Rationale for Further Reading.

2. Two discussions of sustainability
   a. At the family level—Jon and Peggy Day Watterson
   b. At the institutional level—Martha Larson, Manager of Campus Energy and Sustainability, Carleton College
3. OpEd #1: Thinking about class awards and achievements—Alexis Kenney Wodtke
4. OpEd #2: Should you give to Carleton (vs., for example, Doctors without Borders)? Sam and Pam Balch Wheeler.
5. Response to Second OpEd
6. How did Mr. Heywood save Carleton, St. Olaf and Northfield? Talk about commitment!

Content

1. The influence of Ele Hansen and Patricia Lamb, Faculty in Physical Education for Women, on Carleton and individuals from the class of 1966 is documented.
2. Individuals, private and public institutions, and NGOs explore sustainability and carbon footprints very differently. Here we present how one family and one institution (Carleton College) are approaching these topics.
3. How to join the DREAM section of the class Facebook page.
4. Awards—Max Margulis receives the Melton M. Lewis Equal Justice Award.
5. In the best tradition of 1966, two individuals have provided two op-eds questioning the status quo regarding awards and giving.
Editors’ notes: In his effort to narrow the options and arrive at a Reunion Carletonian that would best capture the essence of our collective experiences at Carleton, Paul Grawe discovered that there was absolutely no mention of women’s sports in the archived collection of Carletonians. His discovery coincided with the women’s world cup in soccer where the U.S. team was winning each game and, for the final, had a record television viewing audience. When the broader group of reunion committee members were exposed to this absence of coverage, the question then became: what did the College offer and what experiences did women have. Almost immediately the extraordinary careers of Ele Hansen and Pat Lamb came forward.

Women’s Physical Education at Carleton Autumn 1962 through Spring 1966

Background: In the 1964 Olympics, there were the following events for women: 3- and 10-m diving; 9 swimming events; 6 running events (longest was 800-m); 5 field events; and the pentathlon; singles and doubles canoeing (only 500-m); women participated in team dressage and jumping; both individual and team foil (fencing); gymnastics; and volleyball. Ironically, there was only men’s field hockey. There was no Title IX, which would later require equal opportunity for women in College and University sponsored athletics.

Ele Hansen joined in 1952 the Carleton faculty as an assistant professor of physical education for women. Ten years later, Pat Lamb joined as a women’s physical education instructor. There were no women’s sports and in fact, except for a basement room in Gridley, there were no facilities for women (Sayles-Hill Gym was male only) until, in 1965, the Cowling Recreation Center was completed. Both Hansen and Lamb were incredibly dedicated and creative in their ability to offer interesting, engaging and physically oriented activities that often males participated in (i.e., ballroom dancing and skiing). As noted in Ele Hansen’s 2013 obituary: “Undaunted by the fact that her Department was housed in Gridley basement where modern dance and other activity classes were taught amongst pillars that acted as supports for the Women’s Dormitory above, Ele began the development of a varied program that would eventually enhance the lives of Carleton female students for years to come. Her goal was to grow the program by adding and nurturing activities that involved utilizing the wonderful outdoor spaces, readily available on and around the campus. ... Her philosophy, at least at the time, was to go ahead and accomplish as much as possible while working within the parameters set by the existing traditions and cultural values held by society. Always knowing in her heart that female Carleton students deserved fair and equal opportunities in every aspect of their lives, including sport, she didn’t really ask permission if the answer might be ‘no’ or ‘not yet.’ If at all possible, she just went ahead and ‘made it happen.’ She also knew that further change was on the horizon.”

Women’s physical education classes flourished at Carleton; however, it was not until 1972 when Title IX was signed into law and Carleton joined the Association of Intercollegiate Athletics for Women that women’s varsity sports existed on campus. Pat Lamb had been appointed in 1970 the first director of women’s athletics at Carleton—the hand writing was on the wall. So then, what were some of the experiences of our classmates who took women’s physical education classes?

