

Carleton College 1966 50th Reunion Newsletter

RATIONALE FOR FURTHER READING.

1. What did 'rabbit-rabbit' mean or foretell?
2. We learn about the accomplishments of a current Carleton senior.
3. The Young Chefs program, initially presented in the first issue of the Reunion Newsletter, has gone into the NYC STEM school program and has gone international.
4. Two interesting programs from the proposed June 16 - 19 Reunion are presented.
 - a. A reunion of members of 3rd Musser.
 - b. Dealing with a sense of future doom.



Content

1. Request for Carleton trivia and expressions from the 1962 - 1966 period.
2. How did the life of a Willamette Valley doula become enriched by following traditional mid-wives of Mexico?
3. In Reunion Newsletter issue #1, we learned how Carleton students, through financial support by the Center for Civic Engagement, developed a Young Chefs Program where cooking and middle school STEM learning were creatively merged. Here we have the most recent update regarding this successful program.
4. One of the proposed programs for June 16 - 19 is presented and some background material is offered.
5. If you lived on 3rd Musser as a freshman, you need to read about a proposed Reunion event.

Important: Request for Carleton expressions (e.g., ‘rabbit-rabbit, hum a za’) and interesting trivia from our time at Carleton for the quiz at our first dinner on June 16th. Please submit to Daniel Yalissove (russjazzclar@gmail.com).

Gift Committee Request

Two important reminders:

- (1) It is not too late to make even the smallest contribution (such as \$66); each new contribution is then tallied against our total class number to give us a higher percentage participating.
- (2) One can also make a modest pledge in one’s will and become a member of the Heywood Society. There is still a significant matching opportunity; if one becomes a member, **there is an automatic \$5066 match.**



Why is this senior, math major smiling? What has she accomplished. Go to the end of the Newsletter to find out!



Classmate Story: A Summer Experience blossoms into a life-long endeavor

by Judy Meadows Gabriel



“I first became interested in the life of rural Mexico during the summer after our sophomore year when I worked as a volunteer with the American Friends Service Committee in a village in the state of Puebla. I came back from that trip (my first venture outside the Midwest) so enamored with Mexico and with travel that I tackled the challenge of defining and implementing something like what would later be called a “junior semester abroad” program. That “program” took me to a university in Mexico City where I studied Spanish and Mexican sociology and anthropology

for the last two quarters of my junior year (see black and white photograph on next page). (I was a sociology/anthropology major at Carleton, but with only a BA I never worked in the field.)

I’ve pretty much spent the rest of my life either traveling in Mexico or planning a trip to Mexico or feeling sorry for myself because I was in a stage of my life when travel to Mexico could not be made a priority. During a long stretch of the latter (busy with kids, very little travel), I became a doula and started helping Mexican women in labor in my local hospital. I live in a small town in the lush Willamette Valley of Oregon, an area that is home to many Mexicans who come here because there is abundant field work. Women arrive at the hospital in labor, speaking little or no English, often alone (there is no partner or the partner has to work or stay home with the other children), and always intimidated by the for-





eignness of the hospital scene. I stay with them. I became a certified childbirth educator and started teaching childbirth prep classes in Spanish for the hospital. I've helped over 450 women in labor and taught childbirth prep to over 1000 Mexican women and their partners.

Accompanying women in labor means making hours of small talk between contractions: small talk with the woman, her partner, her mother and aunts, and other family members. In my case, it meant making small talk about life in Mexico, about their labors there, about their mothers' and sisters' labors, and about the women who presided over those labors, the traditional midwives of Mexico.

Were there still midwives in the village? I would ask. Were they still



working? The answers were often yes and yes.

This was a revelation to me. I thought of those old midwives as being connected to some kind of original knowledge, to wisdom that has

been handed down from woman to woman since the beginning of time, pure in some way that our more academic knowledge is not.

