



# The Grinnell Magazine

Fall 2011

## The Grinnell 14 Go to Washington

by Peter Coyote '64 and Terry Bisson '64



# Rejected!

*Sometimes, speaking up can change the course of your life*



by **Kaitlyn Waller '13**, a French major from White Bear Lake, Minn.

Throughout high school, my biggest concern was getting into the perfect college. I studied countless college guides and was on Princetonreview.com practically daily. I visited Grinnell because I had heard good things, and it was within a reasonable driving distance. I had no idea that as soon as I set foot on campus, I would be overcome with the feeling that *this* was the place for me. I ended up applying only to Grinnell and to the University of Minnesota (my safety school in case financial aid didn't work out at Grinnell). I filled out both applications meticulously, checking and double-checking every word of my essays. My grades were perfect and my test scores were well above average. Getting into your first-choice school is never a sure thing, but I was confident that I had a good chance.

In November, I received a small envelope from Minnesota. I was expecting just another pamphlet advertising its new science facility or excellent study-abroad program. My shock at finding a rejection letter inside was overwhelming. I barely got past, "Ms. Waller, we regret to inform you ..." before my vision was completely obscured by tears. How could I have been rejected from my *safety school*? I could see the future I had planned for myself crashing down.

I immediately called my mother, who was just as shocked as I. And what could she say? I'm the eldest child in my family, so we didn't have any experience with the admission process. She tentatively suggested that perhaps this year, the university had already "accepted enough 4.0 students."

My next call went to my English teacher, who had been my mentor during senior year and college applications. I left what I can only assume is the most wretched and tearful voicemail he'll ever receive. While I waited for him to call back, I called the admission office at Minnesota. I timidly suggested that a mistake had been made; based on the numbers, I should have been a shoo-in. I felt like a spoiled child – after all, they probably receive countless calls from crying high school seniors crying foul. The woman in the office assured me she would look into it and get back to me in a few days.

When my English teacher called me back that evening, I was still distraught. After expressing astonishment at the news, he suggested I check to see if our school's admission counselor had made a mistake. It seemed unlikely, but in the morning, I asked my counselor whether she could have sent the wrong transcript.

"No," she assured me. "In nine years, we have never done something like that."

"But it's possible, right?" I asked. "Can you double-check?"

Again, she told me no, and said there was no way for her to know what transcripts she'd sent. Dejected, I asked if she could please call the university herself, since surely, as a counselor, she would have more influence than I. She cheerfully explained that she had no more power than I did in this situation, and that I should just wait for a call back.

"I mean, I *could* try calling, but it wouldn't make any difference," she said, as she ushered me out the door.

I went to my French class prepared for a long day. I couldn't concentrate on the lesson or anything that was happening. I was trying to remember application deadlines at less competitive schools and preparing to frantically apply as soon as I got home. Then my counselor appeared at the door. She pulled me out of class and sheepishly informed me that she *had* checked my application and, yes, the wrong transcript had been sent to both Minnesota *and* Grinnell. The transcript they had received said my GPA was 2.5 and that I hadn't taken any advanced courses. At first, I was confused. Hadn't she just told me that she had no way of knowing what had been sent out? Then, I was euphoric. I practically skipped back to my seat.

Minnesota called me, apologized profusely for the mistake (not that they had done anything wrong), and offered me admission to the honors program. A month later, I got my long-awaited acceptance from Grinnell.

Even now, as I prepare for my junior year, I think about how different my life could have been if I had decided to passively accept my rejection. I'm not sure I would be in college today. I definitely wouldn't be going to my dream school. I'm thankful that I took charge and insisted that something was wrong.

It was difficult to speak my mind and challenge a superior, but two years ago, I'm glad I found the courage to make things right.

*Was your acceptance to Grinnell complicated like Waller's, whether by clerical error or another obstacle? If so, The Grinnell Magazine would love to hear about it, no matter how long ago it may have happened. Send your story to: [magazine@grinnell.edu](mailto:magazine@grinnell.edu) and we'll consider it for publication in a later issue.*

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**Mission Statement**

*The Grinnell Magazine* is published quarterly for alumni, students, parents, faculty, and friends of the College by the Office of Communications. The contents of this magazine are selected to stimulate thought and discussion, to demonstrate the range of opinions and activities on the campus and in its broader community, and to provide news about the College and its alumni. Views expressed herein are those of the authors and do not necessarily reflect official policy of Grinnell College.

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**On the cover:**

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Photo: Seth Affoumado

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[www.grinnell.edu/magazine](http://www.grinnell.edu/magazine)

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Have we become  
so mindless that every article  
has to pass the  
political correctness test?

—Glen Peiffer '72

## LETTERS

### Mindless Political Correctness

I thought the “Leadership Paradox” article (Spring 2011 issue) was a valid article not because of who it was about or mentioned but because of its content. Maybe someday we will get beyond judging based on gender or color but on content and character. Have we become so mindless that every article has to pass the political correctness test?

I am also puzzled as to why Grinnell College does not want to train leaders for the private sector. And I agree that there are many leaders who are invisible and never receive recognition. One who carried considerable power and influence is **Marilyn Walsh '50**, former senior vice president and head of the tax department at CBS Inc. in New York. Almost all executive decisions passed by Marilyn and

Bill Paley, the founder of CBS, before gaining approval; and she often testified before Congress. She is an attorney, now retired, with a master’s of taxation degree and MBA. A tell-all book was written about CBS years ago, *CBS: Reflections in a Bloodshot Eye*, that became a bestseller. Marilyn could add her own stories about the politics, power struggles, and leadership inside corporate America.

—Glen Peiffer '72  
Santa Clarita, Calif.

### Multiple Motivations

In the Summer 2011 issue of *The Grinnell Magazine*, poet Ilya Kaminsky argues that love of language and wordplay may make one a poet, while having something to say will not. Can’t both motivations coexist? If things go well, one spurs the other along in happy complement.

—Mark Maire '78  
Duluth, Minn.

### Recruiting Brochure

I just received the Summer 2011 issue of *The Grinnell Magazine*. Is it my imagination, or have the pages gotten bigger? It’s now rather awkward to read and looks like a coffee-table book when laid down. I hope that the magazine is scaled back to something more convenient, but I fear that it has become a recruiting brochure more than an alumni magazine. (Is there any reason an alum would read an essay about applying for postgraduate scholarships?)

—Dale Worley '77  
Waltham, Mass.

The Grinnell Magazine went to its current 9½ x 11-inch size (up from a previous 8½ x 11-inch size) with the Fall 2002 issue.

After I graduated  
in '61, I sent the  
alumni office my obit.

—Walt Giersbach '61

### Thanks for the Emag

Thanks for making *The Grinnell Magazine* available in .pdf form! I've been bouncing around different cities since I graduated and have just settled into a permanent residence. I look forward to catching up on the last couple issues, and I'm also excited to score hard copies in the future!

—Vincent Geels '10  
Philadelphia

### Who Is More Proud?

I very much enjoyed your profile on **Roberta Atwell** (professor emerita of education) in the Summer 2011 issue. It is one of the first times that I have seen your magazine celebrate the study of education at Grinnell College. I received my teaching certification through the Ninth Semester Program pioneered by Atwell, and I am proud of the way the Grinnell education department shaped me into a thoughtful, theoretically minded, and socially responsible teacher. I am not so sure that the rest of the College takes as much pride in the department as I do.

In recent years, the College has decreased the number of full-time education professors on staff and ended the elementary education program. The message this sends is clear: The study of education is not part of Grinnell's liberal arts agenda; the College expects its graduates to do something "better" than teaching. Of course, such a message works to ensure that lifelong teaching remains a low-status job that does not attract the best and the brightest our country has to offer.

Thank you for combating this message with your profile on Atwell. I hope to see Grinnell's education department featured and explored in future issues.

—Cori McKenzie '06  
Iowa City, Iowa  
English teacher, Wilton (Iowa)  
High School

### Loved Her Tweak

Nice story on **Emily Bergl '97** in the Summer 2011 issue; I'm a sucker for entertainers who came out of Grinnell. I loved her tweak of the class letter, telling her mates she was having a baby. It made me suddenly remember that after I graduated in '61, I sent the alumni office my obit. I figured it was the best way to get off their fundraising list, but it really pissed off my father when he got their weepy query for details. The irony is that I became my class fund director for three decades.

—Walt Giersbach '61  
Manchester, N.J.

**The Grinnell Magazine welcomes letters from readers concerning the contents of the magazine or issues relating to the College. All letters should include the author's name and address. Anonymous letters will be discarded. Letters selected for publication may be edited for length, content, and style. Address correspondence to: *The Grinnell Magazine*, Office of Communications, Grinnell College, Grinnell IA 50112-1690, or send email to [magazine@grinnell.edu](mailto:magazine@grinnell.edu).**

*He knows the  
hardest things to  
learn about  
poetry's real grit.*

— David Weiss,  
editor, *Seneca Review*,  
about the poetry of  
Ethan Kenvarg '12

## CAMPUS NOTES

### Student/Professor collaborative Projects Fill the Summer

From Noyce to Burling, Steiner to Mears, Mentored Advanced Projects (MAPs) that incorporate student learning with faculty development and scholarship were all over campus this past summer. Here are a few examples:

**“Civil War Public Memory”** with Sarah Purcell, history. During this Civil War sesquicentennial summer, Ethan Drutchas '13, Christian Snow '13, Sara Lowenburg '13, and Amanda Borson '13 wrote papers about commemorations of the war and co-curated an archival exhibit at Burling Library as part of their MAPs. Each student chose a specific 1861–2011 commemoration for in-depth research, in collaboration with Purcell's ongoing study of public memory and political funerals of the Civil War period.

**“Environmental Effects on Exercise Psychology and Physiology”** with Elizabeth Queathem, biology. Biology majors Bethine Moore '13 and Mike Nodzenski '12 assessed physical activity and behavioral

change in young children (Moore) and examined the differences for cross-country runners from indoor treadmill to outdoor natural-setting running (Nodzenski). Queathem's research generally focuses on the

psychological barriers that prevent humans from meeting established exercise criteria.

**“American Nana: Grandmothers in the United States, 1900–2000”** with Victoria

Brown, history. A grandmother and sociocultural historian, Brown is writing a book on how grandmothers have been treated through time by popular culture. Kathryn Hardy '13 and Erica Seltzer-Schultz '12 collaborated on Brown's book research by reviewing treatments and images of grandmothers in the '60s and '70s. Both were students of Brown's U.S. Women's History course.

**“Poetry Writing, Performance, and Publication”** with Ralph Savarese, English. Ethan Kenvarg '12 and Grace Mendel '13 were part of Savarese's Craft of Poetry course last fall and chose a summer MAP to focus on the process of publishing poems in professional literary magazines, with opportunities to meet writers and attend readings in Iowa City. Kenvarg, a biology major, recently learned that his poem, “The Animals of My Sorrow,” was accepted for publication by *Seneca Review*, a prestigious literary journal.

— Cindy Deppe

Photo: Ben Brewer '11



Poet Ethan Kenvarg '12

*Younger American  
Jews are becoming  
increasingly alienated  
from the Jewish state.*

— Michael Goldfien '12 and  
Erica Seltzer-Schultz '12

## Grinnellians examine Zionism, Liberalism, and Young American Jews

“American Jews as a group have been defined, politically and historically, by both their commitment to American liberal values and their affinity for the State of Israel,” write Erica Seltzer-Schultz '12 and Michael Goldfien '12 in their Baumann prize-winning essay, “Zionism, Liberalism, and Young American Jews: How Redefining the American Zionist Could Help Bring Peace to the Middle East.”

“However,” they continue, “recent studies suggest that younger American Jews are becoming increasingly alienated from the Jewish state. ... More specifically ... young American Jews are disillusioned by Israeli policies that belie their liberal values. Furthermore, the mainstream Israel lobby in the United States does not represent the views of these American Jews. The paper concludes that younger American Jews have the potential to influence U.S. policy toward Israel in a way that would benefit the long-term security and integrity of Israel.”

The Frederick Baumann Essay Prize is one of the most prestigious student prizes at Grinnell. Awarded for the best essay on Ideas and Society, its \$2,500 annual award is funded by David Hammer '51 and Audrey Lowe Hammer '52 to honor Frederick Baumann, Grinnell professor of history from 1927 to 1954.

Seltzer-Schultz and Goldfien began thinking about writing together while discussing a class they took for their study-abroad program last year in Nantes, France. The class covered the Israeli-Palestinian conflict. They were missing the Grinnell experience, as they sat in the course taught by a French university professor in the European lecture style that Seltzer-Schultz describes as “these are the facts, learn them.” The two wanted to delve more deeply into the topic. Writing “gave me an excuse to keep studying the issues,” Seltzer-Schultz says. Goldfien adds, “Having a deadline helped keep us on track.”

Their essay “reflects two

questions,” write Seltzer-Schultz and Goldfien. “Where do our experiences and opinions stand in regards to the larger American Jewish community, and what role can American Jews such as us play in helping to achieve peace in the Middle East?”

You can read the full text of Goldfien and Seltzer-Schultz's essay, along with previous prize-winning Baumann essays, at the College's Liberal Arts Scholarly Repository, <https://dspace.lasrworks.org/handle/10349/192>.

—Richard Cleaver '75

**Michael Goldfien and Erica Seltzer-Schultz probe how young American Jews can help achieve peace in the Middle East.**



Photo: Ben Brewer '11

## Summer Scholarship Ranges from Food to Film

The campus hosted much learning this past summer, on a variety of subjects:

### Local Foods Classes

The town of Grinnell is well on its way to having the best-documented local foods movement around. Center for Prairie Studies intern **Jackie Blair '12** organized a series of cooking classes, each taught by an area cook who produced a simple recipe using healthful local produce. Participants received a cookbook compiled by Blair of recipes for local foods dishes. In a related project, **Chase Felker '12** and **Radka Slamova '13** used what they learned in the Human-Computer Interaction course to implement a user-centered website for the Grinnell Area Local Foods Alliance as part of a MAP project directed by **Janet Davis**, assistant professor of computer science.

### Learning for Learning's Sake

Faculty members **David Harrison** (French), **Jon Andelson** (anthropology), **Shannon Hinsaleasure** (biology), **Dan Gross** (Alternative Language Study Option Program), and **Jan Gross** (French) shared their expertise through the Adult Community Explorations Series. This program offered local participants short courses on contemporary Paris, historic France, vaccines, and local history. Harrison, director of the Center for International Studies, also delivered a webinar in July on the Grinnell-Nanjing University partnership.

## Alumni Culture

I saw the blurb in *The Grinnell Magazine* (always a great read!) asking for folks to comment on how they got introduced to "alumni culture." Here's a look at some of the ways I learned about Grinnell alumni and the continuity of the Grinnell experience:

### Working Phonathons.

Despite being a shy kid — one for whom selling something as easy as Girl Scout cookies was both terrifying and largely unsuccessful — I signed up as a freshman. Grinnell had already put me more at ease than I'd ever been, and beginning with my very first call, my comfort level soared. Grinnell alumni were so much fun to talk to. Whether or not they were donating (most did, as I recall) they frequently asked about campus life and showed genuine interest in me and what I was doing. My favorites were the ones who got the business part of the call out of the way quickly (often letting me off the hook for asking for money entirely), so we could have a nice chat unencumbered



**Allison Hayes '87 is a veterinary technician, an adjunct instructor in veterinary technology, and raises water buffalo on her farm in North Carolina.**

by money matters. These gracious alums modeled great behavior for me. I signed up for most Phonathons after that and looked forward to them.

### Working Alumni Reunions.

I worked the registration desk, and found that Grinnell

alums of all ages share a deep bond. Talking with pre-World War II alumni or with those from the transition years of the '60s, we compared notes about dorm life (house mothers vs. coed bathrooms). Despite very different experiences, the

inquisitiveness, generosity of spirit, and good humor came out in conversations with members of every class. I'd never before met a group of strangers with whom I felt immediately comfortable.

**Meeting older alumni.** I met **Shane Bellis Cook '56**, then the director of alumni relations, my first year. That Thanksgiving, she invited several of us to dinner, one of the many kindnesses she bestowed on me. She saved my sanity with two highly prized gifts: spending time in a real home (I was her cat sitter when she had to travel) and the occasional use of her car. When I was a sophomore, **Donald W. Day '49** stopped by Grinnell to say "hi." Don taught at my high school but I'd never really spoken with him. The Langan Hall lounge on a Sunday morning stunk of stale beer from a party the night before, but he laughed it off and in no time we were chatting like old friends. I really started to feel like an adult that day.

**Attending alumni gatherings.** The summer after

## Statistics in the Liberal Arts Workshop

The Statistics in the Liberal Arts Workshop (SLAW), formed in 1987, meets at Grinnell each July. SLAW includes statisticians from Bowdoin, Cornell, Grinnell, Kenyon, Lawrence, Mount Holyoke, Oberlin, Pomona, St. Lawrence, St. Olaf, Smith, Swarthmore, Cal Poly at San Luis Obispo, and Purdue. They meet to further the teaching of statistics and to champion the role of the liberal arts college statistician. **Tom Moore**, professor of mathematics and statistics, and Rosemary Roberts of Bowdoin co-founded SLAW. The group will publish a Statistics II textbook in the fall of 2012.

## Film Matters

Ten students and recent graduates collaborated to edit FilmMatters, an undergraduate online film journal by Intellect Press. During a Film Genre course last spring, the students sought submissions from colleges with film studies programs. Last summer, they evaluated the manuscripts with help from film theorist **Terri Geller**, assistant professor of English. The Grinnell students are the first guest editors for the journal, at [filmmattersmagazine.com](http://filmmattersmagazine.com).

– Cindy Deppe

graduation I went to my first, in Ithaca, New York, where I didn't know a soul. I have attended more events in different cities since; each introducing me to yet more wonderful people and helping me get over my fear of parties and socializing with complete strangers.

**Going to reunions.** Having enjoyed them as a student staff member, I went as soon as it was my turn. I brought my husband Jim into the fold. He'd heard so much about Grinnell and Grinnellians he couldn't resist. There was nothing in his large, land-grant university experience to prepare him for Grinnell. He loved it, and now understands why it remains such an important part of who I am.

**Participating in the Alumni Travel program.** I had the great good fortune to accompany **David Campbell**, professor of biology, on three of his Amazon adventures. I was able to learn from a professor who came to

Grinnell just after I left and met loads of interesting alums. I also got to know **George Drake '56**. He was president of the college while I was a student, but I didn't know much about him. He was just the guy we needed to get our protest signs in front of. I suspected he was a decent guy from the way he rode his bike across campus, but it wasn't until our shared adventures and mealtime conversations that I learned what an amazing person he is and how much I'd missed by not getting to know him earlier.

**Maintaining contact.** I remain an avid reader of *The Grinnell Magazine* and class letter. I continue to meet alumni and renew acquaintances through Facebook groups like the Grinnell Forum Beach, and I plan to attend my 25-year reunion in 2012.

