

# Carleton College 1966 50th Reunion Newsletter

## RATIONALE FOR FURTHER READING.

1. Three 70 year-olds attended five Carleton classes, what did they learn?
2. Stories from classmates: Teaching modern language at a small liberal arts college and Crossing the Pettus Bridge on Bloody Sunday 50 years later.
3. Updates from 50<sup>th</sup> Reunion Committees
  - a. Hearing from students and the VP and Dean of Admissions and Financial Aid
  - b. Summary of 2<sup>nd</sup> Class Survey
  - c. Committee Reports
    - i. Program
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2. Stories from Classmates:
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## Carleton Then: Pranks

Answers from the first set of pranks: In Issue 3, it was Ken Cornelius who was in on the Goodhue portrait caper and it was Wendy Boyden Wenner who had the beer can 'roll' in the mailroom.. Next set.

When holding a Druid religious ceremony and having invited President Nason and his wife, Elizabeth and they show up, do you serve your whiskey neat or diluted? What was the rationale around the formation of the Druids (complete title: Reformed Druids of North America)?

Using an announcement from KARL (the earliest Twitter-like-feed), all of the toilets in Davis were simultaneously flushed and flooded the bottom floor of Davis. Whose idea was it, and who was the KARL announcer?

We are seeking the following statistics: (1) what were the women's rules in 1962? (2) Who climbed the water tower and how many times (most so far, the record is 7 times)? What is your memory of the Cuban Missile Crisis? Where were you when you heard about Kennedy's assassination? What is the wildest hitch-hiking or rail-riding experience? Do you have a good story about President Nason or one of the professors? How many times and for what were you called into one of the Dean's offices? Send responses to [hinckley@uw.edu](mailto:hinckley@uw.edu).

### Story from a Classmate (Mary Anne [Sam] O'Neil)

Editor's Note: Professor O'Neil, who plans on attending the 50<sup>th</sup> Reunion, responded to an earlier newsletter. As a result, we contacted her and asked for a story (for a Carleton era picture, see side A on page 2 of [Issue #1 of the Reunion Newsletter](#)). In 2009, Professor O'Neil retired from the faculty of Whitman College, Walla Walla Washington. As a faculty member, she was known for her broad contributions to Whitman and as an effective and innovative teacher (<http://www.whitman.edu/newsroom/whitman-magazine/2009/march/campus-news/oneil-to-expand-classroom>). Here is her story:

I am honored to be included among the Carleton alumni even though I only spent one year in Northfield and I'm very pleased to write about foreign-language teaching for this newsletter.

After transferring to the University of California in 1963, I had the opportunity to spend a whole year in France, an experience which led me to major in French, study Italian and Spanish, and pursue an advanced degree in Romance Languages at the University of Oregon. From 1977 until 2009, I had the opportunity to teach languages and literature at Whitman College in Walla Walla, Washington, where my husband, Patrick Henry, and I constituted two-thirds of the French faculty.

The 1960s and 70s were a good time to become a foreign language teacher. Most colleges and high schools had a foreign language requirement, and NDEA loans made graduate study possible. Mastering a foreign language, however, normally required studying abroad for at least a year, because American pedagogy stressed grammar study and literature rather than oral fluency. Since the 1980s we have developed much more effective methods, and technology has allowed us to bring the foreign country into the American school so that each class is an immersion experience.

My first years of language teaching, when I concentrated on grammar drills and vocabulary acquisition, were very frustrating. It seemed that my students never made any real progress. My approach to language teaching changed the day I visited a middle school to talk about



France's geography. The 13-year-olds asked me about French hair-styles, make-up, food, soccer, television—everything but geography. I realized then that students needed to simulate living in France in order to learn French. From that day on, I required my Whitman students in both language and literature classes to greet each other as French students, either with a handshake or kisses on both cheeks. Expressions like “ooh-la-la!” “bof,” “alors là!” were accompanied by the appropriate shoulder shrugs or hand motions. I incorporated cooking lessons into every course. We wrote and performed plays. In my final years, students learned to send text messages to each other in French. Perhaps my biggest thrill was when my daughter, who is a French teacher like her parents, entered my classroom in Walla Walla from Paris via Skype. The students loved “Paris en directe” to get the latest news of sports, music, and fashion.

