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Flocking Together with My Grinnell Tutorial Family



Photo by Grant Dissette '12

by **Erin Labasan '11**, a psychology major from Neotsu, Ore. She also is a four-year volleyball letter winner, a veteran College tour guide, and an avid Boggle player. She hopes to spend next year abroad teaching English and running into Grinnellians all over the world.

When I was about to attend a school many states away from everything and everyone I knew, I tried to take comfort in my parents' insistence that I would meet people here who would end up being my lifelong friends. As I sat across from 11 silent strangers, however, I had my doubts.

I walked into my 8 a.m. First-Year Tutorial, The Ancient Greek World, at 7:46 a.m. and was the second-to-last person to arrive. We spent the next several minutes in silence, nervous pen-twirling rampant. I snuck glances around the room and noticed other students doing the same. I felt a little more normal, but no less scared.

At 7:57 a.m., our professor strode briskly in. She was a petite, tidy-looking woman in a suit and she smiled at us as she set her stack of books on the table. She glanced at her roll sheet and noted we had all arrived. She looked over her glasses at us, her face suddenly serious.

"Do not," she said quietly, "waste my time."

She did not clarify, qualify, or enumerate consequences. She let her words hang in the air, marinate in our silence, settle chilly on our brains.

In *Harry Potter and the Sorcerer's Stone*, fledgling wizards Harry, Ron, and Hermione defeat a troll together and are bonded forever afterward by the fright and trauma. Associate Professor of classics **Monessa Cummins** is no troll, but her words were terrifying enough to lay the foundation for lasting friendships.

In the tutorial that followed, she fostered respect for our classmates' thoughts and strengths in the classroom, which helped us to bond. During the semester, we grew into unofficial roles in the class discussion based on our individual skills — offering alternative analyses, connecting new material to previous themes, synthesizing ideas — and halfway through the course, we were a well-oiled machine. From analyzing *The Odyssey* to dissecting the rhetoric-based political maneuvers of the Peloponnesian War, we worked as a team through the problems Professor Cummins presented us. When we left the classroom, we felt we had accomplished something, and it was because each person contributed uniquely and indispensably to the group.

What made this class incredible was that we had so much *fun* doing the work together. After tutorial ended, one of us suggested we have a class dinner before winter break. Most of our tutorial group reunited in the dining hall for the last hurrah, which included all the nerdy jokes we didn't have time to make in class and a sing-along of the beloved classic "Baby Got Back" by Sir

Mix-A-Lot, as well as the decision to meet at least once during the next semester for a tutorial reunion.

Then, somehow, it became a weekly appointment. Missing tutorial dinner isn't quite as scary as missing Professor Cummins' class, but it's just as undesirable. Our dinners are weekly retreats that bring our favorite people together. Each semester, we pick a day and time that we all have free — no easy feat. More than three years later, we still meet at least once a week. Together we laugh, sing, cartwheel, and road-trip through semesters abroad, midsemester exams and finals, sickness and health, sun and snow. We come together to share a meal, life updates, and more recently, our mutual apprehension about the future. We've had three and a half glorious years together, but we're from all over — South Dakota, Massachusetts, Kentucky, Oregon, India — and we don't know where we're headed next. At our first dinner this year, I had a minor breakdown, wondering how we would ever see each other without Grinnell as our anchor. My fears were allayed by my friends' unhesitating reaction: we will find a way. We proceeded to toss out reunion ideas, like tutorial backpacking adventures, tutorial cruises, and tutorial space missions. On the brink of our next big step, off Grinnell's campus and into the real world, I'm buoyed by the thought that these people are the ones I can look to in the best times and the worst.

At first I called it happy chance that I met such incredible friends in my first days here. Looking back across the patchwork of groups, clubs, and teams I've found myself a part of, it seems less a coincidence and more an inescapable quality of Grinnell. We all seem to share the *joie de vivre* that comes from having open hearts and minds.

I've realized recently that this particular shared trait is no small thing. During the last winter break, Grinnellians crossed the state, the country, and the world to be with other Grinnellians. Once you've formed your Grinnell family, five weeks feels like a long time to be without them. They're more than friends — they're soul mates. That they span the globe doesn't make the world feel smaller. It's just the opposite; with every new person I meet here, a door opens, and there before me is something new and wonderful I had never known or considered. For this reason, the bonds I have formed here make the world feel both larger and more available to me and more within my grasp.

My friends at Grinnell have given me the world.

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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 College and Alumni Relations. 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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THE INAUGURATION OF THE

13th

PRESIDENT OF GRINNELL COLLEGE

Preparing Students to Change the World

On Saturday, May 7, 2011, **Raynard S. Kington, M.D., Ph.D.** will be inaugurated as the 13th president of Grinnell College. You can read more about the event in the Summer 2011 issue of *The Grinnell Magazine*. For more information and to send good wishes, please visit www.grinnell.edu/inauguration.

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Grinnellians want to change the world – but typically eschew authoritarian roles. Can they have it both ways?

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webextras

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Some of us thought
in loco parentis was
Latin for “challenge.”
We had to be somewhat
circumspect to keep from
being expelled, but a lot of
energy that might have gone
into social justice issues went
into testing the silly rules.

— Lucia Carter Taylor '44

LETTERS

Latin for “Challenge”

The Grinnell Magazine’s Winter 2010 special issue on Grinnell and activism spawned what may be a record number of letters. Their candor, humor, poignancy, and insight add immeasurably to the topic. Please keep your thoughts and reflections on any subject in the magazine coming to:

magazine@grinnell.edu.

The Grinnell Magazine welcomes letters from readers concerning the contents of the magazine or issues relating to the College. All letters should include the author’s name and address. Anonymous letters will be discarded. Letters selected for publication may be edited for length, content, and style. Address correspondence to: The Grinnell Magazine, Office of College and Alumni Relations, Grinnell College, Grinnell IA 50112-1690, or send e-mail to magazine@grinnell.edu.

Student protests were unknown to my wartime Grinnell generation, not because we were indifferent — we most emphatically were not — but because we were all on the same side. After Pearl Harbor, we all pitched in to help win “the last just war.” Even before that, some of us were “knitting for Britain.” Later we knitted for the Red Cross, though I was so clumsy I worried that I was helping Hitler.

I recall only one event that might qualify as a social justice issue by today’s standards. That was when the Japanese-American students were brought to Grinnell — by the College, not by the students, though we certainly welcomed them when they arrived. There were Army units on campus, and I rationalized that dating GIs was helping the war effort.

Some of us thought *in loco parentis* was Latin for “challenge.” We had to be somewhat circumspect to keep from being expelled, but a lot of energy that might have gone into social justice issues went into testing the silly rules. To this day — I’m now 87 — I half expect a Grinnell authority figure to come take my diploma away because the College found out about the great rule-breaking marathon or figured out how I passed “conditioning” and met the physical education requirements.

I knew about Grinnell’s activist heritage, of course; my mother (Tillie Garberson ’18) went to Grinnell when few colleges even admitted women. But I guess I thought all would be well once we won the war. See any flying pigs out there?

After the war — and a war job digression into Tennessee that lasted till 1947 because of

the skiing — it was a different story. Issues emerged. In the early ’50s, I was TV critic for the *Chicago Sun-Times* and managed to get in a lick or two against McCarthyism. Later in Florida, I have rallied to all kinds of causes. I have even been in a demonstration or two, although I admit I’m not always comfortable there; I’m a lot happier when I can do something positive — and I’m not that sure that standing around in a park waving a sign is as productive as, say, a sit-down with the zoning board. I have been involved with the political party of my choice through thick, thin, and Florida weirdness; and tomorrow — after a couple of months of licking wounds — I will check in to start doing my part toward regrouping and reorganizing.

How much of my latter-day activism do I owe to Grinnell? Beats me — though I do recall that it was a given that it was good to do good.

— Lucia Carter Taylor '44
Sarasota, Fla.

*The pressure to fit in
was enormous, and the
results sometimes destructive.*

—Judith Jensen '59

Drugs, Sex, and Aristotle

Kathy McLaughlin Drinkard's ['73] Winter 2010 essay on the dark side of the late-'60s activism struck a chord. At that time, I was a graduate student at the University of Chicago, an institution generally way ahead of the curve in cultural protest. Apart from a general atmosphere promoting drugs, sex, and Aristotle, there were the usual sit-ins, Vietnam War protests, and demands for a student voice in university governance. Some of this I agreed with, some not. The pressure to fit in was enormous, and the results sometimes destructive: a male friend ended up in Haight-Ashbury, lost in the drug culture; another traveled the United States as a rock band groupie. The women I knew ended up more inclined to be just cynical and depressed about their free-and-easy love lives, which ended up giving them nothing they wanted.

The current generation has moved way ahead of this, and are now exploring their own inner gay and lesbian as part of their multicultural values. Whatever, I suppose, will give their parents and grandparents the most anxiety. If some of my young friends are to be believed, this is not restricted to Grinnell and Chicago, but is endemic among the high school and university crowds. They reassure me that they're on top of all this, but as a retired school psychologist, I'm not so sure.

I attended Grinnell in the late '50s, a time that College historian **Al Jones '50** labeled Grinnell's Republican period. It was a time of ROTC balls and white-clad Grinnell women celebrating our Women's League Board at formal

dinners in the all-female Quad. We marched off to become (or not become) the organization men and the June Cleavers of the day, ushering in a consumer culture that left our more frugal Great Depression-bred parents wondering. Of course, this was also the dawning of the civil rights era among young people beginning to question the old stereotypes. As **John Kleinschmidt**, my Grinnell French professor, might have said, *plus ça change, plus c'est la meme chose*.

—Judith Jensen '59
Tinley Park, Ill.

Liberating Gatherings

When I arrived at Grinnell in 1955, the campus was not a hotbed of radicalism. But I remember viscerally **Howard Bowen's** speech in which he defined "liberal education" as liberation from falsehood, myth, propaganda. From then on, being a "liberal" has meant trying to understand clearly, to get to the heart of things.

Friday afternoon coffee hours were liberating gatherings of students and faculty where we learned to converse as equals with professors and to consider current affairs with the same intellectual tools we used in history or literature classes.

In my American history class, Professor **Al Jones** wept as he recounted the Republican convention at which Abraham Lincoln was nominated — a lesson in how profoundly past events could move as living forces into the present.

When I left Grinnell, I took these intellectual and emotional lessons with me to antisegregation demonstrations in Boston, to the

... there are, thank goodness,
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and turning loose on a world that
needs their creativity and idealism.
I'm glad to hand the effort to save
our lovely planet off to them with my thanks.

—Liane Ellison Norman '59

Peace Corps in Nepal, and to a lifetime of civil rights and antiwar activism, teaching, speaking, politics, and writing.

In my old age, I'm less active, though no less concerned. I no longer know how to combat the militarism in which our country invests, or how to involve myself in the urgent policy conversation about global warming.

But there are, thank goodness, many young people Grinnell is educating and turning loose on a world that needs their creativity and idealism. I'm glad to hand the effort to save our lovely planet off to them with my thanks.

—Liane Ellison Norman '59
Pittsburgh, Pa.

Norman has been awarded an honorary degree, an alumni award, and a distinguished alumni award — all from Grinnell — for her social justice work.

The Murky Middle

Kathy McLaughlin Drinkard's thoughtful reflections on “black-and-white thinking” reminded me of a Friday afternoon coffee hour in Younker Lounge my senior year. The topic was Cuba. One guest speaker spoke strongly in favor of the Cuban revolution and was soundly applauded. Another spoke strongly against the revolution and also received supportive applause. The third speaker spoke more quietly about how in most conflicts, there is a meandering middle where things are always complicated and never as simple or as clear-cut as we would like them to be. That murky middle, this scholar suggested, is where truth usually lies.

I do not remember much applause, but his unadorned remarks have stuck with me for 50 years, even though I have not always been wise enough or strong enough to follow his advice.

—F. Garvin Davenport '61
St. Paul, Minn.

Can They Do That?

Very good issue of the College magazine. We weren't very literate in the late '50s–early '60s, but the administration did everything it could then to discourage innovation.

Comment to **Matthew Imber** ['11] for your archival history: the *Malteaser* reappeared in 1960 for one — possibly two — issues under the editorial helm of **Joe Nassif** '60.

No one probably remembers the *Grinnellian Rebellion* in '60. This was a satirical mimeographed underground sheet that appeared in students' mailboxes. (The mail clerk had been bought off.) I can't identify the editorial instigators because the College threatened to expel them, but it had significant support in the way of paper and financial contributions. The actual printing had to be done surreptitiously after hours.

If I decide to attend our 50th reunion, perhaps I'll bring copies of the publications. On the other hand, maybe the school will rescind my diploma. Can they do that?

—Walt Giersbach '61
Manchester, N.J.

Earlier Activism

The Winter 2010 issue on Grinnell activism was fascinating, but most of your references to political activism were from the late 1960s.

In 1962, Grinnell students led the first student demonstration against resumption of atmospheric nuclear testing. They drove from Iowa to Washington, D.C., where they camped in Lafayette Park across from the White House, garnering considerable media attention and causing President Kennedy to direct presidential aide McGeorge Bundy to meet in the White House with the “Grinnell 13.” More than 120 colleges and universities staged sympathy demonstrations. In a speech at Yale University, Tom Hayden (an activist, a founder of Students for a Democratic Society, and later a California state assemblyman and senator) characterized Grinnell's demonstration as the beginning of the modern peace movement to control nuclear weapons.

*I feel a lot of compassion
for ... our parents, who must
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that we were not grateful for the order
and prosperity they provided us after the
trauma of the Great Depression
and World War II.*

—Cynthia Nagel '68

Political activism on the Grinnell campus during the 1960s was vigorous and thoughtful. Grinnellians led many pro-civil rights and anti-Vietnam War demonstrations, but also organized a Vietnam Study Group (1965) to explore pros and cons of U.S. policy and started poverty projects. Grinnell students staged one of the first demonstrations (1966) against CIA recruiting on campus, and other colleges followed suit. It was an era when students could affect national public policy from their college campuses, and Grinnell did.

In the early 1970s, as Grinnell was moving toward self-governance in the residence halls, students helped organize a labor union among College building and grounds workers to improve working conditions. It was a successful union organizing effort in a town with a long antiunion history.

—Jean Vandervoort Horwatt '67
Los Angeles

You Had to Have Been There

I don't think you can truly understand the '60s unless you grew up in the '50s — a repressive, authoritarian time. It was not possible to engage in reasonable dialogue with people in power, especially if you were young.

Nevertheless, we were given the tools to think for ourselves at Grinnell and we used them and began to glimpse alternatives. That glimpse was often disturbing, creating internal conflicts. I feel a lot of compassion for those in our generation who struggled with those conflicts — and for our parents, who must have been baffled and angry that we were not grateful for the order and prosperity they provided us after the trauma of the Great Depression and World War II.