– Alison Hayes '87

## The Grinnell Quiz

Have you ever:

- Skipped tutorial?
- Studied on Burling 4th?
- Been on a 2 a.m. bakery run?
- Used GrinnellPlans?
- Written in “Wedge Antilles” during an SGA election?
- Explained to someone what self-governance means?
- Written graffiti on the Burling bathroom stalls or walls?
- Been to Titular Head?
- Partied at the \$lum or other off-campus houses?
- Lived with one or more Grinnellians in a city other than Grinnell?

These and dozens of other Grinnell-related trivia questions comprise the Grinnell Purity Test. The test was authored by **Marie Liska '07** in summer 2006. Then a student adviser, she thought it would be a fun way to introduce her first-year students to some Grinnell traditions. It was later

published on the web by **Eryn O'Neil '07**, and updated in 2011 by **Reed Nightingale '11**. You can find both versions online—and test your own “Grinnell purity” — at <http://reednightingale.com/gpt/purity.htm>. Your test is scored instantly, and the results show your relative degree of Grinnellianess in seven categories: academics, eating, activities, relationships, traditions, around town, and post-Grinnell life.

### Questions Wanted!

What experiences helped define *your* time at Grinnell? Send your own Grinnell Purity Test questions (and explanations, if the questions aren't self-evident to alumni from other eras) to [magazine@grinnell.edu](mailto:magazine@grinnell.edu). We'll share some of them in a future issue of the magazine.

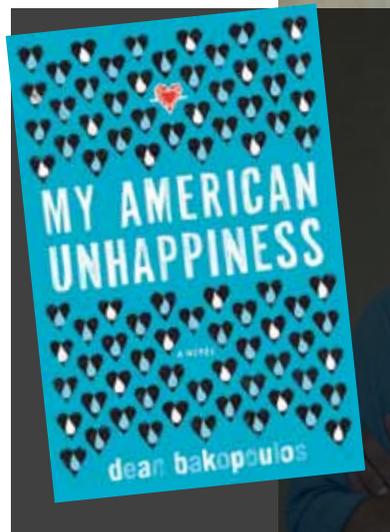
When I am helping  
students attack problems  
of craft in their work ... I am  
also, simultaneously,  
attacking the problems in my own work.

— Dean Bakopoulos,  
assistant professor of English

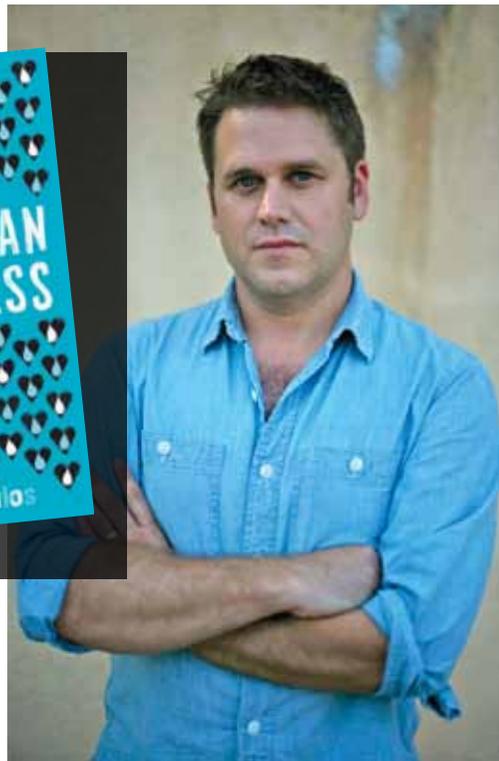
## A Novelist in the Classroom

“Writing novels is an extremely introverted, self-centered activity. Teaching is at the opposite end of the spectrum, and I find it provides an important emotional and practical balance for me. But beyond that, I see, with increasing regularity, that when I am helping students attack problems of craft in their work — a difficult shift in point-of-view, for example, or a vast leap in time — I am also, simultaneously, attacking the problems in my own work.”

So says the newest member of Grinnell’s English department, **Dean Bakopoulos**, assistant professor of English, whose second novel, *My American Unhappiness*, came out in this past June. The title refers to the great research project in which the narrator, 33-year-old Zeke Pappas, is engaged: an inventory of the ways Americans are unhappy. Zeke’s mother, with whom he lives, has another project for him: Find a wife. Zeke thinks Sophia Coppola might do. The *Los Angeles Times* calls this book “a fresh-spirited, timely satire



**Novelist and assistant professor of English Dean Bakopoulos has just published his second novel.**



crossed with '70s-style sexual comedy, if slightly chastened by the '80s sitcom ... a novel of First World problems, but so in touch with that state of privilege that it

won't abide taking it all, or itself, too seriously.”

Bakopoulos earned a master's in creative writing from the University of Wisconsin-Madison

and is a former director of the Wisconsin Humanities Council and the Wisconsin Book Festival. Most recently, he taught creative writing at Iowa State University. His first novel, *Please Don't Come Back from the Moon*, was published in 2005.

Bakopoulos joins a strong group of Grinnell colleagues who both practice and teach creative writing. This fall he will be teaching Literary Analysis and two sections of The Craft of Fiction. He also will continue to write. “During the school year, I try to give over two hours of each morning to writing,” he says. “If I am disciplined and driven, if I can avoid email and phone messages and the morning news until the work is done, it yields one or two thousand words. I am much more productive in other matters for the rest of the day if I can get those two hours in early.”

—Richard Cleaver '75

*Programs like  
this one help  
us step outside  
ourselves.*

— **Marlene Jacks,**  
**Intercultural Affairs Associate**

## What It's Like to Be Me

We all have our comfort zones. Sometimes they can be too comfortable.

In a series of snack-and-chat sessions called “What It’s Like to Be Me,” Grinnellians share “things that are important to who they are, but often are invisible,” says residence life coordinator **Michael Hunt**. He started the series to help mixed groups of students, staff, and faculty get to know one another better and faster — and to make connections among people at the College who might not otherwise naturally associate with one another.

At each gathering, four volunteer hosts sit, one to a table, and reveal something about themselves that most people don’t know. Questions and conversation follow. After a few minutes, Hunt rings a bell and the guests move to the next table.

One participant shared the challenges of being a first-generation college student. Another talked about how the dual roles of artist and mother shaped her identity. Yet another

discussed her experiences as an international student.

“I came because of an email, but quickly realized this program really helps people get out of their ruts, share that Midwestern eye contact, and realize that life happens along the way,” says **Sheryl Bissen**, library systems support specialist.

**Marlene Jacks**, intercultural affairs associate, has been both a host and a participant. “Programs like this one make us step outside ourselves,” she says.

**Joy Sales ’13** says that “being Filipina is a large part of my identity. I’m really glad I got to share parts of my heritage with this mix of people.”

**Cecilia Knight**, associate professor and associate librarian, has attended several sessions. “I initially wasn’t comfortable meeting people from groups I don’t know much about,” she says. “Because of this series, I’ve talked with people I’ve ‘known’ for years without knowing something important about them, and I met others I’d never spoken to before.

In each case I now greet them as friends.”

As a result of this project, Hunt and **Kristin Lovig**, director of human resources, have been selected for a Successful Practices Award

from the Midwest region of the College and University Professional Association for Human Resources. The “What It’s Like to Be Me” program continues this fall.

—*Richard Cleaver ’75*

Photo: Jim Heenstra



**Residence life coordinator Michael Hunt leads award-winning snack-and-chat sessions.**



# CHOOSING GRINNELL'S FUTURE

*As the College starts its strategic planning process,  
President Kington frames the issues.*

by Dr. Raynard S. Kington

Grinnell College is about to begin a strategic planning process that will guide us for the next 10 to 20 years. We want this process to embrace the entire Grinnell College community. We have created an informational website, [www.grinnell.edu/future](http://www.grinnell.edu/future), and an email address, [sp@grinnell.edu](mailto:sp@grinnell.edu), at which alumni and friends of the College can offer input. I look forward to yours.

We have many choices as we focus on the College's core mission: educating men and women to make a positive impact on the world, grounded by an exceptional, broadly based liberal arts education. As we begin planning, I would like to relate some information about Grinnell's advantages, Grinnell's challenges, and some of Grinnell's peers that I have presented to groups of alumni, faculty, staff, and students. I believe this information will help all of us plan together based on a shared understanding of Grinnell's current situation.

*Thank you for joining us in  
making Grinnell the best it can be.*

# GRINNELL'S ADVANTAGES

We have many distinct advantages compared to our peers.

These are of great value and worth celebrating, investing in, and developing further.

## **Our intellectual capital**

This is one of our strongest assets. We are widely recognized for having a very talented faculty committed to teaching. Meanwhile, some of our peers have started to call themselves “research colleges.” We do not and will not call Grinnell such. We conduct important scholarship as an integral part of educating students.

## **Our legacy of social engagement**

This is something in which we take great pride; it helps define us as an institution and provides our students with unique and valuable educational opportunities.

## **Our history of innovation**

Our Expanding Knowledge Initiative, our Academic Resource Centers, our national-award-winning libraries, and the Grinnell Science Project that won an award from President Obama last year are all examples of the innovation that Grinnell brings to a liberal arts education.

## **Our individually advised curriculum**

We rely on close faculty advising to guide students toward a balanced and broad liberal arts education rather than a rigid set of rules.

## **Our flexible endowment**

Most of our endowment is unrestricted. That means we have discretion over how that money is spent — a huge strategic advantage.

## **Our relative independence from government grants and contracts**

These are a small portion of our budget. This is good, because many institutions (research institutions in particular) that depend heavily upon government grants and contracts are scrambling to find alternative funding.

## **Our fiscal caution**

We have carefully planned endowment spending over the years. Also, we used some endowment money during good years for projects such as our Expanding Knowledge Initiative. We have reduced spending on such projects in down times without hurting the College’s core functions. Many other institutions did not have such controls on endowment spending, and they paid dearly for it. We got that right to a degree that few institutions in the country did.

## **Our relatively low debt**

We allocated some endowment money and gifts during the good years to pay for buildings, and have been conservative in our use of debt. So, we are one of few academic institutions that have AAA ratings from both Moody’s and Standard & Poor’s.

## **The great condition of our physical plant**

Many institutions have buildings that are literally falling down because raising money to repair an old building is difficult. We have largely taken care of these expensive issues already by making maintenance a priority.

## **Our relatively low comprehensive fee**

This allows us some flexibility; we can choose to leave it relatively low or to raise it somewhat.

## **The opportunity to shape our identity**

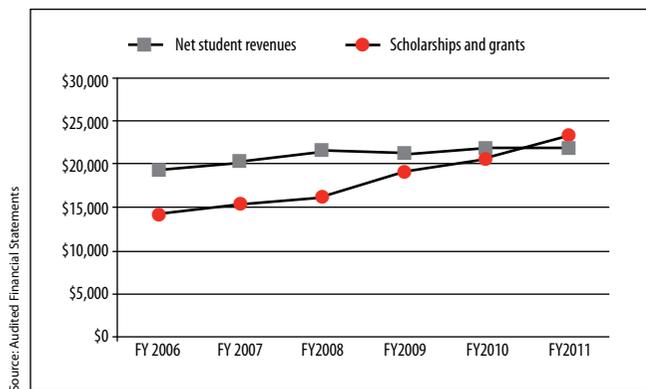
We are a hidden jewel, well-known within higher education as a first-rate institution but less known outside higher education. We have a tremendous opportunity to become better known for the excellent institution we are. In addition, we have no negative reputation to overcome, so we can focus on the positive. ■

# GRINNELL'S CHALLENGES



Many of Grinnell's challenges are financial — something that can seem counterintuitive, since we are an extremely well-endowed school. But as our total cost per student has gone up, two of our three sources of funds — net student revenues and fundraising — have been either flat or declining. As a result, we have probably become too dependent upon our endowment.

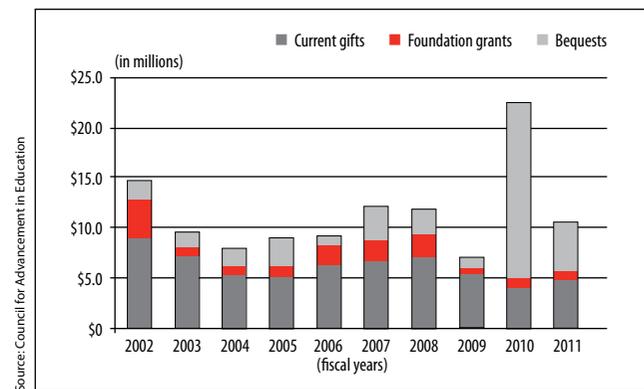
## Net student revenue is not growing.



## Recent fee increases are more than offset by scholarships and grants.

We have increased our student fees modestly — they are still below all of our peers — but we've increased our scholarships and grants right along with our fees, more than offsetting the gain. In fact, because of our financial-aid policies, we are becoming known as a place to go if you want a first-rate liberal arts education and you have significant financial need. That fits with our positive-social-change core value. But it is costly and becoming more so as we attract even more students with need. In 2011, the graduating class received \$30 million in gift aid over four years. For most of these students, it is the single largest free economic transfer they will receive in their lifetimes. Since our comprehensive fee does not cover our costs, even very wealthy students who pay the full fee get a substantial scholarship.

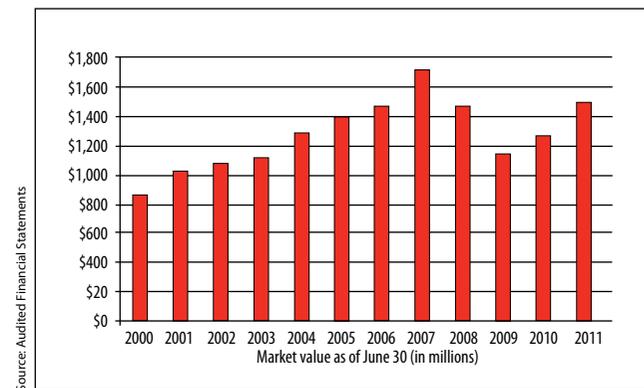
## Annual fund donations are substantially decreasing.



## Large gifts are primarily from bequests, foundation grants, and trusts. Current gifts are declining.

This is a huge problem. Our bequests are fairly good compared to our peers, but they are less consistent than at other institutions, and the planned giving program has not performed as well as it should.

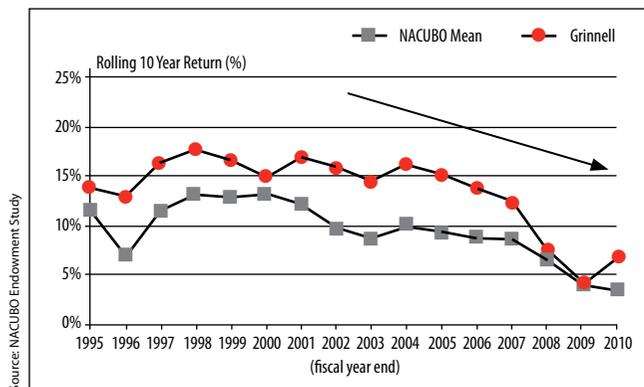
## The endowment has not fully recovered.



## The endowment will likely continue to fluctuate with market volatility.

The value of our endowment at its peak was around \$1.7 billion – more than \$1 million per student. When the market fell in 2008, we had a drop of about one-third, and for a while we were recovering at a good clip. But the recession and continued recent volatility show that it is inevitable that the endowment's value will fluctuate. It is also clear that the economic recovery will take longer than all of us had hoped. That is particularly worrisome, because we are more dependent upon our endowment than are our peers.

### Long-term investment returns are declining.



**The endowment has performed well, but the trend in long-term investment performance is down.**

In the past, we have had the luxury of not having to worry much about resources because of the size of our endowment and its relatively high investment returns. But the future rates of returns are uncertain, and we cannot and will not make decisions based on the assumption that we will soon return to the levels of returns seen in the years prior to the recent stock market crash.

### Meeting the challenge

Dire as this sounds, we are not talking about Grinnell going out of business. But unless we do something to raise additional funds to support the growing number of students with need, and to continue to innovate in and strengthen our core activity of teaching, Grinnell will slowly drift toward mediocrity. We will have no choice but to make more and more cuts in our operating budget to make up for flat or decreased revenue in the face of growing costs, until we are merely average.

Even modest increases in net student revenues and current gifts will help. But getting those increases will involve cultural change, because publicizing the College and cultivating giving has not been a high priority here. That will change, brought about by a strategic planning process now beginning. I envision a three-part process:

#### First, we focus on our core mission.

We begin by talking about what is distinctive about Grinnell and what vision, program innovation, and

resources it will take to become the best Grinnell we can be. We will be budget sensitive, but mission driven.

#### Second, we discuss how best to earn and deploy the resources to meet that mission.

We will look hard at every area of our operation: academic program, student services, financial aid, compensation, facilities, capital, technology, communications, development, and alumni.

**Third, where necessary, we change our culture while remaining true to our mission, our history, and our values.** We need to expand our cultural definition of service to include philanthropy, and we need to make a compelling case that it is smart to invest philanthropically in the College.

Some say, "I don't think it is justifiable for me to give to Grinnell College instead of the soup kitchen, especially in a time of great social need." There is nothing wrong with giving to the soup kitchen, but the soup kitchen is not a long-term solution to the structural problem of hunger. Educating thoughtful and engaged citizens who want to solve problems structurally and systematically – that will solve our society's problems like that of hunger.

Some say, "We can't ask people for more money when we have such a strong endowment." But the wealthiest institutions in the country, those with the biggest endowments, raise huge amounts of money. That is because institutions that are sustainably excellent have a culture of giving. Right now, our alumni engagement rate is at best 40 percent. I firmly believe that this low engagement rate does not reflect the intense devotion to this college that I have seen among our alumni. But we must do a better job reaching out to alumni and providing compelling reasons for them to give to the college. People get into the habit of giving because they believe deeply and passionately in the mission of the institution. We as a community need to cultivate that habit both in good economic times and bad. We need to have a sustained high engagement rate, no matter what.

So we need to change our culture. And culture change is hard. When I presented this information about the College at the alumni reunion last June, I was delighted and gratified by the number of alumni who said it made a compelling case about why we need to give.

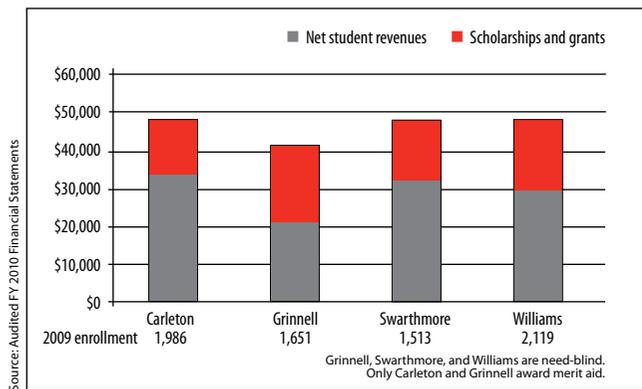
We have a unique part to play in higher education in this country and in the world because of our mission, our history, our students and faculty, our location, and our record of excellence. We are a great institution, but we are not the best Grinnell we can be. To get there, we must be ambitious, smart, and hardworking. And we must be willing to talk about Grinnell. It is OK to be proud and ambitious for Grinnell.

