



# The Grinnell Magazine

Fall 2013

Eight Lessons from the End of Life



# Theory to Practice and Back Again

*Internship with Grinnell Prize winner brings new dimension to on-campus studies.*



**Lilianna Bagnoli '15** is majoring in international development studies. After completing internships with the Hovde Foundation in Washington, D.C., and Challenging Heights in Winneba, Ghana, she is spending her third year as a Grinnell student studying abroad in Pune and Delhi, India, where she continues to intern with local nongovernment organizations in both cities. She hopes to pursue a career in international education.

My world was not much bigger than central Kentucky when I stepped foot in Grinnell. Raised in an almost entirely white community in the Bible Belt of the Appalachian Mountains, my international travel included one brief trip to Canada. Luckily, through Grinnell's diverse student population, campus visits by international scholars, and a wide breadth of coursework, it took no time at all to realize that the world was much bigger than the one I had previously known.

One year ago, in the fall of 2012, I had the opportunity to take a short course with anti-child-trafficking activist James Kofi Annan, who was a 2011 recipient of the Grinnell Prize. Prizewinners teach three- or four-week short courses about a topic of their specialty. Annan's three-week curriculum focused on the importance of sociocultural compatibility in creating successful development initiatives. Throughout the course I learned about the relationship among traditional Ghanaian cultural practices, social structure, local versus foreign priorities, development challenges, and best practices by which to successfully address these issues. We considered concepts such as the Ghanaian family system, educational and financial struggles faced by many families, and the role religion and traditional taboos sometimes play in perpetuating development issues in Ghana.

After completing my coursework with Annan, I wanted to see for myself the development techniques we had discussed in class in action. I applied for an internship with his organization, Challenging Heights, and was lucky enough to be selected as the summer intern to work with his organization. Throughout my internship, I had the opportunity to work closely with Annan and his administrative staff to see how the programs and services offered by Challenging Heights are implemented with respect for cultural appropriateness and tradition, while also making strides to eliminate taboos that allow issues such as child trafficking to persist. I had the opportunity to engage daily with Annan and continue building upon the development strategies I first encountered through his course. It was amazing to watch him put theory into practice on a daily basis.

Working with Challenging Heights has been one of the most intellectually stimulating and challenging experiences of my life. The theories, concepts, and debates I encountered through my coursework at Grinnell became incredibly vivid and at times problematized through my time as an intern with an

international nongovernment organization (NGO). While it is easy to sit behind a book or a computer screen and theorize about development, in practice the relationship between states, NGOs, human rights, economic, political, and social development is extremely complex and tough. I am grateful for the opportunity to compare my studies in methodology and theory with the experiences I had in fieldwork through my internship. I believe that having the time and space to wrestle with challenging ideas and experiences is a critical component of my education and my understanding of development.

Although it is true that Grinnell is academically rigorous, intellectually stimulating, and professionally engaging, these are not the aspects of my College experience I value the most. A Grinnell education provides students with the opportunity to engage with other students, world-renowned scholars, diverse cultures, challenging ideas, and multiple perspectives from parts of the world with which they are unfamiliar. Students are given the space and support to grapple with complex theories and debates with peers and scholars from all around the world who bring with them a diverse range of experiences and perspectives. Even more important, students can work closely with academics, scholars, and activists as they contextualize their studies within real-life experiences.

As a Grinnell student, what I learn inside the classroom is only a small part of my education. Many of my most important learning experiences occur through conversations with peers, guest speakers, professors, and activists whom I have the opportunity to meet through Grinnell.

I will not be in Grinnell for a year due to my study-abroad opportunities, but I will carry the critical thinking skills I have learned in the past two years with me each and every day. I am constantly drawing parallels between concepts I have studied in global development studies, political science, economics, and education courses and the situations I encounter abroad. As I expand my international study and internship experiences to include Pune and Delhi, I am excited to see the academic foundation I received at Grinnell further enriched by a variety of real-life experiences.

*Bagnoli's educational experiences in Ghana came through an internship with a recipient of the Grinnell Prize. For details on the prize and related programs and events, visit [www.grinnell.edu/grinnellprize](http://www.grinnell.edu/grinnellprize).*





**Hannah Chen '14**, an International Relations major from Bainbridge Island, Wa., leads a campus tour along the North Campus loggia during Iowa Private College Week.

Photo by Justin Hayworth

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### www.grinnell.edYOU

Thousands of alumni, friends, and other users of [www.grinnell.edu](http://www.grinnell.edu) have weighed in. The result is a completely new, user-customizable website. Renew old connections and garner new ones at [forum.grinnell.edu](http://forum.grinnell.edu) and find scholarly works at [digital.grinnell.edu](http://digital.grinnell.edu).

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# The Grinnell Magazine

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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:

Associate Professor of Sociology

Karla Erickson. Photo by Justin Hayworth.



## EDITORSNOTES

### On Tap this Issue: Death, Skateboarding, Web Redesign

First, let me greet you as the new editor of *The Grinnell Magazine*.

I am **Perry Beeman**, and I will serve as Grinnell College editorial director as well, handling a broad range of publication and speech-writing duties.

I came to Grinnell after a long newspaper career. Along the way, I also wrote for and helped produce print and online magazines at Harvard, Arizona State, Poynter Institute, and the Society of Environmental Journalists, among other places.

Please send along your story ideas to [magazine@grinnell.edu](mailto:magazine@grinnell.edu). I'd like to hear from you.

I arrived at an exciting time. Inside, you'll see details of a revamp of the College website that is visually exciting and lets you customize the layout to deliver the information in the format you want.

Elsewhere, you'll get the latest update – look for this in each issue through fall 2015 – on the College's financial future. That includes an invitation for alumni to help support continuing the need-blind admission program at Grinnell.

Also, you'll find tips on how to handle life, and death, from **Karla Erickson**, a Grinnell associate professor of sociology and author of a new book, *How We Die Now: Intimacy and the Work of Dying*.

On a lighter note, we offer the award-winning author **Daniel Penny '13**'s breezy journey through the world of skateboarding, "Seven Layers of Compressed Plywood."

In this issue, we look at many developments around campus – from enrollment changes to open access of scholarly works online. But as we zero in on these advancements, the 100th anniversary of a *New York Times* article featuring then-President **John H.T. Main** and Grinnell College reminds us of what hasn't changed. Grinnell remains a highly esteemed liberal arts college, with a legacy of diversity, academic strength, and strong financial planning that sets the College apart.

– Perry Beeman, editor

[magazine@grinnell.edu](mailto:magazine@grinnell.edu)

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



### 2014 Athletic Hall of Fame: Call for Nominations!

Nominations are now being accepted for the Grinnell College Athletics Hall of Fame class of 2014. Recipients will be selected based on athletic and academic achievement while at Grinnell College as well as athletic achievement and contributions to the Grinnell College community following graduation.

Visit <http://forum.grinnell.edu/2014hall-fame> to read more about the Hall of Fame for more details or to download a

nomination form before Jan. 1. The inductees will be announced next spring, with the official ceremony during Fall Athletic Weekend, August 29-31, 2014.



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Simply “getting out”  
was nothing compared to  
exploding the walls of the mind.

—Stephen J. Fischer '53

## LETTERS

### Grinnell Buddies

I recently shared the wonderful issue of *The Grinnell Magazine* featuring **Harry Hopkins 1912** with a neighbor, who is a grandson of Franklin D. Roosevelt. He was pleased to read it and to note the book by David Roll, *The Hopkins Touch*, also featured in the magazine. Our discussion led to *Roosevelt and Hopkins*, the classic by Robert E. Sherwood, which won the Pulitzer Prize for biography in 1948. Grinnellians might be interested in two quotes from Sherwood's book.

First, from a letter written by **James Norman Hall 1910** to Hopkins, one of thousands Hopkins received each week leading up to World War II: “In the name of old-time Grinnell friendship, I am going to ask a

favor of you, and please don't curse me out until you learn what the favor is. The little island of Tahiti, in French Guiana ... has, for more than three months, been deprived of the right to purchase any gasoline or kerosene from the U.S.A.”

On Nov. 13, 1941, Hopkins wrote Hall in Tahiti: “We are really getting on with our production program now. Airplanes, tanks, ammunition and guns are moving rapidly and I think they are going to play an important part in the next few months. I don't believe we can ever lick Hitler with a Lend Lease program. Unfortunately, it is going to take much more than that.”

—Alan Goldfarb '52  
Mill Valley, Calif.

### Liberating Lessons

During my 60th Reunion in June, an exposition of the College's Liberal Arts in Prison Program (LAPP) brought me up short. While, for the recently incarcerated LAPP participants, my liberal arts education was an ill-defined step to presumed achievement, the liberal arts brought a freedom to achieve that transcended the bars of prison. Simply “getting out” was nothing compared to exploding the walls of the mind. At least, this is what I heard from their repeated assessment. LAPP's lesson, for me anyway, is that if there is a way in, there is a way out.

—Stephen J. Fischer '53  
Miami

### Where Credit is Due

I was excited to read about my fellow Grinnellians working on mobile apps, especially when I learned Diptic had been designed by a fellow '08 alum [**Lorelei Kelly '08**]. I was surprised, though, that the Lift mobile app was mentioned and credit was not given to **Tony Stubblebine '00**, CEO and co-founder at Lift. Perhaps it was cut accidentally during editing, or the author was unaware of his alum status. Lift is a useful little tool — and it's the product of a Grinnellian!

—Amy Rothbaum '08  
Denver

As I recall, the  
first “official” College garden  
was built in 2001  
by volunteers with the  
Environmental Action Group (EAG) ...

—Brian Turner '02

## More on CSAs

Your otherwise superb profile of the College’s burgeoning interest in local foods and graduates’ accomplishments in the field [“Grinnell Farms,” Summer 2013, Page 22] incorrectly states that the garden’s current plot dates to 1999. As I recall, the first “official” College garden was built in 2001 by volunteers with the Environmental Action Group (EAG) at the corner of 16th and Penrose. In 2002 EAG lobbied then-President Russell Osgood to give the garden a permanent home closer to campus, which led to the current location, which features cedar-plank raised beds, a compost pile, and student artwork. We later constructed a straw bale toolshed, although I noticed last year that the building has been replaced with a more conventional model.

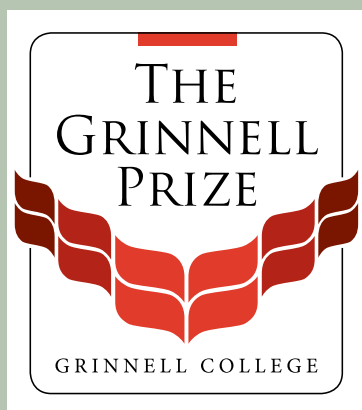
—Brian Turner '02  
San Francisco

In “Grinnell Farms,” writer Ali Wade Benjamin recalled her early days buying food through community-supported agriculture (CSA), saying, “I’d get these bags of vegetables from the CSA that were so beautiful, and there are no directions; it’s not coming out of a box.” I don’t know if our local CSAs deliver cooking directions and recipes in the boxes, but I can tell you there are recipes on their Internet pages. Maybe this would be a marketing tool more CSAs could share or even develop themselves.

—Nancy Rice,  
mother of Ian Rice '89  
Woodland, Calif.

*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).





## Prize News

### Recipients named and call for nominations open

2013 Grinnell Prize recipients will be announced on Monday, Oct. 28. The recipients will be on campus from Sunday, Nov. 3, through Saturday, Nov. 9, to meet with students and members of the broader community, talk about their work in courses and in public presentations, and receive their Grinnell Prize awards.

To submit nominations for the 2014 Grinnell Prize (Deadline: November 8, 2013): [www.grinnell.edu/grinnellprize](http://www.grinnell.edu/grinnellprize).

The Grinnell Prize office is also seeking volunteers for review and selection of nominations for the 2014 Grinnell Prize. Volunteers should click on Volunteer Opportunities on the Grinnell Prize web page.

## CAMPUS NOTES

### From Hope to Action

**Can philanthropy help keep Grinnell affordable? Some alums hope so. And they're turning hope into action.**

In February 2013, after months of community-wide discussion, the Grinnell Board of Trustees approved a historic motion regarding the future of the College See "Grinnell's Financial Future" at [www.grinnell.edu](http://www.grinnell.edu).

This pivotal action affirmed the desire, expressed by many Grinnellians, that the College continue its commitment to need-blind admission and meeting 100 percent of domestic students' financial need. It also acknowledged—perhaps more forcefully than at any other time in recent College history—that philanthropic support from alumni, parents, and friends is essential to keep Grinnell accessible.

In its call to diversify the College's revenue streams, the Board envisioned philanthropy as one leg of a three-legged stool. The other two are net student revenue and endowment performance, with efficient cost containment as an ongoing priority. (See boxed content.)

#### Here is an update on the progress of all three revenues:

##### Endowment performance:

Since July 2012, Grinnell's return on investment has been **16.4 percent to \$1.55B**. This is a stronger performance than the previous year, and stronger for the year than any other institution in the country. But, as demonstrated at [www.grinnell.edu/grinnellsfuture](http://www.grinnell.edu/grinnellsfuture), the 4 percent the College takes from its returns is insufficient to meet students' growing need while ensuring Grinnell's excellence.

##### Net student revenues:

The need profile of entering classes continues to climb, the result of a sluggish economic recovery combined with Grinnell's reputation for generous financial aid. Between

2012 and 2013, **the number of entering students who qualified as "very high need" jumped 26 percent, to 111 from 88**. Meanwhile, net student revenues for the entering class declined, from \$7,191,378 in 2012 to \$7,156,081 in 2013.

##### Philanthropy:

Inspired by calls from many alumni and parents to protect the concept of "need-blind" admission, the College launched a concerted fundraising effort inviting donors to support access at Grinnell. **From July 1, 2012, through August 23, 2013, some 1,802 donors have given \$353,643 for need-based aid.** Another 440 have given \$60,995 for merit aid.

A first step toward sustainability would entail reducing the College's discount rate by 6 percentage points, equal to \$4 million a year. So far, neither

philanthropy nor net student revenues have increased sufficiently to fill this gap. What would it take? Divide that \$4 million by Grinnell's 1,600 students per

year into the foreseeable future, and \$2,500 will provide the margin of access for one Grinnell student, ensuring an excellent and affordable education.

But the need is urgent. As the Board noted in its resolution, "If we have not demonstrated significant progress toward resolving the structural imbalance in our operating budget by the fall of 2015, we will determine at that time whether to pursue more aggressive enrollment management strategies or become openly need-aware, effective with the entering class of 2017."

Many Grinnellians have expressed the strong hope that the College will vote to continue its need-blind/meet 100 percent of need policies. Now is the time to move from hope to action—for each of us as Grinnellians to ask what part we can play in keeping a world-class education affordable for all.

Updates will appear in every issue of this magazine through Fall 2015 and on [forum.grinnell.edu](http://forum.grinnell.edu).

## A Legacy of Sisters

### A new fund honors two sisters who served Grinnell's admission staff for decades.

Two sisters who served Grinnell College's Office of Admission with distinction are being honored with a new experiential learning fund that carries their name. **Kathleen "Katie" Brown Anderson '49** and **Mary Lou Brown '56** have a combined 99 years of service in the Grinnell office.

The fund was established by **Ed Senn '79**, who worked for the sisters as a student tour guide during his second, third, and senior years at Grinnell.

Now a vice president at Verizon and a leader on the College's Alumni Council, Senn says that the sisters taught him the value of hard work, perseverance, and making a good first impression. He established the Katie Brown Anderson '49 and Mary Lou Brown '56 Experiential Learning Endowed Fund to help Grinnell recruit the best students, provide them with challenging opportunities, and support them as they prepare to graduate.

In particular, Grinnell's Center for Careers, Life, and Service will use the fund to support student externships, internships, and other initiatives.

"Katie and Mary Lou were shining examples of the Grinnell spirit for generations of students," Senn says. "They gave meaning to the Grinnell experience and provided equal amounts of support, humor, and whimsy for prospective students and their guides."

Anderson and Brown, who still live in Grinnell and worked with the admission staff from 1948–1998 and 1950–1998, respectively, say they are truly honored by Senn's establishment of this fund. The sisters agree that, "Ed was an outstanding tour guide who always made sure students and parents had a memorable campus visit."

After graduating from Grinnell in 1979 with a degree in biology, Senn worked as a field organizer for John Anderson's 1980 presidential campaign and served as legislative director for U.S. Rep. Tom Tauke (R-Iowa). As Verizon's vice president of state public policy and government relations since 2006, Senn focuses on state public policy issues across the country.

In 2003 he established the **Jenny Erickson** Endowed Scholarship (named for the College's Forum director), was part of the group

## Welcome!

### Diversity expert comes to Grinnell.

**Poonam Arora** joined Grinnell College in July as associate dean for diversity and inclusion, chief diversity officer, and Rosenfield Professor of Diversity and the Liberal Arts. Arora will lead the College's efforts to recruit and retain a diverse faculty, administrative staff, and student body.

Formerly professor of English at Hamline University in St. Paul, Minn., Arora also served as Hamline's associate vice president for diversity integration. She has been an associate dean and professor at Zayed University in the United Arab Emirates and taught English and film studies for nearly 20 years at the University of Michigan at Dearborn.

"Arora's professional experience in celebrating diversity and promoting inclusion, and her scholarly expertise on identity formation in pluralistic societies make her a great addition to the dean's office and to campus leadership in this important area," says **Paula Smith**, former vice-



**Poonam Arora**

president for academic affairs and dean of the College.

Arora holds a B.A. from St. Stephen's College in Delhi, India; an M.A. in English from the University of Delhi; and a Ph.D. from Binghamton University in New York. She also holds a graduate diploma in American studies from Smith College and a diploma in film appreciation from the Film and Television Institute of India.

