earned a BA in creative writing.

He was employed as an arborist. Nelson worked writing a novel and enjoyed illustrating children’s books, that were written to teach English to Chinese students. He worked at Camp Tecumseh and enjoyed working with youth.

He is survived by his parents and three siblings.

Sheldon Wettack, 82, died February 21 in Holland, MI. Born December 5, 1938, in Coffeyville, KS, he was the son of Elizabeth and Frank Wettack II.

Wettack served as President at Wabash College from 1989-93. Having been raised in a military family, his formative years included living in Japan. The family then settled in Manteca, CA, where Wettack attended high school.

He attended San Jose State College where he received his undergraduate degree and his master’s degree in chemistry. He taught high school chemistry before he and his wife, Marilyn, moved their family to Austin, TX, where Wettack earned his PhD in chemistry.

In 1967, Wettack and his family moved to Holland, MI, where he began his lifelong career in higher education at Hope College, initially as a professor and undergraduate research mentor and subsequently

as dean of the natural sciences. He also served in administrative roles at the University of Richmond and Harvey Mudd College.

He returned to Hope College where he taught chemistry and mentored both faculty and students until his passing.

He was preceded in death by his grandson, Clayton.

Wettack is survived by his wife, Marilyn; children, Kathy Hodge, Pam Leland, Deb Welsch, and David Wettack; eight grandchildren; and six great-grandchildren.

Peter Gwin Patton Wright died August 18, 2020.

Wright taught in the theater departments at Skidmore College, Wabash College (1974–1981), and most recently Roger Williams University, where he spent the past 32 years before his retirement in 2015.

A graduate of Lawrenceville School, Class of 1954, Wright went on to pursue his bachelor’s and master’s degree in theater at Wesleyan University (BA, 1958 and MA, 1962).

Wright directed hundreds of plays throughout his extensive career. He was especially gifted in the art of bringing a script from the page and giving it meaningful life on the stage. Wright was also a talented writer and leaves behind eight original plays, poetry, and prayers. Never able to read a note of music, he could sit at a piano with his ability to play strictly by ear any song requested.

He is survived by his wife, Betty Lou; children, Jim and Krista; and four grandchildren.





David J. Korb '50

David J. Korb, 93, died September 6, 2020, in Plainfield, IN. Born February 4, 1927, in Evansville, IN, he was the son of Grace and Sylvester Korb.

He was a graduate of Bosse High School in Evansville, and a member of Phi Gamma Delta at Wabash. He also completed the course of study at the American Laundry and Dry Cleaning Institute in Chicago.

He joined the U.S. Navy after graduating from high school and served as a radioman in the South Pacific. One of the great coincidences of his life was meeting his older brother, Donald, in the harbor of Seoul, Korea, during the last days of World War II.

After his service, Korb came home to work in the family business, Pearl Laundry and Cleaners. His interest in radio, which began in the Navy, became an important part of his life when he became a ham radio operator.

He later worked for Sarkes Tarzian Industries in Bloomington, IN.

For several years he was a mentor and tutor for students in the Greene County (IN) school system. He and his wife, Doris, initiated a scholarship as part of the Greene County Foundation, an interest they continued throughout their married life.

Korb was preceded in death by his parents; brothers, **Donald '45** and **Daniel Korb '53**.

He is survived by his wife, Doris.

A Remembrance

David Korb was a member of a Wabash family. He and his two brothers, Don and Dan Korb, all attended the College. David came after serving his country as an 18-year-old radioman in the South Pacific in World War II. He and Don, the supply officer on a fuel tanker, met by sheer coincidence in the harbor of Seoul Korea as the war was winding down.

Having arrived at Wabash later than most, David left earlier. He went home to Evansville to help his father in the family business, Pearl Laundry and Cleaners. Some years later, David moved to the country outside of Bloomington, Indiana, working in radio and TV electronics with Sarkes Tarzian Industries. His radioman Navy work led to building his own ham radio operator equipment and station and engaging with people from across the world.

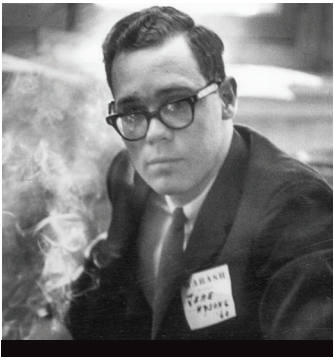
If electronics were David's vocation and avocation, nature was his passion. He and his wife, Doris, bought, built, managed, and lived on an 80-acre tree farm in Greene County—God's country to David. He planted many, many trees, tended to the needs of a lake on the property, enabled native plant growth, welcomed wildlife, and made sure for decades that nature was strong and vibrant in his small corner of the earth.

Just as David nurtured nature, so too, he nurtured the people around him. For years he provided practical help to students in the Greene County school system, mentoring and tutoring them and creating a scholarship fund for them. David was quiet and unassuming, but if a family member or friend needed help, he was there for them, rock steady in his support and care, tending to their needs as if they were trees in his forest.

David's life was long but not without difficulty—child of the Depression, veteran of WWII, in failing health in his later years—and simpler than many. But he had a friendly smile, a constructive view, a thoughtful perspective, and a helping hand. Whether it was the trees he planted, the forest, field, lake he tended, or the people whose lives he lifted, David made a positive difference.

David's life is one more example of the many and varied ways Wabash men have made, and still make, their families and communities and countries and the world a better place, person by person, tree by tree. He was a good, Wabash man.

—David Shane '70



Jere A. Wysong '61

Jere A. Wysong, 81, died August 16, 2020, in North Reading, MA. Born October 4, 1939, in Fairmount, IN, he was the son of Ercel and Everett Wysong.

He graduated from Fairmount High School. While attending Wabash, he was a member of concert band, Scarlet Masque, and Kappa Sigma.