Please take a look at "Grinnell's Plan" on page 17, our introduction to the strategic planning process. I welcome your input as we work through the planning process. Together, we will make Grinnell the best it can be. ■

# GRINNELL'S PEERS

Compared to its peer institutions, Grinnell falls short in net student revenues, investment in fundraising and communications, sources of endowment funding, and investment in faculty and staff.

## Our net student revenues are smaller.



**Assuming an enrollment of 1,600, Carleton, Swarthmore, and Williams would have collected between \$13 and \$21 million more from students than does Grinnell.**

Compared with Carleton College (probably the institution to which we lose the most applicants), Swarthmore College (similar to Grinnell in size and endowment) and Williams College (one of our most venerable peers), we collect less money in student fees. That's largely because Grinnell pays out considerably more in financial aid than do our peers. The average Carleton student pays about 70 percent of that school's comprehensive fee; the average Swarthmore student pays about 67 percent; the average Williams student, about 60 percent. The average Grinnell student pays only 50 percent of our comprehensive fee. As a result:

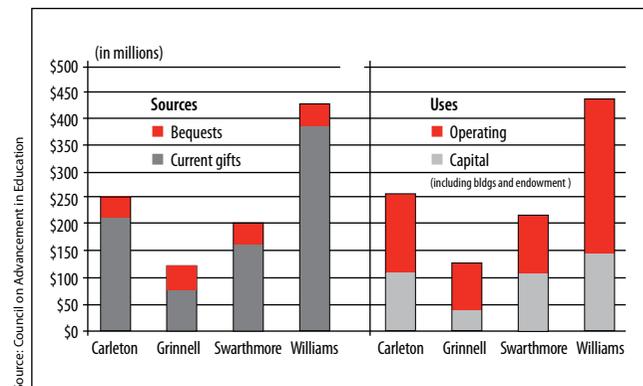
**Our peers have between \$13-\$21 million more per year** flowing into their institution to support their missions. That's a huge difference.

**When our peers raise their fees, they collect even more money.** When we raise our comprehensive fee, the additional revenues we collect are largely offset by increases in what we offer in scholarships and grants.

**Our peers can attract better students with need** because they can concentrate their aid on the best students with need. That is partly because those schools attract very academically qualified students who can afford to pay full ticket. That, in turn, is because such schools have strong relationships with communities that produce such students.

We will have trouble getting the best students with need if we continue to disburse that aid among such a large percentage of our student body. We have to look at admission and financial aid policies. Everyone agrees that we want to remain an institution where students who do not have resources can get a first-rate education. But we need to figure out how to pay for it. If we had more full-pay students, we could give more aid to those students who need it. Alternatively, we could substantially increase our fundraising efforts to better support the growing financial needs of our students. We will have to make choices.

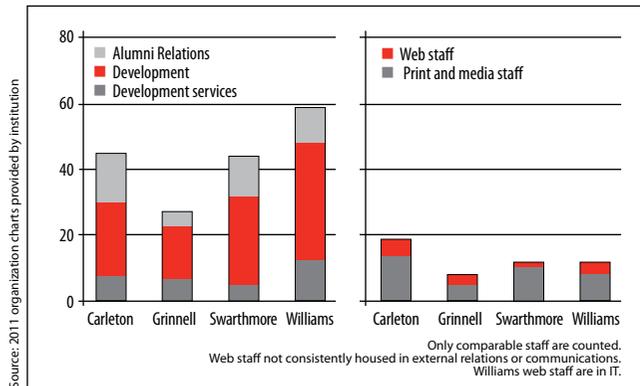
## Our fundraising is least effective.



**Carleton, Swarthmore, and Williams collect an average of between \$8 and \$31 million more per year than has Grinnell. They have built their endowments as well as supported their operations.**

We are poor fundraisers when it comes to current gifts to our annual fund. We have not invested in fundraising, staffed it sufficiently, or made it a cultural value. In fact, it has almost been taboo to talk about raising money at Grinnell. This is a major problem.

**Our staffing in these key areas is lowest.**

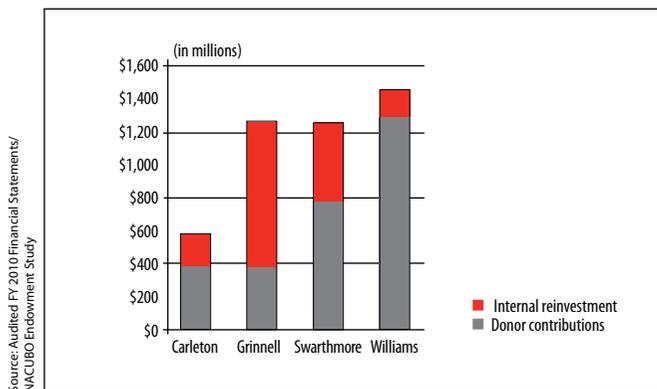


**Grinnell is understaffed in alumni relations, development, and development services.**

Fundraising is a shoe-leather operation – knocking on doors, making calls, building relationships. You need people to do it. Money does not miraculously appear. But that is sort of the way we have been behaving in terms of raising funds. We have also been behaving similarly about how we communicate with the outside world.

We need to invest in development and communications staff to increase donations and get the word out about what a great institution Grinnell is. We do not have the staff to build a substantial program to send the message and generate funds to help us do our mission. We cannot aspire to be better – or even remain the institution we are – if we do not dramatically change these numbers.

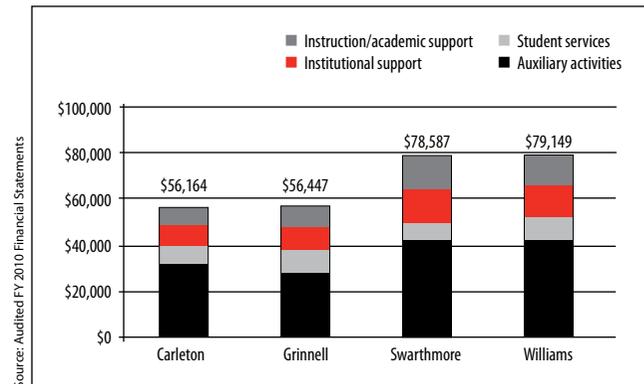
**Our endowment gift income is least.**



**Grinnell's endowment has been investment-performance driven rather than donor-contribution driven.**

Grinnell's endowment is in good shape partly because we have invested extremely well. But we also need to add to our endowment from other sources, as our peers are already doing. Williams, for example, poured \$290 million into its infrastructure and its endowment over the past 10 years. We will not continue to be an excellent institution if we do not do likewise. If we added gifts to our endowment as our peers do, the impact on our future educational spending would be enormous.

**Our cost per student is low.**



**Grinnell and Carleton's lower expenses per student reflect lower resources. Grinnell needs to focus on generating additional resources.**

We are spending substantially less than Swarthmore and Williams, and about the same as Carleton. Interestingly, more of Carleton's money goes to instruction and academic support. For instance, we actually have fewer staff than do many of our peers – perhaps too few. In some cases, we have faculty members with doctorates doing administrative work. That reduces the amount of support staff we have, but it may mean we are not making the most productive use of our faculty's time. We need to see if we really are as smart as we think we are in terms of our staffing.

We are not investing in our program – our teaching, our academic support, our core mission – the way other institutions are. We have lower expenditures, but we really need to focus on generating additional resources if we want to remain a superior institution. ■

# GRINNELL'S PLAN

The Grinnell College Board of Trustees met in June and charged the Grinnell community with constructing a strategic plan for the College that is aspirational, specific, realistic, compelling, and flexible. The strategic planning process offers us the opportunity to further develop our advantages, address our challenges, and become the best Grinnell we can be. Here is how the planning process will work.

## Grinnell's mission and core values

The Trustees reaffirmed the College's mission statement and core values as the basis for the new plan.

### Mission statement

"When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a mission to educate its students 'for the different professions and for the honorable discharge of the duties of life.' The College pursues that mission by educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances. The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good."

### Core values

- Excellence in education for students in the liberal arts
- A diverse community
- Social responsibility

### Join Us!

To contribute your own answers to any of the five questions, or to comment on the strategic planning process, email [sp@grinnell.edu](mailto:sp@grinnell.edu). For information and updates about the strategic plan, visit [www.grinnell.edu/future](http://www.grinnell.edu/future).

## Plan topics

The trustees named these five topics for the strategic plan to address:

- **Distinctiveness:** What qualities make Grinnell both different and excellent?
- **Teaching and learning:** How can Grinnell continue to advance a powerful and adaptive learning environment?
- **Enrollment:** How can Grinnell attract and select a student body that best complements and enhances its mission?
- **Postgraduation success:** How can Grinnell guide students and alumni toward personal, educational, civic, and career success?
- **Alumni engagement:** How can Grinnell engage the talent, passion for learning, and generosity of its alumni?

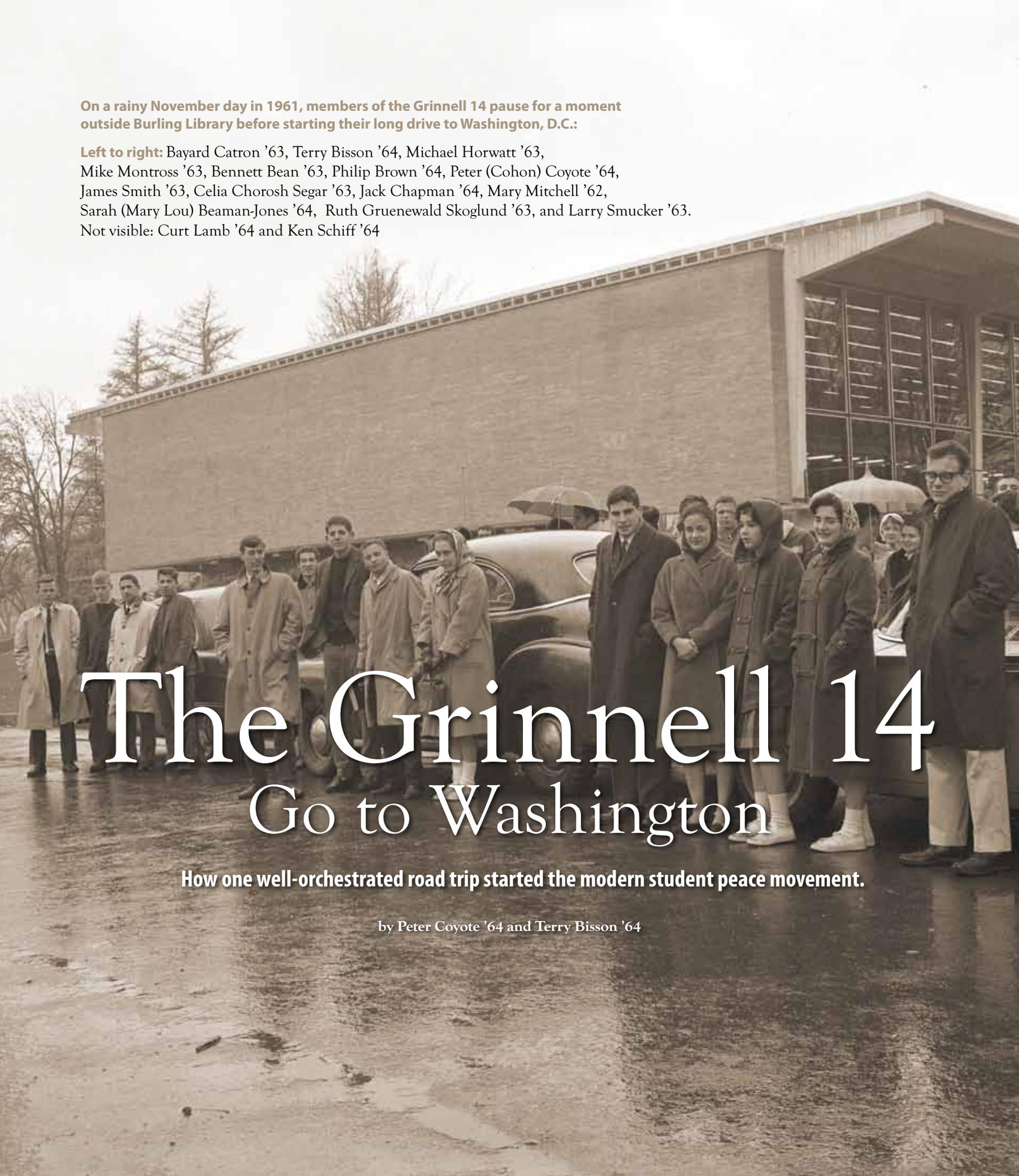
## Plan process

The planning process is designed to involve the entire Grinnell College community over the course of the 2011-12 academic year:

- **Kickoff:** On August 24, 2011, at the annual all-campus picnic, I launched the strategic planning process along with trustee **Laura M. Ferguson '90** and **Liyan Chen '12**. Staff, faculty, and students contributed their own answers to "What makes Grinnell College distinctive?"
- **Fall semester 2011:** The strategic plan steering committee is gathering ideas from faculty, students, staff, alumni, and community members through a combination of group discussions, committee meetings, discussion boards, and electronic communications.
- **Spring semester 2012:** The committee, faculty, students, alumni, and the administration will prioritize, plan for, and allocate resources; assess, consider timing, and assure that the strategies are part of a coherent whole; and are ambitious, flexible, consistent with the mission and core values, and responsive to the major trends in higher education.
- **Completion:** June 30, 2012. ■

**On a rainy November day in 1961, members of the Grinnell 14 pause for a moment outside Burling Library before starting their long drive to Washington, D.C.:**

**Left to right:** Bayard Catron '63, Terry Bisson '64, Michael Horwatt '63, Mike Montross '63, Bennett Bean '63, Philip Brown '64, Peter (Cohon) Coyote '64, James Smith '63, Celia Chorosh Segar '63, Jack Chapman '64, Mary Mitchell '62, Sarah (Mary Lou) Beaman-Jones '64, Ruth Gruenewald Skoglund '63, and Larry Smucker '63.  
Not visible: Curt Lamb '64 and Ken Schiff '64



# The Grinnell 14

## Go to Washington

**How one well-orchestrated road trip started the modern student peace movement.**

by Peter Coyote '64 and Terry Bisson '64

## It was autumn in Iowa; it was 1961.

It was 50 years ago.

“Men in grey flannel suits” and the military-industrial complex President Eisenhower warned about were the dominant voices. Bob Dylan had just released his first record and the folk music movement was emerging, but the old order maintained cultural hegemony.

Nuclear Armageddon was in the air. *On the Beach*, a movie about a group of Australians attempting to come to terms with the imminent total destruction of life after a global nuclear war, was in theatres. Plans were afoot to install a bomb shelter in the basement of Burling Library. The Russians were setting off nukes like cherry bombs, and the United States was about to resume atmospheric testing as well.

According to the *Bulletin of Atomic Scientists’* Doomsday Clock, it was 7 minutes until midnight.

### The cusp of change

Like America, Grinnell College was on the cusp of change. The consciousness of a new generation was simmering, and a few Grinnell students, in particular, were seeking sanity in a world apparently bent on nuclear high noon. Their initial ideas ranged from writing letters to the editor to chaining themselves to the White House fence and fasting in protest to packing for Australia.

Their intensity, rationality, and commitment — at a time when nuclear madness passed for normalcy — drew others to join us. They had passionate, focused discussions and refined a strategy. President John F. Kennedy’s proposed nuclear test-ban treaty provided the focus for a plan that we thought both judicious and bold.

Fourteen Grinnell students — four women and 10 men — decided to drive the thousand miles to Washington, D.C., and fast for three days in front of the White House. Others would stay behind to organize campus support. The goal was to protest the nuclear arms race and the resumption of atmospheric testing of nuclear weapons, to support President Kennedy’s proposed test-ban treaty and “peace race,” and to force the subject into the public forum.

Professors were supportive and promised to let us make up work we would miss. Grinnell College President **Howard Bowen** granted us leave, but would not take a position politically. The Student Senate — at first resistant to our representing the College — was swayed by our resolve and finally voted its approval.

As one might expect, there was grassroots opposition as well. Soliciting support outside the Quad dining room, we attracted such clever quips as “Go back to Russia” and “Better dead than red.” But a residence hall poll showed 65 percent in favor of our actions and 35 percent opposed. This was Grinnell, after all, which had welcomed abolitionist John Brown on his way from Kansas to Harper’s Ferry.

### Bold talk

We issued a statement of purpose, which read in part:

*We are not advocating new loyalties, we are urging the utilization of new means. We are not abdicating our responsibilities as citizens of the Free World, we are saying that we want to inherit a world in which conflicts can be resolved rationally. In the present situation the probability of war is ever-increasing. If this is viewed objectively in the light of modern weapons technology, it is easy to see that in the event of a war, neither side can “win.” In effect, we are saying that war is an obsolete instrument for obtaining policy objectives, and that we as a nation must utilize new alternatives for settling disputes.*

That was bold talk 50 years ago. Students were expected to train for a job, shut up and study, or drink until they puked. Foreign policy was for men of means. The reigning Midwest liberal, Hubert Humphrey, called us together and tried to dissuade us on the grounds that our protest would only aid the enemy.

We had a clearer idea of who the real enemy was, though, and would not be moved.

### Framing the issue

Control of our message was important. We did not want it co-opted or dismissed by a derisive press. The group agreed on a dress code: coats and ties for the guys, sensible skirts and stockings for the women. Clean-cut would be the order of the day. We would represent a voice of sanity — respectful, but firm.

Mike Horwatt was one of our original visionaries. His father had been red-baited out of government, and Mike offered to drop out of our group so we wouldn’t be tainted by the association. Instead, we made him our leader and spokesman.



**Bennett Bean, Ruth Gruenewald Skoglund, Larry Smucker, Jack Chapman, Curt Lamb, and Peter (Cohon) Coyote march in front of the White House.**

Horwatt and several of us met with Grinnell's public relations office and pitched the proposition that our trip might be more successful (and reflect better on the College) if that office ran media interference and helped us frame the event and the issues before the press did.

The College contacted *The Des Moines Register* on our behalf. An article appeared, and other news outlets began to preview our trip. The late **Peter Hackes '48**, a well-respected broadcast journalist, interviewed our leaders on the NBC radio program *Monitor*. Wire services picked up the story and attracted help from unlikely sources.

## On the road

Hats were passed and two old cars were bought, a '50 Ford Six and a '48 Chevrolet. A progressive insurance executive from Des Moines read about us and loaned us a brand new Chevrolet Impala company car and precious two-way radios for the trip.

Road maps (free in those days) were unfolded and we pulled out of campus and headed east on U.S. Route 6 on Nov. 13, 1961. There was no Interstate 80 in those days. We threaded two-lane roads until Chicago, then executed unnerving *pas de deux* with 18-wheelers on the Pennsylvania Turnpike, trying to keep each other in sight. Complex headlight signals kept our caravan intact. We slept on one another's laps and shoulders like puppies in a box. Gasoline was 30.9 cents per gallon; Cokes and Clark Bars cost a dime each.