Our experiences with Ele Hansen and Pat Lamb. As noted by Marcy McGarraugh Andberg: “Both were encouraging, challenging and, best of all, fun.”

The following statement by Dotty Broom likely captures the major impact that Ele and Pat had on the lives of women: “Many have documented the way they patiently, persistently and ultimately successfully put women’s sport on the map at Carleton, but there’s another more mundane story. For me, those two created an environment in which any young woman, however inexperienced and (in my case) uncoordinated, felt encouraged and supported to participate—to move—and to find ways of moving that we enjoyed. In my case, that was a life-long...
gift. Through personally and physically good times and bad, thanks to them, I have always known that I could find ways of being physically active despite obstacles and limitations. And I’d bet my bottom dollar that there are thousands of other Carleton women who owe a similar debt of gratitude to Pat Hansen and Ele Lamb. Our class wasn’t distinctive on that point, but they deserve to be honored.”

Peggy Day Watterson also reflected on the impact that the PE program, with its wide array of classes, had on her life: “Immediately after Carleton I remember drawing confidently upon my experience in my early teaching jobs. In 1966-67, in Menomonee Falls Wisconsin, I took on an adjunct assignment as diving coach for the MEN’s diving team. I was, of course, denied entrance to a meet as a coach...until a colleague stood up for me. Several years later I used the brief but rich experience with gymnastics at Carleton to develop a gymnastics program for girls at Middleton Kromrey Middle School (Wisconsin). This was WAAAAAY before Title IX and we had a constant battle getting gym time. One day, the boys’ basketball team would not let us set up equipment on our allocated afternoon BECAUSE THEY had to make popcorn in the gym for the game coming up hours later in the same gym. I’m pretty calm but my storming of the principal’s office was long remembered...and DID get us unimpeded use of the gym on our allocated time slots. I could go on...but, bottom line, my life has been strongly enriched by the programs Pat and Ele put into place and by the amazing women athletes I knew at Carleton.”

The diversity of classes offered by women’s PE was exceptional. There were classes in ballroom and modern dance, canoeing, field hockey, golf, gymnastics, horse back riding (until the owner of the barn and horses moved at the end of our sophomore year), skiing, synchronized swimming, and tennis. Pat Lamb organized a Friday afternoon ski bus that went often to Buck Hill and included Mary Lou Hoerr Bingham ’67, Tom Hinckley, Dennis Inouye, Arline Roller Hinckley. A number of our classmates chose Carleton because of the opportunity to ride horses (Karen Eckerman Laatsch, Deborah Gavrin Frangquist’67, Betsy Hall Littell). As noted by Betsy: “Riding, and subsequently gymnastics, helped me appreciate the value of doing my personal best physically and of knowing how to “start where I am”, rather than in some imaginary better space.” Pat Lamb also organized a badminton club our sophomore year; Posie Lane Anderson and Lynn McMahan Livingston joined. As noted by Posie: “I was neither athletic nor competitive, but I had quick reflexes, so playing at the net was my gig. I remember a foursome (more?) going on a Saturday to a tournament in the UM field house where we played several matches. I have no recollection of whether we won any. Scroll forward to 1975—Ed and I were living in London, where badminton is a revered sport. Some colleagues invited me to play a couple times after work, and I got the bug. I challenged Ed to a game, which I won. That sparked his interest, and in a short time we had joined a badminton club. We attended twice weekly for five years before moving to Grand Rapids. Found a club here, and continued, but once the two younger kids were born, I dropped out. To this day Ed plays badminton religiously at least twice a week and competes. I never told him that he has Pat Lamb to thank.”

Both Ele and Pat would work with St. Olaf to put together team events even before formal athletic teams had been sanctioned. Other female class members found unique paths to increasing the physical or competitive challenge. Jane Ingle participating in mixed doubles tennis. Cathy Brown Kemper worked out her senior year with the frosh swim team. The contrast with the opportunities women have today is huge.

