One Hundred Sixty-Third Commencement

May 13, 2007
1:00 p.m.
PROGRAM

President Mark W. Huddleston, Presiding

PROCessional  Pleasant Street Brass Quintet

InVocation  Jon R. Powers, B.A., Th.M.
             University Chaplain

WelcomE  Mark Huddleston, B.A., M.A., Ph.D.
           President

Presentation of President Herbert  Kathleen Law Rhinesmith, ‘64, B.A., M.A.T.
Welch Meritorious Teaching Award  Chairperson, Board of Trustees
and David O. Robbins, B.A., M.A., Ph.D.
Provided by the Greater New York Alumni Association
Provost

Presentation of Sherwood Dodge Shankland Award
For the Encouragement of Teachers  Ms. Rhinesmith and Dr. Robbins
Endowed by the late William H. and Frances Shankland Ryan, ’29

Presentation of Libuse L. Reed Endowed Professorship  Dr. Robbins

Recognition of Retiring Faculty  Dr. Huddleston and

Presentation of Honorary Degree  Thomas R. Tritton, ’69
Doctor of Science

Commencement Address  Thomas R. Tritton, ’69, B.A., Ph.D.
President, Haverford College

Presentation of the Class of 2007 and
Conferring of the Degrees in Course  Sally Ann Sikorski, B.S., M.S.
University Registrar

Remarks by the Senior Class President  Rasika Sridhar, B.A.

Benediction  Dr. Huddleston

Alma Mater  Ohio Wesleyan! Sweetly and strong
Rises our hymn of praise for thee alone;
Heaven re-echoes it, loud let it ring,
Ohio Wesleyan! Loyal hearts sing.

Ohio Wesleyan! Proud is thy crown.
Rarest of laurels e’er Vict’ry has known;
Noblest achievements have hallowed thy name,
Ohio Wesleyan! Deathless thy fame.

Recessional  Pleasant Street Brass Quintet
Candidates for the Degree
of
Bachelor of Fine Arts

Erica Eileen Bachelor
Jerry Adam Burris
Jean-Jacques du Plessis
Lauren Ashley Griffith
Katherine Lee Henning
Julie Carr Higgins
Stephen Joseph Hoskins
Sarah Elizabeth Jameson
Alexandra Maria Lemonides
Alicia Ross Long

Elisabeth Mannig
Kara Michelle Manns
Kelley Kay McDonald
Benjamin Hayes Nichols
Kristen Jean Snyder
Jeffrey Howe Sullivan
Luke Thomas Ulery
Jill Anne Warmke
James Alexander Wheaton
Jason Gregory Whitcomb

Candidates for the Degree
of
Bachelor of Music

Amy Lynn Bergandine
Bryan Matthew Hoffman
Sara Megan Idema
Qiana C. McNary
Mary Elizabeth Molnar

Kathleen Elaine Personke
Rosie Pignataro
Nicole Tiffany Piunno
Laura Kathyrn Saunders
Heidemarie Joy Traylor
Brenna MacKenzie Wright

Candidates for the Degree
of
Bachelor of Arts

Dilshad Chamira Abeygunawardana
Daniel Russell Albert
Julia Mariah Albings
Mona Almobayyed
Matthew Steven Ames
Anthony Wilfred Anderson
Zohaib Arshad
Lacey Lynn Babnik
Pankaj Ratna Bajracharya
Corey Michael Baker
Laura Katherine Bange
Kevin Allen Barron
Elisabeth Josephine Benoit
Laura Beth Bernstein
Trailokya Nath Bhattarai
Brandon Michael Bianco
Jamie Elizabeth Blake
Barbara Anne Book
Nicholas Anthony Borgia
Thomas John Bottichio
Dean Francis Boylan
Megan Elise Brake
Ross Arthur Brater
Paula Jayne Breen

Jessica Leann Brenneman
Kaitlin Elizabeth Bressler
Mitchell Joseph Briant, Jr.
Jordanne Camille Brown
Thomas David Brown
Evn Nicole Bruce
Amanda Pauline Brunemenschenkel
Mehmet Burcu
Paige Juliana Burton
Andrew Mark Busch
Colleen Marie Byers
Justin Patrick Bytnar
Jennifer Ayers Campos
Patrick William Cantlin
Eric Vincent Carpenter
Owen Robert Case
Timothy Michael Casey
Katherine McNamara Casey-Leininger
Nihan Celiktas
Tracy Michelle Roxas Cepnio
Jaclyn Elise Chapple
Andrew William Chase
Sanjivani Chaturvedi
Amrit Karki Chiluwal
Since Ohio Wesleyan University has only one Commencement exercise each academic year, the listing of degree candidates in some categories includes names of some students who will receive their diplomas after completing summer or fall courses.
PROGRAM NOTES

Commencement Speaker

Thomas R. Tritton ’69 realized long ago that he would never be what he calls a “generic college president.” As Haverford College’s 12th president for the past decade, he also is well aware of what has been a good fit, both for him and for the highly regarded liberal arts college in Pennsylvania, from which he will retire at the end of the school year.

