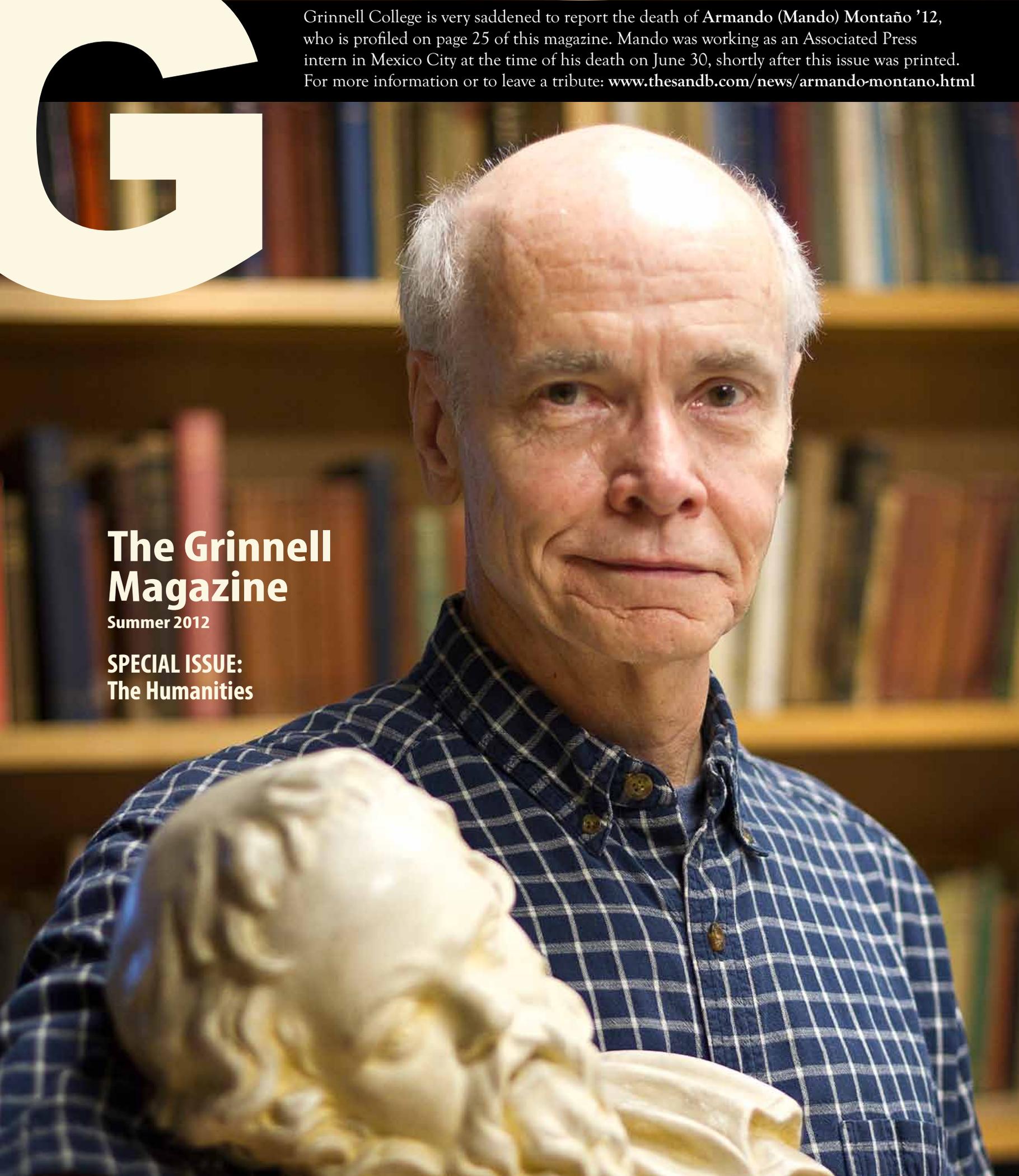


Grinnell College is very saddened to report the death of Armando (Mando) Montaña '12, who is profiled on page 25 of this magazine. Mando was working as an Associated Press intern in Mexico City at the time of his death on June 30, shortly after this issue was printed. For more information or to leave a tribute: www.thesandb.com/news/armando-montano.html



The Grinnell Magazine

Summer 2012

**SPECIAL ISSUE:
The Humanities**

Grinnell Inside the Fences

In a message to inmates, a former student in the Liberal Arts in Prison Program reflects on its impact.



By **John Hammers**, who now lives in Council Bluffs, Iowa, with his partner and five-month-old daughter and works in sales. While in the Newton Correctional Facility, he took three courses in Grinnell's Liberal Arts in Prison Program: Literary Analysis and Humanities 101, both with Elizabeth Dobbs, and Introduction to Western Music with Eric McIntyre. He credits these courses and volunteer instructors with a second chance to believe in himself.

Just to give you guys a little background on myself: I lived almost 10 years here at Newton Correctional Facility. I was discharged from here 17 months ago. I was down from shortly after I turned 19 years old until a week after my 31st birthday for burglary in the first degree. Now that I was relatively close to finally leaving prison, I had not even a little idea what the heck I was going to do once I got out. "Here is your \$100 gate fee. Now get out." And then it was all a big blank space. I really had no plan and no real idea of how to go about getting a plan. I was supposed to find a job and get back to life, I guess. The outside world had been an abstract idea for so long that I didn't even really know what to expect. I had never even held a cell phone.

Then one day I was invited to go to a class in the prison library. A writing class of some sort. Deciding to go was one of the best decisions I have made so far in my short life. I found that we were talking about things that pushed me beyond the boundaries of how I would normally think and discuss a topic. I had to *really* read the material presented and have a legitimate, thought-out opinion on it, because I was going to be tested and inevitably disagreed with in the class. I had to look at both sides of the given issue so I would know how to counter, not reactively or combatively but with forethought. Basically, I learned almost immediately that if I just stopped for a second and truly thought about why I believed what I believe and not just continue to meander through life with half-formed opinions, I would be a better person for it. From that point on I signed up for every class from Grinnell I could.

Eventually I was helping organize and even run a few classes; all the way until the day I was discharged from here on Dec. 11, 2010. Consequently, I was able to be a part of the first accredited classes offered. Through those classes I learned so much about myself I didn't realize I was learning at the time. For example, I gained a sense of self-confidence I didn't even know I was lacking, as I got my homework done and then defended my given stances intelligently in a challenging and positive environment. This translated to being able to interact in a fruitful and constructive way on the yard and once I hit the bricks; with my family, friends, employers, and coworkers.

But, if I had to pick just one thing I got out of participating in Grinnell's Liberal Arts in Prison Program (both accredited and nonaccredited classes and events) I would have to say it was direction. Direction in two ways. First, the classes gave me some tangible contact with the outside world in the form of general public volunteers, student volunteers, professors, a poet laureate, a zen master, authors — and the list goes on and on. This broadened my horizons and helped me bring the outside world more into focus, rather than just always thinking about what was happening in my little mundane, routine-oriented world inside the fences. Second, I had something positive to do in here that easily translated to the outside, something that was not the same old thing, habits, people, and environments that I associated with before I came down.

So, for a scared kid who didn't have a clue about the next stage of his life before I got involved with the Grinnell classes, now I was at least pointed in the right direction. I now had a plan: Go home and enroll in college.

I learned that the best way to work on myself on a fundamental level is to continue to push my boundaries by educating myself about the world that I had just stepped into. I now knew I could do this because I also received a wonderful sense of self-confidence as I went through the various classes. My involvement with the Grinnell program gave me something constructive to do in here so my family could see that I was taking some initiative and being proactive about being, or at least becoming, a better person than the one I was when I entered prison. Not just going through the same old motions of doing time, then eventually getting out to the same old people, places and habits and possibly even coming back to the joint.

One definition of insanity is: doing the exact same thing over and over and then expecting a different result. So, if anyone here is on the fence about signing up for a Grinnell class or getting involved with the program in any way ... well, all I can say is maybe taking a class is just the thing you didn't even know you were looking for to set you on a different path.



“They helped me open myself to anything ‘other’” says Jack Doppelt ’74 of the humanities.

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Webextras
www.grinnell.edu/magazine

Download this issue!
The Grinnell Magazine is now available online in .pdf form

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POSTMASTER

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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:

Classics Professor Ed Phillips cradles a bust of Socrates.
Photo by Ben Brewer '11.



EDITORNOTES

Oh, the Humanities!

The humanities at Grinnell include performing and fine arts, languages and literature, classics and philosophy, and global regions. Forty percent of the College's students major in these; science and social studies students take many humanities courses as well.

That hasn't changed much over the years at Grinnell, and for good reason: the humanities are of enduring practical – as well as intrinsic – value. As President Raynard S. Kington asks us to imagine in "The Value of the Humanities," page 5, "If you take out the aspects of [an ideal world leader] that are achieved through humanities study, you will not have much left." And as many alumni report in "The Humanities Changed My Life," page 14, the effect of such study can be profound, lifelong, and broadly applicable.

The humanities are so intrinsic to a Grinnell education that it is impossible to cover even a representative sample here. Instead, this special issue offers a few snapshots – of a course (Humanities 101), a skill (writing), a semester (of co-curricular activities), and a collection (of Grinnellian activities and achievements). We hope they spark some reflection on how your experience of the humanities at Grinnell has inflected your life.

– Dan Weeks '80, editor
magazine@grinnell.edu
www.grinnell.edu/magazine



Practicing Humanists

Alumni with degrees in the humanities earned prior to 2008 (particularly those with nonacademic careers), to participate in a spring semester 2013 course "Creative Careers in the Humanities, Learning from the Alumni." For more information, email **Douglas Caulkins**, professor emeritus of anthropology at caulkins@grinnell.edu.

Humanities Supporters

The College has almost a score of scholarships or fellowships and nearly two dozen prizes or awards given to students or recent graduates to reward or further their work in humanities study or practice. If you're interested in contributing to one of these, or in establishing a new one, please call 866-850-1846 and ask for Meg Jones Bair, director of donor relations, or email jonesme@grinnell.edu.

Grinnellians in Business or Technology

Business and technology will each be the focus of the fall and winter issues of *The Grinnell Magazine*, respectively. We're interested in hearing from alumni in these career fields, regardless of major, about how your Grinnell education has shaped and served your career, and what parts of it you have found most valuable in your work and life. Email magazine@grinnell.edu



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Please recycle



The PDF version of
the magazine available
online ... looks great
on my new iPad 3.

— Arlo Leach '95

LETTERS

One of the Finest

The Spring 2012 issue was one of the finest issues you folks have ever put out. It was so incredibly informative of what the nature and character of the College is now, and its wonderful international flavor, that I feel like I was there “in the old days.” The students represented in the issue are most impressive and “motley” in a good sense. You, and the present students, make me very proud to be an alum. I think my stock and four years of student investment in Grinnell have gone up ... and beyond my expectations! Thank you, Grinnell.

—Tom Somerville '64
Tequesta, Fla.

Email Me!

I recently heard about the PDF version of the magazine available online. I just tried it and it looks great on my new iPad 3. Do you have an option to stop receiving the print magazine and instead receive an email notification whenever a new issue is available online?

—Arlo Leach '95
Portland, Ore.

Thanks for suggesting this, Arlo. We've removed your name from our mailing list, and will send you an email when each issue is published online.

Readers, if you'd also like to get an email notification in lieu of a print subscription, send an email with your name and print mailing address to magazine@grinnell.edu. Put “Arlo's List” in the subject heading, and we'll do the same for you.

— Ed.

Third Culture Community Sophomoric Foolishness

I wanted to share my excitement after reading **Biva Rajbhandari '12's** “Confessions of a Third Culture Kid” [Spring 2012]. I'm also a third culture kid (I grew up in South Korea, the Philippines, and Grenada); and at Grinnell, I tried to bring awareness about third-culture kids, so I appreciate that current students continue to talk about it and that *The Grinnell Magazine* gave TCKs a space in print. Great work!

Biva and others may be interested in TCKid.com, an online community working to grow counseling, research, and social networking resources for anyone who has grown up in a cross-cultural environment and is looking for a sense of understanding and belonging. I am a part of the organization's all-volunteer core operations team.

—Erin Jan L. Sinogba '06
Quezon City, the Philippines

I would like to respond to **Bob Swortwood '68's** letter in the Spring 2012 issue of *The Grinnell Magazine*. I remember well the smashing of a piano by Langan Hall occupants (God rest their souls). However that did not happen our first year, but our second year in 1965. Sophomoric foolishness followed.

—Gail Finkbeiner '68
Cincinnati



“The Grinnell 14” Wins Accolades

“The Grinnell 14 Go to Washington: How one well-orchestrated road trip started the modern student peace movement,” (Fall 2011 issue of *The Grinnell Magazine*) won accolades and an honorable mention from the State Historical Society of Iowa in its 2012 Mills-Noun Popular History Award competition. The article was written by **Peter Coyote ’64** and **Terry Bisson ’64** with additional commentary by nine alumni involved in the historic 1961 trip.

The prize committee judges, who are required to comment anonymously, saw the piece as an inspiring and empowering call to action.

“While many Americans are dissatisfied with aspects of society today, they seem uninterested in doing anything about it,” one judge wrote. “This article reminds us of how empowering taking action can be, regardless of the outcome.”

The award is named in honor of *Des Moines Register* reporter and popular historian **George Mills** and noted women’s rights activist and historian **Louise Rosenfield Noun ’29**.

To read “The Grinnell 14 Go to Washington” online:
www.grinnell.edu/file/66843

Tell us!

Did you make or witness history while a Grinnell student? If so, we’d like to hear about it. Email us at magazine@grinnell.edu

More Pain than Humor

At the risk of sounding like a crank, I question the publication of the reminiscences of **Bob Swortwood ’68** (“A posy for Emily”) in the Spring 2012 issue.

Like **Emily Mester ’14**, I characterized myself as a “girl” and male students at Grinnell as “boys.” But my charge to myself at Grinnell was to grow up enough to join the world, a task that was harder for me than for some because I was a shy, introverted, incurable nerd. Although I had a nerdy sense of humor, and although we “girls” had our share of pranks and goofing off, I took a dim view of megapranks. The person or persons who cut the cable containing bundled telephone lines for the whole campus, gave the cut ends a quarter-turn, and spliced the lines back together created more pain than humor: Call a friend and reach the health service; call the library and reach some “boy” you don’t know in Langan. I wonder who put the phone system back in order, and at what cost.

–Diana Kiene Myers ’60
 Chicago

Watch this!

Re: “Ethically made meat?” (Spring 2012) and “Meet Your Meat” (Winter 2011), perhaps a more reasonable question is: Should we be eating meat at all? People who eat meat should know how it’s made. Please watch “Meet Your Meat” at www.Meat.org and “If this is kosher ...” at www.HumaneKosher.com.

Disclaimer: I produced both videos.
 –Bruce G. Friedrich ’96
 Senior Director for Strategic Initiatives
 Farm Sanctuary
 Washington, D.C.

Expat, not Unpat

I enjoyed the profile of the Grinnellian expats (“Why Won’t We Come Home?” Spring 2012 issue). I have always been at ease living abroad and have done so more than half my life, but I feel American to my core and uncomfortable with the term “expat,” feeling that it insinuates not being a “real” American or not being patriotic. Today I read: “You can love your country as a good patriot and still be a friendly expatriate.” I’d say I am not just friendly ... I am passionate about my life in Brazil and all that it represents.

–Jane Green Hayes ’58
 Campinas, Sao Paulo
 Brazil

Errata: The letter on page 5 of the Spring 2012 issue incorrectly attributed to Hal Holbrook ’66 was written by James Holbrook ’66. We regret the error.

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.

The Value of the Humanities

As Grinnellians, we may assume everyone values humanities study. Well, they do not. And we need to do something about it.

Grinnellians tend to take the value of humanities study for granted. Nearly 40 percent of our students are humanities majors; our science and social studies majors take lots of humanities classes. That has changed little.

But recently we have seen huge cuts to federal humanities programs: \$50 million from Title VI and Fulbright-Hays program for international education and Foreign Language; \$140 million from the Fund for the Improvement of Postsecondary Education; and \$12.5 million from the NEH. Meanwhile, the science community is very effective advocating for science, technology, engineering, and math education.

We have to do the same for the humanities, persuading legislators, media, citizens, and even some educators that humanities study is vital. Because if we do not, who will?

Here are a few talking points:

Humanities education boosts productivity, innovation, democracy, and social mobility. In 1945, James Bryant Conant, a chemist and the president of Harvard, wrote *General Education in a Free Society*, which set the agenda for national education policy. Bryant wrote that humanities study enlightens citizenry; sustains democracy; fuels productivity, innovation, and rapid technological change; and sustains an economy in which individuals can rise to the highest level of their abilities.

Students exposed to the humanities learn more. *Academically Adrift: Limited Learning on College Campuses*, claimed American higher education is not doing enough to improve students' learning skills — except in fields that require significant reading and writing. The book claims this work leads to “significantly higher gains in critical thinking, complex reasoning, and writing skills over time than students in other fields of study.”

Humanities study has lifelong practical benefits. A 2011 study of roughly 130 liberal arts colleges (including Grinnell College) by the Annapolis Group found that their graduates had more experience than their peers with classes that required extensive reading and writing, were much more likely to believe their educations had a big impact on their development, and prepared them better for life after college.

Humanities study produces society's leaders. In 2010, the Carnegie Foundation calculated only 2.2 percent of the baccalaureate-seeking population took “arts and sciences” programs. Yet this 2.2 percent yields 11.5 percent of society's leaders — including 12.25

percent of Philanthropy 400 leaders, 12 percent of U.S. senators, and nearly 11 percent of Fortune 500 CEOs.

Cross-training in the humanities makes better scientists and engineers. As Nobel-prize-winning chemist **Tom Cech '70** explained in “A Better Way To Teach Science?” (*The Grinnell Magazine*, Winter 2011): “The study of ... nonscience fields hones a scientist's ability to perceive and interpret the natural world. In history, literature, and the arts, one is presented with diverse, often mutually contradictory ‘data.’ One learns to distill the critical elements from the irrelevant, synthesize seemingly discordant observations, and develop a strong argument. While scientific data are commonly thought to exist on a different plane — absolute, precise, unambiguous, and above reproach — such is rarely the case. Scientists need the same skills as humanists to cut through misleading observations and arrive at a defensible interpretation.” He also lauds the expressive skills taught in the arts and humanities that help scientists communicate their findings.

Humanities study makes better doctors. A Harvard Medical School study had a group of medical students spend a bit more than half of their course time taking classes and workshops on art, and their remaining time in lectures on physical diagnosis. Another group attended only the lectures. By term end, the art-class group made 38 percent more positive diagnostic observations than did the other group. As a doctor, I know the value of humanities study in honing skills of observation, analysis, communication, and imagination needed to practice medicine at the highest level.

Humanities study is essential to functioning in an increasingly global world. The need for language and cultural studies may seem self-evident, but we can remind people that these increasingly essential skills come from humanities study.

Humanities study helps us imagine a better future. At their highest levels, *all* fields require imagination. But the *teaching* of creative skills is largely the domain of the humanities. Imagine the ideal global leader for our times — a great communicator, creative and analytical with impressive cultural fluency, someone who understands how the world operates. If you take out the aspects of that profile that are achieved through humanities study, you will not have much left.



by **Raynard S. Kington, M.D., Ph.D.**, president of Grinnell College.