Wysong received his master's degree and PhD from Purdue University.

From 1968–1971, he was professor of sociology at Ohio State University. From 1972–1973, Wysong was the director of social analysis at the National Center for Health Service Research and Development in Washington, DC.

He resumed his academic career at the State University of New York at Fredonia in 1973 as professor of sociology. At Fredonia State he was assistant to the dean for arts and sciences from 1975–1978 and was director of the health services administration program from 1992–2002.

In 1987–1988 he held a Fulbright Senior Lectureship at Philips University, Marburg, Germany. Wysong served as president of the Health Systems Agency of Western New York 1979–1983 and was appointed to the New York State Governor's Health Advisory Council in 1981. He authored or coauthored numerous articles in peer-reviewed journals, with a focus on public health policy. He retired as professor emeritus in 2006.

He is survived by his wife, Jade; children, Mark, Jon, Lara, and Michelle; eight grandsons; three great-granddaughters; and one great-grandson.

A Remembrance

Jere was an enthusiastic, energetic and engaging Many Miler. Involved in several dramatic productions, he continued his love for the stage after leaving Wabash. Graduating Phi Beta Kappa, he got his master's in sociology at Purdue University; thereafter his career took him around the U.S. in a variety of positions. He married Jade in August 1961 and they had two children. He was confined to a wheelchair for more than a decade at the end of his life due to leg nerve damage, but his enthusiasm never waned.

—JB Bachman '61

Jere was a fraternity brother of mine. He was very bright and a good guy. He was from Fairmount, Indiana, the home of James Dean. I recall that his senior year he directed our fraternity Blue Key stunt night skit, and we won first place. Not exactly an Oscar event, but close enough for us to celebrate that night at Tommy's Silver Dollar!

—J. Lee McNeely '62



Norman E. Schumaker '63

Norman E. Schumaker, 79, died October 26, 2020, in Austin, TX.

While attending Wabash, he was an independent and graduated *magna cum laude*. He received a master's degree and PhD in physical chemistry from MIT in 1965 and 1968, respectively. He was granted an honorary degree from Wabash College in 2020.

After a long career at AT&T Bell Laboratories in Murray Hill, NJ, he started EMCORE Corporation in 1984 where he served as chairman, CEO, and president until 1996.

In 1997, he moved to Austin, TX, where he helped found nLine Corporation and Molecular Imprints. Through FOReTEL Ventures, LLC he had clients in a variety of areas, technology

related and otherwise. In the Austin area he joined the Austin Newcomers and the Austin Saengerrunde.

Schumaker was preceded in death by his wife, Regine.

He is survived by his sons, Philip and Matthew, and three grandchildren.

A Remembrance

I first met Norm Schumaker during my second or third year on the Wabash faculty when he visited campus to give a seminar on his research and his career. I remember a lot of things from that first meeting: his stories about working at Bell Labs, his subsequent career as a serial entrepreneur, and tales that brought to life the legendary chemistry professor Ed Haenisch. But my most vivid memory is of his kindness and grace. And in the more than 20 years that I knew Norm, those would be the characteristics that defined him for me.

Norm stayed connected to Wabash, and especially to its chemistry department, despite the distance from his Austin, TX, home base and a very busy schedule. I remember clearly when he returned to Big Bash for his 50th reunion. He and several other chemistry majors spent much of an afternoon in Hays Hall, sharing stories of their times at Wabash with our current faculty and their summer research interns. The lesson my students and I took from that day was that one can combine a life of great achievement with a life of great joy.

It was to be my tremendous privilege to bestow on Norm an Honorary Degree from Wabash—a distinction that was disrupted when the pandemic forced the event from 2020 to 2021. I am deeply saddened that I will not have the opportunity to honor him that way.

More recently, as Norm had pulled back from his entrepreneurial pursuits, he and I were able to engage in frequent conversations on the liberal arts and how Wabash could assure that our students' experiences are as timely as they are timeless.

With his partner, Kathleen Wicoff, Norm made frequent visits to campus to understand the student experience of today, sitting in on

Wabash Democracy and Public Discourse deliberations and classes across campus. And he continued to share his wisdom with our students. On one of his last visits to our College, I organized a panel discussion on science and entrepreneurship featuring Norm '63, David Broecker '83, and Joe Trebley '01. The insights from these men across more than 40 years were amazing. Students and faculty were hanging on every word.

As much as I miss my conversations with Norm, I will cherish the memory of that panel discussion. I have faith that his Wabash legacy will live on through the student lives that he touched.

—Scott E. Feller, President



Phillip Lee Allen '69

Phillip Lee Allen, 73, died October 30, 2020, in South Bend, IN.

Born December 2, 1946, in Vincennes, IN, he was the son of Bessie and Ralph Allen.

He graduated from Penn High School. While attending Wabash, he was a member of the track team and graduated Phi Beta Kappa. He broke several records including Wabash and Little State records for sprints and earned MVP honors each year for the 100- and 220-yard dashes, long jump, triple jump, and 440-yard and mile relays. As senior captain of the team, he qualified for the NCAA National meet in the 100, 220, and long jump as well as the 440-yard relay team. Allen is a member of the Wabash College Athletic Hall of Fame. In 2014, Wabash created the Phil Allen Freshman Newcomer of the Year Award in his honor. It is given annually to a current member of the track and field team.

Allen earned a NCAA postgraduate scholarship for his master's degree in education from Southern Illinois University. He joined the National Teacher Corps, then a government initiative for highly trained teachers in disadvantaged school districts to work with the communities they served. Allen taught language arts at Sycamore Middle School in Kokomo, IN, from 1971–1975, and developed a motivational reading program for his sixth graders that was highlighted in a national publication. Allen also taught at Bingham Elementary School in Mishawaka, IN, from 1975–1977.