But our role was crucial. Today's avenues for social change would not be possible except for the work of the '60s. The goal of inclusion and diversity that is so cherished by current activists could not have even been conceived.

Today's right-wing counterrevolution that was spawned by the '60s is pretty scary. In the '50s, authoritarianism blocked reasonable dialogue. Now a kind of unthinking, anti-intellectual conformity to certain ideologies enforced by shunning and name-calling has the same effect. I'm glad there are still pockets in the culture such as Grinnell that haven't been taken over by it.

—Cynthia Nagel '68
Prince Rupert,
British Columbia, Canada

No Regrets, Bruce!

I enjoyed **Bruce Nissen's** ['70] reflections on his activism at Grinnell in the winter magazine. Bruce was among many students who were informed, thoughtful, and confident enough to embrace new ideas, push the boundaries, challenge the status quo, and help the rest of us do the same. While Bruce expressed regret for the "certainty of the absolute truth of my beliefs," I think this is exactly what made it possible for him and others to act.

The purity and self-righteousness that fueled campus activism were at times irritating and divisive, but if these young activists had not been so clear, they would not have been so

*The purity and self-righteousness
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—Susie Kaeser '69

loud, creative, or effective. Their action created the opportunity for the rest of us to wrestle with very important ideas and to factor them into our lives, even if we were not as certain as they were.

Thank you, Bruce and so many others, for creating an environment that often made us uncomfortable and challenged us to think. Because of you, I graduated determined and empowered to make a difference.

—Susie Kaeser '69
Cleveland Heights, Ohio

Ignore the 84!

Although I wasn't at the forefront of the rabble-rousing, I did play a role in getting the women's dress code changed. (When I arrived on campus in the fall of '65, women were required to wear skirts to class!) After President **Glenn Leggett** attempted to limit open dorms to 12 hours a day (a total of 84 hours a week) in the fall of '68, some of us — and it may have been just those of us in Smith, which at the time was a women's dorm — wore rectangular badges safety-pinned to our clothing that said "I IGNORE THE 84!"

That's one of the many things I loved about Grinnell: our activism was so creative!

—Ann J. Kirschner '69
Brooklyn, N.Y.

Bitter Aftertaste

James Hall, fall 1966. My freshman second-story window looked down into the yard between James and Cleveland, enclosed by the loggia to the west and a 12-foot wrought iron fence to the east. Guess where the fire escape descended? When the "women were locked into the South Campus dorms and loggias," there was no escape from a major fire.

In the middle of the confrontation over self-governance and sexual freedom, someone (thank God) thought to point this out to the town fire marshal. By the middle of my sophomore year, the locks on the loggia were changed to panic bars, and there were no alarms attached. The women's dorms were open from that point on, just as the men's dorms had always been.

The only residual was the bitter aftertaste of my thought that women had to be caged for their protection from men, at the risk of their lives from fire.

—Michele K. Sweeney, M.D. '70
Pueblo, Colo.

Warmth and Respect

I was a member of the guerrilla theatre group **Bruce Nissen** mentioned. Bruce's choice of the word "intoxicating" and **Kathy [McLaughlin Drinkard]**'s of "polarization" are particularly meaningful to me. During the fall semester of 1969, I was swept into my first experience of mania. At that time, my bipolar manic-depression was not diagnosed. Like Kathy, I wonder how my life might have been changed had there been psychological counseling on campus.

For those of us in the guerrilla theatre group, polarization was a goal, pushing people to take a stand with "you're with us or against us" thinking. We were racked with upset feelings during those terrible times of violence in America and Vietnam, and a lot of our actions — creative, funny,



Photo by Born Mistry '84

politically expressive — also lacked sensitivity and care for others, as Kathy intimated.

I would like to add a short note about **[John] Crossett**, our conservative “arch enemy” who guarded the flag on campus so no one would turn it upside down. He heard that I was having a difficult time after leaving Grinnell. He took the time and care to write me a letter, which ended with a reference from *Paradise Lost*, where Adam is lying on the ground and crying in despair. I remember Dr. Crossett with the greatest of warmth and respect.

—Jacob Margolin '72
Carmiel, Israel

Thanks, Wayne

I was a student in **Wayne Moyer's** first tutorial in the fall of 1972. Wayne was accurate when he said we got to know him very well. He had us over to his house for dinner and other social occasions. He took some of us sailing on Rock Creek Lake, my first experience on a sailboat. He led a group of students, including me, in organizing the first Grinnell Relays, *above*, then a lighthearted spoof of the Drake Relays. We had fascinating conversations about politics and history. Even though I went on to major in other subjects, I still feel well-grounded in international relations because of the tutorial and other courses I took from Wayne.

I have come to recognize that such relationships are not reciprocal. I got much more from Wayne than he got from me. I was 18 years old, didn't have much to share, and wasn't good at sharing what little knowledge and experience I did have. Wayne was very giving of his time, his knowledge, and his experience. To this day, I am grateful to him, and to other Grinnell faculty, who gave me a solid liberal arts worldview without asking for much in return.

Wayne, if there is some way I can properly repay you, please let me know.

—Rick Lancaster '76
St. Paul, Minn.

The Essence of Grinnell

This quarter's issue of *The Grinnell Magazine* was fabulous. The essence of Grinnell — its passion for social justice and commitment to discovery and self-determination — really came through. It is a showcase of what makes Grinnell special, and put into words what I often have trouble adequately describing.

—Lynn Reid '94
St. Louis, Mo.

*My generation looks
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but by building better institutions
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business methods and mindsets to
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where it is needed.*

—Jeff Raderstrong '09

Don't Leave Us Out!

While I appreciate the intentions behind the most recent issue of *The Grinnell Magazine*, “Reflecting on Grinnell Activism, Then and Now,” I think the articles focused too much on what activism has been, rather than what activism is now. My generation looks to create change not by bringing down the system, but by building better institutions inside that system. We employ business methods and mindsets to encourage social innovation where it is needed.

This is a much different approach to activism than that of the 1960s. *The Grinnell Magazine* does not seem to understand this expanded definition, even though Grinnell is full of examples of these new radicals: Students for Responsible Investing, which encouraged endowment divestment in corporations that do not fit with Grinnell’s commitment to social justice; Free the Planet, which has pushed the College to a commitment to build wind turbines and decrease its carbon footprint; a consortium of environmental groups that worked with the

dining hall to purchase local foods and reduce waste; and Social Entrepreneurs of Grinnell, which has provided thousands of dollars in microloans to poor individuals at home and abroad. These students are creating real and sustainable change, every day.

This new activism, sometimes called social entrepreneurship, still has not been fully accepted by the mainstream of society. It is a new way to do things, and most do not understand its nuances. I was encouraged to read that Grinnell’s “Young Innovator for Social Justice Prize” will “seek nominations of individuals who work in areas that may not have been traditionally viewed as directly connected to social justice.” It is in these uncharted areas of activism that we will find the transformative change needed for society, and I hope *The Grinnell Magazine* will feature this type of activist in future issues.

—Jeff Raderstrong '09
Washington, D.C.,
founding member and founding
board member, Social
Entrepreneurs of Grinnell

“Are You Norman Hall?”

While I found the article, “James Norman Hall 1910,” in the Fall 2010 *Grinnell Magazine* to be both delightful and informative, I saw no mention of Hall’s autobiography, *My Island Home*.

One fascinating excerpt reads: “Early in the summer I wrote to the Registrar’s Office in Grinnell for information about College entrance requirements. A week or two later a young man several years my senior came into the store. I did not know him, but supposing him a chance customer passing through Colfax, I went forward to wait on him.

“Are you Norman Hall?” he asked. He then introduced himself. He was Benjamin Dehaan, of Pella, Iowa, a member of the senior class (1906) of Grinnell, and had been asked to call in response to my letter to the registrar. He explained that he was employed by the College during the summer vacation to call upon prospective students. The last thing I had expected

was a personal call from anyone connected with the College. The experience taught me the importance of such calls by upperclassmen upon high school boys, particularly those affected with shyness. I had scores of questions to ask, about entrance requirements, curricula, student life in general. Ben Dehaan answered them all. He did not try to ‘sell’ me the College – to use the expression that was to become current years later; I could not have bought it even if he had. But his love for Grinnell was apparent in all that he said and confirmed my own feeling about it, gained from my night prowls over the campus with my two friends, or as we lay in the grass, keeping our ears cocked all the while for the whistle of a westbound freight.”

Surely this is too lengthy to be printed, but it was fun to write.

—J. Kenneth Kuntz '56
Iowa City, Iowa

Remembering Ponseti

We read with sadness of the death of **Helena Percas de Ponseti**.

For both of us, she was an unparalleled teacher, a model of a commitment to the life of the mind, and a delightful and warm friend and mentor. Her warmth and enthusiasm, combined with her commitment to her students, have been a compass for both of us throughout our long academic careers. That we remember her so vividly makes it clear how much great teachers matter in all of our lives. We also remember her parents, who were equally kind and supportive to so many of us. The mission statements, buildings, and curricula are essential to a great liberal arts college, but, in the end, it is people like Helena Percas de Ponseti that bring it all to life.

—Davydd J. Greenwood '64 and
Pilar Fernández-Cañadas Greenwood
(head resident, Spanish Language
House, 1963–64)

Many share the Greenwoods' feelings. If you have an anecdote, story, or tribute to share, please send it to us at magazine@grinnell.edu.

Typically Vapid

You buried the most interesting and compelling words in your latest and otherwise typically vapid issue amid the alumni letters.

Celina Karp Biniáz '52 wrote “I spent six years in ghettos and concentration camps with no schooling before I was liberated in 1945 at Schindler’s factory in Czechoslovakia.” Somebody at *The Grinnell Magazine* should have contacted Ms. Biniáz and written her story up for the magazine. Now that would be interesting.

—Stephen Shender '67
Aptos, Calif.

It is interesting! We should have mentioned that Celina Karp Biniáz’s amazing story was featured in an article on pages 16–19 of the Summer 2008 issue of The Grinnell Magazine and is also available on the College website. To read the story online, click on “Web Extras,” then “Defying Darkness: Three Children Who Survived the Holocaust” at www.grinnell.edu/magazine.

Help Wanted

Why all the doctorates?

For its size, Grinnell College produces a large number of students who go on to become Ph.D.s, ranking 10th among all U.S. institutions.* Grinnell ranks 13th in per capita production of female Ph.D.s, and particularly high in the production of Ph.D.s in:

- Foreign language (1st)
- Economics (2nd)
- Anthropology (3rd)
- Chemistry (6th)
- Linguistics (7th)
- Biology (9th)
- Mathematics and statistics (11th)
- Psychology (11th)
- Sociology (11th)
- History (18th)
- Physics (20th)

Why? What, specifically, makes Grinnell such a Ph.D.-producing powerhouse? Is it the kind of students the College attracts and admits? The faculty? The educational philosophy? The co-curricular, internship, mentoring, advising, facilities, and research opportunities offered students? The campus culture? Something in the water?

We’re planning special coverage on this subject soon, and we’d like to know what you think. We’d especially like to hear from any of you who are enrolled in a Ph.D. program, have earned a Ph.D., or teach or administrate in a Ph.D. program. Please send us your thoughts at magazine@grinnell.edu.

*According to a study of Baccalaureate Origins of Ph.D.s/Doctoral degrees obtained by Grinnell graduates from 1995–2004.

webextra!

More letters online — visit www.grinnell.edu/magazine — click on “Extras.”

A commitment to sustainability ... is consistent with the College's long history of social responsibility, one of our core values.
— President Raynard Kington

CAMPUS NOTES



Photo by Jim Heemstra

The Greening of Grinnell

*The College has embarked on several environmental initiatives in recent years, and, as you're about to read, is nearly ready to tackle perhaps the most ambitious one yet. The Grinnell Magazine sat down with **Raynard Kington**, president of the College, and **Marci Sortor**, acting vice-president for college and alumni relations, vice-president for institutional planning, and professor of history, to learn more about the College's commitment to sustainability.*

The College's environmental initiatives have come up quite a bit lately. Why?

Kington: It is clear that there is a great interest in the topic among the broad College community, and for good reason: a commitment to sustainability — and by that I mean the idea of being responsible consumers of the resources of the planet — is consistent with the College's long history of social responsibility, one of our core values. Sustainability is a relatively recent manifestation of that value, and an important one.

There is also a mercenary side to sustainability efforts, of course;

they pay off in the long term, so they are good for the economic health of the College. And they allow us to use our own facilities and efforts as a sustainability lab in which our students and faculty can study. Our sustainability efforts become part of our inquiry-based curriculum, and the data we gather and the findings we report help us refine our efforts.

Sortor: The extensiveness of the College's commitment really strikes me; almost all the campus buildings built since 2003 are or will be LEED-certified as resource-efficient. In fact, they're even more resource-efficient than we'd modeled. As a campus, we

*There have been many people
doing lots of good work
on sustainability on this campus.
Now the challenge is
to coordinate these efforts.*
— President Raynard Kington

recycle or compost more than half our waste. We've reduced our water consumption by 40 percent. Dining Services serves more locally grown food than ever. Our Center for Prairie Studies and our interdisciplinary concentrations in environmental studies, global development studies, and policy studies all circle around sustainability. We have a host of courses in the sciences and social sciences that address the issue, and we hope to expand them into the humanities.

Kington: There have been many people doing lots of good work on sustainability on this campus. Now the challenge is to coordinate these efforts. EcoCampus has put forth a series of recommendations to me.

Sortor: The EcoCampus Committee (www.grinnell.edu/etal/green/groups/ecocampus) is a group of faculty, staff, and student representatives who meet to address campus environmental issues. It is our oldest environmental group.

Kington: One major initiative they propose is that the College build a wind farm that will offset 80 percent of the campus' electrical use.

Wow. That's huge.

Kington: [Laughs] Well, as you know, Iowa is a windy place. But even so, the short answer to how we will do it is: it is complicated. As are most sustainability initiatives. They sound simple at first: "We are an agricultural state. Let us eat locally grown food." But Iowa is planted overwhelmingly with corn and soybeans. How can you meet the needs of our huge operation with a diverse student body with food grown only here? Scale matters.

It is the same with wind. A mile northeast of campus, we have a good site with lots of wind. With somewhere between two and four wind turbines, depending upon turbine size, we can generate the amount of electricity we are talking about.

But it is not that simple; we do not yet have the easements we need to connect the turbines with campus. Getting them requires contractual agreements with many property owners.

Then there is the seasonal energy flow. We use the most electricity in the summer, for air conditioning, but it is windiest in the winter. How do we store the energy? Do we sell excess capacity to the grid in winter and buy it back in summer? What is our relationship to the national electrical grid? What is our financial model for funding, building, and operating our wind farm?