**Synchronized Swimming:**

There was one organized women’s sport at Carleton and that was synchronized swimming (an elegant, but demanding hybrid between dance, gymnastics, and water polo). Unfortunately, there were no competitive events—only exhibitions (see picture on next page; from right front to back are X, Anne Bratton Fairbanks, Betsy Hall Littell, Y).

**Sources:** Here are some additional sources that might be of interest. *The Voice* featured a write-up on women’s PE and sports in the Spring
2000 edition. Pat Lamb was regionally recognized for her role. When Ele Hansen died in July 20, 2013, there was an obituary, a July 22, 2013 farewell with associated notes from former students, and a special two-day event held on campus honoring Ele (October 18 and 19, 2013). Associated with these two days was the publication of the memorial as well as letters from former students.

**Sustainability at Home:**

_Jon and Peggy Day Watterson_

The next two pieces are connected. Jon and Peggy contacted Martha Larson, Manager of Campus Energy and Sustainability, at Carleton and asked her to bring us up-to-date on Carleton’s efforts (next section).

_From Jon and Peggy:_ “During our reunion organizing committee meetings, the subject of sustainability came up. A number of our classmates recounted the actions they have taken to reduce their own carbon footprint.

Our personal STORY of sustainability is that Peggy and I were fortunate that our son developed a strong friendship with the son of Mike Corbet, developer of one of the first solar communities in the U.S.—Village Homes in Davis, California. In 1979 we designed and moved into our passive solar home which came with greenhouse, extra insulation, solar water heater and extensive south-facing windows. We had no central heating (only a wood burning stove) and no air conditioning, relying on trellises and shade trees for keeping cool. In recent years we added roof top photovoltaics and opted for an electric vehicle to help us aim for a smaller carbon footprint.

When many of us are making personal changes toward the goal of net carbon neutral living, can’t we DREAM of this same goal for Carleton? Don’t we want Carleton students to live and learn in a model for sustainability? Isn’t living sustainably in the world, modeled on their experience at Carleton a LEGACY we want to impart to our students?

Carleton has certainly made significant sustainability commitments. Campus visitors can’t help but be aware of the massive wind turbines in Northfield. Moreover, in a forward-looking move, Carleton has hired a Manager of Campus Energy and Sustainability, Martha Larson.”

**Sustainability at Carleton:**

Martha Larson

_From Martha Larson:_ “When hired as Carleton’s first Carleton Manager of Campus Energy and Sustainability in 2010, I had the fortunate opportunity to join a community where environmental stewardship was already a deeply ingrained value. Carleton’s Environmental Advisory Committee shepherded the 2001 adoption of a Statement of Environmental Principles and a Carbon Neutrality Value Statement, which helped pave the way for our signing of the American College and Uni-
versity Presidents’ Climate Commitment (ACUPCC) in 2007. The ACUPCC states that “colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality.” It also requires each signatory to set a target year for achieving “climate neutrality” (net zero annual greenhouse gas emissions; Carleton’s target is 2050) and to develop a written Climate Action Plan outlining how we will achieve that goal. Simultaneously, we must develop student experiences—both curricular and co-curricular—that prepare Carleton graduates to understand and address climate change, one of the most challenging issues of their generation.

Planning and Administration: Since publication of our May 2011 Climate Action Plan, Carleton has progressed on its objectives in both words and actions. The 2012 Strategic Plan includes a baseline assumption that, “We have a responsibility to be a wise steward of our man-made and natural environment. Accordingly, we shall seek to reduce our carbon footprint in accordance with our Climate Action Plan.” The 2014 Facilities Master Plan incorporates a conservative strategy for growth that emphasizes building replacement and renovation over new construction, significantly lowering prior projections of Carleton’s potential greenhouse gas emissions growth. A Utility Master Plan is currently underway that explores ways to modernize our district energy system by replacing the 1910 steam plant operation with a highly efficient hot water distribution system that could reduce plant emissions by up to 70% by utilizing renewable energy inputs such as ground source heating and cooling, heat pumps, combined heat and power and solar thermal technologies. This trio of strategic planning documents, all aligned with Carleton’s Climate Action Plan goals, provides a strong foundation for continuing progress toward carbon neutrality.

