

SUMMER 2016

WHITMAN

magazine



Flight Season

Bee behavior
from Walla Walla to
the Baltic Sea

SUMMER/2016

WHITMAN

magazine

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On the cover: An alkali bee (*Nomia melanderi*), a ground-nesting species native to the Walla Walla Valley and other parts of the American west, with both yellow and white pollen on its abdomen and hind legs (story on page 32).



A Capacity for Empathy

In May, I joined the Whitman community in celebrating the 130th Commencement for the college and my first Commencement as the college's 14th president. I thoroughly enjoyed sharing this event with the Class of 2016; their parents, other family members and friends who have supported them throughout their lives; the faculty and staff members who worked with them during their Whitman careers; and the members of the Class of 1966 who were back on campus for their 50th Reunion. What a wonderful day!

I told the graduates that I wanted to talk with them about two things on their special day—one attribute I hoped they would continue to pursue, and one that I hoped they would avoid. I find myself continuing to think about both of these concepts as I try to understand how to respond to the horrifying events and the disturbing rhetoric surrounding all of us this summer.

I urged the students to continue to develop their capacity for empathy, for the ability to understand, even to share the feelings of others, to experience life as if they were standing in someone else's shoes. I hope that many of their experiences at Whitman helped them to build this capacity, as they lived and learned with people from different parts of the country and world, different racial and ethnic groups, different socioeconomic backgrounds, different political and religious views. William Sloane Coffin defined the root of evil as "the absence of imaginative empathy for others." Maya Angelou said, "I think we all have empathy. We may not have enough courage to display it." Our ability collectively to make the world a better place depends, at least in part, on having the courage to combat evil by displaying imaginative empathy.

The attitude that I encouraged them to avoid is cynicism, which derives from a belief that people are generally dishonest and motivated solely by self-interest. I work hard, even if I am not always successful, to base my work on the assumption that people are looking out for the best interests of others, and I hope people will give me the same benefit. The distrust and disillusionment that results from cynicism squashes creativity of thought and limits meaningful civil discourse, both of which are essential if we are to make the world a better place. H.L. Mencken famously said, "A cynic is a man who, when he smells flowers, looks around for a coffin." I told the new graduates that I hoped they would look for the flowers.

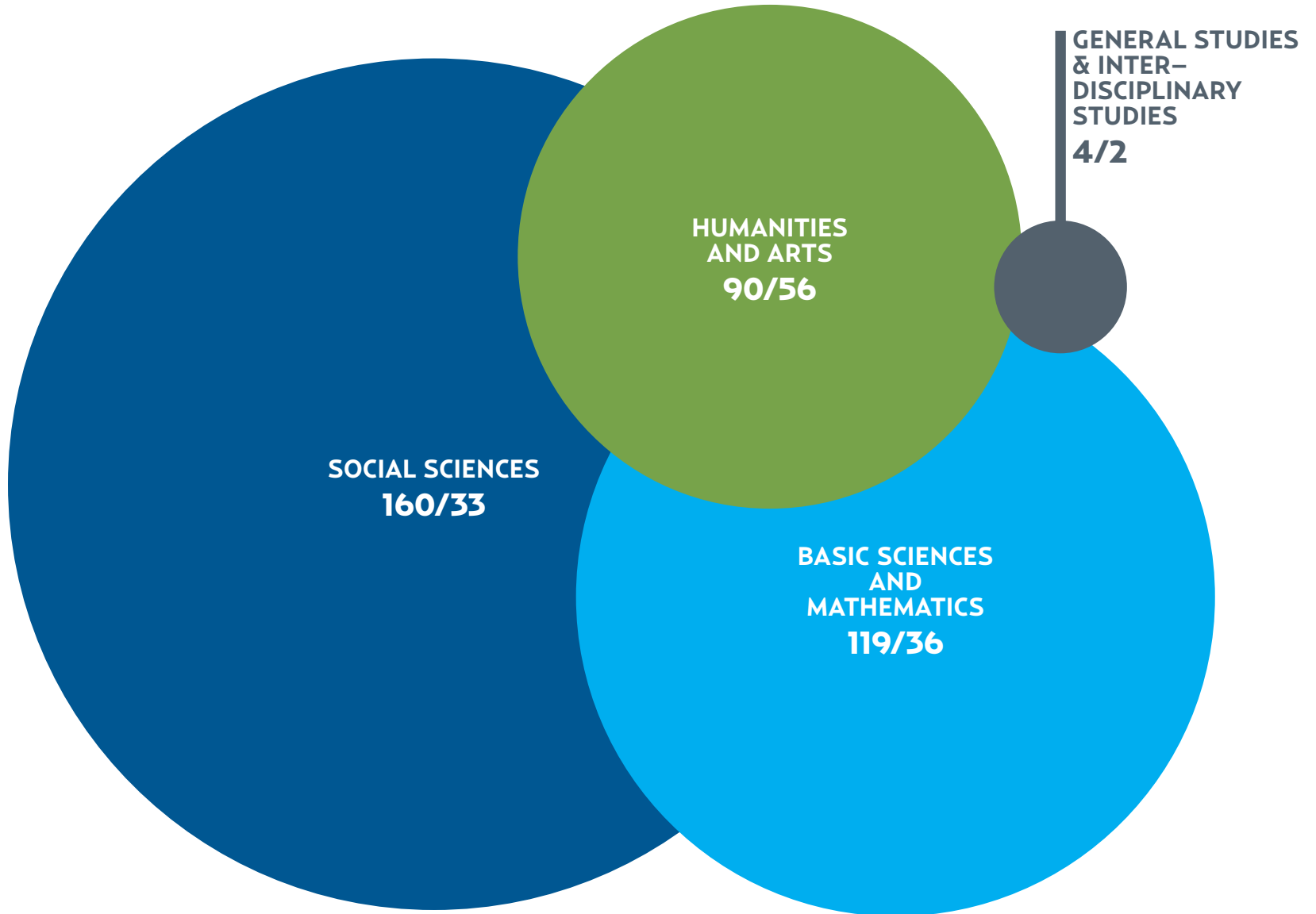
I want to add one other idea to this mix, and that is the concept of grace. My good friend Kazi Joshua, our vice president for diversity and inclusion, has reminded many of us of the importance of extending grace to each other when we are engaged in difficult dialogues. We need to work to maintain a generosity of spirit toward each other, recognizing that we will all make mistakes, but that we should have an opportunity to acknowledge and apologize for those mistakes without coming under attack and without shutting down the dialogue. We will disagree some of the time, but we should strive to express our views and listen to disparate views respectfully.

As Whitman students return to campus this fall and try to make sense of all they have experienced in their lives and particularly during this turbulent summer, and as all of us look ahead to what we can anticipate will be a divisive political season, I will be encouraging the Whitman community to engage in difficult dialogues, embracing empathy, avoiding cynicism and granting grace to each other.

Class of 2016: A look at majors & minors

The Class of 2016 became Whitman's newest group of alumni this May at the college's 130th Commencement. Despite the wide range of majors and minors completed by the new graduates, each had one thing in common: they each took part in a liberal arts and sciences institution. From race and ethnic studies to mathematics, from Ger-

man to sociology, the chart below shows how many majors/minors were completed in each academic division. The numbers include joint majors, combined majors, individually planned majors and multiple minors. At the bottom of the page is a list of every major or minor that the graduating class undertook during their college career.



- Anthropology
- Economics
- Economics–Environmental Studies
- Economics–Mathematics
- History
- Politics
- Politics–Environmental Studies
- Psychology
- Sociology
- Sociology–Environmental Studies
- Astronomy
- Atmospheric and Earth Sciences

- Biochemistry, Biophysics, & Molecular Biology
- Biology
- Biology–Environmental Studies
- Chemistry
- Chemistry–Environmental Studies
- Chemistry–Environmental Studies
- Geology
- Geology–Astronomy
- Mathematics
- Mathematics–Physics
- Natural & Mathematical Sciences
- Physics

- Physics–Astronomy
- Physics/Pre-Engineering
- Art
- Art History & Visual Culture Studies
- Classics
- English
- Film & Media Studies
- Foreign Languages & Literatures: French
- German Studies
- Music
- Music (History)
- Music (Jazz)

- Music (Performance)
- Music (Theory)
- Music (Theory/Composition)
- Philosophy
- Religion
- Rhetoric Studies
- Rhetoric Studies (Political and Legal)
- Spanish
- Theatre
- Asian Studies
- Gender Studies
- Race & Ethnic Studies



Alumnus receives NSF grant for Myanmar research

When **Matt Schissler '07** (above) set off for Southeast Asia as a young college graduate, he didn't expect to stay longer than a couple of months. Eight years later, he has returned to the United States to pursue a doctorate in cultural anthropology at the University of Michigan focused on the mobilization of religious conflict and telecommunications infrastructure, drawing on his experiences in Thailand and Myanmar (Burma), an isolated country only recently opened to the West.

This year, Schissler was awarded the National Science Foundation Graduate Research Fellowship, one of only 2,000 recipients from about 17,000 applicants. Of those selected, just 16 are cultural anthropologists. The program recognizes outstanding graduate students who are pursuing research-based master's and doctoral degrees in areas within the scope of NSF's mission, including the STEM fields, social sciences and psychology.

Schissler, who learned to speak Burmese, said he ended up working in Myanmar "through a kind of confluence of circumstance and conscience."

After graduating from Whitman, he planned to travel around the region, then spend a few months teaching English in Myanmar. However, peaceful demonstrations inside the country soon gave way to a violent government crackdown, and foreigners were kept out.

"At that point I was in Thailand—so close!—and I thought I'd try and get closer," he said. "I went to Thailand's western border with Burma. At first, I was just

teaching English in a primary school. But I was in a small rural town, which turned out to be the epicenter for underground political activities of an indigenous group call the Mon, who live all across southern and eastern Myanmar."

He added, "Suddenly I was meeting these amazing journalists and human rights activists, who were working secretly inside Burma and then getting that information to Thailand, from where it could be published."

Schissler, who later earned a degree in international human rights law from Oxford University, began supporting local efforts to document human rights violations and prevent religious violence, particularly attacks perpetrated by Myanmar's majority Buddhist population against minority Muslims. Last year, he cofounded the Myanmar Media and Society Research Project, a partnership between Oxford University and the Myanmar Information and Communications Technology for Development Organization, based in the country's old capital, Yangon.

There, Schissler also served as an adviser to a local NGO working to promote peace and support communities impacted by the country's large-scale development projects and natural resource extraction. Earlier, he spent about five years with a news agency and two groups focused on human rights in southeastern Myanmar.

"At first I was asking questions and trying to learn as much as possible because I wanted to be better able to work," Schissler said. "But it seemed impossible to do that without also asking about the nature of the work itself. When my Ph.D. is done, I'll still have a lot of questions about Burma, but also about violence, the law, media infra-

structures. I'll probably never answer these in any sort of complete sense, but it seems worthwhile to spend a life trying."

2016 graduates net prominent national scholarships

Members of Whitman's outgoing class have been awarded a diverse array of competitive post-baccalaureate fellowships and grants as they embark on the next chapter in their educational careers.

The following 2016 graduates were accepted into the flagship Fulbright U.S. Student Program, and will spend the 2016-2017 academic year as English Teaching Assistants abroad: **Josephine Adamski '16** (Malaysia), **Jeremy Nolan '16** (Mexico) and **Jacqueline Rees-Mikula '16** (Serbia). In addition, **Katie Steen '16** secured a scholarship from the Austria Teaching Assistants Program, which is administered by Fulbright.

Established by Congress in 1946, Fulbright operates in more than 160 countries with the goal of fostering solutions to global challenges. Whitman is regularly credited as a Fulbright "top producer" due to the volume of alumni who apply for and receive scholarships through the program.

Emma Thompson '16 is the recipient of a U.S. Department of State Critical Language Scholarship to study the Bangla language (also commonly referred to as Bengali) in India this summer. The scholarship is part of a U.S. government effort to expand the number of Americans studying and mastering critical foreign languages through overseas travel, intensive study and cultural enrichment opportunities.

Three graduates also earned Princeton in Asia Fellowships: **Michael Augustine '16** (Vietnam), **Samuel Curtis '16** (Kazakhstan) and **Andrew Reckers '16** (Nepal). The oldest and largest organization of its kind, Princeton in Asia seeks to provide transformative, service-oriented experiences that serve the specific needs of partnering communities.

Other graduates who received post-baccalaureate awards include: **Sarah Cornett '16** (Coro Fellows Program); **Brenna Bailey '16** (Davis Project for Peace); **Noelle Butler '16**, **Marissa Bell '16**, **Audrey Inglis '16**, **Lauriene Madrigal '16**, **Emma Neslund '16** and **Kristine Zesch '16** (French Teaching Assistants Program); **Baker Conte '16** and **Jack Percival '16** (Spanish Teaching Assistants Program); and **Kate Sizer '16** (Fred Hutchinson Cancer Research Center Award).

Photo courtesy Matt Schissler

Humanities, thinking digitally

Faculty and staff members took another step toward a more digital classroom experience this June, attending the annual Digital Humanities Summer Institute (DHSI) at the University of Victoria. The 10 attendees joined around 800 others in British Columbia, spending a week delving into new technologies that will impact teaching, research and the academic experience at Whitman.

Associate Professor of English and General Studies Sharon Alker has been interested in the field for some time.

"What came to light is that many people, over a several year period, started to realize that they were interested in digital studies, but weren't sure how to connect," she explained.

But over time, members of that group started finding points of intersection in their work, and Alker—along with Assistant Professor of German Studies and Environmental Humanities Emily Jones and Director of Instructional and Learning Technology **David Sprunger '96**—created a more formalized project to explore the potential impact of digital tools, titled Thinking Digitally.

The project is three-pronged. First, members of the group attended DHSI. Secondly, a workshop took place in July, in which the group shared what they had learned at the conference and narrowed the focus to four or five key areas. And thirdly, faculty and staff will co-teach a two-credit digital humanities course in spring 2017 that will "introduce students to digital studies, to thinking digitally."

The course will likely be housed in the General Studies Program and be open to everyone, from humanities students to computer scientists. "The richer and more diverse the group is, the more interesting the class promises to be," Alker said.

At DHSI—now in its 16th year—attendees take a weeklong course in a particular tool or technology. Last year, Alker and Jones learned to program using Python; this year, Alker learned about digital databases—exploring the possibility of creating a searchable database of the work of Scottish Romantic writer James Hogg—while Jones looked at digital text analysis and how it could help quantify the close reading instincts of humanities scholars.

"It's an excellent way to show somebody who's very scientifically or mathematically minded that what we're doing is not just stating an opinion. We're building evidence from a text," Jones said. "If you can explain

it in those quantifiable kinds of ways, it can be much more attractive to people who think differently."

Another important aspect of the Thinking Digitally project is collaboration between staff and faculty members: eight departments and programs, as well as Technology Services, Instructional Technology, Penrose Library and the college archives are all involved.

"Each of us comes to the project with different expertise," said Sprunger, who called DHSI a transformative experience. "Faculty members are the classroom leaders. Librarians bring their expertise in all the facets and nuances of information literacy, management and preservation. Instructional technologists bring to the mix a synthesis of technological thinking with an understanding of practical educational application."

While the workshop will result in the beginnings of a course syllabus, just how the project will affect the curriculum is still not set in stone—Alker said that "something may come that's more centralized. But it also may continue to spread in rhizomatic ways."