## A White House reception

Base camp in Washington was Gaunt House, a shabby hostel near DuPont Circle, favored by impecunious job seekers and political protestors. Speaker of the Senate Sam Rayburn had just died and the town was deserted, but we held a press conference anyway. To our surprise, both Associated Press (AP) and United Press International



The Grinnell 14 meet with Russian embassy attaché Gennadi Paitakov.

(UPI) showed up. The doughty little reporter from UPI was Helen Thomas, who later became the *doyenne* of the White House press corps.

Suddenly, The Grinnell 14 were national news.

The first day without breakfast – marching in a circle on the sidewalk at 1600 Pennsylvania Avenue, dressed as if for job interviews – was tough stuff, but fasting gets easier after the first day.

President Kennedy was away giving a speech in Arizona, but he read the papers. He sent a bright young staffer, Marcus Raskin, who sat with us on the threadbare rug at Gaunt House. He was soulful and sympathetic, and extended his boss's invitation *into* the White House. Kennedy had set up a meeting for us with his national security adviser, McGeorge Bundy.

The next morning, we found ourselves facing Bundy across a table in the Fish Room. His cold eyes were totally devoid of empathy as he offered us orange juice and advice on how to conduct ourselves as citizens. We demurred on

the orange juice. Not accustomed to being refused, Bundy reminded us that even Mahatma Gandhi drank juice while fasting.

We stuck with water and presented our case. Bundy remained immobile, a statue with slicked-back hair and rimless glasses, wearing a dark, elegant suit with a gleaming white shirt and tie. Before long, we left his chill for the friendlier cold outside.

Our White House invitation was news, and right-wingers (including Lincoln Rockwell, founder of the American Nazi party, in uniform!) were waiting to jeer and heckle. They gnawed on Kentucky Fried Chicken drumsticks as we marched and fasted.

The next day, demonstrating evenhandedness, we presented a petition to the Soviet ambassador. *Pravda* and *The Washington Post* showed up and took photos of our spokesman shaking hands with a Soviet attaché.

Now we were international news.

## A movement is born

Back on campus, our supporters had established office space with a phone in the offices of the *Scarlet & Black*. When the publicity broke, college students from around the country called to ask how they could join in. We had touched a chord. Soon we were coordinating requests from other campuses, trying to schedule a continuous student protest presence at the White House.

We broke our fast at Mike Horwatt's suburban Washington, D.C., home, where his mom rewarded us with delicious chicken soup and hamburgers. As we were leaving, Bluffton College students rolled into Washington, and we learned from them that students from several other colleges were scheduled to follow. The protests continued for more than a year.

While driving home, our caravan was pulled over by state troopers in Ohio. Suspecting the worst, we were surprised when courteous officers transmitted an invitation to breakfast from the maverick anti-Cold War billionaire Cyrus Eaton, founder of the Pugwash Peace Conference and winner of the Lenin Peace Prize. They led us, lights flashing, to Eaton's estate, where he showed us the prize steer that Soviet Premier Nikita Khrushchev had sent him and served us an elegant, celebratory breakfast. (The hitchhiker we had picked up kept his mouth shut and stuffed his coat with biscuits.)

We returned to campus welcomed as heroes by many and buoyed by enough success to ignore the others. We went back to class ruffled but renewed, having left the incubator of college for the larger, chilly world, amazed and exhilarated that we had created something directly out of our imaginations and effort.

We had pressed the world and felt it yield.

Several years later, at a Yale symposium on the history of the peace movement in America, Tom Hayden — one of the founders of Students for a Democratic Society and later a California state senator — traced the beginning of the modern student peace movement to the Grinnell 14's Washington trip.

Generous, perhaps, but we all do still believe that Grinnell played its part. ■

— **Peter Coyote '64**, an actor and author, and **Terry Bisson '64**, a science fiction writer, have been friends for 51 years. They wish to express their deep and lasting gratitude and respect to the many who contributed to this story.



## Contributors' Notes

“What was it like to be one of the Grinnell 14 (16, including the ‘ground crew’)?” “How did it affect your life?” “What does the event say about Grinnell and Grinnellians?” We asked these and other questions of as many of the original participants as we could find (with the generous help of authors Coyote and Bisson). Here are their recollections and reflections of history in the making:

### How it began



Michael Montross '63 told Michael Horwatt '63 that he (Michael No. 1) was going to starve himself on the White House lawn. I first heard this when I went to meet Michael No. 2 at Park Street, an off-campus house, and found him in the living room amid all his stuff. Books were piled by the window, dirty laundry in white laundry bags, clothes in

sloppy piles all over the sofa. Michael (No. 2) was preparing to evacuate — to New Zealand.

**I did the only thing a preliberated woman of the '60s could do at that time. I started to cry.** In fact, I think I wailed. “Whaaat? You're going without an education!?” In my house, going without an education was like going without toilet paper.

Somewhere in that drama, the man from the local cleaners came in to deliver Michael's laundry. He took one look at us and must have concluded that I was pregnant, because he immediately began reassuring me that this had happened to other women, that I could still have a life. I was so touched that I didn't even laugh until later.

That act of human kindness brought me down to earth.

After lunch and more talk with Michael Montross, Michael consulted with **Paul Smith**, political science professor, and concluded that he would stay and fight. And by then others — lots of others — were involved in the discussions.

— **Sally Singer Horwatt '63**  
married Michael No. 2; they live in Reston, Va.  
At Grinnell, she majored in political science.

## We started a movement



I saw that humanity faced a great danger that could perhaps be irreversible. I decided the best way to deal with it was to go to New Zealand.

It was from that irrational point of departure that we eventually ended up with a strategy of dressing and speaking and acting that would enable people to open their ears and hear us. The focus was

on change rather than ventilating frustration or anger or fear. We agreed that we would fast for three days to communicate our sincerity, conviction, and authenticity, and that to stay on message there would be one spokesperson: me.

When we got to Washington, everyone had left to go to Texas for the funeral of Sam Rayburn, the legendary Speaker of the House of Representatives. We figured no one would pay attention to us, but the White House correspondents for UPI and AP didn't have anything else to do, so they decided to cover us.

President Kennedy, who had just come face-to-face with the radical right, saw the stories about us and decided **our kind of dissent was the kind he wanted to encourage**. He asked Bundy to meet with us. Bundy was an arrogant patrician with questions designed to make us look absurd. But we had answers, and he ended up spending 45 minutes with us.

My father was an electrical contractor who did work for the Army and Navy, and a lot of the contractors he knew were conservative but spoke with great admiration for what we did.

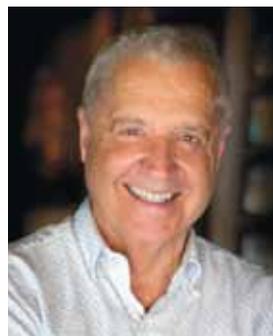
We started a movement. It was successful. We decided to go it alone but 120 schools followed. At the time I was hoping we'd have a peace studies program at Grinnell, but the unity and singularity of purpose dissipated because the challenge was over, and that's what happens.

Perhaps the signature characteristic of a Grinnell education is how to bring about change within the periphery of tradition. For instance, there was a Grinnellian and career Air Force officer who was exposed to Air Force training materials designed to teach about communism. But the materials equated ideas that might be unusual or eccentric or liberal with treachery. He was able to get those materials changed.

I think that a hallmark of Grinnellians of all persuasions is an ability to envision and implement change that extends the borders of tradition by maintaining the trust of those who must agree to the desired change.

— **Michael Horwatt '63**,  
majored in political science at  
Grinnell, and is an attorney with Law Offices of  
Michael Horwatt, PC, in Reston, Va.

## Why we succeeded



We succeeded where many failed because we focused our efforts on supporting President John F. Kennedy's proposal to ban aboveground nuclear testing. Because of that, we were invited into the White House. We were handled by his staff, who knew far more about public relations than we did. That our visit was followed by 120 other schools, keeping up

an ongoing "march," reflected White House assistance.

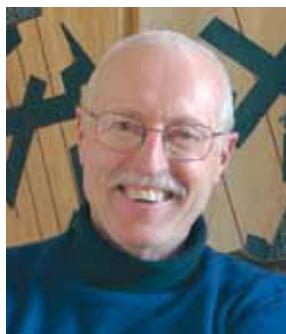
There have been a lot of protests — against Vietnam, the Iraq war, etc. Our particular contribution was that **we focused on a specific issue**. Atmospheric testing of nuclear weapons was not generally perceived to be a significant threat at that time. In 1961 it was unthinkable that a small group of students from the Midwest could alter public policy, particularly national defense policy. But by 1963 we had accomplished 100 percent of our stated original objective, and open-air testing of nuclear explosions became internationally prohibited.

Did the Grinnell group have this great an impact on something so important? I think we did. The DNA in your body may very well be different today than it would have been if the military had continued to explode nuclear devices in Nevada, with fallout coming directly over Iowa.

Fifty years from now, your grandchildren's DNA may reflect the success of the Grinnell 14. Altered DNA is usually not altered for the better.

— **Michael Montross '63**  
majored in philosophy at Grinnell and is now  
proprietor of The Silver Coin Shoppe in Winterset, Iowa.

## We had a strategy



We had a strategy: John F. Kennedy was afraid of the radical right, and we represented the rational left. We laid out our rational argument to McGeorge Bundy and he said, "I don't think so."

**That experience clarified that I was never going into politics.** I thought "Screw 'em, I'm going to go make art. I left Grinnell and

went off to study art at the University of Iowa. That was really a watershed event for me.

I don't look back very much, but it was actually a really cool thing we did.

— **Bennet Bean '63**  
is an artist living in Johnsonburg, New Jersey.

## Watch the fireworks



My roommate, Mike Montross '63, got upset about nuclear testing and war and got me into it. His plan at the time was to fast to the death on the White House lawn. It was extreme to me, but it seemed important to take a stand against the nuclear threat.

It totally astonished me that it resonated the way it did. I remember when Mike Horwatt was going to hold a

press conference, I thought no one would come. But it resonated because we had a positive message and because the threat of nuclear war was very palpable. I remember talking with other Grinnellians about what we'd do in case of nuclear war. The consensus was: Have cocktails on the roof and watch the fireworks until we burnt to a crisp.

The trip was one of a number of signal events at Grinnell that changed me forever. **I learned how to think, to take nothing at face value, and to figure things out on my own.** I felt very much that what we were doing was connected to the College because so many other students fasted with us. There was a gathering in Herrick Chapel. I felt like we were representing a much larger group, although not everyone at the College. Some disagreed with us vociferously.

— John “Jack” Chapman '64

*majored in American Studies and is now a location consultant for department stores in Arlington, Va.*

## A tiger by the tail



I was one of two who stayed behind and agreed to coordinate communications between the protesting 14 and the campus. The whole thing happened pretty fast, and my role as a communication link and press contact quickly escalated after the news report of President Kennedy's instruction to invite the Grinnell 14 to the White House. That prompted students at other schools to start calling to ask how they could participate.

We quickly realized we had a tiger by the tail. I thought the best thing to do would be to have a continuous thread of protesters from a series of schools; it would be a constant, visible protest that would increase the potential impact.

I have three distinct memories of the event. One is the photograph of everyone before they left. That's when we realized that this was really going to happen, that it was serious business.

The second memory is sitting in the *Scarlet & Black* office,

ear to the phone, looking at a chart I was making to organize other schools joining the protest. That's when I realized, "This is a job. Someone has to man the phone. I'm responsible for making this one element happen."

The third is walking across campus with the Washington, D.C., correspondent for *The Des Moines Register*. He was a skilled, seasoned guy and he was asking me a question! I thought, **"Oh my God! I'm being treated like a responsible person!"** It wasn't clear what it meant, but it was clear that we were having an impact.

It certainly gave me a sense that social action could be a potent force for change. It was a rite of passage to adulthood. Subsequently I joined the Peace Corps, was a conscientious objector during the Vietnam War, and worked for state government for more than 25 years. I probably wouldn't have done that if I hadn't learned that we could make a difference in people's lives.

The whole group made it happen. I feel grateful to have been a part of it. They left pariahs and came back heroes. That it happened at Grinnell is certainly not incidental.

— Phil Brown '64

*was a philosophy and religion major. Now living in Morrisville, Pa., he is a fellow at Rutgers University's Center for Applied Psychology, a member of the National School Climate Council and of the international Human Dignity and Humiliation Studies Network.*

## I just said “yes”



I remember hearing on the radio about the Cuban missile crisis and thinking the world could end and I could die. I wasn't politically astute; I just really believed in the cause.

I wasn't a prime mover, but after having participated, I felt very heady. It was a very bleak time, and a time ripe with promise. I just said "yes." I had no idea it would play out the way it did. The trip reinforced my belief that individuals could make a difference, that I could make a difference.

I had been quite ill that summer and was still recuperating. I was afraid that I wouldn't be able to fast and walk for three days. But **my commitment was stronger than my fear. Recognizing that set a pattern for me in my life.**

Afterward, I received a letter from Norman Cousins, the editor-in-chief of *Saturday Review*. He was somebody I respected. I felt proud that his recognition of what I did mirrored my own.

A lot of Grinnell students at the time were socially more conservative than we were. Before the trip, some of our

guys had long hair and looked like beatniks. I wore a lot of turtlenecks and long boots.

I would like to thank the College for the support it did give. It could have offered more, but it also could have made it difficult. I thank above all the people I went with and the two who held the fort back on campus. I think the mature, meticulous way that the plan was formulated and executed made all the difference.

— **Celia Chorosh Segar '63**  
*majored in French and is a retired pediatric occupational therapist living in Marlboro, Vt.*

## Reaching beyond ourselves



In the fall of 1961, Michael Horwatt '63 and I were roommates. Mike Montross '63 was following the news about Russia resuming nuclear testing, and reporting his alarming research on the arms race and the health effects of atmospheric testing. Several of us, including Jack Chapman '64, engaged in intense conversations — not contentious but more a mutual discovery process — to understand in our own minds

whether we were pacifists or believed in 'just war', whether we favored unilateral disarmament. But we all agreed that nuclear testing was alarming and serious.

In a few short weeks, that conversation spread throughout campus, and with it the idea of taking direct action in Washington. As the group took shape, Horwatt emerged as the natural political leader. To him, political strategy and tactics were like blood and oxygen. I was an active fellow traveler, giving speeches in favor of the group, but **my decision to go on the trip was tortured**. I had a conservative Midwest upbringing, and taking that kind of political action was beyond my comfort zone.

By early November, the Grinnell peace group had perhaps 100 members, including many who pledged to join a sympathy fast. There was opposition, too: The Student Senate was initially against our representing the College, but ended up voting to support the trip.

In Washington, I remember McGeorge Bundy as very cool, detached, analytic, and somewhat patronizing. So it was particularly gratifying to be acknowledged on the Huntley-Brinkley report that night. I remember a lot of positive responses after we returned, and I felt good. We had done what we'd set out to do.

The trip and John F. Kennedy's inaugural address — "Ask not what your country can do for you; ask rather what you can do for your country" — helped shape my subsequent career: moving to Washington, working for the federal government, and 30 years teaching public policy, including nuclear weapons policy. The tension between being an

observer and taking action became a dominant theme in my life. In fact, the title of my PhD dissertation was "Thought and Action: Reason, Ethics, and Public Policy."

As I was reading through the summer edition of *The Grinnell Magazine*, I read in **Samantha Schwartz '14's** "Student Musing": "I've begun to realize that a Grinnellian isn't just a college student; a Grinnellian is someone committed to learning, social responsibility, and compassion without the promise of reward." That's a pretty darn good definition; I am very pleased that this emphasis is so explicit in the mind of current students. It's important for all of us to reach beyond ourselves.

— **Bayard Catron '63**  
*was a philosophy major; he is professor emeritus of public policy, George Washington University, and is in the process of moving from Springfield, Ill. to Charlottesville, Va.*

## Listen to Your Heart



I played less of a role then than I would now. Now, I would take a more active role and do more research so I would be better intellectually equipped to handle questions. Then, it was mostly the men doing the planning and speaking.

And the driving. Terry Bisson drove the car I was in. It didn't have windshield wipers. We were driving through the mountains in the middle of the night while it

was snowing, and Terry was reaching out and wiping the windshield off with a towel.

I felt good about picketing and proud of my advocacy. It was a pure action. We had no ulterior motives. I think we impressed upon policymakers that we felt strongly, and we weren't trying to make names for ourselves. Nor was I conscious of making history. That was for Gandhi to do, not me. **I didn't think we'd have any effect, and I didn't have any idea what we were doing would get national recognition**, but I thought it was important to make the effort. But of course, it did have an effect.

It had an effect on my life, too. Afterward, I went to see my aunt in Baltimore, who was involved with the Young Republicans for Nixon; we had a long conversation. The impact in my family was very powerful.

Grinnell always encouraged critical thinking skills. Some people at Grinnell were not happy we were there, but they couldn't argue with the reasoning that got us there.

I'd say to current student activists: Listen to your heart. Listen to your gut. The Quakers believe in an inner light. That's what's important.

—**Mary Lou Beaman-Jones '64**  
*was a sociology major, and is now a literacy program developer with LIFT:Missouri in St. Louis, Mo.*



# Me and the S&P

The guy who downgraded America's credit rating is an old friend of mine. Here's what he's like.

by Sam Tanenhaus '77

This will read like a confession: **John Chambers** ['77], the chairman of Standard and Poor's sovereign debt committee, which downgraded the nation's credit rating — pitching global markets into panic and roiling the political battle in Washington — has been my friend for many years.

We were classmates at Grinnell College, in Iowa, in the 1970s, both English majors — hyperstimulated juveniles competitively wringing obscure meanings out of Chaucer and Eliot and then bruising one another in debates carried over from the classroom to the student union.

Bonds formed in that way never quite break, even if years of silence intrude; some time ago we reconnected and now stay in touch. We meet for lunch and email about classmate things: Grinnell's new president, books we've been reading, the lives and careers of friends, their kids and ours — and lately, of course, John's sudden leap, or plunge, into infamy.

The last time I saw him, in April, John had recently returned from Washington and a tough grind with budget grandees at the White House and on Capitol Hill. Those sessions are reflected in the S&P report released two days before our lunch. [That report maintained the AAA rating on U.S. debt but revised the S&P outlook to negative. S&P downgraded the rating to AA+ on Aug. 5.]

I realize few are in the mood just now for a testament to the sterling character and high moral intelligence of someone absorbing much of the blame for their shriveled stock portfolios and depleted 401(k)s and whom Christiane Amanpour identified on Aug. 7 as “the most disliked man in America right now.” That millions of his fellow citizens should have an opinion at all of John is a remarkable development for some of us — John's classmates, I mean, particularly his fellow English majors. Even as I've been swapping emails with him, I've been in almost hourly contact with a handful of them. Together we've been parsing John's TV appearances and public statements, and dissecting the fine points of the S&P report, just as we

once parsed Book IV of *Paradise Lost* (“Infinite wrath and infinite despair?/Which way I fly is Hell; myself am Hell”).