This essay is based on a speech he delivered April 19, 2012, at the annual meeting of the National Humanities Alliance, a nonprofit organization to advance national humanities policy, in Washington, D.C. To help advocate for the humanities: www.nhalliance.org/advocacy

“Explorations,” a regular feature, brings you the views, opinions, and insights of Grinnell College community members.



Composer Mohammed Fairouz (left) and John Rommereim rehearse *Anything Can Happen*.

CAMPUS NOTES

One of 300 Best

History Professor Victoria Brown wins national recognition



Victoria Brown, L.F. Parker Professor of History, won a place in *The Princeton Review's The Best 300 Professors*. The project considered 42,000 professors before choosing 300.

Brown, who joined Grinnell's faculty in 1989, aims "to persuade [students] that they have the capacity to make a well-supported argument and that the work involved with doing so is emotionally and intellectually satisfying." She tries to develop

in students a "hunger to improve their intellectual game and a willingness to shoot intellectual hoop after intellectual hoop to gain improvement." She added, "Passionate interest in any topic is the route to a satisfying, happy life."

Her students, quoted anonymously in the book, called her "an all-around wonderful woman [and] outstanding professor [who] rewards hard work and active class participation."

Brown teaches American History, The History of Women in the United States, and U.S. Immigration History, and has taught *The Art of Biography*, informed partly by her experience writing *The Education of Jane Addams*, about the social settlement movement leader. Brown typically offers her classes a series of questions that "create conceptual problems for them to ponder. Every class meeting has an articulated purpose and we try to walk out every day with a sense of having 'done' something," she said in *The Best 300 Professors*.

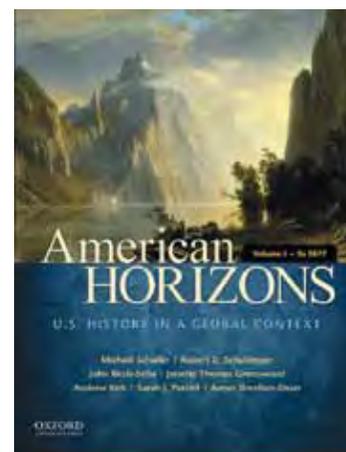
Writing History

Sarah Purcell '92 and four students break old ground in a new way

It's "the only U.S. history survey text that presents the traditional narrative in a global context." So says Oxford University Press, publisher of *American Horizons: U.S. History in a Global Context*. **Sarah Purcell '92** is associate professor of history, director of the Rosenfield Program, and one of seven authors of the two-volume text. *American Horizons* uses the frequent movement of people, goods, and ideas into, out of, and within America's borders as a conceptual framework.

Purcell wrote the chapters that cover the 1760s–1830s in Volume I, and informed many other chapters in their coverage of gender and women's history and military history.

Mentored Advanced Project students **Ethan Drutchas '12**, **Christian Snow '13**, **Sara Lowenburg '13**, and **Amanda Borson '12** helped Purcell edit hundreds of year's worth of



timelines for inclusion in the project. Purcell says her students' "enthusiastic response to material influenced every single page of my chapters — so Grinnell history students will be influencing the education of many other students around the country."

Anything Can Happen

The Grinnell Singers premiere a new work

The Grinnell Singers premiered Mohammed Fairouz's *Anything Can Happen* while in Chicago during their March spring-break tour. It's a new five-movement choral work for choir and solo viola. They performed it again on campus in April with the composer present.

"This commission enabled the Grinnell Singers to be directly involved in the genesis of a substantial new work by one of the most promising young composers of our time," says **John Rommereim**, Blanche Johnson professor of music and director of the 49-voice select choir. "The commission helps foster a vital connectivity between Grinnell students and the leading edge of current musical life."

The center portion of Fairouz's work is a poem by Nobel Laureate Seamus Heaney titled "Anything Can Happen." The Heaney poem

is indelibly associated with the tragedy of the September 11 terrorist attacks. Fairouz's mother is Israeli, and his father is Egyptian; in so many ways his life bridges cultural divides.

Anything Can Happen, which includes one movement titled "In Iowa," was commissioned by Grinnell College through the support of the Curd Fund, Cantori New York's Jeffrey D. Silver Fund, the Back Bay Chorale, and the Marsh Chapel Choir of Boston University.

The Grinnell Singers' concert also included music by Josquin des Prez, Monteverdi, Rachmaninoff, Rheinberger, and by **Michael Maiorana '12**.

To view of video about the Grinnell Singers' work with the composer: www.grinnell.edu/fairouz

Scarlet and Green

Guide lauds Grinnell's "campuswide commitment to environmental stewardship"

Grinnell College is one of the most environmentally responsible colleges in the United States and Canada, according to *The Princeton Review's Guide to 322 Green Colleges: 2012 Edition*.

The guide's entry on Grinnell notes that 2011 "marked pivotal advancement in Grinnell's dedication to sustainability." It goes on to list the activity: forming the Environmental Responsibility and Sustainability Advisory Committee in the spring and President Raynard S. Kington's signing of the American College and University Presidents' Climate Commitment in the fall. "Besides marking Grinnell's commitment to reaching carbon neutrality, this event advocated thoughtful policies concerning construction, consumption, and recycling," the guide says.

The guide notes earlier eco-friendly accomplishments at Grinnell. "In 2006, the Conard

Environmental Research Area became the first LEED Gold building in all of Iowa. Nowadays, several LEED buildings sprinkle the campus – including the LEED Silver Noyce Science Center, which boasts, among many green features, heat recovery on laboratory exhaust systems and rainwater collection for use in the greenhouse – and future buildings are required to be LEED-certified. One student house will serve as an Ecohouse, and the college has committed to building a nearby wind farm."

Further noting the environmental studies concentration and numerous research opportunities at Grinnell, the guide adds: "Several organizations, including EcoCampus and Free the Planet, augment a thriving, campuswide commitment to environmental stewardship and the appreciation of the natural world."

The Charles Benson Bear '39 Recreation and Athletic Center harvests rainwater.

Photo by Steven Kern





Lifesaver

First-year Grinnell student rescues a drowning child

Tefiro Serunjogi '15, from Kampala, Uganda, joined an Alternative Break trip to Joplin, Mo., and worked with nine other students for two weeks removing debris, gutting houses, and helping in an animal shelter. In his free time, he saved a life.

While visiting a waterfall to cool off during a work break, he heard a girl screaming. "Then all I

saw was two hands in the water. I knew getting in was dangerous, so I tried to reach her from shore first," Serunjogi says, but his arms weren't long enough. He jumped in.

"I'm used to still water in a pool," says the College swim team member. "This was moving!" Not to mention cold and deep. He grabbed at a rock, but his hand slipped. On his second attempt, he held on while

a very scared 6-year-old girl pulled him under. "Somehow," he says, "I pushed her out of the water."

The young girl ran to her caretaker as Serunjogi climbed out of the falls' pool. At first it wasn't clear who was more shaken by the event – the girl or Serunjogi. "It was the scariest thing I've experienced," he says, "but my friends thought I jumped in to cool off and was having a good time!"

Alternative Break is a student-run organization that helps students do hands-on community service during College breaks while developing new perspectives and enhancing leadership skills. Service trips this past spring:

- Removing invasive species in Redwoods National Forest in California
- Working on sustainable agriculture in Grinnell
- Working in a nonprofit community for those with special needs in Wisconsin
- Providing disaster relief in Iowa, Louisiana, and Missouri.

For more information: www.grinnell.edu/altbreak

Honoring Artists and Activists

Author and Commencement speaker Jamaica Kincaid and two distinguished Grinnell College alumni received honorary doctorates from the College during the 2012 Commencement ceremony in May.



Jamaica Kincaid received a doctor of humane letters "for her ability to positively channel her anger over social injustice and expose diverse issues through a literary voice that is rich with emotion, vivid imagery, and evocative honesty." Kincaid grew up under British rule in the Caribbean as Elaine Potter Richardson, changed her name when she began speaking out through her writing, and became an award-winning writer, novelist, and professor. Her novel *A Small Place* inspired a documentary about the impact globalization can have on a developing country. Kincaid, who spoke during Commencement, is professor of literature at Claremont McKenna College in California.



Carolyn Swartz Bucksbaum '51, a cultural and civic activist and philanthropist, received a doctor of laws degree. She has served on the College's board since 1970 and was named a life trustee in 1998. She also has served on the boards of the Des Moines Symphony, Iowa National Heritage Foundation, League of Women Voters, Des Moines Register and Tribune Co., Des Moines United Way, National Public Radio, and a host of other organizations. She is a longtime supporter of Grinnell College, and the College's Bucksbaum Center for the Arts is named for her.



Pat Irwin '77, a noted musician and composer, received a doctor of humane letters for his four decades of contributions to American music. He received a Watson Fellowship to spend a year in Paris attending workshops and performing with composer John Cage. Later, as a guitarist, saxophonist and keyboardist, he helped form the "no wave" bands Raybeats and 8-Eyed Spy in the '70s and '80s, was a longtime performer with the group B-52s, and composed scores for several cartoons for the HBO series *Bored to Death*. Irwin is now, an instructor at New York University's Tisch School of the Arts Graduate Music Theatre Program.

Named to endowed chairs:

The chairs to which these professors are named are made possible through the generosity of donors to the College. If you're interested in learning more about how you can create an endowed faculty chair, call 866-850-1846 and ask for Beth Halloran, vice-president for development and alumni relations.

- **William (Bill) Ferguson '75**, professor of economics, Gertrude B. Austin Professor of Economics
- **M. Johanna Meehan**, professor of philosophy, McCay-Casady Professor of Humanities
- **Astrid Henry**, associate professor of gender, women's and sexuality studies, Louise Noun Chair in Women's Studies
- **Scott Cook**, professor of Chinese, Cowles-Kruidenier Chair of Chinese Studies
- **John Christian Rommereim**, named the Blanche Johnson Professor of Music
- **Clark Lindgren**, professor of biology, Patricia A. Johnson Professor of Neuroscience

Faculty Promotions

These faculty members have new ranks for the 2012–13 academic year:

Promoted to associate professor with tenure:



David Cook-Martin, sociology



Janet Davis, computer science



Timothy Dobe, religious studies



Jacob Willig-Onwuachi, physics

Promoted to full professor:

- **Vincent (Vince) Eckhart**, biology
- **Jin Feng**, Chinese and Japanese
- **David Harrison**, French and Arabic
- **Elaine Marzluff**, chemistry

Moving to emerita/emeritus status:

- **Diane (Dee) Fairchild**, physical education
- **Helen Scott**, Russian
- **Christopher McKee**, library
- **Saadi Simawe**, English

Senior Faculty Status

Moving from active teaching to senior faculty status:

- **Sigmund (Sig) Barber**, German
- **Victoria Brown**, history
- **Robert (Bob) Cadmus**, physics
- **Robert (Tim) Chasson**, art
- **Janice (Jan) Gross**, French and Arabic
- **Jennifer Michaels**, German
- **Charles (Chuck) Sullivan**, biology
- **Roger Vetter**, music.

Senior faculty status recognizes those members of the faculty who wish to be released from their regular full-time teaching obligations to pursue scholarly and professional activities associated with the College.

For more information on the above faculty members:

www.grinnell.edu/facultypromotions



Photo by Henry Wilhelm '68, "Untitled," Grinnell College - 1966, p. 144.

The '60s Return to Grinnell

Spring exhibits featured images of the 1960s and early 1970s.

1966 Yearbook Project

In 1966, **Henry Wilhelm '68**, with photography and writing assistance from **John Phillips '67**, **John Wolf '66**, and **Robert Hodierne '68**, created a documentary-photo-essay-style yearbook that captured life at Grinnell in and out of the classroom during a time of transition. The College administration asked to have sections removed; when the editors refused, the administration denied its publication. The yearbook was finally published 20 years later, in 1986. As part of a project to digitally remaster the 1966 yearbook, more than 100 high-quality, large-format photographs selected from the yearbook were exhibited at Grinnell's Faulconer Gallery in May and June this year. The black-and-white images were digitally printed from high-resolution scans of the photographers' original 35mm negatives, which Wilhelm preserved for more than 45 years. To view the installation: www.grinnell.edu/66-yb-gallery

Getting By with a Little Help from SEG

The group makes interest-free, short-term emergency loans to those in need.

Thanks in part to an outpouring of alumni support, the White House recognized the emergency loans project of the student-run Social Entrepreneurs of Grinnell (SEG) as one of the five top "campus champions for change" in the United States.

The local lending project offers short-term emergency loans to Grinnell-area residents who may need a boost in order to obtain or keep a job, for example. SEG member **Grace Philipp '12** entered the group's local project in the White House Challenge last fall and presented a summary of the project to President Barack Obama.

Referrals for the local no-interest loans come to SEG through Mid-Iowa Community Action. "I don't think most of us have any idea how much poverty there is in this country," says **Ray Obermiller**, professor emeritus of physical education and an SEG community liaison. "It's not about handing out dollars; it's more sustainable than that." Community liaisons serve as intermediaries and advocates for

the loan recipients; alumni play key roles as SEG advisers.

SEG began in 2007 as a student-run microlender to small international projects. **Jeff Raderstrong '09** and **Mark Root-Wiley '09** based the campus organization on a model set by internationally known lender Kiva. Since SEG's humble beginnings — two members and \$600 collected

by knocking on residence-hall doors — the organization has grown to dozens of members and \$37,000 in loans to nearly 200 individuals in 44 countries, and will soon expand to support local entrepreneurial projects.

Raderstrong continues as a SEG board member and Root-Wiley as technical adviser. Other SEG board members include **Emily**

Kugisaki '09; **Douglas Caulkins**, professor emeritus of anthropology; **Montgomery Roper**, associate professor of anthropology; and local pastor **Kirsten Klepfer**.

"SEG is an outcome of culture, courses, scholarship, and alumni and student passion," Caulkins says. "It is Grinnell at its greatest."

More at: www.segrinnell.org



Photo by Ben Brewer '11



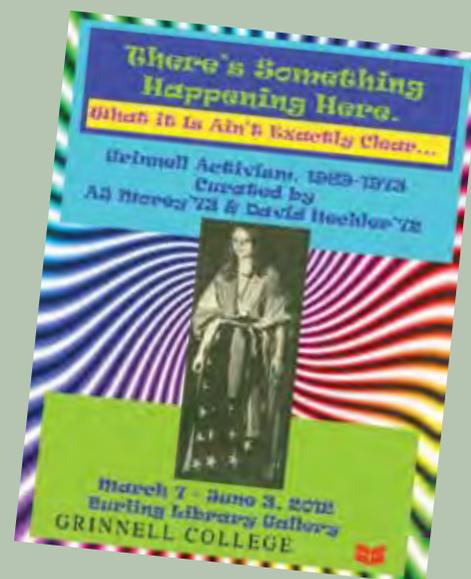
Selma and Lowndes County 1965–1966

Photographs by the late **John Phillips '67**, who left Grinnell College in 1965 to document the struggle for civil rights in the segregated South, were exhibited in the lower level of John Chrystal Center and in the Print and Drawing Study Room in Burling library. His photographs reveal this remarkable era in history with dignity and, often, tenderness. To view selected images from the exhibit:

www.grinnell.edu/johnphillips

There's Something Happening Here ...

A.J. Morey '73 and **David Hechler '72** curated an exhibit in Burling Gallery that used photographs, documents, and memorabilia for the years 1967 to 1973 to recall some of the most turbulent years in the history of the College and the nation. To read a *Des Moines Register* feature article about the exhibit and how it came to be: <http://dsmreg.co/something-happening>



Strategic Plan Update

The steering committee shares its report.

The Strategic Planning Steering Committee shared its report with the Grinnell College Board of Trustees at the trustees' spring meeting in early May, then with the College and alumni community via email.

"The document recommends a set of six major directions," Grinnell President **Raynard S. Kington** says. "They are the right directions for Grinnell's future, and I am delighted to share them with the trustees, faculty, staff, students, and alumni." The six directions are:

- Re-envision our commitment to a liberal education and its value in the 21st century.
- Attract, enrich, and graduate a diverse and talented student community.
- Instill an orientation to the future and intentionally connect the Grinnell educational experience to postgraduate endeavors.
- Foster lifelong learning and contributions of alumni in

the College's intellectual life, service, and mentorship and advising.

- Celebrate the diverse achievements of students, faculty, staff, and alumni.
- Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College.

Kington thanked the steering committee, the plan's working groups, and the entire extended Grinnell College Community for their input and good work, "as illustrated by the more than 1,200 suggestions you submitted to the process." He said the report "reflects the community's creativity, imagination, critical thinking, passion, and above all your commitment to our mission and core values. It is full of good and bold ideas. Now we begin a conversation, which will continue into the fall, about what our first steps will be toward each major

direction. Thank you again for this fine product of much hard work and thoughtful discussion."

Beth Halloran, vice president of development and alumni relations, had special thanks for the alumni who participated by contributing ideas. "I am deeply grateful for the generous and thoughtful engagement many of you lent to this important strategic planning process," she says. "I look forward to your feedback and partnership as we work to build a stronger alumni network."

The Board of Trustees will discuss the report during its summer retreat.

To read the full report: www.grinnell.edu/offices/institutionalplanning/strategicplanning/documents

Website Renovation

Big changes coming soon

The College is starting a complete renovation of its website. The renovation is guided by feedback received during the strategic planning process, and by a comprehensive Web audit. Completed in 2011, the audit polled more than 50,000 audience members, including 38,000 prospective students and 14,000 alumni. The College has contracted with a Web design firm and a software development firm to work on a complete renovation of the site's look and feel, information architecture, and content delivery. For ongoing information on the website renovation: www.grinnell.edu/renovation. To offer comments or suggestions on the renovation, email newweb@grinnell.edu.



Photo by Ben Brewer '11

Third-year students Farishta, Ramirez, Repreza, and Lange won travel awards.

Study-Abroad Scholarship Winners

Grinnell's recipients have diverse and ambitious goals.

Four students received federally funded Benjamin A. Gilman International Scholarships for Spring 2012. Gilman Scholarships support undergraduate study abroad for those who might otherwise not participate due to financial constraints. The four Grinnell students are:

- **Zafreen Farishta '13**, a political science major from Morton Grove, Ill., who studied in France and Morocco. She plans to pursue a career in public health or law.
- **Debbie Cifuentes Ramirez '13**, a Spanish major from Los Angeles, who studied in Argentina. The aspiring college instructor plans to pursue a Ph.D. in Spanish or Latin American studies.
- **Nancy Repreza '13**, a psychology and sociology double major from Miami, who studied in Denmark. An aspiring college instructor, she plans to attend graduate school in psychology or sociology after graduating from Grinnell.
- **Andrew Lange '13**, an art and German double major from Carroll, Iowa, who studied public transportation and its relationship to access to green spaces in Freiburg, Germany. He also received the A. Dougherty Leander Urban Issues Scholarship to study in Freiburg and plans to pursue a career in architecture.

Fulbrights and More

It is a banner year for Grinnellians seeking prestigious awards.

