



The Grinnell Magazine

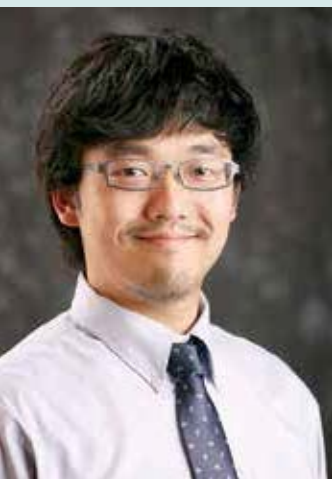
Fall 2014

State of the Art:
Faulconer Gallery celebrates its 15th anniversary



Developing an Explorer's Spirit

An international student embraces Grinnell-in-London.



Frank Zhu '15 is from Nanjing, China. He is a psychology major, street photographer, freelance designer, and IPOP (International Pre-Orientation Program) leader. See his YouTube video about his Grinnell-in-London experience at www.youtube.com/watch?v=59RAwMRHuKw.

When I first mentioned my interest in attending the Grinnell-in-London (GIL) program, my family and many international friends asked me the same question: “You are a Chinese student studying abroad in the United States. Why bother studying abroad again in the U.K.?” I didn’t give it too much thought at first. But somehow I felt that if I missed this opportunity, I would probably never visit Europe in my lifetime. Even before I applied to Grinnell, many people back in China tried to talk me out of studying abroad, but I persisted and made one of my proudest decisions in my lifetime. With GIL, I proved myself right again, except that the Grinnell-in-London experience was even more colorful than I could ever imagine.

Grinnell-in-London really showed me the core of what a liberal arts education means. Not only did I have the chance to pick classes I would normally never pick, but also I got to get out of the classroom and learn in the real world! The British history class taught me how to appreciate every inch of land beneath my feet as we walked through the ancient alleys in London. The Renaissance art class taught me how to appreciate European classic art and brought me face to face with those art works in different museums across Europe. The neuroscience class focused on the emergence of science in Europe; and we visited Bethlehem Royal Hospital, one of the oldest mental hospitals in the world, and learned its place in history. Last but not least, the European crisis class reminded me not to forget about the ongoing social and economic conflicts in Europe.

However, the most challenging yet fruitful class I took was the British theatre class. We went to a play every Monday or Tuesday in a major London theatre. For Wednesday’s class, one student was appointed to give an analysis and lead the discussion. As a student from China, I have always found it hard to express myself in public. I can’t remember how long I practiced the analysis and discussion, even way before we watched the play. The most difficult part was to construct my own analysis of the play. I was too used to absorbing

others’ opinions and would forget to use my own voice. To give a truly personal analysis of *The Drowned Man: A Hollywood Fable*, I drew on my knowledge of psychoanalysis, philosophy, and photography. Not only were my professor and classmates impressed, but also I surprised myself by learning how capable I could be.

Just as the cliché goes, travel gives you the opportunity to explore yourself, and the Grinnell-in-London program gave me a precious opportunity to really explore and get to know myself. My life in London was at first scarily free of constraints, so I had to think about my life and how I could make the most out of it and stay happy. I learned to break out of the limits of my apartment, be open-minded, and visit museums, exhibitions, and other cultural events with my friends. I learned what responsibility really means, since I had to cook my own meals and take care of my friends at the same time. I traveled to a dozen countries and made friends with people speaking different languages. I reached out to locals to talk about our experiences and received guided tours to some locals’ favorite spots. I even developed a deeper understanding of my biggest passion in life — photography — as I was able to get in touch with some of the best photographers from London and Paris.

In the end, the Grinnell-in-London program gave me the opportunity to deepen my understanding of the United States. The things I learned in Europe shine light upon the deep European roots of American society, allowing me to draw the connections between art, food, politics, and social norms of Europe and the United States. As a result, I have been seeing American society more clearly than ever.

Grinnell-in-London has taught me things that are invaluable — independence, self-reliance, confidence, and the explorative spirit. I think I will travel even more around the world when I graduate, because now I know that the world is always bigger than I think and always has much to offer.



Photo by Jason Jones

Faulconer Gallery is frequently used as a teaching space. **Lee Running**, associate professor of art, (right) speaks with a student.

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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:

A gentleman stops to take a closer look at Jennifer Bartlett's *House: Plaid*, one of the works in the exhibition, *Re-Structure*, which was on view in the gallery Sept. 25–Dec. 11, 1999.

Photo courtesy of Burling Library Archives, Grinnell College.



A VIEW FROM CAMPUS

Ripple Effects

“Go west, young man,” Horace Greeley, a well-known newspaper editor, supposedly said to Josiah (J.B.) Grinnell, a native of New Haven, Vt.

We know now that it's an apocryphal story. Yet J.B. Grinnell did make his way west to found the town of Grinnell and soon invited Iowa College to relocate here from Davenport. He became a major benefactor to the town and the College.

His move west created ripple effects.

How? The answer is: You. You found your way to Grinnell College, or maybe Grinnell College found you. You affected one another. Grinnell is part of your “home,” as it is now mine.

I can relate to the calling to “head west,” given my recent move from, coincidentally, Vermont. As a native Iowan, my relocation was certainly easier than J.B. Grinnell's trek across unknown terrain.

We all owe him a debt of gratitude for unknowingly allowing our paths to cross as members of the Grinnell family. And, like most families today, the membership and experiences of our family can be diverse. Optimally, families provide support, encouragement, life lessons, and challenge; they often survive and thrive together.

One of the reasons I arrived at your doorstep is a shared vision of bringing Grinnellians closer together to help ensure the brightest possible future.

In these pages you will learn stories about people and programs on campus, as well as our alumni and friends. Some will be familiar – celebrating the Faulconer Gallery, for example. You will learn about alumni who served in World War I, the results of the Posse Scholars program, and service-learning projects with high school students, faculty, and staff. These and other stories are examples of the impact that Grinnell and Grinnellians make around the world – and all are directly affecting campus.

The outcomes of your work and support help distinguish the Grinnell College family. The many alumni and friends with whom I've interacted have reinforced a vision for Grinnell. Their intensity and passion are evident.

Imagine with me a future where we are constructively engaging with one another and our many resources. The ripple effects would multiply. Though J.B. Grinnell might not have written the Grinnell College story with today's realities in mind, I imagine he would be pleased to learn that his actions so many years ago have touched you, and that now you are creating a legacy by positively affecting future generations of the Grinnell family.

– Yours for Grinnell,
Shane Jacobson
Vice president for Development
and Alumni Relations



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*I knew nobody
in my own
circle of friends
and family
who had kept
her own surname.*

— Mary E. Knatterud

LETTERS

Changing names, or not

I was very disappointed that the article on last names [Summer 2014] did not include a profile of a woman who kept her maiden name when she got married and did NOT regret it.

— Meredith Hellmer '01
Lakewood, Ohio

I was married just before my senior year at Grinnell (1947–48) to returning veteran **Grover Stubbee '49**. In those days, keeping one's "maiden name" after marriage hadn't become the custom, but I decided to use both anyway — Beverly Burd Stubbee — for most signature needs.

However, a short time later, when I received a letter addressed to Beverly Nurd Stubee, I thought maybe I'd made a mistake and settled for Beverly Stubbee (except for alumni matters).

Wish I'd kept that letter!
— Bev Burd Stubbee '48
Durham, N.C.

Thank you from the bottom of my iconoclastic heart for "By Any Other Name," Summer 2014 issue. Author **Erin Peterson '98** pointed out that, in the United States, only "about 3 percent of women declined to take the husband's name in 1975." That year, I was among that 3 percent.

I knew nobody in my own circle of friends and family who had kept her own surname. But that year, the state of Minnesota had enacted a law making it easy — at least legally — for both the wife and the husband to indicate their preferred surname(s) upon marriage.

Still, during my yearlong engagement, in which I equitably gave *him* a ring, in addition to proudly wearing *mine*, my quietly percolating desire to hang on to my own identity was a visceral one — more emotional than anything. I even tried out a sample order of check blanks with my surname hyphenated. Opening the fresh-from-the-bank box made my stomach churn. I teared up, then tore up all of those checks, keeping one for my wedding scrapbook.

My fiancé was wonderfully supportive of my need to keep my own name, convinced early on that the issue really mattered to me and that it in no way detracted from my deep love for him. I was most hurt by the initial reaction of my beloved dad, whose Norwegian surname, after all, was what I was proudly perpetuating: although he had always championed my academic uniqueness, he implored me to "take a stand on some other issue, but not this." My mom lukewarmly empathized, more with him than with me, worrying aloud about how many problems I'd be unnecessarily inviting, though she soon became one of my fiercest defenders. My dad's sister never did stop addressing holiday cards to us as "Mr. and Mrs.," using not only my husband's last name but also his first, no matter how many times I gently corrected her.

But I never once regretted my decision.

By the time my twin sons were born, one of my closest girlfriends had two "hyphenated" kids. That was the route my husband and I went with as well,

although we had toyed with the notion of melding a three-letter syllable from each of our surnames into a novel six-letter, punctuation-free surname for our sons. I hope they understand, someday if not now, how loving and well-meaning a choice it was, even though I have lost count of how many times I've said "better long than sexist" to them over the years!

Fortunately, my daughter, **Emma Knatterud-Johnson '15**, who is 10 years younger than her big brothers, grew up in an era with far more hyphenated friends and classmates than they did. She even seems to relish the nickname her Grinnell volleyball teammates bestowed on her: K-J.

If any of my three kids get married, I trust that they and their spouses will all feel confident keeping the surname they have used since infancy, if they need or want to. And if they have kids of their own, I hope that they enjoy making up a new surname, with or without a hyphen, for the next generation.

— Mary E. Knatterud
St. Paul, Minn.

Some of us recall President [Howard R.] Bowen's
injunction 50-plus years ago about the need to
pay less attention to the numbers, the scores,
and more to the qualities of those seeking admission.

— Craig Welterlen '65

Credit where credit is due

I was so pleased and honored to have received an alumni award during the 2014 reunion, and continue to be grateful for the help that the Joseph A. Wall Award provided in my work with Psychologists for Social Responsibility (PsySR). Since you clearly did not have room to mention PsySR in the write-up under my picture in the Summer 2014 issue, I want to give appropriate credit to the hard work of members of PsySR, for whom I served as coordinator for 22 years, and to Grinnell.

It was during those years that I was given a Wall award that helped us leap forward in building our international peace practitioners network. For the record, when I received the Wall award, we had maybe two dozen contacts with psychologists in other countries — mostly English-speaking. We were able to build that small group into an international network of more than 100, with many countries and languages represented.

Members of PsySR continue to foster and build upon those connections that were established with the help of the generosity of Grinnell College through the Wall award. Thanks again!

— Anne Brineman Anderson '64
Washington, D.C.

Value of admission statistics?

Campus Notes (Spring 2014) breathlessly reported that “applications are up, up, up,” totaling 6,022 seeking admission in the fall of 2014. How are we to value this statistic?

Some of us recall President [Howard R.] Bowen's injunction 50-plus years ago about the need to pay less attention to the numbers, the scores, and more to the qualities of those seeking admission. *That's* more important than the rejection rate. Isn't it?

— Craig Welterlen '65
Waynesboro, Pa.

Editor's note: You raise an important point. We checked with Joe Bagnoli, vice president for enrollment, and he had this to say:

“We're not simply encouraging as many students as possible to apply to build our applicant pool in order to appear more selective. The truth is that our applicant pool has become stronger and stronger at Grinnell in recent years, making admission increasingly competitive.

“It is our goal to maintain the size of the current applicant pool. A robust pool permits selectivity and flexibility. It helps us enroll the students we think are best-fit candidates for admission. This year, it allowed us to shape the entering class on many dimensions of importance to Grinnell. A small pool requires us to admit more of those who apply, even if they are not as well qualified for admission or do not help us achieve established enrollment goals.”

Right on, Grinnell!

From 1955 to 1966 I was on the Grinnell staff as vice-president (overseeing everything nonacademic), and I have always been especially proud of my association with this splendid liberal arts college.

I enjoy reading most of the articles in each issue, but the Summer 2014 issue reminded me especially of Grinnell's marvelous influence over the career choices of its graduates. Your magazine confirms that a remarkably large percentage of them are motivated to choose careers of social service in one form or another. It was true decades ago and appears to be equally true today despite enormous technological changes in our economy and culture.

— Merritt C. Ludwig
Sarasota, Fla.

Errata:

In “True Student-Athletes,” [Page 19, Spring 2014], we misspelled names of some of the Grinnell Academic All-America Athletes. “1978 Drew Muehrke Football” should be **Derek Muehrcke ’80**. “1978 Steve Bolestra Football” is **Steve Bolesta ’79**. “2002 Art MacKinnon Baseball” is **Ari MacKinnon ’02**.

In “Alumni Council News,” [Page 48, Summer 2014], we wrote, “Currently, council members come from 16 states and Canada and represent classes from 1953 through 2011.” Council members also come from the United Kingdom.

The Grinnell Magazine regrets the errors.

CAMPUS NOTES

Rewards of Research

Students’ summer research projects enhance the classroom experience.

From developing an app that helps Type 2 diabetics better monitor their blood glucose to collecting air and soil samples in New York’s Black Rock Forest, Grinnell students this summer have conducted fascinating research they say will enhance their classroom experience.

“It’s really valuable to do research outside of your classroom lab,” says **Emily Stuchiner ’15**, a biology major with a concentration in environmental studies. She worked on a research project at Columbia University in New York. “If you’re an aspiring biologist or scientist, this is the springboard for what your future endeavors could look like.”

With funding provided by the College, a half-dozen Grinnell students worked in labs across the country. The internships allow them to gain expertise in their chosen fields and expand their career options.

Queenster Nartey ’16, a biological chemistry major, developed an app that will allow Type 2 diabetics to learn how certain changes to their diet or exercise could affect their blood glucose levels. Nartey designed

the app’s user interface and wrote its computer code at Iowa State University’s Department of Chemical and Biological Engineering.

“Studies have shown that people are more likely to take more action when they see immediate results,” she says. “By having this hypothetical case of what their blood glucose could have been if they altered these activities, they would be more likely to change those behaviors.”

As Stuchiner meandered through the picturesque Black Rock Forest in Cornwall-on-the-Hudson, N.Y., she carried a bag filled with the scientific equipment she used to collect air and leaf litter samples. Back in Columbia’s lab, she analyzed the materials. During her 10-week research project, she studied how oak disease affects the forest’s tree species.

“I’ve definitely learned what a long-term science project is like. This is the longest science project I’ve worked on,” she says. “It’s really exciting to see it all come together.”

The projects have both students considering professional degrees.

Nartey says her research has bolstered her confidence, critical thinking skills, and problem-solving skills.

“It’s making me strongly consider medical research as a possibility that blends both doing research and studying something important to the medical field,” she says.

Stuchiner has learned how to conduct a well-run experiment, the benefits of a well-funded lab, and experienced some surprises, she says.

“What’s really surprising is how utterly and thoroughly exhausting fieldwork is,” she says. “You really need to love what you’re doing.”

“This opportunity has given me the extra drive and motivation I need to focus on successfully completing the next two years of my Grinnell education,” says Nartey.

–Dana Boone



Queenster Nartey ’16 conducted research at Iowa State University this summer.

Photo by Justin Hayworth

Supporting Service and Schooling 2014 Schwab Alumni Grants awarded.



Karla Gallo Selby '92, a librarian at Drake Community Library in Grinnell, received a \$1,500 Schwab grant to bring a visiting artist, who happens to

be the mother of a current Grinnell student, to the library to conduct an “altered books” workshop, an intergenerational community arts and literacy project.

Lori Ann Schwab '95 Alumni Grants are presented annually to alumni who graduated between 1992 and 1998 and who are staff members or volunteers in nonprofit service organizations and public schools.



International educator **Dorje Gurung '94** made global headlines when he was unjustly imprisoned in Qatar last year. Now free, he will use his \$1,500 Schwab grant to begin a program

that will integrate the science involved in gardening with the science curriculum taught in the classroom.



Byron Johnson '93 is an elementary literacy tutor with Minnesota Reading Corps. He will use an \$800 Schwab grant to purchase books and establish a lending library for

students in Duluth, Minn. This lending library will encourage reading at home, reinforcing skills learned at school and helping students become more confident in their reading skills.

The deadline for applications is the third Wednesday in February. To learn more, contact Saunia Powell, assistant director of post-graduate service, powell@grinnell.edu or 641-269-4940.

Shaping the Financial Need Profile

New strategies in admission selection processes produce results.

Grinnell College took a risk this year, and it paid off. Net student revenue for the incoming class of 2018 is expected to increase by more than \$1 million. This happened while the College continued its need-blind admission policy and continued to meet 100 percent of students' demonstrated financial need.

“Since we're race-aware and aware of states and countries of origin in the selection phase of our process, it's easier to shape those characteristics of an incoming class,” says Joe Bagnoli, vice-president for enrollment. “It's more complicated to change the financial need profile of the class since we're need-blind, but we did.”

The game changer was in the needs analysis process. The College no longer relies solely on the Free Application for Federal Student Aid (FAFSA) to determine student need. It now requires students to submit the College Scholarship Service (CSS) Profile as well.

“Grinnell was the only need-blind institution that met 100 percent of students' demonstrated financial need and did not require the CSS Profile,” Bagnoli says. “Our peers have used it for years.”

The CSS Profile is a more comprehensive assessment of family need. One concern was that it would discourage first-generation students because it requires many more answers, about 150 versus 50 for the FAFSA.

“That was a faulty assumption,” Bagnoli says. “We found that 93 percent of all applicants to Grinnell who applied in prior years for financial aid also had submitted the CSS Profile elsewhere. They weren't sending it to us because we didn't require it before this year.”

The more detailed CSS Profile allows for a more precise evaluation of need and a more accurate assessment of a family's capacity to contribute. “Before adopting the Profile, some families were judged to have greater need,” Bagnoli says. Some families who were deemed to have high financial need before may now be judged to have less need, in which case aid packages are not as significant, he says.

It's not a radical shift, however. “On average across the whole incoming class, there's a \$3,500 difference in terms of their need, so less in aid is being spent,” Bagnoli says. “In the past, we awarded more financial aid because the FAFSA provided incomplete information on their total financial resources and, in some cases, inflated their financial need.”

“As a result, our financial aid offers didn't as often distinguish us from competitors this year. We want people to choose us because of everything else we offer, not just because of our financial aid.”

Bagnoli notes that for currently enrolled students, the CSS Profile did not result in changes to their financial aid packages unless significant, previously unreported resources were identified in the process.

For the incoming class, the new assessment tool led to a more balanced profile of students entering Grinnell this fall. “We fulfilled our commitment to diversity in all ways — not just with respect to racial, ethnic, state, and country of origin diversity,” Bagnoli says. “Today we're more diverse, more balanced, in terms of students coming from low, middle, and upper income households.” That includes 15 percent of the class who are first-generation students, most of whom are high need.