Those of you who would like to speak a new language or polish up one you once knew, do not buy Rosetta Stone. You will soon be bored sitting alone in front of your computer learning the language one word or phrase at a time. Rather, take a class at your local community college where you can enjoy the teacher's mannerisms and pretend to live in another country. To paraphrase the motto of the American Association of Teachers of French, “Le Français m'ouvre le monde” (French opens the world for me), learning a foreign language—any foreign language—will open worlds for you.

### Story from a Classmate

“Crossing the Pettus Bridge on Bloody Sunday” by Rick Heydinger

Like so many of us, I have found myself very busy and with great reward during this encore segment of my life. Since “going off the payroll”, I have spent time building bridges between segments of society that typically are not in contact across the chasm of economic class, cultural and racial divides.

This year I had the privilege of being part of a team that organized a trip to Selma to recognize the 50th anniversary of the Selma civil rights voters' drive.

Launched by the Unitarian Church that Beverly Jones ('72) and I attend, seventy people from St. Paul, MN prepared for pilgrimage to Selma. This group of “pilgrims” was the most diverse group with whom I had ever worked: retirees and youth, police chiefs and young offenders, city officials and foundation executives, lawyers and human service professionals, the young leaders of Black Lives Matter and the senior leaders of NAACP. As a group we were more African- American than not.

We began with a series of “beloved conversations” in January, once a week for two hours, discussing our individual stories of race and class. By the time we arrived at the airport on March 5 to travel to Selma, many new friendships had been formed.

Upon reflection, this “pilgrimage” to Selma parallels the three themes of our 50th Reunion: stories, dreams, legacies. I have changed the order to better describe this experience.

Stories. This whole experience was one of stories: stories of individuals and their incredible courage, stories of societal change and the struggles necessary to accomplish significant change.

Among the St. Paul pilgrims was Damon (not his real name), born and raised in St. Paul, a member of a prominent African-American family. Damon applied to Fisk University in 1964; he got accepted; his mother read the acceptance letter and threw it in the waste basket saying, “You're not going there; you'll get killed.” Instead he went to an out-state Minnesota state college where he was one of 12 black students; none of whom made it beyond the first semester.

Also in the St. Paul group was “Jimmy.” One day he came home from junior high to find men taking a sledge hammer to his house - the last

house to be torn down for the I-94 freeway. Is it surprising that he still has pain and anger about this?

And traveling with us was a former St. Paul City Council member and police officer who made the Selma march in 1965 as a national youth leader of the NAACP. She continues to demonstrate her passion for “the movement” by mentoring young people across St. Paul. An African-American NBC White House News correspondent, after interviewing this St. Paul pilgrim, hugged her, saying “Thank you for being on the march; I wouldn’t have my job today were it not for what you and others did.”

In Birmingham we met Gwen who, as a teenager, was hosed by the Birmingham fire fighters. To this day she remembers cowering in the corner of the steps outside the 16th Street Baptist Church while Sheriff Bull Connor instructed the men to “keep the water on those N.....”



**Figure:** Gwen with police and fire officials from Birmingham and St. Paul

In Selma we had dinner with Joanne Bland, the youngest person on the Edmund Pettus bridge; she was arrested thirteen times by the time she

was eleven. Joanne still lives in Selma, striving to keep the history alive and to remind us that the fight is nowhere near complete.

Legacy. The Civil Rights movement was and is built on the dream of true freedom, but first, its legacy.

One of the legacies we took away from Selma was the incredible courage that people in Alabama and Mississippi exhibited. An African-American in our group, in his mid-sixties, noted with his tears in his eyes that in rural Texas you knew that to participate in demonstrations was to risk losing your life. It was inconceivable to take such a risk. Yet he lives with the deep anguish of knowing that, because others risked their lives, he was able to attend the University of Michigan Law School.

Organizations like SNCC, SCLC, and CORE had a huge impact, training a cadre of youth who are today’s leaders. We witnessed true progress in Birmingham. The current police force is 50% African-American; the Fire Chief is African-American, as is much of the company.

Progress has occurred, but there are legacies that vividly demonstrate how far we have to go. For example, the CEO of one of St. Paul’s most prominent foundations, a woman of color, still gets trailed by security guards while shopping. Although difficult for a privileged white man to believe, when you are conversing with a brilliant woman whom you know and respect, you cannot dismiss such a story as hyperbole.

A former star basketball player at the University of Minnesota has to pause for 30 seconds in our conversation when he tears up recalling the attack dogs on guard when he picked cotton in the 1960s as a youth in rural Mississippi.

I am perplexed if not embarrassed as to how I could have been so tone deaf while living in Goodhue to be part of a group, the Viggies, that had as its symbol a V with noose hanging from it. It’s a legacy little understood, then or now.