It was during his student years at Ohio Wesleyan that Tritton recognized the value and magnetic allure of liberal arts learning and, as he says, “all that represents the life of the mind.” His professional journey had begun.

The Lakewood, Ohio, native graduated from OWU in 1969, receiving his bachelor’s degree in chemistry, and moved on to earn his doctorate in biophysical chemistry from Boston University in 1973. During the next 24 years, Tritton taught, first at Yale University and then at the University of Vermont, publishing more than 100 books, articles, and reviews on cancer chemotherapy. Always the professor, he teaches a senior-level oncology course each fall, and enjoys sharing progress being made in cancer research. What better way, explains Tritton, to stay connected to students and to the college’s mission, and keep his attachment to science?

Fondly remembering his years at Ohio Wesleyan, Tritton recalls a college environment that allowed him to be an actor in the political drama that unfolded during the tumultuous ’60s. He still thinks about friends he made on campus and professors such as David Jennings, who made history come to life during each class discussion. His mentor within the chemistry department was Professor Violet Meek, who also served as OWU’s dean of educational services. Recently retired from her position as dean and director of The Ohio State University Lima Campus, Meek remembers her former student as a “renaissance man.” She even recalls her first conversation with Tritton, about the merits of popular music circa 1950-60. “If you are lucky as a faculty member,” she says, “you will teach students whose minds you respect and integrity you honor. Tom Tritton is one of those individuals.”

Tritton is a member of the American Association for Cancer Research and served on the chemotherapy advisory panel of the American Cancer Society. He also is a member of the board of directors for Philadelphia’s Fox Chase Cancer Center. He and his wife, Louise, live in Haverford, Pennsylvania, and are the parents of Christiana and Lara.
Marty Kalb was born in Brooklyn, New York, and grew up in Croton-on-Hudson, New York. His father was a fabric salesman, and his mother was an interior designer. In his formative years, Marty was encouraged to be interested in the arts. His folks were members of the various museums located in New York. Marty enjoyed his many visits to the Museum of Modern Art, where he had direct access to the work of great nineteenth- and twentieth-century artists. Marty was interested in history, particularly that of World War II, did drawing and painting, played the piano, and enjoyed music. His music idol was Jerry Lee Lewis.

Marty went to college at Michigan State University where he was a “non-preference” major for two years. His primary interests during this time were history and psychology. He took a printmaking class with Charles Pollock, the brother of Jackson Pollock, and became interested in art. Marty graduated with a major in Art Education. After student teaching, Marty realized that he did not want to teach K-12 age groups and moved in a new direction. He was accepted into the design program at Yale University, where he pursued a Bachelor of Fine Arts degree, studying photography, layout design, and typography. At this point his focus shifted again, and he became interested in sculpture and environmental art. He was accepted into the graduate program at the University of California, Berkeley. This was the “free speech” and Vietnam era of the 1960s. While at Berkeley, Marty was mentored by Elmer Bischoff, a figure painter, and Harold Paris, a sculptor. Marty describes Yale as being the place where he learned how to see work and Berkeley as the place where he learned how to become a good teacher.

Marty graduated with a Master of Arts degree from the University of California at a time when it was quite difficult to enter the job market. He was fortunate to obtain a teaching job at the University of Kentucky. While at Kentucky, Marty was charged with changing the Art Education curriculum so that it would reflect the values and interests of professional artists instead of the previous simple recipe-based art education aesthetic. He was involved in this program for one year but became disheartened with his work and resigned.

In the fall of 1967, Jarvis Stewart was looking for a painting and drawing professor for the Fine Arts Department at Ohio Wesleyan. When offered the position, Marty accepted, thinking that he would be at Ohio Wesleyan for two or three years. He soon realized how good the teaching environment was and that the Fine Arts Department and the school offered sincere academic freedom and support. Marty has always pursued his own creative production with the same creative passion as his teaching in the classroom.