A record dozen Grinnell College graduates accepted 2012-13 Fulbright assistantships for international teaching and research. The prestigious Fulbright international education exchange program, sponsored by the U.S. State Department, is designed to

increase mutual understanding between the United States and other countries.

"Grinnell has consistently been a top producer for the Fulbright program, but this year we exceeded even our own expectations," said **Doug Cutchins '93**, Grinnell's

director of social commitment. "A record number of Grinnell students applied to the Fulbright program (55) and a record number received offers (15) or were named alternates (seven)."

Eleven members of the class of 2012 and one 2008 graduate

accepted assignments to teach English or conduct research and fieldwork in Russia, Malaysia, Nepal, Macedonia, Sri Lanka, Germany, Egypt, China, Turkey, and the Czech Republic.

In addition, the following students received these honors:

- **Mateo Jarquín '13**, a \$34,000 Beinecke Scholarship for graduate study.
- **Charity Porotesano '12**, the Truman Scholarship, a \$30,000 graduate study scholarship for students committed to public service careers.
- **Alice Nadeau '13**, a Goldwater Scholarship for up to \$7,500 toward tuition and other expenses.
- **Wadzanai Motsi '12** a Watson Fellowship (one of only 40 nationwide) for one year of independent study and travel abroad.

Photo by Ben Brewer '11



Front row, L-R: Charity Porosetano '12, Laura Glass '12, Jared Dye '12, Claire Griffith '12
 Middle row, L-R: Emily Ullberg '12, Robin Wetherill '12, Elizabeth Behr '12, Wadzanai Motsi '12
 Back row, L-R: Hannah Taylor '12, Kristen Moreland '12, Noah Tetenbaum '12, Mateo Jarquín '13
 Not pictured: Christopher Neubert '08, Marco Fulgoni '12, Alice Nadeau '13, Justin Wedell '12

Commencement 2012

The class of 2012 entered a new stage, from a new stage.

At the May 21 Commencement ceremony, 440 new graduates took to the stage in a new amphitheater constructed on Central Campus to make the most of its lush natural surroundings as well as addresses accessibility issues.

Commencement speaker and novelist **Jamaica Kincaid**, who grew up in Antigua when it was a British colony, called on the new graduates to “bite the hand that feeds you. ... for how else will you know who you are, who you truly are?”

Kincaid was awarded an honorary doctorate of humane letters for her accomplished writing career. The College also awarded honorary degrees to trustee **Carolyn “Kay” Swartz Bucksbaum ’51**, cultural and civic activist and philanthropist, and to B-52s musician, composer, and instructor **Pat Irwin ’77** (for more information, see page 8).

Honorary marshal **Dorothy Smardack Palmer ’62** represented the 50-year class. The class of 1962 provided the graduating class with an endowed scholarship, continuing a longtime Grinnell tradition of support bridging five decades.

For more information on Commencement: www.grinnell.edu/commencement2012

Photo by Ben Brewer '11



President Raynard Kington addresses the graduates.

President Raynard Kington, Live!

... and now online, too.

In July 2011, as he concluded his first year at Grinnell, President **Raynard S. Kington** charted a 31-city regional alumni event schedule – starting in London in July 2011 and concluding in late-May 2012 in Seoul, Korea. At each stop, Kington delivered his “Choosing Grinnell’s Future” message, plus news from campus.

Grinnellians seemed to appreciate the outreach. “Please convey to Dr. Kington my thanks for his trip to Denver to meet with Colorado Grinnellians. Although I read his remarks in a recent issue of *Grinnell Magazine*, it stimulated more thought on my part regarding how (and why!) I support Grinnell,” wrote **Nancy Gallagher Mendenhall ’64** from Denver.

“This was such an inspiring event. I think alums, overall, feel that President Kington is making an effort to reach out, and that in turn creates a desire for alums to

give back,” **Margaret Higginson ’01** said about the Seattle event.

“This was an excellent way to meet alums in the area; I had no idea there were so many! Dr. Kington’s speech also made me feel more connected to what’s going on at Grinnell currently,” said **Laura Wilson ’10**, Chapel Hill, N.C.

Most cities on the alumni event schedule bested both 10-year average attendance and historical event records.

If you didn’t get a chance to meet President Kington and hear his remarks on the future of the college – or would like to hear them again – you can listen to a podcast of them at www.grinnell.edu/podcast. Or read them online in *The Grinnell Magazine*, Fall 2010, Pages 10–17, www.grinnell.edu/choosing-grinnells-future

Details of next year’s tour will be posted on the Loggia soon.

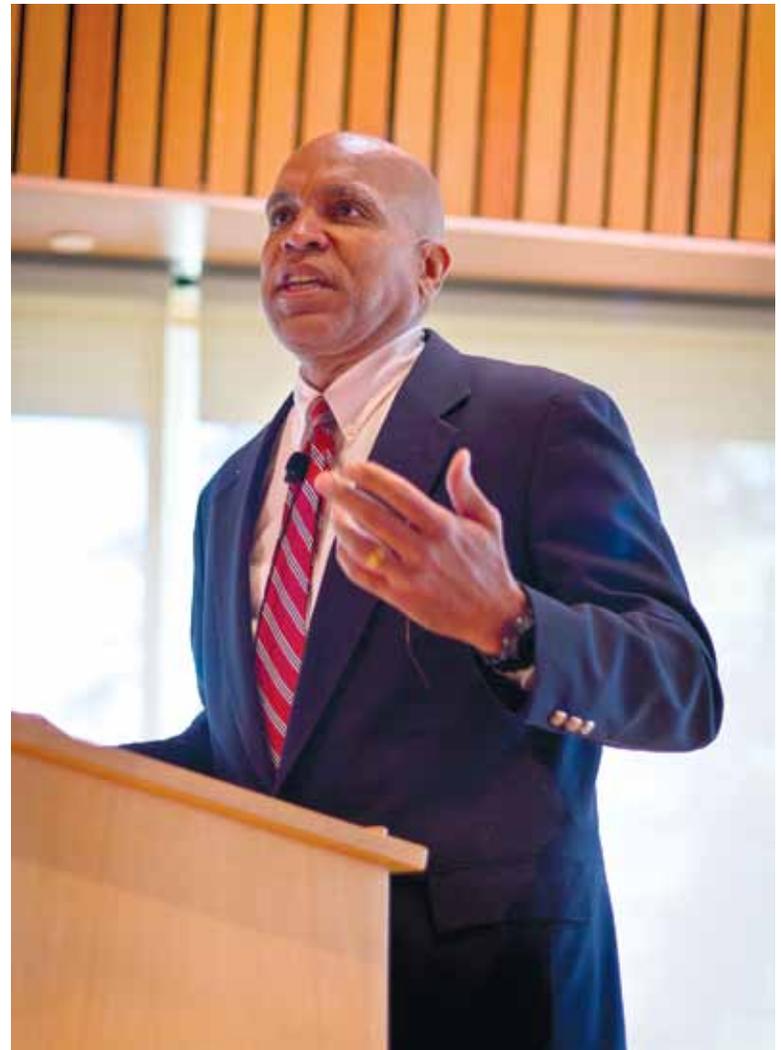


Photo by Ben Brewer '11

The
HUMANITIES
*Changed
My Life*



Martha Cooper '63
(see page 18)

by BJ Towe

Since the inception of Grinnell College, the study of humanities has been foundational. By digging deep into cultural texts, practices, and media, the humanities inform students' values, priorities, career paths, and life choices. They even equip some to seamlessly jump from one career track to another. Here's the evidence, from nearly 20 one-on-one interviews with alumni representing six decades, diverse majors, and a host of professions.

They empowered me to pursue my passions.

"Grinnell in the early '60s was a you-don't-have-to-choose environment — one did not feel constrained narrowly by one's major field of study. It empowered students to appreciate travel, to appreciate the things around them, and to appreciate the accomplishments of others. The study of humanities provided the environment for piquing one's curiosity through the written word, music, classic arts, and linguistic expressions. Those things certainly enrich one's life far beyond the classroom."

— **Kenneth Coleman '65** (*political science*)
Ph.D., political science, University of North Carolina;
independent research consultant, Ann Arbor, Mich.

"Grinnell influenced me to put my effort and energy into service, and it gave me a strong foundation in research, writing, thinking, and discussion. **It was a mind-blowing experience for me in terms of what we could study.** African-American literature and theatre and courses in literary theory, the British novel and American poetry resonated with me. Professionally, I do what I do because I feel I'm contributing and I'm good at it, and that carries over into my personal life. "



Photo by Stephanie Keill

Danelle "Dani" Baker-Miller '93

— **Danelle "Dani" Baker-Miller '93** (*English*)
M.A., rhetoric and professional communication, Iowa State University;
stewardship officer, Baldwin-Wallace College, Berea, Ohio

They opened my eyes to my own abilities.



Barry Huff '73

"I had planned to major in psychology. But during my freshman year I took a theatre course; **it tapped something in me that I didn't even realize was there.** Even though I never planned to be an actor, the skills I learned impacted virtually everything I did. For example, theatre reinforced the value of 'team.' Whatever you do in life, and whether you're the star, a cameo walk-by, or working behind the scenes, you're contributing to the overall production."

— **Barry Huff '73** (*theatre*)
M.A., speech and theatre, University of Michigan;
M.B.A., University of Iowa;
senior vice president—marketing and recruitment,
National Marrow Donor Program, Minneapolis, Minn.

“Humanities courses sparked my curiosity and planted the seeds for what I do today. One summer, I assisted my Greek professor, **Bill McKibben**, to design a computer-based concordance of *The Iliad* and *The Odyssey*. This was in 1976, before personal computers; we were using a mainframe through an account with the University of Iowa. A math professor there introduced me to simple computer adventure games. I was mesmerized by the idea that you could be *in* a story, not just read one. This energized me to study the relationships of symbols and narrative, brought to life the idea that every good story is about conflict and transformation, and exposed me to the digital world. That was serendipitous. I went on to work in the digital publishing and entertainment areas of Simon & Schuster, Prodigy, and Scholastic, and to hold senior executive positions at Sony and Viacom. Today I lead an interactive entertainment technology company.”

— **Robert Gehorsam '76** (*English/religious studies*)
chief executive officer, Image Metrics, New York



Harriet Phinney '81

They awakened a lifelong love of learning.

“I arrived at school interested in archaeology, but not particularly interested in academics. Grinnell truly awakened my intellectual curiosity. Even though I wasn't a top, straight-A student, my professors consistently encouraged and stimulated my interests and strengths. They pushed me intellectually. I realized there are ways to engage with the world analytically that I found fascinating. **I left Grinnell realizing that I was not done studying.** That was life-changing, and led me to where I am today.”

— **Harriet Phinney '81** (*anthropology*)
Ph.D., cultural anthropology, University of Washington;
M.P.H., reproductive and international health, University of Michigan;
assistant professor of anthropology, Seattle (Wash.) University

“Grinnell helped me develop a love of learning, appreciation for literature, and appreciation for other histories and cultures. Those are all beneficial from a lifelong perspective, regardless of the profession one chooses.”

— **Eric Queen '74** (*English/history*)
J.D., Columbia University;
special counsel, Sullivan & Cromwell, Bedford, N.Y.



Andy Cooper '70

“I acquired and initially developed skills in research, communication, and persuasion — all essential to my profession. **Studying the humanities convinced me that I could go out and, if not change the world, certainly make very compelling arguments** that would change people's behavior and attitudes. I am able to get up to speed quickly so that I can communicate at a comparable level of knowledge and understanding with any of my clients. I feel I can work on almost any business, whatever the industry. “

— **Andy Cooper '70** (*psychology*)
M.S., TV-radio-film,
Syracuse University;
co-founder, CooperKatz & Co.
(public relations), Westport, Conn.

“The humanities provide an introduction to lifelong learning. Students are exposed to wonderful literature [and] history and become self-interpreters of text, which benefits them throughout their lifetimes. As an example, students who take Shakespeare will likely see it performed a half dozen times through their lifetime. **Because of the tools they pick up at Grinnell, each time they will see new meaning and insight.**”

— **Henry Rietz '89** (*religious studies/classics*)
M.Div., Ph.D., Princeton Theological Seminary;
associate professor of religious studies, Grinnell College

They changed my world view.

“Humanities awakened me to inequities in the world, as well as to power and privilege. I had always been vaguely aware of this, but actually learning about it on a deeper level shaped my moral understanding of the world and informed my political views. Hopefully it’s made me more empathetic and more understanding of people from different backgrounds and cultures.”

— **Jacob Margolies '82** (*history*)
J.D., City University of New York;
U.S. general counsel and senior adviser, *Yomiuri Shimbun*
(a Japanese newspaper), New York

Jacob Margolies '82



“At the time I was at Grinnell, our country was engaged in a war with communism. It was a very bad time for this country, and I had come to believe certain things about Europeans. After one of my history professors, **Fred Baumann**, convinced my parents that I was old enough to travel abroad, I went to Europe and behind the Iron Curtain, to Vienna. That was really important for me; I found the Europeans and the Germans, whom I had believed to be quite arrogant, most interesting. **I learned that travel does destroy certain prejudices, and I’ve been traveling ever since.**”

— **David Hammer '51** (*history*)
J.D., University of Iowa;
trial attorney (retired) and writer, Dubuque, Iowa

“I’m Jewish. Growing up, I didn’t have much of an exposure to Christianity except in a rudimentary way. So I decided to take humanities classes in philosophy, religious studies, and Christian scriptures. **They helped me open myself to anything ‘other.’** Recently I was in Doha, Qatar, and toured the new Church City area, where all religions’ churches and schools, except Islam, will be located. We were having an extremely deep and intellectual discussion with our guide; it got me to think about issues of religious freedom. I thought: Here I am thinking about what it’s like to be the ‘other.’ Without a doubt, I gained that appreciation at Grinnell.”

— **Jack Doppelt '74** (*history/political science*)
J.D., University of Chicago;
professor of journalism, Northwestern University, Evanston, Ill.



Deborah Jaffe Sandroff '74

They taught me about self-expression.

"I've often thought part of my success has to do with having had a broad educational background that emphasized the humanities. I didn't study photography at Grinnell, but I did get exposed not only to specific subject matter but also to thought processes. The result is that things go into the hopper and come out as photographs. For example, in the late '70s and as a *New York Post* photographer, I followed kids into the culture of break dancing and graffiti and became one of the early people to document what became known as hip-hop."

— Martha Cooper '63 (art)
Diploma in Ethnology, Oxford University;
freelance photographer, New York
[See photo, p.14]

"The arts are central to the way people express themselves. When I studied the history of art, architecture, and theatre in Europe during my senior year, I realized that **the humanities are the glue that binds us to people all over the world.** Grinnell taught me to be a more informed citizen of the world, and to express myself both orally and through the written word. These abilities are largely responsible for the number of areas in which I've been successful over the years.

— Deborah Jaffe Sandroff '74 (theatre)
M.S., exercise physiology and cardiac rehabilitation,
Northeastern Illinois University;
Tucson, Ariz.

They gave me the ability to think critically.

"Without a doubt, the most valuable thing I learned was to think critically. That helped me in law school and in my career. It teaches you not to take things for granted, not to make assumptions. Instead you investigate and you analyze. **I went to law school and was shocked at how well prepared I was** compared to many other students who were just as smart as me and had gone to bigger schools, but didn't have the critical thinking skills that Grinnell teaches and law school requires."



Daniel Harris '81

— Daniel Harris '81 (French/political science)
J.D., Indiana University;
international business attorney, Seattle

"I have, since high school, had a giant crush on Abraham Lincoln and thought I knew everything there was to know about him. In my third year at Grinnell, my first seminar was a study of the biographies of Abraham Lincoln. This class provided one of the most significant moments of cognitive dissonance for me as I looked at Abraham Lincoln from perspectives of people who didn't think he was as amazing as I did. **It taught me to pause before I take something as fact or law.**"

— Jon Richardson '10 (history)
member, Grinnell College alumni council,
Associate, Isaacson, Miller (business consultant), Boston



Bryan Coy '02

no prior experience and learn quickly. That's just one of the great things about Grinnell."

— Bryan Coy '02 (*philosophy*)
Development officer, University of Iowa Law School, Iowa City

They made me professionally nimble.

"As a foreign service officer, I am able to go from one job to another, in a different field, in a different part of the world. I've worked in Ghana, Canada, Benin, and Rwanda. I'm currently in Uganda and soon I'll head to Ireland. As a student at Grinnell, I was free to create my own major by assembling courses from the humanities, such as foreign languages, and other academic divisions. Every one of those pieces serves me well today. I believe I'm well prepared to adapt to whatever the job, wherever it may be."

— Stephanie Arnold '93 (*international relations*)
M.B.A., University of Chicago;
foreign service officer, U.S. Department of State, Kampala, Uganda

"Grinnell wants to graduate communicators. Grinnell wants to graduate people who are academically curious and who want to explore all different kinds of topics and academic pursuits. Grinnell wants to get a person excited about any number of things and give them the tools to understand and talk about any issue or area credibly. I think the humanities help achieve Grinnell's goals. Students end up knowing how to communicate well with virtually anyone. They end up being among the best writers in graduate school. In industry, they're assets to any team because they can pull from a vast knowledge base."

— Jon Richardson '10 (*history*)
member, Grinnell College alumni council,
Associate, Isaacson, Miller (business consultant), Boston

Matthew Welch '96



Stephanie Arnold '93

"The perspective I would offer is this: I am atypical in my field because I studied Spanish and theatre instead of mathematics, economics, or computer science. This background makes me a more interesting — and I would argue, better — businessperson. My approach to looking at firms, businesses, and growth is filtered through the lens of humanities. Spanish taught me to think about translation, communication, and how to speak differently with different audiences. Theatre showed me how to assess an audience and sell it on an idea. The Humanities at Grinnell were all about pulling apart text and ideas, analyzing them, and figuring out how to communicate them in various ways. That ability has been extremely helpful to me, in whatever I've done." ■

— Matthew Welch '96 (*Spanish/theatre*)
President, Grinnell College Alumni Council,
M.P.A., Columbia University;
vice-president of operations, Junyo (a learning
analytics technology company), San Francisco, Calif.





Writing @

Faculty writers plus visiting authors equal a

by Suzanne Kelsey

Portraits by Ben Brewer '11

Clare Boerigter '14 was just about to leave for California last spring break. She opened her laptop for a last round of emailing.

“There was a message in my inbox saying I had won the Nick Adams Short Story Contest with my short story *Gusanos*. I screamed, I was so excited. I ran to tell my dad.”

After taking poetry, fiction, and creative nonfiction classes, Boerigter says working with Grinnell professors who are published creative writers has made all the difference. “For the first time, I’ve seriously thought, ‘I could do this.’”

Faculty writers

“Our students take courses from active, successful writers with national reputations,” says **Ralph Savarese**, associate professor of English. He says a faculty member’s writing credentials lend weight to the graduate school and fellowship references they write for students. “We also teach better when we are practicing writers,” he adds. “And when students hear their professors on NPR or see them on CNN, they can imagine having their own books out one day.”

Savarese was a self-described jock majoring in economics at Wesleyan University 25 years ago when he was compelled to attend some creative-writing readings by professional writers. “I thought, ‘Wow, they’re from real life!’” he says. “That, along with some terrific teachers, changed my life.”