## Perfecting Peer Mentoring

### A new Arthur Vining Davis grant will expand program opportunities.

Peer mentoring has been part of Grinnell classrooms for decades. Now, a \$250,000 grant from Arthur Vining Davis Foundations will help the College deepen and expand its programs over the next four years. The funds, says grant writer **Susan Ferrari**, will go toward evaluating and growing existing programs, refining mentor selection and training, providing faculty workshops, and disseminating information to other colleges and universities.

The grant adds to mentoring programs that, over time, have expanded throughout the Grinnell curriculum. Many departments employ peer mentors for a variety of courses. The libraries and writing lab both have mentoring programs, and the Alternative Language Study Option (ALSO) not only employs peer tutors, but also helped add Japanese and Arabic to the curriculum, Ferrari notes.

"When the students report on their learning gains from a research experience, students who work with

peer mentors report higher levels of gains in areas such as tolerance for obstacles, readiness for more research, and self-confidence than other students do," said **David Lopatto**, Samuel R. and Marie-Louise Rosenthal Professor of Natural Science and Mathematics, professor of psychology, and interim vice-president for academic affairs and dean of the College. "Students who were the peer mentors scored even higher, thus supporting the adage that teaching is the best way to learn. Peer mentors report greater gains in leadership skills and sense of accomplishment in their peer mentor role than when they first became undergraduate researchers." The grant helped the Writing Lab place 18 mentors this year, up from the previous high of 12.

**Heather Lobban-Viravong**, associate professor of English and associate dean, is the grant's administrator. Grinnell has received seven awards and \$650,000 in funds from the foundation, beginning with a grant in 1974 for a minicomputer system.



that started The **Richard T. Cervene '51** Scholarship Fund, and in 2009 created the **John and Emily Pfitsch** Scholarship, which honors Grinnell's legendary athletic director and his wife. All of these funds support current students while honoring staff members who influenced Senn during his time at Grinnell.

### More to come ...

Exciting changes are underway in Grinnell's newly named Center for Careers, Life, and Service. Watch for more in *The Grinnell Magazine's* upcoming winter issue.

**Mary Lou Brown '56,  
Kathleen "Katie" Brown Anderson '49,  
and Ed Senn '79**



Photo by Justin Hayworth

## Grinnell Courses Go Digital

**A new partnership with Global Online Academy allows high school students to take Grinnell courses for credit.**

High school students at a select group of 32 schools across the United States and in four other countries will be able to take some Grinnell College courses for credit online, thanks to a new partnership between Grinnell College and Global Online Academy (GOA).

A nonprofit partnership of leading independent schools, GOA is designed to bring the intellectually rigorous programs and excellent teaching of its member schools online.

"We are very pleased to announce this innovative new partnership," says College President **Raynard S. Kington**. "Global Online Academy offers online courses that are consistent with what we emphasize and value here at Grinnell: small classes, close attention from talented faculty members, and small-group discussions. This new partnership will give Grinnell exposure to the world of online education in an environment that allows our faculty to interact with very

talented high school students."

Grinnell's involvement in Global Online Academy will be supported by a gift from **Clint Korver '89** and Miriam Rivera, of Atherton, Calif. Korver, who chairs Grinnell's Board of Trustees, says he made the gift to help Grinnell explore innovative new teaching strategies, including new uses of technology to enhance the liberal arts curriculum.

GOA classes are deliberately small (enrollment is capped at 18), and students are graded and evaluated as they would be in a traditional classroom setting. Because students come from time zones all over the world, the classes do not have set meeting times; rather, the professor creates the class materials and assigns student work throughout the week. Students collaborate on work with their classmates, often using Skype or similar platforms. They work together on projects, discussions, and in other collaborative ways.



Photo by Justin Hayworth

**Shonda Kuiper, associate professor of mathematics and statistics, shows the locations of her online students.**

Those who enroll in Grinnell's GOA classes will receive course credits at their own high schools, as well as course credits that will apply if they enroll at Grinnell. Grinnell's immediate plan is to offer one course — Advanced Statistics, taught by **Shonda Kuiper**, associate professor of mathematics and statistics — beginning in fall 2013.

"This is an exciting and important new opportunity for GOA students," says Michael

Nachbar, director at Global Online Academy. "Allowing our students to participate in college courses — particularly at an academically rigorous liberal arts college like Grinnell — will allow our students to explore subjects that are academically interesting and challenging while supplementing their coursework and preparing for college."



**Jonathan Seliger, *Seasonal*, 2010.**  
Automotive enamel on bronze, 39½ x 24 x 14 in. Ed. 1/5.  
Courtesy of the artist and Jack Shainman Gallery, New York.

At the FAULCONER GALLERY



## Stocked: Contemporary Art from the Grocery Aisles

Sept. 20–Dec. 15, 2013

Curated by Emily Stamey '01, associate curator,  
Scottsdale (Ariz.) Museum of Contemporary Art

*Stocked: Contemporary Art from the Grocery Aisles* presents the work of contemporary artists who, directly and indirectly, take the grocery store and consumption of its products as their subjects. In contrast to historic pop's celebration of everyday consumption, the artists note the seductive aesthetic appeal of commercial products with degrees of uneasiness. Using a variety of styles and media, they keenly and cleverly interrogate not only the grocery items we purchase, but also the physical and psychological environments in which we shop, the individuals and social frameworks we encounter there, and the cultural norms that inform our habits of consumption.

This exhibit is organized by the Ulrich Museum of Art, Wichita State University, Kansas. The exhibition has been supported by the Lois Kay Walls Foundation, Spirit AeroSystems, Delta Dental, Richard D. Smith, Sondra M. Langel, and additional private sponsors.

## Welcome!

### Colorado administrator takes key planning position at Grinnell.

**Randy Stiles** joined the College in August as associate vice-president for analytic support and institutional research. Previously he was as special adviser for the president, business analytics, at Colorado College, where he supported the president's office in strategic thinking, planning, and initiatives.

"Randy Stiles is an accomplished scholar, teacher, and administrator who can help lead Grinnell toward a culture of data-informed and evidence-based decisionmaking," says **President Raynard S. Kington**. "With his guidance, the Office of Analytic Support and Institutional Research will support teaching and learning outcomes assessment, enrollment management, and administrative program analysis, all of which are part of continuous strategic thinking, planning, and action."

Stiles says, "I'm very excited about working together with people across campus to explore how new methods and tools of analytics might stimulate good questions and



**Randy Stiles**

inform decisions in both academic and administrative matters."

Stiles holds B.S. and M.S. degrees in aeronautical and astronautical engineering from the University of Illinois. He earned an M.B.A. from Northeastern University, a retired Air Force colonel, and a Ph.D. in aeronautical engineering from Purdue University, Lafayette, Ind.

## Igniting a Thirst for Knowledge

### Student spends her summer establishing a library in a Bangladesh school.

With the help of a \$10,000 grant from Davis Projects for Peace, **Inara Tareque '16** spent her summer tackling poverty and education in her home country of Bangladesh. Funded by philanthropist Kathryn Wasserman Davis, Projects for Peace offers college and university students an opportunity to address issues they care about.

Tareque and high school friend Thomas Yim, a student at Brown University, used their grant to construct and organize a library at Charduani Middle School in the remote village of Charduani, equipping the facility with computers, Internet access, and a broad selection of books in English and Bengali. Tareque and Yim received book donations from the Asia Foundation, which will continue to donate books every four months. The summer, Tareque says, was a busy time of not only organizing the library, but also holding education empowerment workshops for the school's families. Her aunt, who

leads Charduani Middle School, offered guidance.

Tareque and Yim taught sessions on using computers, conducting online research and offering rewards to students for reading books. Parents got advice, too.

"I think education is the backbone for the development of any society," says Tareque, the daughter of a professor and a middle school teacher. She links the poverty cycle to a lack of educational opportunities.

Political turmoil and the remote location presented challenges. Yet Tareque and Yim saved \$1,000 from their grant, donating it to fill the school's waterlogged playground.

Tareque hopes the project will decrease dropout rates and contribute to the village's development.

"I hope the library will motivate students to work hard and garner knowledge throughout their lives."



## From Wunderkammer to the Modern Museum, 1606–1884

Oct. 3–Dec. 15, 2013

Exhibition drawn from the collection of former Grinnell College Trustee Florence Fearington

A “wunderkammer,” or room of wonder, was often a fascinating intersection of science and art before we had modern museums — it was an early type of interdisciplinarity. This exhibition explores the shift from private rooms of wonder to public institutions, through almost 100 rare and remarkable books, catalogs, and prints from the 17th to 19th centuries. The exhibition comes from the private collection of Florence Fearington and explores those who assembled cabinets of curiosities, what they collected, and how they organized their treasures.

A version of the exhibition was previously exhibited at Harvard University’s Houghton Library and the Grolier Club in New York City. Fearington was a Grinnell College trustee from 2000 to 2008.



Albert Seba, *Crocodile, Locupletissimi rerum naturalium thesauri*, vol. I, plate 16 (Amsterdam 1734) 52 x 37 cm. Collection Florence Fearington.

## Community Fitness

Summer research on exercise and mobility leads two students to develop bridges between campus and town.

Linking science, community benefit, and a love of being active, two students’ summer research addressed fitness for Grinnell’s town residents. **Delia Salomon ’14** and **Matt Schaeffer ’14** worked with **Liz Queathem**, assistant professor of biology, on a mentored advanced project to identify barriers to exercise and to develop programs to make it easier for people — particularly older adults — to incorporate exercise into their daily lives.

Salomon and Schaeffer took a two-pronged approach to their studies, complementing their individual interests: Salomon, a swimmer herself, tracked participants at twice-weekly water aerobics classes at the College’s Russell K. Osgood Pool. Baseball player Schaeffer followed participants walking three times a week, some on a treadmill, and some at Grinnell’s Arbor Lake.

“We were particularly interested in how exercise programs can affect functional

mobility,” Salomon explains. At the beginning and end of the training program (Salomon’s lasted six weeks and Schaeffer’s five), participants took part in a functional reach test and timed up-and-go test, two standard exams used to measure functional mobility.

“Mobility is the single biggest threat to people’s independence,” Queathem says. “Many elderly people fear that they are just one fall away from a nursing home. Anything they can do to protect their mobility is valuable, and we know that exercise can significantly help reduce fall risks.”

The researchers hope to use their project as a springboard to build partnerships and fitness programs with Grinnell’s local citizens. Working with Kristin Kahn of St. Francis Manor, a local retirement community, they hope to set up a fitness test open to the town, as well as a Columbus Day run/walk that would pair St. Francis residents

with College athlete walking buddies. They are also interested in building relationships with the Mayflower Community, another local retirement complex that recently offered a class on how to avoid falls.

“One of the main reasons I enjoy research like this is that I can see it having a clear benefit,” Salomon says. “We’re trying to bridge doing the science and benefiting people in the community.”







## Ties that Last

**A new endowed chair honors a professor's legacy and a former student's memory.**

Commemorating a decades-long friendship, the Grinnell College Department of Biology is preparing to institute the new Waldo S. Walker Endowed Chair in Biology. **Peg Martin Stiffler '63** gifted the chair in her estate, a tribute to **Waldo Walker**, professor emeritus of biology. The announcement, made at the 2013 Reunion, came just a

few days before Stiffler died on June 6 at the age of 71.

A biology major herself, Stiffler was a student assistant and one of Walker's advisees. "Peg had a little table behind my desk, and we would carry on conversations about everything," Walker recalls. "It's an honor — and I can't say very much about it, because I'll cry," he adds.

The gift highlights the powerful mentoring relationship between students and faculty, relationships that often extend well beyond four years on campus. Walker and Stiffler became close personal friends —

and remained so for many years — when she took a job in the Grinnell admissions office with then-husband **Joe Stiffler '64**.

"Long before it became a reality, Peg told me of her desire to endow a chair in honor of Wally Walker," says **David Evans '64**, the Stifflers' friend since their Grinnell days. "She clearly never forgot the impact he and Grinnell had on her life."

Chair recipients will be chosen "to enhance the teaching and research capabilities of the Department of Biology (or any academic division subsequently incorporating this field of study)," with preference given to candidates who specialize in whole plant biology or ecology.

**Beth Halloran**, vice-president for development and alumni relations, who worked closely with Stiffler in setting up the gift, adds, "I've worked in the field for a long time, and Peg was one of the most remarkable benefactors I've worked with."

"Peg was a bright and caring person who held strong positions that she would not yield without a terrific battle," Evans recalls. "She told me that she would have liked to have lived a longer life, but was fortunate to have enjoyed the life she had."

## The Art of Mathematics

**Mathematics professor merges math and art.**

Although he only made his debut in mathematical art this past January, **Marc Chamberland**, professor of mathematics and statistics, has already had pieces accepted to two juried exhibitions: His works *Inner Square* and *Borromean Five* were shown at the Joint Mathematics Meeting (January, San Diego) and The Bridges Conference (July, Netherlands).

Part puzzle, part artistic exploration, Chamberland's work merges mathematical lessons with aesthetics, history, and popular culture. *Borromean Five*, he says, springs in part from the image of the Borromean rings — three intersecting circles that have appeared as anything from religious symbols to company logos. Further, he says the piece is a "knot-theory type of comparison" to the game rock-paper-scissors-lizard-Spock, popularized on the sitcom *The Big Bang Theory*. "Any given ring 'beats' two others and 'loses' to two," Chamberland explains.



Photo by Marlon Chamberland

***Borromean Five*, 2013, high-performance composite made with a 3D printer, 18 cm x 18 cm x 4 cm**

"That is, each ring covers two others and is under two others."

Chamberland says that although he has no formal artistic training, his interest in creating mathematical artwork sparked in earnest in 2008, when the College acquired a 3D printer. Linking the machine to a symbolic algebra computer program, Chamberland used the

printer to create *Borromean Five*.

"Geometry and art have a long history together, as you would expect," he says, citing Dutch artist M.C. Escher — who also was friends with many mathematicians — as an outstanding example. "Mathematicians go bananas over Escher and have intensely studied his work. But Escher

is most complicated on a two-dimensional surface," he explains. "Three-dimensional work is much more complex. Very few mathematicians can move beyond two-dimensional images to artistically produce three-dimensional constructions. 3D printers open up new doors for mathematicians and art."

The Borromean rings concept has also been a source for Chamberland's research. The five-ring configuration, he says, has exactly one formation that works. He and **Eugene Herman**, professor emeritus of mathematics and statistics, have also worked on a seven-ring configuration — a complicated project that yields three fundamentally different possible outcomes.

*Inner Square* can be viewed online at Mathematical Art Galleries: <http://gallery.bridgesmathart.org/exhibitions/2013-joint-mathematics-meetings/chamberland>.

—Kate Moening, '11

## Fulbright Season

Grinnellians will teach and conduct research in five countries and two continents this year.

Six Grinnellians accepted Fulbright assistantships for international teaching or research assignments this year. The Fulbright international education exchange program is designed to increase mutual understanding between the United States and other countries. The program is sponsored by the Bureau of Educational and Cultural Affairs in the U.S. State Department.

“Grinnell’s consistently strong representation among students receiving Fulbright awards is evidence of the College’s longstanding commitment to service and to international education,” says **Doug Cutchins**, Grinnell’s assistant dean and director of post-graduate transitions. This year’s recipients include two Posse scholars, **Anika Manzoor ’13** and **Stefanie Kundakjian ’13**. “By partnering with Posse, Grinnell lives up to its commitment to ensuring that a stellar liberal arts education is available to students from many different backgrounds. Anika and Stefanie’s Fulbright grants are evidence that this partnership works,” Cutchins adds.

Grinnellians and their country assignments for 2013–14 include:

- **Jennifer Brown ’12**, a Chinese major from Bronxville, N.Y., will teach English in Turkey.
- **Adam Glassman ’13**, a theatre and dance major from Dublin, Ohio, received a full grant to pursue performance studies in Seoul, South Korea.
- **Stefanie Kundakjian ’13**, a history and Spanish major from Los Angeles, will teach English in Armenia.
- **Clara Montague ’13** from Skokie, Ill., will teach English in Turkey. She majored in English and in gender, women’s, and sexuality studies at Grinnell.
- **Anika Manzoor ’13** from Bethesda, Md., will teach English in Malaysia. She majored in gender, women’s, and sexuality studies, with a concentration in global development studies.
- **Alexa Reynolds ’13**, a German and history major from Clive, Iowa, accepted an English teaching assistantship in Germany.

## Welcome!

IT expert focused on higher education joins Grinnell.

In July, **Donald Tom** became the College’s director of information technology services.

Tom comes to Grinnell with extensive experience in the application of information technology in higher education, having worked for many years at the University of Chicago and Brown University. He also has considerable experience in private industry and the nonprofit TCS Education System.

Tom “impressed the search committee as an individual with tremendous talents, drive, and dedication. We are very excited that he is joining the Grinnell College community,” says **John Kalkbrenner**, vice-president for College services.

“From the very beginning of the process of applying for this position, I was excited by the prospect of serving at Grinnell College. Those of us in the higher education community have a deep appreciation and understanding of Grinnell College and its place in



**Donald Tom**

the higher education landscape,” Tom says. “As I moved further along the process, speaking and meeting with some of the people I would work with, I became even more enthusiastic about becoming part of the Grinnell College community.”

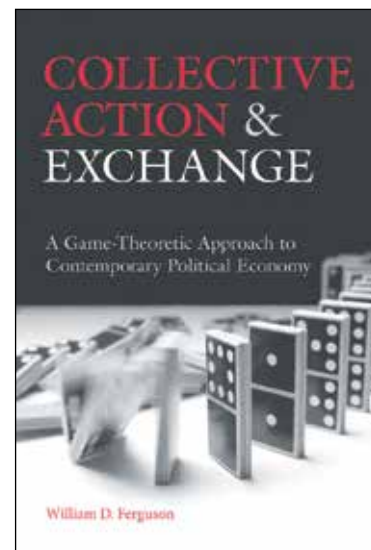
Tom holds a B.S. from the State University of New York at Stony Brook and an M.B.A. from the University of Chicago.