With wind, as with our other initiatives, there is a tremendously strong commitment in the Grinnell College community to doing a better job. We have a vision and a plan that makes sense. We will get it done.

How can alumni stay informed of what's going on? How can we help?

Sortor: We're launching a sustainability section, www.grinnell.edu/offices/institutionalplanning/environmentandsustainability on Grinnell's website that will keep you informed of new developments on campus and provide links to the organizations, committees, and curricular developments related to sustainability.

Kington: We would also like to hear from alumni. Please, share your ideas on sustainability with us at contactkington@grinnell.edu. We especially want input from those who have expertise in sustainability. What is the state of the art? I look forward to hearing your ideas and would like to bring some of you to campus for a panel discussion on the subject.

Beyond Blackboards

Slate and chalk are still around. But they've been joined at Grinnell by a plethora of new, inquiry-based teaching tools and initiatives. Here's what's up with a few of the College's most notable academic innovations.

<i>Academic Resource Centers Promote Innovation</i>	<i>p. 12</i>
<i>Libraries Teach a "New Liberal Art"</i>	<i>p. 13</i>
<i>The Grinnell Science Project Wins Presidential Award</i>	<i>p. 14</i>
<i>New Social Inquiry Lab Dazzles 'em with Data</i>	<i>p. 15</i>
<i>Writing Fellows Learn by Teaching.</i>	<i>p. 16</i>
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- **Academic Advising**
- **AV Center**
- **Creative Media Initiative**
- **Curricular Technology Specialists**
- **Data Analysis and Social Inquiry**
- **Data Consulting Center**
- **Faulconer Gallery**
- **Information Technology Services (ITS)**
- **Libraries**
- **Math Lab**
- **Reading Lab**
- **Science Learning Center**
- **Writing Lab**

Academic Resource Centers Promote Innovation

What is neither classroom nor laboratory, but central to teaching and learning at Grinnell? Collectively, what do you call them? And how can they best collaborate to help students and faculty teach and learn?

Recently, the various professionals and centers mentioned at *left* grouped themselves together as the Academic Resource Centers, or ARC (www.grinnell.edu/academic/arc).

Associate Dean **Kathleen Skerrett** says the ARC group “integrates cocurricular experts and services in a loosely bound network. It promotes innovation and collaboration, so it’s a lot of fun.” **Richard Fyffe**, librarian of the College, agrees. The centers comprise “an informal and organic group ... the goal is integration, not standardization.”

The various professional service groups meet informally every six weeks or so to address pragmatic issues, such as how to promote peer mentoring or how to integrate the coaching of reading and writing. The ARC also sponsor two sets of workshops every semester. One set, for faculty, includes such topics as resources for teaching with images and poster pedagogy. Another set for students addresses subjects such as writing about data and critical reading strategies. Just as important, ad hoc teams of diverse professionals can be assembled to support any given course.

For example, one team (librarian **Julia Bauder**, CTS **Mike Conner**, and **Claire Moisan** of the Writing Lab) worked with Skerrett and **Wayne Moyer**, Rosenfield Professor of Political Science, on their team-taught Human Rights course. “Claire helped us design writing assignments,” Skerrett says.

“Michael helped students think about how best to use PowerPoint for presentations, Julia prepared a webpage of resources to support students’ research in human rights internationally, and all three helped us assemble materials and design the course.” Another supported a tutorial taught by **Andy Mobley**, associate professor of chemistry, which explored the advantages and drawbacks of using Kindle technology.

“We’re looking at additional areas, such as peer mentoring (see “Writing Fellows,” page 16), where we can expand our support,” Fyffe says.

For more information: www.grinnell.edu/academic/arc.



Grinnell Libraries Teach a “New Liberal Art”

The American Library Association (ALA) recently recognized the Grinnell College Libraries — including Burling, Kistle Science, and the curriculum library — with an Excellence in Academic Libraries Award in the college category.

“Receiving an Excellence in Academic Libraries Award is a national tribute to a library and its staff for the outstanding services, programs, and leadership they provide to their students, administrators, faculty, and community,” says Mary Ellen K. Davis, executive director of the Association of College and Research Libraries (ACRL), a division of the ALA and the sponsor of the award.

The Grinnell College Libraries were cited for their mentoring and information literacy programs. “The Burling Library customized the ACRL information literacy standards to create a focused, coherent, and successful information literacy instruction program,” says Erika Linke, chair of the 2011 Excellence in Academic Libraries selection committee and associate dean of

university libraries at Carnegie Mellon University.

Information literacy has been described as a “new liberal art,” a critical reflection on the methods, norms, and significance of inquiry. The College identified five information literacy learning goals: develop a research question; identify promising search terms and resources; find useful sources; evaluate sources through close, critical examination; and create and share your work so others may

learn. Librarians, staff, and student employees draw from these learning goals in working with students, faculty, and other library patrons.

“The selection committee was impressed with the student mentors program — one example of many connecting the library with students and faculty. The activities of the library demonstrate a continuous effort to improve, adapt, reshape, and respond to new expectations,” Linke notes.

The Grinnell application essay described many programs and services, including the libraries’ “Doing Research” website (www.grinnell.edu/library/doingresearch), which helps guide students through the research process; experiential learning opportunities such as student-curated exhibits; and library labs that provide individualized assistance to students working on research projects.

No matter where or how they get it, students appreciate the library’s coaching and instruction in information literacy. “It was incredibly helpful,” wrote one student who offered anonymous feedback to the library as a part of its continuous improvement process. “Research papers can be intimidating and tedious, but the help I received looking up the information was great at reducing some of the stress involved and making sure that I found sources that were relevant. Also I am now aware of different ways to navigate the databases and get the results that I am looking for.”





Grinnell Science Project Wins Presidential Award

The Grinnell Science Project (GSP) was honored with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, given annually by the White House and administered by the National Science Foundation to recognize the importance of mentoring in students' development.

Jim Swartz, Dack Professor of Chemistry, received the Grinnell award from President Obama, *above*, at a White House ceremony on Jan. 27. GSP faculty **Leslie Gregg-Jolly**, associate professor

of biology; **Mark Schneider**, professor of physics; and Dean of the College **Paula Smith** participated with Swartz in the NSF symposium and presentation activities. The Presidential Awards went to 11 individuals and four organizations.

The award (www.whitehouse.gov/blog/2011/01/27/president-honors-stem-mentors) recognizes the science project's efforts to increase the number of students from underrepresented groups who earn degrees in the sciences. GSP was created in 1992 in response to internal studies indicating that students from traditionally underrepresented groups often entered Grinnell with interest in science, but then abandoned their goals when they were unsuccessful in introductory courses. Now, thanks to widespread curricular development, strong academic advising, and nearly 100 percent science faculty involvement, all Grinnell science students gain from this nationally recognized program.

"The true winners of this prestigious award are our

science students," says Grinnell President **Raynard Kington**. "The reputation of the Grinnell Science Project has been strengthened by their individual successes and collectively by the dedicated Grinnell science faculty who mentor them."

"The biggest measure of success is that components of the Grinnell Science Project are now mainstream throughout our science curriculum," says **Jim Swartz**, director of the College's Center for Science in the Liberal Arts. "Grinnell students feel that they are part of a scientific community; we accommodate different learning styles with different pedagogical approaches; and we involve students in faculty research from the beginning of their experience here."

"The week of orientation provided by GSP was a lifesaver for a student from a small high school in a small town," writes one GSP alumnus. "Each of the activities was designed to provide a very real structure of support, by introducing participants to

science faculty, upperclassmen in the sciences, and one another. ... I would not be a scientist today if it were not for GSP."

Some GSP Outcomes

- A triple-digit increase in the number of students of color and a two-fold increase in women science majors between 1992 and 2008.
- Higher average grades from more than 500 students who participated in the pre-orientation program.
- Newly designed classrooms that encourage teamwork and a sense of community and flexible lab spaces that support research opportunities.
- A model for other colleges and universities validated by grant support from the Lilly Endowment, GTE Foundation, and the National Science Foundation.



*DASIL will continue to
look for new ways that
we can help faculty engage
with data in both their
teaching and scholarship.*

—Kathryn Kamp

Data and Social Inquiry Lab Dazzles 'em with Data

The College's newest Academic Resource Center is the Data Analysis and Social Inquiry Laboratory (DASIL, pronounced "dazzle"). Under the direction of **Kathryn Kamp**, professor of anthropology, DASIL helps faculty and students find, use, and interpret data in the classroom and in student, faculty, and collaborative research (such as Mentored Advanced Projects).

Kamp, along with **Julia Bauder**, data services librarian, **Barbara Johnson**, curricular technology specialist, and four student workers, launched DASIL in the fall of 2010.

DASIL staff have assisted with a wide range of courses. Mathematics major **Amar Sarkar '12**, one of DASIL's student staff, came to Assistant Professor of Psychology **Asani Seawell's** Health Psychology class to help students think about research design. Student staff member **Ryan Fletcher '11** helped students in two sections of Assistant Professor of Economics **Brad Graham's** Empirical Methods course learn Excel spreadsheet

software. For Professor of History **Victoria Brown's** The Promised Land: U.S. Immigration History, Kamp and **Cory Keeler '12** prepared Geographic Information Systems materials and instructed students in their use.

In addition, DASIL staff supported faculty research,

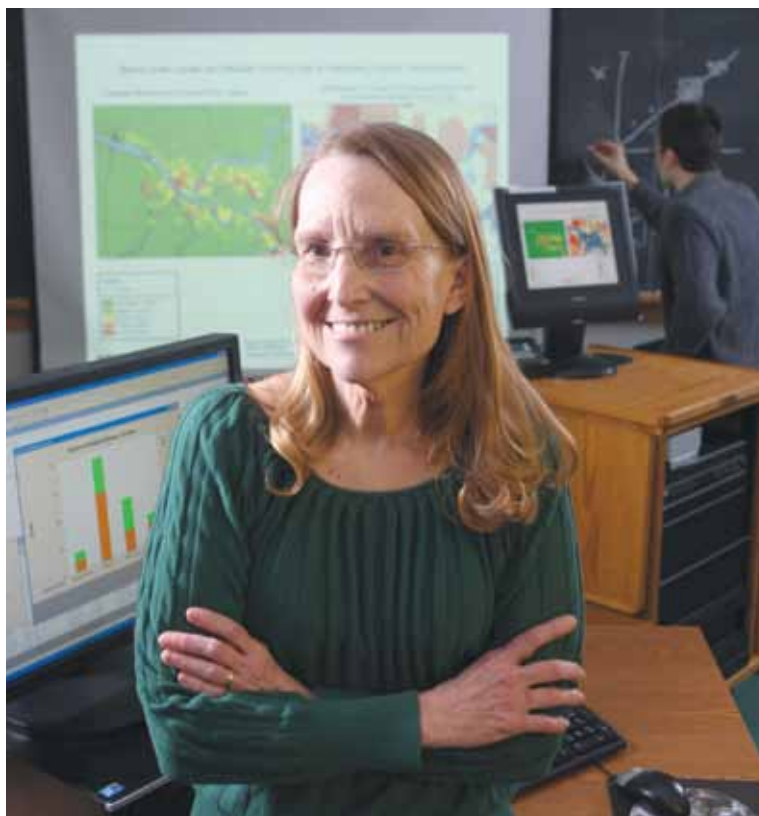
including creating a map using Geographic Information System (GIS) for **Mirzam Perez**, assistant professor of Spanish, by superimposing modern Salamanca's street grid on earlier maps to locate old sites of pilgrimage; and helping **Peter Hart-Brinson**, visiting assistant professor

of sociology, find data for his research on same-sex marriage.

"We've gotten off to a running start," says Kamp. "We've collaborated with the Writing Lab and Math Lab, for example, on a workshop for students, Making Pictures of Data: Appropriate and Creative Data Display. DASIL will continue to help faculty engage with data in both their teaching and scholarship."

For more information:
www.grinnell.edu/academic/dasil.

Photo by Jim Heemstra



What DASIL Does

- Helps student and faculty locate software suitable for qualitative, quantitative, and spatial analysis.
- Teaches students how to use such software.
- Helps students collect data for research projects.
- Supports experiential learning for student tutors and peer mentors.



Today Returns

On Feb. 16, NBC's *TODAY* show once again featured Grinnell College. The segment revealed an inside look at Grinnell's admission process, including what happens behind closed doors in admission committee meetings. This is the second segment on *Today* featuring Grinnell. In October 2010, *TODAY* followed Dean of Admission and Financial Aid **Seth Allen** as he visited prospective students in New York City high schools.

Faculty, Students, and Colleges Collaborate



Grinnell faculty often collaborate with their counterparts at other institutions on research projects. Grinnell students frequently collaborate with Grinnell faculty on research as well. Combining the two is uncommon – but perhaps not for long.

Asani Seawell, assistant professor of psychology, and **Loren Toussaint**, associate professor of psychology at Luther College in Decorah, Iowa, recently received an Associated Colleges of the Midwest grant for a model project to combine faculty and student research across the two institutions.

Seawell and Toussaint met last spring at a conference, where

Toussaint presented his research on forgiveness and health. Seawell had recently begun conducting research on forgiveness-based interventions designed to improve well-being. She later visited his lab with some of her students. The grant enables the professors and their students to complete forgiveness writing and mediation studies on each campus, travel to professional conferences, and meet during the course of the project.

Seawell says the grant will help them expand the research and to create a model for how more research at small liberal arts colleges can get done.

“At a teaching-intensive college, research can move slowly, especially if you work alone,” Seawell explains. “It can be easy at a small college to feel a sense of intellectual isolation in your research. Having a collaborator at another teaching-intensive institution with similar interests, teaching at a similar college, and facing similar challenges is wonderful.”

Writing Fellows Learn by Teaching



One of the best ways to learn something is to teach it. Peer mentoring and peer tutoring offer students campuswide opportunities to do just that. The libraries, for example, are training and employing students as research assistants (see page 13). The sciences have their Presidential Award-winning Grinnell Science Project peer mentor program (see page 14). Grinnell's writing fellows are the most recent cadre of student teacher/tutors to help their fellow students develop and refine their skills – while developing the tutors' skills as well.

Chosen by each course's professor, fellows attend class

sessions and also coach students through the writing process outside of course hours. This spring, six writing fellows are placed in courses in sociology, political science, anthropology, English, history, and education.

All writing fellows take a two-credit course, Teaching Writing, with **Judy Hunter**, director of the Writing Lab (www.grinnell.edu/academic/writinglab). Students read about teaching writing, recognizing variations in the writing process, creating good assignments, offering helpful commentary, working with students whose first language is not English, and using sources responsibly.

“The Writing Fellows Program is part of a collegewide move toward peer-to-peer tutoring,” explains Hunter. “We hope to create a collegewide conversation that celebrates writing as the profoundly social act it is.”