Now Savarese is the one in the life-changing business. He has his students examine published works to see how they are made — and how the students might consider making their own.





@ Grinnell

transformational experience for student writers.



Dean Bakopoulos, assistant professor of English, demystifies fiction writing with a three-step process: He begins with clarification, describing students' own stories to them so they can see what they have accomplished. Then, he has them experiment with expansion and subtraction — adding texture to a piece by slowing down certain scenes, creating new dialogue, and removing superfluous language. During the illumination stage, the class discusses questions such as “What is this story about?” and “Is your vision coming through artistically?”

“You have a conversation about why you are the way you are, why you think this way, and why you notice the world this way. Everyone gets to know one another quite well,” Bakopoulos says.

Grinnell students are quite sophisticated, he says. “They engage in travels abroad, social-justice work, and academic work in a variety of disciplines. All of this gives them something to write about.”

Bakopoulos encourages serious students to share their writing with the wider world. “All the teaching in the world doesn't do a whole lot of good if students leave here and have absolutely no idea of what to do next” about getting published, he says. He's linked students to internships with a literary agency and a publisher and arranged for students to pitch television pilots to a Los Angeles executive via Skype.

“Getting something on TV is the literary equivalent of winning the lottery,” says Bakopoulos, whose first novel was optioned for television. “It's an exciting part of the industry and I think students need to know about it.”

Novelist and Assistant Professor of English
Dean Bakopoulos demystifies fiction writing.

For David Campbell, it's "word by word by word" when he works with student writers in his classes (all of which have a major writing component) and via an occasional Mentored Advanced Project (MAP). Campbell — biology professor and Henry R. Luce Professor in Nations and the Global Environment — also is a widely published author of literary nonfiction.

"We go over every sentence and deconstruct — see what works, what's mellifluous, where the harmonies are," he says. "A lot of good writing is sonorous, like good music."

Campbell finds writing harder than doing science — and his research has taken him to Antarctica, the Amazon, and the Maya forest. But, he says the wellsprings of his creativity as a writer and his discoveries as a scientist are both hypothesis-based. "In science, you come up with a hypothesis to trick nature into revealing herself. With writing, you're creating something that thrills you, and it is your hypothesis that when you send it out into the world on the printed page, it will resonate with your species. The lucky writers receive warm acceptance and have their hypotheses validated."

Visiting authors

Through the Writers@Grinnell program the College imports more than a dozen writers in all genres to campus each year to give readings and interact with students.

Savarese recalls that in 2008 when Adrienne Rich, poet and feminist, visited Grinnell, a young woman unfurled a map of the world at Rich's book signing, on which the student had written Rich's famous long poem, "An Atlas of a Difficult World." She wanted Rich to sign the map.

"Adrienne was incredibly touched," Savarese says. "She so liked her visit that she asked me to show her granddaughter around when she visited the campus as part of her college application process."

Savarese invites writers from diverse backgrounds — international, blind and deaf, African-American, Latino, lower socioeconomic class, and with various neurological impairments.

"These people are not only great writers; they contribute to a collegiate environment where students of all differences can occupy their own skins in a comfortable way without fear of being different."

Savarese remembers poet and author Susanne Antonetta referring to her bipolar disorder as a "gift with a shadow side."

*We go over every sentence
and deconstruct — see what works,
what's mellifluous, where
the harmonies are. A lot of
good writing is sonorous,
like good music.*

— Professor David Campbell

When transgender author Jennifer Finney Boylan met with some of the College's transgender students, "it was unbelievable," Savarese says. "She looked at them and said — I'm paraphrasing — 'Your life is going to get fabulous, you're going to get used to who you are, and maybe one day you'll write about it.'"

Each year, through the generous support of

an anonymous donor, the College hosts both a distinguished author event and an interdisciplinary creative writing event. Last spring, classical actor James DeVita presented "In Acting Shakespeare." Poet and memoirist Mark Doty, winner of the National Book Award, recently gave a reading and conducted a roundtable with students during a distinguished author event. In the fall of 2012, Grinnell students will have a chance to take a two-week course on campus called *The Writer in the World*, taught by **Sam Tanenhaus '77**, editor of *The New York Times Book Review*.

In the spring of 2013, the College will have the great honor to host as distinguished author the nation's newly appointed poet laureate, Natasha Threthewey. Invited by Savarese several months before her appointment, Threthewey will be doing a roundtable workshop, a reading, and will meet with some Grinnell poetry students.

Transformational experiences

Teaching writing can be an exhausting job for a working writer, but Savarese continues because of the transformations he sees.

"Our students see how art and literature can give an elegant, transcendent shape to the business of human life and suffering," Savarese says. "This is what Grinnell does well. These extraordinary experiences are rocket fuel to student writers."

"I'm the least sentimental person I know, but I believe passionately that there are other young people out there like I was who, without these opportunities, would never think about creative writing or art and the way it gives meaning to life."

"I came to Grinnell loving journalism," says **Armando Montaña '12**, who will study journalism this fall at the University of Barcelona and whose essay "The Unexpected Lessons of Mexican Food" was published this year by *Salon*. "I never expected to leave with a published literary work. I couldn't have done that without the help of my friends, mentors, and professors at Grinnell."



Clare Boerigter '14

Real-Life Adventures Feed Her Prize-Winning Fiction

Most mornings Cash prayed, and breaking camp he always seemed to leave some little thing behind: a string of raisins, a red band from his hair, a small white stone from the riverbed many feet below. One morning it was an elaborately twisted grass figurine.

He'd made it to look like a man and pinioned it between two rocks on a small cairn.

Kneeling, I framed its features against the landscape unrolling below us. Cash's shadow broke the scene moments after I took the picture.

"This isn't what you should be photographing."

I tilted my head back to look at him, found myself surprised by the jumping lines in his jaw. His voice did not betray his anger, but his face was not as steady.

"I like these little things you leave."

"Mateo wants pictures of his climbing, his tent, his pretty face. You should take photos of those things."

"Cash," I said, affronted by his sudden authoritarian tone; I'd never taken orders well, "This is what I do."

"Look, I've got something to do here, too. And if I'm to do it, I'm going to need you to stop following me with your camera. No more photos of me, no more pictures of my offerings."

Offerings. That word surprised me. A glimmer of the fantastical in my silent, pragmatic lead-man.

"I've seen things like this before." I tried to explain, "In Mexico—" Cash's lip curled, something like disdain darkening his eyes, "Just no more pictures. Not of this."

"But Cash, you're as much a part of this climb as me and Mateo. And this thing you do—"

"Is not something to photograph," he spat, swearing quickly in Hopi.

I couldn't resist the pull of his stormy face, the way he had set his body up against mine, all cast-out shoulders and tense lines. I took his picture.

— From *Gusanos*, winner of the 2012 Associated Colleges of the Midwest Nick Adams Short Story Contest

Boerigter's lust for adventure appears genetic: Her parents met in the United States, married and moved to Ethiopia. Clare was born in Saudi Arabia and grew up in Bloomington, Indiana and Waverly, Iowa, where she graduated from high school. Last summer she interned with archaeologist **Neil Weintraub '86** in the Kaibab National Forest, Arizona; this summer she's a U.S. Forest Service wildland firefighter in northeast Utah; she'll spend fall semester 2012 studying in Costa Rica.

"The inspiration for *Gusanos* came partially from meeting a Hopi guide while visiting a natural amphitheatre with petroglyphs from 2,000 years ago, buried on the Hopi reservations. Donald made offerings of little bags of corn meal, and we learned the history of the area. While driving back, Donald pointed to a mesa and said, 'A dragon used to live there.' I imagined having those beliefs and that played a strong role in the story. I went through about 10 revisions. I owe a lot to the workshop class taught by Dean Bakopoulos. He spent a lot of time with me," Boerigter says.

"I was almost befuddled when I received the award for *Gusanos* — just for doing something I love."



Ethan Kenvarg '12

Poetry Takes a Biology Major by Surprise

My Father, The Geologist

"Idiopathic pulmonary fibrosis is a chronic, progressive form of lung disease characterized by fibrosis of the interstitium of the lungs. No satisfactory treatment exists at present."

*My father is a slab of marble:
his wrinkles, veins of chert,
his back bent by the pull
of cooling, molten silt.*

*The crumbling magnesium sockets,
hidden in the alveoli,
rattle audibly in fits
from the quarries behind his ribs.*

*Waterborne silica sieves
through the honeycombed bronchioles,
dripping to the ground. He lives
in the caves of his own protolith chest.*

*Pausing, he heaves, chin in his neck,
as if eyeing the ground glass opacities
below. Standing abreast,
I watch him catch his breath*

*and wonder if he'll be his own gravestone,
waiting at the bottom of the steps.*

Kenvarg, a biology major from Boston, says writing caught him by surprise. During a creative writing class, Saverese tacked a note onto one of Kenvarg's poems. It said, "You should think about doing a MAP with me."

Kenvarg did, and wrote cathartically about the loss of family members and his father's ill health. The biologist-poet became intrigued by how poets can mix playfulness with serious imagery. Saverese encouraged him to publish; "The Animals of My Sorrow," about Kenvarg's mother who died of cancer when he was 16, was accepted by *The Seneca Review*, a top literary journal.

"I needed that push from Dr. Saverese," Kenvarg says, "We'd look at a published poem and analyze the rhyme schemes, the internal breaks, the theme, and how the form worked. Then using the poem as a model, we'd make ourselves an assignment, and I'd write a poem. That I was able to do so for credit, get paid, and get published — that doesn't happen just anywhere."

Creative Writing Classes Enrich His Journalism

We ended our 14-hour drive from Colorado as the sun began to set behind the sandy wasteland known as West Texas. We pulled into the Best Western for refuge, the only hotel for almost a hundred miles. The Anglo man gawked at my dark-skinned father and his freckled child, and answered our unasked question: "We're out of rooms." He shuffled his papers to avoid eye contact. As my father dragged me closer to the counter, he strengthened his grip on my tiny hand and asked why the parking lot was empty if they were out of rooms.

"Conference," the man said, glaring at my father and me without blinking.

We spent the night on a ratty mattress supported by cinder blocks at another motel a few miles away. When dawn came, we started our trip again as if nothing happened.

"I hate white people," I muttered as we approached the sign welcoming us to my dad's hometown, Eagle Pass. He jerked the car off the road and pounded the brake. He sighed, wiped the sweat from his forehead and glasses, and demanded that I never utter those words again. "How would your mother feel if she heard you say that?" he said.

— From "The Unexpected Lessons of Mexican Food,"
published in *Salon*, March 17, 2012

Born in Boston, raised in Minneapolis, Colorado Springs, Costa Rica, then back in Colorado Springs, Montaña has his Hispanic father's zest for travel and the journalistic skills of his mother **Diane Alters '71**. ("She's so friendly and charming that you forget she's asking probing questions.") The Spanish major is headed for his own journalism career: He has interned at major newspapers, freelanced for the Associated Press while studying in Buenos Aires, and helped cover Iowa caucuses for *The New York Times*. Next up: graduate study at the University of Barcelona in a journalism program sponsored by Columbia University Journalism School.

"I came into Ralph Savarese's nonfiction class without any creative writing background, then went into Dean Bakopoulos' fiction seminar. I've learned about new structures, ideas, and narratives that I can't do in journalism. The writing projects here have opened doors for creativity that I never thought possible," Montaña says. "I asked Dean one day if he thought I could publish the Mexican food piece. He said, 'Yeah, I really like it, try emailing it to this guy I know at *Salon*.' And boom, I got in."

Armando Montaña '12





An Academic Writer Finds Her Radio Voice

I know, logically speaking, that Emma Goldman is not my grandmother. But the night I first saw the musical Ragtime, and the fictional Emma Goldman moved a crowd of chorus boys dressed as union workers to a rousing critique of Capitalism, a strange association took hold. I looked up at the stage, wide-eyed, as Goldman curled her fist into the air, seeming to command the soot-covered laborers to throw their arms skyward and jazz-hand in unison. As her voice rang out into the audience, commanded us to leave our little backyards and find a cause to die for, it sent chills through my 11-year-old body. At that moment, my father leaned to my ear and whispered, “She’s buried next to your grandma Tobey, you know.”

— From “If I Can’t Dance, I Don’t Want Your Chocolate Chip Cookies,” a radio essay

A gender, women’s, and sexuality studies major from Urbana, Ill., Schein (daughter of **Howard Schein ’66**) took all of the first-levels of writing courses offered at Grinnell. She believes the creative writing courses helped her become a better academic writer as well, realizing at some point in her final year at Grinnell that “writing wasn’t hard anymore.” One of her favorite classes was a six-week radio essay course taught last fall by visiting professor Jeff Porter, author of the memoir *Oppenheimer is Watching Me*.

“We spent one session listening to radio essays, another talking about writing, another workshoping each other’s written pieces, and another learning how to use Pro Tools, a professional audio-engineering software program,” Schein recalls. “We’d all work together in between sessions and spent time listening to each other’s essays. Jeff was fantastic; he has incredible taste, but he was also very kind, which was great for all of us learning the new medium.” ■

Listen!

To hear the work excerpted above:
www.grinnell.edu/cant-dance

Selected Faculty and Staff Writers at Grinnell

Dean Bakopoulos,

assistant professor of English, teaches fiction writing, creative nonfiction, and literary analysis. His first novel, *Please Don't Come Back from the Moon*, was a New York Times Notable Book; his second novel, *My American Unhappiness*, was named a #1 "Title to Pick Up Now" by *O: The Oprah Magazine*. He is the recipient of a National Endowment for the Arts literary award and a Guggenheim Fellowship and has just completed a third novel.

George Barlow,

associate professor of English and of American studies, teaches African-American literature, poetry, and craft of poetry and poetry seminar, among other courses. He is a poet and anthologist. He has published two volumes of poetry, *Gabriel and Gumbo*, a National Poetry Series Selection (1981); co-authored *About Time III: An Anthology of California Prison Writing*; and is widely published in many literary journals, reviews, and anthologies.

David G. Campbell,

professor of biology and Henry R. Luce Professor in Nations and the Global Environment, writes literary nonfiction. His books include *Ephemeral Islands*, *The Crystal Desert* (*The New York Times Book Review* notable book), *Islands in Space and Time*, and *Land of Ghosts*. Campbell has received a Guggenheim Fellowship, the Burroughs Medal, the PEN Martha Albrand Award for Nonfiction, the Houghton Mifflin Literary Fellowship Award and the Lannan Literary Award for Nonfiction.

J. Harley McIlrath,

assistant manager of the College Bookstore and the Pioneer Bookshop, runs those stores' trade and textbook sections. He is a fiction writer and reviewer, a longtime editorial assistant at the *North American Review*, and an occasional judge of College writing contests. His work has appeared in numerous literary journals and magazines and as *Possum Trot*, a collection of short fiction.

Ralph Savarese,

associate professor of English, teaches American literature and creative writing and directs Writers@Grinnell. His *Reasonable People: A Memoir of Autism and Adoption* won an Independent Publishers Gold Medal and was featured on CNN, ABC, and NPR; a chapter was a notable essay in *Best American Essays*. He co-edited *Papa PhD: Men in the Academy Write about Fatherhood*, and has published dozens of poems, creative nonfiction, translations, reviews, and opinion pieces.

Kesho Scott,

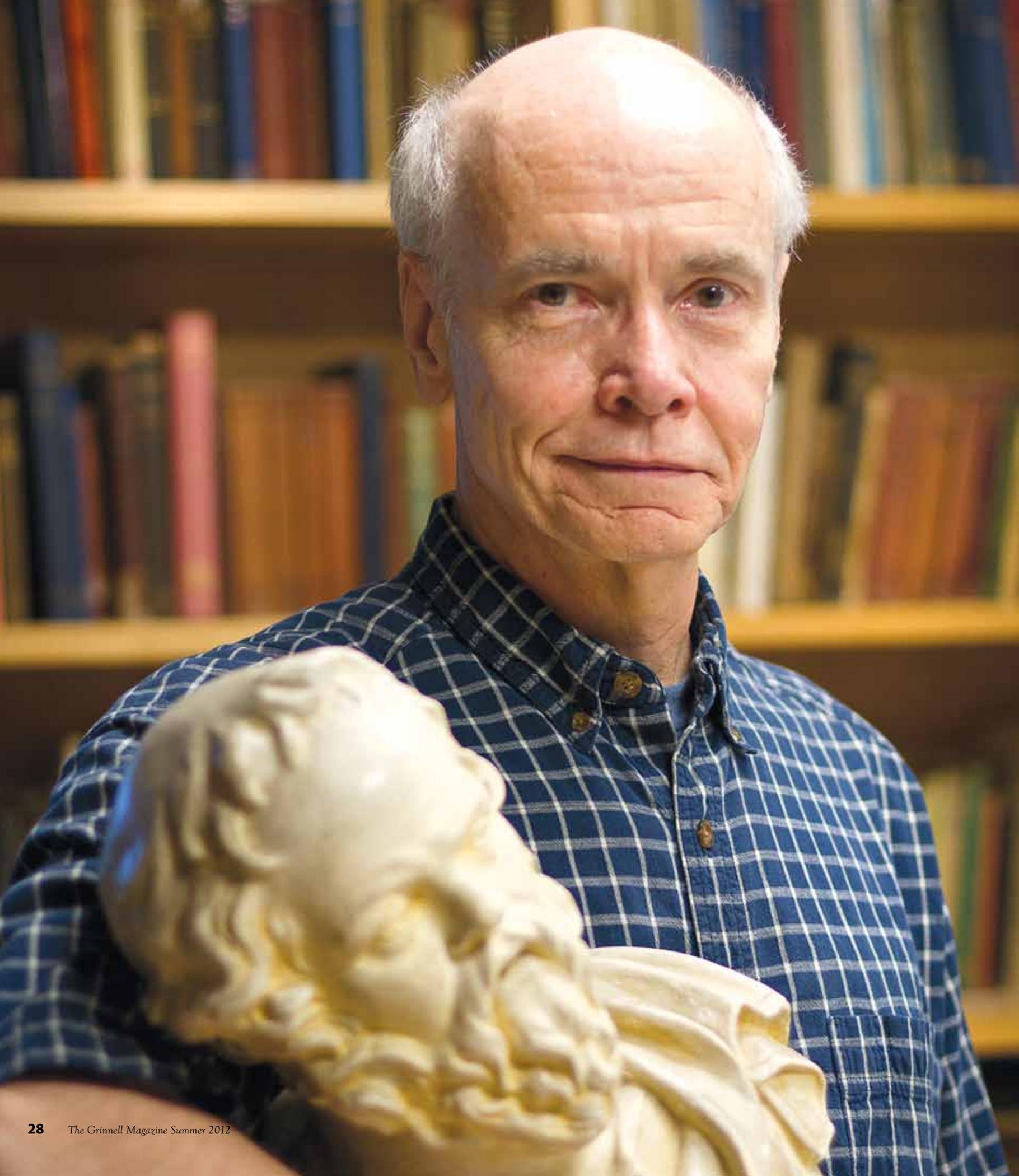
associate professor of sociology and of American studies, is a fiction writer, memoirist, essayist, and cultural critic. She co-authored *Tight Spaces*, a collection of autobiographical stories that won the American Book Award in 1988, was translated into Italian and Arabic, and was issued in multiple printings. She also wrote *The Habit of Surviving: Black Women's Strategies for Life*, and has appeared on *The Oprah Winfrey Show* and the *Sonya Live Show* and on C-span.