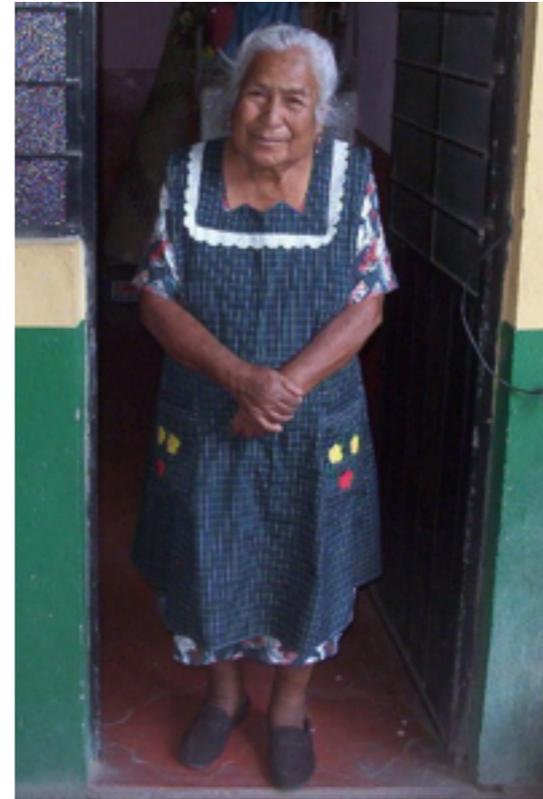
Women who had learned about birth from birth itself, from dreams and from other women—before modern medical knowledge took dominion over birth—were still alive. In nearby Mexico. And maybe I could meet them!

And so I became a stalker of traditional midwives.

I learned some techniques from them that have been incredibly helpful in my work (Google rebozo and Mayan belly massage), but for the

most part their practice is characterized more by its lack of technique. They were always mystified by my attempts to get them to tell me what

they DO during labor. They just didn't feel there was anything to tell! It was clear that Mother Nature is the prime actor in childbirth. They had no tools (except a razor blade to cut the cord and string to tie it—



and they didn't always have that) and no protocols except for the offering of various herbs.

Their greatest "secret" was not something they could pass along like some "trick of the trade." It was faith: faith in the ability of God/Nature/Woman to perform the miracle of bringing new life into the world—faith that came from experience, not teachings, faith that has its roots in an ancient wisdom that was innate before modern medicine redefined birth.

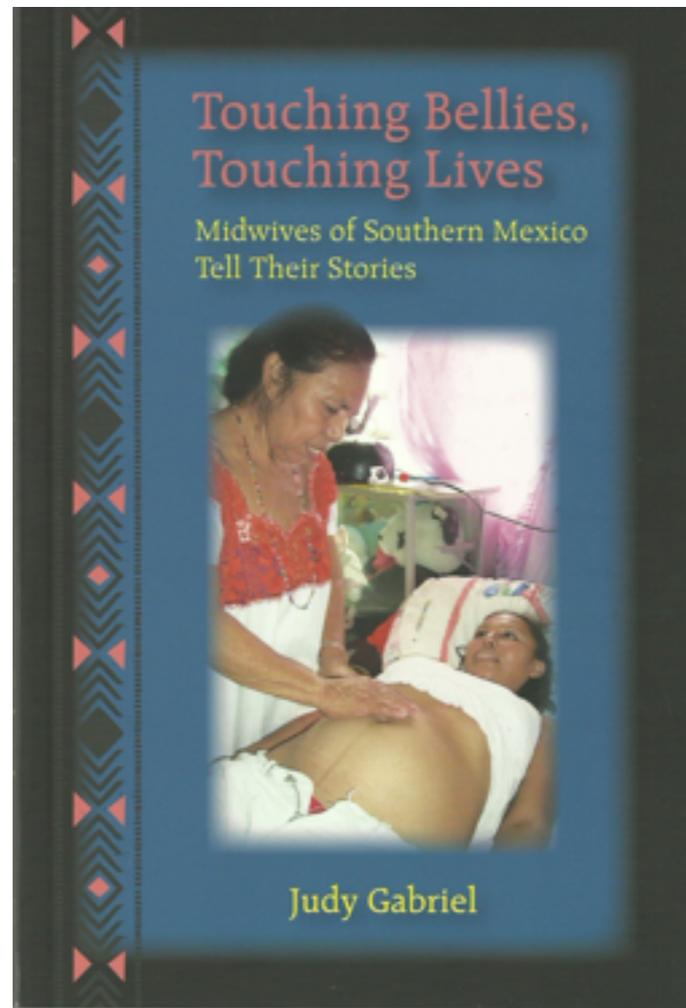
My book, *'Touching Bellies, Touching Lives'* tells the stories of the traditional midwives of southern Mexico.

It tells about their childhoods: *"I don't know why the man attacked us like that. He went after children and adults alike. Four children died, and my sister-in-law died too. I was near death myself, so someone*

brought me here and left me with the midwife Celia..."