Allen was preceded in death by his parents; and an infant daughter, Jeanne.

He is survived by his children, Christy and Dan; and three grandchildren.

A Remembrance

The 45th reunion for the Class of '69 in June 2014 was the last time many of us saw Phil Allen. Phil still had his quiet engaging personality with his quick wit and good humor, although Parkinson's disease was beginning to show its effects on him. Phil Allen is a legend at Wabash College, as a scholar and an outstanding athlete rewriting Wabash and Little State record books in track. The following words and memories from his classmates tell the story how Phil impacted and touched the lives of so many Wabash men.

So much about Phil exemplified the Wabash model. Quiet, unassuming, even modest in victory, Phil was what Wabash was all about in the 1960s; a national class athlete and Phi Beta Kappa. I ran distance and Phil was a sprinter. And what a sprinter, amazingly Phil's records set on the old cinder track, still stand today.

Phil regularly competed in five events per track meet: finishing by anchoring the 4x400 relay. This was more than most mortals can bear. At the Big State meet in May 1969, Phil competed in and won, the small college 100, 220, and anchored the winning 4x100. He was too exhausted to anchor the 4x400. Phil never before bowed out of anchoring the 4x400 relay so he was clearly very tired. After I ran a record-setting 3000 steeplechase, Coach J. Owen

Huntsman asked me to replace Phil on the 4x400 anchor leg. Our team was the best 4x400 college team in Indiana so I was very intimidated, especially to replace Phil. I took the baton in first place and by 300 yards most of the field passed me. I faded further in the home stretch anchoring the team to a last place. I can't tell you how much I missed Phil that day and what a terrible hole he now leaves in the Wabash community.

—John Burrell '69

Quiet, fast, great jump shot and ball handling, great equanimity in victory and defeat (very few of the latter), gentleman, and friend.

—Bob McVicker '69

I was sorry to hear of the passing of Phil Allen. We were on the freshman and varsity basketball team together for two years. When we would run wind sprints up and down the court, he would always be decelerating at the other end while the rest of us were still accelerating at mid-court. Some of my fondest memories at Wabash were going to the track meets and watching him always win by wide margins. It was fun to cheer him and his teammates on. I shed tears of joy and sadness upon telling these fond memories to my loving wife.

—Gary Wade '69

When I arrived on campus in 1965 and moved into the dorm, Phil's stuff was already there, most prominently a basketball with his name on it. Our other roommate was Paul Dale, also a serious basketball player. How the two of them put up with me is beyond me. They moved the next year, but Phil and I remained close. I had a car and ran him to and from college, also I subscribed to the *South Bend Tribune*. Every morning he'd come in and read it as I tried to wake up.

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I paid little attention to Phil’s athletic prowess. I don’t know that he ever trained much, but then he must have. He told me once that in high school when he was supposed to be going on long runs he’d hide in the woods and then finish with everyone else. I know he loved everything about track and field, and he participated in so many events out of the sheer joy of it. He played tons of intramurals and with another gifted athlete led the independent men to several IM sports triumphs. I remember him playing quarterback on the IM football team. He was so fast no one could get to him; he’d run around laughing and then heave a pass.

I remember Phil as the most committed family man I’ve ever known. Until my father died in 1990, we had lunch together almost every time I was home and we continued to correspond frequently until a few years ago. Most of us men acquire families willy-nilly and then stumble along, living with an embarrassing confused mixture of love, pride, resentment, and even anger. He was different. He wasn’t just proud of his kids, he was in awe.

Phil was a very unusual and special man. He was the best natured man I’ve ever known. He had his share of disappointments, but he never complained, and a laugh was never far from whatever he thought and said.

—Dave Pancost ’69

Phillip Allen ’69 represented to me the exemplary combination of academic and athletic excellence that defined what I hoped it meant to be a Wabash Man when I entered Wabash College as a 16-year-old freshman independent in the fall of 1965. Our first year at Wabash, he roomed across the hall from me on the first floor of Martindale Hall. I always thought that Phil could have qualified for the American Olympic Track Team in the decathlon if he had wanted to try that. He studied diligently that first year taking all of the rigorous required freshman courses while displaying both a typical Midwestern friendliness and a basic skepticism of the world. After I left Wabash in the winter of 1969, I only saw Phil once until our 40th reunion. When we met again on the campus for the first time in 40 years and spoke of our children

and grandchildren, he was the same remarkable man just like in the fall of ’65 even though by 2014 he was suffering from Parkinson’s disease. Some Little Giant!

—Richard Elson ’69

Phil was polite, congenial and quite competitive. He was a good-natured fellow, using his ready wit and a sarcastic approach when fooling around with his colleagues. Phil’s Martindale dorm room was always the center for the nightly showings of The Johnny Carson Show. For days after, the shows were the source for jokes and creative tales. I last talked to Phil just before our 50th reunion. He could not attend for health reasons, but he still had his quick wit and good humor and outgoing personality. We will miss Phil.

—Jack Brown ’69

We set the school record in the 440 yard relay in 1968. Phil always ran so effortlessly and smoothly. It was a pleasure to watch him run! I also asked Phil to come out for football. He always said no. As I played wide receiver for Wabash it really would have been nice to have Phil Allen as the other wide receiver on the field with me. I had very good speed. Phil had excellent speed. I really think we could have driven the defenses crazy. Both on and off the track, he was the nicest individual you would ever want to meet.

~ Steve Mihalko ’69

I ran track with Phil for three years, and he was without doubt the fastest guy I had ever been around. For two years, I ran the third leg on the 440 relay; Phil always ran anchor. I lived in constant fear that I would not be able to make the baton pass to him. In my senior, we broke the Wabash 440 relay record. The next year the 1969 team broke it again with Phil at anchor, of course.