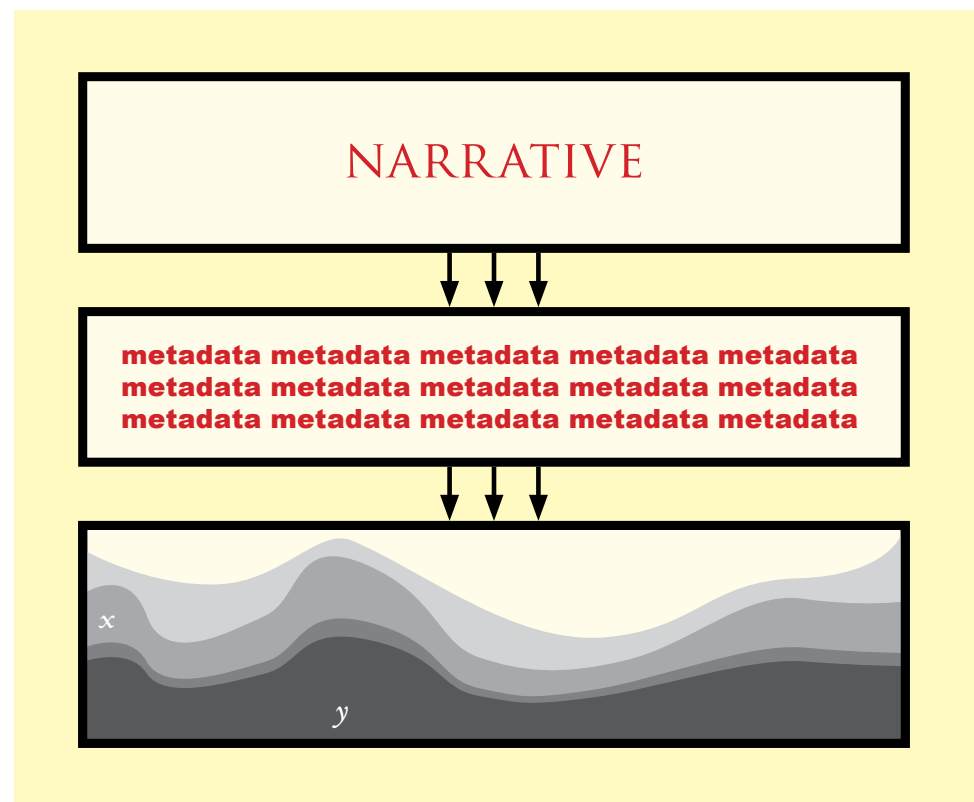
Though it's still early, Jones called the project "an opportunity for students to develop new areas of knowledge and new methodologies in familiar areas of knowledge."

Sprunger echoed the sentiment, saying

that digital studies methodologies may challenge students and faculty members to examine texts in new ways.

Alker added that it's not just an issue of bringing digital tools to the humanities. "It's taking the humanities to the digital. Then we can start asking: how does living in a dynamic technological world change who we are and shape our identity and culture? And these are fundamental humanities questions."

Others involved in the project are: Amy Blau (instructional and data services librarian); Rachel George (assistant professor of anthropology); Sarah Hurlburt (associate professor of foreign languages and literatures – French); Colin Justin (instructional and learning technologist for humanities); Justin Lincoln (assistant professor of art); Lydia McDermott (assistant professor of composition and director of the Center for Writing and Speaking); Ben Murphy (instructional and research librarian); **Mike Osterman '96** (director of enterprise technology); Nico Parmley (assistant professor of Spanish); and Melissa Salrin (archivist and special collections librarian). Funding came from the Cross-Disciplinary Learning and Teaching Initiative, Innovation in Teaching and Learning, the Office of the Provost and Dean of the Faculty, the Office of Instructional and Learning Technology, and Penrose Library.



Second Summer Fly-In program

In June and July, Whitman flew two cohorts of first-year students from across the country to Walla Walla for a special pre-semester orientation program.

These fly-ins, now in their second year, are designed for first-generation or working-class students, with the aim of easing the transition to college life. During each program, students are familiarized with the campus, faculty and staff members, as well as the range of resources available to them, such as financial aid, health services and student activities. They also have the chance to take part in small classroom discussions led by their future professors.

"I would not have been able to comfortably go into offices and ask for help when I needed it if I hadn't participated in the fly-in program," said **Ye Rim Cho '19**, a member of last year's inaugural session who returned this summer as a student leader.

"It holds a special place in my heart as a kick-start program that's helped bridge the gap for under-resourced students like me."

Studies show that students whose parents did not attend college receive less emotional, informational and financial support than peers whose parents did. First-generation students also report higher levels of stress and anxiety upon arrival at college, often stemming from feeling "out of place" among classmates from non-working class backgrounds, who may find it easier to navigate their new surroundings.

Jessica Rodriguez '20 traveled from Illinois to attend the June orientation, one of about 20 students in her group.

"I've never heard personal stories from my family about what college is going to be

like. My dad went to high school and he kind of gave me an idea, but for college, they're just like, 'alright, goodbye! Figure it out,'" she laughed.

Olivia Engle '20 added, "There are a lot of movies about high school, and you've been either with siblings or your mom and dad usually went to high school, but with college some of us don't really know what to expect."

Nationwide, only 40 percent of first-generation college students earn their bachelor's degree within six years. Although Whitman's graduation rate for first-generation students is higher than the national average, with 76 percent receiving a degree in four years, these students still face significant challenges.

That's why programs like the summer fly-ins have become a top priority for Whitman. "The fly-in was a big factor in my success as a first-year," said **Aisha Kimbrough '19**, another former participant turned leader. "It made me confident in the decisions I made and it helped with the social area of my life, because I came into college with a group of students I could trust and relate to."

Associate Deans of Students **Juli Dunn** and **Barbara Maxwell** and Assistant Director of the Intercultural Center **Maggi Banderas '05** worked hard to make the fly-in program soar.

"At the end of four short days, it was clear that this group of students had bonded, they were less worried about coming to a new place and the most commonly heard comment was, 'I can't wait to come back,'" said Vice President for Diversity and Inclusion **Kazi Joshua**. "I think this is one of the most rewarding programs that we have conceived and the impact is real. It is my hope that we will continue to serve many more students like this group in the future and beyond."

Spring athletics highlights

Whitman's spring semester brought several outstanding conference performances from its athletics teams. The men's tennis team claimed their ninth consecutive Northwest Conference championship, hosting Pacific University and powering to a 5-1 win. The team now ranks number 5 in the NCAA Division III west region and 19th in the nation. Two of three doubles matches went to the Whitman players, while in singles play, the team members took straight victories.

Tennis player **Zach Hewlin '18** also made it to the semifinals of the NCAA 2016 Division III Men's Tennis Singles Championship this past semester. Though Hewlin lost to seventh-seeded Branden Metzler from host Kalamazoo College, his path to that point had been remarkable, with a triumph over Rafe Mosectick of Emory University, the number 1-ranked singles player in the Intercollegiate Tennis Association (ITA) Atlantic South region, in the first game. Hewlin was also named the Northwest Conference's player of the year, and an NCAA All-American thanks to his success in reaching the round of 16.

In men's baseball, **Joseph Zimmer '18** was named to the American Baseball Coaches Association/Rawlings NCAA Division III West All-Region second team. The only Whitman student to receive the honor, Zimmer's year was nothing short of spectacular, with 15 consecutive at-bats with a hit—a record good enough to stand across all three NCAA divisions. Zimmer accumulated 60 hits over the course of the year and 13 multi-hit games, including four games with four or more hits. Zimmer received a number of other honors, including being named National Division III Player of the Week last semester by the National Collegiate Baseball Writers Association.

The Whitman women's golf team (see opposite page) also made it to the NCAA 2016 Division III Women's Golf Championship this year. Despite some bad weather, the team tied for eighth place with the University of St. Thomas. The foursome was third best in par-fours (4.44 average) and par-fives (5.21) of the 21 competing teams, and fifth best on the par-threes (3.42). Like team coach Skip Molitor, Head Women's Lacrosse Coach **Kate Robinson** was voted conference coach of the year by her peers.





ON THE GREEN

Whitman's women's golf team competed in the NCAA 2016 Division III Women's Golf Championship for the second time this past spring. From left to right, **Lou Points '17**, **Shiyang Fan '19**, **Phoebe Nguyen '18** and **Alyssa Maine '16** traveled to Houston, Texas, where—in spite of bad weather—the team came in eighth. Nguyen tied for ninth place, and both she and Fan were named All-Americans, while head coach Skip Molitor was voted the league's coach of the year by his peers. The W Club will hold its seventh annual golf tournament on Sept. 23, during this year's Reunion Weekend.

The Lives of Others

Leslie Jamison, author of 2016 Summer Read *The Empathy Exams*, on how she relates to her unlikely subjects, and the give and take between writer and reader.

The Whitman Summer Read Program assigns incoming first-year students a book to read prior to their arrival on campus. The Class of 2020 will discuss Leslie Jamison's The Empathy Exams during Opening Week and in classes on campus. The Empathy Exams takes as its starting point the author's work as a medical actor—someone paid to act out symptoms for medical students to diagnose. The book explores issues of illness, injury and empathy, spanning topics from poverty tourism to phantom diseases, street violence to reality television.

WHITMAN MAGAZINE This is a very different project than your first novel, *The Gin Closet*. Did you always envision *The Empathy Exams* as a series of essays, or did the book evolve over time?

LESLIE JAMISON The structure of the book is so different from *The Gin Closet*—and that difference says a lot about how I changed as a writer during the years between them—but it's fascinating to me that some of their core questions are absolutely shared: What do we do with the pain of others? Can we ever understand it, or fail better at failing to understand it?

The essays began as individual essays—rather than seeming destined for a collection

from the outset—but at a certain point, I realized that bringing them together into a unified whole might create something larger than the sum of its parts. Writing the title essay made me start thinking about the essays as a collection. It was the first time I'd consciously articulated to myself that empathy was something I was really interested in—the first time I started thinking about everything I could gather around that word.

WM You bring together what appear to be very disparate subjects: medical acting, the border, extreme marathon runners, gangland tourism. How did you decide what to put in the book?

LJ Well at first, because I was simply pursuing subjects that fascinated me—from my own life, and the lives of others—I wasn't circumscribed by trying to figure out how each topic related to the larger keyword of "empathy." Which was a blessing for the collection, I think. It meant it didn't suffer from a kind of intellectual heavy-handedness. It actually became harder rather than easier to write the collection once I knew that it would be a collection, and once I knew what its guiding inquiries were meant to be. The piece on Morgellons disease was the first

essay I wrote consciously knowing it would be part of a collection. I wrote it without a magazine commission, and knowing that it was going to have a home, no matter what, made it easier to take some logistical risks in writing it, but it also meant that I was battling against a sense of thematic over-determination. I was so consciously bringing in these questions of empathy: How do I relate to these people's pain? How do I relate even if I disagree with their narrative? In other essays, it was easier to come at empathy through the back door.

WM You've shied away from memoir as a medium, but sections of the book are still deeply personal. How did you find the right balance?

LJ So much of the subject matter of the book is committed to examining and dramatizing the vexed task of understanding the lives of others, so I knew my life couldn't be the only life in these pages. I also know that my own experiences feel like a deep resource—not necessarily because they are so fascinating, or even particularly unusual, but because I have a certain kind of access to my own consciousness that I don't have to anyone else's. The question of access runs throughout the pages of this collection, and it's also

manifest in the structure—which allows for a tremendous amount of variation between pieces: What kind of access is possible in an encounter between journalist and subject? Between tourist and silver miner? Between documentary and viewer? Between writer and reader? All of these relationships—and the ethical and imaginative questions they raise—are at play; and it would have been impossible to explore them if all the essays were straight memoir, or—at the other end of the spectrum—if none of them involved personal experience.

WM Are you always thinking about how to convey what you're experiencing in writing, or is that a secondary impulse?

LJ There's always a part of me that's trying to figure out how to make sense of an experience, or how to describe it. That's how my mind is built, even if it's not happening in the formal context of imagining a piece of writing that might emerge. I also don't think it's necessarily something that compromises experience—to be imagining how the experience might get told. Sure, there's the danger of the perpetual photographer effect—that you're so busy taking photos of the moment you never actually live in the moment—but I also know that imagining writing about something has made me take risks, or engage more actively with a place or a situation or a person than I might have otherwise.

WM As a young author, did you expect this level of success, or did it come as a surprise to you?

LJ It's been an incredible journey with this book, and from the very beginning my expectations were blown away. Nobody had any idea the collection would strike the chord that it did; and most people in publishing were inclined to think that an essay collection was a kind of kamikaze mission, sales-wise. So it was nice to see that people were interested in reading things that “the market” didn't necessarily think they were interested in reading.

WM You're an avid reader yourself. Any recommendations for those of us who enjoyed *The Empathy Exams* and are looking for our next book?

LJ There are so many great books I could recommend. One is a recent novel called *Grief is the Thing With Feathers*, by a British writer named Max Porter—a truly wild, beautiful book about loss and family that's also about form and language and delight



and the spirit of play. (Quite literally: it's about a mother dying, and a giant crow coming to stay with the family she left behind.) The other book is *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, by Michelle Alexander, which is a deeply important consideration of the War on Drugs and its legacy of racialized mass incarceration.

WM There's also been a lot of talk in recent years about prestige television. Does that type of storytelling appeal to you?

LJ I love that you asked about television shows! Recently, I have really enjoyed *The Leftovers* and *The People vs. O.J. Simpson*. *The Leftovers* is such a strange, thrilling ride—an exploration of how various people attempt to make sense of tragedy and loss. *The People vs. O.J. Simpson* is about celebrity culture and sensational judicial journalism; it's about how people love to watch a train wreck. I grew up

in LA, so it was like revisiting some of the major buzzwords of my young life.

WM Your book will be read and discussed by the Class of 2020. What advice do you have for them?

LJ College is such an important theatre for developing both sides of ourselves—thinking about what makes us unique, but also thinking about ourselves as part of a larger community. I think that part of what's powerful about college is the way it brings you into contact with people whose lives have been very different from yours—and you don't know much about them as you start living your lives side by side. It's so powerful, that opportunity for shared life, and for learning so much about the world beyond what you've known so far. What do I know about how to do it well, really? But I'd say: Listen hard. Ask questions. Don't assume.

—Gillian Frew

The Body Rhetoric

All rhetoric is bodily. All bodies are rhetorical. So says Assistant Professor of Composition and Director of the Center for Writing and Speaking **Lydia McDermott** in her new book.

In Liminal Bodies, Reproductive Health, and Feminist Rhetoric: Searching the Negative Spaces in Histories of Rhetoric, Assistant Professor of Composition and Director of the Center for Writing and Speaking Lydia McDermott posits rhetoric and gynecology as sister discourses. Liminal Bodies examines these sister discourses by tracing key narrative moments in the development of thought about sexed bodies and about rhetorical discourse, from classical myth and natural philosophy to the 18th and 19th century decline of midwifery and the rise of scientific writing on the reproductive body.

WHITMAN MAGAZINE Throughout your new book *Liminal Bodies*, you use the idea of the sonogram as a metaphor. How did you come to choose that as a central concept?

LYDIA McDERMOTT: One of the ways it relates to what I'm writing about is that we can interpret a sonogram as a surveillance technology to monitor a fetus' growth. It also ends up monitoring how well the mother is growing that fetus. I wanted to turn that negative surveillance into something that could be productive.

I had been fascinated for a long time with the theory of the "wandering womb" in Ancient Greece and also in Egypt. Most of

women's ailments, whether they were mental or physical, were blamed on their womb wandering around in their bodies, physically, and bumping into things and driving them insane, making them want things they shouldn't want. For me, that came to represent the female-coded body as opposed to the ideal male-coded body, and a way to metaphorically capture that female-coded body would be with a sonogram.

That was the initial metaphor. But I was also drawn to it because of the actual process of sonogram imaging. It involves both sound and the visual: it bounces sound waves off of something that you wouldn't normally be able to see in order to create a picture. So metaphorically, that gives me some access to listening for texts that we wouldn't normally consider rhetorical. And people who might not normally be included in the canon of rhetorical writing.

WM You mentioned the idea of the "ideal male-coded body." When rhetoric was born, it was talked about in a specifically male "bodily" way. So what are the historical roots of female or feminist rhetoric?

LM I could look back at things as proto-feminist. I wouldn't want to call anything feminist, because it would be anachronistic.

But there are hints of this kind of resistant rhetoric in figures such as Diotima and Aspasia, who are female characters in Plato who are performing rhetoric and who seem to have actually taught males. The character of Socrates in Plato is possibly making fun of [Diotima and Aspasia], but the fact that they are characters that people would understand as doing something like this suggests that that kind of rhetoric in the home was being practiced, in small salon settings.

Another thing I draw on are certain religious festivals, which gave women space to speak in ways that they wouldn't normally. Often about sexual things, like dirty joking, [for example, which] performed a cultural function. So that's another kind of resistant rhetoric.

WM If they're the start of resistant rhetoric, then what is considered canonical?

LM The weird thing about rhetoric is that we've kind of canonized what was a reaction to rhetoric. Plato and Aristotle didn't like the rhetoric that was happening, and so Aristotle—as Plato's student—decided, well I'm going to define a rhetoric that could be a philosopher's rhetoric. That was already a reaction to what was considered rhetoric at the time. So it's weird that what we've come to consider the "best" rhetoric, the



canonical rhetoric, is actually a kind of counter-rhetoric already.