Operations Efficiency: Although well-supported by strategic vision, our concrete progress on reducing emissions is constructed from many incremental projects and individual contributions. Thanks to a donation by Carleton alumni Rich ’76 and Laurie Weiss Kracum ’76, Carleton installed its second wind turbine in October 2011. It serves approximately 30% of Carleton’s annual electricity needs, reducing greenhouse gas emissions by 9%, despite campus growth of 6% since our baseline year (2008). The 2004 wind turbine serves an equivalent amount to the public grid. Design of the new science complex includes a mandate to incorporate net zero additional energy use, despite the planned increase in square footage. Our systematic approach to building energy audits and retro-commissioning is saving an estimated 1,000,000 kWh, 25,000 therms and $100,000 per year since tracking began in 2011. An online energy database consolidates real-time energy and water meter data, enabling much more effective data administration plus a public dashboard to share
this information with the community. In summer 2012, Carleton installed Rice County’s first electric vehicle (EV) charging station which is used regularly by faculty EV owners and was featured in a recent Minnesota Pollution Control Agency presentation.

Curriculum and Student Life: These many operations improvements would not be possible without the ongoing passion, encouragement and participation of Carleton students, staff, faculty and alumni. Students continue to initiate ambitious sustainability projects (campus-wide composting), political campaigns (fossil fuel divestment), and outreach efforts (annual Climate Action Week events), both on campus and within the Northfield community. They have presented at regional and national conferences and assumed leadership positions in national organizations such as the Real Food Challenge. The Carleton sustainability assistant (STA) work-study program continues to grow as students manage projects in energy conservation, data analysis, food production / procurement, and community outreach. Although we have traditionally looked to the environmental studies department to lead sustainability-focused curricular efforts, Carleton is experiencing broader and deeper incorporation of sustainability into various disciplines thanks to growing faculty interest and establishment of an “Energy and Environment” focus area within Carleton’s Center for Community and Civic Engagement (CCCE). The CCCE pairs faculty and courses with applied projects both on campus and in the community, supporting a variety of efforts including chemistry students quantifying local air pollution levels, astronomy students evaluating light pollution issues, a philosophy class evaluating the ethics of eating meat, and physics students designing a net zero energy warming house for Carleton’s ice rinks. Community connections have been strengthened by creation of the Greater Northfield Sustainability Collaborative, a collective effort between Carleton College, St. Olaf College, the City of Northfield and community groups to support and collaborate on local sustainability projects and events (Photo on next page: Student Waste Monitors evaluating Sunday morning’s waste: Henri Sandifer ’16, Andrew Woosnam ’18, and Carl Thomas ’18).

Conclusion: It is encouraging to reflect on such progress, yet we know many challenges lie ahead on the road to climate neutrality. How can we heat a Minnesota-based campus without burning precious fossil fuels? How do we design our new science and music facilities to minimize impacts on our greenhouse gas emissions? How can we assure that sustainability teachings and best practices reach every corner of our diverse campus population? How can we best utilize the talents and enthusiasm of our sustainability-minded students, faculty and alumni? How should we prioritize the many political, economic and technological opportunities to advance sustainability goals while also serving the needs of our core mission “to provide an exceptional liberal arts education?” It is questions like these that I ponder each day, yet fortunately within the context of a community that supports, understands and values the imminent need to substantially reduce our impact on the environment. I look forward to continuing the journey.”

Bio: Martha Larson graduated from Northwestern University in 1999 with a mechanical engineering degree and began her career as an acoustical consultant for Kirkegaard Associates in Chicago, IL. In 2004, she
Please do not forget to post your story (here is the web site: https://apps.carleton.edu/alumni/classes/1966/stories/biobook/).

Here is the list of people currently planning on attending: https://apps.carleton.edu/alumni/classes/1966/who/.