I last saw Phil in about 2013. Track and Field Coach Clyde Morgan invited him to come to an indoor track meet. He was never robust, always upright and trim. That day I watched him approach me as I stood trackside near the finish line. He was in decline, and frail. But he had the same twinkle in his eye as 45 years before and the same easy-going demeanor. He was so proud his name was still on the Wabash record board. He remained his same affable

self. I will miss the chance to see him again, but I am grateful we connected so many years after our time at Wabash.

—Tom Brambrey ’68

For a brief moment in time we pause to share our thoughts and memories of Phil Allen and to remember the impact he had on our lives. It was a privilege to know and work with him, and to share the challenges and victories with him on campus and on the sports field. He was a special and unique Wabash gentleman representing the true spirit and best of a Wabash man. He will forever be a legend in the annals of Wabash track history. As our “Old Wabash” song reminds us, “Long in our hearts, we’ll bear the sweetest mem’ries of thee”, and so, long in our hearts we will bear our sweetest memories of Phil and the wonderful days we spent together at Wabash College. Phil Allen is indeed Some Little Giant!

—Ken Crawford ’69



James Dimos ’83

James Dimos, 59, died August 5, 2020, in Indianapolis.

Born May 23, 1961, in Evanston, IL, he was the son of Marianne and John Dimos.

He grew up working in the family business, the Beauty Spot Restaurant in Gary, IN. Dimos graduated from Merrillville High School in 1979, where he played football and soccer.

While attending Wabash, he was a member of Delta Tau Delta, Student Senate, Pre-Law Society, Student Life Committee and the campus radio station, WNDY-FM, enjoying broadcasting college sporting events. Dimos also interned with U.S. House of Representative Adam Benjamin.

Dimos went on to graduate from Washington University,

St. Louis law school in 1986. While at Washington, Dimos wrote for Law Review, was the associate editor of the Journal of Urban and Contemporary Law and a member of Phi Delta Phi.

He served in private practice for almost 30 years with Locke Reynolds LLP and Frost Brown Todd, focusing on the litigation needs of the business community in the areas of intellectual property, competition, and media law. He then joined the American Bar Association as deputy executive director and recently assumed the role of general counsel. He served as president of both the Indiana State Bar Association and Indianapolis Bar Association, and as a member of the Indiana Supreme Court’s Pro Bono Commission. He was recognized as one of the “Best Lawyers in America” and was named a Kentucky Colonel in 2002.

Dimos spent the last several years trying to check every state off his travel bucket list and checking off a few countries as well.

Many family, alumni, and friends contributed to honor Dimos’ legacy naming the Wabash Broadcast Booth in the new Little Giant Stadium in memory. Current and future students will also benefit from his wife, Kathy’s generous donation of all Dimos’ suits and shirts to the Career Services Suit Room. She said, “He was always excited about the assistance it provided to the students. Honestly, if he would not have mentioned it to me with excitement, I would have never known about it. He loved Wabash with an intense passion. We spent many hours at Wabash for various events. We have so many memories as a couple and a family in addition to all of the time Jim spent time working on something for the College.”

He is survived by his wife, Kathy; children, Stephanie, Jennifer, and Jonathan; and brothers, Christopher and **John Dimos ’85**.

A Remembrance

I have written about not getting numb to the vast daily figures of death associated with COVID-19. Today I write about one man’s death, not from the virus, but one that hit me hard. Jim Dimos graduated from our shared alma mater in 1983, where he was a leader of his Delta Tau Delta fraternity chapter, and

from the Washington University School of Law in St. Louis in 1986. He practiced law for 30 years in Indianapolis. He gave freely of himself to his various communities—his fraternity, his college (where he preceded me as NAWM president), his church (Holy Trinity Greek Orthodox Church, where my own parents were married), and the bar—he served as the president of the Indianapolis Bar Association and the Indiana State Bar Association. After that, he was called—a word I don’t use lightly—to serve the national bar as deputy executive director of the American Bar Association.

Despite his selfless service, he always prioritized Kathy, and his children, Stephanie, Jennifer, and Jonathan. They were the Alpha and the Omega of his life. More than once I remember his declining an invitation to stay on campus and socialize longer (after two full days of meetings), noting that “Mrs. Dimos needs some of my time, too.”

After my mother passed away in late 2003, my dad, in his grief, found himself upset with Holy Trinity because the church had not acknowledged my mother’s passing in its monthly mailing to parishioners. I offhandedly mentioned that to Jim, and in the next month’s bulletin, there was a gracious remembrance of my mother, and an apology for her having been overlooked. Jim denied having had anything to do with that, but I know he emailed the priest, probably from his car immediately after our conversation, to make certain that this oversight was corrected, and my dad’s heart was healed just a little bit.

Jim could make strangers feel like they were the most important people in the world. And we had a kindred bond as Greek boys who grew up in the restaurant business but looked to a Wabash education and the law to try to raise ourselves up a peg, only to find that we had chosen not just a job, or a mere career, but a true calling of service.

I’ve never been of slight stature, but Jim always made me feel tiny. Yet Jim would never make anyone feel small. As the ABA’s executive director said, “We are devastated by the loss of Jim Dimos. He was a big man with a great vision and huge accomplishments.”

My last letter to Wabash alumni

as president of the National Association of Wabash Men was shaped by many conversations I’d had with Jim about the future of our audacious little college for men. Our shared view was that we should “go big or go home.” Jim went big in his 59 years. And now he has gone home. As the Greek Orthodox priests intone in the church’s funeral rituals: May his memory be eternal.

Amen.

—Gregory A. Castanias ’87
During the pandemic, I have taken up the hobby of making cocktails and writing a nightly essay about them, and the world around us, and publishing them on Facebook. This is adapted from my August 5, 2020, essay, the day I learned of Jim’s passing.