Saadi Simawe,

professor emeritus of English, is a fiction writer, poet, critic, editor, and translator. His novel *Out of the Lamp* was published in Arabic; He also has authored and numerous translations, short fictions, and articles on African-American, Middle Eastern, and comparative literature; and he edited *Black Orpheus: Music in African American Fiction from the Harlem Renaissance to Toni Morrison*.

Paula V. Smith,

professor of English, vice president for academic affairs and dean of the College, is a poet and fiction writer. Her novel *The Painter's Muse* has been published in Italian, Spanish, and Dutch translations; her poetry has been published in literary magazines and used as text for "Broken Ground," a choral-orchestral piece celebrating Iowa's sesquicentennial and performed by the Des Moines Symphony and The Grinnell Singers.



The Enduring Strength of Humanities 101

by Erin Peterson '98

The course and its predecessors once founded the College's curriculum. Its texts continue to resonate with students.

It's been more than 15 years since **Barak Bassman '97** took Humanities 101 with classics professor **Monessa Cummins**, but hardly a day passes without him appreciating its lessons. "I cannot read a news item about a war in a foreign country without it being filtered, at some level, though the hard vision of Thucydides," he says. "Aristotle's *Poetics* shapes the way I have read every work of fiction ever since."

Now a partner at Pepper Hamilton, a Philadelphia law firm, Bassman says he often thinks back to the texts for their wisdom and beauty. "When I sit in my office, grinding through my work, it is wonderful to daydream back to those writings and to see the world from a higher point," he says.

I'm interested in having students fall in love with the texts. I want them to be able to see the world in them.

— **Professor Ed Phillips**
(opposite)

Not every student finishes Humanities 101 as profoundly changed as Bassman, but it is hard to deny the importance of the course. Few classes have a more powerful history at Grinnell than Humanities 101. For early students, there were so many required Greek and Latin courses that every student was, in essence, a classics major. A version of Humanities 101 was a required course for years. Even today, with Grinnell's individually advised

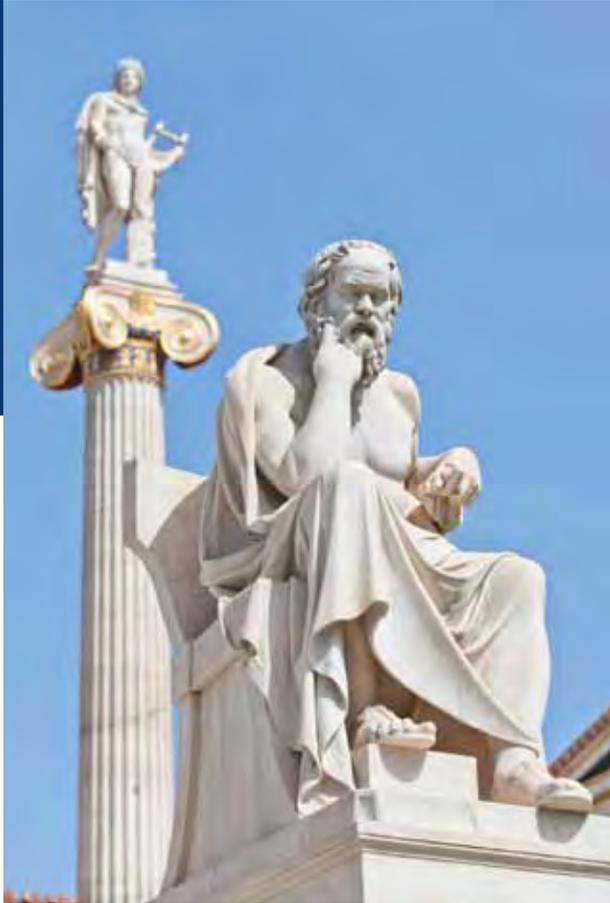
curriculum, it is a deeply influential course not only for those who go on to pursue classical studies, but also for those in careers as varied as law, medicine, and finance.

Timeless Themes

It is common for courses to change dramatically over time, but today's Humanities 101 syllabus would look familiar even to students from decades ago. Homer's *Iliad* and *Odyssey*, Aristotle's *Poetics*, Thucydides' *History of the Peloponnesian War*, and readings from Plato form the foundation of the course. Professors choose from a selection of Greek drama to round out a given class. Such readings might look familiar to a Grinnell student from the 1800s as well; students then spent entire terms studying the *Iliad* and Plato's *Apology*, for example.

Of all of the powerful readings that students have in the course, professors routinely say that Homer's *Iliad* and *Odyssey* resonate most strongly. Classics professor **Ed Phillips**, who has taught the course since he arrived at Grinnell in 1975, says it is eye-opening for students to see the themes from today's newspaper — from heartbreak to war to human character — illuminated by texts thousands of years old. "Human nature and identity, justice, rationality, human and divine relations — these are all central to texts we read in class," he says. "And they are still central to texts written today."

The works also have much to say about ideas that some might consider strikingly modern. "Controversies of



In science, we have the principle that you should go back to the original source to really begin to understand something. Why shouldn't this be true for storytelling and philosophy?

Ben Buelow '02

A Brief History of the Humanities at Grinnell

1848: Grinnell (then Iowa College) establishes the Carter Professorship of Ancient languages ("It was but natural ... that the first professor in the new institution should be a Greek scholar," Grinnell President John Main said in an 1898 report.)

1862: Four tracks are offered to incoming College students: a classical course, philosophical course, scientific course, and ladies' course.

1885: Requirements in Greek language for admission reduced.

1911: For the first time, Greek literature is offered in English translation.

1963: Humanities I (along with Humanities II and Historical Studies I and II) become collegewide requirements.

1971: Humanities I is dropped as a requirement when Grinnell adopts an open curriculum.

gender, homosexuality, foreignness, and slavery are critical to what's discussed and analyzed in Humanities 101," says **Paula Smith**, vice-president for academic affairs and dean of the College. It is a testament to the depth and breadth of these ancient works that they continue to be so relevant.

It is not only the ideas in the stories that affect us powerfully. Professors say that once students immerse themselves in the tales, they realize how accessible many of the readings are, and how evocative Homer's poetry is. Smith says she's often surprised by the number of students who find Homer's battle scenes graphic and deeply disturbing. Epic poetry might seem archaic and distant compared to the television and video game images that have bombarded students throughout their lives, but students frequently tell Smith that Homer's striking language is even more powerful.

For English professor **Tim Arner**, the works represent a starting point for important discussions that we have today and will continue to have in the future. Academics and authors who address themes of social justice, philosophy, and religion are often referring to those who wrote immediately before them, who in turn refer to those writing before them. "It's important to see this conversation as ongoing, and not to think we've reinvented the wheel," he says. "Editorial writers for *Time* and other [news media] will refer to Plato and Aristotle. These philosophers have been part of the conversation for 2,500 years."

Certainly, there are newer texts that explore the same ideas in meaningful ways. But for **Ben Buelow '02**, a classics major who is now a pathology resident at the University of California-San Francisco, there is good reason to read and reread the "just plain amazingly good" work of these early storytellers. "In science, we have the principle that you should go back to the original source to really begin to understand something," he says. "Why shouldn't this be true for storytelling and philosophy?"

And as Humanities 101's reading list helps us understand the roots of Western civilization, it also helps us understand the roots of Grinnell. It includes works

*There is hardly an
academic discipline
that can't trace itself
back to the texts of
Humanities 101.*

*Great texts are not
applied simply.
They shift the angle
at which one sees
the universe.*

Barak Bassman '97

that Grinnellians have been thinking about and discussing since the very beginning of the College. It may be one of the best ways for today's students to feel connected to their Pioneer predecessors.

Broad Influence

Humanities 101 falls under the domain of the classics department, but its reach is so wide that it could safely be housed in many others. There is hardly an academic discipline that can't trace itself back to the texts of Humanities 101.

Smith ticks off the powerful reach of the ideas found within the course. "Contemporary political scientists' ideas about power, literary scholars' ideas about plot and character, philosophers' ideas about ethics and values, and even the basis of science in empiricism and logic are shaped by the frameworks of thought laid out in works by Plato, Aristotle, Sophocles, and Thucydides," she says.

These ideas also shaped American culture and democracy. Jefferson, Adams, and Franklin wrestled with the ideas of Greek thinkers as they drafted the documents that founded this country. Whether we know it or not, as American citizens we engage daily with the ideas expressed in the texts of Humanities 101.

For Americans, the idea of democracy, for example, often seems nothing short of common sense. But for those coming from outside of Western countries, it is anything but. For **Wanlin Liu '02**, who earned degrees in economics and math, Humanities 101 played a surprising role in his education. "Coming from China, a somewhat totalitarian country, Humanities 101 was one of the classes that made me much more open-minded and tolerant. It opened me up to Western Classical culture and literature. I heard many viewpoints that were contrary to my own views, and yet they seemed to have merit."

It is also in the texts of Humanities 101 that students see how early thinkers grappled with the idea of responsible citizenship. "Voting demands that people think seriously about what political association means,"

theatre professor **Ellen Mease** says. "And the Greeks were the first to practice it and articulate it formally." In moving and subtle arguments, Plato discusses the importance of rejecting the status quo and telling the truth to power. By understanding what he's trying to express, students learn to apply the lessons to their own lives.

For students, studying frameworks about living in a meaningful way can be particularly powerful at what can feel like a tenuous junction in their lives. History major **Annie Tomlinson '12** says she ruminates frequently on the ideas from *The Last Days of Socrates*. "Socrates educates his friends on issues of justice and wisdom," she says. "This resonates with me as I approach graduation and post-College life. I hope to live a life in pursuit of Socratic wisdom." As students grapple with who they are and who they will become, perhaps there are no better guides to help them think about their own philosophies than the readings from Humanities 101.

Powerful Ideas

Phillips recognizes that years after they graduate, students may not be able to recite long passages of poetry or recall the specific details of a battle scene. But he hopes that the class and the readings instill something more than a dispassionate appreciation for the work. "I'm interested in having students fall in love with these texts," he says. "I want them to be able to see the world in them."

These are lofty goals. But the works in Humanities 101 can be seen through many prisms. They are a way to understand the ancient world, critical texts for America's founders, a lens through which to look at today's events, and powerful ways to think about living thoughtfully and ethically. Students wrestle with the stories and concepts expressed in the texts, and they integrate the viewpoints with their own experiences. For many, the experience transforms them. "Great texts are not applied simply," Bassman says. "They shift the angle at which one sees the universe." ■

Where the Humanities Never Sleep

Photo by Steven Korn

Whether it's advocating for the value of the humanities study, tackling global warming, or talking about Muslim punk music with those who started the movement, the humanities at Grinnell go beyond the classroom — and the campus. Here's a sampling.

Making the Case

President **Raynard S. Kington** addressed the National Humanities Alliance in April, encouraging its members to make the case to fellow educators, legislators, and the general public for the value of humanities studies. You can read an essay based on his speech on Page 5.

Tackling World Issues

Shuchi Kapila, associate professor of English and director of the Center for the Humanities at Grinnell College, is thinking about how the humanities can

intervene in discussions about climate change and how to engage with scholars from the Muslim world. She was elected to the board of the Consortium for Humanities Centers and Institutes in January and is tackling these questions — along with other issues that cut across humanities disciplines — with her fellow board members there. Of the 165 institutions represented, Grinnell is the only liberal arts college; most are large research institutions. So Kapila's election was a great honor for the College and for her. The Center for the Humanities, founded in 2001, publicizes and supports humanities research and teaching at Grinnell and hosts conversations both with humanities scholars worldwide and between the humanities and the social sciences and sciences at Grinnell. It also provides students with intensive intellectual collaborations with faculty.

Hosting a Festival

In March, Grinnell College's first Festival of Humanities explored the role of humanities study in a liberal arts education. Visiting scholars discussed the role the arts and humanities have played in enriching and informing academic understanding; more than a dozen Grinnell College students presented research and works of literature, art, and music. They included a history/music double major who examined Italian culture and social politics via opera, an art/classics double major who



described a previously unidentified 15th-century Latin manuscript in the College's collection, and a music major with a concentration in neuroscience who composed a choral work based on a Longfellow poem.

Creating Courses

The College's president dedicated funds from the Mellon Foundation Presidential Discretionary Grant to two projects "intended to give members of the Grinnell community an opportunity to illustrate how the practice of humanistic inquiry takes place within and well beyond the walls of the academy," Kington says. A committee of faculty members awarded grants that created two new courses (see below). The grant proposal process also revealed many other interesting ideas, including a study of language and identity among American youth, art-making as a form of citizenship, the arts as cross-cultural dialog, and writing as a form of ethical reflection.

Channeling Gandhi

Tim Dobe, associate professor of religious studies, and **Shuchi Kapila**, associate professor of English, will offer a new team-taught course, *Gandhi and Resistance*, in spring 2013. The course will train students in Gandhian methods of political action, including crafting a constructive program to address social problems and employing methods of noncooperation rather than protest. Mahatma Gandhi's grandson, Rajmohan Gandhi, and other visiting activists will speak, and the course's final projects will take the form of social action.

Learning from the Alumni

Doug Caulkins, professor emeritus of anthropology, will offer *Creative Careers in the Humanities: Learning from the Alumni*, a new short course, in spring 2013. The course is organized around presentations by alumni in a

variety of nonacademic careers who use their humanistic background in novel ways. If you have a degree in the humanities, graduated in 2007 or earlier, and are interested in participating in the course, email Caulkins at caulkins@grinnell.edu. He is particularly interested in hearing from alumni with nonacademic careers.

Engaging Muslim Punk

In March 2012, an author, a documentary film director, and a Muslim punk band talked about the novel, the film, and the music that created the Muslim punk music scene in the United States — complete with a reading, a screening, and a panel discussion. The College's "Conversations in the Humanities" series regularly invites those who work in humanities and related disciplines to campus to focus on an aspect of their research they have in common. Throughout the spring

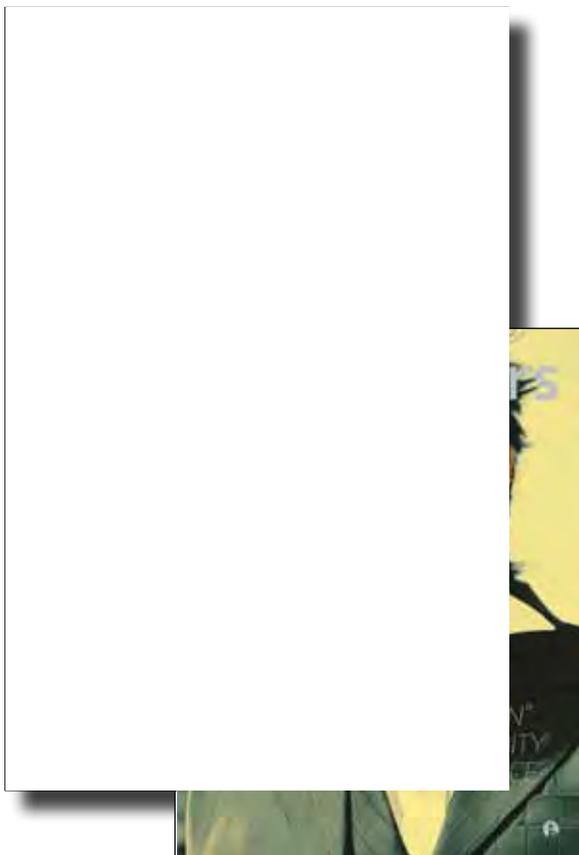




semester, College faculty and visiting scholars in the fields of history, religious studies, theatre and dance, music, and languages also gave talks on subjects including area studies, cultural studies, tourism studies, and critical theory.

Traveling by Film

In April, the Humanities International Film Festival celebrated the ability of the arts and humanities to



bridge geographic and cultural boundaries. Viewers were treated to Hindi, Russian, and Chinese films. The Hindi and Chinese films were followed by ethnic meals and discussions of the films and their respective culture's cinema. The Russian film was introduced by its director, who answered questions after the screening.

Shadowing the Past

Jenny Anger and **Dan Reynolds**, associate professors of art and German, respectively, took the 15 students in their team-taught, interdisciplinary class on Berlin since 1870 to Berlin during spring break. There, the students visited major sites of artistic interdisciplinarity and studied the ways in which the past continues to shape and shadow Germany's first metropolis.

Editing a Film Journal

Theresa Geller, assistant professor of English, teaching of film theory, and history, approached the editors of *Film Matters Magazine*, an undergraduate research journal. Her Film Genres class of nine students used Skype to consult with one of the magazine's editors-in-chief and issued an international call for papers, from which they selected, edited, and published issue No. 2.4 of the magazine. Two members of the class also contributed feature articles.

"It was a good learning experience for anyone going into academia or looking into publishing scholarship" says **Laura Stamm '12**, one of the lead editors. "One, it's good to see different writing styles, and two, you can see how you can improve your own writing." The project went so well that several schools with more established programs are following Grinnell's lead, working on their own issues of the magazine. To read the Grinnellian-edited issue: www.filmattersmagazine.com ■

Business Could Learn a Lot from This Tiny College

Blogger **Brian Stoffel '04** talks about business and Grinnell basketball

In 1989, David Arseneault moved to rural Iowa to become men's basketball coach at Grinnell College. The school, consistently ranked one of the top liberal arts colleges in the country, hadn't seen a winning conference season since 1962. Instead of coming in and trying to re-create a Hoosiers-esque turnaround, Arseneault fundamentally changed how he measured success.

Instead of focusing on winning, he focused on making sure all his players were participating and having fun. How do you do that? By switching out all five players every 35 seconds (or at the nearest dead ball). There are usually three strings in constant rotation. Full-court press for the entire game. Lots of three-pointers – like 60 in one game. Average 113 points per game (that's just this year). Everyone plays, everyone shoots, and everyone scores. Earlier this year, guard **Griffin Lentsch '13** scored a Division III record 89 points in *one game!* Win or lose, how can that not be fun?

But along with the fun, something interesting has happened: The team has been on a quite a run. On 13 occasions since Arseneault took over, the team has had a winning conference record. They have made 10 postseason appearances and won the conference on five occasions.

What does this have to do with investing? Well, I think there are three big takeaways.

1. Think differently.

The most important move Arseneault made was to focus on player enjoyment over winning: "The reason we went with this system in the first place was not necessarily to compete for championships; it was to maximize participation and give more kids a reason to play."

I don't think that's all that far from what Starbucks' Howard Schultz had in mind when he took his chain of coffee stores to every city corner in America. You'd think he'd describe himself as the CEO of a coffee company. But, like Arseneault, he views his business in an entirely different light: Schultz views Starbucks as an ideal "third place" for the community to gather – home and work being the other two. Of course, coffee matters to him, but only in the context of providing a place where people will come to meet others – and spend some money in the process.

2. Exploit underutilization.

Says Arseneault: "Most basketball today, especially at the professional level, has a lot of dead time. We send a new group of five out there every 35 seconds to run around and create as much disturbance as they can."

Arseneault noticed that time was an asset being underutilized. Take one look at the business models at both Zipcar and HomeAway, and you see two businesses trying to capitalize on much the same thing.