There is a legacy of pain that's very close to the surface for many in our society that none of us should forget or try to sweep aside as "old news." It is still part of the daily lives of many of our brothers and sisters.

Dreams. This group of 70 pilgrims has returned to St. Paul, determined to move on racial healing, racial reconciliation, and equality of economic opportunity.

Because we have formed deep friendships through intimate conversation and traveling together, we are committed and optimistic, still. The oft-used term "beloved community" guides us. We experienced this as we walked the Pettus Bridge, together with tens-of-thousands from across the country (see picture at end). But that's the easy part.

We are committed to action, not just talk. The difficult part, requiring courage and the willingness to make people feel uncomfortable, is what we learned from 1965 Selma; that legacy must play forward today if the dream of the "beloved community" is to be approached. We have 7 pages of ideas that we are working through, searching for the steps to gain immediate leverage.

In writing this essay, I want to recognize the pride I have in the class of 1966 knowing that many classmates are working on these issues of racism and economic inequality in our country. So much to do—so little time.

See you at the 50th—who can believe it?

### Carleton Now: Attending Current Classes at Carleton

**Context:** April 10 and 11, coinciding with the meeting of the class of 1966 50th Reunion Committee, were "Accepted Students Days," where accepted but uncommitted students and their families come to Carleton. About 140 different classes were available for these students to sit

in on and from these Tom Hinckley, Arline Roller Hinckley, and Clay Russell selected five. They were:

- Biology 352: Population Biology (Mark McKone, Instructor)
- Economics 271: Economics of Natural Resources and the Environment (Aaron Swoboda)
- Philosophy 243: Animal Ethics: The Moral Status of Animals (Sarah Jansen)
- Political Science 120: Comparative Political Regimes (Al Montero)
- Political Science 218: Schools, Scholarship and Policy in the United States (Richard Keiser)

**Impressions:** Classroom presentations ranged from traditional lecture with student feedback and with questions from students to the lecturer and vice versa to faculty member framing an issue with appropriate conceptual background and, working with students, arriving at a number of questions. Students then worked in groups to arrive at answers and additional discussion points.

The take-home aspects of all the lectures we attended can be summarized: (1) students were engaged in a range of meaningful and appropriate ways; (2) student participation was an integral part of the learning experience; (3) the engagement of students was much greater than when we were students (all of us agreed that we would have learned better given this mode of learning); and (4) lecture organization was solid: the beginning of the lecture was allocated to course mechanics (assignments, progress, what was presented before, etc.), the majority of the lecture period was devoted to either formal lecture presentation with discussion or individual and group discussions and presentations around posed questions, the lecture ended with reminders and again a referral to where the students were in the course. Arline noted that in the animal ethics course, the issue discussed by the students was, as the lecturer suggested, very complicated; that is, how might one distinguish between two forms of consciousness and whether animals can

demonstrate either or both. The teacher brought her dog to help illustrate the difficulty in determining.

Regarding the faculty lecturing: (1) all had Ph.D.s from top tier institutions (Cal-Berkeley [2], Columbia, Minnesota, and UCLA); (2) they ranged from relatively new assistant professors to full professors with two decades of commitment to Carleton; (3) all were well prepared for lecture and only one had some technical difficulties that were handled with good humor; (4) engagement with students continued after the lecture and several appointments were made for additional discussion; (5) when appropriate, faculty demonstrated the importance of understanding both the historical background (e.g., Darwin, water rights) and conceptual frameworks in addressing current issues (e.g., wildebeest populations or water use in California almond farms); and (6) all demonstrated genuine interest in students.

**Summary:** It was clear that Carleton's curriculum, courses, and instruction are in great hands and have evolved in very positive ways since we were students. How many of us decided to come to Carleton sight unseen? Amongst the three of us, only one had visited Carleton prior to accepting.

### Presentation by VP & Dean Thiboutot and current Carleton students

Carleton's alumni and development offices have worked very closely with the 50<sup>th</sup> Reunion Team in an effort to provide current information as well as to answer any questions regarding the College at present and its profile. To date, we have met with President Steven Poskanzer, Vice President and Treasurer Fred Rogers, Vice President for External Relations Tommy Bonner, and Vice President and Dean for Admissions and Financial Aid Paul Thiboutot. From the College's strategic planning and associated priorities to the nuts and bolts admissions and financial aid, these individuals have helped us understand Carleton today. At two of our meetings we have had opportunities to hear from faculty

and students directly (please see [issue 1 of the newsletter](#), page 2, for our meeting with Professor Adrienne Falcón and five students involved with the Center for Community and Civic Engagement). At our most recent meeting, April 10 - 11, 2015, we had dinner with five scholarship students. After dinner, they with VP and Dean Thiboutot led a presentation and discussion about scholarships.