“Dear Science”

A letter written jointly by **Leslie Gregg-Jolly**, **Raynard Kington**, **David Lopatto**, and **Jim Swartz** topped the “letters” section of the Feb. 4, 2011, issue of *Science Magazine* (www.sciencemag.org). The letter discusses the benefits of intertwining teaching and research as is practiced at Grinnell College.

“Rather than detach the content of science from its method,” the four authors wrote, “researchers should engage students in authentic research to learn the scientific habits of mind that researchers use to discover and understand knowledge. Unifying teaching and research facilitates synergy, enhances student learning, attracts students to the STEM professions, and boosts professional satisfaction. ...

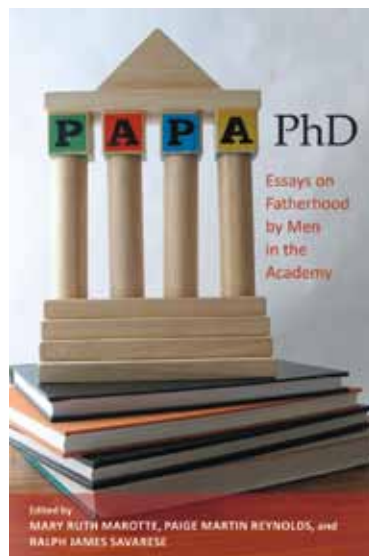
“Researchers can increase the quality of teaching and learning by modeling what they do and how they think about it in the classroom. Inquiry-based approaches make good teaching, especially when

accompanied by strategies that develop effective teamwork and peer review among a group of diverse students. Engaging students in scholarly work develops strong analytical thinking skills that are essential for effective personal and civic lives as well as professional ones. The solution to the demand for talented STEM workers must include recognizing reciprocity between research and teaching.”

Four Faculty Members Muse About Fatherhood and Teaching

A full house gathered recently to hear **Ralph Savarese**, associate professor of English introduce three of his colleagues: **Mark Montgomery**, professor of economics, **Ira Strauber**, professor of political science, and **David Campbell**, professor of biology and Henry R. Luce Professor of Nations and the Global Environment. The four men each read from their contributions to a newly released anthology, *Papa PhD: Essays on Fatherhood by Men in the Academy* (Rutgers University Press, 2010). Savarese co-edited the 32 short personal essays.

Savarese initially answered a call for essays for the collection and was invited to join Mary Ruth Marotte and Paige Martin Reynolds as co-editors. His essay compares his life to that of a monk with a secret family on the side – a metaphor for the total devotion expected of Grinnell faculty. His is a willing dedication: “Teaching here, talking about the liberal arts, parenting – these are all things we *want* to do. The question is, how do you manage them all?”



Montgomery’s essay discloses with remarkable candor how he and his wife, **Irene “Tinker” Powell**, associate professor of economics, decided to adopt – or “outsource production of” in his own characteristically vivid phrase – two black sons, and how being their father affects, in very complex ways, his ability to participate in discussions of race at Grinnell.

Strauber originally begged off the project, but after some

reflection, he decided to try it. The resulting essay, direct and from the heart, explores how being someone who “works with words” played out for better and sometimes worse, in raising a daughter.

Savarese calls Campbell “a fabulous writer” and says he was an obvious choice for inclusion. After ruminating for a week or so, Campbell says he “essentially wrote the essay in one sitting.” He addresses the gifts that fatherhood offers to his own work as a teacher and scholar.

Common to Savarese and Campbell is how they handle parenting their own children while serving as faculty members assumed to be *in loco parentis* for Grinnell students. In Campbell’s essay, his daughter **Tatiana Lowell-Campbell ’13** and a group of students are all (literally) in the same boat as he hands them over to the care of Danny Wesby, a Belizean Creole harbormaster and captain. “We created a bond, one father to another,” Campbell says. The circle came around;

Danny’s daughter Terri later came to Grinnell as an intern to do summer research with Campbell.

The lesson of these essays is that the advantages of working at Grinnell, with its close personal relations among faculty and students, come with disadvantages – but both are merely two sides of the same coin.



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The Leadership Paradox

Grinnellians want to change the world. But our egalitarian streak tends to make us eschew authoritarian-style leadership roles. Meet five faculty members who teach creative, effective alternatives.

by Mark Baechtel and Henry W. Morisada Rietz '89

photos by Jim Heemstra

“The College aims to graduate women and men who ... are prepared in life and work to use their knowledge and their abilities to serve the common good.” So says the College mission statement. And students at Grinnell do hope to change the world. Paradoxically, they also tend to avoid traditional, “because-I’m-the-boss-and-I-say-so” authoritarian-style leadership.

“Leadership means motivating others to help change the status quo, making a difference,” says **Doug Caulkins**, professor emeritus of anthropology and former Donald L. Wilson Professor of Enterprise and Leadership, and former director of the Wilson Program in Enterprise and Leadership. “However, Grinnellians tend to think and feel that ‘leadership’ implies hierarchy – having authority over people.

“At Grinnell,” he continues, “tolerance comes first; we’re not rule-based but morality-based. No culture is without its contradictions, though; we’re intolerant of the hierarchical. Grinnell’s culture of intolerant tolerance makes it difficult for anyone here to use the word ‘leadership’ without encountering resistance. According to the egalitarian cultural bias here, Grinnell should be a leadership-free zone. But they do want to make a difference, so they have to discover a non-hierarchical way of making a difference,” he explains.

Here, Caulkins and five of his colleagues – **Mark Montgomery**, professor of economics; **Andy Hamilton '85**, associate professor of physical education; **David Lopatto**, professor of psychology; and **Roger Vetter**, professor of music – talk about several models of leadership and how they teach them.



Doug Caulkins and Mark Montgomery

Social Entrepreneurship

Caulkins' alternative leadership model is social entrepreneurship – applying the role and tools of the entrepreneurial leader to effecting socially responsible change.

“Entrepreneurs innovate,” Caulkins says, “creating new products, processes, or organizations. And one can innovate in any sector – business, nonprofit, or government. Just having an idea or invention is not enough. The idea has to be institutionalized in new practices, and that requires leadership. You have to inspire others to help you make the changes. Entrepreneurship doesn't have to do with making money; it has to do with making a difference and making new institutions.

“Grinnellians often become innovators,” he continues. The Wilson program, which Caulkins restructured in 2004, uses innovative alumni to inspire current students who are searching for their own ways to implement change. Caulkins continues to invite alumni to participate in several of his courses: Creative Careers: Learning

from Alumni, Organizational Cultures: Working in Businesses and NGOs, and Enterprise and Innovation. The latter used *The Man Behind the Microchip*, Leslie Berlin's biography of **Robert Noyce '49**, as one of several case studies. Noyce's innovations, both technological and organizational, helped create Silicon Valley. “Many of our alumni are out there doing other great things in a variety of fields,” Caulkins says.

“Consider two of our recent alums,” he continues. “**Warren Morrow '99** and **Max Cardenas '01** worked with savings and loan associations in Iowa to better serve the Latino community, the most rapidly growing population in the state.

“This is socially responsible: making the American dream accessible to a community that has not previously had sufficient access to it,” Caulkins says. “It exemplifies a social concern and creative entrepreneurial leadership that is very Grinnellian: ‘team’ entrepreneurs with a high sense of community responsibility.”

Caulkins has published extensively on the role of small business entrepreneurs in regional development as well as on nonprofit, voluntary, and nongovernmental organizations. He is impressed with the way Grinnell culture has shaped and is shaped by the dedication of alumni in addressing local and global problems innovatively. “Grinnell graduates have both the foundation and the passion for making those contributions,” he says.

The Wilson Program in Enterprise and Leadership aims to expand students’ ideas of successful career possibilities. “Often students assume that the only way to address these social issues is through the nonprofit sector,” Caulkins says. “All of these issues should be addressed by the business and governmental sectors as well, and many Grinnell alumni have devoted their careers to making a difference in those sectors.”

Mark Montgomery, the current Donald L. Wilson Professor of Enterprise and Leadership and director of the Wilson program, agrees. “Entrepreneurship and liberal arts make less strange bedfellows than many people might suppose,” he says. “They are both, after all, ultimately about ideas.”

The Wilson program promotes the theory and practice of innovation, enterprise, and leadership in the business, government, and nonprofit sectors. By funding student internships, bringing alumni back to campus to share their real-world experiences, and funding class visits by professionals who stimulate student thinking about entrepreneurship and innovation, the program encourages students to become “entrepreneurial” in whatever career they pursue.

Team Leadership

Andy Hamilton says Grinnell’s athletes are active leaders – a circumstance he attributes to Grinnell’s long tradition of student self-government.

“Students have a voice here, and Grinnell students step forward and lead,” he says. On Hamilton’s teams, leaders are selected by their peers, rather than by coaches. Team membership also typically involves another staple of Grinnell life: community service. Grinnell College athletes can be found coaching youth teams, volunteering in youth sports clinics, reading to grade school students, and hosting community meals.

They’re also taught leadership. In Organization and Administration of Athletics, a course Hamilton taught from 1993 until 2008, “we talked about leadership styles – an autocratic leader, a benevolent dictator, a democratic leader. I asked students to give presentations on various types of leaders. I had people report in class on Malcolm X, Genghis Khan,” he says.

Next, Hamilton asked his students to look back and identify the leadership styles of some of the leaders from their past. “Then I asked them how they would lead,” he

says. “I wanted students to understand that wherever they end up in life, they’re going to *deal* with a manager or leader or they’re going to *be* a manager or leader.”

In addition, sport provides a laboratory in which student-athletes experiment with and test their leadership skills. Being a Grinnell athlete leads Grinnell students to expect a challenge, says Hamilton.

“In athletics, there’s the perennial question: ‘Who’s going to make a difference today?’ We encourage athletes to step forward and take a risk. Once they have done it the first time, it’s much easier for them to do it again. There are studies out there that say companies want liberal arts students because they think broadly; there are also studies that say companies want student-athletes because they’re used to stepping forward. Whether Grinnellians use this experience in a local nonprofit, a church, or their work environment, they’re going to be thinking about it.”

Andy Hamilton '85





David Lopatto

Leadership in Research

Professor of Psychology David Lopatto says research conducted at Grinnell provides students with a lot of opportunity to practice leadership. That's counter to the common perception of the scientific researcher as working alone in a laboratory late into the night.

That's also different than it used to be. "In the 1950s, the scientist who was working in academe *was* a loner. Now, it is a common research practice to have students work with peers, often across disciplines. And if undergraduates work together, a leader may emerge," Lopatto says.

"In researching undergraduate research, I've found that students talk about mentoring, and they talk about developing intellectual independence. Mentoring is part of the fabric of Grinnell life, from the First-Year Tutorial through the choosing of a major adviser and the intense, regular contact that follows. Mentored Advanced Projects [in which students work closely with a faculty member on a capstone project] offer yet another opportunity for mentoring."

What is referred to as "independence" or "autonomy" in the research Lopatto talks about is called "critical thinking" at Grinnell — an ability to speak up to authority and to back one's position. In fact, critical thinking is enshrined in the College's mission statement as one of the primary goals of a Grinnell education.

Lopatto explains why such a characteristic is useful to a scientist in the dynamic that plays out among lab partners and group projects. As a researcher, he says, "You ask yourself: 'What's most important: the support of my peers, or the preservation of my autonomy in deciding where the research ought to go?' Sometimes, as a leader in the sciences, you have to be able to overrule the will of the peer group if you want to protect the quality of the research.

"Good leaders learn to recognize when a decision needs to be protected and when it can be open to group discussion. Part of learning leadership is acquiring the ability to stick by your decision — publicly — if you think it's right. When we promote autonomy and opportunity among the students in undergraduate research, we set the stage for leadership," he says. "As a member of our community, you operate with the assumption that you're a potential leader."

Ensemble Leadership

Professor of Music Roger Vetter's "ensemble model" teaches students that a carefully managed whole can become greater than the sum of its parts — and that the leader of any enterprise must know the importance of each individual's contribution.

There's a parallel between what goes on in a small musical ensemble and what happens in a small seminar with a general, interpretive-oriented topic taught through case studies, such as in Vetter's courses, Music and Ritual and Regional Studies in World Music: Sub-Saharan Africa. In both the musical ensemble and the course, each individual has a particular voice but must learn, develop, and collaborate to bring that voice into relationship with other voices. The result, Vetter says, "is far greater than any which could have been produced by any individual."

In this analogy, the choice of case studies is akin to the music director's selection of the work to be rehearsed and performed. "Each student selects a specific topic (analogous to a musician's individual part) on which they will become the class expert," Vetter says. The group then develops an understanding of the general topic through shared readings. Each student identifies resources that will support him in playing his part in the group exploration, much as individual musicians individually practice their own parts.

"I structure into the course several themes pertinent to the seminar topic," he says. "And for several weeks students give oral and written reports to one another on how these themes are manifested in their case studies."



Roger Vetter

Vetter compares this to a musical group’s disassembling a piece in rehearsal, becoming familiar with each performer’s part and coming to understand each individual’s contribution to the whole piece.

“From these reports, they write a paper that is a chapter in a collected volume on the general topic of the seminar,” says Vetter. In his First-Year Tutorial, titled *Music in the Balance of Power*, students also presented their short chapters orally, as if reading a paper at a professional conference. He compares this to a musician’s “full mastery of his or her part and a solid understanding of how it is meant to fit with the work’s other parts.”

Vetter’s final assignment to his students is to edit the collection: create a title, choose the order in which the chapters appear, and most importantly, write an introduction that articulates the collection’s overriding themes and how the work’s chapters contribute to an understanding of the general topic.

Vetter compares this to an analysis of the “informed, collective realization of a challenging work,” offered from the interpretive perspective of one of the performers.

“This approach provides each student with a sense of personal accomplishment and the responsibility that accompanies it (researching, writing on, and teaching their

classmates about ‘their’ topic) and a sense of cooperative achievement (respecting the work of, learning from, and coordinating with their colleagues),” Vetter says.

“I like to believe students feel a strong sense of ownership of the knowledge they have acquired through this learning process,” he says. “I do very little conventional teaching in this approach, but am constantly providing feedback to individuals and the group as a whole to steer them in what I see as productive directions.” ■

webextras

For more information on social entrepreneurship, and to read the self-study upon this piece was based, click on “Extras” at www.grinnell.edu/magazine.

How Did You Learn Leadership?

What models of leadership did you encounter at Grinnell? How have you found them helpful in your life? Tell us about them at magazine@grinnell.edu.

Mark Baechtel is director of forensic activities at Grinnell; Henry W. Morisada Rietz '89 is associate professor of religious studies. This article is based on a portion of an internal College examination of a question central to the College’s mission: How can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?