**Web Page and Facebook Updates**: Bruce Hanna

One will note shortly that the Class Webpage has undergone a number of changes including the addition of a video (a letter will be forthcoming with details). There will also be a new Facebook page that will be about DREAMS.

The online venue for sharing our DREAMS is a closed group page on Facebook... Carl ’66 Dreams ... so our posts there will be just for us.

- Facebook users go to the page and “Ask to Join” the group.
- If you are not a Facebook user, you need to create a Facebook “account” to participate. We hope you will! Click here to see how to create a Facebook account.
- WHAT? another invasion of my privacy?? (you may be thinking...) But read on just a little...Facebook (the organization) has responded to concerns about privacy and safety, and offers tools to protect you. Now, you can lurk privately behind a wall of protection and see just the Carleton Dreams info if you like. How do I set up my account for privacy?
- If you want help, send a message to Bruce Hanna at brewhanna@gmail.com

Bruce has captured the above in the form of a poem:

Classmate!

Buckle your seatbelt ... for our class reunion... our website is the storyteller

The link to stories of how we were the lens to how we are, our now dreams the connection for our legacy

Read the stories, <link to story>
Browse the dreams pages <link to Fbook paragraph on website>
Watch the video on our legacy <link>

50 years ago we shared a transition between high school and our adult lives
We influenced each other
foraged new connections for life and work

Now we are in transition to our lives beyond work celebrating, remembering, sharing and still dreaming, framing our final chapters

We classmates on the planning committee want you to join in.
Come to Carleton... Please !
But at least take a peak into your time at Carleton

NOW... <Click here to join in...>

transitioned into project management at the Rise Group, a firm focusing on large complex municipal projects and visual / performing arts facilities. She moved to Northfield, MN in 2010 to become Carleton's first Manager of Campus Energy and Sustainability and serve as a construction project manager for Facilities capital projects. She lives in Northfield with her husband, Nat Wilson (Carleton's digital archivist), and two-year-old daughter, Olga. In her spare time, Martha pursues her music interests as a local jazz cellist and vocalist and tackles an endless list of home improvement projects for her c. 1900 Northfield house.

### Reunion Information

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Your Carl 50th Reunion Committee

Awards

On August 6, 2015, Max Margulis was presented with the Melton M. Lewis Equal Justice Award at the Legal Services of Eastern Missouri 2015 “For the Common Good” dinner. Max was recognized for his “extraordinary work” and for having “contributed greatly to not only consumer justice but to Legal Services of Eastern Missouri.”

OpEd #1 (Alexis Kenney Wodtke)

Lex’s Question: “Do the current awards solicited by classmates (e.g., Distinguished Achievement, Exceptional Service to Carleton, ‘C’ Club) best capture the characteristics of a person we would like to nominate? It seems like our class should be able to come up with an award that is more innovative than the categories listed. The first one that comes to mind is ‘Quality of Life,’ by which I mean the person who has developed a style of living that gives meaning to our existence. Another suggestion is ‘Family First,’ i.e., the person who best epitomizes love in all its forms. Another suggestion is ‘Exploring the World,’ i.e. the person who has enhanced our understanding of the world we live in.

I hope this will get others thinking about awards that are more consonant with the ‘stories, dreams, legacies’ mantra of our reunion.”

Editors’ note: The particular set of awards listed are those that have been determined by the alumni association; however, there is no reason not to think about a specific, one-time, unique class award or going forward an award that becomes known as the Class of 1966 Award (clearly there might be some funding expectations), but let’s explore the idea at least.

Response from Lex: “I’m all for other class awards and for suggesting wider awards to the Alumni. My one caveat is that we can’t truly say “the most” achievement for any category, and even if we could, it sets up a sense of competition. My own stance is that there are many classmates who should be recognized. We need to do our best to validate substantial achievement, not absolute top achievement.”

OpEd #2 (Sam and Pam Wheeler)

Should you give money to Carleton?