It tells about their marriages: *"I married the man, but I wouldn't have relations with him. He'd get mad and beat me, but still I refused. Finally, after about a year, I relented, but he still beat me. I would have to hang onto the pole in the middle of our hut while he hit me with his hands or with a strap or a stick."*

Their losses: *"I had nine babies, all born about a year apart, but eight of them died when they were a few months old. Only God knows why my babies*



died. It was because of fever or vomiting or diarrhea or something like that. We didn't have doctors."

And their own experiences giving birth: *"Three hours into the trip I suddenly felt the urge to push, so I got down from the horse and had the baby by a river. I used hair from the horse's tail to tie the cord, and I cut it by banging it with a rock."*



The book is actually a number of memoirs within a memoir. It tells the midwives' stories, in their words, and it tells my story, the story of the adventures I had in search of these women and what knowing them meant to me as well as what their knowledge means to the world. It also tells about the impact of modern obstetrical practice on the treatment of women in Mexico (which now has a Cesarean rate of nearly 50%).

The traditional midwives of Mexico are dying out and not being replaced. They will be gone soon. My book is a tribute to them."

Judy's biostory, found on the 50th Reunion Web Page, as well as two web sites contain more information.

www.mexicanmidwives.com and www.doulajudy.com

There are now 167 stories from classmates and 58 detailed "In Memoriam" tributes: see our 50th Reunion Web Page

Program Information

Do we have a sense of impending doom? Are we facing an apocalypse? What do we think the future holds for us and our younger loved ones? And how are we reacting to this very uncertain future? What hopes do we have? Beginning on page 7 is some background context.

This session will be restricted to the Class of 1966 and any close relatives of the Class of 1966 who are attending their own reunions. We will be hearing from a panel consisting of some of our class members and at least one of the younger set, representing somewhat of a cross-section, and will then be inviting participation from everyone else in this session. Anyone who wants to be on the panel should contact Lawrie Cherniack at cherns@mts.net.

Special 50th Reunion Program event: '66 3rd Musser Freshman Floor Gathering. When: 5:00 pm-6:15 pm, June 17th. Where: Watson Hall, 2nd floor lounge.

Were you a member of 3rd Musser in 1962? Come join us for a walk down memory lane as we reminisce about our time together and catch up on what we've done since Carleton.

Sponsored: Richard Porter and Lawrie Cherniack

More information on the Program will be forthcoming. Remember to check out our [50th Reunion Web Page](#) for the latest photographs, stories, and news.

Carleton Now: Young Chefs Program Update

In the very first issue of the 50th Reunion Newsletter, there was an article on the right side of page 2 about five different Carleton students

who had projects through the Center for Community and Civic Engagement, a program being supported by our **Class's 50th gift**.

The person, Mr. Vayu M Rekdal '15, who spoke to a group of us about the Young Chefs Program is now pursuing his Ph.D. in the Department of Molecular and Cellular Biology at Harvard. The update is provided by co-founder Ms. Emily Pence '15.



“The Young Chefs Program: From Cooking to Science has taken many new directions since we last sent an update. We are delighted to share that our program keeps growing and growing. This highlights some of our newest developments, including new curriculum, summer programming, the building of a garden in Northfield, MN, and ways for you to become involved in our initiative.

We developed new open-access lesson plans and resources... expanding our open-access curriculum to 18 lessons, with more coming soon! The newest lessons explore a range of different concepts, including:

- molecular neuroscience and chemical solubility (chili peppers)
- acids and bases (homemade pickles)
- crystal formation and microscopic-macroscopic relationships (chocolate)

- protein crosslinking and gluten formation (pie crusts)
- physical changes (popcorn)
- olfaction and physiology (spice-roasted nuts)
- catalysis and the Maillard Reaction (onions)

Have a look for yourself:

<http://youngchefsprogram.org/curriculum/lesson-plans/>. We also updated and refined our old lesson, and added new educator facing resources such as science standards grids, culinary skills grids, and networks.