WM And is the kind of rhetoric taught academically still of the canonical kind?

LM Not necessarily. I think that cultural studies has done a lot to try to break open rhetoric, but it's still largely male-dominated and largely argumentative. Part of what I argue is that this kind of ideal rhetoric also idealizes a kind of writing that is organized like an ideal body, with a head and a foot and so on. Plato calls them pieces fitting together in relation to one another, and we tend to still privilege that kind of writing, especially in academic discourse.

WM You also go back to classical mythology in the book, and use the Greek goddess Metis in a symbolic way. Who or what was Metis?

LM Metis is both a goddess and a kind of wisdom in Ancient Greek. As a goddess, she was either a lover or wife of Zeus—some stories say that Zeus raped her. She was a shapeshifter—she tried to get away from him and did not succeed. She was very wise, and when she became pregnant with Athena, Zeus was, in some sources, worried about whatever child would come next; a male child who might usurp his power. So he cunningly swallowed her, and gave birth

to a female from his head or from his thigh. She was said to embody the quality of *metis*, which was a more bodily kind of wisdom, more practical, and tended to be cunning, so that those who were weaker in bodily form could potentially win an argument over someone who was stronger using something like *metis*.

WM It's interesting that I know the Athena story, but not the Metis story.

LM Because Zeus swallowed her! He didn't want you to know about it.

WM One of the courses you teach is called Rhetorical Bodies. Where did the idea for that class come from? The research for the book?

LM Especially at the beginning of that course, we look at quite a lot—sometimes to many students' chagrin—of classical work. But part of the thesis of the course is that all rhetoric is in some way bodily and that all bodies are in some way rhetorical. That our bodies are constructed by rhetoric in how we understand them, what we feel they are capable of doing, and that our bodies do rhetorical things in the world.

WM Have students enjoyed the class? It seems like it might touch on a lot of issues that they may not have thought about.

LM Yeah. It's also useful in thinking about

things like: why people lying down can be a rhetorical action. But it definitely makes them think about things that they haven't thought about before. And they like getting to argue with Plato. That makes them happy for a little while.

WM You also teach a class called Monsters Across Cultures. Does that touch on some of the concepts you've mentioned, like the wandering womb?

LM The actual course ended up not dealing with that all that much. But the idea for the course and my interest in monstrosity comes from that. The theory of the maternal imagination was pretty popular up to the 18th century, and into the 19th century in more folkloric contexts. Which was the idea that, if women craved the wrong thing or looked at the wrong thing or were frightened while they were pregnant, those things could actually make a little impression on their baby and the baby would be deformed.

WM What kinds of texts do you look at in the monstrous class?

LM Our central questions throughout the course were: what makes something monstrous, how do we define the monstrous, what function does it serve for us culturally? So we had a whole variety of literature

from [different] times and cultures. We had Euripides' *Cyclops* and Anne Carson's *Autobiography of Red*, which is a rewriting of the Geryon myth. He's a red-winged monster creature that Achilles defeats at some point. [*Autobiography*] is from his point of view and it's set in a modern setting. We read some manga and a novel set in Haiti, and reviewed some international films that deal with monstrosity. So the central question always was: what makes something monstrous and why do cultures create monsters?

WM So it sounds like it's related to *Liminal Bodies*, but with an easier "in" into its more complex themes.

LM I think the monstrosity course was pretty successful at that, because people who are in-

terested in things that are scary, like monsters, could take the class and then think about the ways in which that has to do with other angles.

WM This issue, we interviewed Leslie Jamison, author of *The Empathy Exams*. Empathy seems like an interesting connection: can we empathize with that which we see as monstrous?

LM Yeah, definitely. One of the things that we read in the class is an article by Patricia Williams that appeared in *The Nation* called "The Monsterization of Trayvon Martin," where she does a great job of illustrating the ways in which the media showed Trayvon to be monstrous in order to justify the reaction to him, and that definitely has to do with empathy. Who can we empathize with? If someone's a monster, we can't empathize with them.

WM You're also the director of Whitman's writing center, and have expanded its role dramatically. How does it help students on campus?

LM It is now called the Center for Writing and Speaking, lovingly referred to as the COWS. The project has a broader ambi-

tion than just a writing center, because we're hoping to offer speaking skills as well. When I got here, I think the writing center was a bit underused and populated only by English majors, so one of my goals was to make it more accessible to students in all different fields. I moved locations, and tried to make sure I was hiring tutors who are scientists as well as students who are social scientists and students who are humanists. We offer one-on-one tutoring for writing, as well as one-on-one tutoring for speaking. We now offer workshops and thesis boot camps as well, so sometimes we have topical workshops, like developing a thesis statement and being more concise in your prose and that kind of thing.

helping students from China transition to the American higher education system. As the director of the COWS and a composition professor, I tend to meet a lot of these particular students and work with them, so it seems like a great opportunity to have some insight into the struggles that they're facing when they come here.

WM Have you had any particularly rewarding experiences working with students recently?

LM Oh gosh. There are many instances of that. One of the most recent developments that has been rewarding is that I have a few current tutors who will be coming with me to a conference in Tacoma, Washington, next fall for the National Conference on Peer Tutoring and Writing. This grew out of a tutoring class—along with a couple of tutors who were not in the class but participated in putting together a proposal. The proposal is specifically about cross-cultural tutoring and writing. One student was abroad in Japan for a year, and was a tutor before then, so he has experience in both being the expert and being the learner. Two others are international students who are also tutors in the COWS and are multilingual, and so they reflect on their experiences navigating authority as international students, as well as navigating that in writing and tutoring. So I'm very excited to take them.

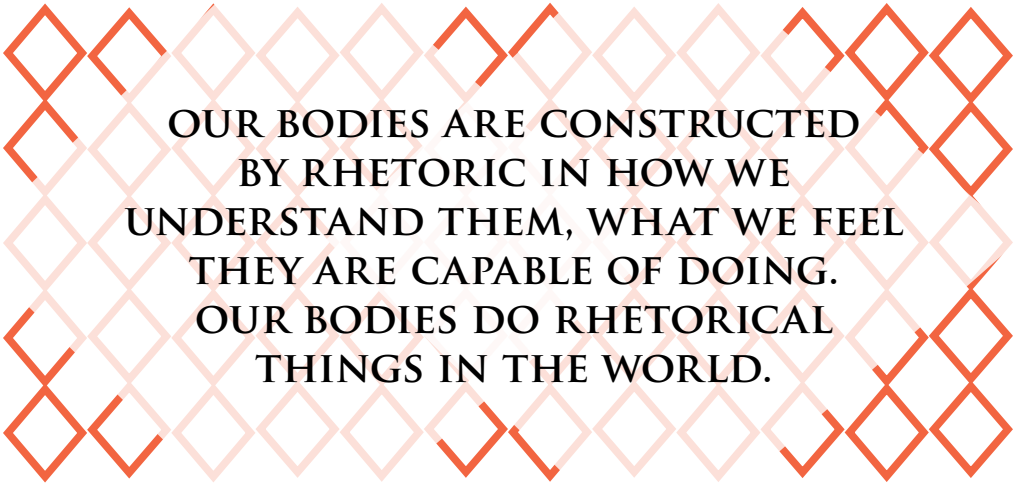
WM What do you do outside of the classroom or the COWS? I've heard rumors of soccer and comic books.

LM I am interested in comics. My interest in manga comes from my oldest son. I really recommend *Full Metal Alchemist*. It's one that I teach the first three volumes of in the monstrosity course. It's largely about brotherhood and about sacrificing themselves for others, and about who deserves compassion and who doesn't and how the state controls that. And I am coaching my six-, soon-to-be-seven-year-old, soccer team in the fall. I coached it last fall too, and I adore that. That age of kids is just adorable, there's no getting around it. It doesn't matter even if they're completely belligerent or can't focus at all, they're still cute. When things get boring, I just make them do silly exercises where they have to fall down and pretend they got killed by a soccer monster.

WM A soccer monster? That would fit right into your class.

LM This is how you teach them to stay on the field. If they go off, they have to fall down and die and be eaten by the soccer monster!

—Daniel F. Le Ray



OUR BODIES ARE CONSTRUCTED
BY RHETORIC IN HOW WE
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WM And you also work with faculty colleagues?

LM I do faculty and staff writing hours on Wednesdays and Fridays. The idea behind that is just a space where people can get together and write and know that that's all that's happening in that space: we're not grading or prepping for class or checking Facebook.

And there's coffee available. I've led now for two years spring writing retreats out at the Johnston Wilderness Campus for faculty to work on projects in a setting where there really are no distractions. There's no internet access there, so we have to download everything ahead of time. It's mainly just being in the woods with your project and not really having any other choice but to work on it.

WM You're also about to travel to China to meet incoming Chinese students. Have you done this kind of trip in the past?

LM It is not something I've done before. It's sponsored through [the Office of Off-Campus Studies], and we have a partnership with [the Council on International Educational Exchange]. It's a seminar on



The Gutenberg Bible, also known as the "42-line Bible," was completed in 1454-1455. Of the 180 copies that were produced, 47 more-or-less complete editions are still in existence, each consisting of 643 leaves. There are also fragments of only one or a handful of leaves, like the one pictured above.

Held in the Whitman College and Northwest Archives, it is unclear how this leaf came into the college's possession. Though some were printed on vellum, others, like this one, were printed on paper manufactured in the Alps and shipped down the Rhine to

Mainz, Germany, where Gutenberg and his associates worked.

Paper was purchased in several installments, with different watermarks on each, sometimes in the form of a grape cluster, sometimes taking the shape of a bull's head (as seen in the center of the leaf above). According to German librarian and historian Paul Schwenke, the printing process was done across six presses, each printing sections of the book concurrently. The leaves were then embellished by hand with elements such as colorful images, large drop capital letters and borders.

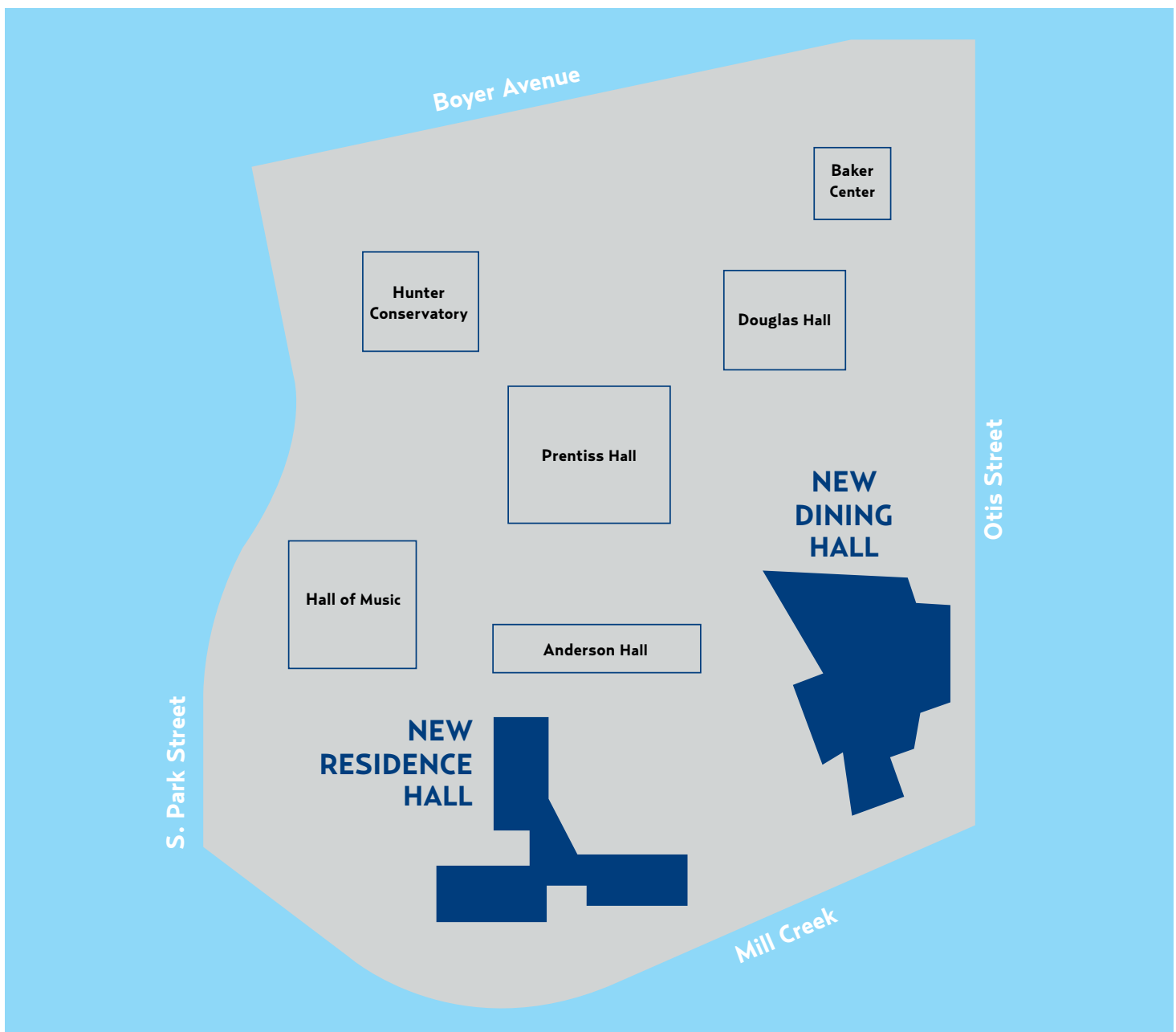


In an image from the archives, a group of men stands on the last stone of the old Prentiss Hall, with new Prentiss under construction in the background. **Opposite page:** A map showing the location of the new residence hall and dining facilities.

Whitman College and Northwest Archives

BUILDING A RESIDENTIAL FUTURE

The Living at Whitman Initiative will be the key to a closer-knit campus community. **By Daniel F. Le Ray**





The last time Whitman College built a residence hall, Donald Sheehan was the college’s president, the Beatles had only just broken up, and the campus was home to around 1,100 students. Since then, the population has grown by more than 30 percent, with 1,500 students coming to Walla Walla for the most recent academic year.

“Residence life is the cornerstone of development of community on campus,” said Chuck Cleveland, vice president for student affairs and dean of students. “That building block starts the first day.”

Soon, the campus will go from cornerstones and building blocks to a brand new 150-bed residence hall and dining facility, thanks to the Living at Whitman Initiative, launched by the Board of Trustees in 2015.

Living at Whitman began with a working group of students, staff, faculty and governing board members, charged with investigating how Whitman might improve its undergraduate residence life experience. The main question was: how do we become a stronger residential liberal arts college?

The group found that the most valuable opportunity would be to “develop a greater sense of community among the sophomore class, because they felt kind of marginalized,” Cleveland explained.

According to Associate Dean of Students for Campus Life Nancy Tavelli, first-year students build a strong connection quickly, in particular thanks to the Encounters program and their shared living experiences.

“We sometimes have first-year sections that want to get back together as they graduate. [But] something happens between the first and second years, where [students] have less cohesion because they are so scattered.”

According to a report by Whitman’s Office of Institutional Research, 70 percent of first years live in Jewett Hall or Anderson Hall. Sophomores, on the other hand, are spread between five or six halls, as well as interest houses and fraternities. The report found that, for many students in their second year, the dramatic increase in living options became a source of stress.

In their first year, “there’s all this focus on connection, and then, all of a sudden, they’re in an apartment in College House and it’s really hard to see anybody,” Tavelli said.

As well as improving the sophomore experience, the new hall should alleviate the strain on current residence halls. While some of the interest houses are among the oldest homes in Walla Walla, the first purpose-built residence halls were Lyman (1923) and



Courtesy ZGF Architects

Prentiss (1926). Marcus House, North Hall and Tamarac House were purchased by Whitman for and repurposed as halls after the construction of Douglas in 1969-70.

A good residence life experience goes beyond the four walls of a dorm room, according to Cleveland.

“The more connected to their college [they are], the more likely they are to persist and graduate, to have good experiences, to get to know their faculty and to have greater satisfaction with the institution. It’s important that that sense of community bind us together in a multitude of different ways.”

After the Living at Whitman Initiative was approved, the working group met to discuss options and then visited other colleges in the Northwest, finding out what peer institutions offered in terms of both housing and dining.