Marty’s career started with a fervent interest in figurative painting. His early work can be described as having a strong representational figural element with an experimental abstract expressionist background. During his first sabbatical, Marty set up a studio in Berkeley near other artists. Peter Voulkos was working in the area at the time. The art scene at Berkeley was rich with discussion about art and teaching. While there, Marty realized that as a member of the Ohio Wesleyan faculty he was the envy of others.

The time spent at Berkeley sparked a new, more experimental and dimensional direction in his work. Marty created mixed-media pieces by combining aluminum beams and canvas. He learned the auto body painting techniques required to effectively paint on metal, and he began to pour paint over parts of the work. Formally, Marty was quite interested visually in the hard line elements created by the aluminum. The work progressed, maintaining the hard edge and the line elements, but Marty dropped the metal from the construction, while the paint application could be described as having a “stained flow” application.
It was during this time that Marty, his wife Joan, and their children, Peter and Rachel, began traveling throughout the United States visiting museums and national parks. Marty was always mindful of the need to take photographs and, when the opportunity arose, to take slides for the slide library of the Fine Arts Department. As a result of their extensive travels and an interest in landscape, Marty moved toward creating representational landscapes. More recently they have traveled to Europe, taking in the landmarks of European culture and history and have visited museums. Of particular personal interest were visits to Monet’s gardens at Giverny, France; El Greco’s studio in Toledo, Spain; and Picasso’s painting, *Guernica*, in Madrid, Spain.

After this, Marty began his Holocaust work, which combined his earlier figurative and historical interests. This led to many trips to Germany, Poland, and other formerly occupied countries. This work began with a search for definitive and dramatic primary source materials. Marty used these materials as a basis for the work. His aesthetic intention was to move the viewer away from a sense of reportage and toward an acquired aesthetic experience, giving not only a strong sense of the use of materials but also the hand of the artist. Initially, Marty did forty drawings and paintings in the series.

Over the years, Marty has been very active in exhibiting his work, but more recently this activity has been punctuated by guest speaking engagements about his Holocaust series. In 1996, Marty received the Ralph Fabri Price Award at the 171st Annual Exhibition, National Academy of Design, New York. In 1997, Marty gave a paper titled *Drawings and Paintings after Holocaust: Documentary Photographs and Contemporary Photographs of Holocaust Sites and Artifacts at The Memory of Auschwitz in Contemporary Art*, Foundation Auschwitz, International Conference, Brussels, Belgium. In 2002 for the 32nd Annual Scholars Conference *The Genocidal Mind* held at Kean University, Marty presented a paper titled *Using Christian and Jewish Influences for Creating Artworks in Response to the Holocaust*.

Marty has taught painting, drawing, two-dimensional design, and Modern Art History for most of his years at Ohio Wesleyan University. His strong lifetime interest in the figure led to the creation of the figure drawing curriculum. Over the years, Marty has had a strong following of students—people whose lives he has influenced. He has always maintained close ties with his former students. Marty has been a champion of the students with their well-being always in mind.

Throughout his career at OWU, Marty has curated twenty-one art exhibitions and brought many artists and speakers to campus, such as the National Colloquium exhibit *Politics and Personalities, an Art Exhibition of Images of Political Dissent* and *Visible Outrage*, an exhibition of work inspired by political and social circumstances. When recalling the various artists and speakers he has hosted, he was most excited about bringing Simon Wiesenthal to the OWU campus. In 2004, Marty was the recipient of the Daniel E. Anderson Campus and Community Conscience Award.

Marty has been an active participant in the University, with service on the Executive Committee, Faculty Trustee Liaison Committee, Academic Policy Committee, Honorary Degree Committee, Performing Arts/Lecture Committee, Thomas E. Wenzlau Faculty Development Committee, and the Assessment Committee, to name just a few. In the early ’80s, Marty was the Fine Arts Department Chair for two years, during which time he helped establish the Jarvis Stewart Lecture Series, the department’s most prestigious lectureship.

In retirement, Marty and Joan will live in Delaware, where he will continue to paint and draw.

Of his time here, Marty says: “I have had a remarkable career and a rich and rewarding experience at Ohio Wesleyan, which has been very gratifying.” Above his desk a sign reads, “If I believe in my students, they will believe in themselves.”