We expanded our program to new locations... Our curriculum is now used regularly by educators all across the U.S, as well as locations in Canada, China, Sri Lanka and the United Kingdom. People are implementing our resources in science museums, classrooms, after school programs, summer camps and their own homes. We are very excited to continuously extend our network of educators and students involved in science and cooking education. Find a map of all our programs at <http://youngchefsprogram.org/our-story/current-projects/>

We built a school garden at the local middle school in Northfield, MN... Funded by Kitchen Garden Laboratory and spearheaded by Carleton students Erin Roth '16 and Christian Purnell '17, this garden is now fully operational, serving as an edible laboratory for the students enrolled in the summer BLAST program taking Young Chefs classes in Northfield. You can read the latest updates on our blog, <http://youngchefsprogram.org/blog/>

We brought our curriculum to new communities and educators during the summer... Summer of 2015 was a busy time for us. In addition to the weekly summer programming in Northfield, MN, we have worked closely with Bill Yosses and had the opportunity to work with NYC STEM public school teachers in the curriculum to bring it to NYC classrooms in the fall; we worked with Harvard Medical School

hosting workshops on the modern science of indigenous foods for Native American high school students and teachers; we worked with Harvard SEAS to use our curriculum in their weekly summer programming bringing cooking and science to underserved youth in Cambridge, MA, and much, much more. For the full story of our summer adventures, see:

<http://youngchefsprogram.org/2015/08/05/a-summer-in-natures-farmacy-finding-new-connections-between-cooking-science-and-social-change/>

If you're excited about The Young Chefs Program and want to get involved in the initiative... there are several ways you can partner with us:

1. Use our curriculum! We'd love for you to try out our lesson plans. Whether you want to try them out in your own kitchen, or a professional industrial kitchen, or a public school class room, lesson plans can be requested at: <http://youngchefsprogram.org/educators/request-lesson-plans/>.
2. Write your own lesson plan! We invite you to contribute your voice and creativity to our resources. To find the template, go to <http://youngchefsprogram.org/curriculum/get-started/> and email us your lesson when it's done and we will review and publish it!

These are great times to be involved with cooking and science education. We are excited to share these new developments and expand our network of educators and organizations using cooking to combat inequalities in health and STEM education. We remain deeply committed to making this creative approach to science and cooking healthy food available to ALL young people.

Stay hungry!"

Emily Teresa Pence '15

Co-Founder & Outreach Coordinator

Young Chefs: From Cooking to Science empowering the next generation with culinary skills and scientific knowledge

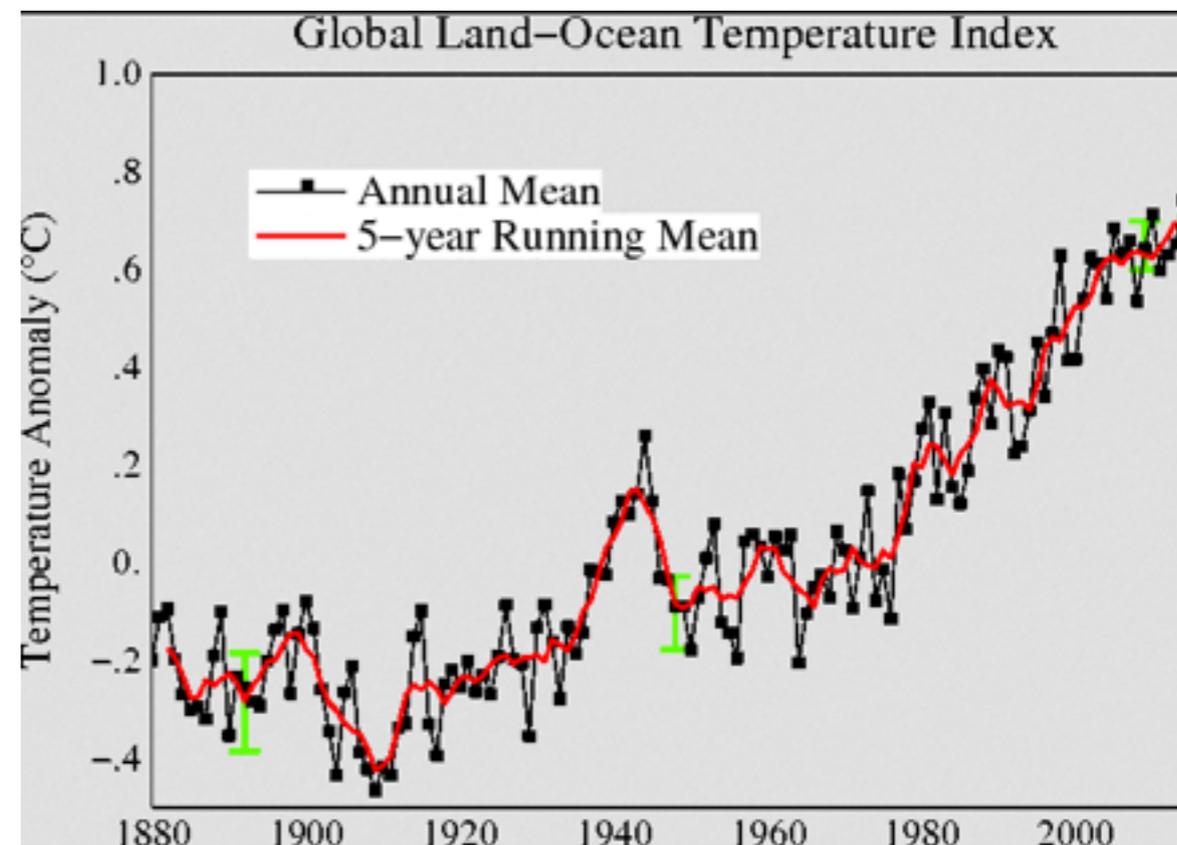
<http://youngchefsprogram.org>.