Zipcar offers Zipsters cars when they need them, for a low price – which covers both gas and insurance. HomeAway and its signature Vacation Rentals By Owners (VRBO) site help those with vacation homes earn some cash outside the one summer month that the owners use it.

If you sit back and think about how much time your car or vacation house spends *not* being used, you can begin to realize the scope of the opportunity here.

3. Power to the people.

Finally, one of the reasons Arseneault's players give their all is that they're actively involved in producing for the team. As Dan Ariely, professor of behavioral economics at Duke, has shown, even a minimal amount of labor can create lasting experiences: "When instant cake mixes were introduced in the 1950s, housewives were initially resistant: The mixes were too easy, suggesting that their labor was undervalued. When manufacturers changed the recipe to require the addition of an egg, adoption rose dramatically."

Arseneault's players know their labor is valued.

I think that's one of the many reasons why companies like Green Mountain Coffee Roasters and SodaStream have been such hits. Both companies are taking a process – making coffee or soda – that's usually done by someone else, and putting it in the hands of the consumer.

If you think I'm stretching a bit with this connection, just think about how popular IKEA furniture is. Then ask yourself if the company would be even half as successful if all of its products were prefabricated upon delivery at your house.

The power of these companies is that they help the consumer become actively – and emotionally – involved in the making of the final product.

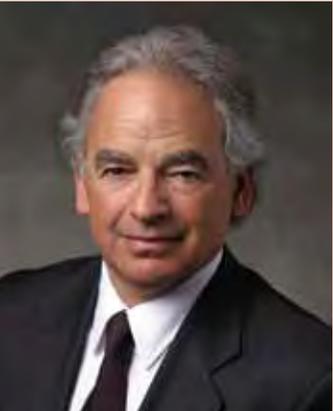
Of course, Arseneault has been constantly criticized for avoiding fundamental basketball. Breaking the rules of *traditional* basketball doesn't bother him much, though – not when his team is having this much fun. ■



By **Brian Stoffel '04**, who is originally from Milwaukee, Wis., and lives with his wife **Alison Brown '03**. They split their time between Chicago, where they both regularly try to convert their Grinnell friends to Wisconsin sports fans, and Costa Rica, where they both volunteer on an organic coffee farm in the rural town of Atenas. Because he does need some spending money, Brian is a regular contributor to Motley Fool. The article is based on one that appeared on Motley Fool's website: www.fool.com/author/1817/index.aspx.

“America’s Worst Villains”

So far, they’ve escaped the judgment of history – but not of **Gregory J. Wallace ’70**



This year, Holocaust Remembrance Day was the anniversary of two starkly contrasting events of April 19, 1943 – the first day of the gallant but doomed Warsaw ghetto uprising and the first day of the ignominious Anglo-American Bermuda Conference on the Refugee Problem, which U.S. State Department diplomats organized to deflect pressure to rescue Jews from the Nazi death machine.

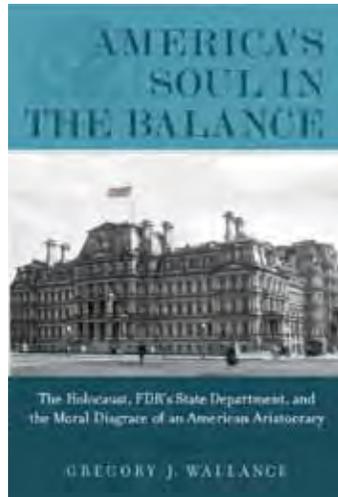
Most of the Jewish fighters in the Warsaw ghetto perished, but the American diplomats went on to comfortable, if not highly successful, careers – and to largely avoid the wrath of historical judgment, because their conduct has been submerged in the American collective guilt approach that underpins many historical assessments.

Consider the State Department’s treatment in *The Abandonment of the Jews*, by David Wyman, an exhaustive scholarly study of the American response. The 29-page summation chapter titled “Responsibility” (“America’s response to the Holocaust was the result of action and inaction on the part of many people”) devotes less than a page to the State Department, while three full pages are spent on the wartime rivalries of American Jewish groups. The book also contends that, “direct proof of anti-Semitism in the department is limited,” and that, “plain bureaucratic inefficiency” was one explanation for the State Department’s behavior.

These highly educated, patrician diplomats, in fact, rank among the worst villains in American history. They were part of a now all-but-vanished American aristocracy.

Sheltered in a hermetically sealed aristocratic archipelago, many went from elite northeast boarding schools to Ivy League educations to diplomatic postings. Imbued with an intoxicating sense of Anglo-Saxon exceptionalism, anti-Semitic (sometimes virulently), and mindlessly conformist (at the Groton School, many of whose graduates went to the State Department, nonconformists were waterboarded by fellow students with the approval of the headmaster), they had a heartless indifference to the sufferings of human beings from different ancestries, religions, or economic classes.

In 1940, the head of the State Department’s Division of European Affairs was Jay Pierrepont Moffat. As a young diplomat in Warsaw shortly after the end of World War I, Moffat watched desperate refugees flee oncoming Soviet armies: “They sounded like so many cackling geese and generally behaved in a manner that made us pray like the Pharisee, ‘Lord, I thank Thee that I am not as other men.’”



His successor, Ray Atherton, arranged for an anti-Semitic French Nazi collaborationist to become a governor-general in liberated North Africa (where he continued to oppress Jews).

Loy Henderson, who worked in the State Department on East European issues in the 1940s, blamed “international Jewry” for support of the Soviet Union.

William Phillips, an undersecretary of state, in the 1930s described Atlantic City as, “infested with Jews.”

William Bullitt, an ambassador to the Soviet Union during Franklin Delano Roosevelt’s first term, called a Soviet Foreign Ministry official a “wretched little kike.”

Breckinridge Long, a wartime assistant secretary of state, regarded *Mein Kampf* as, “eloquent in opposition to Jewry and Jews as exponents of Communism and chaos.”

They were lethally efficient bureaucratic operators. In 1942, when the first cable reports of Nazi Germany’s genocidal scheme reached the State Department from its legation in Switzerland – “in Fuhrer’s headquarters plan under consideration all Jews at one blow exterminated” – the Division of European Affairs suppressed the information, even from American Jews. In early 1943, when informed by the legation that 6,000 Jews were being killed each day at a single location in Poland, Atherton (then division head) and three colleagues instructed the legation: “In the future we suggest that you do not accept reports submitted to you” from the legation’s Jewish sources about the exterminations.

Later, the division blocked a proposal, endorsed by FDR, to rescue 70,000 Romanian Jews.

Finally, at the Bermuda Conference, Assistant Secretary of State Breckenridge Long forbade any proposals that would solely benefit Jews and blocked any meaningful rescue initiatives.

Christian lawyers in the U.S. Treasury Department discovered the State Department’s coverup and battled to save the Romanian rescue plan. Outraged, they considered the diplomats an underground “movement to let the Jews be killed,” “vicious men,” “accomplices of Hitler,” and “war criminals in every sense of the term.” Few historians have rendered such a judgment.

The failure to use the powers of government to rescue European Jews merits the strongest censure. But the State Department diplomats who used their official powers to prevent rescue deserve historical condemnation of a far harsher magnitude – and so far they have escaped it. ■

By **Gregory J. Wallace ’70**, a lawyer and writer in New York City. His book, *America’s Soul in the Balance: The Holocaust, FDR’s State Department, and the Moral Disgrace of An American Aristocracy*, from which this article is adapted, was released in April by Greenleaf Book Group Press. This article first appeared on jewishpress.com on April 18, 2012, and is reprinted here by permission. Other books authored by Wallace include *Papa’s Game* and *Two Men Before the Storm*.

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CLASSNOTES

2012 ALUMNI AWARD



Audrey "Bunny" Howard Swanson '43

"The glue that has held us together" — is how classmates describe **Bunny Swanson**, a testimonial to her decades of sending group letters, writing notes, calling classmates about reunion plans, even writing Christmas letters to each of her classmates. She joined her 50th Reunion planning committee in 1992, then served as class agent. Now Swanson, a sociology major, uses an iPad to stay in almost daily touch with College and classmates.

1957

Howard E. Buhse retired May 7, 2012, from the University of Illinois-Chicago after 46 years in the department of biological sciences. His wife is *Moirra Buchan Buhse '57* and daughter, *Lucinda F. Buhse '82*.

James R. Watterson was inducted into the Event Solutions Hall of Fame at the Spotlight Awards ceremony, Event Solutions Idea Factory Expo, Las Vegas, February 2012.

1964

Dennis D. Maulsby won first and second place awards in the Pennsylvania Poetry Society's 60th annual poetry contest for his poems, "Grandmother's Dance" and "Irish Soldier's Reunion 1917," January 2012.

1965

"Chief Fossil' brings museum back to life" by Mike Lee featured **Michael W. Hager**, CEO of the San Diego Natural History Museum, *UT San Diego*, Jan. 21, 2012.

1966 45th Reunion Cluster

Marilyn Drake Jackson was elected president of the San Jose, Calif., branch of the American Association of University Women, summer 2012.

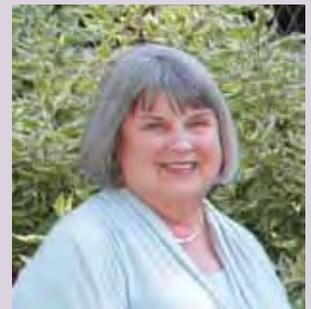
1969

Lee F. Maril received the Ray and Pat Browne Award for the best single work published in 2011 for *The Fence: National Security, Public Safety, and Illegal Immigration along the U.S.-Mexico Border*. The award was given by the Popular Culture Association/American Culture Association at its national conference in Boston, April 2012. Maril is founding director of the Center for Diversity and Inequality Research at East Carolina University, Greenville, N.C.

1971 40th Reunion Cluster

Patricia T. O'Conner was interviewed on *Talk of Iowa*, Iowa Public Television, about the movie lines that endure and shape our language, Feb. 23, 2012. O'Conner is an English language expert and an Iowa native.

2012 ALUMNI AWARD



Linda Miller Staubitz '62

After majoring in Spanish and participating in a range of extracurriculars, **Linda Miller Staubitz** has shown similar variety in her longtime support of her alma mater. She has hosted events at her home, served on the Alumni Council, established with her late husband what is now the Class of 1962 Endowed Scholarship Fund, and underwritten the Staubitz Practice Room in Bucksbaum Center. A former Spanish teacher, freelance writer, and editor, Staubitz is now class agent.



Something in Her Soul Opened

An anthropology major and dancer combines her two loves.

DeBorah Buchanan Ahmed '77 came to Grinnell to be an archaeologist. Then she saw an African dance performance.

"Something in my soul opened up," says Ahmed, now senior vice president for cultural programs at Better Family Life, a community development corporation in St. Louis.

Ahmed had been dancing since she was 5 years old, but that Grinnell performance provided an epiphany: She would study African dance and cultures – putting her anthropology degree to work – and also pursue her passion of dancing.

Before graduating, Ahmed secured a dancing job with Kuumba Theatre, devoted to uplifting the African-American community in Chicago. Ahmed studied, taught, choreographed, and performed African dance there for two years, then spent three years in New York, dancing and teaching language arts. That's also where she met her husband, Malik Ahmed.

In 1983, having moved back to her hometown of St. Louis, Ahmed and her husband founded Better Family Life, a nonprofit intended to strengthen the African-American community, starting with the family.

2012 ALUMNI AWARD



James R. Holbrook '66

Holbrook has won international recognition as a mediator and teacher of mediation and negotiation. He majored in philosophy; after a life-changing year in Vietnam (where he earned a Bronze Star and a Medal for Valor) and a law degree, he spent more than 25 years as a Salt Lake City attorney and mediator. He now teaches law at the University of Utah and last year published a book on advanced negotiating skills.

1973 40th Reunion Cluster

Ann-Janine "A.J." Morey was elected president of Breaking Free, a nonprofit organization at The Saddle Doctor, Timberville, Va., August 2012. Breaking Free offers equine-assisted learning and equine-assisted therapy following the Eagala psychotherapy model.

David N. Rosenwasser '73 was named to the list of The Best 300 Professors by *The Princeton Review* and RateMyProfessors.com, April 2012. The list profiles outstanding professors at 122 colleges. Rosenwasser, professor of English at Muhlenberg College in Allentown, Pa., teaches rhetoric, composition, Irish literature and British fiction, as well as other writing and literature courses.

1975

"Johnson, Knaus get a second wind," an article by Ed Hinton on ESPN.com, featured Wanda E. Wakefield discussing the coming NASCAR season and the likelihood of Jimmy Johnson taking another spring cup. She has also continued her work with the U.S. Luge Association, officiating at the fall 2011 national championships.

John M. Wylie and his wife Faith were inducted into the Oklahoma Journalism Hall of Fame, University of Central Oklahoma, Edmond, April 2012.

1976

"Christians and Jews Rediscover Interracial Haven," by Samuel G. Freedman, featured Susan B. Hyatt, *The New York Times*, April 6, 2012.

1977

Mark F. Whitters received an Outstanding Teaching Award for Full-Time Lecturers, Eastern Michigan University, April 2011. In the summer months, Whitters helps organize the Street Team for Youth Works Detroit, finding and funding minimum-wage jobs for 20-30 Detroit teens.

1982

John C. Voltz was named executive director of Blackstone Accelerates Growth, January 2012. Blackstone encourages entrepreneurs and spurs innovation across the state of Maine.

2012 ALUMNI AWARD



Jacque "Jack" L. Reynolds '68

A Grinnell history major, Peace Corps volunteer, and osteopath, Reynolds practiced medicine in western Missouri for more than 30 years, was a medical volunteer on church missions to Nicaragua, founded the El Dorado Springs (Mo.) Community Foundation, is active in Rotary Club, and won a lifetime achievement award from the *Joplin Business Journal* for his community efforts.

“If you can help heal what’s going on with a household, that can extend out within your block, your neighborhood, city, state, country, the world,” Ahmed says. “Our vision was very big, but you’ve got to start somewhere.”

The organization began with annual events celebrating family unity, art and culture, and Kwanzaa. Soon it moved into youth programming, and later, into workforce development, teaching financial literacy and helping people purchase homes.

Ahmed runs the organization’s cultural programs, including an annual national dance festival called BLACK DANCE – USA: A Celebration in Movement. (Ahmed still teaches dance and performs.)

She’s also directing perhaps the organization’s biggest project yet – the purchase and renovation of a new cultural center, a beautiful 60,000-square-foot former elementary school now on the National Register of Historic Places. They closed on the financing this year, with renovations totaling some \$15 million. It’s set to open in October.

Ahmed sees a connection between her experience at the College and her community development work.

“Grinnell was where my social activism around Black community causes and concerns was born,” she says.

Being African-American at Grinnell was not easy. There were fewer than 30 African-Americans in her class, Ahmed says, and that number dwindled by the time she graduated. Students faced racism and prejudice from residents of the town as well as students and instructors.

“It was very tight-knit and we provided a lot of emotional, mental, spiritual support to each other,” she says. “It wasn’t perfect, but it helped us survive.” Ahmed also fondly recalls some black mentors, including English professor Charles Davis and Maurice Hunt, a coach.

Ahmed was in the dance troupe at Grinnell and participated in Concerned Black Students and Young, Gifted and Black gospel choir. Grinnell is also where she learned about Kwanzaa. “When I first heard about it, I thought it was a Black Christmas. I was quickly corrected. ... That’s when my love for African art and culture was born.”

–Ben Weyl '07

2012 ALUMNI AWARD



Mark H. Hamilton '71

Hamilton returned to his home state of Iowa in 1983, when he became co-owner, president and publisher for Times-Citizen Communications, a community newspaper publisher. He is charter chair of two Iowa organizations that promote small-town growth and has won the Iowa Governor’s Volunteer Award. At Grinnell he was a political science major and All-Conference football player. Later he was a staff member for two U.S. senators and an Alaska newspaper executive.

1983

Ellen Heath Modersohn was named director of publications and design at Luther College, Decorah, Iowa, February 2012. She directs the college’s publications operations, oversees the publications and design department, and serves on the college’s seven-member marketing and communications team.

1988

Elizabeth J. Johnson was keynote speaker at the four regional Women in Leadership Development events hosted by the North Dakota Farmers Union, February 2012. Johnson is currently the White House Project’s national director.

Joy Tamayose was included in the article “Good for the Goose,” by Shannon Wiannecki, *Hana Hou! Hawaiian Airlines*, 14(1), February/March 2012. The article discusses work Tamayose has done as wildlife biologist at Haleakala National Park, Maui, Hawaii.

1989

David H. Bundy accepted the position of editor of the *Journal Star*, Lincoln, Neb., directing the newsroom’s editors and reporters, March 2012.

1990

Larissa N. Niec has been appointed to the Michigan Committee on Juvenile Justice by Michigan Gov. Rick Snyder, February 2012. She is a licensed clinical child psychologist, director of the Parent-Child Interaction Therapy Clinic and Research Lab, and a psychology professor at Central Michigan University, Mount Pleasant.

1993 20th Reunion Cluster

Douglas N. Cutchins, director of social commitment at Grinnell College, was a guest on the **PeterGreenberg.com** radio show, February 2012. Cutchins, co-author with his wife **Anne Geissinger '93**, of *Volunteer Vacations: Short-Term Adventures that Will Benefit You and Others*, 11th edition, talked about how volunteer vacations work, what options are available, and why volunteer vacations are becoming more popular.

Holly J. Kellar has accepted a position in the Zurich office of Deloitte Consulting AG, February 2012. She had been with the Deloitte Consulting office in Minneapolis for two years.

2012 ALUMNI AWARD



Barry H. Zigas '73

History major and longtime Grinnell supporter Zigas helped develop the First-Year Tutorial program while a student and has since worked for accessible housing. He helped enact the Low Income Housing Tax Credit and lead the 1989 Housing NOW! march on Washington. As senior vice president at Fannie Mae, he increased investment in housing for the underserved. Now he is director of housing policy for the Consumer Federation of America.

From Finance to Flowers

A Seattle alumnus is banking on a new career

Bill Reynolds '79 was a successful international banker on Sept. 11, 2001, when, a quarter of a mile from his New York City office, two airplanes changed the world as he knew it, killing several of his friends and colleagues. He took a break from work to make a 2,400-mile bicycle ride from Connecticut to Washington State, during which Reynolds reconsidered his place in the world. "About halfway across, I realized some of the best times in my life were while growing up and working in a nursery," he says.

A career change could have seemed an unlikely transition for Reynolds, who only a decade earlier was helping former Federal Reserve Chairman Paul Volcker introduce credit to Russia. But, "I decided I wanted to do something I was passionate about," he says.

Reynolds moved to Vashon Island, Wash., and took a job with Molbak's Garden and Home, one of the Seattle area's oldest and largest nurseries. He was 47 years old and labored for \$8 an hour. "I was a floor sweeper and schlepper of large, heavy objects. I was making in a year what I made in a month previously," he says. "I figured it was the cost of making the transition."