“Collaboration and community were big principles,” Cleveland said. “We wanted people to interact.”

Plans for the new residence hall, designed by Zimmer Gunsul Frasca Architects of Portland, show an airy and bright space, with open stairwells and a two-story entry and common area. Each of the three floors converges in a central space designed for socializing, working with classmates or meeting with friends. Each section will share a lounge and kitchen area, and there will be both single and divided double rooms.

Tavelli explained: “We tried to take what works for first-year students to build community, and then transition it into a more independent style.” That style is reflected in the division of living space into pods of 16 or so students.

However, everyone will have to enter through the main lounge, creating a greater sense of shared living space, and the rooms will be more “home-like,” including features such as built-in shelves and closets. Social spaces and game rooms will be upstairs rather than hidden in the basement, and the bathrooms—which many also thought of as a social space—will be gender inclusive and more private than in first-year halls.

Throughout, there will be areas that allow for flexible, multi-use meeting options.

“Some students want to work together, see what’s going on,” said Tavelli, “so those who like a little chaos in their work can find space to do so, while those who like quiet when writing a paper or reading for class will be accommodated too.”

Making the sophomore experience just different enough was important. “We wanted the experience for sophomores to be different from their experience as first years, so that when they leave Lyman or

Jewett or Anderson, they’re going into a different residence hall experience. Some of that will be structural and some of it will be through the programming that will be developed,” Cleveland said.

The new dining facility will offer around 500 seats and be centered around a marketplace layout. The plans currently include multiple counters and cafes providing a wide range of food options. Tavelli said that they hope to see older students, staff and faculty members join Whitman students in the new dining space.

Though there will be smaller dining nooks to accommodate tight-knit groups, “one thing we are keeping are those long tables—the collegiate look,” Tavelli added. “Because our first-year sections get together at least once a week for dinner.”

Both buildings will be designed to be as sustainable as possible, and will likely make use of sunshades, natural lighting and ventilation, and include systems to monitor energy efficiency.

When the two structures are completed—in what will perhaps be the biggest noticeable change to the campus—a large part of student life will take place on the “other side” of Boyer Avenue: Prentiss Dining Hall will be removed, and the new residence hall will nestle between the back of Anderson Hall and Mill Creek (see page 15). The new dining hall will sit between Otis Street, the creek and a new open space created between the buildings.

That space, which will include a volleyball court, will be an additional area for students to gather, study or throw around a Frisbee.

“We are very attuned to the landscape,” Cleveland said. “It’s a green space that will be very useable and, again, bring people together.”

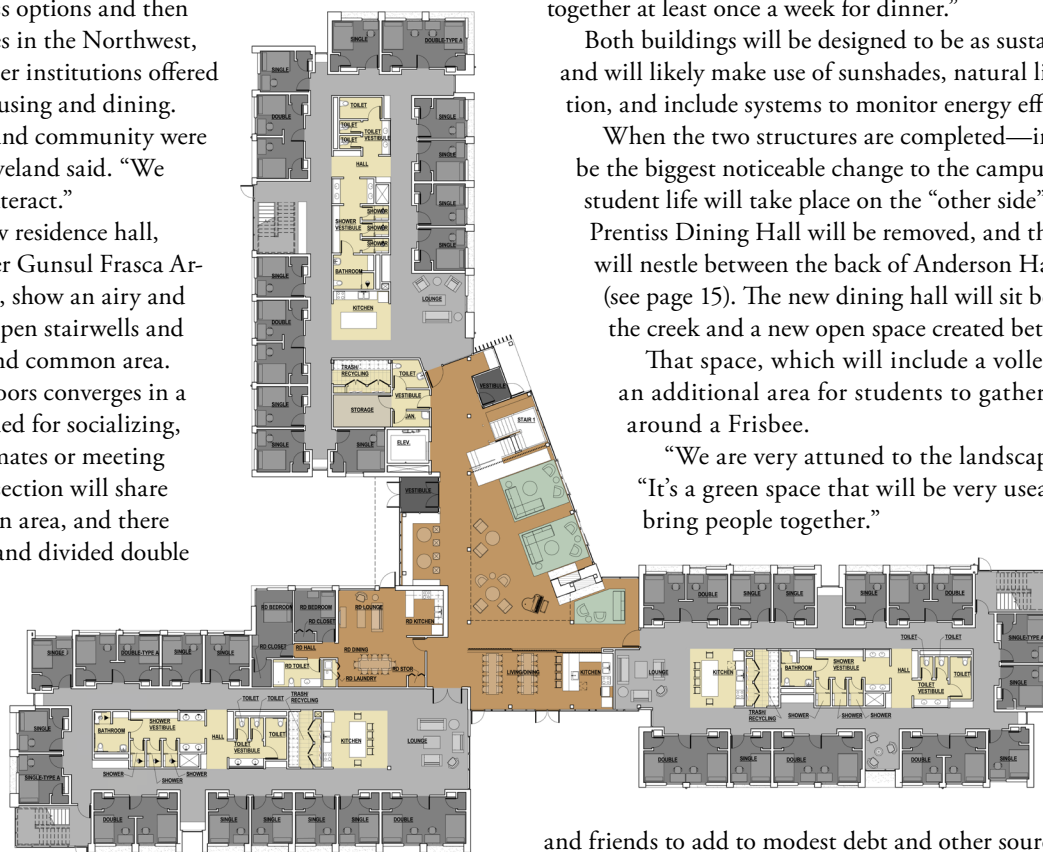
The total cost for the project is estimated at \$41 million. The college needs to raise \$10 to \$12 million of the total amount from alumni, parents

and friends to add to modest debt and other sources of funding that are currently planned.

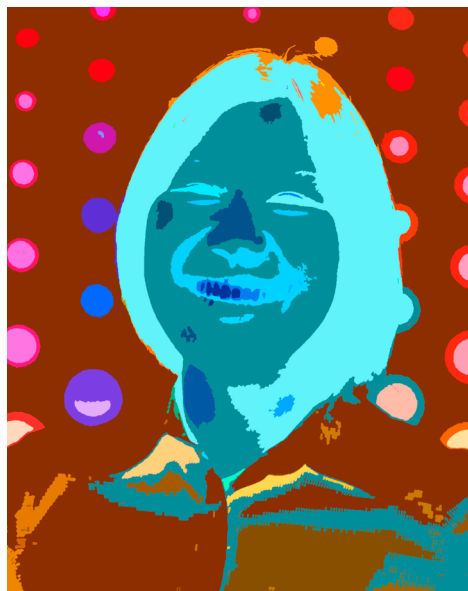
“To date, we have gift commitments of more than \$7.3 million from a small group of very generous donors,” said President Kathleen Murray. “We are counting on those who love Whitman to help us with the remaining \$4.7 million. Residence life is an experience Whitman graduates across the generations have in common. This project will build campus community in new and important ways, helping advance the outstanding student experience for which Whitman is known and paying it forward to current and future generations of students.”

Like Murray, Tavelli sees the new initiative as an important step in building community for Whitman’s students.

“It will transform the campus,” she said. “This is a generational opportunity.”



Opposite page: Renderings of the outside of the new residence hall (top) and new dining facilities (bottom). **This page:** A floorplan for the new residence hall, with three wings converging on the central shared space.



Alumni app developers are converting new concepts into code for users around the world.

By Gillian Frew

left to their own devices

Swipe right, swipe left. Users of an app created by **Shanglun "Sean" Wang '13** aren't looking for a romantic encounter, but for folks in their area with whom to practice their foreign language skills.

Her name isn't the only thing that's musical about **Minseon Song '14**. An accomplished flautist, she's hitting the high notes as a software developer while designing an Android version of an app that translates Mahler symphonies from German into English.

Geekwire chairman and angel investor **Jonathan Sposato '89** was the first person in history to sell two startups to Google, but he never felt like he had a "real" job until his mom saw his picture in the paper. His new app, launched this summer, promotes peer-to-peer donations to Seattle's homeless population—a sort of Uber for philanthropy.

All three are targeting markets near and far in today's booming mobile tech industry and beyond, targeting markets near and far with products ranging from the very niche to the next big thing. And whether at the height of their career or just starting out, each has used coding as a conduit for creative problem solving. As the saying goes, if you want something that doesn't exist, build it yourself.

"The internet is the most efficient marketplace that's ever been created by people," said Sposato, who is the CEO of PicMonkey, a cloud-based photo-editing site with 25 million monthly users.

"I think it's incredibly vital that people are prepared for a broad

range of challenges as they enter or consider a career in technology, and I can't think of a single career where technology isn't a part of it. If you're able to apply skills from different disciplines, which you can if you come from a liberal arts background, you're also able to synthesize and come up with new things."

FOR WANG, THAT NEW THING was a way to locate Japanese-speaking conversation partners in Portland, where he moved after graduating from Whitman. The result is KotoBuddy (derived from the Japanese word *kotoba*, meaning language), an app that functions not unlike the popular dating platform Tinder, "which was all the rage when I started writing the app." Though still a work in progress, KotoBuddy allows users to sign up via Facebook and suggests 12 languages that users can register to practice or teach, with the option to select their degree of fluency, from beginner to native speaker.

"Language is one of those use-it-or-lose-it things, and I knew that I had to practice to keep up on my Japanese," Wang said.

Born in Qingdao, China, Wang moved to Japan when he was eight years old, then to Seattle when he was 12. He majored in economics but took several computer science classes and started programming after college; his first position was with Digital Vision, Inc., a Portland-based software company helmed by Overseer Emeritus **Gordon Keane '68**.

Opposite: from left to right, Shanglun "Sean" Wang '13, Minseon Song '14 and Jonathan Sposato '89. Photo illustration by Matt Banderas.

“Liberal arts education can be an incredible asset to a software developer,” Wang said. “While learning how to analyze Plato and write about political structures of Crusader kingdoms isn’t a substitute for technical skills, it’s certainly a great multiplier in the profession. The ability to identify problems, specify the solution fully and communicate effectively with all parties involved is a highly valued skill.”

Wang currently works for a data company in New York that specializes in startups and emerging technologies. As a full-stack (back- and front-end) software engineer, he’s more concerned with languages like Java and Python than Chinese, Japanese or English, but he hopes to continue fine-tuning KotoBuddy in his spare time, honing its location capabilities and making the user experience more intuitive.

“Part of the beauty of writing apps is that you’re never done, there’s always something you can make better,” he said.

MINSEON SONG SPENT THREE

months learning to code at New York’s Fullstack Academy after graduating from Whitman, before signing on as a front-end developer at Skyward IO, a commercial drone operations management company in Portland. The first web app she designed, DictateMe, was inspired by her experience as a musician.

“I had to take aural skills classes at Whitman as part of my requirements, and it was about training your ears so that you can recognize various intervals and qualities, as well as being able to dictate melodies and rhythms,” said Song, who majored in mathematics and music and has played flute for 15 years. “I thought it would be fun to reverse the concept and have computers do melodic dictations for humans, instead of humans being trained by a computer.”

The endeavor was more difficult than she’d anticipated: “Human performances are rarely consistent, especially with untrained people,” she said. “And I wanted to make it accessible to a general population, as well as highly trained musicians.”

Like Wang, Song came to the Pacific Northwest when she was in middle school, her family moving from Seoul, South Korea to Portland. This fall, she plans to return to school to learn band instrument repair while applying for master’s programs in flute performance.

“In order to have a career in technology, you have to constantly keep up with emerging technologies, a lot of times on your own time and at your own expense, and writing software becomes more of a lifestyle than a career,” Song said.

Although coding is now more of a hobby than a full-time pursuit, that hasn’t stopped her from working on her latest app, the premise for which (fittingly) struck her as she was participating in a music festival.

“We played Mahler’s second symphony, and I discovered that there is an iOS app and a webpage that has translations for all the German terms,” she said.

Dissatisfied with the lack of Android options, Song decided to create an equivalent app for that operating system.

“I like that I can bring ideas alive through coding,” she said. “Seeing a vague idea shape up to a real thing on my machine is such a satisfying experience.”

IT WAS NOT ONLY THE ALL-CONSUMING nature of startups and tech jobs that nudged Song toward a more analog profession. There were cultural issues at play, too.

“At the company I worked for, I was the only woman on the engineering team,” she said. “The company is majority heterosexual, middle-aged white males...[so] not only my gender, but also the fact that I’m Asian, in my twenties, and not married nor in a relationship made me stand apart.”

Some colleagues appreciated Song’s status as a new addition; others, not so much.

“Some people flat-out disregarded me because I was different,” she said. “I also had to conform to the existing culture. I learned to be more aggressive and assertive in my speaking, neither of which are things that come to me naturally.”

Song felt pressured not only to meet expectations, but “somehow represent the entire women’s workforce in software engineering. I felt like I had to perform better and have better things to say in meetings because I was the only woman engineer.”

She said it wasn’t the work she minded, but the lack of regard for diversity in startup culture.

“Unless the company itself realizes the shortcomings and explicitly works on them to be more inclusive, it can harm not only women engineers, but also any other minorities in STEM fields.”

Someone who might empathize with her frustration is Jonathan Sposato. A serial entrepreneur and new Whitman trustee, he made waves last year when he announced he would no longer fund companies without at least one woman founder.

“I really feel that it’s important that those of us who are in a position to effect change do what we can to move the needle in the right direction,” Sposato said. “As an investor, I’m in a position to effect some positive change, and I said ‘why not? From here on out I will only invest in startups where there’s at least one female co-founder or female CEO.’ I didn’t mean for it to be this big statement, but it did end up trending on Twitter for a couple days and it kept going. We touched a nerve.”

As a young college graduate starting out at Microsoft in the 1990s, Sposato recalls having a number of female unit managers and vice

**I HAD TO
PERFORM
BETTER BECAUSE
I WAS THE
ONLY WOMAN
ENGINEER.**

presidents above him. At the time, it seemed workplace equality would only improve.

“But you fast forward 20-some-odd years, and I find myself looking at the world, seeing that actually it isn’t better, and in some ways, it seems like things have gone backwards,” he said. “I think the pay gap between genders is closing, but there’s still a pretty big gap.”

He cites the puzzling lack of women CEOs in tech startups, one of the most innovative segments of the economy. “Generally it’s regarded as a young industry—people are very progressively minded and things like that. So as someone who greenlights startups and gives startups the capital to do what they need, I felt that I could make a difference.”

SPOSATO’S APP, WECOUNT—which facilitates direct donation of essential items to those in need—also stemmed from his sense of social responsibility. Parking his car in downtown Seattle before work every morning, Sposato would walk past a group of homeless people, often engaging them in conversation or offering to buy someone a cup of coffee.

“Hearing some of their stories, it really became clear that what is common amongst a lot of folks in a homeless environment is that you have a lot of individuals who fell on some hard times. A couple of bad things happened, or maybe three things happened all at once,” he said.

“Maybe they lost their job, and then they got divorced, or there was an illness in the family—then you have a situation where a person can’t afford to pay their bills, they lose their house and they don’t have a safety net.”

Soon Sposato was distributing not just cups of coffee, but sleeping bags, tents and socks.

“So then it occurred to me: what if I had an app on my phone where I could figure out very quickly who around me was in need, who needed a sleeping bag or a backpack? That’s how the idea for WeCount was born.”

Sposato teamed up with Graham Pruss, a former homeless teen now getting his doctorate in social anthropology with a focus on homelessness. The app enables users to register anonymously for items they need, or drop off requested supplies at designated spots around the city, creating an easy-to-use, efficient network of donors and recipients. Pick-up locations include emergency shelters, housing units, community centers and churches, with on-site staff to carefully monitor the process.

It’s a slick set-up, but one major question remains: do people living on the streets or in homeless shelters have access to the web?

According to Sposato, “the answer is an emphatic yes.”

Even if they can’t afford service plans, an overwhelming majority

of today’s homeless still own or can borrow smartphones, tablets or laptops, which they then use at the library or other public spaces with free Wi-Fi.

“If you think about it, it makes sense, because it’s like oxygen—that connectedness with others through our devices,” Sposato said. “It’s the last thing we give up.”

He frames confronting Seattle’s homelessness crisis by borrowing a phrase from Facebook’s Sheryl Sandberg.

“It’s such a large problem that I think we can all lean in and help,” he said. “Those of us who are in private industry, who have the resources and the time to help *should* help. I think it’s our obligation. If I can bring my expertise—which is in creating interesting, innovative consumer software apps that operate at scale—to help address the problem, I will certainly try to see how we can make a dent.”