Dark Commander: The Art of John Scott

Oct. 10–Dec. 14, 2014

In coarse black lines, hand-scratched steel, fragmented text, and visceral color, John Scott traces the trajectory of heavy industry, high technology, military might, and maniacal folly as they clear-cut and precision-strike across blighted landscapes and the besieged human psyche. From his working-class roots, this celebrated Canadian artist has offered raw-edged drawings and found-object installations that evoke the path from NASA's optimism to the National Security Agency's voyeurism. In just over 30 years, we've advanced from the Voyager spacecraft to the Predator drone. John Scott seems to have seen this new reality coming. In 2000, he received the Governor General's Award, Canada's highest honor in the visual arts. This will be his first exhibition in the United States and will include drawings, paintings, sculpture, and multimedia works. The exhibition is curated by Daniel Strong, Faulconer Gallery associate director and curator of exhibitions.

John Scott
Commander
(Bad Eye), 2011
Mixed media on
paper, 50 x 38 in.
Faulconer Gallery,
Grinnell College
Art Collection



The admission staff accomplished this without reference to the financial need of domestic applicants at the selection stage of the process. Instead staff members developed new strategies in the pre- and post-selection phases of admission.

They actively pursued a more robust pool in pre-selection. For example, they called well-qualified but inactive inquirers to encourage them to apply at Grinnell. “We received 225 applications from those students, admitted 98 of them and 22 are expected to enroll,” Bagnoli says. “They contributed to an outstanding academic profile for the entering class and a significant increase in net revenue.”

In the post-selection phase, the admission and communications staffs developed targeted follow-up communication and made important improvements to the College website. Admitted students were also invited to an event on campus. Some of these initiatives were developed to increase the yield on offers of admission to students, including those from more affluent families who have traditionally accepted offers of admission at a much lower rate than high-need students.

“We’ve always admitted students with access to great resources,” Bagnoli says. “We did a better job of converting them this year.”

Net tuition revenue was also affected by admitting a slightly larger group of international students this year (18 percent), compared to 16 percent last year. They are admitted in a need-aware context.

“We can celebrate being socioeconomically, racially, and internationally diverse as well as enrolling a very strong class of students whose academic profile is better than ever,” Bagnoli says.

Glossary of terms

CSS Profile: The College Scholarship Service (CSS) Profile is a financial aid application for non-federal student aid such as scholarships and institutional aid. The application process is managed by the College Board, the not-for-profit organization that runs the SAT and Advanced Placement Program.

Need-blind: The practice of considering each applicant's qualifications for admission without regard to the family's financial resources or ability to pay.

Net tuition revenue: Total tuition and fees paid by students after subtracting scholarships and grants. Revenue from room and board is not included.



Next issue ...

Financial future update:
philanthropy and engagement



Photo by Evan Semón

Above: **Collin Davis-Johnson '15** interned at the Denver Museum of Nature and Science. Facing page: **Jordan Schellinger '15** was in the field at the Kaibab National Forest in Arizona.

Grinnellink Summer Internships

Grinnell students try postgraduate life on for size.

Grinnellink interns get more than a glimpse into post-Grinnell life. They experience careers that they aspire to, see how their coursework is applied outside a college setting, and realize how capable they are in the working world.

Jordan Schellinger '15 spent her summer at the Kaibab National Forest in Arizona with **Neil Weintraub '86**, surveying and recording archaeological sites. She says the responsibilities she was given made her feel that she's "really contributing to the organization and not just learning about what it means to be a part of such an organization."

At the Denver Museum of Nature and Science with **Steve Nash '86**, **Collin Davis-Johnson '15** split his time between managing anthropological and archaeological collections and more independent work. "For the July Science Lounge at the Museum, I developed a presentation of select musical instruments in our collections from around the world to show to the public and gathered recordings of each instrument in order to provide the public with a holistic musical experience," Davis-Johnson says.

On her first day, **Paige Wheeler '16** was asked to write a petition for favorable prosecutorial discretion at her internship at the Law Office of

Hall of Famers

Grinnell's Athletics Hall of Fame inducts 12.

A dozen Grinnell athletes and coaches joined the Grinnell College Athletics Hall of Fame on August 30 as part of the 2014 Fall Athletics Reunion. The induction ceremony was followed by a public reception and picnic lunch.

- **William Eric "Country" Blevins '04** of Trenton, N.J., was NCAA (National Collegiate Athletic Association) All-American in diving. Blevins is the only Grinnell athlete to win eight Midwest Conference diving championships, and he owned multiple pool records upon graduation. He became a successful diving coach.
- **Emilio "Jake" Chavez '01** of Ranchos de Taos, N.M., was an All-American baseball pitcher for the Pioneers. He was a three-time Midwest Conference South Division Pitcher of the Year and was named all-region three times and all-conference all four years. Before turning pro, Chavez became the only Pioneer to throw a perfect game.
- **Steve Diekmann '95** of Alamo, Calif., was a two-time All-American in basketball and a two-time Academic All-American. He averaged 37.3 points per game during his senior season, still the NCAA Division III record. He was a multiple All-Midwest Conference performer and a Midwest Conference South Division Player of the Year.
- **Diane "Dee" Fairchild**, associate professor emerita of physical education, lives in rural Grinnell and served as the College's athletics director for 21 years before retiring in 2007. She was the first female athletics director in the state to oversee both men's and women's sports programs. Fairchild joined Grinnell in 1984 and coached multiple
- titles all four years. He was among Grinnell's all-time leaders in both singles and doubles play.
- The late **David Malbrough '35**, a star swimmer, never lost a backstroke event and won all but one race his senior year. He set three conference records during his career.
- **Robert Rollins '86** of Oxford, Ohio, qualified for the NCAA Division III National Swimming and Diving Championships all four years at Grinnell. His Pioneer career saw him break 10 school records and earn Academic All-America honors.
- **Nick Ryan '55**, of Grinnell, was a standout football player for the Pioneers. Not only a team captain, the halfback was 12th in the nation in rushing yardage one season. He earned first-team All-Midwest Conference honors.
- sports, taught, and served as chair of the Department of Physical Education. She was a key contributor in the construction of the Charles Benson Bear '39 Recreation and Athletic Center.
- **Stephanie Hitztaler '96** of Syracuse, N.Y., was a two-time qualifier for the NCAA Division III national cross country meet. She was the first Pioneer to qualify for nationals twice and won the Midwest Conference title in 1994. Also a track standout, Hitztaler earned all-conference honors multiple times and was a Fulbright scholar.
- The late **Dan LaFontaine '09** became Grinnell's first men's tennis player to earn All-America honors, along with his doubles partner, **Nate Fox '09**. Also an NCAA qualifier in singles in 2007, LaFontaine led the Pioneers to Midwest Conference team

Jillian N. Kong-Sivert '91 in Phoenix. She was given a description and an example and left to her own devices. "I learned an immense amount both about writing petitions and about how I approach unfamiliar tasks in general," Wheeler says.

Some students are realizing how widely applicable their majors are. "This internship is providing me with some perspective on exactly how versatile an anthropology major can be outside of academia and is giving me the reassurance that I still have plenty of time to figure out exactly what it is that I want to do when I 'grow up,'" Davis-Johnson says.

Others are realizing that even though their career goals and subjects of study don't seem to intersect, their Grinnell experience is no less valuable. "I have spent most of my time at Grinnell in the humanities: taking philosophy, English, language, etc. However, my career interests are all in social work, so this internship has pushed me to make what I have learned and studied at Grinnell relevant to a field I haven't undertaken in the classroom," says **Fatima Cervantes '15**, Grinnellink intern at the Center for Law and Social Policy, Washington, D.C., with **Jodie Levin-Epstein '72**.



Taking part in an internship is one of the most accurate ways for students to experience the postgraduate world before it becomes their permanent home. Grinnellink internships – fully funded, highly selective internships made possible through the support of alumni and friends of the College – offer Grinnellians the chance to try life after college on for size.

–Luke Saunders '12

Grinnellians Wanted

If you or your employer is interested in recruiting Grinnell students for internships, please contact the Center for Careers, Life, and Service (CLS) at 641-269-4940 or email career@grinnell.edu

He also was a competitor for the Pioneers' track team. After graduation, Ryan worked for Grinnell, eventually as dean of admission and financial aid.

- **Christine Thorburn '92** of Portola Valley, Calif., qualified for the NCAA Division III National Cross Country Championships in 1989 and claimed the Midwest Conference title that year. She also won a trio of titles at the league track and field meet in 1989. Following college, she focused on road cycling and competed for the U.S. Olympic team.
- **Amy Walters '01** of St. Louis Park, Minn., was a three-sport standout at Grinnell. In soccer, she was a four-time All-Midwest Conference selection and earned all-region and Midwest Conference Player of the Year honors. She holds two school records in soccer

Photo by John Brady '16



Hall of Fame recipients in attendance at the ceremony were (left to right): **Diane "Dee" Fairchild**, **Amy Walters '01**, **Emilio "Jake" Chavez '01**, **Steve Diekmann '95**, **Robert Rollins '86**, **Darren Young '93**, **William Eric "Country" Blevins '04**, **Stephanie Hitzler '96**, and **Nick Ryan '55**.

and also the assists record in basketball. Additionally, Walters won the 400-meter dash in the 2000 Midwest Conference championships and is a member of a school record relay team.

- **Darren Young '93** of Inver Grove Heights, Minn.,

was a five-time national track qualifier. He won nine Midwest Conference titles in track and field and established multiple school records, particularly as a sprinter and long jumper. The College's track and field complex is named in his honor.

The Grinnell College Athletics Hall of Fame was created in 1995 to recognize the achievements of the College's most accomplished student athletes. For more information, visit <http://bit.ly/ROKBmT>

Touring Greece

Alumni and faculty explore and connect.

Grinnellians gathered in Greece in June on the first alumni trip in several years. **Gerald Lalonde**, professor emeritus of classics, and **Monessa Cummins**, associate professor of classics, shared their love of Greece's ancient history, architecture, art, and literature with 20 Grinnell alumni, spouses, and family members. Eleni Zachariou, a licensed professional guide and Greek native with whom Lalonde has worked before, made all the arrangements in Greece and offered her own perspective on the modern nation. **Jayn Bailey Chaney '05**, director of alumni relations, organized the trip and served as the concierge, as the group affectionately called her.

Trustee **Craig Henderson '63**, was a first-time alumni tour participant but had visited Greece before, including the tour destinations of Athens, Olympia, and Delphi. He decided to go this year for two reasons: 1) Lalonde was on the tour faculty, and 2) people he liked and knew well from the classes of 1963 and 1964 were also going.

"I've never taken a course from Lalonde," Henderson says, "but I knew from personal contact that he's a lovely human being, so his leadership on this tour caught my attention."

"Jerry's got a sense of humor that's magnificent," Henderson says. "I wondered as I listened if I would have appreciated his humor and his erudite qualities of mind when I was a student. You really can appreciate all that a professor like Jerry has to offer more when you've lived a few years than you can when you're 18."

Lalonde has been teaching and doing research for about 55 years, working in Greece fairly regularly since 1966. "I have had a long love affair with the country, its people, its history, and its art," he says. "The pleasure of teaching and lecturing is sharing this experience and passion with bright, educated, interested, and interesting people."

Cummins agrees. "Lecturing to accomplished professionals with significant life experience really stretched my teaching abilities in new directions," she says. "I learned to talk in short, meaningful sound bites."

"Monessa clearly had thought carefully about what things to highlight, what points to make, relevant to us alums. With these faculty, it was as if this were my first trip," Henderson says.

Amy Henderson '94, a trained art historian and Craig's daughter, says, "Nothing compares in my mind to going with two professors who

Gauging Student Success

Sociology students engage in long-term service learning.

Success among Grinnell Community High School (GHS) students has been the focus of several collaborative service-learning projects between Grinnell College and the high school over the past few years. The question at the core of these projects is whether Grinnell High is doing a good job of preparing students for either college or careers.

"Are we preparing kids to do what they want to do?" asks Kevin Seney, GHS principal. "The data we've collected quantifies what we already know anecdotally — success begets success. We want to validate what we're doing well, but we also want to uncover what we're not doing well."

Audrey Devine-Eller, assistant professor of sociology at the College, is leading the latest effort to answer Seney's question. She has integrated the service-learning project into her Sociology of Education course. **Patrick Inglis**, assistant professor of sociology, has had his students in Methods of Empirical Investigation help



Photo by Justin Hayworth

Audrey Devine-Eller, assistant professor of sociology, reviews data with Maile Leathem-Rietz '17.

analyze data. The project has spanned several semesters so far.

"A collaborative project like this is an excellent opportunity for sociology students to apply their classroom learning and see real results in their community," Devine-Eller says.

Her students determined who to study — the Grinnell

High class of 2014. They coded data from high school student transcripts, input the data and did some preliminary analysis, then fielded an interest survey on the entire GHS class of 2014. After conducting interviews with 25 high school seniors, they transcribed some interviews and wrote case-study final reports.

The high school conducted its own end-of-year survey of the graduating seniors, asking specifically about students' postgraduation plans. About 7 percent of the survey respondents, among a graduating class of about 130, answered that their postgraduation plans were unknown.

In June, Devine-Eller interviewed several 2014 GHS graduates who'd indicated they had no plans beyond high school.

Seney hopes this project will yield insight about these students. "I want every student to have postsecondary plans," he says. "What will make the difference? Counseling? Coursework?"

This fall, Devine-Eller's students will put together all the project data and prepare a follow-up with the 2014 GHS graduates to find out how they're doing a year later.

"It's a learning opportunity for the students — both College and high school — as well as us adults," Seney says.

—Michele Regenold '89

know the culture and history inside and out. They bring a level of depth and richness to conversations and to descriptions that you wouldn't be able to find in many other contexts."

One of the special events of the tour was Zachariou's generous hosting of all the tour participants for lunch at her home on the island of Aegina. Everyone appreciated the opportunity to visit a native Greek person's home.

In addition to the tour guides and facilitators, the tour participants themselves contributed to the success of the trip. The group ranged from class of 1958 to the class of 1994.

"I found I could meet with Grinnellians of any era and there's some sort of connection," says Craig Henderson.

Amy Henderson adds, "It made the whole trip comfortable and exciting and interesting."

—Michele Regenold '89

Gerald Lalonde, professor emeritus of classics, gives a mini site lecture in Greece.



Photo by Jayn Bailey Chaney '05

New Program Shortens Students' Path to Careers in Public Health

Grinnell College and University of Iowa announce cooperative degree program.

Grinnell College students interested in working in public health can now begin their careers more quickly, thanks to an innovative cooperative degree program between Grinnell and the University of Iowa.

The new program will enable Grinnell students from any major to earn both a B.A. degree and a Master of Public Health degree in five years, rather than the customary six.

The Grinnell-Iowa MPH program will begin admitting students in spring 2015.

Grinnell College President **Raynard S. Kington** — a physician and public-health investigator who served as deputy director of the National Institutes of Health before coming to Grinnell in 2010 — says the program reflects Grinnell's strong commitment to providing a broad liberal arts education that prepares students "for the honorable discharge of the duties of life.

"I cannot think of a better or more timely collaboration," Kington adds. "This program will build on the breadth of Grinnell's nationally known liberal arts curriculum and the depth of the University of Iowa's outstanding public health program. This is a paradigm for how nationally selective liberal arts colleges can partner with leading universities to provide students with an education that will enable them to make a real difference in the world."

"Grinnell's core value of social responsibility aligns well with the basic tenets of public health including social justice, equity, and sustainability," says Mary Lober Aquilino, Iowa associate dean for MPH and undergraduate programs. "The University of Iowa College of Public Health will benefit from the ability to draw from a diverse and highly qualified student group."

Jim Swartz, Grinnell's Dack Professor of Chemistry and one of the faculty members who helped develop the cooperative degree program, notes that "Grinnell graduates have a strong commitment to improve the human condition. Graduate study in public health, combined with a liberal arts education, opens career opportunities for Grinnell students as policymakers, program administrators, epidemiologists or biostatisticians, among others.

"Some of these students major in biology or mathematics," Swartz adds, "and others major in anthropology, or art, or some other field. The breadth and interdisciplinary nature of Grinnell's coursework — along with our individually advised curriculum and commitment to social justice — help prepare our students for careers in public health."

Grinnell students from any major may apply for the

program, beginning in February 2015. Students accepted into the program will complete the first four years at Grinnell, and then move to the University of Iowa College of Public Health for their final year.

During their fourth year at Grinnell, participating students will pay Grinnell College tuition and the College will reimburse the University of Iowa at the university's rate for all enrolled students. Upon completion of their B.A. degrees at Grinnell, they will pay tuition directly to the University of Iowa.

Students in the cooperative degree program can move more quickly toward the master's degree because some courses in the program satisfy requirements at both Grinnell and the University of Iowa.

—Lisa Lacher

Young Innovators in Social Justice to Receive 2014 Grinnell Prize

Winners redistribute surplus medicines to patients in need, improve sanitation in Kenya.

This year's Grinnell Prize will go to founders of two organizations making the world a healthier, cleaner place. The winners were selected from among 211 nominees representing 34 countries and working in a total of 43. They are:

- Kiah Williams and Adam Kircher, co-founders and directors of Supporting Initiatives to Redistribute Unused Medicine (SIRUM), which saves lives by administering the redistribution of surplus prescription medications to California residents who cannot afford their prescriptions.
- Lindsay Stradley and Ani Vallabhaneni, co-founders of Sanergy, which builds and franchises Fresh Life toilets that improve sanitation and public health, create jobs, and convert waste into organic fertilizer in Nairobi, Kenya.

The largest prize for social justice awarded by a college, the \$100,000 Grinnell Prize is presented annually to leaders

under 40 who make creative innovations in social justice.

The 2014 Grinnell Prize medals will be presented at a



Kiah Williams and Adam Kircher of SIRUM

ceremony at 4:15 p.m., Tuesday, Oct. 7, in the College's Herrick Chapel. You can watch it online live at www.grinnell.edu/livestream

The ceremony will include a keynote address by Charlayne

Hunter-Gault, award-winning journalist, author, and civil rights activist. She was one of the first two African-American students to integrate the University of Georgia amid violent protests in 1961.

Innovation Fund Yields Valuable Results

Supports new approaches to teaching and learning.

The Innovation Fund is providing students, faculty, and staff with new ways to teach, learn, and thrive at the College.

The fund provides grants to promising pilot projects — initiated by faculty, students, and staff — that enrich campus life and learning.

Grant recipients have created pioneering projects to analyze data, capitalize on the expertise of alumni, use technology to create global partnerships, and improve wellness.

Michael Latham, dean of the College and vice-president

for academic affairs, says the grant program, in its second year, has resulted in “remarkably innovative” projects.

“It fits squarely with a number of President [Raynard S.] Kington’s goals,” he says. “It fits squarely with the College’s strategic planning process, and I think it’s comparatively unusual.”

Latham points to successes like the Data Analysis and Social Inquiry Lab (DASIL), which received a grant in 2012–13. It has increased the ability of professors and students to use data in new ways.

“Giving students greater access to working with data, working with technology across the disciplines, is something that really has tremendous benefits for them,” Latham says.