Doctor of Arts

Dr. J. Peter Rubin '88 treats soldiers' catastrophic facial injuries with a synergy of science, anthropology, and art.

by Anne Stein '84

U.S. soldiers in Afghanistan and Iraq are surviving more severe explosions than soldiers in past wars. But the catastrophic facial deformities that often result prevent many of them from feeling comfortable around others. Dr. **J. Peter Rubin '88** aims to change that.

"We have a lot of good techniques, but we can do better," says the plastic surgeon. "We need more precision in shaping facial features and dealing with scars." The way to do that, he says, will come from a better understanding of fat tissue biology and fat stem cells.

Rubin is associate professor of surgery and co-director of the University of Pittsburgh's Aesthetic Plastic Surgery Center, as well as co-director of the Adipose Stem Cell Center and one of the founders of the International Federation of Adipose Therapeutics and Science. In January, he was named chief of plastic surgery at the University of Pittsburgh Medical Center.

Although his vocation is highly technical, it's all grounded in a multidisciplinary, liberal arts view of the world that he discovered and developed at Grinnell.

The Multidisciplinary Path

Rubin fell in love with Grinnell on his first visit. "The diversity of the student body, of thought, of students happy to express opinions freely ... I spent four years at Grinnell excited about learning – and about learning how to *keep* learning for the rest of my life," he says.

His late father, Dr. Leonard Rubin, was chief of plastic surgery in the Mediterranean theater of World War II.

While treating traumatic wounds, he invented successful ways of rapidly applying skin grafts using tissue glues derived from tree sap. But when young Rubin enrolled at Grinnell, he had no plans to follow in his father's footsteps.

"I wanted to do something different than my parents," says Rubin, who took everything from electronic music and philosophy to psychology, religion, and math. His first-year tutorial with psychology professor **Robert Kraft '75** covered advertising and media in modern America.

He majored in biology and took several cultural anthropology classes. "Peter was interested in identity and empathy, two issues that are particularly important in a career devoted to advancing plastic surgery treatment," recalls Professor of Anthropology **Douglas Caulkins**, who taught a number of Rubin's anthro classes.

His other great influence at Grinnell was Professor of Biology **Bruce Voyles**, who made science clear and interesting for him. Voyles "really cared about what he was doing and he cared about his students," Rubin says. "And he had a way of asking good questions during his lectures, taking you from the base elements up through the more complex concepts."

When Rubin wasn't giving enough attention to his studies, Voyles pulled him aside. He said, "We expect more of you," Rubin recalls. "It meant a lot that a trusted professor cared enough to have that discussion with me."

Rubin also credits Grinnell with his ability to express ideas clearly in grant-writing. "Everything I do that's working toward fulfilling a vision requires the support of pen and ink on paper," Rubin says.

I picked plastic surgery because there's a tradition of innovation, creativity, and artistry.



Rubin met his wife, **Julie Hutton Rubin '90**, at Grinnell; they celebrated their 21st wedding anniversary in December 2010, live in Pittsburgh, and are the parents of four children ages 1 through 6.

After graduating from Grinnell, the couple went to Boston, where Julie attended Harvard Divinity School and Peter did the bulk of his medical school training at Tufts.

Julie went on to law school at Boston College and a law career, while Peter did a general surgery residency at Boston University, followed by two years in a research fellowship at Harvard/Massachusetts General Hospital, studying tissue engineering and transplantation immunology in the plastic surgery lab, and a three-year residency in plastic surgery at Harvard.

Sculpting with Stem Cells

"I picked plastic surgery because there's a tradition of innovation, creativity, and artistry," Rubin explains. "For any clinical problem, there may be five known solutions, and you can invent several more during your career."

His liberal arts perspective gave him a leg up when it came to innovating, Rubin says. "I learned to think critically across a number of disciplines and to synthesize new ideas from existing knowledge."

Rubin's innovative research on minimally invasive breast reconstruction, using fat stem cells to regenerate tissue in cancer patients, led to a 2007 Presidential Early Career Award for Scientists and Engineers, presented to him by then-President George W. Bush.

With Dr. Kacey Marra, Adipose Stem Cell Center co-founder, Rubin now is working on minimally invasive reconstructive facial surgery for combat veterans.


He'll use fat grafted from other parts of the body to reconstruct facial features. Then he will isolate and separate fat stem cells and other agents to improve tissue regeneration. He expects fat stem cells to be used on military patients in the next six to 12 months, after the research is reviewed and approved by regulators. The fat comes from the patient's own body, so ethical issues are avoided.

"We're helping people who have sacrificed so much," he says. "These soldiers fought for our country and put themselves in harm's way. It's important for us to help them."

The Synergy-Driven Life

It makes for a busy schedule. "I'm 80 percent research, 80 percent clinical, and the rest of the time I spend with my family," Rubin jokes. After 14-hour workdays, he relaxes at home by cooking and sculpting. He sculpts full male and female figures, in representational style, from 18 inches to 36 inches high. "I'm an artist at heart," says Rubin who took his first sculpting class during his residency. "I enjoy the three-dimensional aspects of sculpting. It's very relaxing and helps me refine my eye and sense of proportions and aesthetics.

"It's really great to find synergy between my clinical practice, my research, and my art – to have elements of the research and art circle back to help patients," he says. ■



“Multisport facilities at colleges like Grinnell were very rare. ... We impressed ourselves with the ambition of the project.” – *John Pfitsch*

Just the Facts, Ma'am

Opened: October 1971

Dedicated: June 1972

Architects: Skidmore, Owings, and Merrill (Chicago)

Builders: Gilbert Builders Inc. (Iowa Falls)

Total Area: 86,860 square feet

Pool: 25 yards x 25 meters

Pool Ceiling Height: 35 feet

Field House: 297 feet x 120 feet (including North and South Gyms)

Field House Ceiling Height: 25 feet

North Gym: 120 feet x 110 feet

South Gym: 120 feet x 90 feet

Wood-Laminated Beam Span:
Up to 150 feet

Cost: \$2.6 million (including architect's fee, construction, landscaping, equipment, and furnishings)

–from a pamphlet produced by the College at the time of the dedication

R.I.P., PEC!

Saying good-bye to Grinnell's first comprehensive physical education and wellness facility

by Richard Cleaver '75

For those on campus this fall, a frequent topic of conversation was the disappearing bulk of the Physical Education Center, fondly known by generations of Grinnellians as the PEC. At various times, it resembled a Roman ruin or an archaeological site. It gradually opened a new vista to the north, unveiling its successor, the newly-completed Charles Benson Bear '39 Recreation and Athletic Center.

The PEC had been increasingly decrepit for years. Still, it was part of the lives of many Grinnellians since it opened in the fall of 1971. A look back is in order.

The building was overdue when it arrived. In his memoir, *Pfitch Tales*, **John Pfitch**, athletic director during the planning and construction of the PEC, tells how it came to be. It had been conceived a good decade before it finally opened. When he left in 1964, President **Howard Bowen** left among his notes to his successor a list of building needs. At the top were a pool and enlarged physical education and athletic facilities.

In those times, athletic programs were in some disfavor among students. Pfitch recalls that students “picketed for a couple of days, preventing work on the building. They felt the College was favoring athletic over academic facilities, not understanding that these particular federal funds wouldn't have been available for other projects.”

Recreational and town-gown use were part of the rationale behind the PEC from the beginning; the grant from the U.S. Department of Health, Education, and Welfare required such broad use.

This philosophy never changed, but use patterns did. Some reflected larger social trends, such as the popularity of women's sports and the growth in concern for wellness. Such changes bring in their own expectations of what is necessary. The changes to the PEC are a witness to changing times.

For instance, I was a noon-hour lifeguard in the then-new pool during the mid-'70s. Often, I was the only person there. When I returned to the College as staff in 2000, it was hard to find a free lane in which to swim.

Nancy Baumgartner, administrative assistant to the director of athletics, says the PEC was the cause of, as

well as witness to, such changes. “I was a senior in high school when the PEC opened. As soon as it did, I started my first self-directed workout regimen. Before we went to school, a friend of mine and I would run a mile, swim 500 yards, then sauna. Today, that workout isn't considered hard, but back then people thought we were practically superhuman.”

The most dramatic change to overtake — some might say overwhelm — the complex came soon after its completion. The year the facility was dedicated, Title IX of the Education Amendments of 1972 mandated parity in spending on women's and men's athletics.

As a result, the PEC suddenly needed twice as much locker and practice space. Sixty more lockers were added almost as soon as the building was dedicated; still more were added in 1974. Still, visiting teams soon had to share locker facilities with Grinnell athletes.

In his book, Pfitch notes that in the early '70s, “multisport facilities at colleges like Grinnell were very rare — in fact, we were one of the first in Iowa to plan such a building. We impressed ourselves with the ambition of the project, which not only included plans for a new field house for basketball, tennis, volleyball, and track, but also a new pool with plenty of ceiling room for the highest of high divers.” The previous pool (four 20-yard lanes), between the railroad tracks and Loose Hall, had a notoriously low ceiling, making it positively dangerous for divers.

By the end of the decade, though, deficiencies emerged. When the building was being planned, most athletes did relatively little weight training, since it was then thought to inhibit flexibility and other skills. The PEC's original weight room was a space perhaps 20 feet square. The 1977 film *Pumping Iron* still reflected an idea that weight training was a marginal, almost weird, activity of the kind southern California was known for. But it spurred interest, and by the end of the decade, the importance of strength training was recognized.

The *Scarlet and Black* featured the issue in a Nov. 30, 1979, cover story, “Pumping Iron Grinnell Style.” According to the *S&B*, Grinnell had not caught up. “Weight-training facilities at Grinnell are ‘despicable,’” it

“Our goal was to recycle at least 75 percent of the building, and it looks like we are on target.”
– Mark Godar, director of Facilities Management

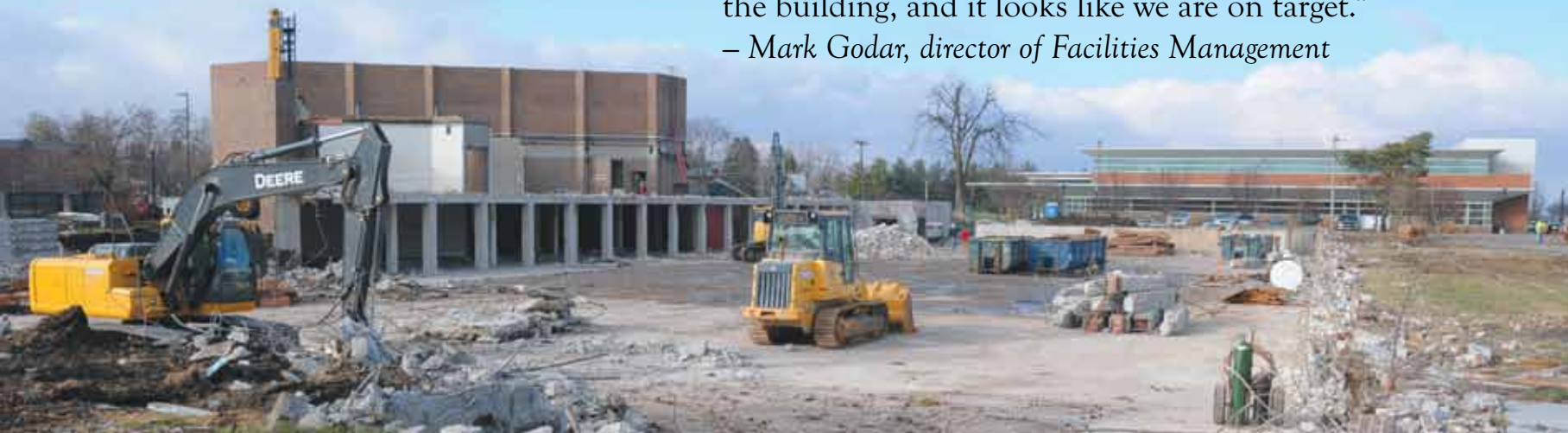


Photo by Grant Dissette '12

said. “The universal gym, located in the small, unventilated room adjacent to the men’s locker room, is over 10 years old.” The only free weights belonged to students **Mark Frankle '81** and **Tom Briles '80**, who had brought them from home and were willing to share. Eventually the Island Gym, an enclosed space in the middle of the field house that originally housed wrestling and gymnastics, was converted to a weight room as well.

Usage changed even as the outer shell of “Pfitch’s Pfolly,” stayed the same. A climbing wall – unimaginable in the 1960s – was built in South Gym in the early 1990s. A golf and batting practice space under the pool became unsafe as the structure supporting the pool irreparably deteriorated. The pool deck above it, ravaged by heavy use, was rebuilt more than once.

An odd-shaped room tucked away behind the front offices was for a time the College’s chief homage to one of its major benefactors, **Joe Rosenfield '25**. He was adamant that no building be named after him while he was alive;

but in tribute to his well-known love for the Chicago Cubs, this curious space, used for informal meetings and as a little museum of College trophies and athletic memorabilia, was named the Cubs Room.

Where did all of the PEC’s concrete, steel, brick, wood, and glass go? “Our goal was to recycle at least 75 percent of the building,” says **Mark Godar**, director of Facilities Management. “and it looks like we are on target. The wood-laminated beams went to a farmer in Minnesota who is going to use them to build an octagonal barn. A dance studio in Melbourne got the racquetball court wood floors. The portable deck for the pool went to Simpson College, and the scoreboards and starting blocks went to a school in Michigan. Grinnell High School got some chairs and some cabinets. The lights went to many different people for garages and workshops, and so on. The rest of the wood is ground up for mulch, and the concrete and brick are also ground up and reused.”

In the May/June 1972 issue of *The Grinnell Magazine*



Photos by Ken Saunders

that covered the opening of the then-new PEC, **Jean R. King**, assistant professor of physical education at that time, wrote: “A liberal arts college, above all else, must speak to the human needs necessary for the enrichment of life and to the capacity for leisure inherent in each person. ... What more perfect affirmation of our belief in a liberal arts education can there be than to tune our physical beings joyful for their appointed tasks of housing unique, creative human spirits?”

For nearly 40 years, the PEC served those needs, responding to changing times and increasing demands. To all who made the space possible in the first place, and who kept it up and running for all that time, our thanks. ■

webextras

For more images of the dismantling and recycling of the P.E.C., click on “Extras” at magazine@grinnell.edu.

—Richard Cleaver is The Grinnell Magazine’s *Campusnotes* editor and senior feature writer.

What I Miss About the PEC ... and What I Don’t!

I miss:

The pool balcony. It was great for stair training. We’d start on deck level, race up the stairs two at a time along one side, and then down other side of the balcony and jog along the deck to start another loop. It was hot, though.

The showers. The women athletes loved the circle of showerheads that seemed to form them into a large huddle where they could talk and have fun together.