Sposato’s tenure in tech spans more than 25 years. Prior to the two Google purchases that cemented his startup celebrity, he was part of the team that developed the first Xbox, released in the United States in 2001. Yet he didn’t always feel secure in his career choices.

“Probably for the first 10 or 15 years I felt like, ‘okay, when am I going to stop this and go get a real job?’” he laughed. “I really felt I was potentially doing something wrong, that this was just one giant, extended summer and I needed to get back on the horse and go to grad school or something. I’m finally now seeing at the age of 49 that the path that I’ve had is an acceptable path, and I think that has a lot to do with the fact that my mother finally understands what I do.”

After years of online media and blog coverage, Sposato said it was an article about him in the local newspaper that tipped the

balance. Seeing her son’s name printed in black and white, “all of a sudden, it just clicked for her.”

Now Sposato is working to provide new generations of students with opportunities to learn coding as a member of the steering committee for Whitman’s computer science program. On the issue of whether liberal arts students should be learning to code as a matter of course, he doesn’t hesitate: “heck yes.”

“I think that’s like asking, should liberal arts students know how to write? Should liberal arts students know how to add and subtract? I think coding is an important life skill. Don’t be afraid to fail or screw up. Try it,” he said. “You might like it. You might be able to do some really cool things, and you might surprise yourself.”

Sposato describes the relationship between liberal arts and technology as alchemic: “When you put someone who is classically trained in one area with someone who’s trained in a completely different discipline, sometimes magic can happen, and the end result is a product that may reach and benefit millions of people.”

**IT’S LIKE
OXYGEN—THAT
CONNECTEDNESS
WITH OTHERS
THROUGH
OUR DEVICES.**

Where urban planning meets questions of equity and inclusion: there, Oregon Department of Transportation's **Talia Jacobson '04** has found her calling.
By **Gina Ohnstad**

It's August in the suburbs of San Francisco. **Talia Jacobson '04** is trying her hardest to balance on her bike. She rides in wobbly circles around an empty parking lot, her mom and best friend looking on, all three trying not to laugh. But Jacobson isn't in elementary school. She's about to enter her junior year at Whitman College.

Fourteen years later, Jacobson is a major voice in active transportation in the state of Oregon. Her job: to get people on their bikes and to help build a system that encourages biking, walking and alternative forms of transit. And she's doing it in a place that is no stranger to the idea: Portland, a well-known leader in the active transportation world.

But for Jacobson, it's about much more than getting from one place to another.

"In some ways, I see all of my work in transportation as a way of serving that question of how you give people from all backgrounds equal access to opportunity."

Jacobson strongly believes that people need a range of travel options to be able to meet their needs in their everyday life. It's one of the reasons she enjoys working on projects that include travel beyond cars.

In planning these projects, she grapples with questions of access and equity. If someone relies solely on their car for transportation, what happens if they wake up one morning with a flat tire? What are their backup options? Biking? The bus? Carpooling? Will they have to miss that day of work? If they work in the service industry or at a blue-collar job, they are a lot more likely to be in jeopardy from missing a day than if they work in a white-collar job.



GAR





Pages 22 to 23: Talia Jacobson at a multiway intersection in Southwest Portland. Above: In the background, the Sellwood Bridge, which was recently reopened after major work by ODOT this year. Page 27: Jacobson at the ODOT offices, looking out over the Steel Bridge, which includes a lower deck for cyclists, pedestrians and public transit.

“You start to see these patterns where the people who have the smallest margin of error for the ability to get medical services, get education, get to work, are often the people with the fewest transportation resources and the fewest options,” she said.

That’s why Jacobson has dedicated herself to increasing that range of options throughout Oregon.

“I want to know that if someone in my community has that day when their car breaks down, or their babysitter calls in sick, or their aging parent has an emergency medical appointment, that that person is going to be able to find a way to travel to meet those needs and it’s going to be okay.”

An annoyance should not turn into a crisis.

A Traffic Light Moment

Just as Jacobson didn’t learn to ride a bike at the same age as many of her peers, neither did she take the traditional route to her career. In fact, she was the only one in her graduate school program without experience in urban planning.

“I sort of did this hairpin turn,” she said.

Jacobson graduated from Whitman with a degree in psychology with a focus on sexuality studies. Her plan: work for a year (“to prove to myself that I had the attention span to do something for more than a semester at a time,” she explained), then attend graduate school and work toward a doctorate. “I was going to do this really cool, but fairly

abstract, sex research for the rest of my life.”

Jacobson did what many graduates with psychology degrees do: she started working at a social service agency, spending her days at a residential treatment center for teenage girls in the Portland area. It was that unlikely place that set the stage for Jacobson’s career in transportation planning.

“Doing that work made it so clear to me that if you are looking at social equity issues and how to help the folks with the highest need and the fewest opportunities, it’s not just about creating a program that can serve them,” said Jacobson. “It’s about making sure there is a physical way for them to get access to those services.”

For example, Jacobson remembers a teenager who had a treatment review coming up. Patients are encouraged to bring a family member, but in this case, the teen’s guardian was a disabled, elderly adult living five hours away from Portland in southern Oregon. The guardian had several other children in her care, no access to a vehicle and no ability to drive. So Jacobson set out to find the most efficient and affordable way to get her to Portland.

It was more complicated than she expected. “I really started to think of access to transportation as access to opportunity.”

It was like a lightbulb went off for Jacobson. Or maybe a traffic light. From that point, she started to think about a career in something she had never considered: urban planning.

She was admitted to graduate school at Portland State University

along with classmates who had degrees in things like community development, geography and environmental studies.

“I was this weird outlier in social services. But because I knew research methods from the work I had done at Whitman, and because you could put me in front of almost any audience and I could have a conversation with them, it worked.”

It also meant that Jacobson entered the program really caring about equity and social justice issues and how those issues were influenced by transportation. She was hired by the Oregon Department of Transportation (ODOT) before she even finished graduate school. As a student, she worked part-time as an assistant planner and accepted a job as a full-time planner once she completed her master’s in urban and regional planning.

Building Bridges

During her years at ODOT, Jacobson has worked on big, complex initiatives in the Portland metropolitan area—mega-projects that required serious logistics. One was replacing the Sellwood Bridge, the busiest two-lane bridge in Oregon and the only way to cross Portland’s Willamette River for miles in each direction. It was completed this spring and the bridge reopened in May.

Another project that she had a hand in was the Columbia River Crossing, a joint project between Oregon and Washington to build a new bridge and improve the traffic flow on Interstate 5, one of the most congested stretches of freeway in the country. After eight years of planning, the project was blocked by opposition in the Washington State Senate.

She also worked on the Southwest Corridor Plan, a project aimed at getting tens of thousands of commuters who live in the suburbs on Portland’s west side in and out of downtown more quickly and safely.

To say each of these projects was important for the booming city would be an understatement. In each case, Jacobson was in the middle of things, collaborating with other public agencies, administering contracts, managing parts of the projects and leading the planning efforts for these complex and politically sensitive projects.

18-month rotational assignment that Jacobson saw as the perfect opportunity to try something new. The rotational program allows a state agency to fill a position quickly with an internal employee, while the employee gets a risk-free opportunity to try out a new job that might be a little outside their comfort zone.

From Bridges to Bicycles

In Jacobson’s new role, she helped find ways to improve how ODOT addresses walking, biking and sustainability, working on major state-wide policy efforts and building relationships with outside partners and advocates. One of her big projects was the Oregon Bicycle and Pedestrian Plan, a guide for cities, counties and the state as they look at building new bike and pedestrian facilities. Oregon hadn’t updated its plan since 1995, and a lot has changed since then. The new plan was adopted in May.

“It will really set the direction for active transportation in Oregon in the coming years,” said Jacobson.

But it’s still complicated. With very different demographics in different parts of the state, it’s not a one-size-fits-all solution.

“We had to be very thoughtful about asking, ‘Are we adopting policy that only works in Portland, or are we adopting policy that will fit a variety of contexts so that you can really get the right solutions for the right place?’”

To help answer that question and as part of her new active transportation role, Jacobson found herself traveling to parts of the state she had never visited, meeting the people who worked in and commuted to those places. To fully understand the political conversations in each community, Jacobson spent time with local transportation commissions, biking and walking advocates and people who owned active transportation businesses.

Her background served her well in this role: “You know, one of the great things about working with teenagers for a few years is that there is really no public meeting that is going to scare you after running treatment groups for teenage girls who don’t want to be there four days a week.”

I see all of my work in transportation as a way of serving that question of how you give people from all backgrounds equal access to opportunity.

She grappled with questions like: How does each end of that particular bridge tie back into the local transportation system? How does it affect the people who live and work close by? How does it affect local businesses or those who want to develop in the area? How do we get a bunch of different transportation modes through a constrained space in a way that satisfies the community?

With work on plenty of high-profile projects under her belt in the Portland area, Jacobson felt compelled to broaden her scope to the entire state.

“I found that I really wanted to understand the state politics that were shaping the things that happen in the Portland metro region.”

In November 2014, she got her chance when a new position opened up: ODOT’s active transportation policy lead. It was an

What did she find in her travels? Jacobson saw people in Oregon’s rural areas, the communities not always associated with biking, getting excited about the potential for bike tourism—a great, low-impact way to get people out to some of the most beautiful parts of the state.

“People are starting to see bike tourism as a crucial economic opportunity for their communities that may have historically relied on agriculture or timber or on factory work in a way that may not be sustainable in the future.”

In fact, a 2014 study found that cyclists who rode Oregon’s 12 official Scenic Bikeways spent more than \$12 million on food, lodging and supplies. It’s no wonder communities across the state want to get in on the action.

Since then, three more Scenic Bikeways have been adopted. Every

Jacobson's focus on equity is far-reaching, encompassing everything from agency process to how to better serve underrepresented communities.

few years the state accepts proposals for new routes. A delegation narrows down the best candidates and then hits the pavement to check out the routes themselves. Last summer, Jacobson was invited to ride along and talk to proponents, public agencies and community groups about what makes them so great.

"Seeing these smaller communities that stand to gain a lot from being able to draw people all year round to come and ride was one of the coolest things I got to do."

Oregon has some of the most heavily used biking and walking routes in the entire country. Demand is increasing and it will only continue over time. That's one of the reasons ODOT has been beefing up its resources when it comes to active transportation. About five years ago, the agency created their Active Transportation Section, a move that shows how much their thinking has moved beyond just highways and cars.

In addition to Jacobson's position, which looks at the big picture for the entire state, ODOT has hired active transportation liaisons in four of the state's five regions. Getting those local people in place helps ODOT build partnerships in the communities it serves, making it easier to get familiar with the individual active transportation needs and work with other government agencies to meet those needs.

Jacobson said that when visiting communities throughout the state, it's not uncommon to hear things like, "We're not Portland. Don't try to do this like we're Portland."

"That's not necessarily a way of voicing opposition to the kind of transportation benefits that Portland gets," she said. "It's just to point out these are really different communities and a lot of times it's easy for folks who work in the Portland metro area to have this really Portland-centric view. But we have the whole rest of the state. A lot of it is rural and dispersed, and there are other metro areas and cities [that] have their own flavor entirely."

Equity in Transit

Despite the variety of transportation projects that Jacobson has undertaken in her career, it's obvious that some of the work she is most proud of is on diversity, inclusion, cultural competency and addressing equity in transportation planning.

In fact, this has been a passion of hers for years.

Jacobson was an activist for sexual and gender minority rights starting in high school, leading her school's gay-straight alliance and lobbying at the California state capitol. During her time at Whitman, she helped reshape the annual DragFest event, facilitated panels on gender diversity, brought documentaries on the subject to campus and participated in performances.

In graduate school, Jacobson researched and wrote papers about the equity implications of congestion pricing and studied how different organizations were addressing equity issues. So when ODOT decided to offer intercultural competency training to its employees and started looking for trainers, Jacobson jumped at the opportunity.

She was selected as one of the first cohort of intercultural compe-

tency trainers and has been an integral part of the program ever since.

"When I signed up for training, I was a little concerned that it was just going to be something that made the agency just look good on paper," she said. But the training program has become more robust over the years, now encompassing three days of training for each of ODOT's more than 4,500 employees. "Getting everybody to set aside 24 hours of their work just to study intercultural competency? That's not phoning it in, that's a pretty big commitment!"

Research shows that teams made up of people from a variety of cultural perspectives are more effective at solving problems, because they don't all think about things the same way. As ODOT strives to boost diversity within the agency, mirroring diversity across the state, they also want to make sure employees from a wide range of backgrounds can thrive.

"A big piece of that is making sure that, as best we can, the folks who work with the agency now have an understanding of and comfort with bridging cultural differences," said Jacobson.

Intercultural competency training focuses on dealing with cultural difference in the workplace on a person-to-person level, so that each employee feels a sense of individual responsibility for adapting to differences. Jacobson has taken the intercultural competency training beyond the workplace, as well. "The more training I did, it really got me thinking of intercultural competency in the way we were doing public outreach."

Jacobson started devoting time to researching access to federally funded services. She studied how federal regulations can help ensure that some communities aren't being negatively impacted or denied access to benefits in a way that is disproportionate to the benefits that other communities receive.

She's worked on developing a mapping approach for ODOT employees that allows them to easily assess demographics and find out where underserved populations live as they work on a transportation plan, so that they know from the inception of the project who they need to reach. Jacobson says these are important things to think about in the planning process.

An example: a big, multi-agency planning effort that she was part of included open houses across the state intended to solicit public input. In one town, that open house was scheduled to take place in city hall. It seemed logical enough. But that city hall happened to share a building with the police department.

Jacobson soon realized she needed to take into consideration groups like undocumented immigrants, for whom hosting an open house in a building with police might be a huge deterrent. Likewise, communities of color have also had historically strained relationships with police, and might see the risk of potential police contact as outweighing the benefit of having their voices heard in the planning process.

Jacobson's focus on equity is far-reaching, encompassing everything from small details to the bigger pieces about agency process and how to better serve underrepresented communities.

She helped ODOT develop a work plan around diversity and inclusion, is the leader of her region's Diversity Action Team and sits on ODOT's statewide council of diversity and inclusion.

"It was really cool to start working on equity and inclusion issues, because it's an area I'm passionate about," Jacobson said. "To find out that I had gotten to a workplace that was really receptive to that and was going to value that strength of belief and let me build some expertise in those areas was huge."

So where did this passion come from?

Jacobson points to her upbringing. Three of her four grandparents were born outside of the United States. Her parents also attended college during the Civil Rights Movement and Vietnam War protests, and were involved in both.

"Growing up with Jewish family members who had gotten out of Europe before World War II and then lived through the McCarthy era, I really had a sense of how national sentiments over time move for or against different groups and greatly affect the opportunity that different groups have."

Jacobson, who has a younger brother on the autism spectrum and witnessed how disability can affect opportunities one has in life, also grew up in a particularly diverse part of California, where she was surrounded by people who didn't always look or think like her.

"I saw how some people benefited from the institutions and systems in place and some people really suffered," she said. "I had lived most of my life in pretty fortunate circumstances, and one of the things that I could do to make myself worthwhile to the world was to try to work in a way

that would positively influence the opportunities other people have."

Jacobson says it is work that can never stop. It's her personal belief that she will never reach a point where she has done enough. "What you wrestle with in your life is going to change, but to support people with different backgrounds, the only way is to constantly keep doing that work."

Now back to where it all began: that California parking lot where Jacobson learned to ride a bike at age 20. Among her colleagues, there's definitely an entertainment factor when it comes to Jacobson's stories about being a novice adult rider. But in the end, she says it's actually been a big benefit. Community members attending ODOT meetings have certain preconceptions about who they'll be meeting. Now, instead of a bureaucrat in a tie at the end of their career who is going to say no to everything, they get someone who's been out of college for only a dozen years or so, walking in with a bike helmet under her arm and a clear sense of empathy.

"It really shifts people's expectations," said Jacobson.

She points out that she's not the cyclist who races cyclocross on the weekends or embarks on hundred-mile bike-packing trips for fun. She's the one who is still trying to figure out how to safely bike down to the grocery store, load up 30 pounds of groceries on her bike and get home without falling over and breaking the eggs.

"I think it helps me be able to connect with people around the idea that transportation options are a good thing. Not all options are going to work for any one of us, so how do we work together to make sure we've got the right mix?"