James W. Krehbiel  
Nancy La Porte Meek Chair in Fine Arts  
Fine Arts Department
Louise Musser grew up in Fredonia, New York, a small town that featured an elementary school with a principal who also taught first grade. This fact is notable because Louise’s teaching talents were affirmed at a young age. When the principal needed to attend to her administrative duties, sixth-grader Louise was tapped to teach her first grade class. Louise went on to major in Elementary Education and minor in English at Baldwin Wallace College, graduating cum laude in 1964. She subsequently received her M.Ed. and Ph.D. degrees from the University of Virginia, specializing in Educational Psychology, Social and Philosophical Foundations of Education, Gifted Education, and Educational Research. Louise taught fourth- and fifth-grade children in Arlington, Virginia, and worked with a program for gifted students. During her tenure at the University of Virginia, she served as Assistant Dean of Women and Acting Dean of Women. Additionally, she was Editor-In-Chief of the Virginia Education Review. She also met and subsequently married her husband, Joe.

Louise taught for several years at the University of Kentucky (where Ohio’s current Governor Ted Strickland and his wife, Frances, were among her students) before joining the Ohio Wesleyan faculty in 1978 as Assistant Professor of Education. Her major responsibilities as a faculty member were teaching the introductory Role of the School in the Social Order and Educational Psychology courses to students in all licensure areas. She also coordinated the Elementary Education licensure program and taught these students children’s literature and methods for teaching math and science. Additionally, Louise supervised student teachers and, most notably, pioneered the implementation of field experiences in education methods courses, an innovation for her era. As a teacher, Louise was known as rigorous, calm, fair, and knowledgeable. Although she had an elegant, dignified demeanor, she was not above cracking an occasional joke when the class topic warranted humor. Students sensed her passion for educational psychology, in particular, and consistently felt well prepared upon completing her courses. Louise was recognized for her commitment to students and skill in teaching when she received the 1991 Bishop Herbert Welch Meritorious Teaching Award from Ohio Wesleyan.

In 1983, Louise was named Chairperson and Certification Officer of Ohio Wesleyan’s Education Department. She was a dedicated, effective leader, and did much to enhance the department’s reputation with her University colleagues as well as with the wider Delaware community. She also led the Education Department’s successful State of Ohio accreditation efforts. Louise’s leadership abilities were so respected that she was asked to lead the University’s North Central Accreditation process. Her subsequent successful completion of this task led to her appointment as Associate Dean of Academic Affairs.

As Dean, Louise was responsible for coordinating the many and varied aspects of Ohio Wesleyan’s academic program. For example, she worked closely with several committees, particularly the Academic Policy Committee, to review the curriculum and recommend revisions. Louise was then responsible for coordinating the implementation of any changes and monitoring their effectiveness. Some of the most transformative changes Louise successfully shepherded include the Quantitative Reasoning (“Q”) and Cultural Diversity requirements. In addition she was responsible for overseeing the National Colloquium and guiding it through numerous revisions. She initiated the Assessment Program, which has become a crucial requirement for the university’s accreditation. She also co-founded the OW\JL program, an innovative summer camp experience for gifted middle school students. Additionally, Louise coordinated a second successful North Central Accreditation process in 1999. She was named a Consultant-Evaluator for the Higher Learning
Commission of the North Central Association, evaluating the academic programs of colleges across the country. Her competent service on this Commission led to her appointment in 2005 to the Accreditation Review Council of the Higher Learning Commission of the North Central Accreditation Association.

As Dean, Louise was universally regarded as a consummate professional who performed her duties competently and efficiently. People with whom she worked described her as meticulous, well-prepared, diligent, and a person devoted to fulfilling her responsibilities with grace and integrity. In difficult situations she demonstrated sensitivity, fairness, and a non-confrontational attitude, while also maintaining the integrity of her own position on the issue in question. She was tactful yet firm in dealing with both faculty and student complaints. No detail escaped the well-organized filing system in her head and thus she could always be counted on to present a thoughtful report on all the relevant issues when a problem needed to be addressed.

Louise’s scholarly work focused on the study of Native American folklore and the identification of gifted children in underrepresented populations. She presented papers on these topics at national and state meetings and also published scholarly articles in a number of refereed journals. Additionally, she was frequently asked to serve on critique committees reviewing elementary education teacher preparation programs across the state of Ohio.

Louise will pursue new intellectual interests as she begins her retirement. We wish her well.

Amy A. McClure, Ph.D.
Chair, Department of Education
Donald E. Lenfest was born and raised in Manchester, Maine. He attended Kent’s Hill Preparatory School (Maine Wesleyan Seminary) in Kent's Hill, lettering in football and track, as well as excelling in English, history, political science, and Spanish. Kent’s Hill would be the bedrock of Don’s life of learning, collegiality, and generous commitment to a liberal arts college experience.