From left to right: Sam Cattau '15, history major; Josh Pitkofsky '17, computer science major; Worthy Cho '15, Economics, Political Economics major; Minji Jang '15, Philosophy major; and Gaston Lopez '17 Physics major.

The impact on each student of having a scholarship was articulated. In addition, Carleton's unique philosophy of having need-only scholarships and its participation in a consortium that provides full tuition international scholarships were also discussed.

### Summary of Second Class Survey (n = 89)

(Marcy McGarraugh Andberg and Vicki Rupp):

1. 73% of respondents preferred a balance (26 – 75 percent of the time) between structured programs and unstructured social time.
2. Of the options for guided walks, tours of new facilities (45%) and the Arb (36%) were most popular.
3. Respondents preferred classmates (38%) and Carleton faculty (32%) as speakers for presentations. The third and fourth choices, invited speakers and Carleton spokesperson each had less than 15% of the votes.

4. More preferred a panel to a moderated roundtable as a discussion format.
5. Using a moderated roundtable format, two topics rose to the top for consideration: "What's new in one's major field" and "retirement issues around finances and health."
6. If a panel discussion were to be held, a mixture of faculty, students, and classmates was the preferred option.
7. Other activities suggested included displays, performances, and perhaps a party or dance '60s style.
8. Regarding the 50th gift, the options preferred were "help students attend Carleton" (55 Yes and 8 No) and "enrich student experience" (52 Yes and 9 No). "Support plans for new facilities" received 26 No and 25 Yes votes.

In addition to questions containing quantifiable answers, Marcy and Vicki provided the program and gift committees with the written suggestions, such as panels on medical advances, experiences in the Peace Corps, threats from meteorites, etc.

Several specific classmates were suggested as panel participants.

### Reunion Statistics

There are now 37 (up 7) stories and 107 attending (up 4). You are strongly encouraged to go to the [50th Reunion Website](#) as well as to add your own story.

### Summaries for the 3 Reunion Committees

**Program Committee:** From Anne Bratton Fairbanks and William Craig, co-chairs: We used data from Marcy McGarraugh Andberg's survey and classmate suggestions and worked from there. Following the April 11 and 12 meetings, program committee members are now pursuing specific topic and format possibilities for Reunion, including:

--a bird walk

- a class recital
- a panel or discussion of aging and ethics
- a panel or discussion of classmates' interesting careers
- a program about civic engagement
- a program about hope vs. reality (legitimately keeping hope alive during this grim time)
- a memorial gathering
- a Courage and Renewal session (facilitated by a classmate, developed by Parker Palmer '61)
- a program featuring classmates involved in theater
- a workshop performance of classmate Bob McFadden's play about Thorstein Veblen
- an update about outer space.

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Do you know of a POTENTIAL AWARD RECIPIENT from our class? Someone whose contributions are truly distinguished? That is, a classmate who should receive an Achievement or Service Award at our 50th reunion? Then please let Peggy Day Watterson or Cathy Brown Kemper (assisting Peggy) know as soon as possible. They are coordinating nominations for our class. The nomination process is extensive, and the deadline for submission of all materials is Oct. 15, 2015.

In addition, classmates should also consider possible nominees for a C-Club award; this may be an individual or a team.

**Outreach Committee:** Your 50th Reunion Outreach Committee continues towards its goal of involving every classmate. Marcy McGarraugh Andberg, Pearl Lamb Bergad, Bob Bingham, Linda Nelson Blaisdell, Paul Grawe, Bruce Hanna, Tom Hinckley, Sharon Tornes Merritt, Clay Russell, Mary Holmquist Saboe, Jon Watterson; staff: Mary Niebur, Sue Streefland and Catie Gardner worked on its tasks to support that goal during a lively meeting in Northfield April 10-11. (Offsite were Gail Nichols, Max Margulis, Arch Hopkins and Bonnie Wheaton.)

A major project is individual contacts by phone, email and snail mail which is being coordinated by Gail Nichols and Mary Saboe. At the meeting, Mary Saboe's tails of fearless outreach set the stage for a lively discussion of what works and doesn't work. Every classmate now has a caller thanks to Max Margulis joining the committee. Regional gatherings like Mary's luncheon in early June for female alums in the Twin Cities area promise another way to reunion fun. She and Gail are eager to hear from others about host something similar where they are.