The founder of nonprofits Akili Dada and African Women in Agricultural Research and Development (AWARD), **Wanjiru Kamau-Rutenberg '01** is tending a global garden and watching it grow. **By Sierra Dickey '15**

The African Century

Wanjiru Kamau-Rutenberg '01 has no trouble articulating the nuances of sexism, racism and classism. In fact, the way she talks about these systems and structures often lends itself to powerful and, at times, comedic one-liners, reproduced as section headings in her story.

I TOOK NO BREAKS IN MY EDUCATION

Originally from Kenya, Kamau-Rutenberg moved at age 14 to Denver, Colorado, where she finished high school. During that time, the Rwandan genocide that shocked the world in 1994 also brought about her second major brush with African politics (growing up under corrupt ruler Daniel arap Moi was the first). In 1995, she met a mother and three children who had fled the carnage, and felt compelled to get involved.

“It made me angry,” she said. “The whole thing was stupid. It brought me face to face with how politics can ruin people’s lives. How important it is that we get our politics right.”

Before she stepped foot on the Whitman campus, Kamau-Rutenberg knew she wanted to study politics—a “hard-headed” choice that didn’t immediately satisfy her parents. When she told them, “they flipped out. It was a very big deal for them. They really tried to dissuade me.” Why? “Political scientists got killed in Kenya. That’s who agitated for change and that’s who got disappeared and killed.”

In that sense, there are indeed plenty of safer career options: “When you’re coming from a family that hasn’t had wealth and privilege, the paths to opportunity tend to be defined as doctor, lawyer, engineer—stable and safe. So, yeah, they would have rather I did that.” In Kamau-Rutenberg’s case, it seems like politics was the one forbidden field of study (out of the range of the traditionally respectable major choices) that she went after anyway.

Kamau-Rutenberg began her formal study of politics at Whitman,

while also undergoing a more narrative political education that would greatly inform her postgraduate success. In a way, every Whitman College student experiences something similar—baptism into the particular social world that Whitman breeds. However, as colleges everywhere are beginning to recognize, and as Kamau-Rutenberg herself reiterated, this kind of introduction to campus life (and all that means) is more difficult for students who are first generation, of color, immigrants, international or simply outside of the American middle classes. She recalled the crucial shift in her awareness that resulted from being “embedded in the global north at an elite institution.”

As an immigrant student, Kamau-Rutenberg was exposed to “how folks—middle class, mostly white and native to North America—were thinking and seeing the world.” Whitman “was a perfect place to get a political education, because it’s not good guy versus bad guy.” Rather than resenting or being otherwise taken aback by the financial wealth and generations-long privilege she encountered on campus, Kamau-Rutenberg remembers it as “a unique place, because people actually want to make a difference, and that’s something in my education since that stands out. People are genuinely committed—it’s not about self-aggrandizement or self-enrichment, and that makes for a different kind of conversation.” Though on a different continent and moving through a different racial and class majority than she had grown up in, Kamau-Rutenberg found kindred spirits in fellow Whitman students who also sought out education as a change-making and status quo-questioning tool.

This complicated package that Whitman provided—immersion in the global north, access to committed peers and an academic introduction to politics—was like a deluxe starter pack for Kamau-Rutenberg’s evolution into a lauded doctor of political science. “It



Karen Ducey

made me be able to see systems and structures. When people are located in systems and structures, that location shapes behavior and attitude. The problem is the system, not necessarily the individuals.” Understanding how both she and her fellow students were all placed at different points within such a system was perhaps her first real-time insight into the gendered and racialized global political economy where Kamau-Rutenberg would do her work.

After Whitman, Kamau-Rutenberg swiftly proceeded to earning advanced degrees in political science at the University of Minnesota. Was this rapid ascension up the academic ladder common among her classmates?

To take the GRE or not to take the GRE wasn’t a *Hamlet*-esque question for Kamau-Rutenberg: “If you can get a Ph.D., yeah, you go.” Graduating in the spring only to start the next round of classes in the fall, she earned her doctorate by age 30. “Because of scholarships, I had opportunities that hundreds of thousands of others, especially girls, who grew up where I grew up didn’t have. When you have access to opportunity like that, you don’t mess around.”

Extrapolating further on this point, Kamau-Rutenberg shared another part of her academic motivation: “Your life doesn’t just belong to you, it belongs to the community. Decisions you make are not just about you, they’re about what’s also good for the community.” Wondering if this approach to higher education was (again) significantly different from that of her contemporaries, she acknowledged that she had unique constraints while in school and starting her first projects afterward: “if you’re first generation or newly in the middle class, you don’t have the luxury of time to make mistakes.” And she didn’t waste a day. In 2004, at age 26 and four years before receiving her doctorate, Kamau-Rutenberg founded the international nonprofit Akili

Dada, which translates roughly from Swahili as “Intelligent Sisters.”

SILICON VALLEY: “OLDER WHITE MEN FUNDING YOUNG WHITE MEN”

The launch of Akili Dada and an assistant professorship at the University of San Francisco brought Kamau-Rutenberg to Silicon Valley. The “constraints” that had turbo-charged her progression through school didn’t go away when she graduated. Instead, they gave her a professional edge that contrasted starkly against the Valley’s more typical milieu. In particular, “there’s this whole mantra of ‘fail fast, fail hard.’ That works if you’re a particular type of kid with a family that has some resources that can help you recover from failure. When you’re barely one foot in, you’re constrained differently.”

As it turned out, the mandates brought by her background (do it quickly and don’t waste money) were far from disabling in the savagely competitive tech world. Kamau-Rutenberg saw that what she lacked (the luxuries of time and contingency funds) became distinguishing elements of her mission: “In a lot of ways, those constraints made other things possible. I didn’t have the luxury of just thinking about making money, which I think is a really good constraint.” In other words, she didn’t get into the Valley game to join in on the gold rush—she went in looking to apply the area’s money and tools to specific political means.

Considered that way, it could be said that Kamau-Rutenberg’s competitors in the Valley were actually hampered by their expansive freedoms. When you have everything at your disposal and your only charge is to churn out profits, how much powerful innovation can you truly produce? The efficacy of Silicon Valley’s function and ideology is just now beginning to be questioned at scale. However, when Kamau-Rutenberg was there 10 years ago, the “incubator” model was still new and

ripe for the picking by mission-driven groups like hers. For context, the investment law group Davis Gillett Mottern & Sims defines an incubator fund as “the ideal investment vehicle for entrepreneurial managers that are searching for a cost-effective stepping stone to launching a full-fledged hedge fund.” For the purposes of Akili Dada, an incubator was an effective way to collect and manage capital so that it could then be directly invested in people.

How did Kamau-Rutenberg decide on the incubator as a mechanism? “I was in Silicon Valley seeing all the conversations around

her wing, along with her Friendship Family, [professor emeritus of biology] Chuck Drabek and his wife, Jane. Faculty mentors included Associate Professor of Politics Bruce Magnusson and Paul Garrett Professor of Political Science Shampa Biswas.

On the whole, “the Whitman family is just really powerful. You’re taking care of each other.” When considering mentorship as a political tool, Kamau-Rutenberg throws sponsorship into the mix, but not before relationships: “First, friendship and trust. Then that relationship can evolve into accountability.” Successful mentors will, she said,

WE AS AFRICANS CAN SELL ALL THE GOLD FROM UNDERNEATH OUR FEET, ALL THE OIL, ALL THE MINERALS, BUT IF WE CAN'T FEED OURSELVES, THERE'S NOTHING WE'RE DOING.

incubators.” These new possibilities and the flow of resources were undoubtedly exciting. However, she was also aware of a problem slowly coming to a head: “Silicon Valley has a huge gender problem, [and that’s] before you even get into race.” Thus, it wasn’t just any promising person that Akili Dada would invest in, but young African women.

When she founded Akili Dada, Kamau-Rutenberg explained a part of her thinking like this: “we actually need to be intentional in investing in black women because the mainstream isn’t paying attention to that. Also, for me, as a political scientist committed to leadership, we need to invest in African women’s leadership. We can’t wake up and say, ‘oh there’s no women leaders,’ when we didn’t work on the pipeline.”

What was it like to be in the Valley and fundraise for Akili Dada in the early days? “Really tough, a catch-22. I found myself as a young black woman trying to raise money from people who were not African for a cause that they could never identify with.” Akili Dada was telling a story about Africa that refused to match what many rich, white philanthropists were used to hearing, and “a lot of the reason why the funding mechanisms in Silicon Valley work the way they do is because it’s a lot of older white men funding young white men.” There is, she said, a personal recognition there, while “the people who hold wealth now have a hard time seeing themselves in a young African woman.”

Rhetorical and relatability challenges aside, the nonprofit found its footing eventually and was among the first of its kind. Akili Dada now provides scholarships and mentors for Kenyan girls in secondary school. **Faith Nyakundi '17**, a former Akili Dada scholar from Nairobi, credits the organization as “the best thing that ever happened to me,” and Kamau-Rutenberg as a major source of inspiration: “every time I link with her is a motivation boost.”

Akili Dada’s emphasis on direct mentorship stands out among other scholarship and investment programs for women. When asked how she came to place such weight on mentorship, Kamau-Rutenberg recalls her own experiences moving to the United States as a teenager and navigating a political career as a female scholar and activist. Throughout all of those trials, she said: “I have been blessed and lucky to have tremendous mentors.” At Whitman, former Intercultural Student and Scholar Adviser Kris Barry took Kamau-Rutenberg under

hold you “accountable to your vision for yourself.” At last, things become political: “there’s the element of sponsorship, which is really important for women.” This might not always be monetary sponsorship, but rather, “someone has access to a particular space and uses their own social capital to give you that. To get you into that room.” That’s the kind of sponsorship that Akili Dada helps provide with their mentorship programs.

Nyakundi has experienced the power of this philosophy firsthand. “On feminism, Wanjiru says, when you walk in through a door as a woman, prop the door open for other women,” Nyakundi explained.

Not only do Akili Dada scholars receive social sponsorship through the program, but they’re also taught to do the same for other women: “And on outreach—I first learned the phrase ‘pay it forward’ from her. Wanjiru reminded us that community service, social outreach and activism are not about giving what you have to spare. Most of the satisfaction is gotten from giving of yourself, your time, and your willingness to be the solution to a problem.” In other words, give of yourself before, during and after you give of your bank account.

I SAW INEQUALITY EVERYWHERE

Although Kamau-Rutenberg left Akili Dada in 2014, she continues to innovate toward gender equality with her lead role at African Women in Agricultural Research and Development (AWARD). When asked about the potentially difficult transition into the agricultural sector, she responded with characteristic swiftness and simplicity. “A lot of what we do at AWARD is making sure that women scientists have the resources and skills and tools that they need to make a difference, and that’s what I did before at Akili Dada, so this is something that I’ve been doing all along. I’m just doing that work in a new sector.”

Through a number of prestigious fellowships, AWARD places female agricultural scientists and researchers at key institutions across Africa. The organization also has a key position in the long game for African prosperity. At a time when climate change is disrupting security and food production, and “grey matter infrastructure” is continually under threat, “Africa can’t continue outsourcing its agriculture innovation and its ecosystem.” As Kamau-Rutenberg explained it, AWARD is offering up major building blocks for an agricultural network across the African continent.

According to Kamau-Rutenberg, the trifecta of forces that will make these next hundred years “the African century” are “agricultural research, gender responsiveness and African prosperity.” AWARD is supplementing the growing agricultural innovation industry with women scientists (the talent “we’re failing to avail ourselves of”), and ensuring that this research addresses “the needs and priorities of men and women farmers.” In a vision that parallels her concept of outreach as relayed by Nyakundi (giving of yourself as the most powerful philanthropy), Kamau-Rutenberg insisted that “we as Africans can sell all the gold from underneath our feet, all the oil, all the minerals, but if we can’t feed ourselves, there’s nothing we’re doing—so agriculture and health are critical.”

Those who have never farmed or who have never been to Africa might wonder how African women farmers’ needs differ from those of men. “African women are already deeply engaged in ag production, so we have an opening and an opportunity to see: are we going to pivot African agriculture to drive prosperity while keeping women relevant and at the center?”

Without going into detail about farmers on the ground, Kamau-Rutenberg painted a promising picture of the future. As more and more money, knowledge and technology begin to flow into Africa’s agricultural realm, AWARD will be there to direct those resources to women so that the female population can assume an official leadership role in the sector they already underwrite through labor.

When I asked Kamau-Rutenberg if she had perceived gender inequality in Africa while growing up, she turned the question around: “I think it’s usually really easy to talk about gender inequality in poor brown spaces, so I’m actually just going to sidestep that. I saw gender inequality everywhere both when I lived in Kenya and when I moved to the U.S.”

In a recent BBC article, Kamau-Rutenberg is quoted as saying that the lack of women scientists is “a global cultural problem,” not at all unique to Africa. How often does she get resistance on the point that gender inequality is everywhere?

“There’s a lot of western assumption that gender bias and sexism is a poor or brown phenomenon. It’s not. The longer we stay dishonest about that, the longer it’s going to take to fix the issues.” Although many may acknowledge that there is a double standard, “the question is what do you do about it? I can sit and moan and call it out, or I can focus on tending my part of the garden and take care of this space and transform the space that I am in.”

As Nyakundi said, “that is Wanjiru for you, always living her own philosophy.” If there’s one thing to be gained from an hour with Kamau-Rutenberg, it’s that we as Whitties owe it to ourselves and to our community members to speak directly, carefully and often about the real functions and consequences of the “systems and structures” that shape our every moment. Perhaps some of Kamau-Rutenberg’s one-liners can help us practice. She’s clearly given us the words.

AWARD Fellow Naomi Chelimo (far right) briefs field workers at the Hortinlea Project at the Jomo Kenyatta University of Agriculture and Technology farm block A. The project researches water measurements in African indigenous vegetables, specifically Ethiopian kale.



Photo courtesy of AWARD.

The Solitary Bee

Professor of Biology **Heidi Dobson** and her students study the relationship between bees and the flowers they visit and pollinate, revealing more about the world of insects.





She flies into the flower patch in front of me, lands on a flower, immediately extends her proboscis into one of the five nectaries at the base of the petals, and then rotates around the flower, probing into one nectary after the other, all the while scraping the anthers with her legs and packing pollen into the special long and abundant pollen-carrying hairs on her hind legs. Then she flies off, her body shining in the sunlight, to another nearby flower.

There are many, mostly small, black bees flying among the blossoms, every individual doing their own thing, in their own way. Bees never cease to amaze me, totally capturing my wonder and fascination. I have been hooked on them since I was an undergraduate, when I conducted an independent study of bees pollinating high-elevation heath plants in Yosemite National Park. I can observe them for hours, just sitting in front of plants and watching the different species move about, approaching certain flowers, inspecting them, and then either flying off or landing and foraging in a species-characteristic manner. Some bees rarely land, cruising rapidly among the flowers—these are males, following often-regular flight paths, searching for females. A patch of flowers has so much to reveal.

Bees stand out among other insects in their total dependence on flowers for their sustenance: nectar, consisting of a sugar-water solution, provides mainly a source of energy, whereas pollen provides all of the life-essential proteins, fats, minerals and vitamins, and hence is a key link between bees and flowers. There are approximately 20,000 species of bees worldwide. Around 4,000 species are native to the United States and 600 species to Washington state. These small insects are essential to the pollination (and seed production) of the majority of our wild plants. Bees are also required for the production of many agricultural crops, such as consumable fruits—including many that we commonly categorize as vegetables, such as tomatoes and squash—and oilseeds, such as canola, as well as for the production of seeds that are planted to grow crops. While all insects that visit flowers are often called pollinators, in fact only some are effective in pollinating; namely, in transporting pollen (which contains the plant's sperm) from one flower to the stigma (female receptive surface) of another flower of the same plant species. Whether a particular bee actually pollinates a flower depends both on the bee species (its size and behavior on the flower, which determine whether it effectively

picks up pollen and deposits it on the next flower's stigma) and on the plant species (the flower's shape, size, position of sexual parts). Uncovering these complex relationships requires patient, close-up observations and a keen eye.