## Interdisciplinary Economics

A fresh look at game theory and political economy.

Drawing from fields as diverse as economics, political science, psychology, and sociology, Professor of Economics **William Ferguson ’75** lays out a complex argument in his first book, from Stanford University Press. *Collective Action & Exchange: A Game-Theoretic Approach to Contemporary Political Economy* (June 2013) examines collective-action problems through the lenses of political economy and game theory. Ferguson argues that successful economic development requires at least partial resolution of such problems.

To craft his argument, Ferguson blends theories of economics, social preferences and norms, rationality, power, and social network theory, among others. The seed for the book, he says, grew from an economics department memo he wrote in 2008, discussing how developments in economic theory could affect the curriculum. He went on to conduct research at universities in London, Virginia, and Indiana, where he worked



with 2009 Nobel laureate Elinor Ostrom.

“Several people have told me, ‘We need this kind of book, and we don’t see one.’ No books I’ve seen use game theory as I do to address political economy.” He envisions the book as a versatile text for upper-level undergraduate economics courses, and as a useful applied tool for graduate courses in economics, policy, business, and even sociology.





# Eight Lessons *from the* End of Life

*What working with those who care for the dying taught me about life and death.*

By Karla Erickson

*In the 21st century, many of us are  
living longer, dying more slowly, and,  
more important, dying differently than  
our ancestors. Based on her book, the  
author offers advice on handling a  
prolonged dying process for which we  
have no rituals or best practices.  
Most of us are unprepared.*

Elder-care workers are the exception. These people work with dying people and their loved ones daily. They are nurses' aides, administrators, family care providers, and others working in such places as hospices and continuing care retirement communities (CCRCs). Their work is physically, medically, emotionally, socially, and spiritually demanding almost beyond compensation. Yet those who do it say it also can be rewarding beyond measure, leaving them strong, self-assured, grateful, and at peace with life itself. I spent two years working with and interviewing 50 of these workers to understand how we die now. Here are the lessons I learned from them about navigating the transition from life to death:

## **1. Avoid overtreatment.**

"It's insane the number of [dying] people whose families try to keep them alive," said a CCRC chaplain. "The vast majority of my work is normalizing the end of life as well as death, and being able to celebrate it."

Workers told horror stories about residents who were encouraged to fight desperately against their own mortality in what one CCRC administrator described as,





Photo by Justin Hayworth

“the relentless pursuit of life at any quality.” He and other elder care workers say aging adults are at risk for excessive medical interventions; many such workers have made plans to ensure that they would not be overtreated at the ends of their lives.

When faced with end-of-life issues of a loved one, they suggest:

- Come to grips with death so you don’t make choices that, in trying to avoid it, you later regret.
- Be aware of the downsides of potentially life-extending medical technologies and extreme medical treatments. Often death comes anyway, amidst or immediately following a difficult and painful procedure.
- Don’t pursue such medical interventions in lieu of saying good-bye, acknowledging that the end is near, or taking the opportunity to celebrate the dying person’s life.

## 2. Make choices.

Elder-care workers say it is often family and friends of the dying, not the dying person, who seek more time at any cost. As one worker explained: “Everyone is going to die

and leave this world, and health care is not going to change that. ... But we have choices in how we want to do it.”

Here’s how to help the dying exercise those choices:

- Avoid denial. Denying the inevitability of death means that when it comes, you’ll be unprepared — and in crisis.
- Realize that those who are dying are often more accepting of and familiar with death than their younger family members, due to their own experience of having lost loved ones and friends. Take your cue from them: Revere — or at least accept — the cycle of life.
- Shift your focus away from the heroics and drama of fighting terminal illness and toward an acceptance of death that is planned, peaceful, and deliberate.
- Recognize that the dying have choices. These include intentionally letting go, declining some available treatments, and acknowledging, even *welcoming*, death’s approach.

*End-of-life workers say  
the dying know they are dying  
and benefit from frank  
conversations with loved ones.*

– **Karla Erickson**, *associate professor of sociology*

### 3. Be not afraid.

Hospice has an official definition of a good death. It includes saying good-bye, asking for forgiveness, forgiving others, and having some say in how one's life ends. Elder-care workers also have a consensus about what constitutes a bad death: It includes the family of the dying railing against the dying process, a dying person who is unable to express their final wishes, and an atmosphere of chaos and crisis. This traumatic, dysfunctional scene, workers say, is often caused by fear of pain and fear of the unknown. Take away the fear, and death can be a much more peaceful, controlled, and intentional leave-taking. And the best antidote to fear is knowledge.

Elder-care workers tell the dying and their families:

- Pain can be managed by medication self-administered by the dying, allowing them a final measure of both comfort and control.
- Death often comes in stages, with recognizable signs that signal the transition from life to death. Knowing where they are in the dying process can allow those who are dying and their loved ones to understand options, make choices, and make the best use of the time they have together.
- Fear and crisis need not dominate, or even characterize, our final days and hours.

### 4. See it coming.

For most of us, death seems unpredictable and frightening. But the dying process often has identifiable steps. They may include:

- A diminished interest in details about the wider world, such as sports scores, weather, what's on the menu, the date, and the news.
- Interest in eating declines.
- Talk of going on a journey.
- Even among those who have been withdrawn for a long time, there are moments of clarity or clear speech — often brief. (Some call these “awakenings.”)
- Toes curl.
- Knees and lower legs mottle and start to spot.

- Extremities begin to feel cool; skin may turn grayish or bluish.
- A lack of thirst and a declining interest in drinking.
- The person loses the ability or focus to clear saliva from his or her airway, producing a “death rattle,” or cracking sound in the throat.
- The dying person reaches up and out.
- Breathing slows and may even seem to stop, followed by very quiet sighs, until breathing finally ends.

Elder-care workers say:

- Watch for these signs. Once they have begun, so has active dying.
- Use these signs to take away the surprise of death, to help the person make final choices and the best use of the time remaining.
- Once these signs are evident, don't pressure the dying to “stay longer.” Many workers witnessed dying residents “holding on” for a particular purpose — for a beloved daughter to return home from overseas, for a wedding, for a grandchild to be born. These acts of will and control in the very weak and dying convinced many workers that family members could turn a good death bad through undue pressure.

### 5. Make a plan.

All of the end-of-life workers I interviewed — every single one — talked about the need to make plans for death; 48 out of 50 had already made their own — elaborate, detailed, and in almost all cases, written down. Making plans, they said, means a much greater chance that their wishes will be honored and that their passing will be peaceful.

One doctor I interviewed said she fears avoidance of death, not death itself. “Death is just the natural progression of life. And if you're thinking about, if you're worried about, loss of function or loss of independence, do something *now* to make a *difference*! Keep yourself in better shape, make appointments for support in your older years. You know, if you think your plan is to go into a nursing home, well then, make *arrangements*.”

### 6. Act.

Even families who have planned for death can struggle to know what to do when active dying begins. Some family members freeze or withdraw, afraid that as death approaches they'll do the wrong thing.

Workers advise just the opposite:

- Don't wait for a final sign. Deaths in pop culture often are dramatic — marked by violence, dying confessions, or revealed secrets — and families sometimes miss a chance to offer a dying person acts of kindness while waiting for a sign that never comes.
- Small things matter. There is nothing particularly

sacred or dramatic about pulling up the covers, or turning a fan, or feeding ice chips. But these acts are the remaining opportunities to express regard and love.

- Keep up the rituals. Daily rituals sustain the dying and offer a way of being with the dying person, of communicating compassion, understanding, attention and respect.
- “Don’t be afraid to touch them,” said one worker. “You can hold them, you can kiss them, you can hug them.”

## 7. Talk.

Death is not successfully avoided by silence. End-of-life workers say the dying *know* they are dying and benefit from frank conversations with loved ones. But friends and family often avoid the subject and focus instead on a quest for more time, hope of cures, or minutiae. In the process, they squander precious opportunities to say good-bye, to offer apologies and forgiveness when needed, and to communicate their deepest feelings.

Their advice is simple: Stay attuned to the process and speak to the dying. Hearing seems to continue long after other senses shut down, so even after the opportunity to do something has passed, the opportunity to say something continues. Talk to the dying, rather than *about* them. One worker said, “Keep talking to them, they can *hear* you. Hearing seems to be the last thing to go. Keep talking.”

## 8. Be grateful.

Of the 50 people I interviewed who have ushered someone else toward death, the most common refrain was *gratitude* for the opportunity, because it helped them overcome their own fears of death, live more fully, and do meaningful work. Many said they felt more alive than before they began such work — more communicative, more secure, and more willing to touch others, speak frankly, and make plans for their own lives. They found their days more rewarding and their routine engagement with death transformative, precisely because it was difficult and rare. The continuing presence of death also reminded them of the preciousness of life. Workers expressed confidence, even bravado, in the face of death. “When my time comes, I’ll just stock my freezer with Haagen-Dazs, put in a margarita machine, and enjoy the end,” one says.

When workers encourage us to embrace the dying process, they do so in part as a result of their own transformative engagement with death, and are sharing an approach to death that they think preferable to denial and avoidance. Their advice to pursue an intentional, sustained process of ushering another person into death reflects the rewards that they’ve experienced as a result of their work. ■

## Applied Ethnography

### A professor and her students do their fieldwork in town.



**Karla Erickson** is a feminist ethnographer of labor and an associate professor of sociology at Grinnell College. This article is based on her book *How We Die Now: Intimacy and the Work of Dying*, from

Temple University Press. It follows *The Hungry Cowboy: Service and Community in a Neighborhood Restaurant*, a behind-the-scenes look at class, community, and gendered labor in a Tex-Mex restaurant.

For both books, Erickson immersed herself in the occupational and social worlds she studied. *The Hungry Cowboy* was inspired by working as a waitress for 13 years; *How We Die Now* came about after she observed the spiritual, physical, and emotional support hospice workers provided her dying grandparents.

Grinnell is ideal for a study of this type; Iowa has one of the oldest populations in the United States. Grinnell is a destination for retirees and has several excellent elder communities. Grinnell’s trusting, small-town culture welcomed Erickson and her students; participants gave them intimate access to the final chapter of life.

Erickson’s research took five years. To develop a deep understanding of the working lives and occupational wisdom of end-of-life workers, she trained as a nurse’s aide. Then she and 12 of her students partnered with a retirement care community Erickson calls Winthrop House. She and her students used participant observation and interviews with administrators, nurses, chaplains, volunteers, residents, and family caregivers to understand the dynamics of aging and preparing for death in an elder community.

For more information about *How We Die Now: Intimacy and the Work of Dying*, go to [www.temple.edu/tempress/titles/2193\\_reg.html](http://www.temple.edu/tempress/titles/2193_reg.html).





# *www.grinnell.edu*YOU

## Introducing Grinnell College's all-new, user-customizable website.

With input from a survey sent to 54,000 site users — including more than 14,000 alumni — the College has engineered a complete redesign of [www.grinnell.edu](http://www.grinnell.edu). The streamlined site is not only more colorful, user-friendly, and easier to navigate; it also lets you custom-build your own version of the College's home page to bring you the kind of information you want most. Prospective students will find the website more appealing as they search for answers before deciding whether to enroll at Grinnell.

Here's an overview of the home page:

1

**Navigation.** This bar makes it easy to find what you're looking for. Hover over any item for a pull-down menu of additional options.

2

**Alumni.** Click here for alumni-related information. Even more is available on Forum for Grinnell alumni, faculty, staff, and students.

3

**Search.** A more streamlined site and targeted search function delivers more relevance and less clutter.

4

**Feature.** A wide, colorful banner photo introduces the site's featured story, which may be an article, a slide show, or a video. Typically, several stories appear in rotation; just click on the one you'd like to learn more about.

5

**News.** This section highlights up to five current campus events. Click on each for more information.

6

**Tiles.** These individual windows — each with its own image and text — display content from all over the site, allowing you to learn more about a variety of subjects with a single click. You can scroll down to view even more tiles.

7

**Customization.** The site's most advanced feature allows you to edit the front page to suit your interests. Choose the tiles that the page displays by checking on a role, such as "alum" or "prospective student," or take it a step further by logging in and custom-choosing the tiles that display on your own version of the Grinnell home page — each time you visit.

The best way to experience the site, of course, is to visit [www.grinnell.edu](http://www.grinnell.edu). It is under continuous development, so check back often for new content and features.

Send comments to: [web@grinnell.edu](mailto:web@grinnell.edu) ■



GRINNELL COLLEGE

Site People Library



1

About Admission & Aid Academics Campus Life News Alumni Athletics

2

3



Benjamin Doebr '15 spent his summer lighting up Frank N. Furter, Magenta, Brad, and Janet. Associate Professor of Theatre and...

4

> Welcome, Grinnell Class of 2017!  
> There's Something About Grinnell  
> Rocky's Lightninging

TODAY ON CAMPUS

SUNNY 95°

EVENTS

**Yoga in the Gallery**  
Thu Sep 5, 12:15 p.m.  
Bucksbaum 131 -  
Faulconer Gallery

DINING

**Breakfast: NYC-Style Eggs on a Roll w/Bacon, Belgian Waffles... See Full Menu**

LIBRARIES

**Celebrating the Bicentennial of German Composer Richard Wagner**

ARTS & EXHIBITS

**Master Quilts Past and Present: Preserving the Voice of America's Quiltmakers**

ATHLETICS

**Women's Soccer vs Central**  
Wed Sep 11, 5:00 p.m.  
Jane Gunderson  
Springer '50 Field



5

6

## Create your Experience.

**A** Customize what you want to see on the home page. Use your Grinnell account, or create an account if you are new to Grinnell.

LOG IN

**B** ... or choose a home page that's been created based on your interests.

I AM A VISITOR

SUBMIT

No thanks. Just browsing.

7

ADMISSIONS



### Iowa Private College Week August 5-9, 2013

Iowa Private College Week (IPCW) is a week-long program for independent Iowa colleges and...

GLOBAL GRINNELL



### Global Grinnell

"Grinnell put us together. This is the meeting place." — Serbian Kristina Duric '13

SOCIAL ENGAGEMENT



### An Unusual Reunion

A new group joined Grinnell's reunion this year to share their experiences with more traditional Grinnell alumni. Five former students...

SOCIAL STUDIES



### Habeas Corpus Before (and After) Guantanamo

How long can the United States hold people captive without evidence of wrongdoing or a trial? Years after their initial internment...

HUMANITIES



### Singh wins Anne Hanson '86 Summer Study Award

Vinita Singh '14 travels to St. Petersburg after winning the Hanson award...

SCIENCE



### Using Technology to Change Behavior

Grinnellians are helping Grinnellians get enough sleep.

# Welcome to Forum: New Online Community for Grinnellians

Whatever happened to your first-year roommate? That brilliant lab partner? Your senior crush? Finding classmates and old friends is easy on Forum, the College's official online community for Grinnell alumni, faculty, staff, and students.

Forum ([forum.grinnell.edu](http://forum.grinnell.edu)) replaces Loggia, the former alumni site, and mirrors the design of the College's new website. But Forum brings much more than a new look — it brings new ways for you to socialize, intellectualize, and engage with other Grinnellians, as well as connect to campus and support your College.

As soon as you register as a Forum member, you gain access to Forum's extensive features, including:

- The **Forum directory**, to find and connect with Grinnellians in your local area or around the world.

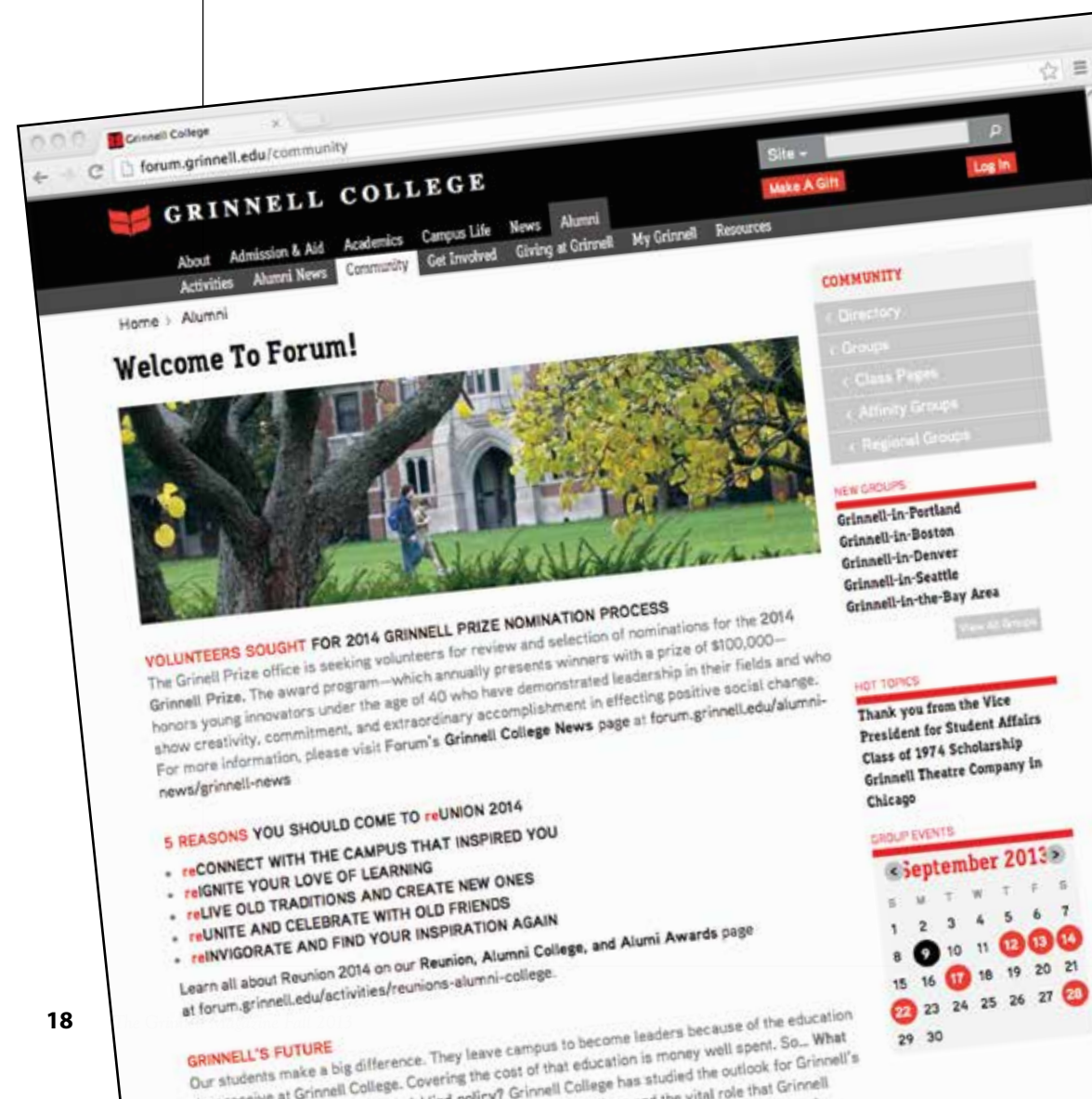
- The **events page**, to see what's happening in your neighborhood and get details about your upcoming reunion.
- **Discussion groups**, which you can join — or start — around any topics, from antique collecting to Zumba.