In 1953, Don moved to Columbus and enrolled at Capital University, where he studied both English and Spanish. He delayed his career in Spanish until he had completed a Master of Arts in English and Linguistics at Ohio State in 1961. However, while teaching English as a second language in Colombia from 1959 to 1961, his commitment to the Hispanic world became obvious to both Don and the United States government. From 1961 to 1965, he was Director of the Centro Venezolano-Americano, a U.S.I.S.-sponsored bi-national center in Caracas, Venezuela. Judiciously balancing the cultural, diplomatic, economic, and personal demands of the widest array of constituents, he helped to maintain calm in the Caribbean during the Cuban missile crisis, the Bay of Pigs, and countless other events. In 1964, he was honored with the Award for Meritorious Service from the United States Information Service in recognition of his remarkable achievements in Venezuela.

After teaching linguistics at universities in Caracas, Don continued to focus on Spanish linguistics and Hispanic culture. As soon as he completed his assignment in Caracas, he became a graduate assistant and instructor in Spanish at the University of Illinois. During these four years, he completed his Ph.D. in Spanish linguistics and taught at both Illinois and the University of Notre Dame.

With his wife, Vivian, and his three children, Don left Illinois for Ohio Wesleyan in 1969, settling into a life of learning and travel throughout the Hispanic world. Ohio Wesleyan became the center of his life and work, and all of his children—Claire, Richard, and Colette—graduated from the University.

From 1974 to 1985, he directed the Ohio Wesleyan English Language Program for Foreign Students, which drew countless people from Venezuela and throughout the world, providing the foundation for our current international student body. Through his experience in Venezuela, Don made it possible for Ohio Wesleyan to expand its cultural horizons and to weather the dramatic events of the Near East.

As Director of Ohio Wesleyan's Critical Language Program from 1975 until his death, Don was the force behind the teaching of Arabic, Chinese, Hebrew, Portuguese, and Swahili. In his own right, he was a student of those languages, as well as Romanian, Italian, and Latin. As chairman of the Department of Modern Foreign Languages beginning in 1994, Don was the creative support to implement Japanese language classes.

With an international reputation, Don also was invited to teach in various universities throughout the world. In 1981-1982, he was a Fulbright Scholar at the Escuela Politécnica in Quito, Ecuador, and the Universidad Técnica de Manabí in Portoviejo, Ecuador. In 1985, he was a Fulbright Scholar in theoretical and technical linguistics at the Universidad de Santiago and the Universidad Católica de Santiago in Chile. In 1986, the People’s Republic of China provided Don and Vivian grants to organize English language classes at Huazhong University in Wuhan.

As a Visiting Scholar at Georgetown (1985), Stanford (1987) and the University of Arizona (1989), as well as a member of institutes at the University of Michigan (1965 and 1991), Michigan State (1990), the University of California at Santa Barbara (2001), and the Linguistic Institute of Düsseldorf, Don was tireless in pursuit of scholarly knowledge. In 2000, Don led a group of faculty members to Venezuela to
share the deep structures of Latin American society, culture, and economy. Even local residents frequently benefited from Don’s compassionate service as translator and interpreter for the Delaware Municipal Court, the Juvenile Court, and Grady Memorial Hospital.

Through scholarly publications, Don also made a significant contribution to linguistics. In 1978 and 1993, his articles in *Hispania* on the /g/ in *tengo, vengo, pongo, salgo and valgo* described the transformation of one of the most fundamental phonetic patterns of the Spanish language. The greatest Romance linguist of America, Yakov Malkiel of Berkeley, is among those who have validated Don’s revolutionary discovery.

Other articles on historical linguistics attest to the breadth and depth of Don’s scholarship. However, it is through the classroom that Don’s contribution to linguistics and Hispanic studies shall live on. As our expert in Romance Linguistics, Don made it possible for generations of students to prepare for the most rigorous graduate study in the area. Don also transformed a course in advanced Spanish grammar into one of the keystone courses in the department. Students returning from study in Salamanca and elsewhere invariably insisted on enrolling in Don’s course in advanced grammar to better understand the language. From 2002 through 2004, Don integrated his many linguistic, administrative, and personal skills in directing the Ohio Wesleyan Spanish Study Program at the University of Salamanca.

Above all, it is through Don’s humanity, humility and generosity of spirit that students and colleagues have come to be better people. His advice was always gentle and his demeanor was always tolerant. Just a word of encouragement and direction from Don has changed lives. It has been a privilege to share his passion for learning and kindness to others.

Conrad A. Kent
Professor of Modern Foreign Languages
and Humanities/Classics
2007 Senior Class Gift

With the leadership of Class President Rasika Sridhar, the graduating seniors and their generous parents were able to raise more than $20,000 in expected gifts to be used toward Annual Fund Scholarships. Our gratitude goes out to all of the names below who have continued the rich legacy of scholarships through the tradition of Senior Class Gift established in 1967.