When one mentions bees, most people think of honey bees, but in fact the honey bee that is used in agriculture and honey production in the United States is only a single species. Furthermore, it is not even native to the Americas (it was introduced from Eurasia). Our native plants depend for pollination on wild native bees, most of which are solitary. The honey bee is a highly social insect, living year-round in hives that consist of a queen and large numbers of workers. Among our native bees, only bumble bees are truly social; they differ from honey bees in that their colonies are annual (all bees die at the end of each species' flight season except for newly mated queens, which overwinter under litter and start new colonies in the spring or early summer the following year). In contrast to these social bees, most bee species worldwide, including 95 percent of Washington state's native species, have a solitary lifestyle, where each female makes her own nest. Typically, each species has a particular six- to eight-week long flight season; at the start, adults emerge from their nests, with males emerging several days before the females. After mating, each female builds a nest, either in the ground or above-ground in pre-made cavities, where she makes individual nest "cells" in which she deposits sufficient food (pollen mixed with nectar) to feed one bee larva during its entire development, lays an egg on top of these mass provisions, closes the cell, and has no further contact with her offspring. The egg then hatches, the larva consumes all of the food, and the immature bee goes dormant until the following year, when it emerges from the nest as an adult.

Solitary bees are immensely diverse; they come in various sizes (many are less than 1 centimeter in body length), colors (black, black with white/yellow markings, iridescent blue to green) and hairiness. In all bees, only the females can sting, and many solitary bees do not sting at all, making them easy to work with and handle.

"Getting a feeling" for the organisms one studies, namely how, where and when they live, is perhaps the most important step in carrying out biological research. I encouraged my current summer research student **Lindsey Brodeck '18**, who came to me eager to study bees for her thesis, to start by simply observing the flower-visiting bees at

the Whitman campus water-wise garden (located on the corner of Isaacs and Penrose, and designed several years ago by two students, **Nicole Goehring '09** and **Sarah McVicar '09**). The garden is planted with native, low-water species and managed minimally so as to create natural habitat for insects. Returning after her first day of observation, Lindsey excitedly recounted her amazement at the diversity of bee species she saw and how each visited not only different plants but also moved from one plant to another as the day progressed. This powerful observational experience inspired her to conduct a baseline community study of the bee-flower associations at the garden during one month by regularly alternating days for observing and collecting bees. Lindsey's study starts a multi-year project that will offer opportunities for future research students to conduct bee surveys covering different periods between spring and fall, right here on the Whitman campus. Bee faunal compositions can vary widely on a year-to-year basis, making it necessary to conduct surveys over several years to determine which species are established local inhabitants, either nesting within close proximity or flying in from nest sites up to 1,000 meters away.

Insect surveys are never a simple affair. The immense diversity of insects and our limited knowledge about them is baffling, and this rarely becomes evident until one tries to make an insect collection. Recognizing bee species as they visit flowers is often impossible, but identifying them once they are collected is also a challenging endeavor. One can key bees to family and genus with practice (and strong familiarity with bee morphology), but determining the species depends on the availability of species keys for bees in our geographical region. Most often, one must send collected voucher specimens to entomologists that specialize in particular bee groups. Which bee species one might encounter in Walla Walla depends on a bee's species-specific geographic distribution, the availability of appropriate nesting substrates (ground-nesting bees need undisturbed and often bare ground with a certain soil texture, whereas above ground cavity-nesting bees require particular materials with pre-formed holes, such as wood, or protected spaces), and the availability of food—flowers that meet the needs of each bee species across its six- to eight-week long flight season.

My passion for bee-flower interactions permeated my graduate studies, which encompassed the fields of both entomology and botany, and continues today to provide the foundation and guiding theme of my research, which I truly love and never tire of pursuing. Understanding how bees select which flowers to visit and identifying the possible roles that pollen plays at the interface of bees and flowers have been the long-term focuses of my research. It requires studying, on the one hand, the flowers: both what food they offer that bees seek, and their "form" (shape, color, scent); and on the other hand, the bees: both what floral cues and sensory stimuli they use to select flowers and what food (nectar and/or pollen) they obtain from each. I feel fortunate to study two such beautiful-to-behold groups of organisms: flowers and bees! While my interests are broad and I guide student research examining diverse aspects of plant-insect ecology and plant reproductive ecology, my deepest fervor lies in questions that arise from the perspective of the bee: how it uses the floral resources in its surroundings and what adaptations it has evolved in its particular associations with flowers.

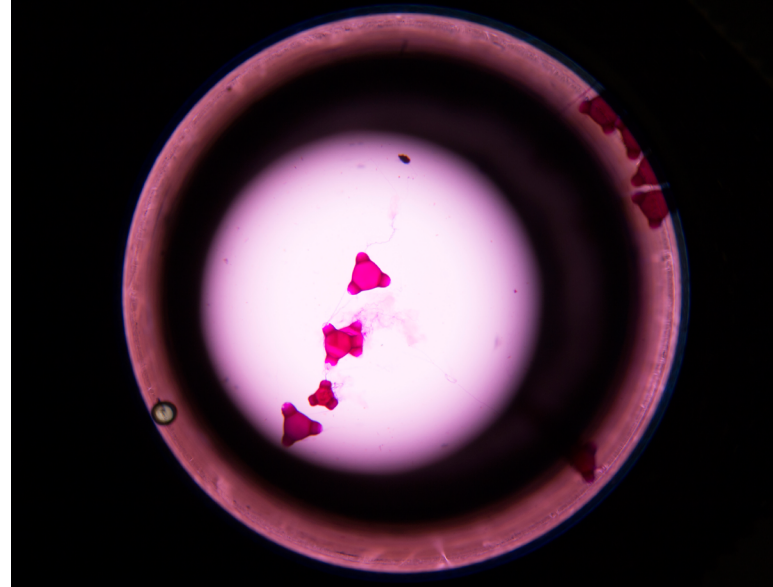
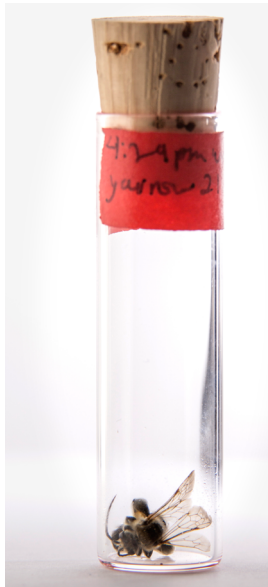
One food that has been of particular interest to me is pollen, the bees' only source of protein (and other essential nutrients). Some solitary bee species are pollen specialists (oligolectic), where the

females collect pollen to provision their nests from only a few closely related plant species. My fascination with the myriad of questions concerning the biology of oligolectic bees was instilled by my entomology professor Robbin Thorp during my master's graduate studies at the University of California, Davis, and has been a strong thread in my research. After conducting a community study of the spring bees visiting chaparral shrubs in California for my master's thesis in entomology, I turned my attention to pollen chemistry for my Ph.D. in botany at the University of California, Berkeley. The pollen grains of animal-pollinated plants are covered with a sticky, oily material, and I found that it is here that species-specific mixtures of volatile compounds reside, giving the pollen of each species a distinctive scent (which I later showed is usually different from the scents emanating from other parts of the flower), and that specialist bees can recognize the pollen odors of their host flowers. At the time, the chemical study of floral scents was still very young, and methodological techniques were just being developed to analyze volatile chemicals emitted by organisms. Determined to demonstrate that pollen actually releases odors by capturing and analyzing air-borne volatile chemicals, I headed to Sweden for a post-doctoral fellowship to collaborate with chemical ecologists working at the cutting edge of floral scents—and to continue my studies of oligolectic bees. I landed in an idyllic research station located on the rural island of Öland, in the Baltic Sea, where natural habitats and bees are plentiful. Initially associated with Uppsala University, the station is now independent under the name Station Linné, and this has been my main research site ever since. It is a beautiful place to take Whitman students for thesis research.

Since 1994, I have welcomed a total of 60 Whitman students to join me on Öland during 17 summers to conduct collaborative research for their senior theses in biology. The projects have focused mainly on using behavioral experiments to investigate questions revolving around how bees select which flowers to visit. We work with wild populations of bees, whose flight seasons last around six weeks, and this lends itself well to students gathering data for an undergraduate thesis. However, it also means that the big-picture research

BY WATCHING BEES GOING ABOUT THEIR BUSINESS ON A PATCH OF DIFFERENT PLANTS, ONE CAN DISCOVER SO MUCH ABOUT THEM, THE FLOWERS AND LIFE AROUND US.

goals require multiple years to complete, with each student contributing one section. Many of the projects are aimed at determining how oligolectic bees, both when newly-emerged from their nests and after they have experienced foraging on their flowers, use vision (such as flower color) and olfaction (such as flower scents, including pollen odors) to locate and recognize their host-flowers. We have worked on five different bee species, some in more depth than others. Another research theme encompassing a large number of theses has focused on non-ornamental roses, which offer only pollen as a food reward (the flowers are nectarless), to determine what parts of the flower (petals, anthers) influence pollen-seeking bees (especially bumble bees) to visit only certain individual flowers on a bush. My



Page 32: A bicolor Agapostemon bee (*Agepostemon virescens*). Page 33: Heidi Dobson and Lindsey Brodeck '18 at the water-wise garden. Above: A sweat bee (*Halictus rubicundus*) in its nest; an alkali bee in a collection vial; pollen from the evening primrose *Oenothera pallida*.

research with students helps us understand what selective forces shape the evolution of the biology of both plants and bees, and one common point that emerges is the wide diversity and variability of bee-flower interactions and the need to be careful not to jump to generalized conclusions. All of the projects involve both field and lab work, emphasizing the complementarity of what are sometimes viewed as disparate approaches to answering fundamental, natural history-based questions in biology.

During the past six years, I have turned my attention to a new and exciting research direction that investigates pollen feeding by adult solitary bees: while we know that larvae eat pollen collected by their mothers, there has been virtually no documentation of whether adult bees also consume pollen. Feeding on floral nectar by adults is well studied, but somehow pollen feeding has been neglected, leaving a surprising gap in our understanding of bees—their biology and ecological interactions with plants. One advantage of this research is that it can be done on the home front, in the Walla Walla Valley, where we have a wonderful outdoor bee laboratory in and around the many fields cultivated for alfalfa seed production in Touchet and Lowden, Washington. It is right here that two different solitary bee species are managed commercially to pollinate alfalfa (honey bees are not effective pollinators); these are the only solitary bees managed on a large scale for crop pollination. With the local abundance of the native ground-nesting alkali bee and of the Eurasian cavity-nesting alfalfa leafcutting bee, my students and I have been documenting pollen feeding by collecting bees at different times of the day and season, and dissecting them to determine when they feed on pollen and how much they consume. It is exhilarating to watch students hone their fine motor skills (even those who initially claim to have none) and become expert dissectors of these small insects, delicately removing the entire, intact digestive tract to record pollen presence. We have likewise extended these studies to solitary bees in Sweden in an attempt to establish a broad foundation of knowledge for bee species from different genera and families. Overall, it is clear from the research conducted to date with 13 students that female bees consume pollen throughout their adult life (they also need it for egg production); in contrast, males consume much less, and mainly at the start of the season, when mating activity is highest. Some of our preliminary research suggests that pollen may be most important in providing males with vigor needed for mating success, rather than playing a role in sperm production. This summer, Lindsey will be examin-

ing pollen feeding in a population of a small-sized, ground-nesting, sweat bee species that has a large aggregation of nests on the Whitman College campus, along the railroad tracks next to the Science Building parking lot. She mapped the nesting area and was dumbfounded when she counted more than 500 nests in her five sample plots—suggesting that the entire aggregation includes over 1,000 nests. To determine which pollen this flower-generalist bee is eating, she will identify pollen in the bees' guts by comparing it to reference pollen she collected from flowers. In several oligolectic bee species that we have examined in this manner in Sweden, the females eat the same pollen that they collect for their larvae, which is perhaps not surprising. The findings from our pollen feeding studies have led to numerous new questions, as research always does, and, together with my other projects, will keep me and my students busy in the years ahead, both in Walla Walla and in Sweden.

The encouragement and support I have received over the years from Whitman College in my desire and effort to invite students to conduct bee research with me in Sweden, providing both an educational and culturally enriching experience, have transformed my 24 years of teaching at the college. The opportunity for students to live for five to six weeks during the summer at the Station Linné, where they interact with other students and scientists from diverse countries, buy groceries at local stores, cook on their own, partake in cultural festivities and in many cases also explore other parts of Scandinavia or Europe before or after their research, represents another brick in the path of the Whitman experience aimed at providing a liberal arts education and laying the foundation of the global citizen. In addition, I was fortunate to obtain pilot funding from Whitman College to teach an intensive, short-term field course in Pollination Biology at the Station Linné in 2011; a group of eight biology majors participated in this first-time course, located in a pollination-diverse setting, where students live surrounded by the "field" and where the lab requires only stepping outside of the station's buildings. This offered a unique chance for me to teach a course integrating field botany and entomology, which are difficult to offer within the seasonal time constraints of the academic year. Following up on this, I am excited to teach the course again for five weeks in summer 2017 with funding from the new Crossroads Courses. Thanks to programs like these, students have access to varied learning experiences; and pollination, insects, and the plant life on our planet, receive the attention they need.



IN GOOD FAITH

As dean of Portland's oldest Episcopal congregation, **Nathan LeRud '04** ministers to a diverse population of parishioners with the mission of making everyone feel welcome. **By Jenny Davis**

W

hen the Very Rev. **Nathan LeRud '04** married his partner, James Joiner, it was not a small affair.

"We issued a blanket invitation—we said, 'y'all come!'" LeRud remembered of his congregation at Trinity Episcopal Cathedral in Portland. "There were probably 400, 500 people there. It was amazing."

Trinity is housed in a gray stone cathedral, all Gothic arches and stained glass, fronted by a row of enormous red doors. At the edge of the Pearl District on Portland's northwest side, the current building was consecrated in 1906. The parish itself was established in 1851. LeRud, meanwhile, was called to join seven years ago and has been working on relationship-building and inclusivity in the community ever since, and clearly making his mark: a third of the church's congregation showed up to see him tie the knot with Joiner, another Episcopal priest.

"It was a loaded day," he said. "I was aware the day would have a lot of emotional significance for a lot of people."

The significance of LeRud's wedding three years ago lay not just in the inherent specialness of the day, but in its status as the first same-gender marriage to be held in the cathedral. LeRud had served as assistant rector for the church, and would eventually act as interim dean of Trinity, a position which eventually led to his installation as the third permanent dean of the cathedral, his current position.

LeRud's congregation had watched the 33-year-old rise through the offices of the church, but they came to the wedding to celebrate not just LeRud's marriage but the fact of the marriage. Many who attended the ceremony that day had never had the chance to marry their partners; many who attended had loved someone who had never had the chance. This sentiment, LeRud said, was palpable in the atmosphere.

"It wasn't ever just about me and James," he said. "The wedding had a kind of symbolic resonance. It was jubilant and bittersweet. And I think that's what church does best—it gives us a container for things that aren't just one thing. It was a joy to be able to offer such a gift to my community, to say 'thank you for embracing me' and 'look how far we've come, this is where we are, we're so delighted, how do we give thanks?'"

Trinity has a long history of serving as a welcoming space for marginalized populations. The church opened its doors to Portland's gay community 20 years ago, at a time when few other religious institutions would, and is active in the city's events. (Trinity's Facebook profile picture currently features Bishop Michael Hanley dressed in pink robes, marching in front of a rainbow LGBTQ flag.)

Under LeRud's leadership, Trinity continues to experiment with ways to be even more inclusive, whether that means remodeling entrances to make the physical space easier to navigate for parishioners with disabilities, or un-gendering bathrooms to better welcome transgender members of the church.

"There's something in the DNA of this place that's about inclusion," LeRud said. But actually performing that inclusivity can be much trickier than it seems. It's not enough at Trinity to say, "Hooray, gay people can get married!" and stop there, he said. "There are a lot of people who are hurting, so we're asking what it means to be an open and welcoming community."

He further explained: "It's easy for a mostly white congregation to say 'we want more people of color here'; it's much harder to say 'why might people of color not feel welcome here?' Which [community philosophies] are non-negotiable for us? What are the barriers we can remove?"

LeRud described the church's efforts to help people who are food insecure: Trinity has a food pantry, patronized by about 70 people per day, six days per week, at which bags with enough calories to get an adult through a day are dispensed; men and women in transitional housing are invited to dinners held three times a month; the annual Thanksgiving dinner hosted by Trinity serves up to 600 people every year. Then, he complicates the picture.

