

Carleton College 1966 50th Reunion Newsletter



Who is this 1966 chemistry major? Within this newsletter, that question will be answered, we will also learn who the small person sitting in her father's lap is, and we will learn what is happening here and how this endeavor has just celebrated its 40th successful year. We will also learn about another classmate's successful 40-year career as a professor at a small university.

In addition, we will learn about some of the upcoming plans for reunion as well as hear from one of the founders of Rotblatt.

For more stories and information, go to the [50th Reunion web site](http://go.carleton.edu/1966) (go.carleton.edu/1966)!



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Carleton Then and Now:

From a Carleton junior to a 40-year career of teaching at a small liberal arts college, Dr. Tom Carlson's path is told. In this shortened version, Tom demonstrates how small decision points in one's life create uncertainty, but in the end lead to a significant and rewarding career. Tom has been a faculty member at **Pacific Lutheran University (PLU)** for 40 years. During that time he has taught an array of courses, done first-class research, advised and mentored students, and was a departmental chair and the Dean of Natural Sciences. Now, he is looking forward to another decade of teaching; something he enjoys and does very well. PLU is known for its international studies program, its Holocaust Studies Program, and for its arts and media program including being the home of one the region's top NPR stations, KPLU. With a slightly different emphasis and profile, PLU's reputation and efforts to achieve excellence in its offerings parallels Carleton's. It was founded in 1890 by Norwegian pioneers and currently has 3,300 students. Tom uses his own path and story to illustrate to students the unpredictability of life. He also deals with the changes that have occurred over this 40-year period. The full version of this history can be found on the 50th Reunion Website under 'Stories.'

"The path that led me to 40 years as a Biology Department faculty member at Pacific Lutheran University (Tacoma, WA) was rather indirect. With a different experience as a Carleton junior I could well have ended up as a now-retired high school biology teacher living in some small town in Minnesota; had I gone to Illinois rather than Minnesota (for graduate work) I might well have chosen some area other than developmental biology. Had I been a little smarter when I interviewed for my first job I would have interviewed at more than one school. I am totally content with how things turned out and have no regrets about any of the choices I made. PLU turned out to be a good place for me, but most likely I would have been just as happy at any of a number of other schools.

I do think that, over time, both students and faculty members have changed. Because so much information is instantly available, students today would rather be provided an immediate answer to any question

they might ask than think their way to an answer. Students are just as smart as they ever were, but I do not think they are as thoughtful as they once were. The pressures on young faculty members at places such as PLU are intense: they are full-time teachers, but they are also expected to do significant scholarship. Somewhere along the way many small schools—perhaps to maintain a competitive edge when it came to attracting enough students and enough very good students—schools like PLU decided (perhaps not intentionally, certainly not instantaneously) they would become small versions of research universities...but without providing the time or resources to support that transition. Faculty members now are more inclined to be concerned with making their own lives easier than they are with serving their students (though I guess "making our lives easier" and "serving our students" are not necessarily mutually incompatible); this shift in attitude probably parallels the increased expectations for faculty members.

My time at PLU has been very fulfilling, and I look forward to at least another 10 years as a full-time faculty member in the Department of Biology. However, if a potential science faculty member really wants to teach, maybe such a person should not consider a place such as PLU. A few years ago—probably when I was dean—I talked with a candidate for a position in the Chemistry Department, and he said that he had heard places like PLU are the worst places to work: if you want to teach, choose some place where the research expectations are low; if you want to focus on scholarship, look for a position at a research university.

Perhaps I am deluding myself, but I am just as enthusiastic about my work today as I was 40 years ago. I find all my work with students—teaching, advising, working in the lab—rewarding, and my students continue to express their appreciation for the support I provide. I am always looking for new things to do and for new ways to do things I have been doing."

Poems from Our Classmates: ALTA MOUNTAIN POEM by Cathy Brown Kemper (see Picture on Last Page)

It's cheating, I know.
I haven't shivered thru the night
Haven't climbed for days
To reach this spot,
This vantage point
From which I have watched
Midnight blue
And the mere presence
Of the jagged, stark, irregular
Remnants of ages past
Transform so slowly
As the stars fade
And the blue fades
And the mountains
Come into being in the dawn.

What have I done
To be so privileged?
To see the light
Touch the outline of the craggy tops
As though the peaks were luminescent
On their own?
And the sky tries to match the snow
And for awhile it is all blue-gray;
Until quietly the uninterrupted sunlight
Hits just a few places
And a new blue emerges.
And a long line of sunshine
Like silent music,
Like awakening joy,
Slides down along the ridges,
Turning the shadows into brilliant day.

Stories From Our Classmates: *It's a Grape Life* by Daniel C. Jepsen (footnotes by Tom Hinckley and Dan Jepsen).

The summer of '66 took me to Europe, where I discovered the beauty of small family vineyards in Italy, Germany and France. On my way to medical school in San Francisco, I stopped to see my Dad's brother (Charles Jepsen, recipient of the first Rhodes Scholarship from a public institution [F-1]) in Greenwich Connecticut. Chuck had been making wine with his Italian buddies as a home-winemaker for several years, and his efforts were quite good, so I implored him to teach me what he knew.