Another project uses teleconferencing to bring together students from Grinnell and a Russian university with the goal of developing cultural and linguistic competency.

“That kind of telecommunications technology is really an advantage to any fields within

global studies,” Latham says.

He also lauds a student-initiated Wellness Lounge.

“It’s quite telling that students are concerned about holistic experiences,” he says. “It shows a degree of sophisticated thinking that they’re concerned about work-life balance.”

Mark Peltz, the Daniel '77 and Patricia Jipp Finkelman '80 Dean in the Center for Careers, Life, and Service, says a project to integrate alumni expertise into coursework helps strengthen the value and relevancy of a liberal arts education.

“It presents an opportunity for faculty to invite practitioners into their classrooms to share perspectives and insights about how the subject matter is understood and applied in the world beyond Grinnell,” he says.

Clinton D. Korver '89, chair of the College's Board of Trustees, serves on the grant review team, Latham says.

“It shows the College places the fund at a high priority,”



Photo by Justin Hayworth

The Student Wellness Lounge is on the second floor of the Joe Rosenfield '25 Center.



Lindsay Stradley and Ani Vallabhaneni of Sanergy

Hunter-Gault will discuss “My Sixties: Reflections on Coming of Age in the ‘Miracle Decade’ and Enduring Lessons.” She is married to life trustee **Ronald Gault ’62**. Following the ceremony, there will be a reception and book signing featuring the new paperback edition of Hunter-Gault’s book, *To the Mountaintop: My Journey Through the Civil Rights Movement*.



Charlayne Hunter-Gault

The award winners also will participate in the Grinnell Prize Symposium Week Oct. 6–10. They will give public presentations about their work and meet with students, faculty, staff, and the



wider community to discuss their approaches to social justice, sources of inspiration, and success in overcoming obstacles.

Call for 2015 Nominations

To submit nominations for the 2015 Grinnell Prize (Deadline: Dec. 1, 2014), see www.grinnell.edu/grinnellprize

Classroom Experimentation Continues

Enhancing flexibility with notebooks, movable furniture.

Alumni Recitation Hall has a second experimental classroom this fall. After the success of a previously configured experimental classroom, ARH 227, the Academic Space Planning Task Force wanted to try something different in ARH 124. The purpose is to better support student inquiry and active uses of computer technology in the classroom while continuing to learn what works well for the design of the humanities and social studies complex – the planned ARH and Carnegie renovations.

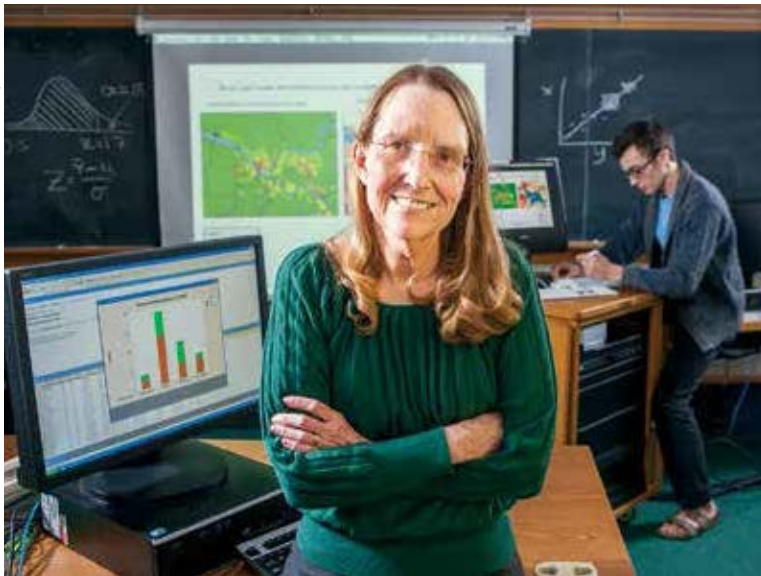
ARH 124 has been reconfigured from a general-purpose computer space with three risers of fixed desks and desktop computers to a flat floor with movable furniture and notebook computers.

ARH 124 accommodates 30 students, making it slightly larger than ARH 227. It includes 15

two-person tables equipped with Windows notebook computers that can be stowed within the tables. The tables and chairs are easily movable for a variety of space configurations: a rectangle for an entire class discussion, rows facing the “front” of the room for presentation, or clusters for group work.

The classroom has two 80-inch, flat-screen monitors linked to the instructors’ and students’ computers. Three additional flat screen monitors around the room enable groups of six students to project the computer screen of any group member.

ARH 124 was previously a general-purpose computer space that was scheduled for a class about once a year. Eight classes are scheduled in the classroom this fall.



Grinnell’s Data Analysis and Social Inquiry Lab (DASIL), located in ARH, helps students and faculty integrate data analysis into research and classroom work.

Latham says. “I think to some extent what the Innovation Fund allows us to do is to pilot a new approach to teaching – a new strategy to promote student learning and see how it works.”

A revolving fund of \$500,000 is available for pilot projects and up

to \$50,000 for planning projects.

Latham says he expects the most successful projects likely will be sustained after the pilot period ends.

– Dana Boone

Photo by Jim Heemstra

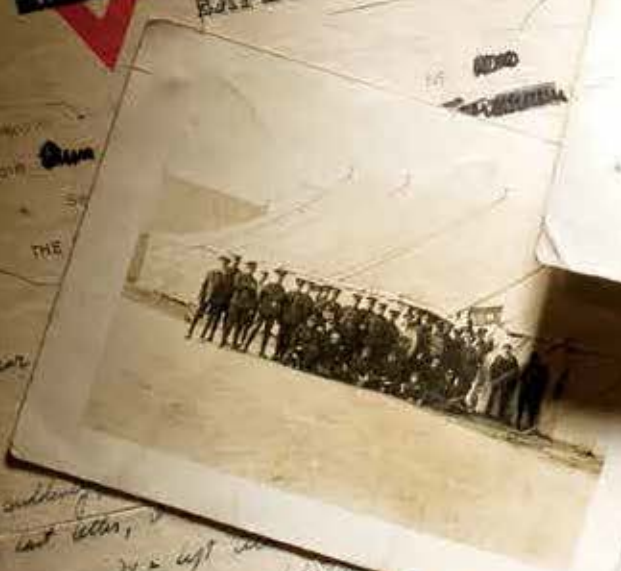


On Active Service
**WITH THE BRITISH
 EXPEDITIONARY FORCE**

Y.M.C.A.

dear

It was such a relief
 to see the white palatella of course
 case the adventure might have been altogether
 on the passage over. Each transport ship, which
 artillery, etc., was escorted by two or three
 more than fifty yards instead of the ships in front
 life belts, but with the helmsmen moving slowly along on either side of us, I felt
 I saw certain that I slept more comfortably with my life belt for a



I slept more comfortably with my life belt for a

Grinnell in World War I

compiled by Michele Regenold '89

Grinnell College is hosting a “Century of War” symposium beginning this fall. Europe erupted into war in 1914, sparked by the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne. The United States remained neutral until 1917.

Grinnell College alumni and students participated in various forms of service during this war, even before the United States officially joined it. We bring you their stories, many in their own words.

We begin with the story of **James Norman Hall 1910**, co-author of *Mutiny on the Bounty*, who had an unusual route to the fighting in World War I.

An American in Kitchener’s Army

James Norman Hall was riding a bicycle around Wales when the United Kingdom declared war on Germany Aug. 4, 1914.

A few days later, R.M. Cushman, a friend of Hall’s in Boston, wrote, “I don’t know whether to congratulate you or to commiserate with you for finding yourself in Europe in these troublous times. Whatever you do, keep your head and don’t enlist! Do you hear, Don’t enlist.”

Enlisting

Hall wrote back Aug. 19 from London: “By Jove, Cush, Fate works in a peculiar way. On last Monday night had I had your letter I doubt whether or not I should now be Jamie the Royal Fusilier. A hair would have turned the balance but there weren’t any hairs about just then. I remember I came home after a walk through miles of streets. I had been debating whether or not to join. There were some letters in the hall. I said to myself ‘There’s got to be one there from Cush!’ But there wasn’t. And the next morning at ten o’clock I promised on my oath that I would protect George V and the English nation in this time of peril.

“Now that the strain of weighing the pros and cons is over and I have shaken the dice I am as easy in my mind as can be. There are really very many reasons Cush why it will be good for me. I believe that a period of good strenuous military training will be invaluable whether or no I ever get to the front. And if I do go to the Continent and go through the supreme tests and come out with honor — which I am determined to do if I come out at all — that satisfaction of knowing that will be certainly a treasure. Please don’t think that I am carried away by the excitement of the moment. When I tell you that I came to London August 6th and did not enlist till the 17th altho the call was posted on every bulletin board in the city, you will know that I did not act hastily.”

Hall joined Lord Kitchener’s Volunteer Army — the First 100,000. He trained in England until May 1915.

Training to Be a Machine Gunner

In a letter to his mother, Hall described his training. “The business of learning the mechanism of the gun and how to operate it is all finished now, and during the past two weeks we have been doing operations in the field. Of all the villainous inventions for killing men ever invented, the machine gun is surely the most deadly and inhuman. Think of the execution which can be made with three or four of these innocent looking little weapons suddenly opening fire at the rate of 400 to 500 rounds per minute each! The wonder of it is that any men escape at all. It actually mows them down like grain. I was one of the target markers at the range last week when several companys [sic] of gunners were firing and thus had an opportunity to see the effect of machine gun fire at close range. You see

the markers are down in the butts within ten yards of the targets, the bullets all going over their heads. To see and hear that rain of lead tearing up the earth so close at hand gives one rather a creepy feeling even tho he knows he is quite safe. It does make an awful row and the ricochets go whistling and moaning away over the hills with the most mournful sound imaginable. However I was very glad to have a go in the butts as marker for I now know just what to expect in case we are ever at the business end of the guns. My nerves are well steeled and as steady. Really I don't think I shall 'funk it' as the English say ..."

Strong Feelings About the War

Hall paid close attention to the political situation on both sides of the Atlantic, although the United States remained neutral. After the Germans sank the *RMS Lusitania*, a British ocean liner and merchant ship, on May 7, 1915, Hall wrote to his friend Cushman. "Recent developments have proven beyond doubt that this is America's war as indeed it is that of all nations that believe in honor among nations and the right of weak and powerful alike to their own national existence. I am firmly convinced now that in order to maintain this right Germany must be decisively beaten and brought to the terms of the Allies. And I shall certainly do all the little in my power to help to bring this event to pass. ...

"President Wilson's speech at Philadelphia made a most unfavorable impression and no wonder. If he has been quoted correctly his 'Too proud to fight' speech should go down in history as grape juice statesmanship of this most insipid kind. Is it true that he said 'there is such a thing as a nation being so right that it does not need to fight to prove that it is right'? Such absurd idealism isn't what we have the right to expect from our president and I don't believe the American people would stand for much of it in a time like this. The text of the note to Germany is just what it ought to be though. If only we stand back of it and compel Germany to recognize our rights as neutrals we can at least retain our own self respect. But from all I can gather from the newspapers Wilson is being anything but firm. In England one is apt to get a distorted view of things though and I like to think that the president who has been so decidedly practical thus far will not become a futile idealist in a moment."

Early Impressions of Trench Warfare

By June 1915, Hall was in France. He described trench warfare for his friend Cushman, intentionally recording his first impressions, "for it is certainly true that the stimulation which comes from unique experiences is always greatest at the very beginning.

"Our first line trenches here are distant from the German lines from 70 to 350 yards," Hall wrote. "At the point where I was, they were about 340 yards apart. We

marched up to them at night, of course, winding in and out of what appears, in the darkness, to be a hopeless labyrinth of earth works. You go on and on but no matter how far you go, the trenches go farther, and there are little cross streets and alleys, scores of them leading out in every direction, and leading nowhere in particular. You have probably seen bits of earth all perforated with angle-worm passages. Bisected horizontally, so that the upper portion of the maze would be left open to the sky, the remaining tortuous tangle of earth-worm burrowings would give you an idea of my idea of the trenches as we went stumbling on and on in the dark. I marveled at the skill of our guide who went confidently forward with scarcely a pause, to our particular sector of trench. All along the way, we had fleeting glimpses of dug-outs lighted by candles, the doorways carefully concealed with curtains of old sacking; and here and there, in comfortable little nooks and corners, groups of Tommies were cooking supper over little charcoal stoves, made of old iron buckets and biscuit tins. We passed forlorn ruins of houses, the roofs torn off, the walls standing out so desolately against the sky. And at last we arrived at our trench.

"We were on duty with the men of an old line regiment, men who have been through the fighting since the outbreak of war. This was most fortunate and I can assure you we made the most of our opportunity in getting information. It is in the regular army that one finds the real Tommy Atkins, and those fellows were true to type, to the last twist in the s of the Atkins. [Note: Tommy Atkins was popular slang at that time for the common British soldier.] A mighty fine lot of men they were, not in the least boastful about their experiences and ready to give us the benefit of theirs. Really, I believe that I learned more in 24 hours of the actual business of fighting in this war, and of what we may expect in the weeks ahead of us, than in all the months of training. One's conception of war and of trench warfare in particular, is altered very radically after a few hours' chat with men who have been thru it. Newspaper accounts are misleading, doubtless because, thus far, the newspaper correspondents have not been given an opportunity for getting first-hand information."

Trenches at Night

"It is a memorable sight to see this desolate part of the world at night, under the flares sent up from the trenches. The Germans send up these flares continuously through the night. All along the lines you can see the rockets go up giving out a bright, bluish green light when they burst, which lights up all the no-man's land between the trenches. And then, suddenly, they fade and go out, and the shadows rush back over the lighted area like the very wind of darkness. The effect is so weird. I wish Joseph Pennell could spend a few nights in the trenches. He is one of the few artists who could depict this sort of 'night life' for the world, which will never see it, will never know, how beautiful it is, and how

desolate. But could he do it I wonder? By Jove! I don't think so! There's something about these battlefields that can't be described, not though all the arts were united in the attempt. I'm not sure though, that it isn't one's own reaction, one's own feelings, as he sees all this, against the dark background which is his own realization of the tremendous sadness, the awful futility of war.

"During the early part of the night the German artillery was searching the woods back of our lines, presumably, for any supply columns which might be coming up. The shells went whistling over our heads, bursting with a dull boom far away to the rear. It's hard to give you an idea of the sound of a traveling shell. If you are not far from the battery, you first hear — after the explosion from the gun, of course, — a sort of a mournful 'whing-g-g' as it starts on its journey and then a noise like that of a flame of fire, flapping in the wind. It's very easy to follow it by the sound all the way."

Aircraft Under Fire

"I don't believe there could be a more picturesque sight than that of aircraft under shellfire. There isn't a day that passes when we don't witness shelling of this sort. As I write these words, a group of the men are standing at the window of our attic, watching the shrapnel bursting around a Taube which is doing a bit of sightseeing back of our lines. Yesterday in the trenches, there were six machines up at once. First, appeared a German and soon our batteries were after him, then up came the English machines and we could hear the dull boom, boom, boom, boom of the German guns, and in a few moments every machine was dipping and soaring through the little puffs of white smoke. We counted 71 bursts, sometimes two or three at once, fired at one English machine alone, and yet he sailed calmly on and was lost to view far back of the German lines. In that one little aerial bombardment, hundreds of shells were fired, and, so far as we could see, not one machine was hit. It's a tremendously interesting sight.

"This part of the front is not particularly active now. During our spell in the trenches, sniping went on continually day and night, with an occasional burst of rapid fire from the machine guns. Practically all the bullets buried themselves in the parapets or ricocheted harmlessly off over our heads. Some of the waggish 'Fritzs' opposite our lines have a dummy which waves his arms and jiggles his legs. They put this up over the parapet of their trench occasionally, for Tommy to shoot at, signaling up the hits or misses with a flag, after the system which is used on the English ranges, and which they have learned from us. There are targets of a similar nature on our side of the lines. But for all these diversions, the chief business of war isn't forgotten, and alas for the unwary chap who exposes himself in the target practice. In fact, that is really what the targets are for. They hope to discover the spot from which the shots are coming. And when they spot it, you

can be sure that both field glasses and rifles are kept trained upon it, waiting patiently for the first sign of a movement from that quarter. A too confident chap of another battalion in the trench next to us was killed last night ... shot thru the eye, and another on our right met with the same fate."

Feeling the Effects of War

By mid-July, Hall was feeling the changes in himself, which he described to Cushman.

"I've wanted very much to give you a really vivid picture of this strange life, and to tell you as well how the experiences which are met with daily and nightly, react upon one — or, rather, react upon me; for I can't speak for other men, naturally. But each time I've tried to set the thing down on paper I have found it impossible. How can I expect to make this picture real to you when, for all the fact that I read all the newspaper accounts and numberless personal narratives of soldiers — I found, upon coming out that I hadn't in the least visualized it during all the months that I was in England? And you are in America far from the daily contact with all that kept us in England in close touch [with] the battlefields of Belgium and France.

"I believe, Cush, that such a tremendous experience as this must make all thinking men who are taking part in it silent upon it for all time to come. It works such changes in one as are not to be spoken of. It's impossible to say 'this is how I felt,' or 'I thought' such and such things 'under the circumstances.' Actually, I don't know precisely what I think and feel now. Doubtless in time, when all of this is past and one goes over events, his mind will begin to function along normal lines again. But plunged as we now are far beyond our depth in events which have changed so profoundly the current of our lives, it is small wonder that we flounder about scarcely knowing what we do.

"Of course the average, unimaginative Tommy doesn't think very much about it. He takes to this kind of a life, just as he would take to any other kind. He quibbles when the rations are curtailed, or when he has to spend a long night on sentry ... in a cold drizzling rain. But give him plenty of food and decent weather and everything is alright. Altho I find many points of contact with the men, and get on first rate with all of them, I don't find the sort of companionship that I need and I can tell you, it's pretty tough sometimes. I've had nearly a year of it now and occasionally the loneliness is awful. I shouldn't be one half so lonely if I were tramping the mountains by myself, a hundred miles away from civilization. ..."





Photo courtesy of Burling Library Archives, Grinnell College.