Forum is designed to accommodate a growing amount of alumni-focused content and functionality, such as access to Project Muse, an online database of journals from nonprofit publishers, and JSTOR, which maintains a digital library of academic journals, books, and other

sources; tools for volunteers; customized home pages; “friending”; and other engaging ways to keep Grinnellians everywhere connected.

Because the Forum community is *your* community, your input is important. Please tell the Office of Development and Alumni Relations what you'd like to see on Forum and the office will consider adding your request to its to-do list (if it's not there already!). Simply email the office at [alumni@grinnell.edu](mailto:alumni@grinnell.edu). ■

—Gary Kuhlmann





This semester, the scholarly works of Grinnell College faculty members are becoming available free to anyone, anywhere — through the College’s new online repository, Digital Grinnell.

Grinnell College faculty members voted to provide online access to faculty-authored articles that have been published in peer-reviewed journals, to promote access and learning. They hope all members of the Grinnell community will consider providing access to other scholarly materials such as course syllabi, book chapters, and books.

“Digital Grinnell and similar systems encourage more democratic sharing of knowledge,” says **Richard Fyffe**, the Samuel R. and Marie-Louise Rosenthal Librarian at Grinnell. “That resonates deeply with Grinnell’s values, and in particular with our commitment to educating women and men to serve the common good.”

## Easy access to atlatis

**John Whittaker**’s extensive works on atlatis (or spear-throwers) will likely be among the first represented in Digital Grinnell. The anthropology professor was one of seven faculty members who served on the task force that examined open access at Grinnell. Whittaker has for many years maintained an up-to-date, comprehensive, annotated bibliography on atlatis, which he posts on his website ([www.grinnell.edu/academic/anthropology/jwweb](http://www.grinnell.edu/academic/anthropology/jwweb)) and the World Atlatl Association’s site (<http://waa.basketmakeratlatis.com/>).

He says, “I believe in sharing my work with professional colleagues and with friends who have an interest in what I’m doing. Digital Grinnell will help scholars by making the material available and easy to find.”

Digital Grinnell also centralizes and standardizes information, Whittaker notes, making ownership more clear. He cites as an example a photograph he took that is frequently shared on the Web, without a photographer’s credit.

## Adding institutional authority

Centralized ownership also provides credibility, notes **Lesley Wright**, director of the Faulconer Gallery and lecturer in art: “In an era when you can’t ever really be sure about the quality of information you find online, colleges should be a place where learners can be confident they’ll find the best possible information.”

Wright, who also served on the open-access task force, notes there are special issues associated with open access to visual art, especially work produced after 1900. Copyright for those works is retained by the artist; to make the work freely available on the Web, museum curators must secure permission and determine required credit lines for each individual artwork. Often, the museum must pay the artist a fee to make the work available through open access.

Even so, Wright says, the art world is moving toward open access — and that’s the way it should be. “The Faulconer has always been dedicated to ‘holding things in safekeeping for the world,’” she says. “That’s what scholarship is all about. It’s social justice, frankly.”

## Serving the common good

For computer science lecturer **John Stone**, open access is a political issue born out of the free-software movement of the early 1980s and Creative Commons, a nonprofit organization focused on sharing and using creativity and knowledge by providing free legal tools. Open access, Stone says, is the next logical step.

Education, he notes, has always sought to serve the common good; it’s an altruistic practice built on “a spirit of generosity about extending knowledge as widely as possible.” The Internet helps even those in some developing countries get easy access to ideas.

Stone is putting his ideals into action: He’s negotiated a contract with his publisher that allows him to put the latest version of his upcoming book on algorithms and functioning program language on Digital Grinnell, giving everyone free access to it. ■

## How to access Digital Grinnell

Find the new online repository of works by Grinnell College faculty members, students, and staff at [digital.grinnell.edu](http://digital.grinnell.edu). The site also includes selected historical material about Grinnell.

# Historic Figures:

## Grinnell's Long and Winding Enrollment Road

By John A. Kissane '82

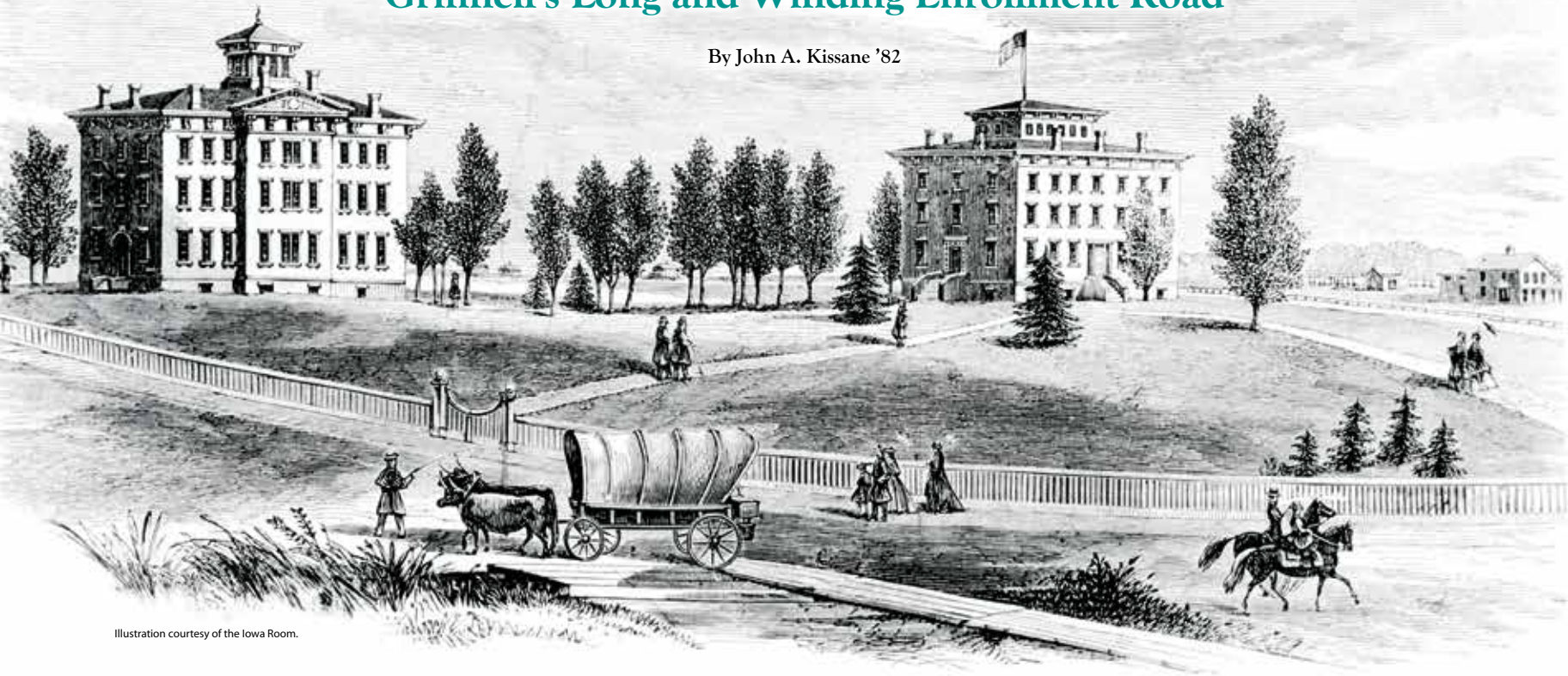


Illustration courtesy of the Iowa Room.

A century ago, Grinnell College boasted an enrollment of barely 500 students, nearly all of them Iowans and two in five natives of Poweshiek County. Today the institution draws students from 50 states and a like number of foreign countries and enrolls about 1,600.

Grinnell plans to keep enrollment at that level, but getting there was a journey. The College fought through everything from Civil War recovery to a devastating tornado. Along the way, Grinnell kept its strong commitment to diversity, social responsibility, and a well-honed world view.

Each president brought personal goals, adding new touches to the success story that is Grinnell College. Here is a look at how the College changed with the help of so many faculty members, students, staff members and supporters.

Brothers John and William Windsor came first. They were the lone graduates during Iowa College's first commencement in 1854, when the predecessor of Grinnell College was still in Davenport.

They were pioneers in a time of inconsistent college growth and growing pains that eventually transformed the school into a diverse, internationally recognized, liberal arts powerhouse.

### Growing Pains, 1858–1900

In 1858, the Trustees of Iowa College decided to move the school westward to Poweshiek County, merging it with what J.B. Grinnell had imagined as Grinnell University. First to re-open, in September of 1860, was the preparatory academy, which operated into the next century primarily as a feeder for the College. The next fall

Iowa College resumed its undergraduate programs, with an enrollment of 99, but it wasn't exactly the dorm-packing vision of today. A mere 12 students were registered in the college course with more than half the total enrollment coming from Grinnell and surrounding Poweshiek County.

The college decided to admit women before the move to Davenport. That helped enrollment, especially considering the Civil War had occupied so many men.

In July 1865, three men received bachelor's degrees as the first graduates of the college course in Grinnell, while 10 women received diplomas for completing the ladies' course. That same day, **George Magoun** was inaugurated as the institution's first president.

Substantial enrollment gains would not happen without better facilities and a larger faculty. The College launched fundraising efforts but donations barely trickled in and the school frequently operated at a deficit.

There were other challenges. Fire destroyed "East College," the original campus building, in 1871. The Panic of 1873 and the ensuing depression forced the College to dip dangerously into endowment funds.

Not to mention that higher education was mostly the realm of the well-to-do throughout the 19th century, and in 1870 only 63,000 students were attending some 563 colleges and universities nationwide. That represented just 1 percent of the 18- to 24-year-old population. The average enrollment nationally was 112 students, and Iowa College wasn't far off the mark, enrolling 90 undergraduates in 1869-70. Another 175 were in various preparatory courses.

Despite the challenges, the financial ones in particular, the College did grow.

Traditional boarding houses developed, and local residents began to open their homes to students. Dormitory construction on campus cut demand for rental rooms by the 1920s, but not before lifelong Grinnell resident and legendary local physician **John Rhodes Parish '27** got a first-hand look at the phenomenon as a young boy. "We always had one or two students in our home during the school year," Parish recalled in the 1996 *Grinnell College Blue Book*, published in honor of the College's sesquicentennial. "And I remember how sophisticated they appeared to me — smoking pipes, staying up late, and going out with girls."

More than 350 students from 15 states enrolled in the various college and preparatory programs in 1881. But the following June 17th, a tornado hit Grinnell, killing 39 and virtually destroying the campus. During commencement nine days later, a cornerstone was laid for the first replacement building, Alumni Hall, but full recovery took years. The trustees and J.B. Grinnell spent months in search of financial support. While certainly disastrous, the Grinnell Cyclone drew nationwide attention to the College, widely admired for its resilience.

## Reviving the Academy Approach

Grinnell College President **Raynard S. Kington** recently spoke out about the need for some U.S. colleges to revive the academy approach, only this time targeted at disadvantaged students who would benefit from a boarding school setting.

It shouldn't be surprising to hear a Grinnell leader voice support for the preparatory academy, given the College's origins. Iowa College (renamed Grinnell College in 1909) operated a prep academy from 1848 through 1911. While Grinnell's academy functioned primarily to feed the College well-trained students, it served needs far beyond those of the College alone during the second half of the 19th century; it also prepared students to teach in the public primary schools, provided a two-year "literary course" for adult women who hadn't progressed beyond primary school, and a four-year "music course" that was eventually absorbed into the College curriculum.

In 2012 Grinnell got involved in what could be considered a modern version of the academy approach: a student transfer agreement with Des Moines Area Community College (DMACC). "Grinnell's mission includes assisting those who may choose a nontraditional path toward a four-year degree. We believe there is a huge need for institutions like Grinnell to connect more with community colleges," Kington said in announcing the partnership, which identifies high-achieving DMACC students who might be interested in completing a B.A. degree at Grinnell.

## Late-century Changes, 1883-1900

The remainder of the 19th century was no less undulating for Iowa College's fortunes. Three replacement buildings — Alumni Hall, Blair Hall and Chicago Hall — were completed in the mid-1880s, followed by Goodnow Hall in 1886, more than making up for the cyclone's physical wrath. And in 1888 came Mary Mears Cottage, the institution's first true women's dormitory. Iowa College's total enrollment topped 500 students for the first time in the fall of 1888, split about equally between the college department and preparatory programs. But no further enrollment gains would be made for another 15 years.

Other changes continued, however.

President **George Gates**, who arrived in 1887, favored a balanced curriculum, with equal emphasis on science, history, language, and literature, and held that service toward the betterment of society should be the aim of graduates from an institution such as Iowa College. In 1893, the trustees moved to make the conservatory an integral part of the College, bringing in a new music faculty and renaming the program the School of Music. This broadened the program's reach and attracted more undergraduates interested in studying music at Iowa College.

Another move Gates made brought the College national attention, not all of it welcomed. **George Herron** was hired in 1893 to head a newly-developed Department



## Beyond Iowa

### Efforts to create a culturally rich educational experience pay off.

Becoming one of the nation's most diverse, culturally rich liberal arts colleges was not an easy accomplishment for a small-town Iowa school.

Early efforts to diversify the campus began with the admission of women to Iowa College in 1857. Six years later a black woman was admitted, although she did not go on to graduate. And in 1883 **Louise Stephens** was named as the first woman to serve on the College's Board of Trustees.

While most students during the 1800s were overwhelmingly Midwestern, Iowa College attracted students from several Eastern states, and by the 1880s the campus included students from as far afield as Dakota Territory, Montana Territory, and Mississippi. In the early 1890s a student arrived at Iowa College from Japan. He was **Sen Katayama**, who upon graduating in 1892 attended Andover Seminary and Yale before returning to his homeland, where he organized his nation's Social Democratic Party and later the Communist Party.

In the early 1910s, President **John H.T. Main** secured funding to send a group of Grinnell-sponsored missionaries to China. From this developed the Grinnell-in-China program, a partnership with the Porter-Wyckoff high schools in Shandong Province. Although this program ended in 1930 due to the Depression, Grinnell re-established a connection with China in 1987 with development of the Grinnell-Nanjing exchange. **President Raynard S. Kington** and other College officials traveled to Nanjing in May 2012 to sign a new five-year agreement between the institutions.

International recruitment got a big boost in the late 1970s after admission representative **Nancy Schmulbach Maly '61** wrote a proposal that led to a program for recruiting and evaluating international applicants. "International students bring the greatest possible diversity to the campus," she says. "Globalization is more than a buzzword; international students help the entire campus to visualize what that really means."

A culturally rich student body also benefits the Iowans who account for 10 percent of the student body. "My exposure to non-Iowa/non-Midwest types was extremely important – my freshman year roommate was from Scarsdale, New York," says **Carlos Mendoza '72**, Grinnell native and retired cardiologist whose father, **Guillermo**, taught in the College's biology department for 34 years. "The forced rubbing of shoulders is, I think, integral in the Grinnell experience."

of Applied Christianity. For a time, the College was at the forefront of growing interest in the field, and in efforts to "awaken the churches to the seriousness of social issues." Eventually, however, things turned negative. Herron undertook a nationwide lecture schedule in 1895 and attracted opponents, resulting in widespread rejection from churches and others, and the stifling of fundraising. Herron resigned in 1899 but the damage had been done; Gates left the following year.

## Rise of the Residential College, 1901–1931

The early 20th century saw the College's founding ideals mesh with the era's progressive outlook, under the leadership of President **John Main**. Main wanted the College to grow in numbers and in stature but recognized little would happen without successful fundraising, so that became a priority. He also stressed the founders' challenge to service and made its encouragement a hallmark of his administration. Students readily followed Main's lead, as a number of graduates of the early 1910s went on to high-profile public work and were especially prominent during the New Deal era.

Iowa College officially became known as Grinnell College in 1909. A record 491 students enrolled in undergraduate programs that fall. Including preparatory and music students, 711 students were studying on the Grinnell campus during 1909–1910. While 16 states were represented among the 491 undergraduates, the great majority – 414 or 84 percent – were Iowans.