“Dear Fellow Class of 1966 survivors: Pam and I would like to go to the 50th Reunion next summer, but are dissuaded by the prospect of enduring unrelenting pressure to contribute money to a “legacy fund” or whatever. I got dozens of e-mails from several institutions asking me to contribute before the fiscal year ended. I don’t see any reason to give money to Carleton or any other elite institution. Here is my thinking. I would be happy to see arguments why these are not good reasons to spend my resources elsewhere.

1) We have a “charity” budget for the year, depending on our investment income and tax situation. The recipients are typically:

a) local organizations such as the co-op day-care center and the Willington Hill Fire Department, of which Sam has been an active member since 1970.

b) charities which produce a great deal of good per dollar. Oxfam, Medicins sans Frontiers, and the Salvation Army get substantial funds.

c) The United Negro College Fund, which represents colleges with far smaller endowments and far greater needs than the institutions we or our children attended.

We get constant requests from Princeton University, Concord Academy, Pomfret School, and Carleton College for gifts. If we give $2K to Princeton, what are the consequences? An elite institution with greater resources than the GNP of many countries will have slightly more. How about Carleton? To a lesser degree than Princeton, Carleton is a wealthy institution serving the elite, which we would make slightly wealthier.
So, suppose we donate $2K to Carleton. Given that we have a charity budget, which organization should get $2k less? Is helping someone attend Carleton who would otherwise go to a state university more worthwhile than vaccinating a few hundred African children or saving a number of people from starvation? We are dubious.

2) Why contribute? Of course we give support and resources to our children and others with whom we have real, concrete relationships. Our children get resources that could be used for more good elsewhere. What we need is an argument that the kind of partiality we have toward our children, based on real relationship, should be extended to an institution.

I’ve asked, and answers have been given. Here are my questions about these answers:

a) A former roommate and dear friend told me that the fact that Pam and I met each other at Carleton and have had a decent life together since is a reason to take money from Oxfam and give it to Carleton instead. This seems to be pure sentimentality. It would be an argument for giving a substantial sum to the guy who put the “bomp” in the “bomp-shoo-bomp-shoo-bomp” and the “ram” in the “rama-lama-ding-dong.” Not a rational or moral motivation, but rather misdirected sentiment.

b) The institution benefited us, so we should pay it back. “The institution” is an abstraction. Nobody who was on the faculty or staff when we were there is still on the faculty or staff. Even if we find a reason to support elite colleges, why should we prefer Carleton over Swarthmore? Why should we care that much about buildings?

Being a Carleton donor is akin to being a life-long Red Sox fan who cares about the “same team” while Williams and Yastremski retire, Damon and Ellsbury go to the Yankees, and no-one on the team has ever been a friend. Only Fenway Park is the same. This is not a partiality that makes sense.

So, why be a life-long Carleton fan? What genuine connection is there? Without a justification for partiality, there are no projects Carleton or Princeton have that trump saving people from starvation, helping genuinely needy colleges, or vaccinating children for terrible diseases.

Of course, there are classmates who disagree, and regard partiality towards one’s alma mater (kind mother) as rational. So, we have a suggestion: How about our class making a donation in Carleton’s name to some truly worthy charities that do concrete good for the genuinely needy? Everyone would contribute. Carleton College would get credit, perhaps even some publicity, for its concern with the real world rather than with its particular self-centered ends.

Otherwise, give us some arguments. Best, Sam and Pam Wheeler”

Response to Sam and Pam Wheeler from Tom Hinckley: Anyone as an individual or a group can make a donation to honor someone or some institution. What you suggest is clearly doable. Carleton would probably argue that even though your $2K appears to be swallowed by its almost developing world GNP, providing a student at Carleton with a real world problem to work on might result in that individual being the next M.D. or Ph.D. to serve with Doctors or Engineers without Borders. In a sense your donation to Doctors without Borders results in the immediate knowledge that you have helped and your help is not insignificant. The gift to Carleton or Princeton contains risk, uncertainty, and clearly delayed satisfaction and outcomes.