Those who lost touch after those ancient days have been acutely studying his video image, peeling away the austere dark suit, the banker's close haircut flecked with white, in search of the 20-year-old we knew, with his wide-shouldered swimmer's physique (he was a standout on the one good sports team we had) and flowing golden mane.

Some mostly note the changes, but I'm more struck by how much I recognize. Watching him trade GDP estimates with Peter Orszag on Bloomberg TV, I remembered the same cool actuarial gaze that didn't waver the time John caught me out in the lie that I'd read *Absalom, Absalom*.

John, for his part, is treating his newfound villainy with wry humor — even the demonizing reports in the *New York Post*, which included the address of his apartment building on Riverside Drive. The point, seized upon on Aug. 8 by Lawrence O'Donnell on MSNBC, was to depict John as an out-of-touch elitist.

Actually, John is from Kansas — a cluster of towns the U.S. Post Office labels Shawnee Mission, and not long ago he told me he arrived at Grinnell barely literate, which helps explain the tenacious drive that sent him careering beyond the syllabus into Beckett and Proust and also, with the French he doggedly mastered, into the linguistic maze of poststructuralist theory.

This last will seem a cliché. In his new novel, *The Marriage Plot*, Jeffrey Eugenides, another heartlander, satirizes the fetish for lit theory at Brown when he was there in the early 1980s. But Grinnell in the mid-1970s was an altogether different place. It had the reputation for being a hippies' paradise, druggy and cool, and to some extent it was. Yet our tiny egosphere spun on a strangely innocent course. Outside influences, what we called “the real world,” scarcely impinged on us. Once you left campus and the tiny cross-hatched streets of the town, with its Red Wing boot store and exquisite miniature bank designed by

Louis Sullivan, and pressed on past the truck stops and the feed stores, you entered a void of cornfields, stretching on for miles beneath an often-lowering sky. The closest true cities, Chicago and Minneapolis, are each almost 300 miles away. Milwaukee and St. Louis are farther still. Even now you have to change planes to get from New York to Des Moines, and it's another hour by bus to Grinnell.

All this encouraged an atmosphere of curiously monastic devotion to our "work," as we thought of it, along with an intense belief in privacy and even propriety of a certain kind. When in an email the other day John told

me the *Post* reporter had camped outside his building and was phoning all his neighbors, while a photographer circled nearby, my first thought was that at Grinnell I'd never once seen his dorm room, as I'd not been in the rooms of others I'd known far better. The reason wasn't timidity or fear of being unwelcome. Twelve hundred young people flung together, jazzed up by all the usual stimulants, we needed clear space and time apart from one another. We developed an unspoken code of deference — a curious but reassuring mix of friendly distance. Everyone said "Hi," but no one knocked on your door. It was our version of "that weird Midwestern niceness," as another of our band of English majors put it recently. She grew up in Illinois, an hour from Chicago. Many others, in fact the best of the English majors, came from the Midwest, too: Iowa, Wisconsin, Missouri, Minnesota. Some had the uprightness of the Minnesotan Nick Carraway, who longs for the world "to be at a sort of moral attention forever," others the laconic force of the young stoics in the Illinoisan Hemingway's early fiction.

*John Chambers of S&P is an old friend of mine. You know him as a villain. I know him as a damn good reader of Milton.*

These same values infused our impassioned study of English literature, which in those years chiefly meant British poets and novelists along with civic-minded critics like Samuel Johnson and Matthew Arnold. I have remarked [in a May 20, 2011, *New York Times* review of *The Anatomy of Influence* by Harold Bloom] on the limitations of this particular approach to literary study, its

stickling axioms and ecclesiastical certitudes. What I didn't say is how intoxicating it could be to learn to read in this way, how it left so many of us convinced that literary study, which some thought an escape from life, instead could

yield up its deepest truths. It made us permanent close readers — and not just of books.

The supreme Midwestern novelist of our moment, Jonathan Franzen, who grew up in the same St. Louis neighborhood as one of my English-major pals, is especially eloquent on the paradoxical condition of being raised in the deep heart of America. "You are just so far from a border or a coast," Franzen once told an interviewer, "that the possibility of cynicism takes just a little longer. ... I know that I was an unbelievably innocent 18-year-old in every way. But not stupid and not unaware of the world . ... I somehow still thought it was a nice world."

I have never heard John Chambers plead innocence of any kind, and he isn't doing it now. And I have never heard him complain. When I asked him what he thought of Paul Krugman's Aug. 7 *New York Times* op-ed, "Credibility, Chutzpah and Debt," John acknowledged it was "rough," but added, "I read him regularly, both in the *Times* and on his blog. I've also read a good deal of his academic work and even his textbook." He is still the student, even of his harshest critics.

There has been much dispute about the budget calculations in the S&P report. But not about its language. John has told me the most important thing Grinnell taught him was how to write a well-argued paper. He learned his lesson well. The S&P report, whatever one thinks of its conclusions, is a model of clarity. Even an English major like me has no trouble making sense of the following: "The effectiveness, stability, and predictability of American policymaking and political institutions have weakened at a time of ongoing fiscal and economic challenges." Or: "The fiscal consolidation plan that Congress and the Administration recently agreed to falls short of what, in our view, would be necessary to stabilize the government's medium-term debt dynamics." John Chambers is now the author of a work being dissected as closely as the poems we quarreled about all those years ago, though for reasons neither of us could have imagined. ■



*Sam Tanenhaus '77 is the editor of The New York Times Book Review. This essay was originally published Aug. 11, 2011, in the online magazine Slate, and is reprinted here by permission, [with minor changes to accommodate publication timing.]*

# Turnaround *(Liberal)* Artists

by Doug McInnis

“A liberal arts education provides its graduates with the vital analytical, problem-solving, and adaptive learning skills needed for a constantly transforming world,” Grinnell College President Raynard S. Kington said during his May inaugural address.

Here are some mid- and late-career Grinnellians whose transforming circumstances recently put the president’s assertion to the test – and what they’ve discovered about themselves and their Grinnell education in the process.

## Chris Benoodt '78 *returns to her first love*

When Benoodt overheard her boss’s plan to eliminate her job, she realized her advertising career was finished. The recession had battered her agency, and the firm’s shift from print to digital media required skills she didn’t have as the firm’s director of creative services. But by the time the ax fell, she had already begun planning the next stage of her life.

Throughout her corporate career, she retained her passion for art, her Grinnell major, and gave tours at Loyola University’s Museum of Art in Chicago. Now she’s determined to make that passion her vocation. This fall, at the age of 54, she begins a one-year master’s program in London run jointly by Christie’s, the fine art auction house, and the University of Glasgow.

She feels like she’s returning to her Grinnell roots. “The College taught me how to think. And it gave me a different set of values than I might have gotten from a more vocationally oriented school. Grinnell was one of the hardest things I’ve ever done. I wanted to quit so many times. But having completed it, Grinnell gave me a self-knowledge that I could do things.

“I feel like I’m in my 20s again because I really don’t know what I’m going to do. I have no husband, no kids, and no mortgage to hold me down. I’m open. I can go and learn and be like a sponge soaking it all up.

“I asked myself, ‘What do you want to do?’ I kept coming back to what I love. I want to be involved with art.

I know I’ll have to take a much lower-paying job than what I was used to. But it doesn’t matter.

“It’s a marvelous feeling.”



Photo: Lloyd DeGrane

## Julia Schult '85 *makes lemonade*

"When life hands you lemons," the old saw goes, "make lemonade." After 20 years as a librarian, Schult, a theatre and philosophy double major at Grinnell, lost her job. After a 20-month stint of unemployment, she found a new one — as a librarian who helps unemployed patrons land new jobs.

"I figured I had learned a lot about it," says Schult, now in charge of creating new library programs for adults at the Baldwinsville Public Library in upstate New York.

For many workers, unemployment is a depressing morass. But it does yield one potentially useful side benefit. "You have time! Use it," Schult says.

She tells Baldwinsville's jobless to look for ways to upgrade their skills, and to volunteer. "When you volunteer, you're doing something good, you're keeping busy, and you're increasing your self worth," she says. Schult had ample time to test her own advice. She lost her librarian's job in March 2008 and didn't find another one until Baldwinsville hired her at the end of 2010. During her layoff, she spent some of her spare time learning new technology. "In my new job, I'm seen as one of the people most knowledgeable about technology. I teach workshops on computer basics, the Web, online security, and social media. I'm the go-to person for iPads and mobile devices.

"I also took on the job of religious education coordinator at my church," she continues. "The pay was

token, but the job gave me current references."

Because her own jobless spell dragged on and on, she understands the frustrations of those she is trying to help. At one point, Schult turned down a clerical job because she had five good leads for a librarian posts. Unfortunately, none came through. "In my last year of unemployment, I had seven instances in which I was the second choice," she recalls. "In every case, a perfect candidate got the job.

"That's typical. My library patrons are well qualified, but often there's one more person who has a bit more experience. It's heartbreaking. Employers can take their pick from hundreds of candidates."

Sometimes, clouds lift. "One week in April, the economy was back on track. Everyone I'd been helping was employed. And then we got a second wave of jobless workers — including some of those who had just been hired."

Still, her experience shows that with some smart moves, it's possible to find a job even in this economy.

"I was able to take different aspects of my life and combine them into a package that made me valuable," she says. "It was between me and a younger person. They went with me because they felt that I would continue to grow. I had adaptability and the ability to continually learn more. That's what I learned at Grinnell."



Photo: Sheryl D. Simow

## Dan Burns '68 *makes a village*

An English major at Grinnell, Burns knew his son, Ben, was different by the time the child turned 2 years old. Just past his third birthday, Ben was diagnosed with autism. The words accompanying the diagnosis were chilling. "There's no medical treatment for autism. There's nothing you can do except save your money for his institutionalization when he turns 21," the doctor said.

Burns and his wife accepted the diagnosis but ignored the prognosis. The couple scoured the still-infant Internet for treatments, and searched for experts. Gradually, they found answers. One doctor recommended vitamin B6 supplements. They helped. The couple was advised not to feed their son certain foods. That helped too.

But Ben was born in 1988, when treatments were limited. Today, new treatments and early intervention enable some children initially diagnosed with autism to make so much progress they are eventually no longer deemed autistic. "Ben would be much further along if we knew then what we know now," his father says.

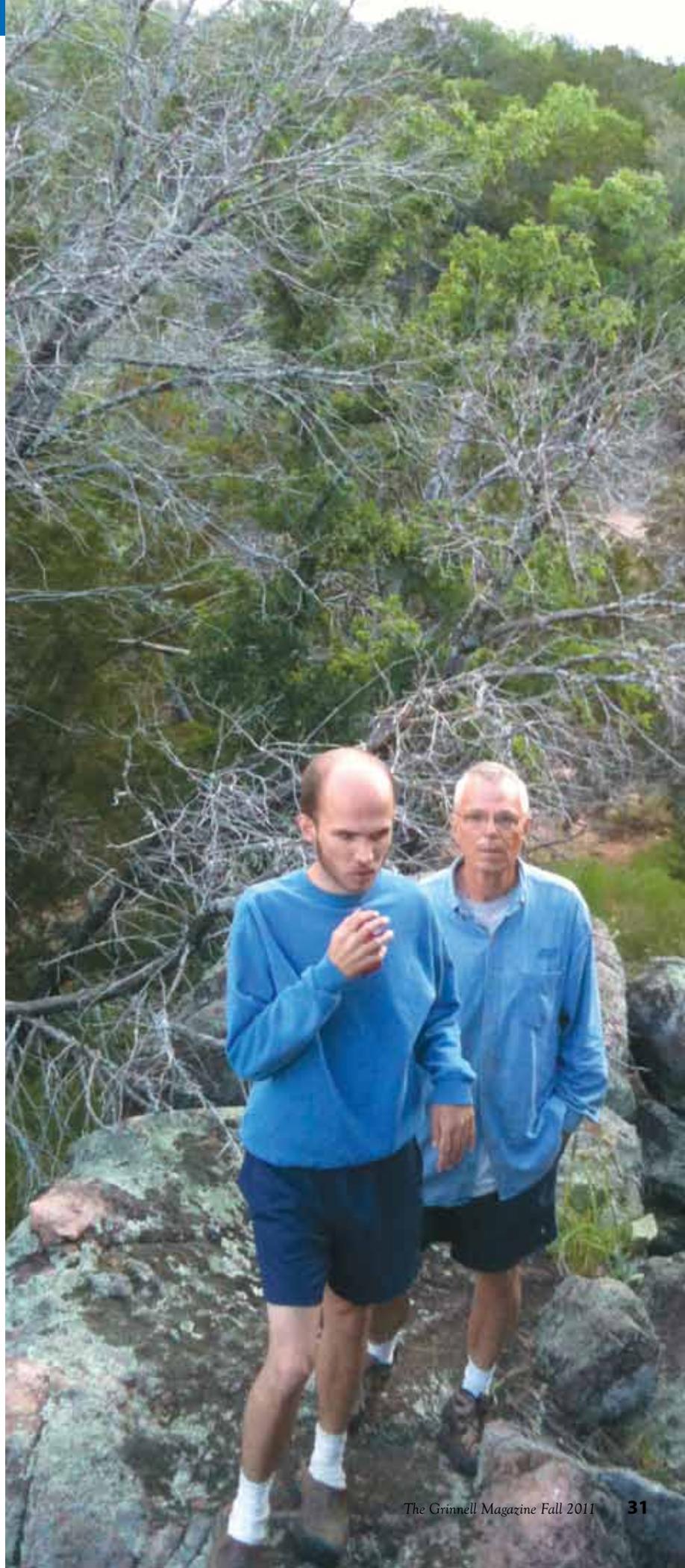
Now in retirement from a career that spanned the academic and corporate worlds, where he taught communications and served as a corporate speechwriter, Burns is using his experience with autism to build a network of model residential villages for autistic adults such as Ben. The villages will incorporate state-of-the-art diets, strict sleep regimens, and the best new biomedical treatments.

"We're just at the beginning of the learning curve," Burns says. "We don't know what's coming. We just know that we're a lot smarter than we were 10 years ago, and we expect to be smarter still 10 years from now." The villages will be built by the organization Burns chairs, The Autism Trust USA ([theautismtrustusa.org](http://theautismtrustusa.org)). The first center – slated for Austin, Texas – could open as early as 2012.

It's a tough time to raise money, so Burns is taking a broad approach to engagement, seeking donations of land, materials, and labor as well as cash. "It need not be expensive to build or run, if you use the skills, time, energy, and money of parents and other interested parties," he says. In addition, the center's residents will help defray expenses by staffing the cafeteria, making arts and crafts for sale, and doing other types of jobs.

Burns credits Grinnell for helping him create and pursue his vision. "Grinnell is a transformer," he says. "After the liberal arts experience, you see things differently. You see how parts relate to the whole. Everything is a system – even building a home for adults with autism."

He hopes his centers will also result in some positive social change – another legacy of his time at Grinnell. In particular, he wants to transform the way society views autism. "Autism is not just a black hole into which you toss resources," he says. "A person with autism has something to give back. They help us see the value in the most vulnerable among us."





## Michael Cullen '75 *becomes an intellectual omnivore*

Cullen taught at major universities, consulted at World Bank, managed investments at Merrill Lynch, and ran an economic research project in Somalia — among other things. Along the way, the anthropology and English double major picked up a Ph.D. from Oxford in agricultural economics.

Now he's turned his multidisciplinary skills to fighting global warming. He is managing director at Terra Global Capital, San Francisco, a key player in the burgeoning use of carbon credits to save endangered forests.

To reduce the greenhouse gases that help cause global warming, "we need to preserve forests," Cullen says. "To do that, you've got to have a mechanism to save these forests and still get money to people on the ground."

Terra Global Capital helps socially conscious corporations buy carbon credits to help curtail global warming and to burnish their corporate image. Private groups and governmental entities select threatened forests, then link up with Terra Global Capital. Cullen's firm calculates how much carbon dioxide will be soaked up by the forests if they are left standing, and how much greenhouse gas will go into the atmosphere if they are cut. These calculations are used to create the carbon credits sold to the corporations, and the

resulting revenues are paid to governments or indigenous landowners for not chopping down their trees.

Terra Global Capital has worked on projects in more than 50 countries. "We're basically a financial firm playing in the waters of development agencies and conservation organizations," Cullen says.

"Having an intellectual curiosity about many different fields and not being afraid to delve into new areas is the hallmark of a good liberal arts education," he says. "I call myself an intellectual omnivore. These days, having that temperament is very helpful."

"A multidisciplinary interest and ability is essential in a small company, where one must work collaboratively with people from very different backgrounds. Such collaboration seems to be the way of the world in so many organizations. Everybody has a little piece of the business, but you have to know what the other pieces are doing."

## Amy Johnson '85

### *faces the music*

Sooner or later, most opera singers have to find another way to make a living. "As you get older, the phone doesn't ring as much. That was happening to many of my friends," says Johnson, a music major at Grinnell and a soprano who has sung professionally since 1992 with companies including the New York City Opera and the Michigan Opera Theatre. Today's singers may need to make the shift even sooner, as the global recession hammers arts budgets worldwide.

But Johnson made the move before she had to, landing a multiyear position as visiting assistant professor and opera workshop program director at the University of Massachusetts-Amherst. "I love teaching," she says.

Her timing turned out, quite accidentally, to have been perfect. UMass hired her in 2008. That fall, the financial world plunged into chaos and by 2009 the economy was in shambles. The business of opera suffered along with everything else.

There is still work out there; it's just harder to get. So Johnson now teaches, continues to sing professionally, and helps run Impresario Productions LLC, which she and her husband, opera baritone Vernon Hartman, founded in 2004. Impresario helps regional symphonies and other arts organizations stage opera economically. "We know how to do more with less — how to stage a work efficiently and still deliver a very high quality of art," Johnson says.