The second decade of the 20th century brought the most profound physical changes, which encouraged growth of buildings and programs and allowed the College to survive challenges. Construction of the Women's Quadrangle on South Campus was initiated in 1914, with work on the North Campus men's halls beginning late the following year. The massive undertaking benefited more than just students, as national attention came to Grinnell upon its transformation to a residential college.

By the early 1920s, Grinnell enrolled close to 750 undergraduates as well as more than 100 in the School of Music, although the prep academy had closed a decade earlier due to the rise of public high schools. Iowa still accounted for the great majority of all students, (more than 80 percent most years), but enrollees from 25 states and five foreign countries were on campus in 1921. The College would have been poised for further growth had not the financial picture again darkened, as huge deficits hampered the entire decade. After the stock market crash of 1929, conditions turned dire.

## Through Depression and Wartime, 1931–1955

President Main died in office in April of 1931, and so **John Nollen's** administration began as the worst stretch of the Depression approached, bringing with it faculty and enrollment reductions and salary cuts. **Fran Collins James '34** recalled students' financial realities of her senior year. "As the economy worsened, students were forced to leave the campus," she wrote in 1996. "Probably the busiest office in the Administration Building was that of the treasurer. His letters to parents begged for the money owed or encouraged advance money to keep children enrolled. ... Many smaller colleges closed their doors."

A mere 152 freshmen arrived on campus the fall of James' senior year, as opposed to 408 in 1921, with the

total undergraduate enrollment of 519 a full 33 percent decline from 12 years earlier. Main had held that quality instruction was the College's best form of advertising, but Nollen felt the need of a more aggressive approach and hired Elizabeth Howe as an associate in public relations, focusing recruiting efforts on the Chicago area. Howe and other new recruiters gradually met with success as the enrollment began increasing; a record 168 seniors graduated in June 1939. Tuition and fee increases were made as well, and the financial outlook improved markedly by the time Nollen stepped down in June 1940.

With World War II under way prior to his administration, **Samuel Stevens** took the helm at Grinnell expecting to make significant changes on the campus. A key accomplishment of the Stevens era was following through on planned residence hall construction, but Grinnell's enrollment as well as its economic health and campus atmosphere made wild swings during this period. After averaging 750 students annually during the 1930s, Grinnell's civilian enrollment bottomed out in 1943–44 when only 316 students were on campus. But Stevens arranged for the College to host nearly 1,000 men in military educational units from October of 1942 through March of 1944, the influx accommodated by completion of Cowles Hall and Darby Gymnasium.

After the war ended, things changed. Eminent writer **Curtis Harnack '49** began his association with Grinnell College in 1944, arriving that fall from the family farm near Remsen in northwest Iowa. After serving in the Navy, Harnack returned to Grinnell to finish his degree. The campus then, he wrote later, was "a very cosmopolitan place in the best sense: fellow students often hailed from far places, different backgrounds. ... There was a refreshing absence of discrimination regarding money, status, family prestige, and ethnic groupings."

The qualities Harnack appreciated were due in part to several hundred veterans, some with wives and children, housed in 11 reconstructed surplus war barracks. Harnack's senior year saw enrollment hit a new high of 1,140, including 319 veterans, with a record-low proportion of Iowans at just under 32 percent. In fact, more Grinnell students in 1948–49 came from Illinois (371) than Iowa (359), with Chicago and surrounding suburbs accounting for close to 200 enrollees.

The late 1940s and early 1950s also saw a total of 17 black students enrolled at Grinnell for one semester each, participants in the College's exchange program with Hampton Institute, a black college in Virginia. A like number of Grinnell students spent one semester each at Hampton. The program was viewed at the time primarily as an opportunity for cultural exchange, as opposed to a serious civil rights effort, and yet both the *New York Times* and *Washington Post* reported on it as a unique endeavor.

The Korean conflict brought new financial difficulties and enrollment reductions in the early 1950s. **George**

Photo courtesy of the Iowa Room.



## The Sweet Spot

**Grinnell has pursued an enrollment size that's just right.**

How many students do we want?

Every college has to consider that question. Grinnell College probably did it for the first time early in the 20th century, when then-President **John H.T. Main** decided that Grinnell should become a residential college. This meant building large-scale dormitories, which, in turn, meant deciding how many students would be on campus in future years.

The ambitious residence hall program hadn't been completed for more than a few years when Main, perhaps envisioning additional tuition dollars flowing in to offset the College's financial difficulties, called for more dorm construction in the late 1920s. The decision seemed unwise when enrollments plunged briefly during the Depression, but when Grinnell hosted military training programs during World War II and then saw the GI Bill bring hundreds of vets to campus, Main was seen as a visionary.

After strengthened recruitment efforts brought the College to full capacity in the early 1960s, Grinnell opted to hold the line on enrollment. "In the late '60s and early '70s, most colleges and universities in the country had intentional swells in their enrollments. But Grinnell did not," says **Waldo Walker**, now retired after more than four decades with the College. Walker, professor emeritus of biology, served as dean of the College from 1973 to 1981 and as acting president in late 1988. "The trustees and the administration and faculty discussed it at great length, but I thought we had a perfect size at the time at about 1,200 and was afraid a larger enrollment wouldn't hold; it didn't at other schools. Many Iowa colleges went up significantly and dealt with falling back down a little later."

Grinnell's enrollment grew modestly in the early 1990s and then substantially after construction of the new East Campus residence halls in 2002–03. Today there are about 1,500 students on campus most semesters with another 100 studying abroad. The College anticipates maintaining this enrollment level for the foreseeable future.

## Confessions of a 1956 Enrollee

By Carroll R. McKibbin '60



My devious plot to skip high school study hall shouldn't have reaped rewards. But it did.

With the requisite study hall pass in hand, I made a point of dashing to the school board conference room each time college representatives visited my school in Guthrie Center, Iowa. Although I knew college would cost more than the \$2.50 book-rental fee I paid out of my own pocket every fall, I quickly learned that my \$300 saved from working at the SuperValu grocery store wouldn't get a foot in the door.

My dad was a self-employed mechanic who eked out a living for a family of five while swimming against the tide of my frail mother's mounting medical bills. When I learned the limitations of my life savings, my thoughts turned from college to Plan B: joining the U.S. Army.

Even so, I'd jump at every opportunity to skip study hall and meet college reps whenever they visited. When they offered an application form, I'd say, "I don't have enough money to go to college." With that, the presentation would end — except with Grinnell. Instead, Grinnell's rep responded, "Why don't you stick around for a moment?"

After spending time getting to know me, he said I might qualify for a scholarship, gave me the necessary application forms, shook my hand with a smile, and wished me luck. I never saw him again, but few people have had greater impact on my life.

A few weeks after completing Grinnell's admission and scholarship forms, I was invited to visit the Grinnell campus and take tests for a scholarship. I hitchhiked to Des Moines, where I boarded the Corn Belt Rocket train for the last 50 miles to Grinnell.

I took tests in a windowless room on a sunny April day. Of all the questions asked, this one stands out in my memory: "Two years have passed since the Brown v. Topeka Board of Education decision. What do you see as the long-term implications for Negroes in American society?" I wrote a lengthy response that ended with "we might even have a Negro president by the end of this century." I was off by only eight years!

To my surprise, I was awarded a George F. Baker Scholarship. Five years later and with my Grinnell College degree in hand, I possessed a commission signed by President John F. Kennedy and was on the S.S. *Independence* bound for Geneva, my first assignment in the diplomatic service. It all started at Grinnell.

**Carroll R. McKibbin '60** of San Luis Obispo, Calif., is professor emeritus of California Polytechnic State University.

**Drake '56**, Grinnell's 10th president, came to Grinnell in the fall of 1952 as one of the College's 10 annual Baker Scholars, students from across the country awarded full tuition through the prestigious George F. Baker Trust. "Grinnell in those years was up against a tough demographic, caused by low Depression-era birth rates and just not enough students to go around," Drake notes. "The College was literally beating the bushes. **John Pfitsch** [long-time Grinnell coach, physical education instructor and athletic director] told the story of spending time on recruiting trips to Chicago in the '50s and getting \$25 for every student he unearthed for the College."

## New Gains and New Struggles, 1955–1979

When **Howard Bowen** came to Grinnell from Williams College in 1955, the College had been through more than three decades of financial struggles as well the tumult of the war years and having hundreds of soldiers and veterans on campus. Bowen saw many areas needing improvement and moved to raise standards. He hired **Robert Sauers '49** as Grinnell's first admissions director. "Howard self-consciously set out to make the college national rather than regional," Drake explains. "The whole admissions thing picked up in those years — better selectivity, more students. And there was a demographic transformation that allowed the quality to go up."

The 1960–61 enrollment of 1,127 was more than a hundred above the previous high of 1,019, hit a full decade earlier. Burling Library, a fine arts complex and the Forum were all built in the early 1960s and are testament to the optimism — and successful grantsmanship — of the Bowen era.

Grinnell's enrollment remained relatively stable from the mid-1960s through the 1970s, at least in terms of overall numbers. But it was a time of consistent upheaval. **Glenn Leggett** took over as president in September 1965. His tenure was characterized by student dissent and protest over national and world events. Curricular and campus changes during the period also were volatile. The faculty voted in 1971 to drop all graduation requirements except a new first-year tutorial, which put great emphasis on advising and writing. Labeled the "open curriculum," the new arrangement remains a significant selling point for College recruiters. Some worried that Grinnell's liberal reputation would hurt recruiting, but the College averaged 1,200 students on campus, and gained black students.

## Rise of the International College, 1979–Present

Since 1980, Grinnell College has enjoyed a strong reputation as a liberal arts institution. President George Drake stressed admissions in an administration that began in 1979.

"In the fall of 1979," he notes, "we were getting barely 1,000 applications. And in order to bring in a class of 350



to 400 we were admitting a very high percentage. That didn't mean necessarily that we had a poor student body, but we were not particularly selective. By the time I left the presidency in 1991, we were probably getting 1,800 to 1,900 apps, but building it up was a slow, hard process."

Drake also worked on diversity. The Grinnell-Nanjing Exchange began in 1987. However, he was frustrated by static black enrollment. "I was a trustee for almost 10 years before I became president," Drake explained, "and then and in the '80s we'd have a section of every meeting devoted to diversity issues. Those were huge issues, and it was a struggle."

The school's small number of Iowa students irked Drake. He discovered there were more New Yorkers attending than Iowans. A push led to Iowans accounting for 18 percent of the student body, double the figure when Drake took office.

During the past two decades, the College has emphasized diversity, social justice, and international-student enrollment. Just as we would have a "global literacy," so we should have a "multiethnic literacy" operating within the confines of our campuses," **Pamela Ferguson** remarked during her inaugural address. The overall enrollment edged up under Ferguson, Grinnell's first female president (1991–97), averaging 1,350 students. All 50 states and three dozen countries were represented.

As the 21st century began, Grinnell entered a new era of expansion that followed a master planning exercise. President **Russell Osgood** (1998–2010) presided over an ambitious project of residence hall construction and renovation that enabled enrollment to jump above 1,600. And there were also major expansions made to the student center and science facilities plus major new recreation and athletic center was constructed. An Office of Social Commitment was initiated, reflecting College's lengthy involvement in matters of social justice, and new opportunities were created for students to explore community service work as part of their Grinnell experience. These changes seem to have resonated significantly with applicants.

Now, still early in the administration of President **Raynard S. Kington**, Grinnell College remains focused on providing an outstanding liberal arts education to a diverse, talented student community. Efforts are under way to ensure longtime financial health for the College so that its mission never will be compromised.

On July 5, 2013, Curtis Harnack, who claimed to always sense "a special never-never land atmosphere" on the Grinnell campus, died at 86. Though his writing sometimes lamented the enormous changes taking place in the world, Harnack remained convinced that the essence of what Grinnell College has offered young people through all the years is entirely valid. "The most enduring gift of a Grinnell education [is] the liberal arts conviction that a student should be taught to think [and] take responsibility for his or her intellectual development and continued

growth," Harnack wrote in 1996. "There is no predicting the needs and demands of the future, but one had better be prepared not so much specifically but generally, (and) able to move forward with all sensors alert."

Today, Grinnell College enjoys a diverse student body few would have predicted or even hoped for a half-century ago. In the coming decades, as the College faces challenges familiar as well as new, Grinnellians will no doubt work to balance desires for change with a determination to keep the essential ideals of the institution's earliest years. ■

Photo by Justin Hayworth



# Seven Layers of Compressed Plywood



## Daniel Penny '13

was born and raised in Brooklyn, N.Y., and has returned to New York to work toward an M.F.A. at Columbia University, where he will concentrate in creative nonfiction. At Grinnell, Penny was co-editor in chief of *The Grinnell Review* and was a Rupert A. Hawk '24 Scholarship recipient. Penny is winner of the 2012 Norton Writer's Prize, the 2013 Lorabel Richardson American Academy of Poets Prize, and the runner-up for the 2013 Selden Whitcomb Prize in Poetry. His work has appeared in *The Rumpus*, *The New Inquiry*, *The Siren*, and other publications.

There is no spot like the Brooklyn banks, which are not, in fact, in Brooklyn at all, but rather at the base of the famous bridge — on the Manhattan side. I spent a number of sun-soaked hours there, joyously wiping out. It is a place you would never find if you did not skateboard, a series of red brick waves rolling out beneath the bowels of an icon. And we moved along those rough-hewn bowels. Hordes of dirt-smeared, spindle-legged boys, holes in their shoes and shins bumpy with the reminders of tricks not quite landed. My own shins still have the feel of rocky ice only partially obscured by a new snow, uneven and somehow unvirginal even in youth.

My parents bought my first board at “Toys R Us.” The wheels were a soft, cheap, Barbie kind of plastic and spun so slowly that they would catch on the jutting edges of the pavement. The stubborn sidewalk did not allow for the languid cruising I'd seen on TV; those kids lived in California, where the sidewalks were made of silk and little skaters addressed their soul-patched dads with an off-hand “Dude.” Puttering up and down the only smooth strip of sidewalk on my block, I began to take notice of other kids and how their skateboards looked decidedly beaten up. I concluded that it must not be cool to keep a board in pristine condition, so I scratched it along the edge of our front steps, scraping the paint off of the underside to suggest that I was grinding. I can't imagine anyone was fooled.

For my fifth grade graduation, my parents bought me a real skateboard, the kind that comes from a real skate-shop run by the guys with over-sized ear-plugs and well-practiced slouches. The board's underside was black with red vertical stripes suggesting dribblets of blood. A large screaming skull emblazoned with the logo “Phantom” sat in the center, as if to say to other skaters, “This kid is really bad.” (At the time, I looked like a fat Kurt Cobain with a dorky helmet and needed any help I could get.) That night, I found out that the skull glowed in the dark when, after waking from a dream, I saw the disembodied ghoul floating by my door.

I loved that board, but I did not treat it very well. In my attempts to manual, I would scrape my board along the sidewalk like a two-by-four on a sand-belt, barely keeping my two front wheels off of the pavement before the tail would pop back up. This process slowly wore the tail down, first peeling away the paint, but soon reaching the last layers of the plywood, effectively sharpening the thing into a jagged, splintery point. I complained to my parents that I needed a new board, then promptly

forgot about it when the seasons changed, giving it the occasional glance when I had to dig my ice-skates out of the back of my closet.

Throughout middle school, I expressed great contempt for people whom I deemed posers—kids who wore skate-shoes and other apparel in order to advertise their identities as “skaters” to the rest of the student body—but who, in reality, either did not skate or were far less adept than they claimed to be, rattling off made-up sounding tricks featured in *Rocket Power*. Even worse, there lurked a more slippery type of individual: the swindlers who swore they wore the puffy status symbols simply because they were more comfortable than other sneakers, posers who refused to admit they were posing at all. I despised them especially.

I was a huge poser. I wore the big puffy shoes and the baggy sweatshirts. I bragged about landing this trick or that trick, feats which I'd only accomplished with my tattooed avatar in *Tony Hawk's Pro Skater*. I imagine Dante would have reserved a pit in the eighth circle of hell for posers like myself, where Malebranche will crush our bodies under giant plastic wheels and stretch them into fleshy half-pipes. They will grind their trucks on our spines and their radness will fill us with envy.

No one understands the pleasure of defacing a public monument like the son of an art-historian. Every afternoon in spring of my freshman year of high school, I'd roll down to the 9th Street entrance of Prospect Park. In the center of the entrance stood a granite edifice with a bronze façade of Marquis de Lafayette next to a well-endowed horse, a beacon for skate-rats all around Park Slope. A large knee-high curb jutted out from the statue, and the smooth pavement surrounding the monument attracted ne'er-do-wells from all over our posh little corner of Brooklyn.

I came to this ritual alone because none of my friends skateboarded, in part because I had virtually no male friends. The kids at the monument were not at all like the boys who went to my school: bookish, well-mannered and well-dressed. These boys were bad. They wore over-sized Colt 45 T-shirts and perpetual casts on their arms. They did not do their homework. Girls sat around the semi-circle of benches on the periphery of the buttery cement that paved the entrance to the park, licking their lips and waiting to slink off with the best boys into some bathroom or dark corner of Prospect Park's forested folds. I'm not sure how many kick-flips were required to pique their interest, but it seemed pretty clear that only the oldest, most apathetic-looking boys ever found out.