The drama. During running events, since we couldn’t see across the track, there was always the anticipation of what was happening on the other side of the walls enclosing the middle gym and racquetball courts. It was especially exciting during the mile relay to see what team would emerge first at the end of the wall.

I don’t miss:

The strain. The long-jump pit covers were very heavy. Often I hurt my back trying to lift them.

The scramble. Trying to dismantle and strap the high jump and pole vault pits vertically against the wall in time for the next varsity tennis or softball or baseball practice was a struggle.

The improvising. We were not allowed to have sand in the long-jump pits. We used turkey bedding, kind of like sawdust.

The overlapping usages. I used medicine balls and stability balls in the old mat/fitness room for my aerobics class. I’d have to toss them from the track level, over the railing by the football coaches’ office, which was right next door to the mat room. That railing is also right over the 10th Avenue-entrance to the track. So I had to be careful not to drop the balls on the heads of those coming in for their lunch-hour workout!

The lack of storage. We had only one small storage room that we shared with tennis, softball, and intramurals. Storage was No. 1 on our wish list for the new building. Now we have it and thoroughly enjoy it.

— Evelyn Freeman, assistant professor of physical education, came to the College in 1980; she is head coach for women’s cross country and women’s track and field.





Sticking Pins in the Pompous

When Chicago mayoral candidate Rahm Emanuel was ordered off the ballot for failing to meet state residency requirements, the CBS-2 newsroom was buzzing. “We like it when things go ways we didn’t expect,” says news anchor **Walter Jacobson** ’59. “We have more fun that way.”

For a few days, it was a roller-coaster story for Jacobson and his co-anchor, Bill Curtis, until the Illinois State Supreme Court overturned the ruling, and Emanuel returned to his lead position in the mayoral race.

Jacobson and Kurtis ruled Chicago television news from the mid-’70s to the mid-’80s. Now Jacobson, 73, and Kurtis, 70, have been paired again. “Two anchors over age 70, both white men?” asks Jacobson. “It’s an interesting experiment.”

Jacobsen is the fiery half of the duo and known for blistering commentaries. He castigated Rod and Patti Blagojevich for bringing their children past the media scrum into the courtroom each day, saying, “If I were on the jury, I’d vote to send Rod and Patti *both* to prison – for child abuse!”

He’s not the easiest on producers, either. The night after President Obama’s State of the Union address, Jacobson proposed a brief on-air debate, because Kurtis thought the speech was weak and Jacobson didn’t. “The producer said, ‘I’ll see if I can fit it in,’” Jacobson says. “My feeling is, let’s discuss whether it’s worth doing, not whether we have time to do it.” This time, the producer won. But Jacobson thinks he’s fighting a bigger battle – one for substantive television.

“I don’t like faux news – personalities screaming at each other, crazy stories about animals on water skis and fires and car crashes and another drive-by shooting,” he says. “Bill and I are constantly badgering our producers to not make us read stories that people really don’t need to hear.”

CLASSNOTES

1933

Marjorie Burton Noell of Cheyenne, Wyo., celebrated her 100th birthday on Dec. 26, 2010. Born in Corydon, Iowa, she attended Grinnell and Iowa State University, earning her undergraduate degree in early childhood education.

1960

Herbert (Herbie) J. Hancock performed at a state dinner reception at the White House, hosted by President Barack Obama for China’s president, Hu Jintao, Jan. 19, 2011.

Thomas J. Soper, founder of the fitness/wellness program and former cross country coach at Glen Oaks Community College, Centreville, Mich., was honored by the college for his pioneering efforts in sports,

January 2011. Soper served 32 years at Glen Oaks before he retired in 1999 as acting dean of instruction. He continues to work part-time in its fitness and wellness center.

1961

Charles M. Palmer was appointed director of the Iowa Department of Human Services by Governor-elect Terry Branstad, December 2010.

1962

“Dianne Bystrom: Ready to Run prepares women for politics,” an *Ames* (Iowa) *Tribune* article, featured Ames mayor **Ann Hamilton Campbell** ’62 in a cited group of government leaders, Jan. 5, 2011.

1967

Margaret Megorden Bailly, executive director of the Fargo (Minn.) Theatre, gave the commencement speech at Minnesota State University-Moorhead, Dec. 16, 2010.

1973

Mary Brown Coffield earned a renewed certificate for national board certification through the National Board for Professional Teaching Standards, November 2010. She teaches at Rock Bridge High School in Columbia, Mo.

Robert E. Eckardt received the Distinguished Grantmaker of the Year award for his philanthropic leadership from the Council on Foundations, Washington, D.C., at its annual conference in Denver, April 2010. He is senior vice-president for programs and evaluation at The Cleveland (Ohio) Foundation.

The Northwest Asian Weekly Foundation, Seattle, honored **Katherine Hiyane-Brown** at its September Women of Color Empowered Luncheon. She is president of Whatcom Community College, Bellingham, Wash.

1975

Chicago-based sound designer and musician **Keith Fort** was the subject of a feature interview in *Examiner.com* www.examiner.com/live-music-in-chicago/keith-fort-supports-stories-with-amazing-sounds-by-lisa-torem.

David M. Herrera was named one of six finalists for the two Colorado Eighth Judicial District judgeships, December 2010. The seats went to two attorneys from Fort Collins.

1979

Cynthia Gordon Hoxha accepted the role of medical director of the Illinois Professionals Health Program after serving as interim director since August 2010. The program supports and helps health care professionals who find themselves in difficult or challenging situations.

Paul A. McCulley retired after 27 years in financial services at Pacific Investment Management Co., Newport Beach, Calif., December 2010. He was a member of the firm’s committee of senior investment managers.

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Grinnell, IA 50112

The deadline for the Summer 2010 issue is April 14, 2011.

The Chicago native and former Chicago Cubs batboy started as a sports reporter for his local weekly in high school. Years later he managed to interview serial killer John Wayne Gacy, because Gacy was a Cubs fan, too.

When asked why he chose Grinnell, Jacobson asks with a grin, “Full disclosure?”

At New Trier High School, Jacobson wasn’t fast enough to be a first-string swimmer. At Grinnell, he could be. “And of course,” he adds, “it was a good school.”

A political science major, Jacobson took journalism courses, worked on the *Scarlet and Black* (where he wrote a column), and announced football and basketball games.

He left midway through his junior year to attend New York’s Columbia College, because he was miffed at not being made *S&B* editor and because he wanted to experience life in New York. But it would have taken an extra year to graduate from Columbia, so he returned to Grinnell for his senior year.

“Grinnell made me more facile at expressing myself,” says Jacobson, who went on to earn a master’s from Columbia University’s Graduate

School of Journalism. “I was constantly exchanging ideas with other students and hearing very different opinions than I’d been hearing up till then. But street-smart? No. I was street-smart before Grinnell.”

Jacobson started in print journalism as a researcher, then went on to United Press International and several Chicago newspapers. Although he’s won dozens of local and national broadcast awards, “I went into TV very reluctantly,” he says. “I never liked TV news because I didn’t think it was substantive enough.”

But, he says, “no matter how good the story or substantive the analysis in the newspaper, it doesn’t come close to the impact a minute on TV has.”

He’s since spent almost five decades on the tube, covering every political convention since 1968, traveling to China in the Nixon years, and “sticking pins in politicians, in pompous people, and uncovering the truth.”

Now, “Bill and I are trying to prove age and experience are more valuable than youth and good looks. We’re more interested in the bigger issues that affect all of us. If people don’t want that, we’re fine calling it a day.”

– Anne Stein ’84

1984

Joseph A. Neri accepted the position as chief executive officer of Chicago-based IFF, a nonprofit community development financial institution that serves nonprofits in Illinois, Indiana, Iowa, Missouri, and Wisconsin, December 2010. He joined IFF in 1997 and has managed its lending and real estate consulting operations since 2008.

1987

Tao Thomas Wu was appointed to the board of directors and to the audit committee of 7 Days Group Holdings Ltd., a national economy-hotel chain based in China, November 2010.

1991

Ashish Gupta was appointed chief marketing officer and senior vice-president of corporate development at Vidyo Inc., Hackensack, N.J., January 2011. Vidyo provides business videoconferencing systems and software.

1992

Kristina L. Koch-Avan received the UN21 Award from United Nations’ Secretary-General Ban Ki Moon in

Washington, D.C., July 2010, for her role in a mission-planning project that promotes the goals of civilian protection, security-force reform, sustainable reconstruction, and the rule of law in the U.N.’s international post-conflict efforts. She also accepted the position of senior peace-building adviser to the United Nations in 2010.

Thomas J. Meglioranza was featured in “Finding his voice: Baritone Thomas Meglioranza found his song in college” by Linda S. Mah, *Kalamazoo Gazette*, *mLive.com*, Jan. 10, 2011. Meglioranza performed with pianist Reiko Uchida and violist Abhijit Sengupta performed at the Dalton Center Recital Hall at Western Michigan University, Kalamazoo, Jan. 22, 2011.

Maria Walinski-Peterson received the Second Congressional District Outstanding Teacher Award from the Nebraska State Council for the Social Studies, September 2010. She teaches human geography at Omaha South High Magnet.

1994

Alan R. Ostergren was elected county attorney for Muscatine County, Iowa, November 2010. He served 1997–2010 as assistant Muscatine county attorney.

1995

Daniel S. Jacobsohn accepted the position of chief information officer of the school of education at University of Wisconsin-Madison, August 2010.

1996

David R. Collman completed the Institute for Physician Leadership program at University of California–San Francisco, November 2010. He was appointed chief of podiatry/foot and ankle surgery in the Kaiser Permanente’s department of orthopedics in Modesto, Manteca, Stockton, and Tracy, Calif., January 2011.

1998

Nathan G. Germick was named executive producer at Kabam, a leading developer of real games for social gamers, San Francisco, November 2010.

2000

Jay P. Kucera was selected to attend the U.S. Naval Test Pilot School at the Naval Air Station Patuxent River, Md., January 2011.



Kit Gage '73

is now a master watershed steward and co-director of the new National Capital Region Watershed Stewards Academy. As a steward, she helps people retain rainwater on their property by changing downspouts, adding above-ground cisterns and planting more trees, shrubs, and native plants. “By training activists to help re-educate and motivate their neighbors,” she says, “we can help save the Chesapeake Bay by infiltrating and slowing stormwater yard by yard.”

Straight to the Art

Curator **John Marciari '93** knew where he wanted to go. He just didn't realize he'd be famous after he got there.

Since he was a teenager, Marciari wanted to study Renaissance European art and history. "I was on a certain path," he recalls. Yet it is the uncertainty of his chosen vocation — art curator, now at the San Diego Museum of Art — that made Marciari a celebrity.

In 2004, Marciari came across a badly damaged, anonymously credited painting in a storage facility at Yale, where he did curatorial work on 16th–18th century Italian and Spanish paintings. Despite its disfiguration, Marciari was immediately struck by the boldness and "serene power" of the painting's depiction of "the Education of the Virgin," in which the Virgin Mary's parents teach her how to read. In fact, Marciari was so impressed, he began to suspect it was rendered by Diego Velázquez, the leading artist in King Philip the IV's court and a master of the baroque period.

In June 2010, after six years of scrupulous technical and scientific study — and an intuitive leap of logic — Marciari told the Madrid-based art journal *Ars* he'd found an original Diego Velázquez painting underneath a Yale art gallery. One day later *El Pais*, Spain's newspaper of record, ran the front-page headline, "A New Velázquez Found in the Basement of Yale University."

Marciari was not surprised by the attention. "It only has to do with the celebrity of Velázquez, one of the great artists," he says. He was, though, frustrated by skepticism he drew from the art curatorial field, a diverse and imperfect world of academic rigor and inductive sleuthing. "There is a suspicion attached by scholars to anything that is a *cause célèbre* in the newspapers," he said. "It's a suspicion that I also attach to things that I hear first in the newspaper."

Marciari now catalogs 16th–18th-century Italian and Spanish paintings as curator of European art at the San Diego museum. There is still much new to say about that subject, as Marciari's Velázquez discovery proves. "I'm constantly following new paths of research as paintings present new questions," he says.

Marciari grew up on Long Island, where he enjoyed a rigorous liberal arts education at Chaminade, an all-boys Catholic high school. "When I arrived at Grinnell in the fall of 1989, I already had a sense that I probably wanted to get a doctorate and follow an academic career. I was pretty sure it would be in 15th–17th-century study."

Marciari told all this to **Ed Moore** (now professor emeritus of English), who taught Marciari's First-Year Tutorial on Shakespeare. "Ed had a great liquid southern voice, and he said, 'You know you can't really

Julian C. Zebot was made partner of the Minneapolis, Minn., law firm, Maslon Edelman Borman & Brand, where he focuses on fiduciary, trust/probate, and complex commercial litigation, January 2011.

2002

Emily Westergaard Hamilton accepted the position of executive director of the I Have a Dream Foundation in Des Moines, Iowa, winter 2010. The Iowa foundation was started and funded by Grinnell College trustees in 1990. The first

class of "Dreamers" was supported by the collective financial commitment of the individual board members.

David W. Harrington became the fundraising director at Mayatan Bilingual School, an independent nonprofit school in Copán Ruinas, Honduras, August 2010.

2003

Joshua J. Dorner became communications director for Progress Centers, the political war room of the Center for America Progress/Action Fund, Washington, D.C., May 2010.

He also writes for *ThinkProcess.org*, one of the world's most widely read political blogs, and contributes to *The Huffington Post Internet Newspaper: News Blogs Video Community*.

Aaron D. Hollobaugh was named vice-president of marketing and communication for Hosting.com, Denver, October 2010. The company provides Web hosting and management services for corporate clients worldwide.

Stephanie N. Schmidt accepted a position as a tenure-track assistant professor of aquatic ecology in environmental studies at Colby College, Waterville, Maine, fall 2010.

2004

Dree Collopy argued and won a case before the U.S. Court of Appeals for the Fourth Circuit, January 2011. His client, who is in immigration proceedings, now has the opportunity to remain in the United States with his wife, a U.S. citizen, and children.

2006 5th Reunion Cluster

"Can City Farmers Make a Living?" by Allison Arieff, featured an interview with **Eli L.E. Zigas**. The article appeared in *GOOD* www.good.is.com, Jan. 11, 2011.

2009

Allison L. Gnade accepted the position of editor of the *Catalyst*, a newsletter published by New Pioneer food cooperative, Iowa City, Iowa, October 2010.

Degrees

Amy F. Goldmacher '96, Ph.D. in anthropology, Wayne State University, Detroit, December 2010.

Alyx Fischer Kesselring '97, master's in clinical psychology, Loyola University-Chicago, December 2010.

Laurie M. Kauffman '99, Ph.D. in biological anthropology, University of Florida-Gainesville, December 2010.

Angela K. Stone-MacDonald '00, Ph.D. in special education, Indiana University-Bloomington, May 2010. She accepted a position as assistant professor at the University of Massachusetts-Boston, fall 2010.