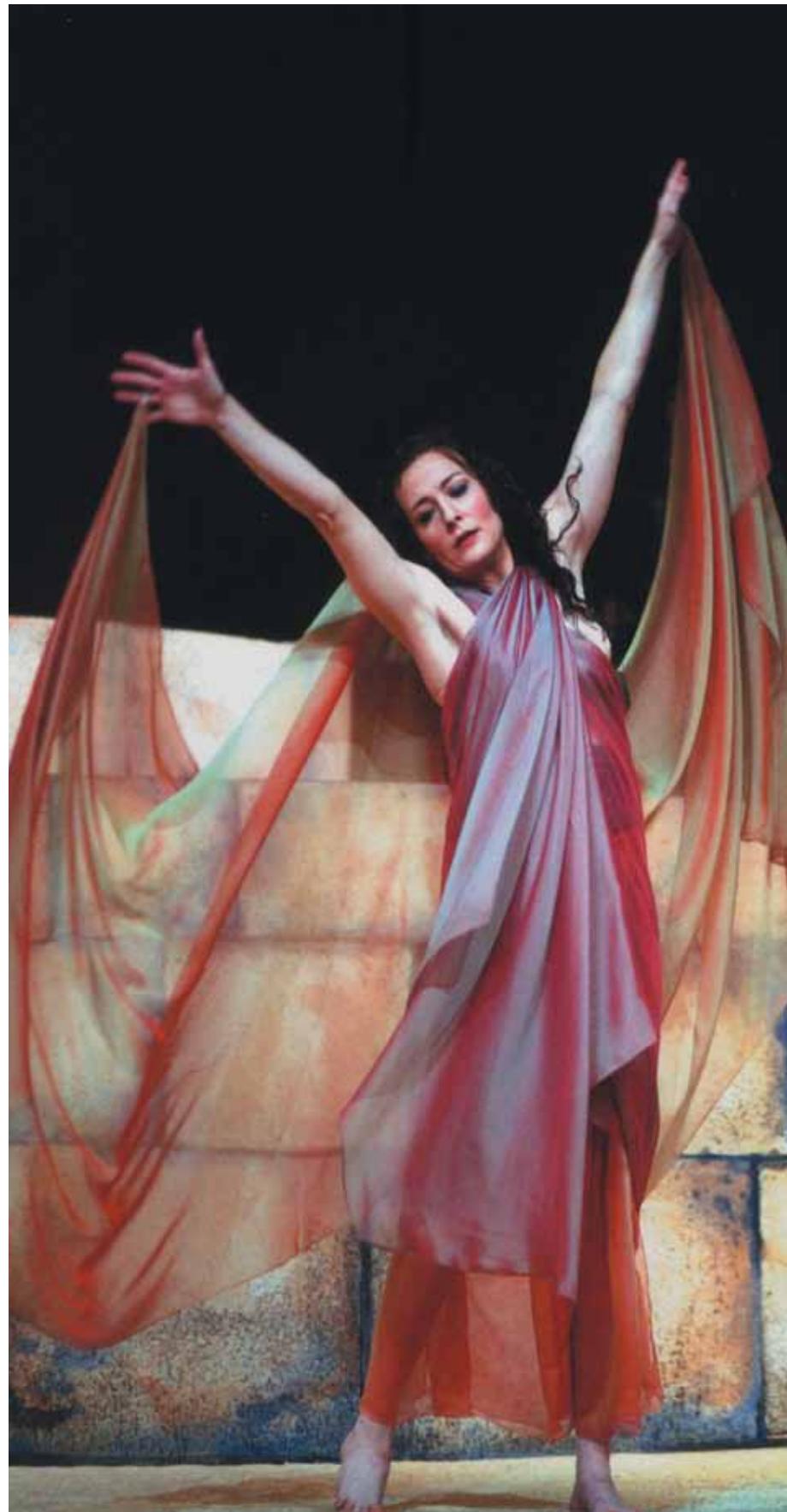
Johnson has adapted to life in two related but different worlds. One delivers the adrenaline high that comes with live performance. The other delivers the satisfaction of training the next generation of musicians. "Performing is tremendously difficult and the reward is over-the-top exciting. With teaching, there are moments of satisfaction every day when students grasp what you are telling them."

As she goes to work in her two worlds, the breadth of knowledge acquired at Grinnell has helped with the transition. "My liberal arts education has made me a better teacher," she says. In turn, teaching has made her a better singer. "When you teach, you have to sing to demonstrate what you are talking about," she says.

### **Job search déjà vu**

What do these five stories have in common? Perhaps that the skills and qualities that help these Grinnellians thrive when starting anew are the same as those they graduated with and used to land their first job: confidence to rise to a challenge; the ability to see how parts relate to a whole; an appreciation of good teaching, which they learned by example; a tendency to view issues from a multidisciplinary perspective; and a flexible, inquiring mind that is the hallmark of a lifelong learner able to grow into — or change with — a demanding job.

Which suggests a possible rallying cry for every second- (or third- or fourth- or fifth-) career Grinnellian: Go after every new job prospect as though it's your first. ■



# Mind-Expanding Music

A keyboard player and physician remembers a musical education at Grinnell

The author, **John Charles Peterson '70** is a family physician in Muncie, Ind. This essay is based on an excerpt of his book, *The True-Life Adventures of Captain Wa Wah: Fifty Years of Music, Meditation and Politics* (Katydid Publishing, Muncie, Ind., 2009) [www.captainwawah.com](http://www.captainwawah.com)

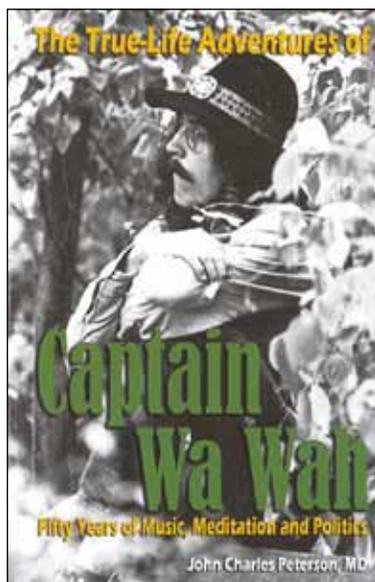
In 1968, Grinnell College was 1,200 eccentric, bright, diverse students kept in line by a demanding-yet-accessible faculty. Almost everyone took academics seriously, but with a dose of frivolity. It was a good fit for me.

At the time, societal cynicism ran rampant. Nothing was sacred. The Ob Squad – 60 to 70 ragtag hippies – performed during halftime at football games. They lined up at the goal posts, waited for a drumroll and fanfare, then ran across the field yelling obscenities at the opposing team. The People's Free Flatus Film Festival featured the films *Care of the Feet* and Ronald Reagan's *101 Facts about Communism*.

I was introduced to Loose Hall residents as "Captain Oh Wow," a nickname bestowed upon me for my verbal response to mind-expanding music. My new friend "**Fat Jack**" Rued '70 soon altered the name to Captain Wa Wah, or Wah for short. Everyone called me Wah, even my professors. My wife, **Vicki Smith Peterson '70**, still calls me Wah. To this day when people call me Wah, I know I probably met them at Grinnell.

My friends were a musical education. Fat Jack, whose room was centered on a big green buddha, liked Led Zeppelin, Blind Faith, and The Who. **Ira Bolnick '71** liked folk singers, especially James Taylor. **Steve "Grape" Siegel '70** was nicknamed after his favorite band, Moby Grape. **Leo Berenstain '71**, the son of the authors of the Berenstain Bears children's books, was a lover of 20th-century classical music. We would stay up late, sipping wine, listening to Stravinsky, Shostakovich, Ralph Vaughn Williams, Gustav Holst, and Bela Bartok, then mix it up with jazz saxophonist Sonny Rollins. Bartok's *Concerto for Orchestra* and Stravinsky's *Symphony of Psalms* were our favorites; we directed the scores and pantomimed the parts until we laughed ourselves to sleep.

The College radio station had only an eight-block broadcast radius, but its musical content was truly remarkable. Two of the deejays became authoritative jazz enthusiasts. **Peter Keepnews '72** has written for *The New York Times Magazine* and is an expert on Thelonious Monk. **Gary Giddins '70** became the jazz critic for the *Village Voice* and was the chief consultant for Ken Burns' PBS documentary *Jazz*.



Gary and Peter played everything from Miles Davis, John Coltrane, and McCoy Tyner to Roscoe Mitchell and the Chicago Art Ensemble. Other deejays, including **Charlie Doherty '72**, **Bill Thomas '72** and **David "Penguin Dave" Feldman '71**, added their own eccentric touches to the mix.

Because of Gary and Peter's jazz connections (their parents were involved with producing Miles Davis), Grinnell College had a landmark concert series. Performances included those by Pharaoh Sanders, Grinnell's own **Herbie Hancock '60**, John McLaughlin's Mahavishnu Orchestra with Billy Cobham and Jan Hammer, and the legendary avant-garde pianist Cecil Taylor.

Although even the jazz critics weren't sure what to think about Cecil Taylor, his Grinnell concert was highly anticipated and packed Roberts Theatre in early spring 1969.

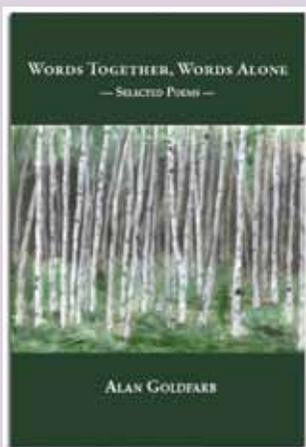
I had the opportunity to do some music-making myself. I had a B3 Hammond electric organ and an electric piano. Some campus musicians – including **Roger Franz '71** on bass, **Jim Spell '71** on drums, and **Jonathan Smith '73** on sax – joined me to form an experimental jazz/rock group fronted by **Kim Thomas '72**, a charismatic vocalist who could belt it out like Janis Joplin. We asked **David Abel**, the violinist in the Francesco Trio (the classical trio in residence from California) to join us on electric guitar.

The group immediately struck a chord with the campus and became so tight that Abel suggested we could get college credit for our endeavor. We looked up music courses in the college catalog and found a listing for Independent Projects, No. 398. The band became known as "Independent 398," and we each received four hours of college credit.

I especially remember playing outside the Forum on "skip day," the first day of spring. We came up with a free-flowing song with a Latin feel called the "Frisbee Song," or "Learn How to Fly." It seemed the whole campus was dancing, partying, and playing Frisbee in front of us on central campus.

For me, the "Frisbee Song" captured that moment forever. ■

# CLASSNOTES



## Alan Goldfarb '52

*Words Together, Words Alone: Selected Poems* by Alan Goldfarb '52 provides a clever, well-shaped, touching yet witty view of the world. A former visiting scholar at University of California-Berkeley, he is publishing his first collection at the age of 81. His poems are full of wisdom and are an enjoyable read. Robertson Publishing, Los Gatos, Calif., 2011.

## 1950

**John G. Stoessinger** joined Altitude Organic Corp.'s board of directors, May 2011. Altitude Organic is a national, publicly traded medical marijuana company in Scottsdale, Ariz.

## 1955

**Harry C. "Bud" Crowl** and **Anne Beuckman Crowl '57** received the Jason Community Award from the board of directors and honorary co-chairs of Children's Square USA, Council Bluffs, Iowa, for their contributions to that organization and other charities and civic organizations in the area, November 2010.

## 1957

**Janet Reed Petersen** and her husband, Douglas, celebrated their 50th wedding anniversary, December 2011.

## 1960

**John R. Price** delivered a lecture, "Richard Nixon, Last of the Moderate Republican Presidents," at Rothermere American Institute, Oxford University, May 2011.

## 1961

**Paul G. Risser** was elected vice chair of the Grinnell College Board of Trustees, May 2011.

## 1963

**Peter L. Kranz** was a visiting professor at the Centre Pédagogique Régional University, Rabat, Morocco, June 2011.

## 1965

**James B. Fox** held a centennial celebration of Fox Insurance, Dallas Center, Iowa, May 2011. Harry Fox, Jim's grandfather, founded the agency in 1911. His father, **Lawrence "Pete" Fox '31** joined the business, and Jim joined after graduating from Grinnell.

## 1966

**James R. Holbrook** received the Utah Council on Conflict Resolutions 2010 Peacekeeper Award at its annual symposium in Salt Lake City, May 2011. The award was created in 2000 and is presented annually to an outstanding member of the community who exemplifies a superior commitment to the process of peace and conflict resolution.

## 1971

**Timothy H. Power** accepted the position of regulatory consultant for Minnesota Nursery and Landscape Association, Roseville, Minn., October 2010. He works on issues such as invasive species, stormwater management, and the agricultural nature of nursery production.

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The deadline for the Winter 2011 issue is October 21, 2011.



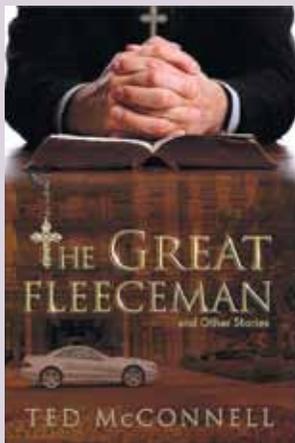
Photo: Jim Heerstra

## A Musical Collaboration

“I come to music as a fan,” says **Pat Irwin '77**. But his performing and recording history as a guitarist, saxophonist, and keyboardist with groups such as the Raybeats and the B-52s (of “Love Shack” fame) means he long ago acquired many fans of his own. He’s also an accomplished composer of soundtracks for both film and television – his résumé includes scores for *Rocko’s Modern Life* and *Class of 3000*, among others – and a composition instructor at New York University’s Tisch School of the Arts.

“One of the first assignments I give is for students to create a demo reel that represents them as composers,” Irwin says. One student’s was “really beautiful, really memorable” Irwin says. That student turned out to be fellow Grinnellian **Brian Cavanagh-Strong '09**.

Cavanagh-Strong was known at Grinnell for his vocal performances, compositions, and his début musical, *Travelers*, which he wrote as a summer Mentored Advanced Project under the mentorship of **John Rommereim**, professor of music, and directed in fall 2008. After graduating, Cavanagh-Strong spent an extra year as the music department’s Curd fellow, choral conducting and working on his second musical. He had just completed his first year in Tisch’s graduate musical theater writing program in New York and was trying to break into the



### Ted McConnell '60

*The Great Fleeceman and Other Stories* by **Ted McConnell '60** tells fictional tales of clergy, their sins, and their exploits in New York. From the funeral of debt-laden Father van Fleeceman, who had an affinity for luxury cars, to the story of an ex-priest who quits the church to haul empty beer cans, the stories don’t disappoint. Inkwater Press, Portland, Ore., June 2011.

### 1976

**John A. Haigh** was named faculty co-director of the Mossavar-Rhamani Center for Business and Government at Harvard Kennedy School, Cambridge, Mass., April 2011. He will help steer the center’s strategic focus and academic objectives, in addition to his current responsibilities over school operations and his faculty position as adjunct lecturer in public policy.

### 1979

**Elizabeth S. Kahn** was named 2011 School Library Media Specialist of the Year by the Louisiana Association of School Librarians, March 2011. She runs the library at Patrick F. Taylor Science and Technology Academy for grades 6 through 12 in Jefferson, La.

**John R. Malkinson** became class fund co-director for his class, May 2011.

### 1980

**John B. Swearer** was elected to his first term as governor of District 8 of the Kansas Bar Association, July 2011.

### 1985

**Janet E. Seger** received an American Physical Society prize for faculty research in an undergraduate insitution, April 2011.

### 1988

**Brian D. Kendall** completed the Free State Trail Run in Lawrence, Kan., April 23, 2011. He ran 41 miles in 12 hours, 20 minutes, finishing in 49th place.

### 1989

**Paula A. Fracasso** accepted the position of business and life coach at People Biz Inc., which specializes

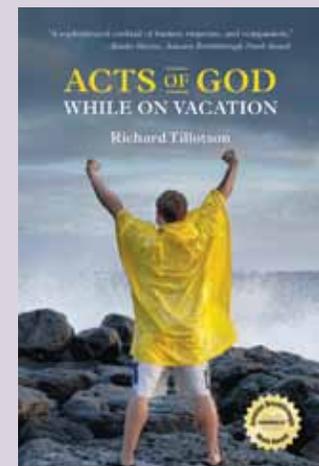
in business and life coaching and training, Austin, Texas, July 2011.

### 1990

**Jonathan T. Andreas** was a presenter at Bluffton University’s annual Civic Engagement Forum, Bluffton, Ohio, April 2011.

### Richard Tillotson '66

*Acts of God While on Vacation* by **Richard Tillotson '66**, former professional photographer and advertising copywriter, weaves the stories of four very diverse characters, all brought to Oahu as a hurricane strikes. Trapped by the storm, they are faced with individual and collective strife, leading them through a cosmic whodunit to their own revelations. *Publisher’s Weekly* called it “an open-minded novel as entertaining as it is enlightening.” This book also was a semifinalist for the 2009 Amazon Breakthrough Novel Award. Arlington Avenue Books, Honolulu, May 2011.



music scene as a composer when his music caught Irwin's ear.

Irwin ended up hiring Cavanagh-Strong last summer to work as copyist on a score he was composing for HBO's *Bored to Death*, a TV series now in its third season, about a struggling-writer-turned-private detective.

A soundtrack composer's job is to create cue music that enhances scenes and cues action. "Pat is so good because he makes funny moments funnier," Cavanagh-Strong says. "The slam of the door or the snap of fingers can really be enhanced by the music."

Cavanagh-Strong's job was to transcribe Irwin's score for studio musicians to play in recording sessions that create the sound track. Also, Irwin often asked Cavanagh-Strong to "analyze chords and spread them across the top of the score in case we want to improvise something. It's something he can do much more quickly than I can," Irwin says.

Each Monday, Irwin and Cavanagh-Strong spent the day recording tracks with six to eight musicians. When Irwin makes changes to the score during these sessions, Cavanagh-Strong logs those as well.

Irwin calls the collaboration a "wonderful connection," that has renewed his own strong, positive feelings for Grinnell. His mentorship reflects his own mentors during his Watson fellowship in Paris after

graduation. There, he worked with John Cage, one of the 20th century's most influential composers.

"We were playing very adventurous and experimental music," says Irwin, citing an instance of pinecones wired to microphones. "He influences me even to this day. He had total conviction and he cared about the smallest details. He had utter faith in the musicality that you could find in the world around you."

Irwin's Parisian immersion in the lives of professional musicians inspired him to "get back to New York City and be in a rock-and-roll band," which he did. Between his years of professional performing and recording and classes at Julliard and the Manhattan School of Music, he honed the skills that he now uses daily in his composing career.

The transition from Grinnell to the New York music scene has been "really challenging," Cavanagh-Strong says. "But if being a writer and a musician in New York is like this," he says, "it makes me want to do this more. Pat sets an example for how to be in the business." The recording sessions they ran together have the potential to be stressful, but Irwin's outlook on work and life "is both productive and positive, which is all you could ask for," Cavanagh-Strong says. — Mairéad O'Grady '10

**Anthony G. Harris** accepted a position at Plusion Medical Systems, a German company in the medical device field, June 2011. He is responsible for the perfusion division.

**Rob S. Killion** was named class fund director for the Class of 1990.

## 1991

**Charles P. Frago** was one of 12 U.S. journalists to receive a Knight-Wallace Fellowship at the University of Michigan, Ann Arbor, May 2011. His eight-month fellowship project will be to explore the growth of the prosperity gospel in the United States and abroad.

## 1992

**Steven L. Johnston** accepted the position of chief legal officer for the Tampa Bay Buccaneers professional football team, November 2010.

**Marian Walinski-Peterson** was honored as one of the 2011 Alice Buffett Outstanding Teachers in recognition of her skill and dedication as an educator in the Omaha Public Schools. The award, given to 15 teachers annually, has recognized nearly 300 teachers over the past two decades.