I know as a faculty member for over 40 years (9 at University of Missouri and 32 at University of Washington) that small pools of flexible dollars can mean giving an undergraduate an incredible experience or not. This experience could motivate them to complete their degree, to join the Peace Corps, to go on and receive a graduate degree. It can mean sending a graduate student to a meeting where she then becomes part of a larger community and is more readily assured of academic or professional success. The person or persons who gave money to the UW did not know that I would use it wisely or squander it. They didn’t
know what my educational or personal values were and whether those conflicted with theirs or not and they might not even know that specific students benefited although we try to have students and faculty write thank you notes. I am and continue to be thankful that they gave and give.

Arlene and I have established scholarships and student support funds at UW. These will never benefit us; one will help students who cannot afford the fees associated with field trips to be able to have these place-based learning experiences. The other will help support tribal members of the Yakama Nation either while they are students at the UW or while considering the UW as a place they might go. This does not mean that we ignore giving to Women for Women, Compassion and Choices of Washington, Planned Parenthood International, the American Himalayan Foundation, Southern Poverty Law Center, or Union Gospel Mission in Seattle. As satisfied as we are with these donations and the knowledge that they are addressing real, now needs, we know that they are barely touching the underlying causes to environmental degradation, resource depletion, over population, climate change, income disparity, racism, violence to children and women, warfare, etc.

I feel that you have made very valid statements as to why one might not want to consider donating to Carleton. Arline and I give to Carleton and the University of Washington because they balance our donations to those organization that are addressing right now issues. We could select other institutions, but we have no personal knowledge of them. Personal knowledge is important: Arline and I spent every Monday night for almost 3 years helping to serve diners at Union Gospel; I have seen first hand the work that the American Himalayan Foundation is doing in Nepal; Arline volunteers at Compassion and Choices; I worked with people in Global Health to get a small grant from International Planned Parenthood to do a study on the links between HIV/AIDS and environmental degradation in Kenya; all examples of personal connections. Our son went to Carleton (as did his spouse) and he is now into his 10th year as a K-12 teacher; the last 5 as a science teacher at Longfellow Middle School in Berkeley. Did he need to go to Carleton to be a middle school teacher, probably not, but he is an exceptional teacher and many of his experiences at Carleton contributed to that. We have also been lucky to have meals and conversations with current Carleton students (several of whom are first generation college graduates or from underrepresented groups or both). That has helped us to maintain our trust in and connection to Carleton as a place worth giving to. Unfortunately, the personal part of giving is indeed that and the broad pushes for people to give can easily miss that. I think your idea may be a way for those wishing to do something that they are personally connected with and to do it in a way that honors Carleton, but does not alter its GNP.

Footnote: As I exited the freeway today and encountered a person in need at the first intersection, I thought about giving and why I sometimes give to such people and most of the time do not. Confidence in knowing the money I give is important, the idea of giving fish versus teaching fishing, and several other responses entered by mind as I moved through the intersection.

Response from Mimi and Eric Carlson: “Mimi and I give to Carleton and especially to specific uses of funds to assist Carleton students who want to learn to think and act to make the world a better place, because, after meeting with 100’s of such students, we believe the return on our investment (impact) of these gifts is much greater than the gifts we make to 4 Star Charity Navigator rated organizations.

Remember to check out our 50th Reunion Web Page for latest photographs, stories, and news.

What is the Heywood Society?
Carleton honors a person named Heywood (still do not know who this guy was) and this person’s service to the College through the formation of the Heywood Society as a way of formally recognizing the loyalty of those who have made a commitment of future support to the College.
The Society was inaugurated in 1995 and now has more than 2,000 members, spanning eight decades of Carleton alumni, parents, and friends.

Joseph Lee Heywood was an early volunteer treasurer at Carleton and an officer of the First National Bank of Northfield. On September 7, 1876, Joseph Lee Heywood was fatally shot when he refused to allow members of the notorious James-Younger gang into the Northfield bank’s vault. In this vault were most of Carleton’s, St. Olaf’s, and the Northfield community’s assets. Heywood was heralded locally and nationally for giving his life to prevent the robbery, which was the gang’s only known failed attempt. His name has been synonymous with qualities of uncommon loyalty and devotion ever since. I had no idea!