Deanna Snider Long

Deanna Snider Long, 82, died December 24, 2020.

Long served as the cook at the Kappa Sigma at Wabash College for years.

Born March 18, 1938, in Crawfordsville, she was the daughter of Arthur and Galalla Snider.

She was a 1957 graduate of Crawfordsville High School.

Long was preceded in death by her parents; and infant sons, Scott and Kent.

She is survived by her children, Kim, Kelley, Kathy, Laura, Todd, Jenny, and John; 16 grandchildren; and five great-grandchildren.

A Remembrance

On Christmas Eve of last year, the Kappa Sigma chapter at Wabash suffered a terrible blow. Dee Long, the chapter’s beloved cook of many years passed away due to complications of COVID-19. An outpouring of stories and photos from generations of Kappa Sigs

lead Mark Decaroli ’91 to pen this remembrance. It was shared with the family at Dee’s funeral.

“For many years Dee Long filled the role of House Mom to an unruly, occasionally charming, endlessly hungry, and sincerely devoted group of friends and brothers within the Kappa Sigma house on the campus of Wabash College. Her charm and warmth, plus her amazing skills as a chef, have made her a fixture in the memories of a full generation of Wabash men.

To be remembered is a gift that you cannot give yourself. You have to provide for others and let them grant you that gift of true remembrance in return. In paying tribute to a person like Dee, we acknowledge that thousands of memories from hundreds of men will not tell a single story. But there will be a single theme. The great lady who served as “the mom away from mom” for so many.

She granted us an understanding that a “brotherhood” needs not be limited to men. She was one of us, part of who we are as individuals and as a group. And hopefully, we were all part of how she saw herself. We were proud to have her on our side, and loved it when we were good enough to have her be proud of us. One of the fraternity sayings that aptly applies to our feelings for each other and memories of Dee: “Not for a day, or college term only, but for life...”

Imagine how important a person like Dee was to our informal family, stretched across the years. A touchstone, a reference point, a shared memory for a parade of people coming, becoming, and moving on. In addition to being a wonderful person, she served as a desperately needed caretaker and confidant for boys trying to become men. Boys who might have been scared to admit they still needed a little attention and motherly advice. Young men who needed someone that would set aside some cookies or a sandwich for a skinny freshman missing home, or a not-so-skinny senior stressing about finals.

The brothers of Kappa Sigma tell stories of Dee’s voice ringing out from the kitchen. Her sudden appearance in the doorway of the dining room commanded attention. Her softness in calling us “her boys” on the rare occasion we did something thoughtful and redeeming for her.

And of course, we tell stories about the food. The best cook on campus was not a title bestowed lightly, but we knew our house had the title. The formal dinners were anticipated. The weekly menu plan was studied more attentively than textbooks. Her biscuits and gravy became the standard most of us measure breakfasts by. So many people swooping through the kitchen when the chocolate chip cookie dough was left out that finally you’d hear the exasperated yell of, “Get out of my kitchen!” and the sound of laughing brothers scattering.

So, in tribute to such an important life, the Kappa Sigma House of Wabash College offers our deepest and most heartfelt condolences. We hurt with you, and hope that our love supports you with memories collectively shared. When we think of who we’ve lost, we think of her lessons to us:

To be giving of yourself
To be good at what you do
To have loved and been loved
To be remembered.

—Mark DeCaroli ’91



photo by Kim Johnson

Slow Refocus

A Conversation with Deborah Seltzer-Kelly

From its inception, the goal of a Wabash liberal arts education has been about giving men a broad depth of knowledge, teaching them how to be able to communicate it effectively, and think on their feet—solving micro and macro issues within their circles, however broadly or narrowly defined. While Wabash has—like many other small liberal arts colleges—been pushed out of teacher licensure by escalating accreditation requirements, the department of education studies is becoming better poised to build leaders in all aspects of education.

IN COMMON NATIONALLY WITH MANY OTHER PLACES, Wabash was beginning to see a larger and larger number of students who really wanted to teach, but who were going to do it through a post-baccalaureate licensure program, or through an internship or apprenticeship-type program. In some ways, we're blasting back to the origins, which is the idea that a teacher needs a good, well-rounded liberal arts education.

Education is an entire field. It's not just about training teachers, it's about looking at the terrain, historically, of how education has developed in our country and what is going on now on the policy level and philosophically. And how should it accomplish those goals?

While many students who complete the minor do go on to careers in teaching or within school systems, others are interested education law or policy, educational psychology, museum education, public health education, or teaching and mentoring within corporations. We have had education studies minors interested in sales, business management, non-profit management, youth services, social work, ministry, and higher education. We're also seeing students come through who are just members of their communities that are very interested in schools. Many of them would like to run for school board someday, for example, because they see things that need to change.

Our two foundations courses (EDU 101 and EDU 201) introduce students to educational development and educational philosophy. We offer a variety of elective courses such as multicultural education, adolescent literacy, educational policy, curricula for history and civic literacy, urban education, and rural education. We've been thrilled to be able to cross-list several of our courses with the Black Studies minor—and we value that connection deeply since it meets the needs of our students and meshes so well with the work the College is doing in equity and inclusion—particularly through the new \$4.5 million Lilly Endowment Inc. grant centered on diversity, equity, and inclusion (DEI).

We have some students who take our intro level classes to satisfy their diversity credits. Dr. Michele Pittard's EDU 101 Educational Development class is behavioral science. There's a laboratory aspect, in which they read about childhood development—social, emotional, and cognitive. Then they go out in schools and observe, help out in classrooms, and hang out with kids. They come back and say, "Wow, the book was right."

It's a big eye opener for them. It comes up in oral comps all the time. That one is very clear in their memories.