## 1995

**Craig E. Martin** received the Andrew W. Mellon Foundation Doctoral Rome Prize for Renaissance and Early Modern Studies, one of the 115th Annual 2011-2012 Rome Prizes, April 2011. Recipients are provided with a fellowship that includes a stipend, a study or studio, and room and board for six months to two years in Rome. Martin is assistant professor of history at Oakland University, Rochester, Mich.

## 1996

**Shara Powers Lacone** has been accepted into the bachelor of science in nursing program at the College of Coastal Georgia, Brunswick, Ga.

## 1997

**Matthew S. Gast** has accepted the position of director of product management at Aerohive Networks, a leader in cloud-enabled networking, Sunnyvale, Calif.

## 1998

**Melissa C. Booker** was selected to participate in Habitat for Humanity's annual Carter Work Project in Leogane, Haiti, October, 2011.

**Andrew V. Hicken** received a Fulbright Senior Scholar award for 10 months of research on music and national culture in Indonesia, 2011.

## 1999

**Elizabeth A. Perrill** received an American Council of Learned Societies Fellowship for 2011. Perrill, assistant professor of art at the University of North Carolina in Greensboro, will use the fellowship to study the aesthetics of Zulu beer pots and their reflection of culture and national identities.

## Meredith "Merry" Alpern '77

The National Museum of Women in the Arts opened its 2011 exhibition season with *Eye Wonder: Photography from the Bank of America Collection*.

It features more than 100 photographs made between 1865 and 2004 that "demonstrate how women have long embraced the subjectivity

and quirkiness of the camera's eye." Meredith "Merry" Alpern '77, a photographer famous for her voyeuristic black-and-white images, is one of the featured artists. Straying from conventional portraiture by focusing on individuals' actions rather than their identities, she catches uninhibited, intimate moments on film. More of her work can be found in her books: *Shopping* (Scalo Publishers, 1999) and *Dirty Windows* (Scalo Publishers, 1995).



## Ben There, Done That

Ben Good '10 had the bucolic task of trimming honeysuckle in county parks as an AmeriCorps volunteer. Then disaster struck. And struck again.

"I always felt I was doing good work," Good says. "Even the menial work of cutting down honeysuckle. I enjoyed it, and someone had to do it."

But in late April, during the final week of his team's work tour in St. Louis, a tornado hit. Ben went from grooming green space to clearing storm debris. Then, on May 22, a much worse tornado hit Joplin, Mo. Ben's team was due for a break, but they immediately packed their bags and rushed to Joplin.

What was left of Joplin looked like a war zone. "It was amazing how thorough the tornado was," Good says. "It stripped the bark off trees. There was rubble everywhere. No houses were left standing." Good says the team's unit leader joined AmeriCorps 16 years ago, just a year after it was founded. "Disaster response is a big AmeriCorps priority, but he'd never seen anything approaching this in severity or level of destruction," Good says.

Good found himself wielding a chainsaw to clear downed trees so search-and-rescue vehicles could get to victims, setting up a missing-persons call center, and managing a donation center where hundreds of volunteers sorted and distributed clothing and essentials to people who had lost everything.

"I wasn't in search and rescue, but I heard about it. Finding a body ... I didn't personally experience it, but it knocks you over with emotion. Some of us are not built to do that kind of work," he says.

AmeriCorps is a U.S. government program in which volunteers serve for 10-12 months in projects to help nonprofits and government agencies build and rehabilitate housing, mentor youth, improve parks, and build community centers. AmeriCorps volunteers may receive a small living allowance and education awards that can be applied to student loans.

The history major experienced much that isn't on the Grinnell curriculum: working on a close-knit team under "physically, mentally, and emotionally exhausting" conditions; managing volunteers and serving victims in a crisis; experiencing the generosity of the public, who showered the devastated cities with donations; and dealing with numbing fatigue, infuriating red tape, and the limits of his own stamina.

There are some tests in life, says Good, for which "you don't have time to mentally prepare. Affected people don't have time to sit around and adjust. You have to find a little place in the midst of chaos to be by yourself and de-stress. I learned a great deal about how to work with others, about myself and what I want, and about people in general."

In spite or perhaps because of the grueling and unexpected nature



### Michael Grefe '79

Michael Grefe '79 recently exhibited paintings inspired by true stories of the Great Depression. "Pumkin Picker" depicts a high school chemistry teacher who lost his job and was forced to pick pumpkins to feed his family. He walked five miles every day to catch a ride for another 10 miles in the back of a truck to the pumpkin fields. He picked pumpkins for eight years, until he caught pneumonia and died. Grefe's work was displayed in the Art Institute of Pittsburgh's Annual Faculty Art Show, summer 2011.

### 2000

Hilary A. Mason was featured in an article, "Getting to Know You: Bit.ly Chief Scientist Finds Rich Data in Shortened Links," by Michael Easter, *Scientific American*, April 2011.

Elizabeth "Liz" Neerland directed *The Year of Magical Thinking* by Joan Didion, at the Nimbus Theatre, Minneapolis, April-May 2011.

### 2001

David T. Bradley received the National Science Foundation's prestigious Faculty Early Career Development Program award, July 2011. The program "supports junior faculty who exemplify the role of teacher-scholars." His research focus is architectural acoustics.

Kumail A. Nanjiani was featured in an article, "Comedy latecomer Kumail Nanjiani arrives on time with sharp uncynical tone" by John Wenzel, *denverpost.com*, April 2011.

### 2004

Andrew E. Kaiser received the 2011 National Security Education Program David L. Boren Fellowship for continued study of Mandarin, May

2011. He continues to work on his master's at Johns Hopkins-Nanjing University Center for Chinese and American Studies.

### 2005

Brandi M. Green was elected to the board of directors of the National Organization for Albinism and Hypopigmentation, a nonprofit organization in East Hampstead, N.H., which offers information and support to people with albinism, their families and the professionals who work with them, October 2010.

Joseph C. Hansen completed his clerkship with Judge Ruggero J. Aldisert on the U.S. Court of Appeals for the Third Circuit, July 2011. He is joining the law firm of Gibson, Dunn and Crutcher in its San Francisco office, November 2011.

### 2006

Mariela Magnelli received a Chevening scholarship from the British Council, funded by its foreign and commonwealth office, May 2011.

of his service, Good recommends AmeriCorps volunteering to others. Just don't expect a vacation, he says. "It's not something to be taken lightly. It's hard work, and not all of your colleagues will be good workers. But I set the bar pretty high, and I'm glad I did."

Good's AmeriCorps tour ended last July. He plans to enroll in law school this year.



**Yvonne N. Palm** became a fellow of the Casualty and Actuarial Society, July 2010. She currently is working for ACE European Group, a multinational insurance company in London, England.

**Patrick B. Waldo** received the Graduate Scholar Award from the Sixth International Conference on the Arts in Society, Berlin, May 2011, for his project on "Managing Instability." He is researching sustainability practices of independent arts organizations in Europe and how they reduce costs, diversify revenue streams, promote entrepreneurial activity, and engage audiences and communities.

**Grant A. Woodard** was named chief of staff to U.S. Rep. Leonard Boswell, July 2011. He is based in Des Moines, Iowa, and attends Drake University Law School part-time.

## 2011

**Jake M. Joseph** received a Fund for Theological Education Congregational Fellowship, June 2011. The fellowships are funded by the Lilly Endowment and the Henry

Luce Foundation to foster quality leadership and diversity in pastoral ministry. Joseph is entering the master of divinity program at Chandler School of Theology in Atlanta.

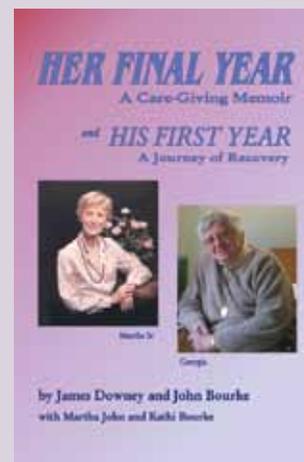
## Degrees

**Michael S. Grefe '79**, M.F.A. in illustration, Academy of Art University, San Francisco, May 2011. He is a full-time online instructor for the department of interior design at the Art Institute of Pittsburgh. One of his oil paintings for his master's thesis project, "An Illustrated History of the Great Depression," was displayed at the Art Institute of Pittsburgh's faculty show, July 2011.

**Lawrence M. Brow '80**, master's with honors in museum studies, University of Kansas, Lawrence, May 2011. He is a program assistant in the processing department of the Spencer Research Library at the University of Kansas.

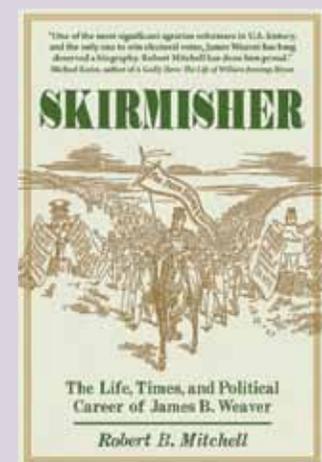
**Courtney A. Hougham '00**, Ph.D. in criminal justice, City University of New York Graduate Center, February 2011.

**Jamal O. Rogers '00**, master's in computer science, DePaul University, Chicago, June 2011.



## James Downey '80

*Her Final Year* by **James Downey '80**, a book and document conservator in Columbia, Mo., and **John Bourke**, tells the stories of two families faced with Alzheimer's. Part memoir, part journal, the two men who care for their respective mothers-in-law share their experiences, decisions, and ultimately, their own recoveries after their losses. HFY Publishing, Columbia, Mo., July 2011



## Robert Mitchell '80

*Skirmisher: The Life, Times, and Political Career of James B. Weaver* by **Robert Mitchell '80** chronicles the Bloomfield, Iowa, lawyer who represented the state in the U.S. House and was a Populist candidate for president. Robert Mitchell is an editor with the *Washington Post* news service. Edinborough Press, Roseville, Minn., August 2011.

## National Science Foundation Fellowships and Honorees

Six Grinnellians received graduate fellowships from the National Science Foundation in May; five more received honorable mentions. The foundation is an independent federal agency that is the funding source for about 20 percent of the federally supported basic research in U.S. colleges and universities.

### Receiving graduate fellowships were:

- **Elizabeth K. Mallott '06**, physical anthropology, University of Illinois-Urbana/Champaign.
- **John Lee Guittar '07**, ecology at the University of Michigan, Ann Arbor.
- **Zachary L. Newman '08**, neurosciences, University of California-Berkeley.
- **Lucas Monkkonen '09**, chemistry, University of Washington, Seattle.
- **Caroline R. Townsend '09**, molecular biology, Stanford University, Palo Alto, Calif.
- **Christopher C. Williams '10**, neurosciences, University of California-San Francisco.

Receiving honorable mention in the graduate fellowship program were **Allison M. Louthan '08**, ecology-life sciences; **Marie A. Brault '09**, medical anthropology; **Matthew E. Nielsen '10**, ecology-life sciences; **Laura A. Mertens '11**, physical chemistry; and **James P. Phelan '11**, organic chemistry.

**John C. Aerni-Flessner '01**, Ph.D. in African history, Washington University, St. Louis, May 2011. He accepted a tenure-track position teaching African history at the State University of New York College, Courtland, N.Y.

**Peter M. Broadwell '01**, Ph.D. in musicology, University of California-Los Angeles, June 2011.

**Rackham Hoke Karlsson '01**, J.D., Harvard Law School, Cambridge, Mass., May 2011. He will practice family law in the Boston area.

**Molly Gallogly Miller '01**, M.D., Case Western Reserve University School of Medicine, Cleveland, May 2011.

She entered a residency in internal medicine at University Hospitals/Case Medical Center, June 2011.

**Matthew A. Warner-Blankenship '01**, J.D., University of Iowa College of Law, May 2011. He has accepted a position in the intellectual property department of Davis, Brown, Koehn, Shors and Roberts, Des Moines, Iowa.

**Catherine L. Bardelson '05**, M.B.A., University of Washington Foster School of Business, Seattle, June 2011.

**Kelly M. McCarthy '05**, Ph.D. in molecular biology and neuroscience, Princeton University, Princeton, N.J., May 2011.

**Jordan T. Glaser '06**, J.D. with distinction, University of Nebraska College of Law, Lincoln, May 2011.

**Robert D. Pedersen '06**, D.D.S., University of Illinois - Chicago College of Dentistry, May 2011. He will continue his studies in a three-year orthodontics program at Montefiore Medical Center/Albert Einstein School of Medicine in the Bronx, New York.

**Alyssa M. Hesse '07**, M.A. in linguistics and a graduate certificate in women's and gender studies, University of South Carolina, Columbia, May 2011.

**Brianne T. Benness '08**, master of architecture, Taubman College, University of Michigan, Ann Arbor, May 2011.

**Anna E. McCoy '10**, master's in theoretical physics, Perimeter Institute for Theoretical Physics, Waterloo, Ontario, Canada, June 2011.

## Marriages and Unions

**Erin E. Daughton '81** and Garth Katner, July 3, 2011. Maid of honor was *Rachel A. Stelter-Bicknell '83*.

**Morgan M. Robertson '93** and Beth Finzer, Sept. 18, 2010. *Neal A. Hines '93* officiated at the ceremony. Grinnellians attending were *Elizabeth Wodzinski '91*, *Michael J. Krueger '92*, *Craig R. Hooper '93*, *William J. Zuercher '93*, *Susan E. Decker '94*, *Rebecca L. Martin '94*, *K. Allison Wickens '94*, and *Virginia L. McDaniel '96*.

**Ryan E. Bremer '95** and Sara Adams, Oct. 16, 2010. *Christopher A. Jepsen '93* was groomsman. Other Grinnellians attending were *David A. Bloom '93*, *Damon T. Spayde '95*, and *Nicholas R. Wurtz '96*.

**Tara D. Nelson '95** and Deogratius Mhella, Nov. 27, 2010.

**Courtney A. Hougham '00** and Richard Norris, April 11, 2011. Grinnellians attending were *Jeff D. Mather '97*, *Lisa Wheaton Mather '97*, and *Joanna L. Rau '00*.

**Rackham Hoke '01** and Adria Karlsson, August 2009. *Philip P. Schaffner '02* attended.



### Rachel Cashman Rademacher '88

**Rachel Cashman Rademacher '88** is vice president of Rademacher Financial Inc. by day, artist by night. Her fused glass artwork can be seen at the Visions of the Flint Hills Art Benefit in Kansas City, Mo., Oct. 7–Nov. 25, 2011.

## Fulbright Winners

Seven recent Grinnell graduates scored Fulbright English teaching assistantships (ETAs) for this year. The ETA program is part of the Fulbright U.S. Student Program, managed by a bureau at the U.S. Department of State. Those who win the grants spend one academic year serving as language-learning assistants to English teachers and provide other classroom assistance.

The Fulbright ETAs and the countries of service, announced in June, went to (left to right): **Herbert R. Lynn '11**, Indonesia; **Elisabeth I. Masback '11**, Spain; **Juan C. Garcia '11**, Russia; **Nicole M. Bridgland '11**, Germany; (not pictured): **Carolyn E. Wright '10**, Brazil; **Erin M. Labasan '11**, Korea; and **Alexis "Ali" Smith '11**, Turkey.



Photo: Jim Heenstra

## Births and Adoptions

**Bryan N. Lake '02** and Bryan Snodgrass, May 7, 2011. Grinnellians attending were *Hope Rokosz Morrison '99*, *Shannon M. Hammen '01*, *M. Delphia Shanks '01*, and *Ashley E. Jones '02*.

**Elizabeth B. Jarvis '04** and David LeBreton, Aug. 14, 2010. Grinnellians attending were *Mark J. Czarniecki '01*, *Adam J. Noyce '02*, *Anthony W. DiRocco '03*, *John H. Wray '03*, *Megan R. Czarniecki '04*, *Jennifer L. Holm '04*, *Sarah B. Labowitz '04*, *Margaret H. Leslie '04*, *Sarah Claire Matheny '04*, *Carolyn O'Donnell '04*, *Rebecca C. Schmidt '04*, *Dell S. Villa '04*, *Stacie L. Kossoy '05*, *Rachel L. Fields '09*, *Katherine D. Jarvis '09*, and *Erik O. Jarvis '12*.

**Lindsay E. White '04** and Aaron Fishman, June 25, 2011.

**Claire L. McDonough '05** and Matthew Bohuslav, May 21, 2011.

**Katharine E. Pecsok '07** and Josh Ewert, April 23, 2011. *Amanda R. King '07* attended.

**Daniel T. Covino '10** and **Kathryn V. Zimmerman '11**, Aug. 5, 2011.

**Jonathan D. Malamy '93** and Jill E. Abramson, May 30, 2011, their first child, a son, Eli Reuben Malamy.

**Tara M. Neavins '93** and Michael Maltese, May 11, 2011, their first child, a daughter, Sofia Maria Neavins Maltese.

**Morgan M. Robertson '93** and Beth Finzer, July 7, 2011, their first child, a daughter, Grace Aileen Robertson.

**Marian Hatch Saksena '93** and Robert W. Hatch, March 13, 2011, their first child, a daughter, Bridget Murphy Hatch.

**Tamara C. Ooms '94**, Aug. 29, 2010, her first child, a son, Ansel Parfit Ooms.

**Jessica T. Goff '95** and Kevin P. Ward, March 3, 2011, their second child, first daughter, Olive Marcella Goff.

**Scott L. Newstrom Newstok '95** and Sarah B. Newstok, May 25, 2011, their second child, first son, Axel Felix Newstok. Scott recently received tenure in the English department at Rhodes College, Memphis, Tenn., and was elected president of the college's Phi Beta Kappa chapter.

**Jennifer Matson Palsgrove '95** and **Patrick M. Palsgrove '95**, Jan. 27, 2011, their second child, second son, Zachary Matthew Palsgrove.

**Jason B. Wolf '95** and Amy Sherman, Feb. 16, 2011, their second child, second daughter, Lacey J. Wolf. Maternal aunt is *Kimberly Sherman '99*.

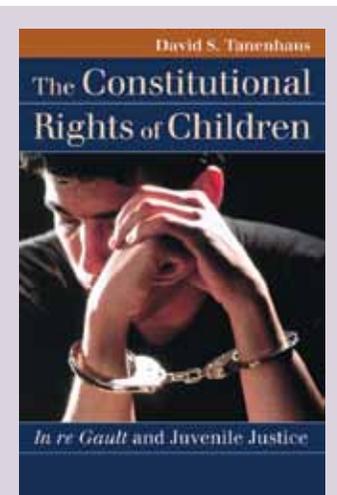
**David R. Collman '96** and Nicole L. Collman, Feb. 24, 2011, their second child, second son, Clark Robert Collman.

**Brent R. Dexter '96** and Cari A. Micala, adopted June 6, 2011, their second child, first daughter, Nevaeh Selena Dexter. Also, June 22, 2011, their third child, second daughter, Nayla Fae Dexter.