Three years later, in 2006, Reynolds opened My Garden Nursery in Mill Creek, Wash., "just in time for the economic collapse and five of the worst weather years in history," he says. Many garden centers withered in the financial downturn, but My Garden Nursery is abloom, generating \$1 million-plus in revenue in five years, with year-to-year sales doubling and even tripling the industry standard. In January 2012, *Today's Garden Center* magazine put it on its "Revolutionary 100" list, which recognizes innovative marketing strategies, sound management practices, employee education, customer service, and community stewardship.

Reynolds is particularly big on customer experience. He color-codes walls to direct shoppers – dark green for shade-loving plants, yellow for sun-dwellers. He formed a birthday club that gives discounts. "We had people coming from all over the Northwest, bringing their 97-year-old grandmothers," he says. Eight chickens wander the grounds. "People just get a kick out of them. People come in, feel good, and have fun. Consequently, they leave with plants. We have some people who come in just because they've had a bad day."

2012 ALUMNI AWARD



Kimberly A. Kuncel '87

Kuncel overcame unstandard education on Chicago's South Side to become a top Grinnell biology student and earn a medical degree. Since 1999 she has been an OB-GYN in Georgia and is recognized for using cutting-edge techniques to remove cysts and for helping patients who can't pay. In addition to an active professional life, she is on several Georgia community charity boards and volunteers as a Grinnell admission representative.

1994

Elena M. Bernal, former vice president and chief diversity officer at Grinnell College, was featured in the article, "Inspired Administrator Fosters Community at Grinnell," *The Posse Newsletter*, winter 2012. Bernal recently accepted a position as Associate Provost for Institutional Planning and Assessment at Wellesley College, beginning with the 2012-2013 academic year.

1997

Jay R. Corrigan was included in "The Best 300 Professors," by *The Princeton Review*, April 2012. Corrigan is part of the department of economics at Kenyon College, Gambier, Ohio.

1998

Victoria J. Drake was recently promoted to manager of the Linus Pauling Institute's Micronutrient Information Center at Oregon State University, Corvallis, 2012.

2000

Andrew K. Ettenhofer, director of business development at Fig Media, Chicago, was inducted into the *Illinois Meetings and Events* magazine's 2011 Hall of Fame, spring 2012.

2002 10th Reunion

Emily Westergaard Hamilton was a 2012 Young Professional of the Year finalist, *DesMoinesRegister.com*, January 2012. She is executive director of the I Have a Dream Foundation in Des Moines, Iowa.

2006

Gregory S. Schneider submitted a video that won the Space Race 2012 Sweepstakes, conducted by Space Needle LLC, Seattle. His prize is a trip into space: a suborbital space flight 62 miles above the earth, valued at \$110,000.

2007

Fatma Yalcin was featured in "Fatma Yalcin, Curisma, Woman Entrepreneur," *gothamgal.com*, February 2012. She is founder of Curisma, a Web-based social network for technology and gadgets. The website was launched in October 2011.

2012 ALUMNI AWARD



Anthony D. Weeks '91

An illustrator and documentary filmmaker who is now a partner at Dogpatch Films, Anthony Weeks focuses his camera and talents on social inequality. His recent film, *Imaginary Circumstances*, about actors with disabilities working in Hollywood, won several awards. His Grinnell degree was in sociology; his film work, which began in 1998, was preceded by social work in child protection and mental health.

Raynolds attributes some of his success to Grinnell College's recently retired swimming and diving coach **Ray Obermiller**. "Ray taught us that we're better than we realize and can do more than we ever thought possible. A good school and the right professors can do that for you," he says. He credits his English major, too. "I've ended up doing quite a bit of public speaking and a fair amount of writing," says Raynolds, who thought English would benefit him should he decide to go to law school. And, he believes public service is good business: "Giving back is central to the values we have at the store, and I think it makes a difference to our customers," he says. Nursery co-founder Jenny Gunderson is a breast cancer survivor, and her parents died of Alzheimer's. The nursery has raised more than \$25,000 for Alzheimer's research and about \$12,000 for Susan G. Komen for the Cure, a breast cancer research group.

Just don't ask Raynolds about his home garden. He spends so much time at the nursery that you'll have to pardon his inattention: "I have probably the most embarrassing garden in the entire state," he says.

—Andrew Faught



2012 ALUMNI AWARD



Devora Kimelman-Block '93

Kimelman-Block merged her ideals with her business, becoming a national supplier of kosher, grass-fed organic meat as founder of KOL Foods five years ago. At Grinnell she majored in American studies, got a masters from Fordham University, then worked for the American Jewish Congress, I Have a Dream Foundation, and Jesuit Secondary Education Association. Her ideals are comprehensive; KOL Foods operates out of an LEED-certified building.

2009

Jacob S. Sagrans received a competitive scholarship for foreign students from the Fonds québécois de la recherche sur la nature et les technologies (FQRNT) for his dissertation project, "Connecting then and now: Performance and reception histories of selected late-Renaissance and early Baroque compositions," March 2012. Sagrans is a Ph.D. student in musicology at McGill University in Montreal.

2010

Marissa Payne was interviewed by Kris Coronado as one of six "Tastemakers," in the GoingOutGuide section of *The Washington Post*, March 2012. She is editor of *Scoutmob Inc.* in Washington, D.C.

Molly A. Rideout and **Jordan W. Scheibel** received One to Watch awards from the Grinnell Area Chamber of Commerce, January 2012. The chamber award goes to people starting businesses, expanding operations, or doing exemplary work as part of an organization. Rideout is arts and residency director at the Grinnell Area Arts Council. Scheibel is community garden coordinator for Imagine Grinnell.

2012

"Iowa College Democrats Assail Proposed Voter-ID Bill," by Jason Noble, featured **Austin R. Frerick**, *Iowa Politics*, Jan. 30, 2012. Frerick is president of the College and Young Democrats of Iowa.

Degrees

Nicole Page Alcorn '92, a hospice and palliative pediatric nurse certification from the Hospice and Palliative Nurses Association, September 2011. She is a pediatric nurse at the University of Iowa Children's Hospital, Iowa City. She is also active in their pediatric palliative care program.

Sarah E. Staveteig '98, Ph.D. in sociology and demography, University of California, Berkeley, December, 2011. She is a senior research associate at ICF International, a technology, policy, and management consulting firm.

Daniel D. Hackbarth '01, Ph.D. in art history, Stanford University, Calif., April 2012.

2012 PIONEER AWARD



Seth R. Gitter '02

An economics major, **Gitter** earned a doctorate in agricultural and applied economics and focuses on economic development, poverty reduction, and using economic tools to study early childhood development. An economics professor at Towson University in Maryland, his work has been published in leading journals and has earned him research grants and consulting posts from several major international organizations, including the World Bank.



Molly Kennedy '11 says she is riding an eagle "because I fight for truth, justice, and other abstract ethical concepts!"

The Accidental Poet

The poem was intentional. Its renown? Not so much.

In high school, **Maureen "Molly" Kennedy '11** started writing slam poetry, scoring a perfect 30, as a 16-year-old, at a competition held at the CBGB music club in New York.

At Grinnell, she suspended writing poetry to concentrate on her religious studies major and such cocurriculars as belly-dancing, fighting with foam swords, pulling five all-nighters in succession during one finals week, and, one semester, setting off the Smith Hall kitchen fire alarm eight times while trying to cook. She was also known for walking around campus while balancing a sword on her head. She was not known for her poetry.

Yet one of the poems she'd written in high school went on to become famous without her. A year after her graduation, Kennedy's friend **Denny Vaccaro '11** was doing some Internet research unrelated to poetry and found that Kennedy's "Superfabulous" had been performed by dozens of poets across the country (including by Grinnell's own **Elliot Karl '12**) and is required reading in Professor Sarah Kate Fieber's

ALUMNI SENIOR AWARD



Kevin M. Jennison '12

Jennison doesn't have much free time. The biology major started Tab for a Cause, a Web-based organization that raises money for charity through advertising revenue, while earning one of the top grade-point averages in his class. He also was lead saxophonist for the Jazz Ensemble, captain of the volleyball club, presided over the Judicial Council, designed and taught economics courses at a state prison near Grinnell, and helped teach an American Sign Language class.

ALUMNI SENIOR AWARD



Wadzanai "Watzi" K. Motsi '12

One of only 40 students nationwide to receive a Watson Fellowship, Zimbabwe's Motsi is heading to Tunisia, Ghana, the Czech Republic, and Cambodia to study student political activism. An international relations major, she worked several campus jobs, was active in campus groups (including as student government vice president), and organized a Rosenfield symposium on African issues and a student-volunteer fall break trip to Nashville.

Marriages and Unions

Shelly A. Grow '97 and Dan Hilliard, Oct. 8, 2011.

Kari R. Bassett '98 and Danny Engesser, March 3, 2012. Attending were *Andrea J. Jackson '95* and *Kelly Clements Hopfer '96*.

Births and Adoptions

Lee F. Arnold '78 and Tijen Arin, March 23, 2012, their first child, a son, Dennis Arin Arnold.

Thomas J. Welander '88 and Suzanne Welander, born Dec. 27, 2011, their first child, adopted, a son, Braylin Bayard Welander.

Maria T. Wetzel '92 and Daniel Meehan, Jan. 19, 2012, their fourth child, fourth son, Peter Michael Wetzel-Meehan.

Tracy L. Putnam '93 and Randy Knight, Nov. 1, 2011, their first child, a daughter, Nicole "CoCo" Taylor Knight.

Lowell G. Vaughn '94 and **Kathleen Wightman Vaughn '01**, Dec. 28, 2011, their first child, a son, Aaron J. Vaughn.

Ara D. Aprahamian '95 and **Emily A. Martin '98**, Oct. 26, 2011, their third child, third daughter, Charlotte Simone Aprahamian.

Introduction to Creative Writing: Fiction and Poetry course at New York University. Kennedy describes the poem as a half-humorous, half-serious commentary on the phenomenon of well-established American icons (such as Superman) being outed in the media as “gay.” The poem ends:

*If Superman were gay,
Superman would be supergay.
Superman would be fabulous.
Superman would be Superfabulous.
Superman would walk up to Lex Luthor with jazz hands,
Slap him across the face, and go
“World domination? I don’t think so, honey!”
And the world would be a better place for it.*

“It’s been fantastic to learn that people across the country have adopted it and made it their own,” Kennedy says. “The experience has been very flattering and humbling, and it’s certainly motivated me to go back to writing something other than academic essays!”

Kennedy is currently working toward a master of divinity degree at Union Presbyterian Seminary in Richmond, Va.

For the full text of the poem, and a link to the YouTube video:
www.grinnell.edu/accidental-poet.

—Mona Ghadiri '11

Elizabeth A. Richards '95 and Erich Trumbly, Jan. 15, 2012, their second child, second son, Elliott Joseph Trumbly.

Andrea J. Martin '96 and David Tashjian, Nov. 4, 2011, their second child, first daughter, Olivia Emory Tashjian.

Eric N. Fischer '97 and Christina Likirdopulos, May 11, 2011, their second child, second daughter, Alexa Penelope Fischer.

Sarah Halpin Kupka '97 and Mike Kupka, March 6, 2012, their third child, second daughter, Iris Ellen Halpin Kupka.

Endre C. Veka '97 and Clay Harris Veka, April 14, 2011, their second child, second daughter, Liv Kirby Veka.

Rebecca Harms Weissinger '97 and Mark Weissinger, Jan. 23, 2012, their second child, second son, Owen Weissinger.

Sarah A. Liegl '98 and Sajal S. Pokharel '98, Oct. 4, 2011, their second child, first son, Neel Raymond Pokharel.

Matthew J. Schultz '98 and Nora J. Love '99, Jan. 23, 2012, their first child, a daughter, Hazel Simone Schultz.

Christina M. Ward '98 and Nathan E. Lueck '00, Nov. 11, 2011, their second child, first son, Elliot Martin Lueck.

Jeffrey T. Clement '99 and Angela Clement, Jan. 23, 2012, their third child, third son, Jacob Toney Clement.

Courtney A. Fligeltaub '99 and Graham Clark, Jr., May 20, 2011, their second child, first daughter, Corah B. Clark.

Kristen L. Morrow '99 and Kalle Greven, Dec. 11, 2011, their first child, a daughter, Thea Josephine Greven.

Chava Goldstein Rosenbaum '00 and Stephen Rosenbaum, Feb. 4, 2011, their first child, a son, Natanel Shimshon Rosenbaum.

Elissa Colter Stohler '00 and Jason E. Stohler '00, Dec. 8, 2011, their first child, a daughter, Zoe Bea Stohler.

Tammy Baker Dann '01 and Adam Dann, Nov. 20, 2011, their second child, second daughter, Elsa Marie Dann.

Andrew E. Kensler '01 and **Marian Butzen Kensler '01**, March 12, 2012, their third child, second daughter, Phoebe Anastasia Kensler.

Anna Savage Park '01 and **Philip “Rob” Park '01**, Oct. 10, 2011, their second child, first daughter, Julia Savage Park.

Emily Mayer Pedersen '01 and **Joshua S. Pedersen '04**, Oct. 27, 2011, their second child, first son, Daniel Joshua Pedersen.

Anne Howard Fahlgren '02 and Erik V. Fahlgren, June 16, 2011, their first child, a daughter, Sydney Howard Fahlgren.

Courtney E. Prior '03 and **James Michael-Hill Prior '04**, Dec. 18, 2011, their first child, a daughter, Matilda June Prior.

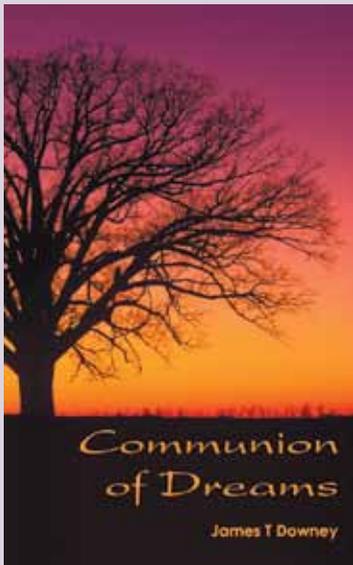
Ashley Morehead Erickson '04 and **Nicholas C. Erickson '04**, Jan. 15, 2012, their first child, a son, Finnegan Olie Erickson.

Allison Johnson Henry '04 and **Mark G. Henry '05**, Feb. 24, 2012, their first child, a son, Harper Gorman Henry.

Sarah Hornbach Sipe '04 and Creighton S. Sipe, Dec. 30, 2011, their second child, second son, Daniel Sean Sipe.

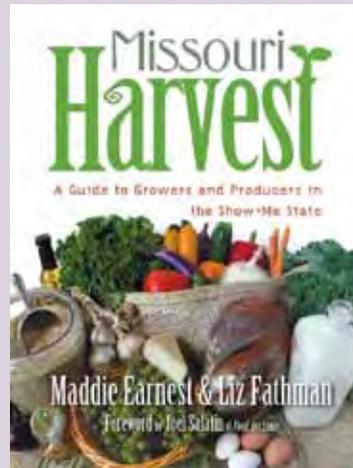
Susan Daniels Johnson '05 and Daniel Johnson, March 5, 2012, their second child, first daughter, Jane Penelope Johnson.

Kathleen “Chi Chi” Farr Matthews '05 and Jeff Matthews, Nov. 29, 2011, their first child, a son, William Matthews.



James T. Downey '80

Downey describes his science fiction novel *Communion of Dreams* as “classic science fiction, in that a new discovery leads to a reevaluation of what it means to be human.” Downey also is reevaluating what it means to be published: An earlier free version of the work was downloaded 35,000 times, and he’s now offering four versions: audio, e-reader, paperback, and signed paperback at www.communionofdreams.com. Downey also blogs about writing, self-publishing, and the “future history” of the novel at communionblog.wordpress.com.



Liz Fathman '85

Missouri Harvest, by Fathman and Maddie Earnest, is a guide to more than 200 small farms and other places where you can buy and eat local food in Missouri. Fathman is publications manager at Missouri Botanical Garden. The guide is published by Webster University Press, St. Louis. For more information: missouri-harvest.com.

Alumni Service Awards

Wall Award winners

The Joseph F. Wall '41 Alumni Service Awards honor **Joseph F. Wall '41**, a longtime Grinnell College history professor who inspired social responsibility in his students. Two awards go to alumni each year for their nonprofit service projects. This year’s winners each received \$25,000.



Chase (formerly Kate) Strangio '04 will support and educate LGBTQ immigrants in their criminal cases financially and logistically through the Lorena Borjas Community Fund in New York.

Amy Smith '95 will develop and implement a “bridge

course” to assist those who are transitioning from prison into the community, while bridging the work of three community agencies that support individuals throughout the transition period in San Francisco.



Schwab Alumni Grant winners

The Lori Ann Schwab '95 Memorial Prize honors **Lori Ann Schwab '95**, who died in 1994 while an arts student at Grinnell. The grants support nonprofit service organizations and public schools where Grinnell alumni participate. The Schwab alumni grants are open to 1992–98 Grinnell graduates who work or volunteer in the recipient organizations. This year’s winners received \$1,500 each.

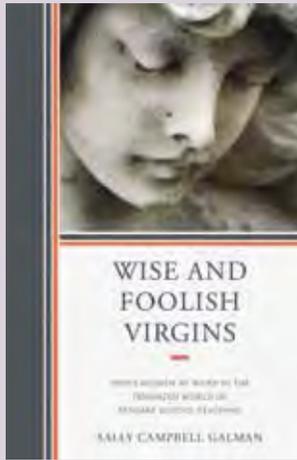


Nora Bloch '92 will create and expand a fine arts program partnership with the Isabel Stuart Gardener Museum and the Rafael Hernandez Two-Way Bilingual School in Boston.

Kathy Hansen Waddell '96 will support specialized child-care services provided by the YWCA in Oklahoma City to children who have been affected by violence.

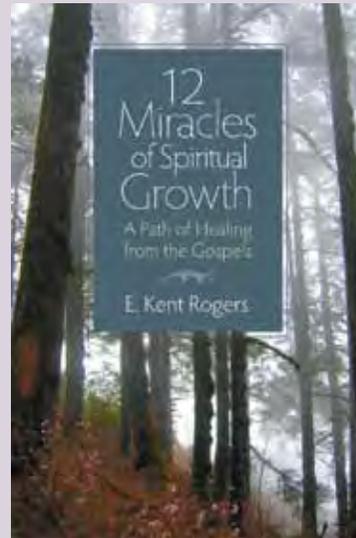


To support either of these alumni service awards, call 866-850-1846 and ask for Meg Jones Bair, director of donor relations.



Sally Campbell Galman '96

Galman's *Wise and Foolish Virgins: White Women at Work in the Feminized World of Primary School Teaching*, and published by Lexington Books in Lanham, Md., asks what it means for an entire profession to be dominated by white women. It answers this question by looking at three very different teacher-preparation programs. Galman is assistant professor of child and family studies at University of Massachusetts School of Education.



E. Kent Rogers '96

12 Miracles of Spiritual Growth: A Path of Healing from the Gospels is a nondenominational exploration of Bible teachings published by Swedenborg Foundation Press, Chicago. Rogers guides readers through 12 miracles, revealing a living message within that may lead to a state of spiritual growth and love. Rogers moved to Nepal in 1999 and created the Loving Arms Mission, a nonprofit fundraising organization dedicated to creating and supporting New Church children's homes worldwide.