On hot days, these chosen few would just sit on a bench watching the rest of us struggle to land the most basic tricks. Hunched over and shirtless, beads of sweat making slow progress down their backs, they'd finish their cigarettes and snap their boards into their hands with effortless little kicks. Not muscular like the guys at the Y, but rangy, all rippling tendons and impressive happy-trails. With little warning, the alpha-boy would rise from his park bench throne, push the strings of damp hair out of his face, and saunter a few feet to gain enough speed for whatever he'd planned. We would all stop what we were doing and stare intently. The board would slap onto the pavement and growl faster and faster. An unmistakable pop of plywood. Connection. Pulled along the ledge as if a string were tied to the nose, trucks tearing across the bloodied stone lip. And then the landing, knees like the shock-absorbers of an ATV, squatting low and then rising with a grin that defines self-satisfaction. "Like, whatever, brah."

I landed nose-first on the curb across the street from my house. A livery cab had clipped my leg and knocked me off of my board, thankfully sending me in the direction I was already moving rather than under the car. I turned to watch the white Chrysler brake, sparks flying out from under its wheels as the axles of my board groaned and snapped. What was left of my board had become lodged underneath the bottom of the car and the neoprene wheels, which I'd purchased only two days earlier, had melted into semi-circles from the friction. They left two green streaks on the pavement, as if luminescent snails had been racing down the block and then gotten squished just before the finish line. All of the neighbors came out to kibitz and accost the driver, who must have sensed things were turning sour and decided to skedaddle before anyone took down his license plate number. Someone called an ambulance, and because I was fifteen and my parents weren't around, I had to take a nine-hundred-dollar "cab" ride the seven blocks from my house to Methodist Hospital. My mother told me I would never skateboard again. After the swelling in my nose abated, I went skating the next week.

It's difficult to explain to people who don't skateboard, much less to mothers, why I would continue to throw myself into such dangerous circumstances. What is it about skating that I found so attractive? I was fifteen, no longer hanging out at the park monument like a Levi-Strauss studying some new tribe. Instead, I had begun to skate alone, pulled out of my apartment down New York's streets like a paperclip drawn by a magnet. I was playing by

myself, dancing "a mocking song on the spirit of gravity." Nietzsche probably didn't do very much skateboarding in his day, but I imagine that he would get the gist of it—total self-ablation, a sort of transcendence, however brief and illusory. Carving through the hot black tar, I didn't think about anything, didn't care about anything. Just the present, the trick I was doing, the ledge I wanted to launch off of. Standing on the corner waiting for the patrons of a Washington Mutual bank to get off my stairs, an opportunity presents itself and I hurtle towards the steps I'd been casing for weeks. I wasn't interested in the money inside, but the handicapped-accessible ramp, which ended abruptly with four big steps that seemed to call out like a concrete siren. I was in the air—knees up like a child frog-hopping at a picnic—and then hitting the ground, landing bolts. I kept rolling. The term "skate-obstacle" is a misnomer. The stairs, curbs, benches, and rails of New York did not seem like things to be overcome.

Some years later, I find myself sitting in the passenger seat of my parents' Volvo, a silver station wagon my best friend and I drove to California and back. The sun's setting over whatever pretty mountains are in New Mexico, and I'm looking out of the window, staring at the guardrail that wraps around these buxom turns. My friend turns to me and asks whether I actually want to listen to the Diane Rehm show, or can he just switch it off. I don't answer him because I am imagining what it would feel like to grind on a metallic snake at 65 miles per hour, and what might happen to my face if I fell off. ■

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### The Norton Writer's Prize

Awarded annually for an outstanding essay written by an undergraduate, the Norton Writer's Prize is offered to undergraduates enrolled in an accredited two- or four-year college or university. Eligible work includes literacy narratives, literary and other textual analyses, reports, profiles, evaluations, arguments, memoirs, proposals, mixed-genre pieces, and more: any excellent prose done for an undergraduate writing class is considered.



# Network Free K.C.

*The Free Network Foundation takes on Google in Kansas City*



## Whitney Terrell

is the *New Letters* writer-in-residence at the University of Missouri-Kansas City. An award-winning novelist, Whitney focused on the efforts of the Free Network Foundation — a.k.a. **Tyrone Greenfield '11** and **Isaac M. Wilder '13** — to take on Google in Kansas City in his March 20, 2013, blog post from *Harper's Magazine*.

## webextra!

Read the unabridged blog post at <http://harpers.org/2013/03/network-free-k-c/>.

**Isaac Wilder** ['13] opens a steel cabinet on the twenty-sixth floor of Oak Tower in downtown Kansas City and shows me what he hopes will be the future of the Internet. “This is the router,” he says, pointing to a DVD-player-size box. “The ethernet cable runs out here, up through the floor, to a dish that’s beaming a signal out to the Rosedale Ridge housing project. There’s . . . 400-plus people, who have access to the Internet for the first time, in their homes at least.”

A local nonprofit, Connecting for Good, pays the monthly \$125 bill for the entire housing project. This comes out to roughly \$9 per year per housing unit — a far cry from the \$70 a month that these same families would spend for the new high-speed fiber optic service Google is currently rolling out in Kansas City, which I wrote about for the April issue of *Harper's Magazine*. It’s even cheaper than the slower service Google is offering, which costs \$300 for seven years of guaranteed access.

And that’s the point. Wilder, twenty-two, and his organization, the Free Network Foundation, are here to wage war with Google, which cut a deal to bring the city a next-generation fiber optic network, and which turned down Connecting for Good’s proposal to allow multiple low-income families to share a single Google Fiber connection. It’s clearly going to be a guerilla campaign.

“The one clear rule,” Wilder says of FNF’s philosophy, “is that the Internet should be treated as a commons, the same way that we treat our sidewalks or our air or our water. Everybody’s got a right to use it on the same terms.”

To do this, the foundation advocates the use of decentralized “mesh” networks that rely on microwave dishes to distribute a powerful wireless Internet connection. Wilder calls these FreedomLinks. Community groups can pool their resources, buy equipment to receive the signal, and distribute it to their residents. Because mesh networks share their signal and bypass the cost of installing copper or fiber-optic cable, they’re cheaper than buying access from providers like Google or Time Warner.

Wilder and his partner, **Tyrone Greenfield** ['11], first set up a mesh network at New York City’s Zuccotti Park, to give Occupy Wall Street protesters access to the Internet. To Wilder and Greenfield, the Google Fiber project illustrates the dangers of letting private companies control digital access. Google might *claim* to be interested in expanding Internet access to the poor, but its real goal is to monetize the data their network can collect from its users. As proof, Wilder cites the terms of Google’s contract with both Kansas City, Kansas, and Kansas City, Missouri. “You can’t hook your own server up to Google Fiber,” he says. “So if you do want to publish something, the easiest choice

is going to be through Google’s own services. This creates a sort of locked-in environment where somebody is using a piece of Google hardware, on a Google network, using Google services. You know every detail of their habits. Every detail of what they’re reading.”

Wilder’s network, by contrast, consists of castoff Dell servers and Cisco routers that he picked up on the cheap. He and two core members of the FNF, Charles Wyble and **James Yox** ['12], have spent thousands of hours engineering it. The project’s DIY vibe seems consistent with Wilder’s Midwestern roots — he grew up in Kansas City and attended Grinnell College in Iowa before dropping out. And when he talks about the evils of a vertically integrated network like Google’s, he sounds like another famously bearded figure from our local history, the Free-Soiler John Brown. “It’s monetizing our thoughts,” he says, “which is another form of imprisonment. A prison of consumerism. Where everything you do is used to model your consumer profile such that they can show you advertisements tailored especially to you. . . . That will shape your habits, shape your assumptions, shape your politics, shape your ideologies in a way that’s more profound than just who has access.”

When the server tour is finished, Wilder, Greenfield, and I head up a flight of stairs in Oak Tower, in itself a retro monument to monopolistic corporate power. Wilder leads me to the break room, which is more twenty-first century geek. There’s a white board, a Lego clock, and a Formica conference table with mismatched chairs.

In the corner by the window, a white microwave dish is mounted on a six-foot high stand. This is the FreedomLink. It resembles a room fan. “Don’t stand in front of that,” Wilder warns me when I lean in for a closer look. Then he points out the window, away from the steel and glass canyons of Kansas City’s downtown, to a bleak gray cluster of grain elevators on the far side of Interstate 35. It’s January. The trees are bare, leaving the roofs of the intervening buildings exposed. “Out past that grain elevator, if you can see it, that’s Rosedale Ridge,” he says. “Out there 3.7 miles.”

There, some 400 residents, half of them under the age of twelve, are now able to log on to the Internet, thanks to the signal from the dish beside me. It’s brilliant, improbable, and partly nuts — American, to me, in the best sense. I really want to see what Wilder sees, to find Rosedale Ridge, where this miracle is taking place, but I keep getting distracted by the expanse of the surrounding city. According to Google, nearly all of the homes and apartments I can see will be offered access to its fiber-optic network. The deal is signed, the service on the way. ■

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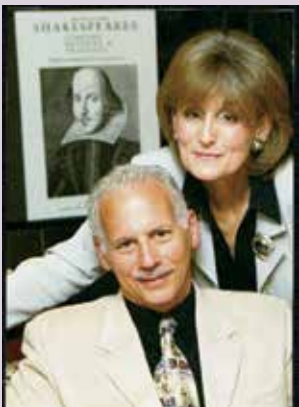
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### Deadlines:

Winter 2013 Issue: Nov. 4, 2013

Spring 2014 Issue: Feb. 3, 2014

# CLASSNOTES



## Ken Adelman '67

In April, *The Washington Post* profiled Adelman and his wife Carol, highlighting Movers & Shakespeares, a business the two created in 1997 to teach business management through Shakespeare's plays. Ken, a former U.N. ambassador, and Carol, a former U.S. Agency for International Development official, teach 15 to 20 sessions annually. "They don't pay us to teach Shakespeare. They pay us to teach leadership," Ken says.

## 1960 55th Reunion Cluster

"Herbie Hancock on technology and music," an article by Richard Scheinin, *MercuryNews.com*, June 18, 2013, recounts a phone interview with **Herbie J. Hancock** about his life with music and gadgets. Hancock also received an honorary degree from Columbia College Chicago at its May 2013 commencement ceremonies.

## 1962

**Jo Ellen Maly Hoth** was recognized by the Girl Scouts of Eastern Iowa and Western Illinois in Burlington, Iowa, as a 2013 Woman of Distinction, June 2013.

## 1963

**Peter L. Kranz**, professor at University of Texas-Pan American, served as professor of psychology in Colombia — in Valledupar, Pereira, and Bogota — May 18–June 17, 2013, invited by the Andean Region University Foundation in Bogota.

**Julia Johnson Rothenberg** was one of eight women chosen as a 2013 Woman of Distinction by New York State Senator Kathleen Marchione in Halfmoon, N.Y., May 2013.

## 1968

**Christian K. Lund** received a 2013 Bronx Recognizes its Own literary arts grant in poetry from the Bronx Council on the Arts, June 2013. The grant program supports Bronx artists who create literary, media, visual, and performing works of art. Lund will read some of his work this year in New York City as part of the award requirement.

## 1972

**Brian E. Hill** performed "Trio in E flat major for violin, horn and piano" by Johannes Brahms at the Bar Association of the City of New York, April 2013.

## 1973

**Barry H. Zigas** served as visiting scholar at the Federal Reserve Bank of San Francisco, Calif., May 2013.

## 1974 40th Reunion

**Jack C. Doppelt** received a 2013 Charles Deering McCormick Professors of Teaching Excellence Award from Northwestern University, Evanston, Ill., May 2013.

## 1975

"Dangerous Day Ahead," a documentary narrated by **James H. Lurie '75**, was produced by NBC and aired on The Weather Channel, July 20 and 21, 2013. The one-hour special focused on the devastating May 31 El Reno tornado that destroyed much of the Oklahoma City area and killed three veteran storm chasers and 13 citizens.

## 1980

**Daniel W. Weeks** accepted a position as editorial director for Pioneer Communications, which publishes *The Iowan* and other magazines, June 2013. Weeks was acting editorial director at Grinnell College and editor of *The Grinnell Magazine* since 2009.

## 1982

**Susan T. Bart**, partner at Sidley Austin LLP in Chicago, was recognized at the Euromoney Legal Media Group's second annual Americas Women in Business Law Awards ceremony in New York City, June 2013. Bart, who focuses on estate planning and wealth transfer, received the Best in Wealth Management award. Sidley Austin won the Most Innovative International Firm award.

## Law and Disorder in the Land of Lincoln

### It's challenging to be a legal expert on Illinois' state government.

Four of its last seven governors have gone to jail for ethical lapses. Its largest city is legendary for corruption and is facing serious budget and crime woes. The state, itself, is dealing with a dangerously underfinanced public employee pension system.

Yes, if you're a politically engaged legal scholar, Illinois is the place to be — just ask **Ann Lousin '64**.

Lousin is a native of Illinois and a professor at Chicago's John Marshall Law School, where she has taught commercial law and courses on legislation and the Illinois constitution since 1975. Lousin's students are often confused about the structure of local and state government in Illinois, which she says is a mystery even to her.

Illinois, she says, has about 6,900 state and local governments, including approximately 1,291 municipalities and 873 school districts.

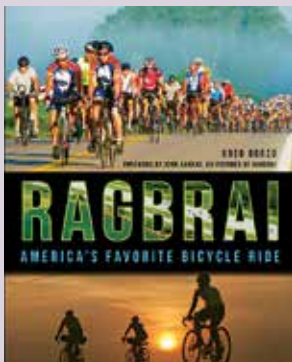
Lousin explains Illinois government to the public as well as to her students and various officials. She spoke to several media outlets in 2009 when the legislature removed Governor Rod Blagojevich, who was later sentenced to 14 years in prison on 17 counts of corruption.

Since the Blagojevich affair, the complex matter of pension

financing has consumed Illinois politics. The state has failed to fund the public employees' pension funds adequately for years, and is shouldering enough pension debt that national credit rating agencies have repeatedly lowered the state's bond rating.

State lawmakers have tried to craft legislation that would cut pension benefits yet not run afoul of a state constitution that says those benefits cannot be reduced or impaired. Lousin is skeptical that a constitutional solution will be found. She criticizes lawmakers for not considering other policy options, such as reinstating the state income tax on pension income. "They are having a limited discussion," she says.

All this political intrigue is familiar territory for Lousin. While many of her Grinnell friends joined the College's fifth-year-abroad program or the Peace Corps, Lousin studied at the University of Heidelberg and then went to law school and graduated from the University of Chicago in 1968. In 1970, she moved to Springfield, the state capital of Illinois, after landing a job as research assistant for the state constitutional convention. There, she witnessed debate and adoption of a constitutional provision identical to one in the New York constitution, a provision that guarantees



### Greg Borzo '76

Released in June, Borzo's fourth book, *RAGBRAI: America's Favorite Bicycle Ride* (History Press), captures the background, energy, and culture of the (*Des Moines*) Register's Annual Great Bicycle Ride across Iowa. With a gallery of photos, cartoons, and stories, "Greg Borzo does a brilliant job describing the many facets of RAGBRAI. ... I couldn't put it down," writes one reader. Borzo lives in Chicago and has worked as a reporter, editor, and writer.

Mitchell Channon Design, owned by **Mitchell E. Channon**, is featured on the interactive **houzz.com** website that features work of interior designers from around the world.

**Eric E. Johnson** accepted a position as attorney with Sherman & Howard LLC's Rocky Mountain region in Denver, June 2013, specializing in financial rights and investments.

### 1983 30th Reunion Cluster

**Marc E. Gottschalk** accepted the position of partner with Sidley Austin LLP, Palo Alto, Calif., July 2013. He is a member of the environmental, energy, and real estate practices group and focuses on matters involving clean technology and other emerging technologies.

### 1985 30th Reunion Cluster

**Miguel B. Corrigan** received a Fulbright grant to teach business/economics at Stolypin Volga Region Institute for Management in Saratov, Russia, spring 2014.

### 1986

**Paul B. MacCready** accepted the position of director of insurance solutions at Keane Insurance Group, New York, March 2013. Keane provides unclaimed property consulting, unclaimed property reporting, and owner/beneficiary location services.

### 1987

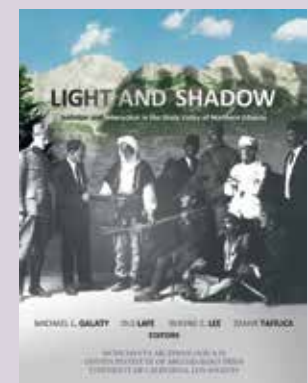
**Veronika E. Platzer** accepted a coaching position at Community Rowing, Brighton, Mass., spring 2013. Community Rowing is the largest public club in the country, with 45 different rowing programs, and the first public rowing club in the Boston area.

### 1990

**David E. Gerard**, associate professor of economics at Lawrence University, was granted tenure by the school's board of trustees, May 2013.

### 1991

**Mark R. Brouwer** received a 2013 teaching fellowship from the Woodrow Wilson National Fellowship Foundation, Princeton, N.J., May



### Michael Galaty '91

Galaty co-edited *Light and Shadow: Interaction and Isolation in the Shala Valley of Northern Albania* (Cotsen Institute of Archaeology, April 2013). The book follows the Shala Valley Project, an interdisciplinary expedition that Galaty directed, which merged archaeology, ethnographic study, and multinational archival work. Galaty is professor of anthropology at Millsaps College, Jackson, Miss.



that contractually stipulated pension benefits for public employees cannot be “reduced or impaired” upon the employee’s retirement. At the time, Lousin says, state employees feared they would have to take second jobs as they neared or entered retirement.

After the state constitution was ratified, Lousin spent four more years in Springfield working for W. Robert Blair, speaker of the Illinois House of Representatives. This included two years as parliamentarian of the house, where she helped run legislative sessions. “It is the most exciting job I ever had — you’re out there on the floor; you get to see everything that’s going on,” Lousin says. “Usually things moved along quite smoothly, but every now and then all hell broke loose.”