**Why Might you consider joining the Heywood Society?**
Eric Carlson, Gift Committee Co-Chair

“One of the goals we have for our 50th Reunion legacy gift is to have at least 80 classmates as members of the Heywood Society. The current number of class members in the Heywood Society is 41 and the record number for all Carleton Classes is 76.

The Heywood Society is made up of those who make a deferred (often end of lifetime) gift to Carleton. There are a few simple ways of doing so. The easiest way is to make Carleton a beneficiary in your will or of your IRA, 401K or life insurance. The gift can be a percentage or an absolute amount, and you retain control (and benefit) of the gift amount until your death. Upon your death the amount that Carleton receives is excluded from your estate as a charitable contribution. Another way to make a deferred gift is to set up a Charitable Remainder Trust or Charitable Gift Annuity with Carleton as the beneficiary. You contribute a specific amount to Carleton, but during your lifetime (or the lifetimes of you and your spouse) these two types of deferred gifts pay you income. Upon making an annuity or trust gift, you will receive a tax deduction for a charitable gift to Carleton. The full amount of your gift will be recognized in our 50th Reunion class total.

You can also specify how Carleton is to use the deferred gift when it passes to them. For example, you could specify that the deferred gift is to be used for our Class Endowment for the Center for Civic Engagement or our Class Endowed Scholarship.

The benefits of a deferred gift (i.e. of becoming a Heywood Society member) to you are: 1) the tax exemption or deduction; 2) you receive the income from the gift during your lifetime (or the lifetimes of you and your spouse); and 3) knowing your gift will help future students at Carleton.

The benefits of a deferred gift to Carleton are: Carleton can immediately incorporate the forecasted amount of your gift into its endowment “pipeline” which helps Carleton’s financial planning, 2) when the gift occurs Carleton receives a direct benefit into whatever use you have directed.

Putting a deferred gift in place for Carleton now will have no immediate impact on your finances/assets. For many of us, therefore, joining the Heywood Society may be the best way to make a meaningful 50th Reunion gift. Heywood gifts of all sizes (see footnote below) are welcome and encouraged. Some have mistakenly thought that the Heywood Society is only for people who have made large gifts. That is simply not the case.”

For more information on deferred giving, please go to the Legacy pages of our 50th Reunion website. See especially the link: Giving at a Glance.

Footnote: As trite as it sounds, the reputation of institutions of higher learning is partially to strongly dependent upon the loyalty of its alumni. This loyalty is most often tallied as percentage participation, not quantity donated. So a pledge or gift of $25 is meaningful!

**Energy Dashboard**

A screen shot of the Energy Dashboard referred to by Martha Larson. Martha is preparing a piece for the December 50th Reunion Newsletter
which will summarize future opportunities, next steps, and some of the barriers to achieving those next steps.

Rankings of “Green Colleges and Universities” are Best Colleges.com, U.S. Environmental Protection Agency, Online School Center, Princeton Review (not associated with Princeton University), Poplar Mechanics, and the Sierra Club. Having followed these lists for a number of years, it becomes clear that rankings within a year and between years jump all over the place. Doing something flashy gives an institution high marks one year, but sustaining a ranking, without doing something flashy is difficult and there are a ton of reporting requirements. Hands-on anything, but especially ploughing with horses or oxen, earn big points. Carleton initially ranked both highly and consistently from one year to the next, but then decided that its own metrics were more informative than those of the ranking organizations. Since then it has been ranked, but not in the top ten (for example, the Sierra Club in its Bulletin has just released its rankings— Carleton ranked 61st. Although I portrayed “ploughing” in a negative light, given the present physical and intellectual distance between the food we eat and how it is produced, making this linkage is critical if we wish to reduce our collective and individual carbon footprints, and do this sustainably.

Figure. Mid- to late-summer flowers in the Methow Watershed, Washington.