Publications, Productions, and Exhibitions

Philip E. Bennet '51 has six of his monotypes at The Old Print Gallery in Washington, D.C. Go to www.oldprintgallery.com, click on "contemporary" and then "Philip Bennet" to view the monotypes.

Visionary Voices, a concert by **Herbie Hancock '60**, piano, James Genus, base, Trevor Lawrence, Jr., drums, and Lionel Loueke, guitar, Rose Theatre, Lincoln Center, New York City, N.Y., March 9–10, 2012.

Going to Grinnell!: A Californian's Four Years at an Iowa College, by **Keith S. Felton '64**, PublishAmerica, Frederick County, Md., January 2012.

Record Keeping in Psychotherapy and Counseling: Protecting Confidentiality and the Professional Relationship, second edition, by **Ellen Thompson Luepker '64**, Routledge, New York, February 2012.

Infectious Behavior: Brain-Immune Connections in Autism, Schizophrenia, and Depression, by **Paul H. Patterson '65**, The MIT Press, Cambridge, Mass., September 2011.

1966 Yearbook Project, photos by **Henry G. Wilhelm '68** and the late **John F. Phillips '67** with contributions from **John E. Wolf '66** and **P. Robert Hodierne '68**, an exhibit of more than 100 photographs selected from the yearbook, Falconer Gallery, Grinnell College, April 13–June 3, 2012.

Barge Wood, poems by **Alice E. Rogoff '71**, CC. Marimbo Publishers, Berkeley, Calif., 2012. She did a reading from the book at the Berkeley Poetry Festival, May 5, 2012.

The Isle of Pines, 1668: Henry Neville's Uncertain Utopia, by **John S. Scheckter '74**, Ashgate Publishing, Surrey, U.K., November 2011.

"The Role of Children's Literature in the Curriculum Materials Center," a chapter by **Ann E. Brownson '78**, *Curriculum Materials Collections and Centers: Legacies from the Past, Visions of the Future*, Rita Kohrman (ed.), Association of College and Research Libraries, Chicago, 45–58, 2012. Available at http://works.bepress.com/ann_brownson/1.

"Optimized Software Approaches to Predict Rupture in Fracture-Critical Composites and Implications for Structural Health Monitoring," co-authored by **Kenneth L. Johnson '80**, Charles T. Nichols, Jess M. Waller, Regor L. Saulsberry, Douglas E. Weathers and Jonathan M. Tylka, *NASA Johnson Space Center Biennial Research and Technology Report*, Johnson Space Center, Texas, December 2011.

The Little Office of the Immaculate Conception: Poems, by **Martha L. Silano '83**, named a Noted Book of 2011 by the Academy of American Poets, February 2012. Silano's poems are forthcoming in *The North American Review* and *Prairie Schooner* and have recently appeared in *Kenyon Review* and *American Poetry Review*.

"Joint chiefs must join budget debate," by **Lindsey R. Neas '86**, *The Washington Times* commentary section, May 27, 2011.

"Bridging the Gap: Preparing High School Students for College Level Research," co-authored by **Shelley Aggeler Harper '87** and four other librarians, *Colorado Libraries*, 36(1), December 2011.

SoHo Muses, an exhibition of recent paintings by **Serge Strosberg '88**, Poltrona Frau, New York, March 28, 2012.

Shadowman, *Roberta's Story*, and *Confrontation*, three novellas from The Bethesda Wars series, by **Howard A. Gardos '92**, self published, distributed by Amazon Digital Services, March and April 2012.

Megan Hustings '01 and Rachel Hamilton '01

Hustings and Hamilton are, according to *The Washington Post*, “weirdly obsessed with Peeps.” Hamilton, an editor from Baltimore, and Hustings, a nonprofit administrator from Washington, spent 30 hours building a diorama using clay, fabric, and paper to illustrate six perspectives on Peeps, competing in *The Washington Post*'s Peep Show VI. Their theme? “What Peeps Think They Are,” a spinoff of the “What People Think I Do” online meme.



Sarah Mirk '08

Mirk authored *Oregon History Comics*, a 10-volume set of comic books, each of which tells a piece of Portland history in 30 sentences or less. A staff writer at the *Portland Mercury*, Mirk documents many events, including *The Life and Death of the X-Ray Café* and *Portland's Black Panthers*, two of the titles in the set, for the first time. For more information: www.dillpickleclub.com.

Volunteer Vacations: Short-Term Adventures that Will Benefit You and Others, 11th edition, by **Doug N. Cutchins '93**, **Anne L. Geissinger '93**, and Bill McMillon, *Chicago Review Press*, February 2012.

“Conversations: Images of Salome – Eroticism, Horror and Religion,” a presentation and conversation by **John J. Marciari '93** and Nicolas Reveles, San Diego Opera Community, Jan 18, 2012. John is curator of European art at the San Diego Museum of Art.

Anarchism and Sexuality: Ethics, Relationships, and Power, by **Jamie L. Heckert '97** and Richard Cleminson, Routledge, New York, May 2011.

An Evidence-Based Approach to Vitamins and Minerals: Health Benefits and Intake Recommendations, second edition., by Jane Higdon and **Victoria J. Drake '98**, Thieme Medical Publishers, New York, September 2011.

M.F.A. Thesis Exhibition, by **Rachel “Reed” Esslinger '04**, School of Art and Design, Warren Robbins Gallery, University of Michigan, Ann Arbor, March 2012.

Immersive Gameplay: Essays on Participatory Media and Roleplaying, by **Evan M. Torner '04** and William J. White, McFarland & Co., Jefferson, N.C., scheduled for publication September 2012.

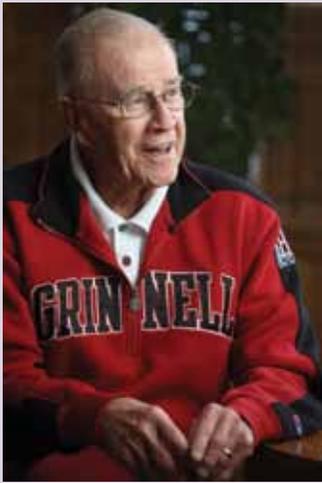
“I Don't Know What I Want,” performed by **Gloria F. Makino '09**, *Hugh Martin Hidden Treasures: Songs for Stage & Screen*, CD from Harbinger Label, November 2011. The CD was reviewed and played on National Public Radio and France Musique. Makino also made her Carnegie Hall debut as soprano soloist with the Manhattan Symphonie, Jan. 23, 2012.

Milk Gallery Underground: Autumn 2011, a biannual group showing of works by the industry's most progressive and innovative emerging photographers including photos by **Lawrence D. Sumulong '10**, the Milk Gallery, Chelsea, N.Y., November 2011. Also, *Urban Legend*, Sumulong's exhibition at the Jorge B. Vargas Museum and Filipiniana Research Center, University of the Philippines Diliman, Quezon City, Philippines, March 2012.

Cine Migratorio, a program of films about migration, organized by **Courtney K. Sheehan '11** (Watson fellow), **Elizabeth “Libby” Masback '11** (Fulbright winner), Anand Balasubrahmanyam, Daniel Perez Torralbo, Javier Bustamante Gonzalez, Ricardo Fernandez, and Lieke Kessels, Santander, Spain, May 10–13, 2012.

Errata:

The title of the album *Hollow Body Heal* based on songs composed by **Jenny E. Jones '90** was listed incorrectly in the *Summer, 2011* issue. We regret the error.



In Memoriam: John Pfitsch

Grinnell College remembers with great affection and appreciation longtime coach and faculty member **John Pfitsch**, who died Friday, June 15, 2012, at the age of 92.

Beginning in 1948, Pfitsch and Pioneer athletics were synonymous. He was originally hired to coach basketball and tennis, and to assist with football. But he ended up coaching virtually every sport during his 50-year career — men's basketball and soccer for 25 years each, and baseball, football, tennis and golf for

shorter periods. In retirement he directed the men's soccer program and his beloved Pfitsch's Pfishes, a water aerobics class for seniors. In addition to many seasons, records, and championships in basketball and soccer, Pfitsch also was justifiably proud of his role in instituting women's sports during his long tenure as athletic director.

A graduate of the University of Texas, Pfitsch earned his master's in physical education and assisted famous Coach Phog Allen at the University of Kansas before and after service in World War II. At Grinnell he helped obtain a \$2.2 million federal loan and headed the Physical Education Complex planning committee. That building's field house was named in his honor.

Pfitsch was as much a psychologist and storyteller as he was a teacher and coach, and his influence transcended sport.

"It is hard to conceive of Grinnell without him ... he played a huge role in making me the man I am today," says **Don Cassidy '56**

"I'm a bit younger, but Pfitsch was a presence at Grinnell while I was there — and every time I've been back, I've usually run into him. He will be missed," added **Lauren Dickinson '06**

A memorial service on Saturday, June 30, in Herrick Chapel was attended by many of Pfitsch's former students and athletes, friends, family and admirers. Readers are encouraged to share reflections about Pfitsch's life at www.grinnell.edu/etal/inmemoriam/john-pfitsch and read "Enjoying Life: A Conversation with John Pfitsch," an article that appeared in the Spring 2010 issue, at www.grinnell.edu/pfitsch-enjoying-life.

In Memoriam

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

Veda Ashbaugh Steadman '35, Fort Collins, Colo., Jan. 19, 2012.

M. Kathryn Ross Cooper '36, Venice, Fla., Feb. 1, 2012. She is survived by her daughter, *Mary Jane Cooper Parsons '68*.

Mildred Williams Davis '37, Clover, S.C., June 16, 2011.

Walter D. Foster '39, Iowa City, Iowa, Jan. 20, 2012.

M. Verlaine Moorhead '39, Des Moines, Iowa, March 27, 2012.

James R. Robb '39, Urbandale, Iowa, March 28, 2012.

Beatrice "Bea" Mills Wall '40, Decorah, Iowa, May 23, 2012. She was preceded in death by her husband, *Joseph Wall '41*.

Marianna Lhevinne Graham '41, Boulder, Colo., Jan. 25, 2012.

Agnes Morse York '41, Tulsa, Okla., March 29, 2012. She is survived by her husband, *Lauren "Larry" L. York '41*, and her sister, *Nancy Morse Cooley '45*.

Marian Marsh Reeve '42, Neptune Beach, Fla., Dec. 8, 2011.

Doris Nininger Banks '43, Sedona, Ariz., March 5, 2012.

Richard J. Minkler '43, Wichita, Kan., March 6, 2012.

Jeanne Lay Sauls '43, Palm Springs, Calif., Aug. 14, 2011.

Richard B. Ravitts '44, Rockford, Ill., Jan. 27, 2012. He is survived by his daughters, *Ricki G. Ravitts '70*, and *Randi Ravitts Woodworth '76*.

Jack S. Crandall '45, St. George, Utah, Feb. 23, 2012.

Elaine M. Hess '47, Seminole, Fla., March 19, 2012.

John D. MacEachron '49, Venice, Calif., Aug. 14, 2011. He was the son of *Paul MacEachron 1911*, for whom MacEachron Field is named.

J. Richard Mettler '49, Henderson, Nev., April 5, 2012.

Charles F. Morse '49, Ventura, Calif., Oct. 27, 2011.

Tom Chrystal '51, Jefferson, Iowa, Jan. 24, 2012.

Thomas D. Hoyt '51, Lake Bluff, Ill., March 21, 2012. He is survived by his son, *Joshua W. Hoyt '77*.

H. Paul Scholte IV '51, Richmond, Va., Aug. 8, 2011.

Shirley Brown Silver '51, Ankeny, Iowa, Feb. 17, 2012.

Jennie Elms Weese '51, Pacific Palisades, Calif., Jan. 5, 2012.

Masanabu "Mas" Yoshinaga '51, Newton, Iowa, Feb. 10, 2012.

Patricia A. Bartell '52, Chapel Hill, N.C., Jan. 26, 2012.

Charles H. Biermann '52, Sterling, Ill., Jan. 20, 2012.

Mary Turner George '52, Phoenix, Feb. 8, 2012. Survivors include her brother, *George H. Turner '52*, her daughter, *Mary Beth George '79*, and her son, *David W. George '83*.

Janis E. Marvin '53, Ames, Iowa, Jan. 17, 2012.

Robert E. Risser '54, Overland Park, Kan., March 1, 2012.

Eugene R. Brady '55, Perry, Iowa, March 9, 2012.

Mary Jane Shadick Cochran '56, Edina, Minn., Aug. 22, 2011. She is survived by her brother, *Thomas R. Shadick '61*.

Harlan L. Lemon '56, Des Moines, Iowa, March 20, 2012.

Richard H. Rufer '57, Fargo, N.D., Feb. 7, 2012. He is survived by his wife, *Charlotte Funk Rufer '57*.

Forrest J. Frank '59, Bloomington, Ill., Feb. 9, 2012. He is survived by his wife, *Dorothy "Dottie" Swenson Frank '59*.

Douglas R. State '59, Kearney, Neb., Jan. 3, 2012.

Charles W. Kriel '62, Sunnyvale, Calif., Feb. 25, 2012.

Zalman L. King '63, Santa Monica, Calif., Feb. 3, 2012.

Catherine Ann "Kay" Carlson '71, Hopkins, Minn., Feb. 29, 2012.

Deborah Rabinowitz Ericson '71, Uppsala, Sweden, Jan. 20, 2012.

Demetri Demopoulos '72, Santa Fe, N.M., March 17, 2012. He is survived by his wife, *Meredith D. Dodge '72*.

Harmon R. Holcomb III '76, Roscoe, Mont., Aug. 27, 2011.

John W. Hathaway '80, San Francisco, Calif., Dec. 18, 2011.

David "Owl" Kopelman '85, Bronxville, N.Y., Feb. 18, 2012.

Alexander R. Rhoads '87, Adel, Iowa, March 10, 2012.

Fred Lloyd Weaver, Jr. died Oct. 28, 2011, in Grinnell, Iowa. Weaver worked for Grinnell College facilities management as a watchperson from 1980 until his retirement in 1995.

Tom Hotchkin died April 15, 2012, in Grinnell, Iowa. He was a longtime member of the Grinnell College facilities management team and retired in 2006.

Alumni Council News

New accomplishment, officers, and members

The Grinnell College Alumni Council is a group of volunteers that advises the Office of Development and Alumni Relations on how best to serve and support Grinnell alumni and how to connect alumni with the College and its students. Members are selected from an annual pool of applicants and serve up to three, two-year terms. Henceforth, you'll find news from the council here in "Classnotes."

This past year, the council has:

- completed a class agent survey and formed a class agent task force to help the College refine and develop this role.
- increased the transparency of the Alumni Awards and Alumni Council membership processes.
- helped plan and execute President **Raynard S. Kington's** 31-city tour (see related article, Page 13) and the Fall 2011 Volunteer Weekend.
- again sponsored the **Steven Kent '67** Senior Challenge, which educates, informs, and inspires the class of 2012's senior class gift to the College.

Next year's leadership brings great promise for continued progress:

- **Matthew Welch '96** is 2012–13 Alumni Council president. Welch is vice-president of operations for Junyo, a learning analytics technology company. Since graduating, he has been an active College volunteer — on his class committee, in regional alumni planning, and as a Grinnell Regional Admission Support Program (GRASP) volunteer coordinator. "I'm looking forward to working with the College on implementing the strategic plan, and on helping develop closer relationships between the Council, class agents, class fund directors, and GRASP volunteers," he says. Welch replaces **P. Carter Newton '77**, who is completing seven years of council service.
- **Nancy Schmulbach Maly '61** was elected the council's president-elect for 2012–13. Maly retires June 30 as associate director of Admission and lives in Grinnell. She spent 21 years as Grinnell's coordinator of international admission and the primary admission representative for the New England and Middle Atlantic states, ending in 1995. Since moving to Grinnell in 2006, she has served as acting director of admission, 2011 Alumni College and Reunion coordinator, and GRASP coordinator.
- **Lorrie Buchanan Alves '73**, **Lara Szent-Gyorgyi '89**, **Saurabh Saraf '05**, and **Jon Richardson '10** were selected as new members-at-large for their first two-year terms.

For more information on the council and its leadership, or to apply to join: loggia.grinnell.edu/alumnicouncil or call **Jayn Bailey Chaney '05**, director of alumni relations, at 866-850-1846.

All I Really Need to Know I Learned at Grinnell

I hate to disagree with best-selling author Robert Fulghum, author of *All I Really Needed to Know I Learned in Kindergarten*. But I've found that four of the core lessons that have guided my career I learned as a student at Grinnell (and only some of them in the classroom).

Passion and values matter.

Grinnell provided an education that went beyond textbook academics, and tied what we learned to developing a set of personal values, which we were encouraged to apply with passion, conviction, and vision. This was modeled for us by professors who encouraged us to question evidence, to debate, and to think for ourselves.

In order to succeed in the world, you need to know how things work.

Or as Albert Einstein reportedly said: "You have to learn the rules of the game. And then you have to play better than anyone else." I guess I took that literally, because I could often be found at the Forum, where I learned to play a pretty good game of pool. In the 1980s, the Forum — and the "Forum Beach" where we all hung out outside — was *the* place for connecting with friends between classes.

I have worked in environments that can be mysterious and intimidating, including Wall Street, the U.S. Senate, and the United Nations. In each institution, it was crucial for me to understand how the culture worked, how to use each setting as a platform for moving ideas forward, and how to know when an idea's time is right — because moving things across the finish line almost always is a function of timing.

The importance of coffee and beer.

Some of my most enduring relationships started at Grinnell. We worked hard, we played hard, and most of all, we shared a vision of the future and what we could do in the world. Plenty of coffee at the Forum Grill and beer at the Pub helped cement these relationships.

It's the same in Washington or at the U.N. You go to a lot of meetings, but most of the work happens behind the scenes, and is only possible due to relationships between the players born of working together in the trenches and building trust. Often, outcomes are cued up long before getting to the meeting room. There is always the official channel for communications, and then there is the reality outside those discussions, which is where things get done.

Don't be a Sheep.

Perhaps my most valuable Grinnell lesson was to learn how to think independently and challenge the status quo. It is very easy to say yes, but when you do, not much changes in the world. As hockey great Wayne Gretzky once said, you miss 100 percent of the shots you don't take.

Many people have perfectly satisfying and rewarding careers by going to work every day, getting the job done and done well. But Grinnell inspired me to have the courage to question how we could do better. Doing so is not always easy, but it usually pays off.

There is so much work to do in the world, both in my field of environmental law and policy, and in every other field and aspect of our lives. Luckily, Grinnell prepared all of us, each in our own way, to make a difference in the world. As Mahatma Gandhi noted, "First they ignore you. Then they laugh at you. Then they fight you. Then you win."



By **Amy Fraenkel '85**, North American Regional Director of the U.N. Environment Program; former senior counsel for the U.S. Senate Committee on Commerce, Science, and Transportation; and former senior policy adviser for the U.S. EPA. A Harvard Law graduate, she also worked in private practice on international and environmental issues for law firms in New York and San Francisco. This essay is adapted from her Grinnell College Phi Beta Kappa Scholars' Convocation lecture on April 26, 2012.



GRINNELL COLLEGE

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Iowa View



Toby Straus, son of Elizabeth Versten '87 during an art project at Reunion 2012. Ben Brewer '11