The other big moment for them is when they spend a day following a middle schooler. They're looking for the ways that students are engaging in the classroom, but also how they're engaging within their social group. They have conversations with them about their perspectives and experiences and things they like and don't like. It's a big eye-opener for them. It comes up in oral comps all the time. That one is very clear in their memories.

Another popular class has become the educational policy class. It includes statistics for non-science and math majors—sort of citizen literacy. All the time we're reading in newspapers and seeing news reports with lots of statistics, sometimes used deceptively. How do we wrangle with those?

So, I combined educational policy with statistical literacy in the framework of big questions in education. How did we get to so much testing? Where did this come from? What's the history of educational testing in the United States? How do policies vary state to state? How much or how little is the federal government involved in? How do we interpret this data on student competency testing and report cards? How do we look at the percentage, for example, of free and reduced lunch in a school? What does that tell us about the

kinds of challenges that teachers in that school may face and about the ways our education system views human learning?

We've been doing a slow refocus since 2012—a self-study looking at ways in which we can expand our programming to meet students' needs and interests. We're seeing increasing levels of student interest in policy areas, and in human learning and social emotional development—which interact with majors including PPE and psychology. Educational philosophy and history are also big content areas. There are so many possibilities, and in true Wabash tradition, we are constantly asking ourselves and each other how we can continue to get better.

Deborah Seltzer-Kelly is an associate professor of educational studies at Wabash and is currently the department chair. She has been at the College since 2012.

Matt Weedman *BKT Assistant Professor of Art*

Recently tenured professor Matt Weedman describes his academic interests as “broad and insatiable,” but most of his research is in performance and installation-based art, much of which uses photography and video.



If you look at both of these, there's just this kind of art deco-style. The objects suggest a certain amount of power and technology with the design. You know they are just junk electronics, but there is something about the outside's perfect design with the chrome that makes you think of space.

These are from the 1940s. You have the nuclear family which was Mom and Dad and two-and-a-half kids. There's this suggestion of an ideal family of America. They're all just homogenized in ways that are intentional, like with the family being white. But there are also features that are unintentional like the pink on the dad's face. The ink that they used didn't fare well over time, and started running on their faces.

This reminds me the most of being a magician. I got this at the magic store in Champaign, Illinois, where I worked as a kid. That magic store was the pivot point in my life. My father died when I was 10, and he was interested in magic. I jumped into it hardcore after he died. There were two men who ran that magic shop and they became fatherly figures for me—the symbol of what makes a good man that I pattern myself after. There would be very little of me without working in that magic shop.

I performed my first magic show for money when I was eight years old and I did that until I was 16. I did everything, and not just the basic card tricks. I remember when I was 12, I would get paid \$15 to perform magic at events like ladies' luncheons. I would eat razor blades, juggle daggers, stick needles in my arms, have people shoot a bullet dart gun at me and I would catch the bullet between my teeth. I was ridiculous, completely inappropriate and also wonderful. Growing up in that community with other magicians was so bizarre and exciting for me.

Magic, to me, is everything. By 13 I stopped doing schoolwork and worked on magic full-time. All I knew was magic, and I was pretty good. Magic gave me this understanding of the world that I needed to figure out more and started this drive of who I am as an artist.

The Magazine of Light
I'm interested in electricity, and just love the aesthetics of it. This whole magazine was a promotional tool, but it is so interesting to think that somebody back then was holding this magazine and thinking, *Wow, this is going to be the future.* Now we're in the future and everything is digital, and electricity is similar to the internet.

This was my dad's childhood desk. I believe it was made by a family member and has survived through generations. I remember drawing on here and figuring things out. When I was a nanny to my goddaughter, she would draw on it and now my kids draw on it.

The Roll Monica
The harmonica is just utterly fantastic. It's basically a player piano harmonica. You roll paper inside and blow through the harmonica, hitting the holes of the paper to play a tune for you. It's so ridiculous, yet so beautiful and fantastic that someone would make something like this for somebody who doesn't have the time or interest to play a harmonica. They could still live that fantasy and play with this.

Miniature shoes
I always pick up anything that is odd. These are all salesman samples of a new style of shoe that they were trying to sell door-to-door. The miniature shoes would be left behind, kind of like how a company today hands out its business card. They commodify success, or the idea of success and that this is a shoe that says it will solve all your problems, like a special pill. It's a beautiful little thing.

I started making artwork when I was an undergrad, and I was always doing something with my feet. It became an allusion to the feeling of not feeling complete, a little bit broken—not so much in a sense of brokenhearted, but as a masculinity issue. Figuring out how to be a man was just an awkward and bizarre concept to me.

SABRINA THOMAS

BKT Assistant Professor of History
David A. Moore Chair in American History

Thomas’ research specializes in U.S. foreign policy with a transnational focus on the intersections of race, gender, nation, and war through the legacies of children born from international conflict.



“Achieving tenure means a lot. I spent a lot of time feeling intellectually insufficient and unprepared to compete and to live within this career. I am very glad that I was able to persist through my doubts and the various obstacles that one faces over such a long period of time. I am also thankful to the numerous students who I had the pleasure to teach who challenged me and forced me to be a better educator and scholar, even if they didn't know it.”

Horses
The horses have a lot of meaning for me—they were my grandmother’s and she passed recently. She loved horses and pretty things in general. This was one of her favorite collections, so I am very happy to have them in my home!