**James C. Decker '98** and **Erin Rathjen-Decker '99**, Oct. 12, 2010, their first child, a son, Brayden James Decker.

**Mackenzie A. Massman '99** and David Reyes, Apr. 23, 2011, their first child, a son, Benjamin Rufo Reyes.

**Elizabeth A. Perrill '99** and Laurent Estoppey, Feb. 26, 2011, their first child, a daughter, Mathilda Noluthando Perrill-Estoppey.



### David S. Tanenhaus '90

In *The Constitutional Rights of Children: In re Gault and Juvenile Justice*, **David S. Tanenhaus '90** explores the contested legacy of a landmark juvenile-rights court case. Tanenhaus is James E. Rogers Professor of History and Law at the William S. Boyd School of Law, University of Nevada-Las Vegas, and editor of *Law and History Review*. University of Kansas Press, Lawrence, September 2011.

Jessica Jacobson Riddick '99 and Erin G. Riddick, Feb. 8, 2011, their first child, a daughter, Hannah Madelyn Riddick.

Sarah E. Baker '01 and Jack Sadowsky, Feb. 16, 2011, their first child, a daughter, Jane Meredith Sadowsky.

Robert A. Felty '01 and Clare Jessamyn Dibble, Feb. 27, 2011, their second child, first daughter, Margaret Alice Dibble-Felty.

Alex H. Ford '01 and Erica Holte Ford, June 29, 2010, their first child, a son, Edward Holte Ford.

Sarah Pohlman Galloway '01 and Kyle Galloway, June 30, 2011, their third child, third daughter, Margaret "Meggie" Lynn Galloway.

Rackham Hoke Karlsson '01 and Adria Karlsson, Dec. 28, 2010, their first child, a son Oliver Creighton Karlsson.

Lorraine A. Gaynor '04 and Steven J. Nordlund '04, March 27, 2011, their first child, a daughter, Maeve Anne Nordlund.

Kristina Van Doren-Shulkin Coskun '05 and Murat Coskun, May 20, 2010, their first child, a son, Noah Coskun.

### Tara Nelson Mhella '95

"I'm an attorney by training, a teacher by daily practice, and an artist at heart," says Tara Nelson Mhella '95. She says she fell into the visual arts when she took a printmaking class and found she had an eye for color and composition. "Grinnell at First Sight" captures "what Grinnell looked like to me the first time I visited when I was 17," Mhella says. "I thought, compared to the concrete jungle of Detroit, this is heaven!" This piece and others were featured in an exhibit, *Blown Away Monotypes*, this past summer in the Horace Williams House, headquarters of the Preservation Society of Chapel Hill, N.C.



## Publications, Productions, and Exhibitions

*Aim for Jobs*, by Lee B. Savage '56, Xlibris Corp., Bloomington, Ind., November 2010.

*Stitches in the Air*, by Liane Ellison Norman '59, Smoke and Mirrors Press, September 2001; available electronically, June 2011.

Three poems by Dennis D. Maulsby '64: "Wind and rain crush grass," online journal *Four and Twenty* (<http://4and20poetry.com>), March 2011; "Gulf winds fill sails" and "Oceans high tide mark," *Adventum* ([www.adventummagazine.com](http://www.adventummagazine.com)), July 2011.

*Searching for South Africa: The New Calculus of Dignity*, edited by Daniel Moshenberg '73 and Shereen Essof, Unisa Press, Johannesburg, South Africa, March 2011.

"Restoring the Dream," an essay by Barry H. Zigas '73, *American Prospect*, May 2011.

"Dairyland Jubilee," a poem by Mark S. Maire '78, *Slant: A Journal of Poetry*, Summer 2011.

## In Memoriam: Shane Bellis Cook '56

Days after her classmates celebrated a 55-year reunion without her, the College paid tribute to **Shane Bellis Cook '56** – former alumni director, mentor, advocate, friend – as “an intellectually engaged person with strong convictions who was deeply sensitive to the needs of others, a lifelong learner, a quiet and respected force, invested in the betterment of the world.” Cook died June 10 in Grinnell, where she had served as the College’s alumni director for more than 20 years.

**George Drake '56**, president emeritus of the College, said Cook’s service orientation inspired him to hire her as alumni director during his presidency. “Alums want a sure hand that responds to their cares and concerns. They expect to be heard and responded to, and Shane served the College very well in this role,” he said.

**Rachel Bly '93**, who would later become alumni director herself, said Cook was “always part of my Grinnell experience. As a student, I took care of her cats when she traveled. We clicked. We had a bond. She was what I thought a Grinnellian should be.”

Long after Cook retired and Bly moved into new roles at Grinnell, the two lunched together at least once a month. “She had a calmness, a

presence that I needed,” Bly recalled. “She was so stubborn yet so kind, opinionated but fair. Her sense of fairness and rightness were amazing. She was passionate and unwavering about what she saw as not right in the world.”

Cook held leadership positions in the American Civil Liberties Union, League of Women Voters, the American Red Cross, Iowa Civil Liberties Union, and the Presbyterian Church. Her additional passion – community theatre – also played a role in her professional life, Bly says. “She stage-managed the alumni world, behind-the-scenes instead of center stage.”

Remembering her Mears Hall classmate and lifelong friend in Grinnell, **Mary Jane “M.J.” Poynter Zimmerman '56** laughingly recalls, “We were a good pair – I did all the talking and Shane did all the listening. There were lots of pregnant pauses with Shane – her thoughtful dignity, her unheralded ways.

“She was integrity personified,” Zimmerman says. “All of the values that Grinnell purports – social justice, loyalty, being straightforward but diplomatic – Shane exemplified. She was true Grinnellian.”

*Feeding Time*, poems by **Emily W. Scudder '85**, Pecan Grove Press, San Antonio, July 2011.

“Unorganized time is your enemy,” by **Joyce M. Stern '91**, *Collegiate Strategy*, Milan, Ill., May 2011.

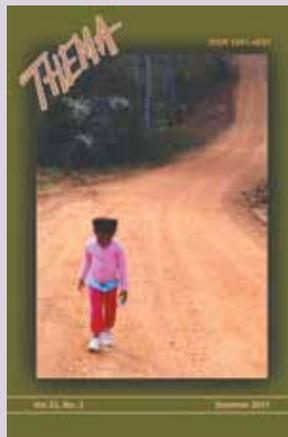
“Keeping Secrets with God: Taking Judaism Outside,” by **Amy Gavel Ariel '97**, <http://paralsreal.com>, April 2011.

“Comment: Wanna Meet Danes? Volunteer,” by **Winnon L. Brunson '10**, *University Post*, Copenhagen, Danish edition, March 2011.

“Education and Communications: Prevention of Intimate Partner Violence,” by **Eleanor F. Nelson '10**, *Psi Chi Journal of Undergraduate Research*, Winter 2010. The study was conducted with **Asani Seawell**, assistant professor of psychology, as a Mentored Advanced Project.

### April L. Dobbins '99

Dobbins’ photo entitled “Two Miles Down the Road,” appears on the cover of the *Thema Literary Journal*, Summer 2011 issue. “That photo is such a winner!” says Virginia Howard, the journal’s editor. “I’m always happy to see a worthy piece get more exposure.”



## In Memoriam

*Some alumni and friends inquire about making a memorial gift. If you would like to do so, please call 866-850-1846.*

**J. Mack Swigert '29**, Cincinnati, April 15, 2011.

**Mary Moulton Robinson '35**, Bayard, Iowa, June 13, 2010.

**Vincent A. De Stilo '36**, Bellerose, N.Y., May 22, 2011.

**John H. Hess '36**, Newfoundland, N.J., April 26, 2010.

**Bernard A. Bailey '39**, Capistrano Beach, Calif., Feb. 3, 2011.

**Jonathan W. Brown '40**, Fort Covington, N.Y., Aug. 1, 2010.

**Betty M. Carlson '40**, Roanoke, Va., May 6, 2011.

**R. Isabel Jennings Ernst '41**, Evanston, Ill., Oct. 11, 2010.

**John V. Kennefick, Jr. '41**, Geneseo, Ill., May 2, 2011.

**Carolyn Crandall Romine '41**, Plainfield, Ind., May 26, 2011.

**Elizabeth Parks Braverman '42**, Corte Madera, Calif., Dec. 7, 2010.

**Marjorie Jensen Deardorff '42**, Panora, Iowa, Feb. 25, 2010.

**William H. Diller, Jr. '42**, The Villages, Fla., June 4, 2011.

**Albert J. Oliver '42**, Livermore, Calif., June 24, 2011.

**John C. Truesdale, Jr. '42**, Annapolis, Md., July 3, 2011.

Survivors include his sisters, **Mary Truesdale Bridges '38** and **Anne Truesdale Nicholson '45**.

**Jane Moye Blakemore '43**, Denver, July 2, 2010.

**Frank R. Burns, Jr. '43**, St. Louis, March 28, 2011.

**John N. Cameron '43**, Sonoma, Calif., Aug. 27, 2010.

## In Memoriam: Charles Taylor Manatt

**Charles Taylor Manatt**, trustee of Grinnell College, died July 22 of complications from a stroke. He was 75.

A former Democratic National Committee chairman and ambassador to the Dominican Republic, Manatt was elected to the Grinnell College Board of Trustees at the spring 2009 meeting. He was dedicated to the financial health and stability of the College, putting his financial expertise to work on the advancement and budget committees.

Born June 9, 1936 in Chicago, he grew up in Audubon, Iowa. He earned his B.S. in sociology at Iowa State University and his law degree from George Washington University. In 1965, Manatt founded the law firm Manatt, Phelps & Phillips in Los Angeles. The Los Angeles Times described the firm as “a kind of farm team for party operatives.” In addition, Manatt founded First Los Angeles Bank and served as its chairman from 1973–1989.

**Nordahl Brue '67**, a College trustee who grew up in Audubon County, Iowa, and has known the Manatt family all his life, recalled Manatt “maintained more than almost anybody I’ve ever met his roots and his ties to the community where he grew up. He had a deep and abiding love for Iowa and its institutions and recognized Grinnell College as a singular institution in Iowa.”

Manatt entered politics at 15 as a volunteer for Adlai Stevenson’s first presidential campaign and was elected chair of the Democratic National Committee in 1981. He rewrote party rules and used his appointment power to make the party more inclusive, giving Geraldine A. Ferraro, for example, a prominent place on the platform committee.

In 1992, he co-chaired the Clinton-Gore presidential campaign; in 1999 President Bill Clinton appointed Manatt U.S. ambassador to the Dominican Republic. In a statement responding to Manatt’s death, Clinton praised his work “to make America more prosperous and just, and to make friends for our nation around the world.”

Manatt also served on the board of trustees of George Washington University and as a governor of the Iowa State University Foundation.

Fellow Grinnell trustee **John Price '60** recalls: “Funny, shrewd, nonideological, he had enormous array of friends. Former Republican representative from Ohio Mike Oxley told me that Chuck had crossed two fairways at a golf course to greet Oxley after the passage of the Sarbanes-Oxley Act to say, ‘Thank you so much, Mike. The fees from this will mean college educations for all my grandchildren and their children.’ He said it with humor, warmth, and accuracy beneath the bonhomie. He was really thrilled to to serve on the Grinnell board.”

**Mabel Rodger White '43**, Fort Lauderdale, Fla., May 13, 2011.

**Elinor Lee Groetzinger '45**, Chagrin Falls, Ohio, Dec. 4, 2010.

**Nancy Potter Ritchie '45**, Port Angeles, Wash., April 12, 2011.

**William B. Sunstrum '46**, Oskaloosa, Iowa, May 20, 2011.

**Betty Lorenz Bray '47**, Corona, Calif., June 11, 2011.

**Constance Herbert Molsberry '47**, Grinnell, Iowa, July 10, 2011.

**James E. Gadiant '49**, Algona, Iowa, March 30, 2011. Survivors include his wife, *Billee Ramsay Gadiant '49*, and brother, *Richard J. Gadiant '44*.

**Marjorie Dobbins Venturin '49**, Homewood, Ill., Feb. 22, 2010.

**Theodore B. Towle '50**, Ocala, Fla., April 30, 2011.

**Freeman A. Van Wickler '50**, Mount Pleasant, S.C., April 13, 2010.

**Carol Jean Jackson Roberts '51**, Toledo, Ohio, Sept. 11, 2010.

**A. Elizabeth Budd Bentley '52**, Toronto, June 3, 2011.

**Robert K. Georgeson '52**, Lawrence, Kan., Dec. 8, 2010. Survivors include his brother, *Richard D. Georgeson '51*.

**Loren R. Hollembaek '52**, Brick, N.J., Jan. 7, 2011.

**Kathryn Jantzen Wood '52**, Cleveland, April 13, 2011.

**Richard F. Fedrow (Fiedorowicz) '53**, Kankakee, Ill., Jan. 9, 2011.

**David W. Stubbs '53**, Westcliffe, Colo., Mar. 2, 2011. Survivors include his brother, *Joel R. Stubbs '56*.

**Marilyn Andresen Marti '54**, New Ulm, Minn., May 7, 2011.

**Jerry R. Tomlinson '55**, Minneapolis, May 10, 2011.

**Shane Bellis Cook '56**, Grinnell, Iowa, June 10, 2011.

**Elizabeth Brooke Johnston '56**, Peoria, Ill., May 18, 2011. Survivors include her brother, *Philip L. Brooke '61*.

**Henry H. Rodkin '56**, Chicago, May 27, 2011.

**Samuel S. Im '57**, Poughkeepsie, N.Y., June 27, 2011. Survivors include his wife, *Louise Hand Im '59*.

**Leslie H. Berry '58**, Omaha Neb., April 22, 2011.

**Ileane Pool Machyowsky '58**, Saint Paul, Minn., May 14, 2011.

**Wolfram H. Neumann '58**, Louisville, Ky., Jan. 7, 2011.

**Judith Graves Pineo '59**, Lantzville, B.C., Canada, June 11, 2011.

**Richard K. Gerretson '60**, Kent, Wash., Sept. 11, 2010.

**Roger A. Eckert '63**, Milwaukee, June 14, 2010.

**Victoria Weber Stoppel '63**, Prairie Village, Kan., Jan. 23, 2011.

**Helen Holsclaw Spencer '68**, New Haven, Conn., May 8, 2011.

**Kathryn A. Nelson '72**, Grinnell, Iowa, May 11, 2011.

**Donna J. Brooks '73**, New Hartford, Conn., June 30, 2011.

### **webextra!**

Visit *The Grinnell Magazine* online at [www.grinnell.edu/magazine](http://www.grinnell.edu/magazine) (click on “Extras”) to read about “Unforgettable Grinnellians” – tributes to deceased friends and family, written by their fellow Grinnellians. You can submit your own original tribute to [magazine@grinnell.edu](mailto:magazine@grinnell.edu).

# What Economic Recovery?

*More than two years later, there's still not much to cheer about*

The Great Recession began in December 2007 and caused the most severe job loss this country has seen in seven decades. It officially ended (per the National Bureau of Economic Research) in June 2009. And yet:

**The real gap in the labor market is now more than 11 million jobs.** The economy currently has 7 million fewer jobs than when the recession started. But because the working-age population is increasing, we should have *added* about 4.1 million jobs to keep pace with population growth, hence an 11.1 million job gap. During the last three months we added just 87,000 jobs per month; at that rate, the unemployment rate did not improve at all.

**Job growth outpaces the rate following the 2001 recession, but is still too slow.** The length and severity of the Great Recession means that we are in a much deeper hole than we were 10 years ago. We are down a larger percentage of jobs (5 percent) as a share of prerecession employment than at any point during any other post-World War II recession.

**The loss of public-sector jobs is a huge obstacle to growth.** The public sector is shedding about 25,000 jobs per month, largely due to state and local budget cuts. For each dollar of those cuts, more than half of the jobs and economic activity lost are likely to be in the private sector.

**Most of the improvement seen in this recovery consists of a decline in layoffs, not an increase in hiring.** We have seen very little improvement in hiring, which is still roughly 25 percent below the 2007 average. The nearly 14 million unemployed workers in this country — including new entrants to the labor market, such as the new crop of graduates this past spring — need a pickup in hiring, which has barely gotten off the ground.

**We don't lack the right workers; we lack enough jobs.** Some say hiring has not picked up substantially because employers can't find workers with needed skills. But unemployed workers dramatically outnumber job openings in every industry. The problem in this recovery isn't a lack of the right workers, but an across-the-board lack of jobs.

**The share of the working-age population with a job has not improved.** The unemployment *rate* has dropped somewhat from its peak of 10.1 percent in October 2009 to 9.2 percent in June 2011. But the entire improvement in the unemployment rate over that period was due to would-be workers deciding to sit out the job search altogether (and thus not be counted among the officially unemployed). The share of the working-age population with a job has not improved. So far in this recovery, we are

still treading water near the bottom of a very deep hole.

**"Underemployment" has improved very little.** The number of "involuntary" part-time workers shot from 4.3 million in early 2007 to 9 million by spring 2009 and now stands at 8.6 million. This belies the claim that businesses aren't hiring because of the potential burdens of health care or regulatory reform. If businesses had work to be done but were wary of making new hires, they would increase the hours of their existing workers.

**Unemployed workers continue to face near-record spells of unemployment.** This downturn has shattered all records since the Great Depression for length of unemployment spells. The share of unemployed workers who had been jobless for more than six months shot up from 17.6 percent in the first half of 2007 and is currently 44.4 percent. The fact that layoffs have abated is no relief to the unemployed.

**Minorities have fared worse than whites in both the recession and the recovery.** During the recession, unemployment rose faster for racial and ethnic minorities; and in the recovery, they have seen less improvement. At the official end of the recession, the unemployment rate for whites was 8.7 percent and has since declined to 8.1 percent. The unemployment rate for Hispanics at the end of the recession was 12.2 percent and has declined to 11.6 percent. At the end of the recession the black unemployment rate was 14.9 percent, and it has since *increased* to 16.2 percent. Black workers in this country have faced an unemployment rate of 15 percent or more for the past 23 months.

**Wage growth remains extremely low.** Persistent high unemployment hurts wage growth, too: Employers don't have to increase wages when employees have few other job options. Wages not adjusted for inflation have grown just 1.9 percent during the last year, well below the growth rate of 2.6 percent at the end of the recession and about half the growth in the period before the recession started. With inflation growing faster than wages, real wages are lower now than they were when the recession ended, so even the paychecks of the employed take a big hit. Without substantial additional policy interventions to stimulate the economy, it will likely be at least five years before we get back to the prerecession unemployment rate. This means that wage growth will likely be subdued for a very long time.

Given these facts, instead of allowing the antideficit lobby to dominate the public debate, by all logic Washington should be focusing like a laser on restoring the economy to its potential and generating jobs.



by **Heidi Shierholz '94**, with research assistance from **Nicholas Fino**. Shierholz is an economist with the Economic Policy Institute, a nonpartisan think tank in Washington, D.C. This essay is based on an article in that organization's *Issue Brief #307*, published on July 6, 2011.



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## *Iowa View*



*Farmers Market, Ben Brewer '11*