Erin A. Walsh '01, Ph.D. in English, University of California-Irvine, September 2010. Her dissertation was titled "Analogy's Territories: Ethics and Aesthetics in Darwinism, Modernism, and Cybernetics."

Carroll J. Cottingham '02, dual master's in community planning and in historic preservation, University of Maryland-College Park, December 2010.



Tony Flinn '76

says he's "still a professor of English at Eastern Washington University, still in decline since I left Grinnell, and still one of the less distinguished members of my profession. This past year I started a new radio show on Spokane Public Radio called *Just a Theory*, in which I interview local professors about their research with a certain jaunty suspicion." His amusing and informative podcasts can be heard at

www.kpbx.org/rss/podcast.php?feed=justatheory.

call yourself a scholar unless you know Latin.' And I wound up majoring in classics because I thought it was the best preparation for anything that would follow. It was art, philosophy, history, and literature all in one."

After studying in Rome during his third year, Marciari realized he could put all of those disciplines together by pursuing art history. During his senior year at Grinnell, he applied for Ph.D. art history programs and wrote a senior thesis on Roman Mannerist art. He then went straight to Yale and, seven years later, finished his doctorate on the same subject.

At Yale, Marciari decided he preferred the physicality of museum work to academia. "I just always responded to the objects." He taught for a time, including at Loyola College in Baltimore, but returned to working at the Yale art galleries. In 2008, Marciari and his wife Julia Marciari-Alexander both accepted curatorial positions at the San Diego museum.

He still teaches some, including courses at the University of California-San Diego. But his greatest focus is documenting the San Diego museum's comprehensive catalog. "I make judgments about the picture and also do a scientific and technical study about its conditions," he says, "I'm continually learning." — Matt Blane '04



Sarah K. Hansen '04, Ph.D. in philosophy, Vanderbilt University, Nashville, Tenn., August 2010.

Annie L. Tessar '04, M.A. in communication disorders, New Mexico State University-Las Cruces, May 2010. She is a public school speech-language therapist near Portland, Ore.

Benjamin F. King '07, M.S. in community development and applied economics, University of Vermont-Burlington, October 2010.

Marriages/Unions

Noelle Welch '91 and Carl Stello, July 31, 2010.

Maria E. Walinski '92 and Glenn Hirschell Nikolai Peterson, Nov. 7, 2010.

Andrew L. Coghill '93 and William Behrends, Oct. 16, 2010.

Morgan M. Robertson '93 and Beth Finzer, Sept. 18, 2010.

Ryan E. Bremer '95 and Sara Adams, Oct. 16, 2010. *Christopher A. Jepsen '93* was a groomsman. Also attending were *Damon T. Spayde '95*

and *Nicholas R. Wurtz '96*. The couple currently lives in Oakland, Calif., where Bremer is director of chemistry at Biocare Medical and Adams is an executive assistant at Jones Lange LaSalle.

Carroll J. Cottingham '02 and Ashley Carson, Dec. 31, 2010. Attending were *J. Kentner Cottingham '98*, *Katherine E. Herold '01*, *Christopher D. Rathjen '02*, *Matthew W. Shamey '03*, and *Nicholas J. Wagner '03*.

Courtney M. Jenkins '02 and Kenneth W. Clark, Sept. 25, 2009.

Joshua A. Weiland '02 and Jessica Wright, July 17, 2010.

Anne L. O'Brien '03 and James E. Dankovich, Oct. 10, 2010. Attending was *Peter L. O'Brien '07*.

Alder M. Brannin '04 and **Miguel A. Trejo '04**, June 26, 2010. Attending were *Anne C. Feltoich '03*, *Lauren B. Aerni-Flessner '04*, *Louise E. Briguglio '04*, *Rachael A. Dreyer '04*, and *Samuel E. Martin '05*.

Lucinda M. Richard '05 and Ryan Woodward, Sept. 18, 2010.

Robin R. Cutler '08 and **Nora L. Shields '08**, Aug. 15, 2010.

Births and Adoptions

David W. Boyd '87 and Heather Hartwig Boyd, Oct. 1, 2010, their fifth child, second daughter, Anna Grace Boyd. Paternal uncle is *Steven A. Boyd '85*. Boyd is a stay-at-home dad and his wife is director of research and development at the University of Notre Dame, South Bend, Ind.

Valesta Wiggins Tejan-Kamara '87 and Saaid Tejan-Kamara, June 30, 2009, their first child, a son, Phillip Bai-Suba Tejan-Kamara.

Erika R. Smith '90 and Daniel Munier, Aug. 18, 2009, first son, Jack Smith Munier, and first daughter, Allison Smith Munier.

Alix Maly Marsters '91 and Kele Marsters, Aug. 25, 2009, their fifth child, fifth daughter, Kelea Stepheni Marsters. Maternal grandmother is *Nancy Schmulbach Maly '61*, maternal aunt is *Laura Maly-Schmidt '87*, and maternal uncle is *Allan J. Maly '90*.

Carl W. Vesper '91 and Elizabeth A. Tucker, Dec. 3, 2010, their second child, second daughter, Eliza Jane Vesper.

Joseph E. Zimsen '92 and **Molly B. Campe '96**, March 15, 2010, their second child, first daughter, Ruby June Zimsen-Campe.



Molly Obsatz Griffin '05

received an M.F.A. in writing for children from Hamline University in January 2009; her first children's picture book, *Loon Baby*, (www.mollybethgriffin.com) will be available in bookstores beginning March 21. "By providing our children with great literature, we can nurture the readers, writers, and thinkers of the future," she says. They "deserve real art — literature that is deep, fresh, beautiful, and challenging."

Against the Tide

Amidst the red tidal wave that swept the nation on Nov. 2, a spot of blue poked through in Sioux City, Iowa, as **Chris Hall '07** won election to the Iowa House of Representatives.

Hall's family has deep roots in the city — his grandfather served as city manager for years — and he has always been politically engaged. Since graduating, he has worked on several Democratic campaigns in Iowa and served as a legislative clerk to the Iowa House Judiciary Committee. But he didn't think a run for office was in his immediate future.

All that changed in February last year, when State Rep. Roger Wendt announced suddenly that he would retire. Soon after, local Democrats, including Wendt, encouraged Hall to run.

Though a bit apprehensive, he eventually decided to give it a try, "This is something that I had always thought I would want to do, even though I did not expect to be doing it right now. So why not throw my hat into the ring and see if I am able to make a difference?"

For seven months, Hall spent hours each day knocking on his neighbors' doors. His only break was a week to ride in the Register's Annual Great Bicycle Ride Across Iowa (RAGBRAI).

Hall says he received "an enormous outpouring of support" from the Grinnell community, receiving donations from friends as well as Grinnellians he'd never met. His family also worked hard, including sister **Catherine Hall '05** and brother-in-law **Colin Bernard '04**, who live in Omaha, where he is a judicial clerk for Nebraska's Fourth Judicial District and she is the grant administrator for Douglas County's criminal justice system. His former adviser, **Barbara Trish**, associate professor of political science, pitched in with advice.

Hall was initially worried that voters might resist a 25-year-old candidate; but in an anti-incumbent year, having a fresh face was helpful.

"People were excited that somebody young was interested," he says. "They're tired of people who have been in there for too long."

He won comfortably, with 54 percent of the vote, after running on a commitment to spur economic development, improve education, and safeguard the state's natural resources.

In January, with his family present, Hall was sworn in, which he calls "a humbling experience."

He sits on four standing committees: natural resources, transportation, economic growth/rebuild Iowa, and appropriations.

Photo by Ben Weyl '07



Derrick Mitchell '06

and his Chicago indie band How Far to Austin (www.howfartoAustin.com) will perform Thursday, June 2, at the Grinnell College Reunion as a part of the Music in the Park series. They'll bring their own brand of "pop/rock/soul" to Central Park in Grinnell. Mitchell, a founding member of Grinnell's G-tones, is a vocalist and lyricist with the group.

Mayan Malysiak Noren '95 and Adam Noren, Oct. 5, 2010, their second child, first daughter, June Linnea Noren.

Anne Gay Gray '96 and Brian M. Gray, Aug. 18, 2010, their first child, a daughter, Rosalind Jane Gray.

Julia Nelson Hernandez '96 and Meinardo P. Hernandez, Feb. 11, 2010, their third child, second daughter, Keila Xadi Hernandez.

Kathleen Huber Ormseth '97 and Paul Ormseth, Dec. 24, 2009, their first child, a daughter, Eloise Huber Ormseth.

Laura Quinn Bouma '98 and **Timaeus A. Bouma '99**, Nov. 16, 2010, their third child, second daughter, Rowan Willow Bouma. Paternal great-grandmother is *Janet Street Bouma '47*. Paternal grandfather is *Arthur E. Andrews '70*, and paternal grandmother is *Margaret A. Bouma '72*.

Kevin P. Oulds '98, July 22, 2010, his first child, a daughter, Aniya Jade Oulds.

Gregory C. Ruttan '98 and Keika Ruttan, Dec. 29, 2010, their first child, a son, Shuji Ruttan.

Matthew W. Jones-Rhoades '99 and **Melinda S. Jones-Rhoades '99**, May 12, 2010, their second child, first son, Isaac Ian Jones-Rhoades. Paternal grandfather is *Marcus M. Rhoades '61*, and paternal aunt is *Elen K. Rhoades '03*.

Courtney Karr '99 and Jeffrey M. Baumstark, Aug. 21, 2010, their second child, first son, Alexander William Baumstark.

Kimberly Sherman '99 and Steve Mardon, May 8, 2010, their first child, a daughter, Sasha Belle Mardon. Paternal uncle is *Jason B. Wolf '95*.

Rebecca A. Major '00 and **Julian C. Zebot '00**, June 23, 2010, their second child, second daughter, Josephine Clara Zebot. Paternal uncle and aunt are *Joseph A. Ambrosion '00* and *Dinah C. Zebot '03*.

Kathy "Nga" Mueller Tran '00 and Beau Mueller, Nov. 27, 2010, their first child, a son, Finn Khanh Mueller.

Sherman P. Willis '01 and **Kristie Henderson Willis '03**, Jan. 11, 2011, their first child, a daughter, Cicely Nadine Willis.

Kevin A. Berry '02 and **Ruth Emrick Berry '02**, Nov. 8, 2010, their first child, a son, George Emrick Berry.

James A. Bombulie '03 and Erinn Sarandria Bombulie, Oct. 23, 2010, their first child, a son, Ryan James Bombulie.

Megan L. Salter '03 and Bruce J. Swihart, Nov. 21, 2010, their first child, a daughter, Evienne Grace Swihart.

Errata

Nancy Homan Stroupe '59 is a retired teacher and full-time artist featured in the Winter 2010 issue; her name was misspelled.

Cynthia Gordon Hoxha '79 accepted the position of medical director at the Advocate Addiction Treatment Program, Des Plaines, Ill., July 2010. She was incorrectly identified in the Winter 2010 issue.

John W. Baty '99 and **Margaret G. MacDonald '02** were wed on July 3, 2010, with *Mary Baty Spencer '02* attending. The date was incorrect in the Winter 2010 issue.

Hall is currently the only freshman Democrat on the powerful Appropriations Committee, where he also serves as the ranking member – the top Democrat – on its Agriculture and Natural Resources Appropriations Subcommittee.

“I feel very fortunate to have gotten the committee assignments that I did,” he says. “They’re all areas where I should be able to have a positive impact on my district.”

In fact, it is extremely uncommon for a freshman lawmaker to head an appropriations subcommittee for his party, suggesting Democratic leaders see him as a rising star.

Furthermore, his previous work for the Iowa House Judiciary Committee should also help him navigate the complex institution, particularly when nearly one-third of the representatives are freshmen.

Within weeks of assuming office, Hall had already managed amendments during legislative debate and begun drafting legislation. One bill he is working on would limit property tax increases for the elderly on a fixed income, which has become a big concern statewide.

“We want to make sure that they’re able to stay in their homes,” he says, “that they’re able to continue to buy groceries and pay the electric bill.”

Republicans control the Iowa House, constraining his ability to push for his priorities, but Hall is optimistic that he’ll notch some accomplishments.

“I prefer to work with others regardless of their party affiliation,” he says. “I think there will be a lot of opportunities for me to effect change for the better and hopefully do some good for Sioux City specifically.”

A former Student Government Association president, Hall credits his time at Grinnell with giving him a broad education and a commitment to community.

“My Grinnell experience – especially being a lifelong Iowan – underscored my pride in belonging to a certain place,” Hall says, “and trying to improve upon or do well for that place.” – Ben Weyl '07



Publications, Productions, and Exhibitions

Memories of a Farm Kitchen, by **G. Robert Artley '41** and Rob Artley, illustrated by Bob Artley, Pelican Publishing Co., Gretna, La., Sept. 2, 2010.

There's a Cow in the Kitchen, by **Susan Fernald Smith '62**, Eifrig Publishing, Berlin and Lemont, Pa., May 22, 2010.

“Off The Keys in the Red Witch,” by **Dennis D. Maulsby '64** received first honorable mention in the Florida State Poets Association 2010 contest, October 2010.

The De-Conversion of Kit Lamb, by **Katherine E. Kasten '68**, Islet Press, Iowa City, Iowa, 2010.

Killer Cure: Why health care is the second leading cause of death in America and how to ensure that it's not yours, by **Elizabeth L. Bewley '75**, Dog Ear Publishing, Indianapolis, April 1, 2010.

Murder and Media in the New Rome, by **Thomas H. Simpson '75**, Palgrave Macmillan, Hampshire, U.K., November 2010.

“Estimating pediatric inpatient medication use in the United States,” by **Tamar Nyman Lasky '76**, F.R. Ernst, J. Greenspan, S. Wang, and L. Gonzalez, *Pharmacoepidemiology and Drug Safety*, Nov. 11, 2010.

Evolution: The Story of Life on Earth, by Jay Hosler, illustrated by **Alexander (Zander) B. Cannon '95** and **Kevin P. Cannon '02**, Hill and Wang Publishers, New York, N.Y., Jan. 4, 2011.

Science Myths Unmasked: Exposing misconceptions and counterfeits forged by bad science books, by **David Isaac Rudel '99**, Gladflower Press, Dec. 3, 2010. Also, Rudel's chess book, *Zuke 'Em – The Colle-Zukertort Revolutionized: A chess opening for everyone*, was named a finalist for the ChessCafe.com's Book of the Year Award, March 2010.

Acoustical Design of Theatres for Drama Performance: 1985–2010, **David T. Bradley '01**, E. E. Ryherd, and M.C. Vigeant, editors, Acoustical Society of America, New York, N.Y., 2010.