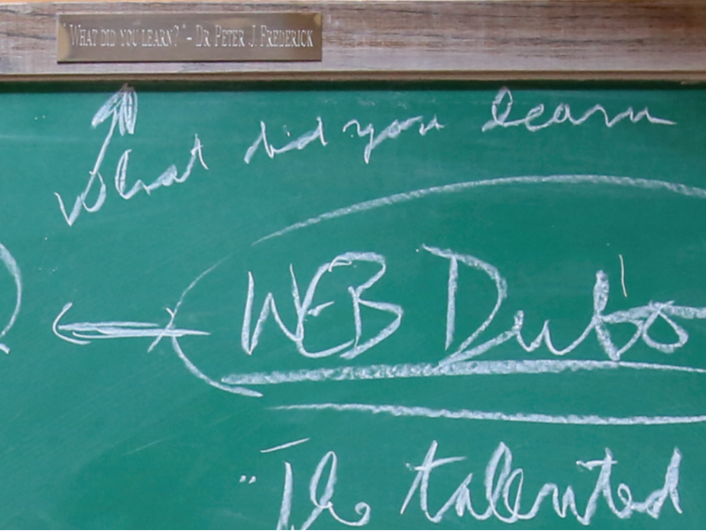
Fodor’s, Brazil 2014 Travel Guide
An unconventional pick here, but this book guided me and my favorite uncle and cousin around Brazil in 2014. I loved Brazil and learned so much about Brazilian culture and the interesting ways in which Brazilians understand their multiracial history. There are some definite lessons that Americans could learn in that aspect. I hope to return one day specifically to Salvador, Bahia.

Mai Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America
Ngai’s book proved critical to my own research on U.S. immigration policy as it examines how American law and society have come to understand the term “illegal alien,” who it is applied to, and how it has changed the idea of America as a country that is welcoming to immigrants—to a country that is not. It is a difficult book to read, but very important.

Ellen D. Wu, The Color of Success: Asian Americans and the Origins of the Model Minority
Wu’s book is especially important in this moment as Americans are forced to at least acknowledge the history of racism and violence against Asian Americans and people of Asian descent. Wu considers the construction of Asians in America from undesirable foreigners to model minorities—an idea mainly applied to people of Japanese descent. As model minorities, Asians were often compared to other racial minorities—African Americans and Latino Americans as evidence that Blacks and Latinos were responsible for their own failures and that systemic racism or historical discrimination did not exist. It is a fascinating read.

Brenda Gayle Plummer, Rising Wind: Black Americans and U.S. Foreign Affairs 1935–1960
Plummer’s book is important to me as she continues to be an inspiration for my own professional research in U.S. foreign policy. This was the first book I read written by a Black woman that examined the role of Black people in diplomatic history. It was the first time I realized that people of color were also critical to more in U.S. history than just the Civil Rights Movement. I love how she complicates U.S. foreign affairs by considering the role that Black Americans played as actors and agents and the way that U.S. leaders structured U.S. foreign policy in a way that responded to race relations. It is a must-read in my opinion.

Stephen King, Insomnia
I am a HUGE Stephen King fan—even post-drug induced storytelling King. At the same time, I am a big scaredy cat so *Insomnia* brought both my love and fear to a collision point. I started reading that book years ago and halfway through, (I usually read his books in a couple of days) I started having insomnia. Seriously. So, I have never finished the book but it sits there on my shelf tempting me to pick it back up daily. I expect I will do that during sabbatical!



LEGACY

Dr. Peter J. Frederick H’92—co-founder, first director, professor, life teacher, mentor, advocate, counselor, friend, and most importantly, Brother.

You were in the trenches with students every year as we fought to define ourselves on campus and become the men that you, Horace Turner H’76, and Coach Robert Johnson H’77 would be so very proud of as we departed.

Your rich legacy of justice and equality for all lives will live on forever.

Thank you for believing in us!



QUICK NOTES

Director of Financial Aid Alex DeLonis has been appointed to serve as a member of the National Association of Student Financial Aid Administrators (NASFAA) FAFSA Simplification Implementation Working Group. The purpose of the FAFSA Simplification Implementation Working Group is to provide campus-level feedback, perspective, and insight to both NASFAA and the Department of Education through the implementation process of the new form. DeLonis was also selected to participate in the association’s Diversity Leadership Program.

Associate Professor of Rhetoric Jeff Drury and Associate Professor of Rhetoric Sara Drury recently co-edited the book *Rhetoric, Politics, and Hamilton: An American Musical*, which also features two student co-authors, Henry Egan ’22 and Anthony Williams ’20.

Associate Professor of English Eric Freeze published his new book, *French Dive*. Freeze tackles racism, homelessness, art, reality TV, social media, and parenting with wit and humor. Along the way he and his family learn what it means to be a neighbor, a member of a community, a global citizen, and how to treat others with empathy and understanding as they try to carve out a place in this world.

Visiting Assistant Professor of Classics Matthew Gorey recently published the book *Atomism in the Aeneid: Physics, Politics, and Cosmological Disorder*.

Jill Lamberton is transitioning from her role as Senior Associate Dean of the College to Special Assistant to the President for Diversity, Equity, and Inclusion.

Eric Olofson co-authored a study titled: Fathers’ parenting and coparenting behavior in dual-earner families: Contributions of traditional masculinity, father nurturing role beliefs, and maternal gate closing. It was published in the journal *Psychology of Men and Masculinities*. The lead author was Sarah Schopped-Sullivan from Ohio State University and co-authors were Kevin Shafer of Brigham Young University and Claire Kamp Dush of the University of Minnesota. The research was funded by the National Science Foundation and the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Ann Taylor has been named Senior Associate Dean of the College. Among her many roles at Wabash beyond chemistry professor, she has served as department and division chair, and most recently as Special Assistant to the President for COVID Planning and Response.

Year of the Ox

Lunar New Year, the most important celebration for people observing the lunar calendar, embraces “family, community, harmony, and hope” as people come back home to be with families and friends, get refreshed, refill our hopes, and carry on the new year ahead.