Thoughts on German Soldiers

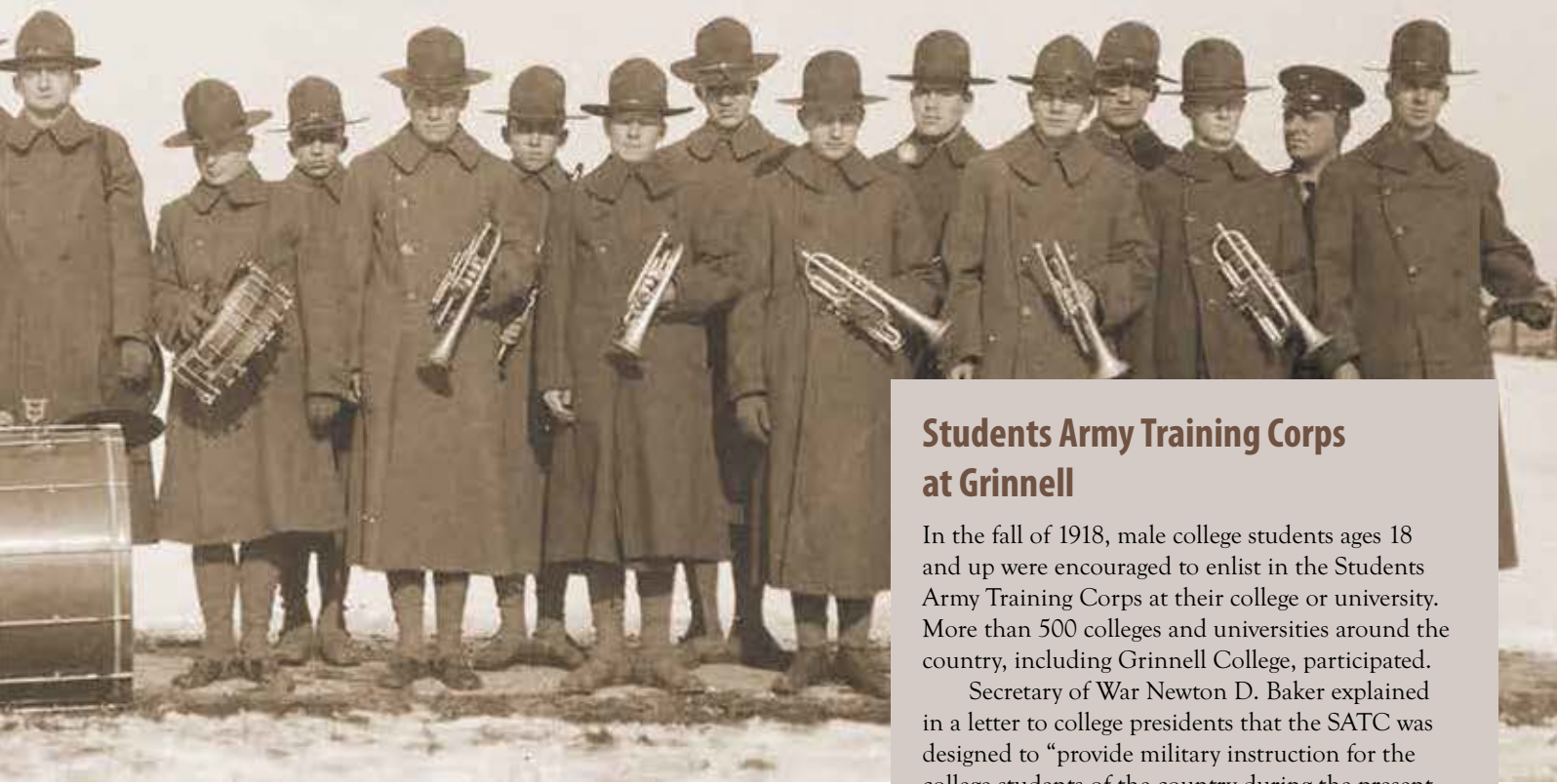
“I don’t believe that I shall ever be able, in the future, to think of a German as a man with the same thoughts and feelings and impulses as my own. At any rate it will require a good long time to get back to my old opinions of them. I shall want to look at them thru a periscope from behind cover and I shall feel uneasy without my rifle close at hand. It’s very odd though, how curious one becomes as to what sort of men there are behind that long-running line of sandbags just over there 100 or 200 or 300 yards. Thus far I’ve seen not a sign of Germans altho there are thousands in our neighborhood. The nearest I’ve come to it is seeing the ends of their shovels as they have been working behind their entrenchments. This morning when I was off duty I was searching along their lines with a pair of field glasses for some signs of life. Finally I saw little piles of earth being thrown upward over their parapet. Evidently there was only one man working there and he was very leisurely about it. So just for sport, I got my rifle, put five rounds in my magazine, and took some pot shots at the sand bags just above his head. One of the other fellows observed the effect of my fire thru the glasses. Occasionally the solitary digger would wave his spade in the air to let us know that he was aware of our activity. But he was well under cover and went on digging. Then some of the sentries began having a go at him. Evidently the place got rather too warm for him for he soon stopped work. During the daytime this sort of thing goes on more or less all of the time. But at night firing is quite brisk all of the time, particularly so

just at dawn. Thousands of rounds are fired back and forth all along the line and the bullets go singing over — a most vicious little song they sing, too — or bury themselves with a resounding thud in the sand bags.”

Accustomed to the Sounds of War

“Such strange nights and days these are, Cush, one very much like all the rest. We have become so used to the sound of guns both large and small that we pay very little attention to them, unless we have a near shave from a bullet or a burst of shrapnel over our sector of trench. We quite frequently receive a morning spate of shrapnel fire from our friends over the way; but it doesn’t last long usually. But while they cover over our own part of the trench it’s not very pleasant, I can assure you. Such dawns as I have seen! Glorious some of them are with the east flaming with crimsons and purples. Now and then during a momentary lull in the firing I have heard the birds singing — you know how wonderfully they sing in the very early mornings. I never hear them without a feeling of amazement, incredulousness almost. Out here it seems strange to one that there should be birds’ songs anywhere.

“I suppose that our experiences of actual modern warfare as yet, are nothing to what lies in store for us in the immediate future. If the newspaper reports are true the Germans are preparing to make a last tremendous effort to break thru Calais. And when it comes we shall



Students Army Training Corps at Grinnell

In the fall of 1918, male college students ages 18 and up were encouraged to enlist in the Students Army Training Corps at their college or university. More than 500 colleges and universities around the country, including Grinnell College, participated.

Secretary of War Newton D. Baker explained in a letter to college presidents that the SATC was designed to “provide military instruction for the college students of the country during the present emergency.” The SATC had two specific aims, Newton wrote: “First, to develop as a great military asset the large body of young men in the colleges; and second, to prevent unnecessary and wasteful depletion of the colleges through indiscriminate volunteering, by offering to the students a definite and immediate military status.”

Voluntary enlistment in the SATC meant that men were officially members of the U.S. Army, subject to call to active duty. Army officers and noncommissioned officers oversaw the military training.

The new privates received 11 hours of military training per week in addition to their academic courses. The 1920 issue of *Cyclone*, the Grinnell College yearbook, notes: “In the morning, two hours of intensive drill kept the men busy and formed a never-failing source of amusement and interest for the girls and the townspeople. The rest of the day and the evening was spent in school.”

In order to simulate military barracks, the men’s North Campus dormitories were stripped of all but the basics. Several weeks later the barracks were put into quarantine when Spanish influenza swept the country. A hundred men became ill. Schoolwork was suspended and female students were sent home. Eight student soldiers died of influenza or resulting pneumonia.

Grinnell’s SATC unit disbanded in December 1918, a month after the armistice.

have something to go through. They will never break our line, of that I am convinced. But whether or no we shall ever be able to push them back out of Belgium and France is another question. All these months of fighting and of strengthening positions lead to the belief that the war along the western frontier will end with the opposing armies about where they are now. It is my belief that the chief factor in determining the outcome will be the economic one. And there can be little doubt that Germany and Austria will be economically ruined first. I wonder how long it will take? The end seems to be far distant still. But there is a happy time coming for some of us, soon or late. ...”

Hall was discharged from the British Expeditionary Force Dec. 1, 1915, and returned to the United States to write *Kitchener’s Mob: The Adventures of an American in the British Army*. Hungry for more adventure, he enlisted on Oct. 16, 1916, in the Lafayette Escadrille, the American volunteer squadron of the French Air Service. He transferred to the U.S. Air Service in early 1918, and in May that year he was shot down by the Germans and taken prisoner. He met Charles Nordhoff, his future *Mutiny on the Bounty* co-author, in Paris after the armistice. Both were commissioned to write a Lafayette Escadrille history, called *The Lafayette Flying Corps*, which was published in 1920. ■

Members of Grinnell College’s Students Army Training Corps formed a marching band, possibly to make drill and ceremony more fun.

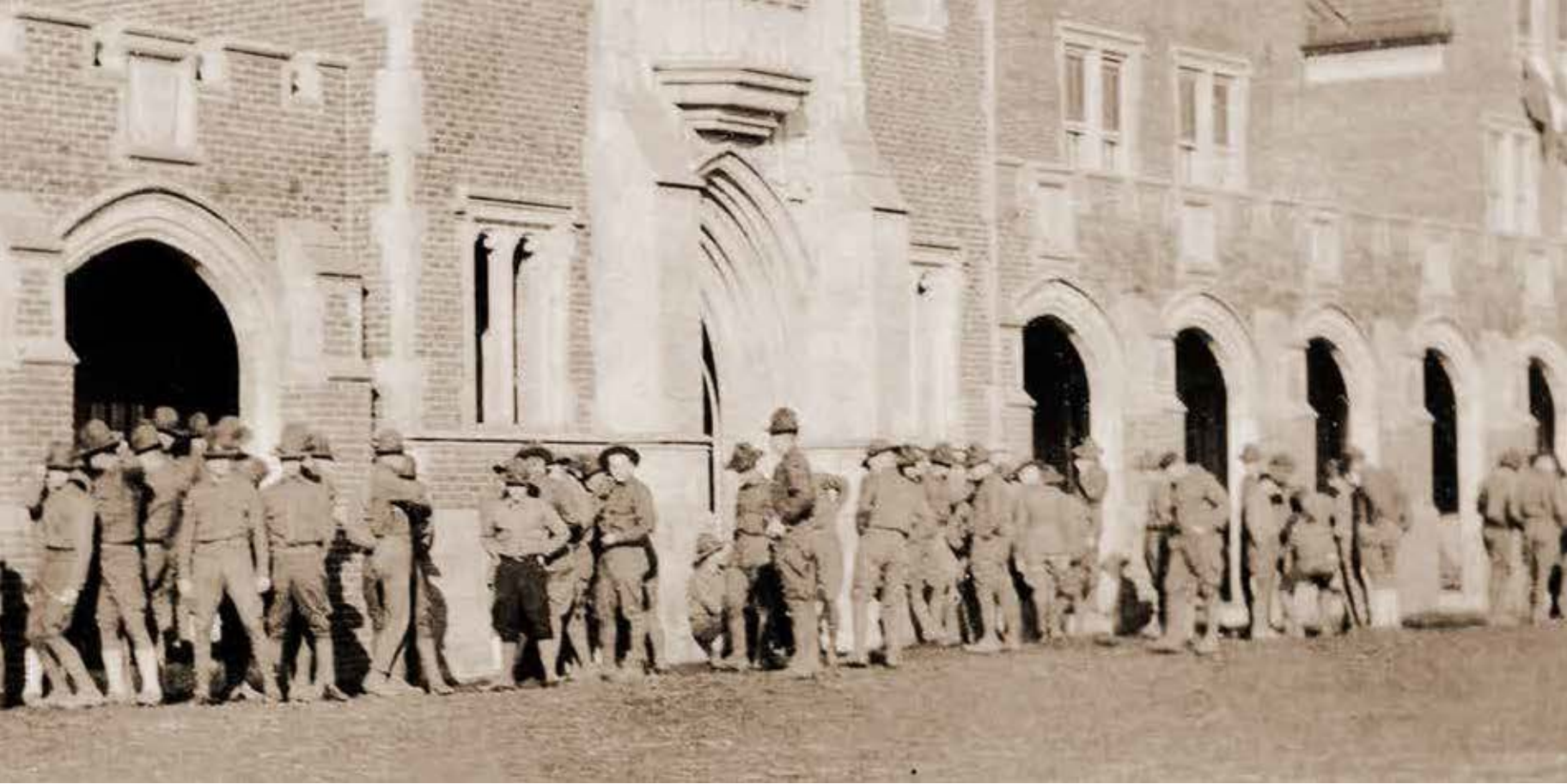


Photos courtesy of Burling Library Archives, Grinnell College.

Grinnellians' Stories of Their Service

Shortly after the Great War concluded, Grinnell College mailed a blank form to alumni requesting that they share stories of their service. Hundreds of alumni responded. Many listed their units and the locations where they served, including specific battles in which they fought. Many also downplayed their service. Here are a few of their stories.

Above: North Campus dormitories served as barracks for members of the Students Army Training Corps. Rooms were stripped down to the basics, military style.



Roy J. Clampitt 1911

father of poet Amy Clampitt '41
 Enlisted May 13, 1918;
 discharged Feb. 13, 1919

"Tried to make myself useful as a clerk when they told me my feet wouldn't do for a fighter," he wrote.

Homer Ives Calhoun 1919

Enlisted Aug. 8, 1917; discharged Aug. 16, 1919

Calhoun spent 22 months in France and Germany. He wrote, "It's hard to decide which has made the deepest impression: The first air battle with the German air guns which were throwing missiles that exploded with an awful crash; the experience of being sent out on a trip with my plane while a storm was brewing, which developed into a cyclone, carrying my plane about in the air as though it was a piece of tissue paper, after a hard battle succeeded in landing upside down without a scratch, while some 150 planes and all the hangars were destroyed; Or the manner of our return on the Zeppelin, where we were stowed away like so many cattle, standing in line to receive and eat what was furnished with no chance to make one's toilet, sleeping in one's clothes for eleven days with no change, all of which is enough to cause a good soldier to say fine consideration, all's well that ends well."



Clifford A. Cairns 1911

*Enlisted Nov. 3, 1917;
 discharged April 29, 1919*

Cairns served as an instructor and observer in the Balloon Service, part of the U.S. Army Signal Corps. From a balloon's basket, an observer served as the eyes for the artillery, which often

fired on targets it couldn't see. Cairns wrote, "I got across finally and observed for the 155 mm guns on the artillery range at Hulnaut. Waited the usual months to return to the USA acting as billeting officer and town major in the interim. Became proficient (?) in French after living with a French family for several months. Brought a police dog back with me and both of us being discharged within 48 hours after landing."

Edith K.O. Clark 1904

Entered service May 1918; discharged Sept. 16, 1919

Clark was called for overseas duty in the YMCA's canteen service after the Armistice, Nov. 11, 1918. Women served in the YMCA for the first time during this war. Clark wrote, "Was fortunate to be assigned to a combat unit which had seen heavy service, and was still billeted in the shelled area, which gave an opportunity to appreciate and understand some phases of what the men had to put up

A Century of War: 1914 and Beyond

Throughout the 2014–15 school year, the Center for the Humanities is sponsoring or co-sponsoring events that will explore the social, political, and cultural transformations brought about by World War I. The center's goal is to mark the centenary of World War I and to discuss how the phenomenon of war continues to shape a culture of violence. The center also wishes to examine the war's consequences for global relations and the military-capitalist nexus that undergirds states and nations.

2014 Public Events

Sept. 12–Dec. 7

Exhibit: *The War and Peace Project*

The Burling Gallery exhibit is a collaborative fusion of literature and art, consisting of 747 individual collages that form a unique work based on Leo Tolstoy's classic novel, *War and Peace*. Originally curated by **Laura Baltzell '83**.

Sept. 16

Speaker: Chris Hedges, American journalist specializing in American politics and society. Co-sponsored by the Center for the Humanities and the Rosenfield Program.

Sept. 21–23

Symposium: "A Muslim Saint in Iowa: Interreligious Dialogue and the Legacy of Abdelkader." Speakers include John Kiser, International Center for Religion and Diplomacy, and author of *Commander of the Faithful: The Life and Times of Emir Abd el Kader*; **Harold Kasimow**, George A. Drake Professor emeritus of history, Grinnell College; Gisela Webb, professor of religious studies, Seton Hall University; **Jan Gross**, Seth Richards Professor in Modern Languages, Department of French and Arabic, Grinnell College; **Rashed Chowdhury '03**, Department of History, University of Manitoba; and **Katie Kiskaddon Chowdhury '05**, writer, interfaith ministry. Event includes a showing of the film *Of Gods and Men* with John Kiser, author of *The Monks of Tibhirine: Faith, Terror and Algeria*, the primary source of the film.

with which nothing else could have given. Every house in the town had been hit, many utterly demolished. The room which the other Y-girl and I occupied had the only glass windows (just restored) in the village.

"One of the interesting days of this assignment was Feb. 17, 1919, when Gen. Pershing and the Prince of Wales reviewed the 35th Division. After standing for five hours in the rain watching the inspection and review, Miss Ullian and I went onto the field to hear the speeches. The men pushed us forward, until we had the best places to see, and our long green capes, against thousands of o.d. [olive drab] attracted the general's notice. He called us to 'come and shake hands,' had a nice little chat, and then, in true American fashion, asked our permission 'to present His Highness the Prince of Wales' to us. Which we kindly granted, so he did."



Robert H. Aborn 1918

Enlisted April 1, 1918;
discharged Dec. 16, 1918

Aborn served in the U.S. Army's Chemical Warfare Service, specifically the Gas Mask Research Section, at the American University Experiment Station in Washington, D.C. He wrote, "It was our duty to run final check tests on the efficiency of all gas mask canisters sent overseas, testing them against the war gases both by machine and 'man' tests. Our section (about 100 men) also concerned itself with the laboratory development of new types of canisters and face pieces designed to successfully combat new gases, not yet used

on the Western front, but which were potential dangers to the Allied Armies."

Photos courtesy of Burling Library Archives, Grinnell College.



Walter W. Bennett 1917

Enlisted Dec. 11, 1917;
discharged Jan. 11, 1919

X-ray technology played an important role in treating casualties during the war, and new specialties, radiologist and X-ray technologist, evolved. Bennett served as an instructor of position and exposure drill and X-ray photography at Ft. Oglethorpe, Georgia. He wrote, "Was able to take part in one of the newer branches of army work, and become a part of the staff of the only school in that subject in this country. The field of study was

intensely interesting and work therein was a pleasure."

Frank L. Dorathy 1920

Enlisted May 11, 1918; discharged April 7, 1919

Dorathy served as a seaman on a minesweeper, the *USS Teal*, sweeping for mines off the coasts of New Jersey, Delaware, and Maryland. He wrote, "[I]t fell to our lot to salvage two wrecked seaplanes and at one time to spend 36 hours searching for a lifeboat filled with survivors of the *USS Saetia*, which hit a mine and sank off the coast of Maryland [Nov. 9, 1918]." Although 13 men were injured, the entire crew was rescued. "During our period of minesweeping we picked up several mines which had been planted by German submarines. On Jan. 20, 1919, we picked up the last mine in the field where the *Saetia* sank and instead of sinking it as we did the others, we hoisted it up and lashed it to the boom and brought it into port. . . . This mine contained 507 pounds of TNT and was perfectly alive when handled by our vessel." ■

2014 Public Events (cont.)

Oct. 6

Speaker: Richard Fogarty, associate professor of history, University at Albany, State University of New York. He will discuss visual culture and French history related to World War I.

Nov. 3

Speaker: Priya Satia, associate professor of modern British history, Stanford University. She will discuss British and Middle Eastern history related to the world wars.

2015 Public Events

Feb. 18

Speaker: Anton Kaes, professor of German and film media, University of California-Berkeley. He will speak about film and the Weimar Republic.