Ben and Lucy Play Pond Hockey, by **Andrew A. Sherburne '01**, illustrated by **Kevin P. Cannon '02**, Beaver's Pond Press, Edina, Minn., Nov. 8, 2010.

To ask about purchasing books, contact the Grinnell College Bookstore at 641-269-3424, or e-mail mcilrath@grinnell.edu.



Team Tolstoy

In late 2009, **Laura “Lola” Baltzell '83** initiated a delightfully free-spirited and collaborative art project: making a collage from each page of her old Russian edition of Tolstoy's *War and Peace*. Since then, she's been publishing the collages, one a day, at warpeaceproject.blogspot.com. She has help from her primary project partner, **Lynn Waskelis**, along with **Lucy Zahner Montgomery**, **Beth Jorganson Sherman**, **Christiane**

Carney Johnson (all '83), and **Otto Mayr '82**, collectively known as “Team Tolstoy.” Each artist uses his or her own style and at least one word of the original text. The *Boston Globe* described it as “a journey of artistic discovery, friendship, and collaboration.”



Grinnell Remembers Trustee and Social Change Pioneer

Lonabelle “Kappie” Kaplan Spencer ’47, Grinnell College trustee and activist for women’s equality, health, and education, died Wednesday, Feb. 2, 2011, at her home in Sarasota, Fla., at the age of 85. She graduated from Grinnell with a B.A. in physical education and later endowed a scholarship at the College to encourage women and minority students to enter mathematics and the sciences. She was a lifetime Grinnell College trustee and in 2010 received an honorary doctor of laws degree from the College for her lifelong advocacy of women’s rights.

Spencer was a driving force behind the 30-year campaign to revolutionize trust law to treat women and men equally. She founded and directed the National Gender Balance Project, which works for the appointment of more women to state boards, committees, and commissions. She persuaded telephone companies to list married women in their directories alongside their husbands and newspapers to print both names in obituaries and wedding and anniversary announcements. She was involved in the Girl Scouts of

America for six decades. She served as state and national legislative chair of the American Association of University Women from 1978–83 and was its director of women’s issues from 1985–89. She was a pioneer member of Planned Parenthood and in the 1990s worked tirelessly to persuade corporations to continue their contributions to women’s health services and education when the organization faced political opposition. She participated in the United Nations’ Fourth World Conference on Women in Beijing in 1995.

Born in Minnesota, she was educated in Iowa, where she was also active in many causes she cared about. She continued her work in her adopted state of Florida after 1985. Her passion for positive social change was evidenced in her daily life. The College joins her large family and the many generations whose lives she has touched in remembering her with gratitude and fondness.

webextra!

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

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

Irving W. Meade ’38, Washington, D.C., Nov. 19, 2010. Survivors include his daughter, *Catherine D. Meade ’84*, and granddaughter, *Emma B. Meade ’07*.

Jeanne Mangold Atkins ’39, Pisgah Forest, N.C., Oct. 2, 2010.

Mary Kendle Gebhardt ’39, Saint George, Utah, Jan. 12, 2011.

Frances Atkinson Rodemeyer ’39, Sheffield, Iowa, Nov. 9, 2010. Survivors include her daughter, *Janet Rodemeyer Wells ’64*, and son, *David F. Rodemeyer ’67*.

Elvira Lombardi Zambreno ’39, Oak Park, Ill., April 4, 2009.

Virginia Callaway Lenahan ’41, Howell, Mich., Dec. 11, 2010.

Marcia Manning Davis ’42, Omaha, Neb., Dec. 14, 2010.

Louis G. Chrysler ’43, Chico, Calif., Dec. 24, 2009. Survivors include his sister, *Jeanette Chrysler White ’48*.

Kathleen Oxley Bragg ’44, Prescott, Ariz., Dec. 23, 2010.

William S. Kiyasu ’44, San Francisco, Nov. 2, 2010. Survivors include his son, *Charles M. Kiyasu ’85*.

James J. Gibbs ’46, Parkville, Md., Nov. 28, 2010.

Mary Jane Brown Southworth ’46, Oak Park, Ill., Nov. 23, 2010. Survivors include her husband, *Philip Southworth ’49*, and son, *Donald Southworth ’68*.

Allen M. Carlson ’47, Willowbrook, Ill., Oct. 12, 2010.

Shirley Spencer O’Neil ’48, Shoreline, Wash., Dec. 10, 2010.

Dorothy Nickel Barbour ’49, Sanford, N.C., Oct. 4, 2010.

William C. Fox ’49, Valley Stream, N.Y., Jan. 4, 2011.

Keith W. Olson ’49, Point Pleasant Boro, N.J., Dec. 17, 2010.

Donna Jean (D.J.) Harbeck Gregg ’53, Salt Lake City, Utah, Dec. 6, 2010. Survivors include her son, *Charles H. Gregg ’81*.

Robert W. Adkins ’57, Wilmington, N.C., Dec. 27, 2010.

Frederick W. Boughey ’59, Ventura, Calif., Feb. 3, 2010.

Gerald L. Thompson ’59, St. Johns, Mich., Nov. 3, 2010. Survivors include his daughter, *Diana L. Thompson ’82*.

Barbara Strauss Boell ’60, Bowie, Md., Nov. 11, 2010.

Ann Scully Bohner ’64, Chapel Hill, N.C., Sept. 20, 2010.

Nancy Steinson Brasel ’69, St. Paul, Minn., Nov. 25, 2010. Survivors include her sisters, *Barbara J. Steinson ’70* and *Mary E. Steinson ’74*, and daughter, *Heather Brasel Wurtz ’95*.

Gail S. Gilman ’70, Kailua, Hawaii, Nov. 20, 2010.

Warren A. Cunningham ’74, Quincy, Mass., Feb. 9, 2009.

Edward McClaurin Jr. ’76, Bellwood, Ill., Jan. 9, 2011. Survivors include his sister, *Irma P. McClaurin ’73*.

Manish G. Acharya ’89, Albany, N.Y., Dec. 4, 2010.

Helena Percas de Ponseti, professor emerita, died Saturday, Jan. 1, 2011, in Iowa City, Iowa. She was appointed to the Grinnell College faculty in the Spanish department in 1948 and in 1963, she was appointed to the Seth Richards Chair in Modern Languages. She also served as the Roberts Honor Professor, and was named professor emerita in 1990. She contributed greatly to the development of language programs at Grinnell.

Inane and Dangerous

Hazing was rampant at Grinnell in the '50s and '60s. One alumnus still wonders why.

When President Glenn Leggett learned details of the fraternity-style hazing rituals on North Campus upon his arrival in the fall of 1965, he was aghast. He described such practices as “vulgar, academically debilitating, and anti-intellectual.” I would add to President Leggett’s appropriately descriptive words a few of my own: inane, time-consuming, and dangerous.

I came to Grinnell nine years before President Leggett and was at the other end of the pecking order: a lowly “prep.” I soon learned the meaning of hazing at the stinging end of a wooden paddle. “Prepping” was the euphemism of the day, but the rituals were the same as on fraternity row: kowtowing to upperclassmen and being punished for not satisfying their whims. A few examples from my own experience:

Inane: “Dead dog” was a game that amused upperclassmen at the expense of humiliated first years. When given the command “dead dog,” preps — no matter where we were or what we were doing — had to drop everything and lie on our backs, arms and legs extended skyward. You might find yourself lying in snow, mud, or on cold concrete. Failure to react quickly meant additional paddling at the Monday night hall meeting.

Time-Consuming: We preps were required to perform duties and run assorted errands for upperclassmen, such as fetching hamburgers at all hours from Joe’s Diner on Highway 6 west of the campus. Those imposed obligations absorbed time I didn’t have. I was taking 17 credits, on the football team, working 20 hours a week on the student paint crew, hitchhiking to Des Moines for Tuesday night and weekend Air National Guard drills (there was a draft in those days and an accompanying military obligation), and trying to see an out-of-town girlfriend on occasion. That schedule hardly left time to sleep, much less to satisfy the whimsical directions of my masters.

Dangerous: On Hell Night, the culmination of prepping, we were given impossible tasks that inevitably led to failure and inventive punishments. A rumor abounded of a previous Hell Night when preps were strapped into an electric chair and jolted with shocks from a car battery. Knowing what might be in store, I approached my two assignments with trepidation. As it turned out, one was not as difficult as our prep master had anticipated, and the other too perilous to give a second thought.

The easy one was collecting 200 pictures of nude women. In a hall replete with girlie magazines and with occupants absent on various hijinks, I went room to room with scissors in hand and soon collected the requisite number of photos.

The hazardous assignment was to retrieve a nickel placed by our prep master on the center stripe of Highway 6, “somewhere within the city limits.” There were no interstate highways in 1956; Route 6 was a major east-west thoroughfare with huge semis roaring along the southern edge of the campus. The danger of my mission was obvious. Leery of playing dodgeball with Mack trucks on a snowy winter night, and assuming the prep master had marked the coin, I went to an all-night service station and hammered a nickel beyond recognition on an anvil.

I reported to the prep master before the 2 a.m. deadline and, hoping to avoid a beating or worse, presented the pictures and nickel, claiming truck traffic had battered the coin.

The prep master looked at me with narrowed eyes and asked, “Okay, smart-ass, did you find this nickel east or west of Joe’s?”

“East,” I said with some hesitation and no conviction.

“Bend over, you lying bastard,” he commanded.

In retrospect, it is easy — perhaps too easy — to laugh at such antics. But at best they were humiliating; at worst, deadly. My roommate, Clyde, was a tall, shy young man whose adjustment to college life was clearly difficult. He was a loner who frequently skipped classes to tinker with his clock collection and a rudimentary computer he was building.

At a prepping session, Clyde was commanded to stand up and recite every “dirty” word he knew. Face flushed and seething with anger, he refused. I admired him for it. A chorus of boos from our masters followed, and Clyde was given a number of solid strokes with a paddle.

Several years after Clyde left Grinnell, he committed suicide. When I heard the sad news, I thought of that night when he courageously refused to curse. With all the time-consuming frivolities and paddle licks of prepping, my most difficult experience was witnessing Clyde’s desperate humiliation.

Nearly 55 years have passed since my prepping experience at Grinnell. I spent 40 of those years I as a professor or administrator at several universities. Hazing continues, although supposedly prohibited, and too often with disastrous results. A student I knew well was commanded as part of his initiation to leap from a second-story balcony to a tree. He fell to his death. Several other hazing deaths have occurred on campuses where I worked. The after-funeral discussions repeatedly ask, “Why?”

I made the same inquiry more than a half-century ago on the grounds of Grinnell College. I still wonder.



by **Carroll R. McKibbin '60**, whose 40 years in academia included stints as chair of the Department of Political Science at the University of Nebraska, dean of the School of Business and Social Sciences at California Polytechnic State University, and visiting professorships at Iowa State University, University of Pittsburgh, and University of Virginia. Since retiring in 2005, McKibbin has written two books, *Lillian's Legacy* and *Apron Strings*, and dozens of magazine and newspaper articles.



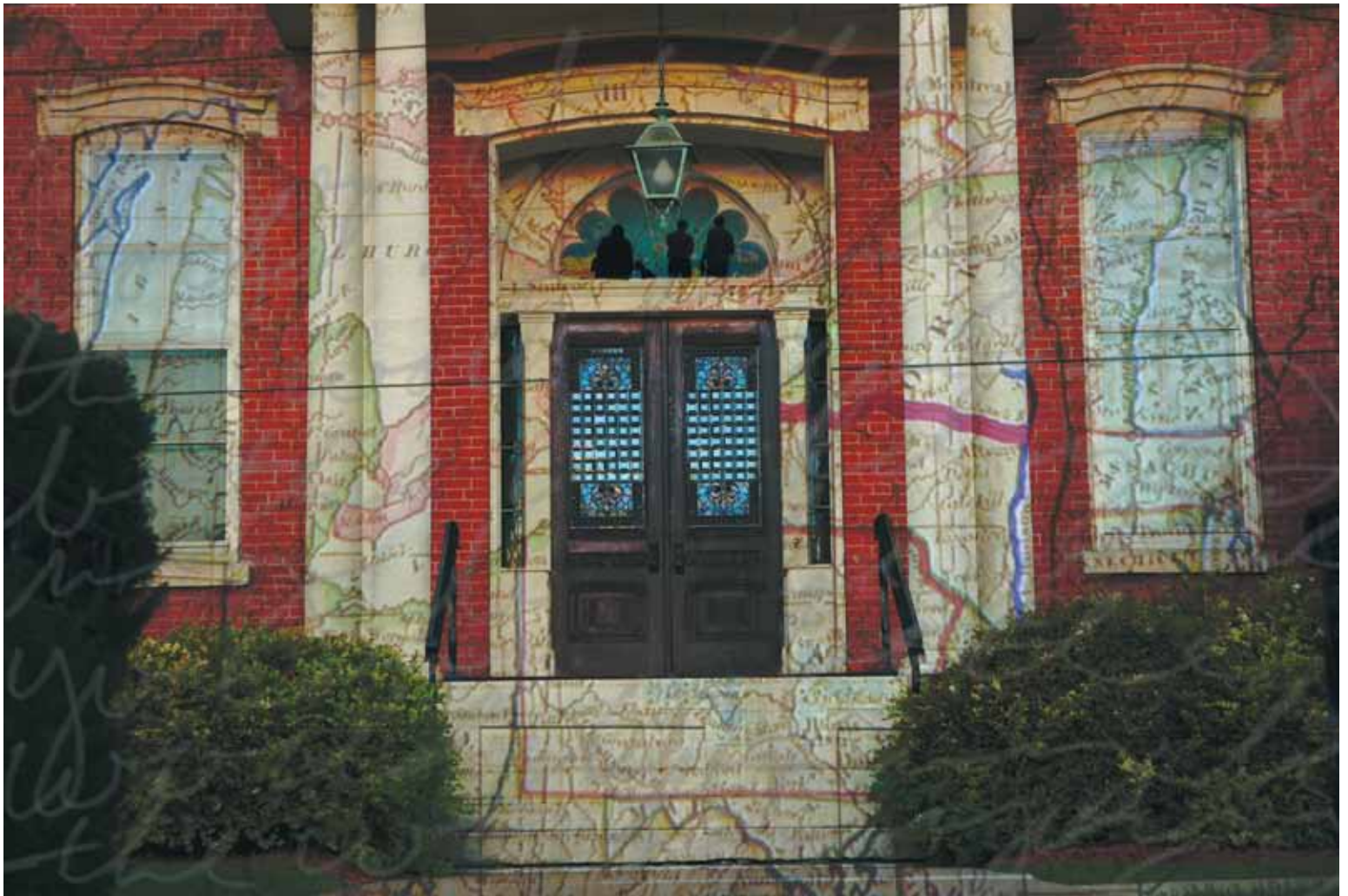
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Iowa View



Time Map, Sarah Sheets-McKeag