In the shadow of the COVID-19 pandemic, the traditional celebrations the Wabash Chinese Club has hosted were impossible. The poetry contest for the Year of Ox was created to pass along the hope and joy of a new year without risking our health and safety. Poetic thoughts have no boundaries among people, nations, and cultures. What we cherish, and what we hope for are incredibly similar, so is the cheerful nature of the Lunar New Year itself. It has been a tough year, but from these poems, we see hope.



First Place:

“Haiku”

by Jonathan Schepers '24

“Magnificent Sun,
gold as the freshest Fall leaves.
Have you known such love?”

Second place:

Spring Alas*
by Johnathan Thibodeau '21

Whan that Aprill with his shoures soote,
The droghte of March hath perced to the roote,
An ox climbs the mountain of Wutai,
Up the sacred summit against all odds to defy,
Thus, the first journey of many thou will make,
And the cloven hooves of the ox surely ache,
The ox persists into the thin chilled spring air,
No creature amongst the earth could aye compare,
The weight of the horns heavy to the peak,
Yet once thou ox journey coda, he began to speak,
“My task is now finished, all yet done,
Me beseech perseverance this year for everyone.”

Second place:

The Lyfe of Spryng*
by Daniel Brewer '21

Whan that Aprill with his shoures soote
The droghte of March hath perced to the roote.
The ice hath melted, gave forth the strem,
And wildelyf comen out againe.

The dirti hwit synks ynto the soile.
The grass drynks yts plentyful spoil.
The sunne’s warmth creeps the glen,
So we shed oure coats once agayn.

The felds reclaymed by bucs and dos
Whilst squyrelles climben out burrows.
Okes and mapuls grown theyr leefs.
The entere forest committee conceives.

The pollen plumes prolific perfume,
The sesoun of sneezyng, asthma doom,
Yet blome’s swete stench with evry inhale
Grants us lyfe— Spryng regales.

*These poems are from an assignment based on the prologue to Chaucer’s *Canterbury Tales*.

Third place:

Spring Rejuvenation
by Amber King

Mother nature is shedding her winter coat
Letting down her beautiful luscious green hair
Showing off a new flowery dress
With the smell of her floral perfume in the air.

She encourages me to come outside
Wear my sandals instead of shoes
Let my face soak in the sunlight
And exhale those winter blues.

She whispers in my ear
Be ready to plant your garden soon
Flowers and vegetables
For all to enjoy their bloom.

Spring is a new beginning
Enjoy this time, a fresh year
Make plans, travel, go for a walk
Spend time with those who are dear.

I heed her words of wisdom
My soul aches for some fun
I shed these winter clothes and dark thoughts
As I walk out into the sun.

Third place:

Nouveau Printemps
by Ian Gale '22

Cardinal squeaks:
a red beacon
stealing berries
from Winter

Snowmelt pond
bittersweet bush
frost undisturbed

day shines a glass
unburdened by movement
chilled stillness
shakes a breath
tuned to Winter’s note

all regulated
a mere cold shell
cold air
expurgated from it

to the cold
a kiss.

Third place:

A Puddle in Which to Spring
by Lucas Budler '24

It was her first spring.
The wind had picked up early this year,
and she was separated from the grip of her mother’s strong arm.
Face down she sunk, her frame seemed a mold in the mud
just a foot outside the old apple orchard farm.

It was her second spring.
She found that she could breathe underwater
She was content here, but she grew tired of the din
She did the unthinkable and rose to the surface,
But the sun burnt her, and hardened her gentle skin

It was her tenth spring.
She had grown taller now, but not quite like the others
Her arms sagged sluggishly, and never did reach the highest ray
She was wider and broader, she heard all their whispers
But when the winter weather woke, unlike the others, she never did sway

It was her fiftieth & final spring.
The memory of her mother remained unclear
She was the only of her kind in the grove outside the apple orchard farm
The deer had grown fond of her and she knew them by name
The bugs built a home in her trunk, and the birds a nest upon her strong arm
The wind seemed to pick up later this year.

Honorable mention:

Canterbury, Ohio*
by Tomas Hidalgo '21

Whan that Aprill with his shoures soote
The doughte of March hath perced to the roote
And yet the young birds would soon be confused
For to trick and lie makes Nature amused

Whan that Aprill with his snow drifts so deep
Utter bullshit that inside we must keep
Then the snow melts in one short afternoon
But followed by a gale, nay, a typhoon.

Whan that May finally brings out the sun
Don’t get your hopes up, don’t expect any fun,
The West Wind turns sour and coldly doth blow
And spring sports will be canceled don’t ya know?

Nature’s seasons will freeze, or they will burn
So, listen well to the lesson ye must learn:
The temperature fair doth sway and doth bend
Midwester Weather is nobody’s friend.

Honorable mention:

Cool and Crisp
by Alexander Goodnight '22

Cool, crisp breeze
The beautiful flowers budding on trees
I cannot wait to be done
With this COVID disease

Cool, crisp breeze
Come outside and enjoy as you please
The air is not hot from the sun
It is busy waking the bees

Cool, crisp breeze
Time with you is when I’m at ease
Being alone is not any fun
So come with me to enjoy the peace

Cool, Crisp breeze



Pole vaulter **Brandon Steele '24** focuses for a moment before take-off. Head track and field coach Clyde Morgan says, "I've seen that outline a thousand times at practice and would know Steele in an instant."

photo by Becky Wendt

Wabash

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photo by Allie Kirkman

LAST GLANCE

After a long year of masking, distancing, and symptom monitoring, a little redemption came for the Classes of 2020 (left) and 2021 (right) as they walked into Little Giant Stadium for Commencement in May. The event, the first in the new stadium, may not have looked exactly like anyone imagined four years ago, but the sun was shining and smiles peeked out of the corners of masked faces before, during, and after the men received their diplomas and walked under the Senior Arch.