March 3

Speaker: Vincent Sherry, Howard Nemerov Professor in the Humanities, professor of English, Washington University in St. Louis. Sherry teaches and writes about literary modernism in Britain and Ireland.

March 12

Speaker: Brian Turner, poet and soldier. Turner has published two poetry collections and a recent memoir, *My Life as a Foreign Country*, about his Iraq war experience. Organized by Writers@Grinnell and co-sponsored by the Center for the Humanities.

April 7–9

Annual Student Symposium

April 14

Speaker: John Morrow, Franklin Professor of History, University of Georgia. He is author of *The Great War: An Imperial History*, a comprehensive history of World War I (Routledge Press, 2004).

April 21

Speaker: Joanna Bourke, professor of history, Birkbeck College, University of London. She will speak about gender in the war and women in the war.

Forging Connections through the Civil War

by Michele Regenold '89

In 2006, when **Dan Covino '10** was a first-year student in **Sarah Purcell '92's** Democracy in America: 1787 to 1848, he was terrified she was going to call on him. He felt like he didn't belong at Grinnell. "I didn't feel like I clicked with the campus and actually considered transferring," Covino says.

He ultimately decided to stay, majored in history, and worked with Purcell, professor of history and director of the Rosenfield Program in Public Affairs, International Relations, and Human Rights, as his adviser. Covino completed his student teaching at Grinnell Community High School (GHS) and accepted a social studies teaching job there. "I've never left," says the New Jersey native.

Covino and Purcell talk often about history and teaching. They've done several events — as guest speaker or panelist, for example — on each other's campuses, too.

When Covino learned that he'd be teaching a special-topic history course about the Civil War in spring 2014, he had an idea. Purcell teaches *The American Civil War and Reconstruction* every spring. Their two classes could collaborate on a research project that would also offer service learning.

Purcell loved the idea. "We're always trying to find engaging activities with authentic tasks for our students," she says.

The main priority was to provide a student-to-student exchange. Purcell's 21 College students developed a list of research topics. Covino's 50 high school students — sophomores through seniors — chose their top five from that list. The list included Civil War cartoons, Jefferson Davis, the 14th Amendment, and photography, to name a few.

Small groups were formed based on mutual interest in a research topic, with each group made up of one College student and two or three high school students.

An important component of the course was the analysis of primary materials. Covino says, "Primary sources are more interesting to analyze and interpret. When you put this opportunity in front of high school students, they're engaged by it."

"Before this project, I didn't really know how to conduct the research process," says Lily Hamilton, now a senior at GHS. "I really liked the free-flowing process of research, coming up with ideas, revising our thesis, and doing more research."

Purcell's students created research guides for their high school partners that included annotated bibliographies of primary and secondary sources available at Burling Library and through online databases. The College students took the lead in their groups, delegating various research tasks and serving as research mentors.

Purcell's students found the mentoring part of the experience valuable. "It wasn't just one more group project but a chance to take the lead on a project and thoughtfully engage," she says.

Covino says, "The high school students learned the research and analysis skills that historians use, but they also learned teamwork and the importance of communicating with people."

The student project teams met face to face several times, including four times in Burling Library. Many of Purcell's students also visited Grinnell High School and worked in Covino's classroom with their teams. Outside of scheduled meetings, teams used an OrgSync portal, a monitored, online collaboration and project management space.

Early in their course planning, Purcell and Covino decided that the final product of their students' collaborations would be poster presentations. While poster sessions are common in the sciences, they're fairly new as a presentation method for historical scholarship, Purcell says.

"The best, most interesting posters engaged deeply with the primary and secondary sources," Purcell says. "Several groups were able to achieve creative, original scholarship."



Sarah Purcell '92 and Dan Covino '10 have established a collaboration between high school and college students.

"The class was hard and time-consuming, but really worth it," says **Ruth Isaacs '17**, from Silver Spring, Md. "I'm happy with every step of the project."

Covino says, "The level of work expected of the high school students was way beyond what's typical. It was driven not only by the collaboration, but also by the audience to which they were presenting. It was very authentic."

"Students learned a lot about the Civil War," Purcell says. "They also learned how to present history to the public. What does the public need to know? How do you explain something in plain language? Having a real audience was very important. It raises the stakes."

Students interacted with their audience May 2, 2014, in the Joe Rosenfield '25 Center. The audience included parents, many of whom are College faculty and staff; other College and high school faculty; College students, especially history majors; high school students; members of the local school board; and people from town who are interested in the Civil War.

"Students did an excellent job of talking about their research projects," Purcell says. "They engaged with one another as well as with the audience."

Covino agrees. "I think they were surprised with themselves. They answered questions they didn't realize they knew the answers to. It was fun to watch."

Before his students created their posters and gave their presentations, they couldn't imagine what a poster session would be like, Covino says. Afterward, some of Covino's students told him that presenting during the poster session was one of the most enjoyable experiences they'd had in high school.

"A lot of people have asked me when we're going to do it again," Purcell says. "To me that was a positive indication

that people found it valuable."

Purcell found it valuable from a teaching standpoint, too. She had her students reflect about how and why they learned. "I was so pleased by that aspect of the project that I decided I need to incorporate more of that kind of reflection into my other classes," Purcell says.

Another piece that worked well? The behind-the-scenes logistics, including the management of the OrgSync technology for easy communication among students and faculty.

"It went smoothly logistically because we worked on it," says **Susan Sanning**, director of service learning and civic engagement at Grinnell. In her experience, the size and scope of this collaboration makes it fairly unique — 71 students and two faculty members.

It became a model of collaboration.

"This project was a conception of service that isn't just the College helping the high school," Purcell says. "This was totally a two-way-street collaborative process. We're evaluating our own students' work, but other than that we completely worked together on the whole thing."

It's clear from watching Covino and Purcell interact — with each other, with their own students, and with each other's students — that they make a great team.

"It was enjoyable for me to collaborate with Dan," Purcell says. "For me, it's very, very gratifying because Dan was my student. To have the chance to have someone you closely mentored work with you as an equal — it's extremely fulfilling as a teacher."

"If I'm successful," Covino says, "it's because of Sarah. I never could have imagined this eight or nine years ago as a freshman in her class." ■



Installation view of the most recent exhibition in the Falconer Gallery, *Edward Burtynsky: Water*, on view July 11–Sept. 28, 2014.

State of the ART

In only 15 years, the Faulconer Gallery has made its mark at the College and in the community.

by Luke Saunders '12

The mission of the Faulconer Gallery is to promote learning through artistic excellence and creative collaboration. In doing so, it has brought more than 200 exhibitions and 15 years of art programming to the College and the region.

Consider this semester's exhibitions. The Faulconer Gallery is the second stop on the American leg of what is expected to be a worldwide tour for *Edward Burtynsky: Water*. Burtynsky's massive photographs – most about 5 feet wide – of our planet transformed through human use are on display this fall. His images are works of art but can be viewed through political as well as environmental, economic, and social justice lenses.

Later in the semester, *Dark Commander: The Art of John Scott*, the Canadian artist's first major exhibition in the United States, comes to the gallery. Scott's work presents a more overt criticism of today's sociopolitical environment and the military industrial complex. **Daniel Strong**, associate director of the art gallery and curator of exhibitions, finds Scott's work especially insightful. "If you look at his work from the 1980s, much of it could be made next year. That's how prescient it is," Strong says.

Designed for Flexibility

Given both the varying types and great number of exhibitions the Faulconer Gallery presents, the space must be both ample and mutable. Faulconer Gallery is the largest wedge extending from the Bucksbaum Center for the Arts' rotunda. Designed by Cesar Pelli, the Faulconer was just one

part of the fine arts building expansion in 1999. The gallery is named for **Vernon Faulconer '61** and **Amy Hamamoto Faulconer '59**, whose financial support was integral to its construction. And in the fall of 2015, the Faulconer Gallery will host – for the first time – an exhibition of works from the personal collection of its namesakes.

The gallery's 7,420 square feet of exhibition space is a boon to artists, especially those used to showing their works in urban galleries where space comes at a premium. "Artists, especially from New York, love it. In New York, it's usually a Chelsea loft or converted space where you're showing your stuff. This is deluxe for them," says **Milton Severe '87**, the gallery's director of exhibition design.

The gallery was designed as a *kunsthalle*, an open space with no permanent exhibition. Severe designed a number of movable walls to display works and divide the space, which frequently holds more than one exhibition at a time. So far, the space has accommodated everything from French painting to video art installations to sculpture.

Goya as the Collection's Soul

The works housed in the College's permanent collection – mostly works on paper – and the exhibitions in the gallery tend to share a common theme. "The soul of this collection is all of the artists who use their skills to point out injustices, to scream against the wrongs of human folly," says **Kay Wilson**, curator of the College's collection. Strong goes a step further, offering a single



Photos by Daniel Strong

**Installation view of
William Kentridge
Prints, on view
Oct. 1–Dec. 12, 2004.**

name at the center of the permanent collection: Goya. “If an art collection can have a soul, Grinnell’s is Francisco Goya’s *Disasters of War*,” he says. The series of 82 prints is a commentary on the state and the government’s role in waging war; the College is fortunate to own two complete sets. The collection and the gallery are focused more on art as social commentary — pieces that can be viewed from more than just an art history perspective.

In the early days of the collection, faculty and staff members were allowed to hang works from the College’s collection on their office walls. “And of course, everyone smoked in those days,” says Wilson. When the collection was inspected and valued, it was discovered that there was not a great deal of value, due to the damage of having the works out and exposed, as well as the lack of means and the desire to procure significant works. Now six endowed funds exist for acquisitions, created through the generosity of alumni and friends of the College. There’s also the idea that the art is for the students — for everyone really — so professors and administrators and staff members don’t get to hang pieces from the College’s collection on their walls where they would only be seen by a few.

Traveling Shows and Contemporary Art

A mix of regional, national, and international art has graced the Falconer Gallery. A number of exhibitions have been curated by the gallery staff — some of them consisting exclusively of works from the College’s collection. The gallery also brings in major traveling shows.

The gallery welcomed its largest crowds in 2000, when it showed *Corot to Picasso*, a traveling exhibition from Smith College. More than 25,000 attendees came to see the exhibition. But this is art, one of the things in this world most resistant to quantification. So significance cannot be measured in numbers alone.

South African artist William Kentridge is known for his animations and scenic design, but the show that

Wilson curated and the gallery exhibited in 2005 was his first of only prints. Kentridge is also one of the highest-profile artists to visit and speak about his work at the College. Fellow South African artist Diane Victor also made the long journey to Grinnell in 2011 for a one-month residency. Her exhibition of smoke drawings as well as her series *Disasters of Peace* are in keeping with the ethos of the College’s collection and respond to Goya’s *Disasters of War*.

In contrast to the contemporary international focus of most Falconer Gallery exhibitions, two shows curated by gallery director **Lesley Wright** — *Roots of Renewal* and *Culturing Community* — have focused on Midwestern artists. Wright feels that any gallery that operates in the Midwest ought to showcase Midwestern artists because the politics of the art world tends to exclude them from shows on the coasts. **Molly Rideout ’10**, co-director of Grinnell City Collective, which operates artist residencies in Grinnell, put it best: “If you make art about your home in New York, you’re a realist. If you make art about your home in Iowa, you’re a regionalist.”

Still, Wright and Strong bring mostly contemporary art exhibitions from around the world to the Falconer Gallery. Strong, in particular, emphasizes photography, presenting artists working in Scandinavia, Europe, and the United States. The staff often invites artists to Grinnell as part of an exhibition. Visitors from Morocco, Denmark, Brazil, Japan, Portugal, and China have enlivened the campus over the years.

Wright explains the questions she asks to determine whether an exhibition is right for the gallery: (a) Does it contain work by an artist who is represented in the College’s collection and is popular? (b) Is it something entirely new? (c) Does it have some kind of curricular dovetailing? She offers the recent Willie Cole exhibition, the international photography shows that Strong brings in, and the *Stocked* exhibition (with its connections to art, food, and commercialism) as examples for each respective criterion.



Focusing on Collaboration

The Faulconer Gallery's efforts to collaborate among programs and across disciplines are especially apparent this year. As part of the Center for the Humanities' program, "A Century of War," the print and drawing study room in Burling Library will host an exhibition of the *War and Peace Project*, a collaborative work conceived by Laura Baltzell '83 and employing the talents of five other Grinnell alumni, and other team members. Baltzell and the other artists created a collage for each of the 747 pages of Tolstoy's *War and Peace*. The exhibition has a broad appeal; and the gallery staff sees the potential to work with the Center for the Humanities, the Russian department, the peace studies concentration, as well as the English and art departments.

"It's important to remember that in addition to being a gallery, the Faulconer is also a public space," says Wright. A number of events not focused on the artwork on display happen each semester. Vocal and instrumental music ensembles perform regularly, and the gallery sometimes hosts readings for the Writers@Grinnell program as well as a weekly noon yoga session.

One of the main reasons the gallery hosts so many events is to encourage students, faculty, staff, and community members to go inside. Art can be intimidating, especially when placed in an intellectually rigorous environment such as Grinnell's. "A lot of what we do is make people comfortable going into a museum," says Wright, "You can come in and look at one thing, say, 'Hey, that's weird,' and leave. Then you can bring someone back with you and say, 'Do you think that's weird?'"

Every semester since 2005, the gallery has had a student intern, and each intern has the opportunity to curate an exhibition from the collection. The Department of Art and Art History also teaches an exhibition seminar every three years, giving students hands-on curation experience. The Faulconer Gallery presents the final exhibition and publishes a catalog. These shows

have ranged from German Expressionism to works by Giovanni Batista Piranesi to exhibitions that embody the concept of repetition. Wright also teaches a museum studies course and has served as a Mentored Advanced Project adviser for students.

Reaching Out to Campus and the Community

Outreach has been an essential part of the Faulconer Gallery since it first opened its doors. In fact, during the first five years of its existence, under curator of education Karla Niehus '88, the gallery focused more on bringing people from outside the College onto campus and into the gallery than it did on students, faculty, and staff. Since Tilly Woodward filled the then-new curator of academic and community outreach position at the College in 2007,

Installation view of 1966 Yearbook Project, April 13–June 3, 2012 (Henry Wilhelm '68 photographs).

Students in a tutorial taught by Jackie Brown, professor of biology, discuss art at the Faulconer Gallery with Lesley Wright, director of the gallery.



Photo by Justin Hayworth



Photos by Justin Hayworth



An interdisciplinary group of students curated *Animals Among Us*, drawn from collections across campus, in 2012.

outreach efforts on campus have expanded substantially. In the past academic year alone, the gallery hosted more than 300 events, a third of which were aimed at the off-campus community. Twenty-two academic departments were directly involved in gallery events, and 34 classes made use of the gallery in the 2013–14 school year.

Woodward’s approach to outreach is aided by the fact that she is an artist herself. “The way I process a piece of art may be different than someone coming from the point of view of an art historian,” Woodward says. She wants to engage people in the physical, mental, and emotional process of making a piece so they have an understanding from a studio perspective of what an artist is trying to do. She also uses visual thinking strategies to encourage both children and adults to look at and think about art. “It’s a pretty simple strategy that involves getting people to look at a work, talk about what they see, and then build meaning through the ensuing discussion,” Woodward says. What she wants to give visitors to the gallery more than anything is a level of ownership.

During the school year, Woodward’s work focuses more on the campus community – working with professors, administrative offices, and student groups to create both academic and nonacademic experiences in the gallery. She also visits local schools, even bringing works from the College’s collection to show the students.

In the summer, Woodward leads the Falconer Arts Outreach in the Parks. Over the course of six weeks, she makes a circuit of the parks in Grinnell so kids in every neighborhood can have access to a high quality art experience. With activities ranging from painting, drawing, and collage to tie-dyeing and glittering Woodward’s truck, the participants are limited only by their own creativity. Each year, there’s also a group project. “This year, we worked on a 3-foot tall rendition of the Statue of Liberty in clay,” says Woodward. Several hundred children contributed to the statue.

A Look to the Future

Although the focus of the gallery and the soul of the collection haven’t changed in the 15 years since the first exhibition opened, the Falconer Gallery has changed. Some of the changes can be attributed to larger shifts in museum and gallery culture. “I think we’re more laid back than when we started,” Severe says, “and I like the idea of it feeling more like a living space than a mausoleum.” The gallery staff is working to make the gallery comfortable enough to be a viable study space.

Now, the gallery more frequently shows more than one exhibition at a time, which allows for increased opportunities for professors to use one to supplement their courses.

The gallery is also notable for the longevity of its staff. Wilson and Severe were here well before the Falconer Gallery and were involved in the planning and design process. Wright and Strong were hired as the gallery was finished and have been involved since the first exhibition. Woodward is a more recent arrival, starting her outreach work with the College in 2007. Looking to the future, though, they are aware that in 10 years, all but Strong will be at or beyond retirement age.

As the staff of the Falconer looks to the future, the primary concern is space. “When he designed the building, Cesar Pelli made it very difficult to add on to,” says Strong. They also want to do more outreach and collaboration, continue expanding the collection, and add another position. Most museums have a registrar or collection manager, who manages the permanent collection. That task is now split among the staff members.

Although 15 years is not a long history, the Falconer Gallery has made a monumental impact on both the College and the community. Its artistic excellence and creative efforts have enriched the lives of thousands of visitors – students, staff, faculty, and community members – through exhibitions and collaborative events held each year. It’s hard to imagine Grinnell without the Falconer Gallery. ■

Posse Scholars Enhance Campus, Leave Legacy of Leadership and Service

After the success of the Los Angeles program, this fall the College will shift its recruitment of Posse Scholars from L.A. to New Orleans, while continuing to recruit Posse Scholars from Washington, D.C.

by Dana Boone

Grinnell College has enjoyed a 12-year partnership with the Posse Foundation, graduating 97 Posse Scholars: 59 from Los Angeles and 38 from Washington, D.C. Posse identifies students with extraordinary academic and leadership potential who may be overlooked by traditional college recruiting methods. Posse Scholars maintain a legacy of achievement and social responsibility long after they leave Grinnell. Many earn professional degrees, hold prestigious postgraduate fellowships, excel in their chosen professions, and serve as community leaders.

Grinnell alumni, faculty, staff, and program mentors lavish deep praise upon the Posse Foundation for improving diversity and building student leaders on college campuses.

"I'm convinced that Posse is one of the most important programs the College has initiated during my 38 years at Grinnell," says **Chris Hunter**, professor of sociology and former Posse mentor. "Posse Scholars bring a huge range of life experiences and active leadership to campus; as a result, the scholars have contributed tremendously to our campus culture, in classrooms, and elsewhere on campus, even in town."

Susan Sanning, director of service learning and civic engagement and mentor for the Grinnell Los Angeles Posse 12, class of 2018, says Posse students bring devotion and professionalism to everything they do.

"They have gone over and above what is required to be a student here," she says.

"In many ways, the Posse program's focus on peer support among Posse Scholars, with the Posse mentor helping along the way, fits our long-standing curriculum built on academic advising and individual choice and fits our tradition of self-governance," Hunter says.