Background Material on Climate Change for 50th Reunion Program

So what factors have come together to create this particular malaise? Is it the times and changes we have witnessed; has it truly been a unique period; or, is this a malaise that each generation suffers? In 1798, Thomas Malthus published *An Essay on The Principle of Population* and warned that population growth would preclude progress towards a utopian society. Two years later in 1800, Alexander von Humboldt spoke of "mankind's mischief ... which disturbs nature's order" (Wulf, Andrea. 2015. *The Invention of Nature*. Knopf, New York). He was so pessimistic that he believed that the human species, as a result of vice, greed, violence, and ignorance, would not only decimate the Earth, but other planets. On May 24, 2015, Pope Francis released the Encyclical Letter, *Laudato Si'*, on care for our common home where in a much more optimistic note, he repeats von Humboldt's concerns.

Do we celebrate and embrace change or do we maintain the status quo? Do we seek to reverse the change? From what ethical or spiritual framework do we personally fall back on to address the above questions? How do we give equal weight to the future versus the present?

An example of change and the need or lack of need of a response. The graph in the next column contains average annual temperature anomaly from 1880 through 2015. Contrast 1975 with 2010 and then look at the figure on page 8. Are we merely looking at two different years with very different patterns of weather or are we looking at the impact of a change in climate? How do we tell?



In 2014, the Intergovernmental Panel on Climate Change (IPCC) released its latest **Synthesis Report** and in this report, there are three very strong statements:

1. *Human influence on the climate system is clear, and recent anthropogenic emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems.*
2. *Warming of the climate system is unequivocal, and since the 1950s, many of the observed changes are unprecedented over decades to millennia. The atmosphere and ocean have warmed, the amounts of snow and ice have diminished, and sea level has risen.*
3. *Climate change will amplify existing risks and create new risks for natural and human systems. Risks are unevenly distributed*

and are generally greater for disadvantaged people and communities in countries at all levels of development.

In mid-February 2016, NOAA summarized its global analysis for 2015 with the following statement: “This marks the fourth time in the 21st century a new record high annual temperature has been set (along with 2005, 2010, and 2014) and also marks the 39th consecutive year (since 1977) that the annual temperature has been above the 20th century average. To date, including 2015, 15 of the 16 warmest years on record have occurred during the 21st century. 1998 is currently tied with 2009 as the sixth warmest year on record.” (<https://www.ncdc.noaa.gov/sotc/global/201513>)

A wonderful, thoughtful summary of the interplay between scientific and medical information and action with regard to a number of environmental and health issues, with a particular emphasis on the roles of greenhouse gases, is provided by Professor Naomi Oreskes (Harvard University). One can view a recent talk she gave at the University of Washington on the ‘[Dynamics of Disbelief](#).’



Photographs above. Two pictures from approximately the same location on the north peak of the Wildspitze in Austria were taken 35 years apart. The main or south peak of the Wildspitze (see crowds of people) is 3770 m in elevation. Guidebooks written before 2000 had the north peak at 3772 m. Today the north peak is 3765 m. The differences in perspectives from theoretically the same location is due to a loss of glacial ice and permanent snow that formed the north peak. Note the differences in snow and ice coverage between the two photographs. Arrows help identify to identical locations in both pictures. Differences in N-slope angle are partly due to different focal length lenses being used as well as loss of snow and ice.

Ruth Steinke (Lima, N.Y.) earned 3 All-American awards during her senior year. At the recent NCAA Division III Indoor Track and Field Championships, she placed 2nd in the 5000 m (16:57.07) and then 24-hrs later, 5th in the 3000 m (9:40.35). She already had a 5th place finish in the 2015 NCAA Division III Cross Country Championships. She was also conference and national Academic All-American.