Candace E. Ott
Director of the Annual Fund

Parents, Family, and Friends Honored By Seniors

Raymond Book (Barbara)
Deborah Book (Barbara)
Bill and Sharon Coale (Brittany)
Wayne and Dorothy Smithey (Brittany)
The Coale Family (Brittany)
Deanna D. Still (Mitchell)
Kenny Eberbach (Jerry)
Mark Burton (Paige)
Jennifer Sue Chapple ‘80 (Jaclyn)
Shova Karki (Amrit)
Lisa Henry (Erik)
Barbara Cook (Kristen)
James and Susan Elbitz (Mikaela)
Lori and Rob Fellure (Lauren)
Abrar Firdaus (Kashfia)
Sarah Frankel and Ken Frankel (Tamara)
Dr. Loreal Fredebaugh (Shannon)
Mehmet Uygur Garip (Gulcan)
Nurcan Garip (Gulcan)
Ayşe Refik (Gulcan)
Gülcan Garip (Gulcan)
Bernard Boettcher (Tracy)
Linda Greenberg (Michael)
Myron Greenberg (Michael)
Raymond and Teresa Hall (Salvatore)
The Hayden Family (Blaire)
David and Stephanie Husted (Amanda)
Anant Pradhan (Anshula)
Joette and Dewey Kugler (Katrena)
Jay and Sophia Kusler (Jeffrey)
Donald and Andrea Lambo (Krista)
Jeff and Karen Minich (Andrea)
Chris and Cindy Mucher (Michael)
Lawrence J. Neureither and Mary E. Randall (Amy)
Karen and Terry O’Leary (Brittany)
Cathy Parssinen (John)
Mr. and Mrs. Robert A. Peterson, Jr. (Julie)
The Rowe Family (Jonathan)
John and Lori Schlessman (Kelly)
Amy and Mike Schneider (Anna)
Christina and Chuck Schwed (C. Dominic)
Richard and Barbara Seltzer (Callahan)
Avery Snyder and Betsy Marshall (Alexandra)
Michael and Janice Snyder (Jillian)
Meenakshi Balakrishnan (Rasika)
   G.S. Balakrishnan (Rasika)
   Deepa Sridhar (Rasika)
   Sridhar Kannan (Rasika)
Sharon Stewart and Tom Ruple (Dale)
   Peter and Lynn Sullivan (Jeff)
   Gayle Porster (Amber)
   Nicholas Warren (Joshua)
Caroline Weimer and Donna Weimer (Kristen)
   Kassidy Lefevre (Kristina Wiese)

Faculty and Staff Honored by Seniors
   Dr. Dale Brugh (Amrit Chiluwal)
   Ms. Jean Borden (Amrit Chiluwal)
   Dr. Katherine Hervert (Amrit Chiluwal)
   Dr. Alice Simon (Britton J. Lombardi)
   Dr. Edward H. Burtt, Jr. (Dana Owen)
   Dr. Robert Kaye (Yun Kyoung Ryu)
   Dr. Bradley Trees (Yun Kyoung Ryu)
   Dr. Robert Harmon (Yun Kyoung Ryu)
   Dr. Dale Brugh (Yun Kyoung Ryu)