Doug Cutchins '93, a former assistant dean and director of postgraduate transitions and Posse mentor, says mentoring Posse students was a highlight of his 15 years at the College.

"What I really took away from it – the biggest thing is that everybody needs a posse wherever we go."

Cutchins promised his mentees that he'd get a tattoo if everyone graduated last spring. They did. So Cutchins and four students were tattooed. His is of a "P" with a superscript 10 and a Koosh ball symbol.

"The Posse program says that your success is intrinsically bound up with the success of the group. That's incredibly powerful. It makes it better for all of us," Cutchins says.

Because of their varied experiences as Posse Scholars at Grinnell, including opportunities to study abroad, internships, and the College's emphasis on social responsibility, many Posse alumni say they have dedicated themselves to serving others.

"I believe it took an entire 'village' to raise and build me into the leader I am today," says **Rosal Chavira '11**, site lead at the Leslie Lewis School of Excellence in Chicago. "It was because of Daria 'Dotty' Slick [former intercultural affairs assistant overseeing Grinnell's Posse 5] and my family and friends that I learned the importance of serving others."

L.A. and D.C. Posse alumni, their mentors, faculty, and staff agree the program is beneficial, transformative, and rewarding.

Here, 10 alumni talk about how Posse shaped their Grinnell experience.

The Posse Scholars Program at a Glance

Founded in 1989, the Posse Foundation recruits from nine urban cities and boasts a 90 percent national graduation rate.

Each Posse consists of about 10 students who attend college together as a group. Posse Scholars receive a four-year, full-tuition scholarship to one of 51 participating colleges and universities.

Before joining their respective campuses, Posse Scholars receive eight months of intensive precollegiate training on team-building and group support, cross-cultural communication, leadership, and becoming an active agent of change on campus. Scholars meet regularly with faculty or staff mentors.

In 2013, Posse received more than 15,000 nominations for 660 scholarships.



David Opong-Wadee '12

Major: political science
Position: legislative assistant for Rep. Alcee Hastings, D-Fla., Washington, D.C.
Posse city: Washington, D.C.

David Opong-Wadee deftly navigates the world of U.S. politics, thanks to the rigor of his Grinnell education,

support of Posse Scholars, and backing from key alumni.

Scholars leaned on each other and made a “tremendous impact” on the campus – with the encouragement of faculty, staff, and alumni, he says.

“We were trained. We were ready,” Opong-Wadee says. “We came equipped to truly embrace the opportunity we were given.”

Those opportunities helped lead Opong-Wadee to his major in political science and his career. When Sen. Tom Harkin, D-Iowa, spoke at Grinnell, Opong-Wadee met **Rob Barron '02**, Harkin’s state staff director. That led to an internship. And, it led to a meeting with his current mentor, who also worked under Harkin – David Johns, executive director of the White House Initiative on Educational Excellence for African Americans.

Opong-Wadee, now legislative assistant for Rep. Alcee Hastings, D-Fla., worked in a variety of roles that bolstered his political resume, including as a field organizer in Dubuque, Iowa, for President Barack Obama’s reelection campaign.

He credits Posse with being the catalyst.

“The Posse network is not at its peak,” he says. “We’re on the way up. We have this sense of hope. We’re a family.”

Alexis Castro '09

Major: anthropology
Position: head foreign teacher, Best Learning, Sheyang, China
Posse city: Los Angeles



From Los Angeles to Grinnell, New Orleans, Philadelphia, and now China, Alexis Castro uses

talents polished by Grinnell College and Posse to teach children across the globe.

“In high school, I dreamed of traveling the world, helping people, and impacting lives,” says Castro. “Posse put me on my first plane ride to Prospie Weekend at Grinnell, and now all I do is fly.”

Castro’s ascent from introvert to head foreign teacher at Best Learning in Sheyang, China, began with a nudge from a high school peer to consider Posse.

Though her high school lacked money for books, its teachers were “overworked and overwhelmed,” and the threat of gang violence loomed, Castro exemplified the drive, leadership, and determination Posse recruiters seek.

After graduating from Grinnell in 2009, Castro worked with youth in Iowa, conducted research in Louisiana, developed a passion for nonprofits and health and wellness, and worked on President Barack Obama’s 2012 reelection campaign.

These days, she teaches English to 36 students in China and manages 10 teachers from the United States and Canada.

“Posse has afforded me with the opportunity to live the full life I’ve always wanted, and for that I’m forever grateful and humble to have been given such a prestigious award,” she says.



Steven Johnson '08

Major: sociology
Position: team lead, Medicare Demonstrations Group, Centers for Medicare and Medicaid Services, Baltimore
Posse city: Los Angeles

Grinnell’s life-changing coursework – along with the Posse program, and opportunities for internships, and travel abroad – transformed Steven Johnson in ways he never imagined.

An analyst at the Centers for Medicare and Medicaid Services in Maryland, Johnson went outside his comfort zone in selecting Grinnell – some 1,700 miles away from his home in Los Angeles.

“Posse was a great gateway to go to a school that I’d never heard of,” Johnson says.

It became a gateway to a new life. While at Grinnell, Johnson performed a capella and trained in martial arts. He mentored children with mental disabilities.

“I really enjoyed the camaraderie and the close-knit community of Grinnell,” Johnson says.

He earned a master’s in urban public policy analysis and management in 2010 from Milano School of International Affairs and Urban Policy. He plans to become a city manager. Grinnell taught him to give back, he says.

“The entire team-building aspect of Grinnell and of Posse definitely prepared me for my career now,” he says.



Rosal Chavira '11

Major: Spanish and sociology

Position: site lead, Leslie Lewis School of Excellence, Chicago

Posse city: Los Angeles

With five brothers and five sisters, Rosal Chavira says college might not have been affordable for her family. After her high school English teacher suggested Posse, she knew college was a part of her future.

Grinnell's intimate campus and academic rigor — plus the group dynamics of Posse — appealed to Chavira, now site lead at the Leslie Lewis School of Excellence in Chicago.

“Grinnell has a reputation for creating critical thinkers and creating educators who go back and serve,” says the first-generation college student.

She loves what her coursework at Grinnell has afforded her — the flexibility to teach, mentor, and engage in social work. Chavira mentored sixth through ninth graders in reading, math, social studies, and history. She has mentored children who have an incarcerated parent. She also tutored third, fourth, and fifth graders in math.

“Being a mentor and teacher is both rewarding and grueling work, but I wake up every morning to serve my students — because they too deserve to see and rise above their circumstance into the greatness they have the potential to become,” Chavira says.



Lester Alemán '07

Major: sociology and education

Position: program director, Posse Los Angeles

Posse city: Los Angeles

When Lester Alemán attended high school, his college plans were underdeveloped.

“I was thinking very vocationally,” says Alemán, a first-generation college student. “The purpose was to go off and find a career that pays well.”

Fortunately, being nominated for Posse expanded his college possibilities — and it led him to Grinnell.

“I can't imagine having gone to college without a Posse,” Alemán says.

Posse became an even bigger part of his life after graduation in 2007. Now, he works on behalf of the program to help exceptional students have their own Posse experience. Alemán worked as a trainer for Posse Los Angeles and is now its program director. His academic background as a sociology and education major fit well with building a career at Posse and helping students. He is also national chair of the young adults initiatives of the Gay & Lesbian Alliance Against Defamation.

At Grinnell, he experienced “an amazing” Posse mentor, lasting friendships with Posse Scholars, and encouragement to excel academically.

“Posse is a transformational experience,” he says.



Javon Garcia '14

Major: gender, women's, and sexuality studies

Position: HIV/AIDS counselor and educator, AIDS United Chicago

Posse city: Washington, D.C.

A wealth of support from Grinnell and Posse helped

Javon Garcia hone his passion for helping others. He credits the College with paving the way for him to conduct HIV/AIDS outreach in New York and study abroad at the University of Amsterdam.

“I would not be where I am right now without Posse and Grinnell,” Garcia says. “It has given me so many opportunities.”

Garcia counsels and educates Illinois residents through AIDS United Chicago, a group consisting of AmeriCorps volunteers.

In New York, Garcia served as a public health intern for Harlem United and conducted street outreach for the Audre Lorde Project, which provides services for clients with HIV/AIDS.

“Posse for me is not just for four years,” says Garcia. “We are lifelong friends. It's just a commitment we have made for life.”

Posse Scholars pushed each other to excel academically, and Posse mentors provided support. Both have factored into Garcia's success.

“Our mentor, **Doug Cutchins**, would do anything for us,” Garcia says. “He truly cared for us. He took the time to know us personally.”



Molly McArdle '09

Major: English
Position: writer, novelist, editor, book reviewer, and freelance book critic, Amherst, Mass.
Posse city: Washington, D.C.

A member of the first Posse at Grinnell from Washington, D.C., Molly McArdle says Posse Scholars helped students, faculty, and staff explore their own understanding of diversity and improved their appreciation of differing perspectives.

“I think it opened up some people’s eyes,” she says.

At first, the Washington, D.C., native thought Grinnell was “impossibly far away.” But, an aunt told her she’d be “crazy” not to consider Grinnell as her Posse choice – especially given the College’s generous financial support.

“It’s an offer you can’t really refuse,” McArdle says.

Her English degree from Grinnell has proved to be a plus in the publishing world she now inhabits.

“I’m so grateful for the education I received,” she says. McArdle is working on a master of fine arts for poets and writers at the University of Massachusetts-Amherst. She’s also writing a work of fiction about a family saga set in the 1990s Washington, D.C. McArdle has earned several writing awards and is also a freelancer for a variety of publications, including *The Rumblr*, *Route Nine*, and *The Rumpus*. Her work has also appeared in the *Los Angeles Review of Books* and elsewhere.



Jasmine Brewer '07

Major: sociology
Position: data quality coordinator, Institute for Evidence-Based Change, Encinitas, Calif.
Posse city: Los Angeles

Posse changed Jasmine Brewer’s life and marital status. It helped her form lasting bonds, including with her now-husband **Ramiro Carrillo '07**, another Posse Scholar.

“It’s truly a network and a lifelong partnership,” she says. “It keeps me connected to Grinnell.”

Brewer earned a master’s degree in educational psychology and has spent her time improving schools as

an analyst and data quality coordinator at the Institute for Evidence-Based Change. She also served on the Posse National Alumni Advisory Council.

Grinnell’s welcoming campus allowed Brewer to make deep connections with the people around her – from friends in Posse who lived on her floor in her dorm; the late **Howard Burkle**, her mentor and professor emeritus of religious studies and philosophy; and those she interned with at Grinnell Regional Hospice.

“It was really just wraparound support,” Brewer says.



Zac Ellington '10

Major: psychology
Position: international program director, World Scholar’s Cup Foundation, Los Angeles
Posse city: Los Angeles

Zac Ellington’s definition of diversity expanded as a Posse student at Grinnell.

Ellington, international program director of the World Scholar’s Cup Foundation, became excited by social psychology and group dynamics while in Posse.

“The power of any posse is greater than the sum of its parts, and I was and still am fascinated by the way students of different backgrounds who don’t necessarily share interests come together to be a force for dialogue and change,” Ellington says. “Even though I am African-American, I don’t think I truly understood the benefits and importance of diversity – not just racial, but socioeconomic, geographic, and experiential – until arriving on Grinnell’s campus with my Posse.”

Diversity is a core mission of the College, and Posse helps make the campus more inclusive. Posse students, who aren’t recruited using test scores, but with other measures such as leadership potential, play a noteworthy role in student groups, leadership positions, and campus dialogues, he says.

“It helped me understand why colleges, especially liberal arts institutions like Grinnell, strive to look past just test scores when admitting an incoming class,” Ellington says.

Frank, meaningful conversations during Posse Plus Retreats helped inform the entire campus.

“Some of the conversations that started during the retreats became recurring themes in campus dialogues, and I really feel that the retreats helped participating students find their voices,” he says. ■

The Myth of Strength

Women in Modern Burma

Contrary to national or official history, this is not a book about how powerful Burmese women are; rather, this is a book about why very few powerful Burmese women exist and how the few there are help to construct the notion of Burmese women's high status, thereby inevitably silencing the majority of 'unequal' and disempowered women. One of the underlying questions throughout this book is why a few powerful women feel compelled to defend the notion that women hold a privileged position in Burmese society, and this book also attempts to depict their constant personal struggle – that is, the struggle between feeling obliged to build or at least spread the message that they live in a utopian world where women's emancipation is celebrated and confronting the reality that sees women being denied their rights by society.

Previous scholars, such as J. S. Furnivall in the 1940s, and western travelers to Burma have made a considerable contribution towards the notion of powerful Burmese women and helped construct the long unchallenged theses that Burmese society allows women to rise, and few cultural and social barriers exist for such a rise. A common observation made by scholars and travellers to Burma is that Burmese women enjoy profound freedom. Furnivall once wrote that the 'freedom of women' was an attractive feature of the country. Burmese themselves, both men and women, viewed that status of women as unique, often claiming that few countries had achieved more than Burma in liberating their women. Daw Mya Sein – 'the most prominent lady in Burmese public life,' according to the editor of her 1944 book – was clear that 'Burmese women occupy a place in society not greatly different from that held by their sisters in the West.'

These views gave many scholars the impression of a Burmese society with few or no gender barriers, unlike the situation in her great neighbors India and China. Chinese women, who had to bind their feet to make them look beautiful, and Indian widows, who had to practise *Sati* at the funeral of their husbands, stood in contrast to Burmese women who, it was said, enjoyed immense freedom. Such oft-cited examples helped scholars, the mainstream media, and the masses maintain an enduring image of liberated Burmese women. To justify that view, they searched for social and economic factors that might have brought about this unique, almost exotic, freedom for Burmese women.

The *Status of Myanmar Women* by Ni Ni Myint can be seen as the official defence of Burmese women as holders of high positions in the society. Ni Ni Myint set out to defend Burmese women's high status and her arguments echo some of the writings of the pioneer Burmese women

such as Daw Mya Sein, who symbolized and sustained the notion of powerful Burmese women.

Throughout Myanmar history women have enjoined equal rights with men in the household and economy. In the eyes of the law, men and women were equal. Marriage was a civil act; women retained their own names during marriage, and divorce was a simple procedure with no stigma attached to either party. More importantly, women have always had the right of inheritance. Women liked to give precedence to their own men in their houses because by tradition women acknowledged them as head of the household until their deaths; this was offered to the husbands because women felt secure in their own rights and status. [Ni Ni Myint, *op. cit.*, pp 3–4]

Here Ni Ni Myint was in fact echoing what her predecessor – another highly educated woman, Daw Mya Sein – wrote half a century earlier. In 1958, the latter wrote in *Atlantic Monthly* that women favoured men because 'women felt secure in their own rights and status.' The authors themselves are highly educated and powerful women; yet they condemn women who demanded rights as 'insecure.' A Burmese euphemism for accepting the acquired knowledge to accept one's lower status, at least in the household, is 'feeling secure.' and powerful women have passed down the knowledge and use of such euphemisms from generation to generation via their writings. According to women like Daw Mya Sein and Daw Ni Ni Myint, Burmese women do not demand rights, or there does not exist any precedent for Burmese women to initiate feminist movements, as they are content and secure. As recently as May 2012, one of the most prominent women writers and philanthropists, Than Myint Aung, defended the status of women thus: 'I am proud to be a Burmese woman. In our society there is no such discrimination because a person is a woman.' The overwhelming message for Burmese women is that they must feel secure and content, and feeling otherwise is against both Burmese traditions and Burmese women's traditions.

Burmese women in the twentieth century were, however, by no means unique, and their position could be read as universal. In other words, the world of Burmese women during the Japanese Occupation and after independence did not present them with exceptional opportunities. They experienced political, social, and



Author **Tharaphi Than '03**

is assistant professor in the department of foreign languages and literatures at Northern Illinois University in DeKalb.

cultural restrictions comparable to those imposed on Indian and Chinese women. Burmese women were looked down upon when they worked outside the home; women writers were believed to be capable of producing only kitchen-sink literature; women nationalists were discouraged from running for office and daughters' education was not deemed as important as that of sons. Daw Mya Sein wrote that '[women were] content to work in the home and for the home,' and they seldom left 'the home of [their] parents or [their] husbands to follow independent careers.' 'Content' perhaps was a euphemism, for Burmese women probably believed that it was not worth the fight to demand opportunity and equality.

The perception that Burmese women enjoyed equality and suffered little prejudice removed gender from understandings of Burmese society. In other words, a male/female dichotomy was deemed irrelevant in Burma studies, since both men and women were thought to have enjoyed equal status historically. Burma was therefore seen through a gender-neutral lens. Only one study – Chi Ikeya's doctoral thesis – has analyzed the discourse of colonialist, modernity, and nationalism in the late colonial Burma in the context of gender.

The numerous studies on Burma after independence have focused on such issues as the civil war and the military regime. But few have considered the role of women in these important political and social contexts. Using primary resources and personal interviews, this book reassesses the social, economic, and political position of Burmese women in modern Burma throughout the twentieth century. Whereas nationalism profoundly shaped the political and social landscape of Burma from the beginning of the twentieth century through to the late 1930s, party politics, civil war, and modernity influenced the country's post-independent social topography. Popular public discussion and debate shifted from the theme of colonialism versus nationalism to continuity versus change or tradition versus modernity.

Burmese women, alongside men, as writers, doctors, lawyers, journalists, and editors, helped outsiders to see the social landscape of Burmese women as unique. But behind these poster girls of modern Burma, from Daw Mya Sein through Ni Ni Myint to Aung San Suu Kyi, the social and political landscape of Burmese women was far from attractive. Interestingly, some Burmese women knew and accepted that the social terrain was far from smooth but decided not to seek to change it. Neither did they attempt to challenge the social and political agencies that sustained it. Khin Myo Chit, a leading literary figure and nationalist

who wrote *Three Years Under the Japs*, argued that men came first in many aspects of Burmese political, social, and cultural life, and that women publicly admitted that they acknowledged the boundaries between men and women. She also confessed that she would not attempt to cross these boundaries or challenge them openly.

Using women's writings, personal interviews, and newspaper and magazine reports, this book attempts to explore the world of Burmese women soldiers, politicians, writers, and prostitutes. It challenges the concept of the 'liberated Burmese woman' and shows that Burmese women experienced little freedom. Political institutions did not create a viable space for women; social institutions, such as the media, constantly reminded women to know their place in society, behind and beneath men, and women's organizations themselves practiced self-censorship, discouraging women from joining male professions.

This book will describe the conflicts between Burmese women and society, the internal dilemmas of women professionals, the sacrifices they had to make when setting priorities between their careers and the traditional roles of women and mother, the negotiations they had to broker between modernity and tradition, the censorship and criticism they faced from male colleagues and society, and the difficult choices they had to make when representing their real selves. ■

In 1996, Than planned to follow in her mother's footsteps and enrolled in medical school in Rangoon, Burma. But student demonstrations closed the school, and Than wound up at Grinnell, where she majored in sociology and biology. She then went to the University of London to earn her master's in Southeast Asian studies and doctorate in history. Her 2013 book, *Women in Modern Burma*, is part of the Routledge Studies in the Modern History of Asia series and is the latest result of her continuing research and writing on women and culture in Burma and Southeast Asia.