Politically, hell seems to break loose a lot in Illinois. But Lousin defends the state as being no more corrupt and incompetent than any other. It’s just fond of sensationalizing larger-than-life characters like Blagojevich. “We promote our corruption,” she says.

Lousin has no immediate plans to collect a pension. She would like to teach — and help her students understand Illinois-style government — for another 10 years.

—Matthew Blake '04



## 2000

2013. Brouwer will receive a stipend to complete a special intensive master’s program at Indiana University-Purdue University-Indianapolis that will prepare him to teach math and/or science in Indiana’s urban and rural public schools.

## 1993

“An Interview with Jameson Fink” by Ben Carter, *Benito’s Wine Reviews*, June 10, 2013, is a personal interview with **Jameson M. Fink** about his podcast, “Wine Without Worry.”

## 1995

“Digital Heros: Zander and Kevin Cannon are drawing attention to themselves,” by Jeff Strickler, *StarTribune/lifestyle*, June 19, 2013, featured **Alexander “Zander” B. Cannon**, **Kevin P. Cannon** ’02, and their Minneapolis art studio, Big Time Attic.

**Todd D. Foreman** was selected in June 2013 as the Labour Party’s prospective parliamentary candidate for the North East Somerset constituency at the U.K. general election to be held May 2015.

**Rachel E. Harvith** directed a production of Kander and Ebb’s *Cabaret* for Concordia University, April 2013, and the Chicago North Shore premier of *The Invasion of Skokie* by Steen Peterson for ShPieL Performing Identity, June 2013. Harvith is a founding member of the experimental and collaborative Mortar Theatre Company and is an associate artist at Chicago Dramatists.

“Meet the Data Scientist: How Hilary Mason Turns Research into Business Solutions,” by Drake Baer, describes how **Hilary A. Mason**, chief scientist at Bitly, makes meaning out of massive data sets. It was published by FasCompany at fastcocrete.com, June 2013.

## 2002

**Phillip G. Hales** recently accepted a position as senior associate with Mercer’s workforce communication and change practice in New York. He also completed his first bodybuilding competition, placing sixth in the men’s novice middleweight class at the National Physique Committee Grand Prix Natural in Rockford, Ill., May 2013.

**Melissa Bailey Torres** accepted a position as first university archivist at the University of Houston-Downtown, June 2013.

## 2004 10th Reunion

**Emma C. Kelty-Stephen** is serving as visiting assistant professor of psychology at Grinnell College, fall 2013.

## 2005

**Chad G. Marzen** received the 2013 Distinguished Scholar Award by the Seabee Memorial Scholarship Association at the group’s board meeting in Washington, D.C., March 2013. Marzen is assistant professor of legal studies at the College of Business at Florida State University, Tallahassee.

## 2006

**Jack S. Kennedy** became assistant men’s basketball coach at San Jose State University, San Jose, Calif., May 2013. Before that, he was involved with the men’s basketball program at the University of San Francisco.



## April Dobbins '99

Writer and photographer Dobbins attended photographer Alec Soth’s workshop, Little Brown Mushroom’s Camp for Socially Awkward Storytellers, in St. Paul, Minn. During the workshop, Dobbins refined her project, *Alabamaland*, combining photographs, audio, and essays to highlight the lives of black farmers in rural Alabama. Dobbins says her photographs “document a way of life that is truly endangered.”

## Creating a New Generation of Hemingways

### Novelist Grant Faulkner '87 inspires would-be novelists during NaNoWriMo.

More than 60 years after Ernest Hemingway soaked in the magic of Paris, which he later wrote about in *A Moveable Feast*, **Grant Faulkner '87** walked in the steps of the literary icon and discovered his own life would never be the same. He'd considered majoring in economics, but his study-abroad experience in France as a Grinnell second-year pointed him in another direction: He decided to major in English and dedicate himself to writing. Today, with three novels to his credit and a fourth on the way, Faulkner urges others to put their book-writing aspirations to the test.

Faulkner is executive director of National Novel Writing Month (NaNoWriMo), a Berkeley, Calif.-based nonprofit that promotes novel-writing every November, and today is the largest writing event of its kind. Participants are urged to write 50,000 words (about the length of *The Catcher in the Rye*, Faulkner says), and not worry about spinning perfect prose. Getting words on the page is half the battle, he adds.

"Although many of our participants are dedicated writers, we attract people from all walks of life," he says. "They might not call themselves writers before NaNoWriMo, but they find out they can write a novel on their own terms. It's such a magical thing," he says, when a participant

discovers himself or herself as a creator.

NaNoWriMo started in 1999 with 21 participants; in 2012 the total swelled to more than 341,000, with an additional 86,000 children and teenagers taking part in the related Young Writers Program, and still another 40,000 in Camp NaNoWriMo in April and July each year. Several renowned novels have sprung from the event, including works by Erin Morgenstern, Sara Gruen, and Hugh Howey. Two of Faulkner's own novels came out of NaNoWriMo.

Faulkner, who grew up 40 miles from Grinnell in Oskaloosa, never wanted to go to college in Iowa until a neighbor and Grinnell alumnus promised him the College would open his vistas on the world. It did that and more.

"Grinnell was four years of immersion in energetic, playful, and sometimes painful critical thinking," Faulkner says. Everyone was constantly questioning, and that's the definition of thinking. It was four years of wonderful, probing banter."

Faulkner's love affair with the written word started at an early age; his reading tastes veer toward literary fiction, including works by Paul



#### Peter Majerle '01 Andrew Sherburne '01

Majerle served as co-director of photography and Sherburne directed the production of *Gold Fever* (Northland Films), a documentary chronicling the arrival of Goldcorp Inc. at a remote Guatemalan village. Since its April premier, reviewers have called the film "beautifully made," "eye-opening, inspiring," and "hard-hitting and intimate." Majerle is a writer and photojournalist in Central America; Sherburne is producer for Northland Films in Iowa City, Iowa.

#### 2007

**Ryan L. Long** became an associate with Faegre Baker Daniels LLP, Minneapolis, June 2013. He focuses complex commercial litigation, class actions and securities, and financial litigation practices.

#### 2009 5th Reunion Cluster

"Doula Training in Broadmoor to Provide Birth Benefits," by Summer Moore, *Nola Defender*, June 2013, featured **Latona T. Giwa**, co-founder of the Birthmark Doula Collective, a group trained to support, educate, and advocate for pregnant and parenting women in New Orleans.

#### 2011

**Daniel I. Ornstein** received a 2013 Woodrow Wilson teaching fellowship, May 2013. It provides a stipend to complete a special intensive master's program at Ohio University that will prepare him to teach math and/or science in a high-need Ohio school.

#### 2012

**Charity A. Porotesano** was selected in May 2013 to be part of the inaugural class of the Pacific Young Leaders on Disarmament, a forum to voice concerns to the Conference on Disarmament's 2014 session. The class was established by the Federation of American Scientists and the Pacific Islands Society. The international conference has 65 member states, including all known states with nuclear weapons.

**Paloma Velazquez** recently completed a two-year scholarship with Treehouse, a Web development education program. After completing such courses as fundamental HTML, responsive Web design, and interactive websites, plus teaching herself how to code, Velazquez was hired as front-end developer with Webspec Design of Des Moines, Iowa.

#### 2013

**Daniel W. Penny** received the 2012 Norton Writer's Prize from W.W. Norton and Co., June 2013, for his personal essay, "Seven Layers of Compressed Plywood," which used similes, metaphors, humor, and juxtaposition to describe the joys and dangers of skateboarding.

#### Degrees

**Dell C. McLaughlin '02**, M.D. and master's of public health in global health, Emory University, Atlanta, May 2013. She is enrolled in the orthopedic surgery residency program at the University of California, San Francisco.

**Margaret A. Connolly '07**, M.F.A. in ceramic design, Tsinghua University, Beijing, July 2013. She begins a graduate research position in ceramics at Tokyo University of the Arts, October 2013.

**Jordan A. Medalia '08**, M.B.A. and M.S.A., Suffolk University, Boston, May 2013.

**Caitlin R. Wells '08**, master's in history and master's of library science, University of Maryland, College Park, May 2013. Wells has accepted a position as assistant professor and archivist for the Rio Grand Historical Collections at New Mexico State University, Las Cruces.

**Stephanie J. Goggin '10**, doctor of physical therapy, Duke University, Durham, N.C., May 2013. Goggin is pursuing an M.D. at Central Michigan University College of Medicine, Saginaw, Mich., August 2013.



Bowles, Lydia Davis, and James Salter. For the record, Faulkner is no relation to the famous Mississippi novelist with the shared surname, though he is frequently asked about that.

Before joining the National Novel Writing Month in January 2012, Faulkner headed online communications for the National Writing Project. Before that, he was a reporter with *The Des Moines Register*, taught writing at Pima Community College in Tucson, Ariz., and worked for Charles Schwab's communications office. Today, Faulkner also runs a literary magazine dedicated to flash fiction called *100 Word Story* ([www.100wordstory.org](http://www.100wordstory.org)). He's married to novelist Heather Mackey, with whom he has two children.

Wherever Faulkner's journey has taken him, it's all grist for future tales, and he hopes others will follow him. "Everyone has a story to tell, and the way humans make meaning of the world is through their stories," he says. "National Novel Writing Month provides a gift that allows people to tell those stories."

Hemingway would drink to that.

—Andrew Faught



## Marriages and Unions

**Jill Ellis Zurschmeide '87** and Andrew Klossner, July 7, 2013. Attending were Michael E. Marcus '86, Tobi Klein Marcus '87, and Michael A. Lauffer '92.

**Jared R. Seaman '00** and Fiona Campbell, April 8, 2013. They have changed their last names to Seabell.

**Toya J. Terry '02** and Quintin C. Conwright, Oct. 27, 2012.

**Rachel E. Moor '04** and Eugene E. Petersen '05, May 26, 2013. Attending were Laura Riddle Ford-Nathan '04 and Sadie O. Sullivan '04.

**Mary K. Ahlquist '07** and Jesse Peterson-Brandt '09, June 29, 2013. Glenn D. Clark, '10 conducted the ceremony. The wedding party included Veronica L. Clark '07, Alicia A. Assini '07, Victoria Povilus Kortan '07, Aden Stinebrickner-Kaufman '08, Benjamin L. Finkelstein '10, and Paige C. Hill '12. Attending were Marie Opsahl-Lister '03, Rebecca A. Lucero '03, Lauren K. Dickinson '06, Abigail B. Hagel '06, Kelly A. Eldridge '07, Nathan R. Kimball '07, Trevor L. Sedberry '07, Katherine M. Ingram '08, Katherine N. Johnson '08, Amanda J. Keledjian '08, Ian F. Lunderskov '08, Emily R. Sipfle '08, Sean P. Warlick '08, Ian G. Young '08, Brian D. Cavanagh-Strong '09, Adam M. Kortan '09, Elizabeth L. Lorton '09, Hannah P. Sherwood '09, T. Mitch Avitt '10, Michael

J. Blankenship '10, Benjamin J. Brintz '10, Hart D. Ford '10, Muriel D. Gallo-Chasanoff '10, Madeline Hart-Andersen '10, Benjamin G. Iberle '10, Nathan A. Levin '10, Augustus G. Lidaka '10, Hanna K. Liebl '10, Andrew L. Otto '10, Meredith L. Pain '10, Justin T. Chang '11, Thomas R. Elliot '11, Sarah J. Ervin '11, Christine A. Grummon '11, Dennis W. Kuo '11, Jeffrey D. Leep '11, Aaron E. Swaney '11, Adam D. Weil '11, Jonathan G. Davis '12, Casey A. Fergus '12 and Lyle Bauman and Kelly Edgington from the College staff.

**Bradley B. Bishop '08** and Johanna Botranger, May 18, 2013. Attending were Joseph C. Gryka '06 and Erin Straughan Gryka '08. The couple lives in Denver.

**Nathan A. Greenfield '08** and E. Clare Patterson '08, June 15, 2013.

**Jordan A. Medalia '08** and Yan Hao, May 18, 2013.

**Nicholas S. West '08** and Julia Grugg, July 12, 2012. Attending were Benjamin R. Backup '07, Neha Govil '07, Julia R. Yansura '07, Adam M. Harsha '08, Max W. Postman '08, Zachary S. Razavi '08, Kelsey J. Vitense '08, Patrick G. Blachly '09, and Matthew L. Hochstein '09.

**Elizabeth A. Jach '09** and Anthony P. Rinaldi '09, May 26, 2013.

## Births and Adoptions

**Vineet A. Shende '94** and Hillary C. Shende, May 29, 2013, their second child, first son, Akhil Brian Shende.

**Heather L. Farber-Lau '96** and Richard K. Lau, April 30, 2012, their second child, second daughter, Lily Gee-Yun Lau.

**Stephanie K. Hitzaler '96** and Jani Onninen, Sept. 8, 2012, their first child, a son, Oliver Hitzaler Onninen.

**Gena Kucera Kanas '97** and Andrew Kanas, Feb. 15, 2013, their second child, first daughter, Allison Sophia Kanas.

**Erin Mercer Koehn '97** and Chet Koehn, April 17, 2013, their third child, second daughter, Nora Koehn.

**Eric M. Olsen '97** and Kristen B. Olsen, Nov. 18, 2012, their first child, a son, Carter Patin Olsen.

**Jeetander DuLani '98** and Alicia K. Kinsey '00, May 10, 2013, their first child, a son, Siddhartha Milo Dulani.

**Jeremiah R. Garza '98** and Ivy D. Chang '01, June 20, 2013, their first child, a daughter, Mikayla Jane Garza.

**Jarrad W. Morgan '98** and Amanda M. Morgan, June 6, 2013, their first child, a son, Carter W. Morgan. Morgan is attending Pacific Northwest University, College of Medicine, Yakima, Wash.



## Carly Schuna '06

With a Kickstarter campaign and a dedicated team, Schuna and her fellow Madison Circus Space (MCS) members launched MCS in June. Housed in a 4,600-square-foot warehouse in Madison, Wis., MCS offers classes and practice space to circus-arts performers of all levels. "Madison is home to a creative, thriving circus scene, but its circus-arts groups have never had a single place to meet and practice until now," Schuna says. Schuna is MSC secretary and a certified German wheel coach.





## Behind the Monsters' Fur

**This alumnus helps film studios create spectacular digital effects.**

When **Andrew Kensler '01** took his family to the premiere of *Monsters University*, it was the first time he'd seen characters Dean Hardscrabble or Squishy Squibbles in action — even though he'd spent years working to make them look good.

Kensler is a software developer for RenderMan, a software and application programming interface that allows Pixar and other major film studios to create remarkable digital effects.

Were you captivated by Woody, Buzz Lightyear, Hamm and other lifelike characters in *Toy Story 3*? Did you want to run your fingers through the fur of the scare-tagonists during *Monsters U*? You can thank Kensler for helping shape your experience. He and a colleague designed the “area shadow map” system that calculates shadows, particularly on fuzzy or furry creatures.

But Kensler's work involves writing code, not drawing creatures. He helped write an algorithm that built on the original *Monsters, Inc.*

**Camarin Bailey Madigan '00** and **Daniel T. Madigan '00**, Aug. 11, 2012, their third child, third daughter, Alexandra Bailey Madigan.

**Aaron J. Stockham '01** and **Shira M. Fagan '03**, May 25, 2013, their second child, second daughter, Miriam Fagan Stockham.

**Shannon E. O'Connor '02** and Cort T. Buffington, May 30, 2013, their first child, first daughter, MacKenzie Buffington.

**James A. Bombulie '03** and Erinn Bombulie, June 9, 2012, their second child, first daughter, Camille Quinn Bombulie.

**Ruth Anderson Lang '03** and Juan Lang, May 31, 2013, their second child, second son, Xavier Nathaniel Lang.

## Publications, Productions, and Exhibitions

“Sweet-dreams,” a poem by **Dennis D. Maulsby '64**, was accepted for publication in the fall issue of *Peregrine*, Amherst, Mass., Writers and Artist Press, July 2013. Also, his “Kill-Zone Requiem” was selected to appear in *Music in the Air*, the 18th anthology published by Outrider Press in affiliation with TallGrass Writers Guild of Chicago, June 2013.

*Nuestra Esperanza*, by **Michael Arnow '67**, a Spanish-language DVD for the Utah Labor Commission on farm worker safety, February 2013. This DVD is one of a number of programs Arnow has written and produced for U.S. Latinos on topics of interest including immigration law, rights, and obligations when interacting with law enforcement, workplace safety in construction and factories, child nutrition, nonviolent parenting, and preventive health.

*Hallowed Ground: Photographs of the Gettysburg Battlefield After 150 Years*, an exhibit by **Ronald M. Cogswell '68**, Cherrydale Branch Library, Arlington, Va., July 3–Sept. 10, 2013.

“Pay for Success Financing,” **Barry H. Zigas '73**, *Community Development Investment Review* of the Federal Reserve Bank of San Francisco, May 2013. The essay describes the federal Low Income Housing Tax Credit Program launched in 1986 and its value as a model for social impact investing.

*Sunshine Falls*, a collection of essays and stories by **Kyle David Torke '88**, Bondfire Books, Colorado, 2013.

*Jewish Poland Revisited: Heritage Tourism in Unquiet Places (New Anthropologies of Europe)* by **Erica T. Lehrer '91**, Indiana University Press, 2013.

*According to Our Hearts: Rhinelander v. Rhinelander and the Law of the Multiracial Family* by **Angela I. Onwuachi-Willig '94**, Yale University Press, New Haven, Conn., June 2013.

*Therapy in the Real World* by Nancy Boyd-Franklin, Elizabeth N. Cleek, Matt Wofsy, and **Brian Mundy '97**, Guilford Press, New York, June 2013.