I began my research as a winemaker during the fall of '66 with purchased grapes in California, and I continued those experiments over the next several years, discovering quickly that to make good wine, it was necessary to either grow one's own grapes or control how those grapes were grown.

After two years in Africa with the Peace Corps [F-2], Christine and I moved to Oregon in search of the perfect Pinot Noir *terroir*, and we found it west of the town of Alpine, located in the foothills of Oregon's Coast Range between Eugene and Corvallis [F-3].

My chemistry background was the basis for my winemaking, coupled with extensive reading and discussions with other winemakers (I never took any winemaking courses). My farming experience was acquired by spending summers on my grandparent's farm in eastern Washington [F-4] while growing up.

Dan and Christine provided some wine for the 20th, 25th & 30th reunions but were not able to attend the 40th or 45th (a bottle of Alpine Vineyards 1990 Cabernet Sauvignon is in the "time capsule" that will be unearthed for the 50th).



Top left to right to bottom left: Dan, Christine and to be Kara; Dan and Kara planting. Last image was taken October 2014. Grapes are grown on 26 of their 90 acres. Average annual production is about 60 tons [F-5]. **Alpine Vineyard!**

Footnotes

F-1: In 1947 from Washington State University in Pullman.

F-2: Dan was a Peace Corps staff physician in Zaire, Senegal, Mali, Mautitania and Gambia.

F-3: Dan held several positions as a physician after the Peace Corps (emergency room physician in Oregon, Eugene public school physician, Lane County Health Department physician and 26 years working as a staff physician at the University

of Oregon Health Center).

F-4: Springdale, Stevens County, Washington; NW of Spokane.

F-5: Their production averages about 2.31 tons per acre [Oregon State average for pinot noir grapes for the years 2011 -2113 was 2.20 tons per acre; price \$2553 per ton; Source: Southern Oregon University Research Center, Ashland, OR).

Editor's Note: the average home vegetable garden is about 600 square feet or 0.014 acres; it would take about 1850 of these to equal the number of acres in grapes on Dan's and Christine's property. Even given the economics of scale, this is still an incredible endeavor to see to fruition and to sustain for 40 years!

Reunion News: Have you visited the [reunion web page](http://go.carleton.edu/1966) (go.carleton.edu/1966)?

CLASS OF 1966

Certain parts of the web site (e.g., Stories), require you to log-on. Your user ID is your current last name up to seven letters, then your first initial, followed by an underline bar, and then 1966. For example, if your name is Kam Chancellor, your user ID would be Chancelk_1966. If you do not have or do not remember your password, Mary Niebur (mniebur@carleton.edu or toll free: 866-208-3889) can help you.

So far 87 classmates have indicated that they will be coming to the 50th reunion!

So far there are 26 published stories.

Why Attend Our 50th Reunion

by Eric Carlson: ericinlg@gmail.com or 408-656-3297 cell:

“I encourage you to come to our Carleton 50th Reunion, June 16-19, 2016. You should have received a letter from Tom Merritt and Joan Higinbotham with general information about the reunion.

There are at least two good reasons to come to our reunion. The first is to reconnect with our classmates. In working with about 40 classmates on our 50th reunion, I’ve learned that we really are way more interesting people now than we were “then.” We all have interesting life stories, and many of us are still working toward interesting “dreams” (like protecting forests, curing and preventing cancer, women’s rights, fighting poverty, and improving childhood education). Also, over 100 of us already have contributed to creating a legacy gift for our class, primarily focused on financial aid for low/middle income and international students, and on supporting the Center for Civic Engagement, which helps Carleton students and faculty connect education with community. Both of these areas are central to **Carleton’s new Strategic Plan**. By attending our reunion, you can reconnect with these stories, dreams and the legacy gift.

A second good reason to come to reunion is to reconnect with Carleton. Both the place and the people also are more interesting now. Through the additions to the facilities, including residence halls, athletic facilities, the arb, and especially the Weitz Center for Creativity, Carleton has become a world-class place to get an education. With about 7 applications (from all over the world) for each place in a new class, plus about 30 applications (again from all over the world) for every open faculty position, Carleton people have become more diverse and more talented. Over the past 4-5 years, I have been on campus for a variety of events and have met over 100 students and a dozen faculty members. I am impressed by their combined desire to make the Carleton educational experience such that it enables graduates to make a difference in

our world. By attending our reunion you can reconnect with the place and the people and maybe even help the people make a difference. I look forward to hearing from you and seeing you at the 50th!”



Dorm counselors from the class of 1966 for the 1965 - 1966 school year.

The newsletter is produced by Paul Grawe (pgrawe@hbcu.com), Tom Hinckley (hinckley@uw.edu) and Jon Watterson (joncwatterson@gmail.com). We strive to be accurate, but age and distractions will likely result in mistakes (hopefully, they are merely humorous or at least entertaining). Our apologies.

We encourage you to submit stories (past, present or future dreams), poems, drawings, photographs. We will do our best to not misrepresent you!

Photograph from Our Classmates: Tracks in the Snow from Cathy Brown Kemper (please see poem on page 3).