This excerpt from the introduction of *Women in Modern Burma* by Tharaphi Than, Routledge, an imprint of the Taylor & Francis Group www.tandf.co.uk, 2014, is reprinted with permission from the publisher. Many Taylor & Francis and Routledge books are now available as ebooks at www.ebookstore.tandf.co.uk.

Living with Polio

Alumnus achieves despite debilitating disease.

Dr. **Steven Diamond '61** was born and raised in the Bronx, N.Y. where he contracted polio in 1953 at the age of 13. He spent that summer recovering in Bellevue Hospital. Diamond tells two stories in *Full Circle: A physician's memoir of a life lived with polio*. He shows the profound impact polio and postpolio syndrome have had on his life and details his return to Bellevue as an intern and later as a chief resident.

Diamond came to Grinnell College in 1957. He considers his years at Grinnell to be the most important of his life. "I loved being at a liberal school with free-ranging ideas. My mind was as fertile for new ways of thinking as the rich Iowa farmland all around me," he says.

After Grinnell he attended the University of Cincinnati's medical school. He went on to an internship at New York University, which operated two thirds of Bellevue Hospital. There, polio's effects on his leg muscles limited his options. He was unable to stand for an entire surgery and was forced to abandon his surgical rotation.

Diamond eventually specialized in gastroenterology and started his practice in 1971. One of the first doctors to perform colonoscopies, Diamond made every effort to remain at the forefront of his field. But as he continued to work, he grew weaker due to postpolio syndrome. In an initial episode of polio, patients can lose up to 70 percent of their nerve cells. The remaining cells attach themselves to functioning muscle fibers but lose the ability to repair themselves. After leaving his practice in 1995, Diamond cofounded the Polio Foundation, which supports postpolio syndrome research.

Full Circle: A physician's memoir of a life lived with polio by Dr. Steven Diamond is published by Troy Bookmakers, Troy, N.Y., 2014.

—Luke Saunders '12



CLASSNOTES

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Deadlines:

Winter 2014 Issue:
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Spring 2015 Issue:
Jan. 15, 2015

1935

Elvera Lohse Hollander celebrated her 100th birthday in May 2014. Hollander, who was born on June 6, 1914, lives in Cedar Rapids, Iowa. Celebrating with her were her nephew, *Donald N. Marquardt '69*; his wife, *Nancy Dunlop Marquardt '72*; and Hollander's grand-nephew, *Kyle L. Marquardt '05*.

1959

Liane Ellison Norman's *Hammer of Justice: Molly Rush and the Plowshares Eight*, originally published in 1989, is being made into a play by Tammy Ryan, an award-winning playwright whose plays have been produced across the country and internationally.

1963

Peter L. Kranz was a visiting professor in psychology at the Universidad Interamerica para el Desarrollo, San Luis Potosi, Mexico, May 10–June 14, 2014. Kranz is a professor at the University of Texas Pan American.

1964

Michael M. Patterson was reappointed associate editor of *The Journal of the American Osteopathic Association*, July 2014. Patterson, who

has been associate editor for more than 25 years, will assume a new role as associate editor for international affairs.

1971 45th Reunion Cluster

Timothy H. Power joined the Minnesota Nursery and Landscape Association as director of government affairs, September 2013. Power served on and led the board of directors during his 35 years as a Minnesota nursery grower and developed an interest in government affairs during that volunteer service. He had been the association's regulatory consultant since 2010.

Frank and Sheena Brown Thomas discussed their life as an interracial couple together since 1968 on *Talk of Iowa*, an Iowa Public Radio program, July 24, 2014. Listen at <http://iowapublicradio.org>

1981

James C. Hansen recently won the Volunteer of the Year award for a successful voter registration drive he headed for the Evanston, Ill., Democratic Party. He was elected political director of the Democratic Party of Evanston last year.



John R. Price '60

After serving as special assistant for urban affairs under President Nixon, Price described in the *Pittsburgh Post Gazette* the situation in the White House as the Apollo 11 crew landed and walked on the moon: "The conquest of the moon therefore revealed, if only for a fleeting moment, humankind's profound realization of how we ultimately are one." Price is a member of Grinnell's Board of Trustees and a former president and CEO of the Federal Home Loan Bank of Pittsburgh.

Fighting for Civil Rights in California's Coachella Valley

Native Iowan feels at home in California's Coachella Valley.

Even in a part of the country full of contrasts, Southern California's Coachella Valley stands out for its sharp divides.

One part of the 45-mile-long area has swanky resort spots like Palm Springs and more than 100 golf courses. Another part is mostly agriculture where a fluid number of thousands of migrant farm workers, almost all Latino immigrants, produce the nation's supply of dates, grapes, lemons, and limes.

"The Coachella Valley is really strange," says **Megan Beaman '03**, originally from Earlham, Iowa. "It's a big valley and half of it is really affluent with winter homes and golf courses. The other half is extreme: low-income, rural, and semirural areas."

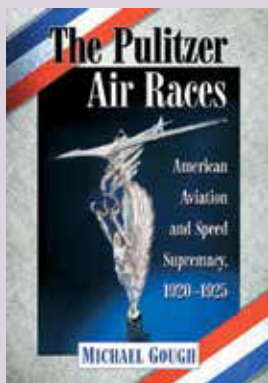
For Beaman, though, the Coachella Valley is where she works on her longtime drive to combat racism by protecting people's civil rights.

Beaman first began working in the region representing migrant farm workers there and around California between 2008 and 2012. She opened her own law firm, Beaman Law, in the fall of 2012 to comprehensively reach rural California residents who don't have access to other legal services, residents who include farm workers but also

other immigrant workers in low-wage resort town jobs like landscaping and working at golf courses, restaurants, and hotels. "The way that I've framed my legal practice is as a general civil rights practice," Beaman says.

This can mean protections against race and gender discrimination at work as well as at the voting booth and other settings. And it includes representing fruit pickers or hotel maids that were unlawfully terminated, never paid for their labor, sexually harassed, or grew seriously ill on the job.

Through lawsuits, policy reform, and community organizing, Beaman also fights for workers' rights to safe and decent living conditions. For instance, there is a "really unique housing crisis in this area of the country," Beaman says, as very-low-income workers often dwell in an "alarming configuration of mobile home parks – like 300 mobile home parks that formed in different ways in rural areas." Some of these rows of mobile homes, Beaman says, are established in such a way that they lack basic infrastructure, like safe drinking water and electrical power.



Michael Gough '61

McFarland and Company has published Gough's *The Pulitzer Air Races: American Aviation and Speed Supremacy, 1920–1925*, the first book to examine and detail six American air races that moved this country from nowhere to first place in high-speed aviation. The book illuminates the roles of manufacturers, engineers, pilots, and ground crew in preparing and flying the racers and the pivotal importance played by the host cities.

1983

Christopher Northrop, clinical professor at the University of Maine School of Law, received an award from the Maine Youth Transition Collaborative for his work with children aging out of the state protective custody system, May 2014. He was elected president of the Maine Association of Criminal Defense Lawyers in June 2014 and continues to serve on the advisory board of the National Juvenile Defender Center and as president of the New England Juvenile Defender Center.

1986

Philip R. Harling was appointed director of the Gaines Center for the Humanities and to the John R. Gaines Endowed Chair in the Humanities at the University of Kentucky, Lexington, August 2014. Harling also received the university's Provost Teaching Awards, one of its highest honors.

1996 20th Reunion Cluster

Angela Onwuachi-Willig discussed her book on interracial marriage and multiracial families, *According to Our Hearts: Rhinelander v. Rhinelander and the Law of the Multiracial Family*, on *Talk of Iowa*, an Iowa Public Radio program, July 24, 2014. Listen at <http://iowapublicradio.org>

Ian Shoemaker was named head football coach at Central Washington University, Ellensburg, Wash., January 2014.

1995 20th Reunion Cluster

Dennis R. Still became lead business analyst and data hacker of thisCLICKS, St. Paul, Minn., April 2014. Prior to joining thisCLICKS, he also started his own business, Bigfoot Analytics (www.bigfootanalytics.com), where he helps businesses and organizations successfully use their data to drive better decision-making.

1996 20th Reunion Cluster

David R. Collman was named director of research at the Kaiser San Francisco Bay Area Foot and Ankle Residency Program. He is residency site director for foot and ankle surgery in the orthopedics department at Kaiser Permanente, San Francisco.

1997

Devin M. Drown will become assistant professor of biological sciences in the Institute of Arctic Biology and Department of Biology and Wildlife at the University of Alaska-Fairbanks, January 2015.

Michele E. Host became chief counsel at the New York State Office of the Inspector General, New York City, April 2014.

2001

Tammy Baker Dann completed a pain management fellowship, July 2013. She works at St. Mary's Pain Relief Center, Huntington, W. Va., as an interventional pain specialist.

2002

Laura Philipp Melton accepted a position as assistant professor in the University of Colorado School of Medicine's Division of Medical Oncology, Denver, September 2014. Melton is a clinical psychologist who is board-certified in clinical health psychology. She will be pioneering the psycho-oncology program in medical oncology at the school.

“When I went to college at Grinnell,” Beaman says, “I knew that I wanted to do something against racism but I didn’t know what it was.” Beaman’s American studies professor, George Barlow, once mentioned in class that some lawyers fight for people’s civil rights. “For me, coming from a low-income background and a really rural area, I had no idea that attorneys could do anything other than banking,” Beaman says. “I mean, I didn’t really know what lawyers did, honestly.”

After law school she took a job in Coachella because “I was in this adventurous mindset.” Beaman first thought her time in Coachella might be temporary “but then I sort of entered this adulthood phase where I wanted stability.”

Beaman has since started a family and is committed to the Coachella Valley and rural California for the long haul. “I’m really connected to the community where I live,” she says. Beaman is also committed – and uncertain – about financially growing a law firm based on fighting for the legal rights of often dispossessed workers. “My firm is a long-term thing but I’m not sure how it will grow over time,” Beaman says.

– by Matthew Blake '04



Photo by Brenda Ricton



Vylar Kaftan '98

The Weight of the Sunrise, Kaftan’s novella, earned her a 2013 Nebula Award. She previously was nominated for a 2010 Nebula Award for her short story, “I’m Alive, I Love You, I’ll See You in Reno.” The Nebula Awards were created in 1965 and are annually voted on and presented by active members of Science Fiction and Fantasy Writers of America.

2003

Amanda A. James joined Sullivan & Ward, P.C., West Des Moines, Iowa, as an attorney, July 2014. She practices in the area of public utilities law.

2004

Sadie O. Sullivan joined Husch Blackwell LLP’s Denver office, June 2014. Sullivan represents and advises health care providers and associations in fraud and abuse matters, Medicare/Medicaid reimbursement, health facility and professional licensing, regulatory compliance, business planning and commercial transactions, and government relations.

2006

Adam C. Lake completed his residency at Lancaster (Pa.) General Family and Community Medicine with an area of concentration in HIV medicine, June 2014. He has accepted the position as the first population health fellow at Lancaster General.

2007

Solana P. Flora, associate with Winston & Strawn LLP, Chicago, was highlighted in the Summer 2014 issue of *Pro Bono Reporter* for her pro

bono work in support of the law firm’s clients and community. She established precedent confirming an inmate’s right to library access.

Elizabeth M. Swanton received the Milford Barnes Award from the University of Iowa Department of Community and Behavioral Health for the 2014–15 academic year, May 2014. She also received the student award from the board of advisers of the university’s College of Public Health; the award recognizes a student whose research or practice experience as a student demonstrates commitment to one or more of the college’s areas of excellence, April 2014.

Emerson Williams-Molett accepted a position as a program associate within Talent Acceleration and Organization Effectiveness section at Wells Fargo, Minneapolis, June 2014.

2012

Alexander J. McConnell enrolled in a master’s program at the European University, St. Petersburg, Russia, August 2013, after studying abroad there through the Council on International Educational Exchange program.

2014

Maijid Moujaled '14 attended a Swift “hackathon,” which brought 400 people together to learn and build something in Apple’s new programming language, Swift. His team built Frooder, an iPhone app that lets you find events with free food in your area. Moujaled started working as an iOS engineer on the Yahoo Mobile team, summer 2014.

Degrees

Douglas T. Wood '97, master’s in geography, specialization in geographic information science, Oregon State University, Corvallis, June 2014.

David S. Jarvis '04, Ph.D. in public affairs and policy, Portland (Ore.) State University, June 2014.

Molly M. Kafka '06, J.S., University of New York School of Law, May 2014. Kafka joined the Palm Beach County public defender’s office, West Palm Beach, Fla., August 2014.

Willa R. Campbell '07, M.S.N. in midwifery and women’s health, Yale School of Nursing, New Haven, Conn., 2014.



Photo by Mingma Tenjing Sherpa

Cleaning up Mount Everest

Alum helping to solve the problem of human waste.

In the 61 years since it was first summited, Mount Everest has called tens of thousands of climbers to its icy trails. They focus on death-defying physical and mental achievements, but they face a more mundane summons on the mountain: nature's call.

Every climbing season, up to 26,500 pounds of human excrement befoul Everest, most of it bagged and carried by native Sherpas to earthen pits near Gorak Shep, a frozen lake bed and village at 16,942 feet. But space is running short, and fecal coliform bacteria threaten the nearby Khumbu Glacier watershed.

Nate Janega '06 is hoping to help solve the disposal problem. As senior engineer with the Seattle-based Mount Everest Biogas Project, Janega is designing a biogas digester that could convert the waste to methane gas. The digesters are common around the world — including in the United States, where cow manure is turned into energy — but the machinery never has been attempted in such a frigid climate.

"It's pretty much a frozen desert," says Janega, whose designs call for insulation and solar panels, which will provide the digester's heat.

Marriages and Unions

Amelia Fort '93 and Jodi Long, Nov. 8, 2013. Attending were Amy Robinson '92 and Jenny R. Wood '92. Long's stepdaughter Brittany L. Steiner '12 and stepson Brandon Steiner attended via Skype from South Korea.

Susan L. Vescovi '06 and Kyle D. Smith, June 14, 2014. The bridal party included Elizabeth J. Bleier '06 and Nora Doyle '06. Also attending were Joshua N. Rosenbluh '05, Peter W. Campbell '06, Laura B. Harrington '06, Laura C. LaBedz '06, Hanna A. Roman '06, Ingrid 'Ivy' I. Selechnik '06, Christa Stauder '06, Ryan A. Sterling '06, and Meagen G. Scott '08.

Eszter G. Csicsai '07 and Roman M. Dunn, June 21, 2014. Attending were Katrina A. Funk '07, Sara Cohen Kramer '07, Emma B. Meade '07, and M. Jennifer Weber '07.

Ben Weyl '07 and Debbie Karpay, Sept. 29, 2013. Attending were Lewin J. Weyl '75, Ronnie Bucholtz Weyl '75, Fran Cutler Slater '75, Nathan E. Austin '07, Keegan E. Gourlie '07, John L. Guittar '07, Christopher C. Hall '07, Andrea J. Matter '07, Eric H. Schatzkin '07, Elizabeth J. Tegeler '07, Elizabeth A. Ward '07, and Sarah E. Zimmerman '07.

Elizabeth M. Swanton '07, master of public health in community and behavioral health, University of Iowa, May 2014. She accepted a position in community engagement at the Institute of Clinical and Translational Science at the university.

Nathaniel Gailey-Schiltz '09, master's in ethnomusicology, University of Maryland, College Park, May 2014. Gailey-Schiltz has enrolled in the Ph.D. program in ethnomusicology there for the fall.

Sarah C. Goff '11, master's in music education, Oregon State University, Corvallis, June 2014. She accepted a position teaching music at Portland Village School, August 2014.

Rebecca H. Heller '11, M.S.W., Columbia University School of Social Work, New York, May 2014. Heller specialized in advanced clinical practice.

Austin R. Frerick '12, master's in public affairs, specializing in social and tax policy, University of Wisconsin-Madison, May 2014.



Katherine Rochester '06 and Julia McHugh '07

Rochester and McHugh were two of the 16 graduate students selected for the inaugural session of the Center for Curatorial Leadership/Mellon Foundation Seminar in Curatorial Practice. The program identifies art history Ph.D. students with the potential to become leaders in the museum world and provides curatorial and leadership training. Rochester is a Ph.D. candidate in art history at Bryn Mawr College; McHugh is a Ph.D. candidate in art history at the University of California-Los Angeles.

"It's difficult because the digester's temperature has to be kept between 20 and 30 degrees Celsius, which is much higher than the usual ambient temperature."

Project members hope to finalize the design this year so they can start building the underground digester next spring. The contraption is the size of a small to medium backyard storage shed. Processed waste could yield up to 667 liters of biogas a day, which would generate 50–80 percent of the heating value of a 20-pound propane tank, the size typically used for gas barbecue grills.

The project builds on efforts to minimize people's impact on the mountain. Officials in Nepal, whose economy is reliant on the climbing industry, have required each climber in recent years to pack out 18 pounds of garbage – everything from oxygen bottles to broken tent parts. They now fear human waste has reached a critical mass on Everest.

"Every climbing season sees more human waste dropped there, and there's this overwhelming sense that as climbing becomes more accessible, the problem could grow," Janega says.

It was at Grinnell that he enrolled in a First-Year Tutorial and studied the role of biogas in China. There, biogas is credited with slowing the rate of deforestation by providing families an alternative heating source. Janega decided to major in biological chemistry.

"The classes I took [at Grinnell] changed the way I analyze and absorb information. It's a culture of expanding the mind that is still important to me today." He went on to earn a graduate degree in civil and environmental engineering at the University of Washington in Seattle. For the biogas project, he's one of six volunteer engineers.

This is an urgent matter. Water sampling on the mountain has shown E. coli levels are high enough to be health-threatening.

Janega made a quick impression on Garry Porter, a retired Boeing engineer who is the biogas project's program manager.

"Nate is an incredibly bright and enthusiastic young man with a broad worldview," Porter says. "He has a can-do attitude that sometimes gets beaten out of old engineers like myself. He's the pointy edge of the sword right now."

– by Andrew Faught

Shoshana M. Zakem '07 and **Ryan C. Lyerla '08**, June 8, 2014.

Shiela Lee '08 and **Andrew Chow**, May 24, 2014.

Births and Adoptions

John P. Foster '87 and **Luciana Hintz Foster**, June 19, 2014, their first children, twin daughters, Madeline Maria and Katherine Barbara Foster.

Craig R. Hooper '93 and **Elisabeth Stieg Hooper '95**, Feb. 18, 2014, their first child, a daughter, Abigail Carol Hooper. Maternal grandmother is *Carol M. Schaffer '64*.

Megan K. Schubel '97 and **Brian McNamara**, April 2, 2014, their first child, daughter Anna Kathryn McNamara.

Linnea Ostling Rich '99 and **Aaron C. Rich**, Dec. 28, 2013, their second and third children, second and third sons, Andrew Oscar and Nathan Max Rich. Paternal grandparents are *J. Dennis Rich '67* and *Elizabeth Craig Rich '68*.