Students Honored By Their Parents
   Daniel Russell Albert (Carol and Ronald)
   Elisabeth Josephine Benoit (Rachel and David)
   Laura Beth Bernstein (Janet and Robert)
   Jamie Elizabeth Blake (Jacqueline and Kenneth)
      Barbara Anne Book (Deborah)
      Barbara Anne Book (Raymond)
      Nicholas Anthony Borgia (Lynne Porter)
      Paula Jayne Breen (Kathy and Paul)
      Mitchell Joseph Briant, Jr. (Deanna Still)
      Evyn Nicole Bruce (Tracy and William)
      Paige Juliana Burton (Mark)
      Justin Patrick Bytnar (Anne and Robert)
      Jennifer Ayers Campos (Laurie)
      Katherine Casey-Leininger (Virginia and Charles)
      Tracy Michelle Roxas Cepnio (Irene and Will)
   Erik Henry Ciccarelli (Lisa M. Henry and Ronald Ciccarelli)
      Brittany Ann Coale (Sharon and Bill)
      Kristen Marie Cook (Barbara and Robert)
      William MacIver Crabtree (Catherine and John)
      Evan James Donahey (Patsy and James)
      Danielle Nicole Downey (Margaret and Michael Delaney)
      Todd Michael Ennis (Ellen and Thomas)
      Forrest Evan Filler (Nancy Johnson and Larry Filler)
      Erika Lynn Fox (Sandra)
      Andrew Joseph Garland (Charlene and Joseph)
      Chelsea Lynne Gottfried (Linda and Duane Davy)
      Brian Christopher Green (Claudia)
      Michael Jonathan Greenberg (Linda and Myron)
      Lauren Ashley Griffith (Sharon and Rob)
Adam Guy (Anne)  
Salvatore Joseph Hall (Teresa and Raymond)  
Tess Ireland Hallinan (Cornelia and Robert)  
Blaire Meredith Hayden (Nicolette and Jeremy)  
Cassandra Louise Henry (Dawn Henry and Thomas Henry)  
Meghan Elaine Hensley (Margaret and Ronald)  
Emily Jean Humphrey (Shirley and David)  
Amanda Summer Husted (Stephanie and David)  
Nicholas Samuel Johnson (Michele and Bruce)  
David Alan Johnstone (Marleen and Bo)  
Andra Rebeka Kaleps (Karen and Ints)  
Abbey Gracia Kelley (Denise and Reginald)  
Matthew Robert Kempton (Cathy and Gary)  
Jana Lynn Kramer (Shirley and Rick)  
Helen Elizabeth Lavery (Karen and Ian)  
Jessica Ann LeSure (Suzanne)  
Amanda Marie Little (Helen and Thomas)  
Ashley Marie Lorko (Jan and Dave)  
Sarah Abigail Manor (Sally and Michael)  
Kelley Kay McDonald (Mary-Jane)  
Charles Russell McKee Jr. (Elizabeth and Charles)  
Nicholas Hitchcock Merluzzi (Anne Sherwin Hitchcock)  
Andrea Nicole Minich (Karen and Jeffrey)  
Michael Christopher Mucher (Cynthia and Christopher)  
Lushanie Chaya Nanayakkara (Shiranthi and Pryankara)  
Amy Casey Neureither (Dr. and Mrs. Lawrence Neureither)  
Jessica L. Oglesbee (Michelle)  
Carly Faye Palmer (Lynn and Brad)  
Stephanie Michelle Parks (Sue and Kenneth)  
Ashley Marie Peele (Janette Coles)  
Nicole Cristina Perez-Daple (Lourdes and Walter)  
Daniel George Peters (Anne and George)  
Elizabeth Anne Polter (Carol and David)  
Chris J. Posey (Annette Wargo)  
Jameson Hildreth Pyle (Rebecca and Douglas)  
Christopher Rabe (Janet Lefko and Frank Rabe)  
Mian Ahmed Rashid (Riffat and Mian)  
Marie Ann Rymut (Janet and John)  
Kelly Lynn Schlessman (Lori and John)  
Laura Campbell Sinclair (Katie Campbell and Ray Sinclair)  
Voradon Sirikietsoong (Soraj and Vitoon)  
Whitney Alexandra Snow (Bunny and Gene)  
Elizabeth Ann Spangler (Barbara and Stephen)  
Thomas McDermott Stemberg, II (Thomas)  
Jordan Kathleen Swisher (Debra and Steven)  
Melissa Ann Taylor (Susan)  
Theodore A. Uritus (Rebecca and Theodore)  
Elizabeth Anne Villar (RoseAnne Semler)  
Benjamin Merritt Walkuski (Melanie Pescan)  
Michael G. Ward (Katherine and Dave)  
James Alexander Wheaton (Randall)  
Kelly Ann Zampino (Beth and Daniel)
NOTES ON ACADEMIC DRESS

The history of academic dress reaches back to the early days of the oldest universities. A statute of 1321 required all “Doctors, Licentiates, and Bachelors” of the University of Coimbra to wear gowns. In England during the second half of the 14th century, the statutes of certain colleges forbade “excess in apparel” and prescribed the wearing of a long gown. It is still a question whether academic dress finds its sources chiefly in ecclesiastical or civilian dress. Gowns may have been considered necessary for warmth in the unheated buildings used by medieval scholars. Hoods may have served to cover the tonsured head until superseded for that purpose by the skull cap. The cap was displaced by a headdress similar to ones now recognized as “academic.”