Clay Russell (Story Book) received an oath from all reunion committee members who had not submitted their stories to do so in the next few weeks. Posie Lane Anderson is leading next steps to assure contributions to the memorial section of the class web page. Paul Grawe, Tom Hinckley and Jon Watterson led the way on the newsletter, birthday cards, and other electronic communications. Their time in the Carleton archives while Clay and Tom Merritt's interview with several students promise interesting content for upcoming newsletter editions. Linda Nelson Blaisdell and Sharon Tornes Merritt presented their work on postcards. Bruce Hanna's proficiency in social media is behind our constantly evolving website and Facebook page. Classmates embarking on efforts that would benefit from web presence should contact Bruce.

**Gift Committee:** We are making progress on our class 50th Reunion Legacy Gift. We have a goal to create two significant endowments from class member gifts which would create a Legacy for Carleton from our class: 1) the Center for Civic Engagement, and 2) Financial Aid for low and middle income students and for international students. Both of these are consistent with the Carleton Strategic Plan, and both have already received gifts from our class members (a big Thank You to those who have already given). There is more information on both endowments (and on other giving options) on our class 50th Reunion website (<https://apps.carleton.edu/alumni/classes/1966/>). We also have a goal to increase the number of Heywood Society members (those who have made deferred gifts) from our class to a total of at least 80 (from a pre-

sent total of 42). The alternatives for giving, either immediate (cash or stock) or deferred (IRA, will, or trust) can fit within any budget and estate plan. We ask all class members, who have not yet given, to review the information on the Legacy pages of the website and to please fill in the 50 Reunion Gift Pledge Form (which can be completed online or by printing out the form). Creating a significant legacy is an important aspect of our 50th Reunion.

### Campus and Beyond: Discussion of Divestment

There is a discussion both on- and off-campus about divestment from fossil fuels that we felt was important that you know about. Carleton students, faculty and alumni have been interested in Carleton's policy on fossil fuel investments (<https://divestcarleton.wordpress.com>). As many of you may remember, Carleton has frequently stood near the top in the Princeton Review and the Sierra Club's Sustainable/Green/Cool Campus rankings. Whether it is the two wind turbines generating electricity, the extensive and elaborate recycling efforts on campus, or the fact that two new residence hall and the Weitz Center have achieved LEED™ Gold, Carleton is recognized for its environmental awareness and sustainable actions. There are former students from classes that overlapped with ours (Marty Schotz '64 and Brett Smith '64) as well as from our class (Joshua Rabinowitz) who feel that a policy towards divestment is consistent with Carleton's values and should occur.

Dave Frangquist, Rob Scarlett and Jon Watterson have discussed this and the wider issue of what type of investments Carleton should be making that match with the ethos of the college. After our first reunion meeting where we learned about the great experiences the students are getting from social engagement (see issue #1 of the Reunion Newsletter), we were really shocked that the College has no formal policy regarding its own investments. Several other members of the reunion committee voiced similar concerns. We encourage others to join in this conversation.

## Art, Photographs and Poems

### Historical Photographs



**Photograph 1.** Diane Ericksen and Gary Reiter are demonstrating the spider dance or the spider combat position with full acknowledgement that arachnids have double the appendages. It is often amazing to remember how easy it was to be entertained. If one returns to the Algol in which this photograph was originally published, one also finds a carefully dissected pamphlet from the Treasurer's Office. The last sentence proposed by the author critiquing this pamphlet was as follows: "The criterion for an animal's being allowed in a college dormitory room shall be the possession of a soul." Today, we would have chosen our words more carefully.



**Photograph 2.** Carleton Players Board 1964 - 65. Dave Eliet '66, Barb Lauerma '66, Beth Crittenden '66, Linda Jones '66, Ricki Rosenfeld '66, Helen McClure '66, Jack the Mask, Dale Fuller '66, Peggy Kemper '66, Anne Elliott '66, Bill Wingate '65, Ed Berkeley '66, Harriet Kirby '65, Dave Fisher '65, Jack Turner '65, Ralph Pearson '66.

Remember to check out the [50th Reunion Web Page](#) for latest photographs, stories, and news.

**Current Photograph:** Photograph of the Pettus Bridge on March 6, 2015 on the 50-year anniversary (picture by Rick Heydinger).