Emily Carlson Marti '00 and **Chad Marti**, March 20, 2014, their second child, first daughter, Stella Quinn Marti.

Meredith Ibey Milliron '00 and **Jason Milliron**, March 28, 2014, their second child, second son, Iden Bennett Milliron.

Kathy N. Tran '00 and **Beau Mueller**, Feb. 20, 2014, their second child, second son, Wyatt Kaha'i Mueller.

Tammy Baker Dann '01 and **Adam J. Dann**, April 19, 2014, their third child, third daughter, Hazel Rose Dann.

Megan C. Hustings '01 and **Omar Capers**, March 17, 2014, their first child, daughter Jasmine Ellen Karen Hustings-Capers. Maternal aunt is *Erin K. Hustings '98*.

Jenny Haggard Blanchard '02 and **Morgan R. Blanchard**, April 27, 2014, their first child, son Roscoe David Blanchard.

Katharine "Katie" Hanck Lencioni '02 and **Nicholas "Nick" Lencioni '02**, Feb. 17, 2014, their first child, daughter Juliana "Jules" Quinn Lencioni.

Laura Philipp Melton '02 and **Chris Melton**, Feb. 19, 2013, their first child, son Rylan Glen Melton.

Janet McLaughlin Olson '02 and **Peter J. Olson '02**, Feb. 8, 2014, their first child, daughter Pearl Rose Olson.

Katrina S. Pedersen '03 and **Travis L. Wilson**, Aug. 24, 2013, their first child, a son, Henry Frederick Wilson. Maternal uncle is *Robert D. Pedersen '06*.

Robert C. Schwaller '03 and **Rachel Beckley Schwaller**, Feb. 21, 2014, their first child, son Joseph Frederick Beckley Schwaller. Paternal grandparents are *John F. '69* and *Anne Taylor Schwaller '71*.

Jared B. Hibbard-Swanson '04 and **Schuyler L. Hibbard-Swanson '04**, Feb. 26, 2014, their first child, a son, Leif Edmund Hibbard-Swanson. Jared manages the Marion-Polk Food Share Youth Farm, an educational service program for the regional food bank in Salem, Ore. Skye is currently pursuing a master's degree in public health from Portland State University.

Emilia Garvey Packard '06 and **Errol S. Packard**, May 5, 2014, their first child, daughter Miriam Eda Packard.



Elena Valentine '07

Valentine has launched Skill Scout, a hiring platform that makes jobs and job skills tangible through compelling video and a combination of in-person and online skill demos. The project stems from previous work aimed to help young adults in Chicago's inner city find jobs and assist in training for entry-level positions.

Publications, Productions, and Exhibitions

The Divorce FAQ Survival Guide, by **Bernard D. Cullen '69**, self-published for Kindle, April 28, 2014.

The First Letter from New Spain: The Lost Petition of Cortes and His Company, June 20, 1519, by **John F. Schwaller '69** with Helen Nader, University of Texas Press, May 2014. The book presents an authoritative translation and analysis of the only surviving original document from the first months of the Spanish conquest, bringing to life a decisive moment in the history of Mexico and offering an understanding of the conquerors' motivations.

Expressionism in Germany and France: From Van Gogh to Kandinsky, an art exhibition edited and curated by **Timothy O. Benson '72**, exhibition catalog published in Munich and New York by DelMonico/Prestel (presented at the Kunsthau Zürich: Feb. 7–May 11, 2014; Los Angeles County Museum of Art, June 8–Sept. 14, 2014; and Montréal Museum of Fine Arts, Oct. 6, 2014–Jan. 25, 2015). Also, *Hans Richter: Encounters*, edited and curated by Benson, exhibition catalog published in Munich and New York by DelMonico/Prestel (presented at The Los Angeles County Museum of Art, May 5–Sept. 2, 2013; Centre Pompidou-Metz, Sept. 28, 2013–Feb. 24, 2014; Martin-Gropius-Bau, Berlin, March 27–June 30, 2014; and Museo Cantonale d'Arte, Lugano, Aug. 30–Nov. 23, 2014). Also written by Benson: “Dada Geographies” in *Virgin Microbe: Essays on Dada*, David Hopkins and Michael White, eds., Northwestern University Press, 2014; “Malevich and Richter: An Indeterminate Encounter,” in *October Magazine*, Massachusetts Institute of Technology, No. 143, Winter 2013; “Two Phases of European Internationalism,” in *Transnationality, Internationalism and Nationhood: European Avant Garde in the First Half of the 20th Century*, Hubert F. van den Berg and Lidia Gluchowska, eds., Leuven: Peeters, 2013; and “Hamburg and Kiel: Radical Bildungsbürgertum: Die Schöne Rarität (1917–1919), Die Rote

Erde (1919–1923), Der Sturmreiter (1919–1920), Kundung,” in *The Oxford Critical and Cultural History of Modernist Magazines, Vol. III: Europe 1880–1940*, Peter Brooker, Sascha Bru, Andrew Thacker, and Christian Weikop, eds., Oxford University Press, 2013.

Three Corners Has My Cat: Caregiving in Alzheimer's Time, by **Janis H. Lussmyer '77**, CreateSpace, Jan. 22, 2014. Available in paperback and as an Amazon e-book, this collection of vignettes chronicles the author's experiences as primary caregiver for her mother.

Muslims and American Popular Culture, by **Anne R. Richards '83** and Iraj Omidvar, a two-volume reference set, Praeger Publishing, Santa Barbara, Calif., Feb. 10, 2014. Richards also served as a Fulbright specialist with the University of Mindanao, Davao City, Philippines, where she taught and conducted research in the university's Department of Mass Communication, July 2014.

“Downstate Summer,” a poem by **Mark S. Maire '78**, *Midwestern Gothic*, Issue 14, Summer 2014; also, “Summer Locket” and “Lake Weather,” poems, *Aqueous Magazine*, Issue 5, Summer 2014.

“Lessons Learned from Donald Sterling,” by **Lucas W. Hatlestad '89**, *The Denver Magazine*, April 28, 2014.

Images of Anarchy: The Rhetoric and Science in Hobbes's State of Nature, by **Ioannis D. Evrigenis '93**, Cambridge University Press, 2014.

Subverting Aristotle: Religion, History, and Philosophy in Early Modern Science, by **Craig E. Martin '95**, Johns Hopkins University Press, Baltimore, March 2014. Martin is associate professor of history at Oakland University, Rochester, Mich.



In Memoriam: Paul Risser '61

Paul Risser '61, a dedicated member of the College's Board of Trustees, passed away July 10 at the age of 74.

"Paul will be missed by many people – we will miss his humor, his insights, his energy, and his brilliance," says President Raynard S. Kington.

"Paul was a stalwart of the Board of Trustees," says **Clint Korver '89**, chair of the Board.

"He was an extraordinarily

accomplished scientist, administrator, and champion of the value of a liberal arts education. His high level of intellectual energy and demonstrated commitment to excellence in all aspects of his work were inspirational and contagious; he will be missed."

Risser graduated from Grinnell College with a degree in biology, and went on to earn a master's degree in botany and a Ph.D. in botany

and soils from the University of Wisconsin at Madison. He was awarded an honorary degree from Grinnell College in 1994. Risser most recently served as chair of the University of Oklahoma Research Cabinet and executive director of the Oklahoma EDGE program. He was also chancellor of the Oklahoma State System of Higher Education from 2003-2006. Before that, Risser served as president of Oregon State University and Miami University, Oxford, Ohio. He had also been the acting director of the Smithsonian National Museum of Natural History.

He consulted or served as an advisor for many prestigious science organizations, including the National Science Foundation and the National Academy of Sciences, and agencies conducting scientific research and public policy development, including the Department of Energy, the Environmental Protection Agency, and the National Park Service. His research interests included the study of the structure and function of grassland and forest ecosystems, environmental planning and management, landscape ecology, and global change.

Risser had been a member of the Board of Trustees since 2007 and was elected vice-chair of the Board in 2011. He also chaired the search committee that selected Kington as the College's president.

In Memoriam

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

Mary E. Eaton '35, Dubuque, Iowa, Nov. 6, 2013.

Annie Laurie Beckner Opel '38, Trabuco Canyon, Calif., April 29, 2013.

Imogen Spencer Schaezel '38, Kensington, Md., Feb. 10, 2014.

Rebecca Neff Williamson '38, Roseville, Calif., Feb. 28, 2014.

Ronald J. Preston '39, Houston, June 24, 2014. Survivors include his daughter, *Margaret S. Preston '72*.

Mary Schulte Anthony '40, New York, May 31, 2014.

Marilyn Sheetz Brown '41, Largo, Fla., Sept. 7, 2013. Survivors include her sister, *Elizabeth Sheetz Kadarauch '39*.

Madeleine Bader Slattery '41, Palo Alto, Calif., Jan. 24, 2014.

William C. McIntyre '42, Orange, Calif., Feb. 25, 2014.

Phyllis Osborn Paxton '42, Las Vegas, Jan. 14, 2013.

Elizabeth Atkinson Rohn '42, North Mankato, Minn., July 21, 2013.

Genevieve Ries Yaw '42, Galesburg, Ill., May 1, 2014.

Rhoda Mallory Anderson '44, Coolidge, Ariz., April 26, 2014.

Richard J. Connell '44, Edina, Minn., Feb. 22, 2014.

Virginia Russell Dorn '44, Avon, Conn., Dec. 16, 2013.

Gloria Kruekeberg Gillette '45, San Jose, Calif., April 6, 2014.

Marilyn Griffin Hayden '45, Rolling Meadows, Ill., June 18, 2014.

Mary Schmitt Tufvesson '45, Jackson, Minn., Dec. 4, 2013.

Patricia Piper Baker '46, Fulton, Texas, March 25, 2014. Survivors include her brother, *Joseph C. Piper '53*.

Eleanor Smith Coates '46, Oklahoma City, June 30, 2014.

William J. Ecklund '46, Jefferson, Iowa, Dec. 5, 2013.

Elaine D. Smith '46, Washington, D.C., June 6, 2014.

Doris Ream Lawrence '47, Lake Bluff, Ill., Nov. 25, 2013.

Jean Norton Mattson '47, Maitland, Fla., March 7, 2014.

Diana Engelken Robison '48, Clemson, S.C., Dec. 5, 2013.

Nancy Clement Bennett '49, Oklahoma City, April 11, 2013.

Robert R. Bickal '49, Trenton, N.J., March 13, 2014. Survivors include his son, *James R. Bickal '82*.

Patricia Hansen Sims '49, Portland, Ore., Nov. 4, 2013. Survivors include her sister, *Eloise Hansen Krivosheia '56*.

Philip A. Brown '50, Des Moines, Iowa, June 12, 2014. Survivors include his son, *Philip C. Brown '80*.

Doris Duke Hall '50, Eugene, Ore., June 3, 2014. Survivors include her sister, *Nancy Duke Kissane '52*, and son, *Charles D. Hall '75*.

Earl F. Peisner '50, Lakeside, Calif., June 14, 2014.

Raymond S. Maneki '51, Honolulu, Feb. 23, 2014.

Everett L. Moore '51, Little Compton, R.I., March 19, 2014.

Shirley Osmundson Smith '51, Trinity Center, Calif., Oct. 11, 2013.

William F. Wilson '51, Dyer, Ind., May 23, 2014.

Cornelia (Connie) Lockhart Royer '54, Downers Grove, Ill., April 30, 2014.

Robert B. Winter '54, Mendota Heights, Minn., June 5, 2014.

Celebrating Education and Museums

Two special alumni events planned on campus.

Grinnellians with ties to or interest in careers in education or museums are being invited to return to campus for two events this fall and winter.

The **ninth-semester teacher licensure program is celebrating its 25th anniversary** Nov. 7–8. This event celebrates Grinnellians who are changing lives through education. Participation in the ninth-semester licensure program is not required to attend. Alumni of all ages and professions are welcome.

There will be two nationally known keynote speakers:

- **Jonathan Kozol**, National Book Award-winning author of *Savage Inequalities*, *Death at an Early Age*, *The Shame of the Nation*, *Amazing Grace*, and *Fire in the Ashes*, among others. He'll speak Friday evening, Nov. 7.
- **Yasmina Vinci '63**, executive director of the National Head Start Association, where she has improved children's lives through her policy work. She'll speak Saturday evening, Nov. 8.

In conjunction with the Faulconer Gallery's 15th anniversary this year, **Grinnell is celebrating Grinnellians who work in museums of all kinds** during a weekend event Jan. 29–31, 2015. Alumni will attend classes, explore the campus, meet students, and be actively engaged through panel topics focused on the socially responsive museum.

There will be two nationally known keynote speakers at this event also:

- **Michael W. Hager '65**, president and chief executive officer of the San Diego Natural History Museum since 1991. He's also served as director of the Virginia Museum of Natural History, director of the Museum of the Rockies, and curator at the Davenport Public Museum, now the Putnam Museum, in Iowa.
- **Roberta P. Smith '69**, art critic for *The New York Times* since 1986. Smith was contributing reviews to *Artforum* regularly by 1971. She went on to become an art critic and senior editor at *Art in America* and later became a senior critic at the *Village Voice*. Her stories have tackled difficult – and taboo – topics ranging from whether some contemporary work is truly art to how to rescue museums facing fiscal crises.

If you have questions about the education event, please contact Molly Campe '96, associate director of alumni relations, campe@grinnell.edu or 641-269-3234, or **Ashley Schaefer**, Lawrence S. Pidgeon Director of the Grinnell Careers in Education Professions, schaefer@grinnell.edu or 641-269-9317.

If you have questions about the museums event, please contact Nate Dobbels, assistant director of alumni relations for career programs, dobbelsn@grinnell.edu or 641-269-3204, or **Lesley Wright**, director of Faulconer Gallery, wrightl@grinnell.edu or 641-269-4642.

Charles W. Anderson '55, Pensacola, Fla., April 10, 2013. Survivors include his wife, *Jean Wood Anderson '55*.

Clyde L. Greeno '55, Broken Arrow, Okla., May 18, 2014.

David M. Brown '56, Calabasas, Calif., Oct. 12, 2013.

Ruth Morrell Patrk '56, Dallas, April 9, 2013.

M. Jane Kelly Essig '57, Louisville, Ky., Jan. 5, 2014.

Helen Teesdale Rask '57, Bismarck, N.D., June 4, 2014.

James D. Pfannenstiel '58, Sturgeon Bay, Wis., June 8, 2014.

Dodd R. Millar '60, Naples, Fla., March 17, 2014.

Joseph F. Pierson '62, Deerfield, Ill., July 14, 2014. Survivors include his wife, *Margery Hendrick Pierson '63*, and daughter, *Gail A. Pierson '90*.

Nicholas H. Van Matre '63, San Diego, Feb. 20, 2014.

Rosalie McCanner Engel '65, Somerset, N.J., May 9, 2013.

Paul H. Patterson, Jr. '65, Altadena, Calif., June 25, 2014.

Jerrilynn Johnson '66, Minneapolis, June 28, 2014.

Kenneth A. Schwilk '67, Lacey, Wash., May 8, 2013.

M. Julietta Wolf-Foster '70, Rochester, N.Y., April 16, 2013. Survivors include her sister, *Martha C. Wolf '71*.

David G. Renaud '71, Casper, Wyo., Dec. 29, 2013. Survivors include his sister, *Donna Renaud Silvert '64*.

Sarah Linehan '81, Newberg, Ore., May 2, 2014.

Carlos Nilo R. Samson II '02, Los Angeles, March 7, 2013.

Coming Home

Working for Grinnell College gives alumna more than she expected.

I left a perfectly good, but dull, job as a writer/editor/webmaster at Iowa State University's Institute for Transportation in July 2009 to return to teaching. I needed to do work that I found worthwhile and that mattered to me personally, so I accepted a job teaching English at Nicolet Area Technical College in Rhinelander, Wis.

Northern Wisconsin is dotted with small lakes and covered in trees, glorious trees – birches, oaks, maples, tamaracks, pines. I was thrilled to trade corn and bean fields for all those trees.

For the first couple of years I was giddy. I was having so much fun teaching and finding ways to reach my students, nearly all first-generation and high-need, ranging in age from 17 to 65. I was teaching five classes each semester, usually with three different preparations. It was manageable because I didn't have other obligations, like advising students or publishing research, and I had summers off to pursue my own writing projects.

However, when public employees in Wisconsin lost collective bargaining rights, our teaching loads increased. For me that meant teaching six classes per semester with up to four different preparations. Most of these classes were writing courses, which are time-intensive for grading. Innovation was out the door. I was in survival mode.

On my best teaching days, I'd give myself a B+. I was never going to be a great teacher. That would require more of me than I was willing or able to give, even under the best circumstances. At my core, I'm a writer.

When an opportunity arose to write full time for Grinnell College's Office of Communications, I took it. It would put writing back at the center of my work and allow me to write for and about a place I value.

Transitioning back to Iowa has been smooth; it's familiar and comfortable. Transitioning to the College has been fascinating. It's been 25 years since I graduated, but my memories of being a student here are still fresh.

I was a first-generation, high-need student from Nashua, Iowa, and Grinnell scared the bejeebers out of me. In my First-Year Tutorial about Mexico, I got a D- on my first paper. Used to easy A's on high school papers, I nearly had a heart attack. In professor **Elizabeth Dobbs'** course in literary analysis, I had no idea what she meant by analyzing a poem. Was it some kind of secret code I was supposed to crack?

During a paper conference with professor **Ira Strauber** for Introduction to Political Science, he wondered why I'd used so many extra words in a

particular sentence. I said, as though it should have been obvious, "To make the paper longer." The only course I felt any confidence in that first semester was French with professor **Vic Verrette**.

I slowly got the hang of my classwork, sort of. In a sociology class, professor **Chris Hunter** used my paper as an example – because I was the only student who followed all the assignment's instructions. I got a B.

As a student, I was very quiet. I avoided participating in class discussions whenever possible. My professors, many of whom have now retired or moved to senior faculty status, have no reason to remember me. Nor do my classmates.

I was kind of an oddball in a way that literally separated me from my peers. Officially I lived on campus for the first semester my freshman year, but practically, it amounted to eight weeks. I moved in with my fiancé during fall break, and we married during winter break.

And since I am deeply introverted, my attempts at meeting other students were not exactly vigorous. I was on campus for several hours a day to go to class, have lunch in the Forum Grill by myself, study/nap in Burling Library, and then go to work at Hardee's or Pizza Hut before heading home to Brooklyn, 15 miles east on U.S. Highway 6.

Fast-forward to 2014 when I began working at Grinnell as a staff writer. I've already interviewed many alumni, students, staff, and faculty for Web and magazine stories. I'm seeing Grinnell now through many different lenses, not just my own memories as a student. Through these interactions, I've discovered a feeling of connection to Grinnell and Grinnellians. I suspect it was always there, ready to welcome me home.



Photo by Justin Hayworth

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Iowa View



Sunset over the baseball field and the Grant O. Gale Observatory. (Photo by Justin Hayworth)