European institutions continue to show great diversity in their specifications of academic dress. However, when American colleges and universities desired to adopt a system of academic apparel a half-century ago, they worked out a system that all might follow. The code for academic costumes now in effect was approved by the Committee on Academic Costumes and Ceremonies appointed by the American Council on Education in 1959. The following information is taken from that code.*

GOWNS. The gown for the bachelor’s degree has pointed sleeves and is worn closed. The gown for the master’s degree has an oblong sleeve, open at the wrist, with the sleeve base hanging down in the traditional manner. The rear part of the sleeve’s oblong shape is square cut and the front part has an arc cut away. It may be worn open or closed. Bachelor's and master's gowns have no trimming, but the doctor's may be faced on the front with black or colored velvet and with three bars of the same across the sleeves. If color is used, it is the color distinctive of the subject to which the degree pertains, and it matches the edging or binding of the hood. For all academic purposes, including trimmings of doctors' gowns, edging of hoods, and tassels of caps, the colors associated with different subjects are as follows:

Agriculture—Maize
Arts, Letters, Humanities—White
Commerce, Accountancy, Business—Drab
Dentistry—Lilac
Economics—Copper
Education—Light Blue
Engineering—Orange
Fine Arts—Brown
Forestry—Russet
Journalism—Crimson
Law—Purple
Library Science—Lemon
Veterinary Science—Gray

Medicine—Green
Music—Pink
Nursing—Apricot
Oratory (Speech)—Silver Gray
Pharmacy—Olive Green
Philosophy—Dark Blue
Physical Education—Sage Green
Public Administration—Peacock Blue
Public Health—Salmon Pink
Science—Golden Yellow
Social Work—Citron
Theology—Scarlet

HOODS. Hoods are lined with the official color or colors of the college or university conferring the degree. The binding or edging of the hood is a color distinctive of the subject to which the degree pertains.

CAPS. Mortarboards are generally worn as part of the academic costume. The long tassel fastened to the middle point of the cap’s top is either black or the color appropriate to the subject. It is customary for degree candidates to wear the tassel on the right side before degrees are conferred and to shift them to the left when the degrees are awarded. This custom is in some respects a substitute for the individual hooding.

THE UNIVERSITY SEAL OF OFFICE AND THE ORIGINAL UNIVERSITY HANDBELL

The Seal of Office, worn by Dr. Huddleston, was designed by Mr. Reveley G. Beattie, a former trustee, and a member of the jewelry firm that made it. The seal symbolizes administrative responsibility and is suspended from a chain, the links of which are copied from a chain-mail surplice. A laurel wreath, ancient symbol of a chief executive, surrounds a replica of the official seal of the University and is quartered by keystones, representing the broad divisions of a liberal arts education. Two medallions are set in the chain above the presidential seal, one of which carries a replica of the tower of University Hall, surrounded by the motto: “Christ the Chief Cornerstone.” The other seal is a reproduction of the globe with the inscription: “Serving All Mankind Worldwide.”

The Commencement ceremonies will conclude with the ringing of the handbell first used in 1842 to call classes to order. It was presented to the University in 1941 by Nicholas Jones, grandson of the original owner, on the 100th anniversary of Founder’s Day. It also will be used as a part of the opening Convocation in August.

PHOTOGRAPHY AT COMMENCEMENT

A professional photographer will take a color photograph as Dr. Huddleston presents each graduating senior with his or her diploma. The photographic studio, Chappell Studios, will send a proof of the photo to each senior within approximately a week after commencement, and at that time orders for prints may be sent directly to the studio. Graduates are under no obligation to purchase prints, and they pay no charge unless prints are ordered. The photographer will be present if commencement is held outdoors or in the basketball arena of the Rickey Physical Education Center.

When commencement exercises are held outside, part of the grassy area on the west side of the stage is roped off for the use of family photographers. Diplomas will be presented in alphabetical order as the names are listed in the commencement program, and photographers are strongly urged to wait to enter the area until just before the time the name of the senior he/she wishes to photograph is called and then leave immediately after the photograph is taken. This procedure will give all photographers equal opportunity. When commencement is moved to the basketball arena, extra space for guest photographers is not available because all floor area is needed to seat seniors and faculty. Photographs should be taken before and after the ceremony.

FACULTY MARSHALS
   Nan Carney-DeBord, Physical Education, Head Marshal
   Karen Fryer, Geology and Geography
   Bart Martin, Geology and Geography
   Brad Trees, Physics and Astronomy, Head Marshal

STUDENT MARSHALS
   Katie I. Ayers and Joseph J. Yost

PLEASANT STREET BRASS QUINTET
   Larry Griffin, OWU Professor of Music, Trumpet and Director
   John Landis, Trumpet
   Vaughn Wiester, Trombone
   Scott Strohm, Horn
   David Freedy, Tuba

The student ushers are members of Mortar Board and Omicron Delta Kappa national honorary societies.