“Bombing images normalize fears and build support for the global war on terror” and “Using digital technology to help document sexual abuse in war zones,” commentaries by **Jefferson Mok '02**, *GlobalPost* ([globalpost.com](http://globalpost.com)), June 11, 2013, and August 2, 2013, respectively.

“The \$25 million commitment to the Bangladesh's factories misses the point” by **Sarah B. Labowitz '04**, *Atlantic Quartz*, July 19, 2013. The article discusses fire safety in Bangladesh.

“Crop Insurance Fraud and Misrepresentations: Contemporary Issues and Possible Remedies” by **Chad G. Marzen '05**, *William & Mary Environmental Law and Policy Review*, Pages 675–707, Spring 2013 issue.

“Nancy Binay memes and us” by **Erin L. Sinogba '06**, on Rappler.com's Move.PH platform, May 15, 2013.

formula to naturally soften the monsters' shadows, adding realism and depth, and allowing the renderer to more efficiently manage data. This way, "when you have hundreds of millions of strands of fur," Kensler says, "you don't have to keep all of that in the computer's memory to be able to compute their shadows from reflected light."

Kensler started programming when he was 7 years old, and says he was always interested in computer graphics. He toyed briefly with becoming an artist, "but I figured out that I wasn't as good at that as I was with computers." Inspired by movies like *Monsters, Inc.* and *A Bug's Life*, he began to focus on special effects.

Kensler says he came to Grinnell "with a fair bit of programming experience, but not a lot of theory." Grinnell's computer science classes, "taught me how to do things properly instead of operating on instinct," he says. He also appreciates the breadth of the College's academic program. "I took a Bridges, Towers and Skyscrapers course that I really

enjoyed," he says (and it may have informed the graphics that he later did as a hobby for the Unreal Tournament videogames). "Grinnell expanded my horizons."

After Grinnell, Kensler earned a Ph.D. in computer science from the University of Utah, focusing on ray tracing and custom hardware, a direct link to the work he's been doing with RenderMan since 2009.

His family's reaction to seeing his work on display in *Monsters U*? "They loved it," he smiles. Kensler and his wife **Marian Butzen Kensler '01** have three children, ages 8, 4½ and 16 months. "I've always wanted to do work that I could share with my kids," he says. "Dean Hardscrabble was their favorite character."

—Stacey Schmeidel

## In Memoriam

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

**James L. Cameron, Jr. '36**, Birmingham, Miss., May 27, 2013.

**Elisabeth Dwight Ellis '38**, Escondido, Calif., Jan. 20, 2013. Survivors include her husband, *Robert W. Ellis '37*.

**Cora Lindeberg Brummett '40**, Fort Worth, Texas, Oct. 26, 2012.

**Marjorie Gabrielson Littlehale '40**, Chatham, N.J., April 2, 2013.

**Alice McQuown Peters '43**, Platte City, Mo., June 17, 2013.

**Audrey "Bunny" Howard Swanson '43**, Belle Plaine, Minn., June 10, 2013.

**Jean Barringer Topic '43**, Honolulu, May 15, 2012.

**Isabel Simon Huitt '44**, Bonita Springs, Fla., Oct. 16, 2012.

**Nancy Morse Cooley '45**, Oklahoma City, June 10, 2013.

**R. James Kaufmann '47**, Georgetown, Texas, June 11, 2013. Survivors include his daughter, *Margaret C. Kaufmann '75*.

**E. Ann Scannell Shanahan '47**, Seattle, Jan. 4, 2013.

**Curtis A. Harnack '49**, New York, July 7, 2013.

**Burton R. Hoffmann '49**, Hawthorne, N.Y., June 14, 2013.

**Marjorie Helm Bomgarden '50**, Rockford, Ill., Jan. 5, 2013. Survivors include her sister, *Pearl Helm Steffen-Ashe '52*.

**James B. Vincent '50**, Galena, Ill., June 6, 2013. Survivors include his son-in-law, *P. Carter Newton '77*; and grandson, *Vincent J. Newton '12*.

**Suzanne Warner Jackson '51**, Cincinnati, June 7, 2013.

**William J. Toomey '51**, Madison, Wis., May 25, 2013. Survivors include his wife, *Shirley Anderson Toomey '51*.

**Fred H. Helpenstell '52**, Nampa, Idaho, July 17, 2013. Survivors include his wife, *Shirley "Sus" Haegele Helpenstell '52*; his brother, *Franz Helpenstell '55*; his son, *Thomas C. Helpenstell '81*; and his daughters, *Jill Helpenstell Faciszewski '83* and *Jeanne Helpenstell Mack '84*.

**Ralph E. Kempcke '52**, Colorado Springs, Colo., March 10, 2013. Survivors include his wife, *Shirley Kinney Kempcke '52*.

**L. Herbert Tyler '52**, Davenport, Iowa, May 31, 2013.

**John W. Weis '52**, Sister Bay, Wis., March 20, 2013.

**Marianne Kihara Endo '53**, Pocatello, Idaho, June 7, 2013.

**Jean Seaton Fish '53**, Ankeny, Iowa, June 15, 2013.

**Martha Taylor Bartter '54**, Kirksville, Mo., June 18, 2013.

**William F. Hejna '54**, Riverside, Ill., May 4, 2013. Survivors include his wife, *Eva "Gerry" Goodale Hejna '54*, brother, *Thomas Hejna '56*, and son and daughter-in-law, *David P. Hejna '81*, and *Nancy Garber Henja '82*.

**Mary I. Pendell '54**, Washington, D.C., Jan. 30, 2013.

**Eleanor Douglass Cass '55**, Cedar Rapids, Iowa, April 1, 2013.

**William K. McCormick '56**, Dayton, Ohio, May 15, 2013. Survivors include his wife, *Judy Doubenmier McCormick '57*.

**Jeanne Briggs Bale '57**, Ridgecrest, Calif., April 13, 2013. Survivors include her husband, *J. Thomas Bale '57*.

## President Kington Joins Alumni Gatherings

During the 2013–14 academic year, Grinnell College President **Raynard S. Kington** will meet with alumni, parents, and friends across the nation to discuss the future of the College and how they can engage with and support the experience of current and future students.

Below is an alphabetical list of cities that will host events featuring President Kington. Come learn more about the state of the College and enjoy the opportunity to meet Grinnellians in your area for an evening of fellowship and networking.

Save the date for your region – and look for an email and/or print invitation approximately a month in advance of the event. Also, if your travels coincide with any of the alumni events below, we'd love for you to join us. Call the Office of Development and Alumni Relations at 866-850-1846 or visit <http://forum.grinnell.edu/activities> for further details.

City	Event Date
Austin	Friday, January 10, 2014
Boston	Saturday, December 7, 2013
Chicago	Sunday, April 27, 2014
Dallas	Saturday, January 11, 2014
Denver	Saturday, March 1, 2014
Grinnell	Saturday, October 12, 2013
Houston	Thursday, January 9, 2014
Kansas City	Friday, March 28, 2014
Los Angeles	Friday, December 13, 2013
Los Angeles*	Saturday, December 14, 2013
Minneapolis-St. Paul	Friday, May 9, 2014
New York	Friday, January 31, 2014
Philadelphia	Sunday, November 10, 2013
Phoenix	Thursday, January 16, 2014
Portland, Ore.	Thursday, April 17, 2014
San Francisco Bay Area	Friday, February 28, 2014
Seattle	Friday, April 18, 2014
St. Louis	Thursday, March 27, 2014
Tucson	Friday, January 17, 2014
Washington, D.C.	Friday, December 6, 2013

For a complete nationwide listing of alumni activities, please visit <http://forum.grinnell.edu/activities>.

\* To create opportunities for Grinnellians across the Los Angeles metro area, we will hold two receptions: one in West Hollywood and one in Orange County.

**Nancy Wineinger Mounts '58**, Sioux City, Iowa, April 28, 2013. Survivors include her brother, *Thomas W. Wineinger '63*.

**M. Kay McGillivray Rennie '59**, Tallahassee, Fla., March 23, 2013.

**James W. Urfer '60**, Grinnell, Iowa, May 21, 2013. Survivors include his wife, *Marlene Berg Urfer '58*.

**William R. Kell '61**, Minneapolis, June 22, 2013.

**Margaret Martin Stiffler '63**, Tacoma, Wash., June 6, 2013.

**Elizabeth Thoeny Wallerstedt Woodward '64**, St. Charles, Mo., Jan. 23, 2013.

**John H. Roberts '66**, Memphis, Tenn., June 7, 2013.

**Babak J. Armajani '68**, St. Paul, Minn., June 3, 2013. Survivors include his son, *Brook Bell-Johnson '97*; and daughter-in-law, *Anne Volk Johnson '97*.

**Richard T. Cadwallader '70**, Bristol, Va., May 31, 2013.

**J. Jeffrey Millikin '70**, La Grange, Ill., June 22, 2013.

**Janet E. Carpenter '75**, Norman, Okla., May 18, 2013.

**Maurizio "Nick" Barbatano '81**, Grand Rapids, Mich., May 12, 2013.

**Elliot B. "Doc" Pollock '81**, Wilmette, Ill., June 2, 2013.

**Ray "Obe" Obermiller**, professor emeritus of physical education, the College's first director of academic advising, and former Pioneers swimming and diving and cross country coach, passed away July 13. The Clinton native coached swimming and diving for 29 years. His teams won 20 championships. Eighteen of his swimmers won All-America honors; two were national champions. Obermiller was inducted into Grinnell's Athletic Hall of Fame in the inaugural class in 1995.



# Old Rights, New Technologies

*While the U.S. State Department applies age-old freedom of speech rules to the Internet, other governments don't necessarily agree.*

Is a person in Tehran or Beijing entitled to the same freedoms of expression, association, and assembly as a person in Washington or Des Moines? International human rights law tells us that the answer is yes — people enjoy these rights and freedoms by simple virtue of their humanity. Almost all countries — including those such as Iran and China that heavily censor the Internet — recognize the Universal Declaration of Human Rights and the obligation to protect their citizens' human rights.

In the pre-digital age, the extent to which people actually enjoyed these rights in practice was largely determined by each state. During the Cold War, Soviet writers smuggled out paper copies of their work past tight state controls to be published in books or pamphlets in the West. Forming interest groups or organizing is still severely constrained in countries such as Vietnam by strict regulations on the number of people who can gather in one place.

Today, increasing Internet penetration and the wide availability of mobile phones have changed the power dynamic between individuals and the state when it comes to free expression and the free flow of information. Even taking into account Internet controls in repressive countries, the barriers are comparatively low when it comes to posting an amateur video, blog, or Tweet. If they are restricted from meeting in person, people can gather in online forums or organize via email and text.

These new platforms for increased connectivity have proven to be disruptive innovations — both positive and negative — in almost all facets of life. We have all marveled at finding old friends or navigating an unfamiliar place while bemoaning the amount of time we spend on our mobile devices.

Foreign policy is no exception. From 2009 to 2013, I was part of the team at the State Department charged with developing a framework for how to meet the foreign policy challenges presented by new technologies, and to do so consistent with our principles and values.

After months of discussion and seemingly endless cycles of the dreaded “clearance process,” we arrived at a framework that can be summed up in four words: “old rights, new technologies.” In other words, the same principles that apply in the offline world apply online. Although the Internet and mobile phones dramatically increase the immediacy of communication and the level of connectivity across borders, they are not so different as to require a new set of rights and rules for governing digital behavior. You can express an unpopular opinion, but you can't yell the digital equivalent of “fire!” in a crowded theatre.

Not all countries agree with this approach. China,

Russia, Tajikistan, and Uzbekistan are advancing the view that new technology demands a renegotiation of longstanding rules, and that states should play a stronger role in governing the Internet. Last year, these governments submitted a proposal for an “International Code of Conduct for Information Security” to the United Nations General Assembly, with the goal of establishing a global treaty “standardizing the behavior of countries concerning information and cyberspace.” This is not in the interests of the United States or of people who want to protect the marketplace of ideas.

I'm proud of the role the United States has played in staking out a leadership position on Internet freedom and the principled defense of human rights online. Since 2008, the State Department has awarded almost \$100 million to support an open, global, interconnected Internet and its use by dissidents and advocates in closed societies. Working with the Dutch government, the United States launched the Freedom Online Coalition in 2011, which now includes 19 governments committed to advancing Internet freedom around the world. Members of this group include not just the usual crowd of Western governments, but also Kenya, Mongolia, Costa Rica, Tunisia, the Maldives, Latvia and Estonia, among others.

To be sure, there is much left to do, and the United States does not always get it right. The recent revelations about extensive National Security Agency surveillance are a stark example of the persistent and strong role of the state in monitoring information online and the challenges of protecting security while also protecting individual rights. I am personally disappointed in the scale, secrecy, and apparent lack of oversight in the NSA programs. I worry that these programs have the potential to undermine hard-won progress in the fight for open digital platforms, where information moves freely and people are free to express their opinions and ideas.

This issue of *The Grinnell Magazine* showcases the College's long-awaited website, new tools for connecting alumni, and innovative ways that the College is making its library holdings available online. The impact of these initiatives is greater and more meaningful because of the global, interconnected nature of the Internet. Revelations about NSA surveillance and the absence of a meaningful public forum to debate appropriate safeguards on issues such as personal privacy are setbacks for the global Internet freedom agenda. But the demand for such a debate also presents an opportunity for the United States to demonstrate the resilience of our democracy and its capacity for self-correction through public deliberation, enhanced oversight, and a renewed commitment to our mostly deeply held principles.

Photo ©NYU Photo Bureau — Asselin



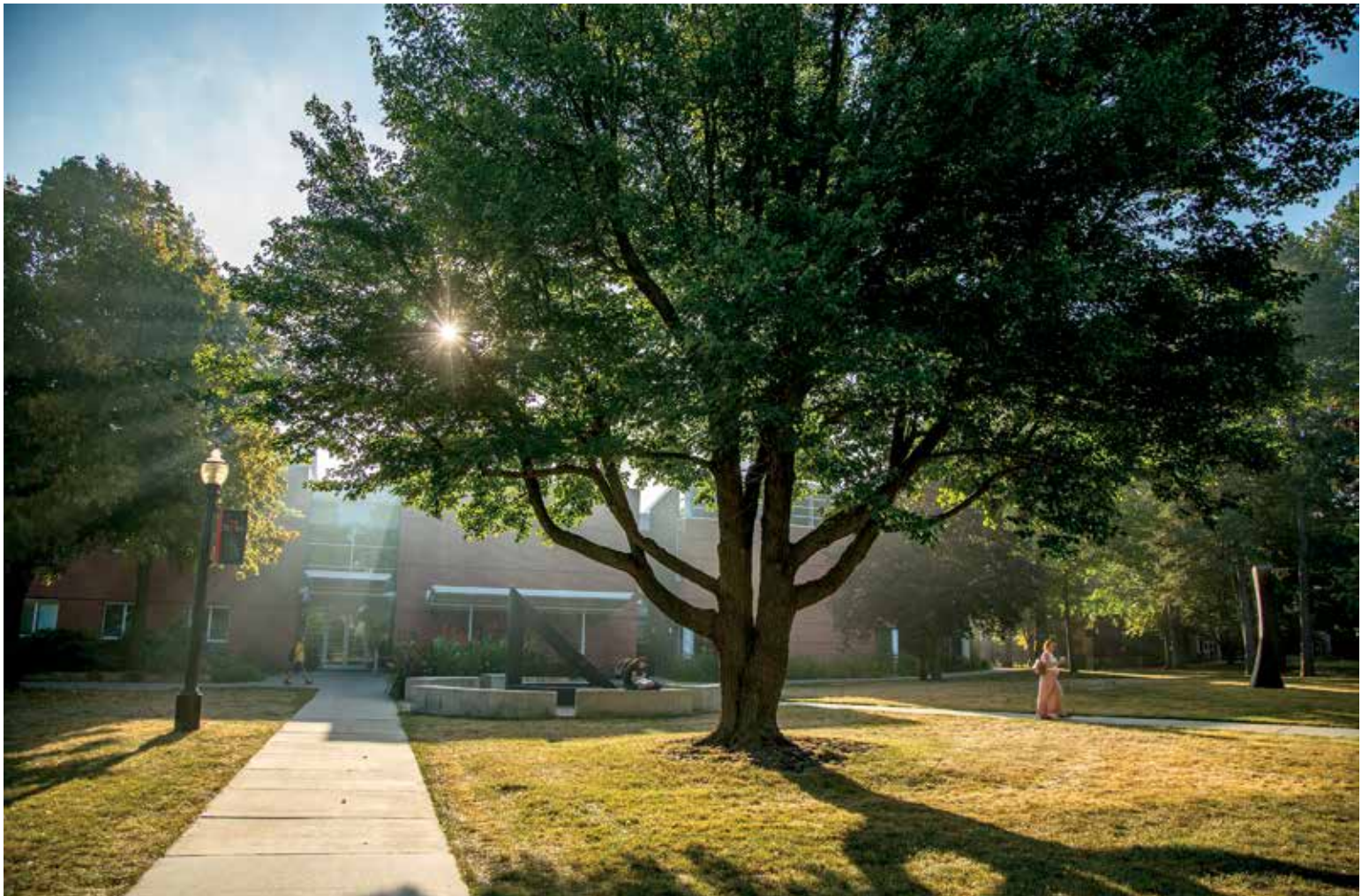
**Sarah Labowitz '04** is a research scholar at the NYU Stern School of Business and a Truman National Security Fellow. From 2009 – 2013, she worked on democracy and human rights policy, including Internet freedom and cyber policy, at the State Department.



GRINNELL COLLEGE

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Grinnell, Iowa 50112

## *Iowa View*



*The sun breaks through the early morning fog on the first day of classes in Grinnell, Aug. 29, 2013. (Photo by Justin Hayworth)*