There's something in the DNA of this place that's about inclusion. We're asking what it means to be an open and welcoming community.

Difficult questions begin to arise when a population enacts inclusivity: What happens when people on the socioeconomic margins of society start to think of Trinity as their church and start showing up on Sunday mornings? That's exactly what Trinity wants, of course, LeRud explained, but it's not that easy.

"It's a different thing when someone actually sits down next to you [at a service] and they're not behaving in an Episcopalian way. Maybe they smell like urine, or are drunk—what happens when the congregation gets uncomfortable?"

LeRud recalled one moment in which a parishioner suffered some sort of episode during a service and wound up sprawled in the middle of the aisle, noisily changing the atmosphere and refusing to be moved. The aisle had to be cleared so other members of the congregation could come forward for communion, and it was not obvious how to help the man.

"It was this really jarring moment," LeRud said. "I went down and knelt next to him, prayed next to him for 30 seconds or so, and managed to get him to the chapel. When I came back into the cathedral, people were in tears." Inclusivity is a lot harder than feeding people, he added. "It pushes right back against some of our judgments. So we have to ask: is this a place where people in the margins of society can be here, but on their terms? Or can they only be here on ours? What are our terms?"

This kind of interrogation of the desire to do good exemplifies the analytical rigor that Whitman graduates often engage in post-college. LeRud, who graduated with a degree in English and theatre, started out as a homesick transfer student fresh from a rocky first year at another school. He had also just come out. Immediately upon arrival at Whitman, he remembered thinking that he was home.

Two of LeRud's most significant mentors at Whitman were English professor Theresa DiPasquale, who worked with LeRud on his senior thesis on John Donne and the intersection between sexuality and faith, and Associate Professor of Religion and Gender Studies Melissa Wilcox, whom LeRud calls a "fierce advocate." Both have fond memories of their relationships with LeRud.

Wilcox remembers him as one of her first students at Whitman: "Although everyone who took my first Queer Religiosities class here was enthusiastic about the topic," she wrote, "Nathan was among those for whom it was personal. He faced religiously-based homophobia in his efforts to fulfill his call to ministry, even though he was seeking ordination in a denomination that remains among the most

progressive in Christianity on LGBT issues."

One particular passage in Justin Tanis' book *Trans-Gendered: Theology, Ministry, and Communities of Faith* struck a chord with LeRud. "I remember his excitement at Tanis' argument that gender identity and gender expression can be understood within a Christian framework as a calling from God, similar to a call to ministry, and I remember Nathan talking to me after class about how Tanis' ideas could be applied to sexuality as well."

The impact of that class and others on LeRud was significant. "It was mindblowing to find out there were other people talking about what it was like to be a gay person of faith," he said.

On LeRud's path after Whitman, DiPasquale said, "I feel very privileged to have helped facilitate the connection between John Donne, dean of St. Paul's Cathedral in London, and Nathan LeRud, dean of Trinity Episcopal in Portland! Thinking about Nathan's career, I am moved to quote Donne's poem "To Mr. Tilman After He Had Taken Orders."

DiPasquale went on: "Donne asks Tilman a rhetorical question:

as we paint Angels with wings, because
They beare Gods message, and proclaime His lawes,
Since thou must doe the like, and so must move,
Art thou new feather'd with coelestiall love?

"He then answers his own query in the affirmative by comparing the clergyman's vocation—a vocation strongly grounded in language arts—to the motherhood of the Blessed Virgin:

Maries prerogative was to beare Christ, so
'Tis preachers to convey Him, for they doe,
As Angels out of clouds, from Pulpits speak;
And blesse the poore beneath, the lame, the weake.

"How rich is the field of literary studies, when it can bear spiritual as well as intellectual fruit!"

As for his choice of majors, LeRud maintains that English and theatre are two of the best subjects a future priest can study (advice that originally came from his father).

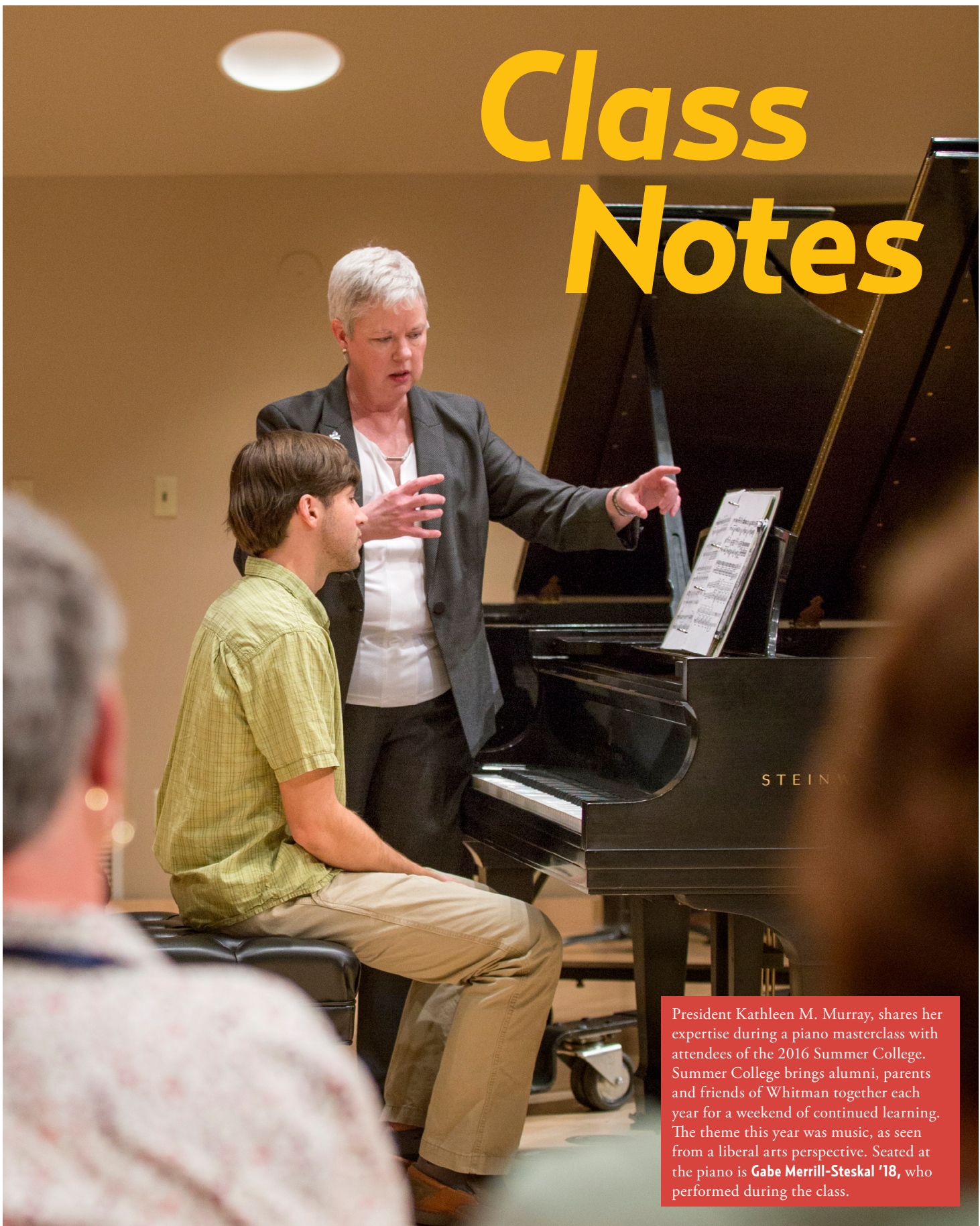
"Half of what I do is read and interpret texts; then I preach. Auditioning was the best preparation I ever had for preparing a sermon—all of my English and theatre classes were directly applicable to the work I do now," he said.

Looking toward the future, LeRud said he's grateful that Trinity has always provided new opportunities for him to step into in the seven years he's been there. He describes it as a flexible and progressive place where he has been able to build relationships deep enough that when his parishioners are on their deathbeds, he is the one they know they can call to be beside them. The church allows experimentation with social programming, lets LeRud try and fail, and there is always an invitation to go deeper.

"Trinity is really interesting, a big place with lots of resources, and it's really important that what we do we do professionally, sustainably and well," he said. "Our liturgies are beautiful, we have a world-class music educational program, and there's a high emphasis on quality and integrity, nimbleness and flexibility that feels very Portland-y to me.

"We don't take ourselves too seriously," he added. "We're here to have fun and to have our lives be changed."

Class Notes



President Kathleen M. Murray, shares her expertise during a piano masterclass with attendees of the 2016 Summer College. Summer College brings alumni, parents and friends of Whitman together each year for a weekend of continued learning. The theme this year was music, as seen from a liberal arts perspective. Seated at the piano is **Gabe Merrill-Steskal '18**, who performed during the class.



Alex MacLeod and friend

Marianne Mercer Heimes '54 reconnected with **Junius Rochester '57** during his recent trip to Savannah, Ga. He was in town giving historical narratives aboard a small cruise ship following the Intracoastal Waterway from Charleston, S.C., to Jacksonville, Fla. Marianne writes, "Sixty-two years after my stint with what I hope is still called *The Pioneer*, I am once again a columnist (occasionally) for the *Savannah Morning News*."

Donald Miller '54 has completed his 12th year on the mature learning faculty of Clark College in Vancouver, Wash., and his 20th year filming the annual Kirkpinar World Series in Edirne, Turkey. He and his wife, Judy, live on the banks of the Columbia River Gorge.

Ted Hansen '57 writes from Seattle: "Still on the payroll at the University of Washington School of Medicine, but working only 20 percent, writing and teaching mostly. All is well, watching grandkids grow up, traveling a bit and still managing a big house and yard with Dalia."

Larry Lutcher '57 was inducted into the McLoughlin High School Hall of Fame and honored at A Toast to Talent ceremony in Milton-Freewater, Ore., this spring. Larry was the Mac-Hi class of 1953 student body president and earned his medical doctorate from Washington University School of Medicine in St. Louis in 1961. He was draft-

ed for the Vietnam War and served until 1970. At the Medical College of Georgia, Larry spearheaded the state's first diagnostic coagulation laboratory and was instrumental in the development of its bone marrow transplant program. He now resides in Evans, Ga., with his wife, Priscilla.

Ken '57 and **Merlee Conrath Sheridan '60** are enjoying life in Oceanside, Calif. "We have lived in a 55-plus retirement community called Ocean Hills Country Club for the past 16 years. We are both active in golf on our community course and a few other community clubs." Ken and Merlee recently celebrated their 59th wedding anniversary.

Jim Whittemore '57 writes from Washington, D.C., "Simone and I sold our house and moved into an apartment near the University of District of Columbia, close to Howard University School of Law."

Janet Halton Ames '58 was recently presented with a plaque from one of her first students at Sacajawea Elementary School in Seattle. She taught there only a short time, from 1959 to 1965, but the impact she made was evident by the former students who honored her for sharing her love of learning. The presentation was made during the school's 60th anniversary celebration.

Mick Gillette '63 was inducted into the McLoughlin High School Hall

of Fame and honored at A Toast to Talent ceremony in Milton-Freewater, Ore., this spring. Mick earned a doctorate from Harvard Law School in 1966. Over the course of his career, he served in several government positions and was appointed to the Oregon Supreme Court in 1986, serving until December 2010.

Mike MacLeod '64 was traveling with his brother, **Alex MacLeod '69**, in a Lahu hill tribe village in Northern Thailand, when they spotted a Lahu man wearing a Ballard Basketball t-shirt. Before Alex played basketball at Whitman, he played for Ballard High School in Seattle. Mike served in the Peace Corps in Thailand. Still fluent in Thai, he managed to get a snapshot of the occasion (left).

Bea Soss '64 writes from France, "I want to thank everyone again who sent me messages of concern after the massacres in Paris last November. In these troubled times, solidarity, especially between individuals, is more important than ever."

Ann Beasley Easterly '65 is visiting Liberia, Africa, to deliver children's health books for 18 elementary school libraries, plus more for hospital waiting rooms and clinics, with the African Children's Libraries. She writes, "One of the books is on Ebola. Hopefully I won't see

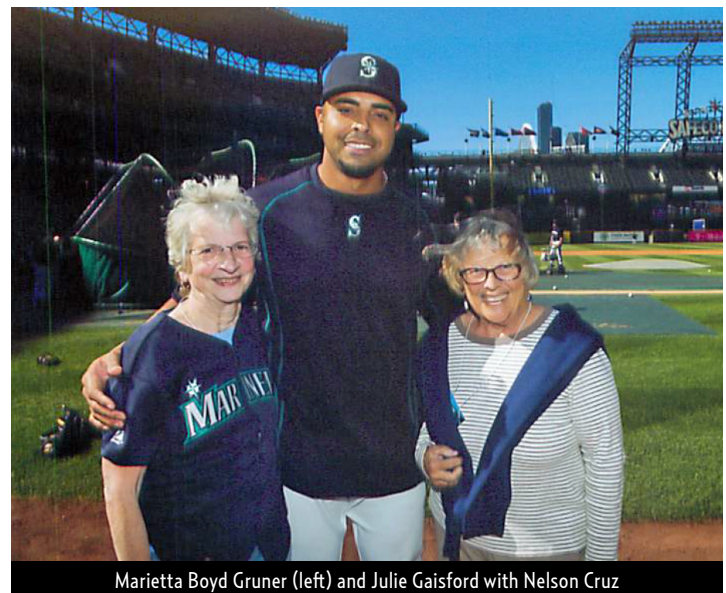
any. I'll also visit my Peace Corps village, probably for the last time."

Marietta Boyd Gruner '65 and **Julie Gaisford '65** met Mariner Nelson Cruz at Safeco Field this spring (below). Both are sports fans from their days at Whitman, and both are members of the W Club board. The meeting was courtesy of Mariners minority owner Buck Ferguson, a classmate of Julie's at Duke Law School.

Murl '67 and **Karen Kappel Leibrieht '67** moved from their home in France to Camano Island, Wash., last year. Karen writes, "After living and working in Europe for the past 20 years, we are gradually becoming established in our new home, and are looking forward to visiting Whitman and Walla Walla wine country in the near future."

Roy Carlisle '69 reports, "In the past eight years, the books in my think-tank publishing program have won 24 national awards, including the Prose Award, the highest award in academic publishing, the national Independent Voice Award for independent publishers and the Eric Hoffer Grand Prize Award." Roy is the acquisitions director for the Independent Institute in Oakland, Calif.

Tom Holt '74 and his partner, Steven Elman, are living in Fremont, Calif. Tom is the head of



Marietta Boyd Gruner (left) and Julie Gaisford with Nelson Cruz



Nate Thruelsen and Vasilli "Billy" Alafogiannis

technical services for the University Libraries at California State University, East Bay.

Mary Jo Nyblad '78 was recently appointed vice president of commodity sales and marketing for wood products at Boise Cascade Company in Boise, Idaho. MJ joined the distribution side of the company in 1982.

Barbara Baldwin '82 writes, "I have retired this year with my wife, Jean Wylie. We have relocated to Mahahual, Mexico, located in the state of Quintana Roo. We are enjoying a slower-paced village life by the Caribbean Sea. If you are in the area, look us up!"

Susan Adams Delaney '86 recently earned tenure at Ithaca College in New York, where she's an associate professor of writing. Her current research focuses on including students in curricular planning and assessment.

Andrew Emlen '86 was featured in the *Wabkiakum County Eagle* this spring. The story focused on his love of nature and music, two subjects that were fostered at Whitman. Andrew lives in Skamokawa, Wash., and guides kayak trips down the lower Columbia River with Columbia River Kayaking, a company he co-founded.

Beth André Shoemaker '88 reports that husband, **Scott '88**, recently completed requirements for the certified financial planner designation.

He has been a financial adviser for eight years with Edward Jones in Auburn, Wash. Beth teaches math at Kent Meridian High School and Green River Community College.

Carol Waddle Almos '90 and **Mike Mahaffey '91** were both honored with Ovation Awards, Los Angeles' premier peer-judged theatre award. Mike won a special award for fight choreography for *She Kills Monsters* and Carol won awards for co-authorship of the book and original music for the musical *The Behavior of Broadus*.

Tom Hagley '90, Vancouver Public Schools chief of staff, has been named Washington State's most effective administrator. He was presented with the 2016 Robert J. Handy Most Effective Administrator Award by the Washington Association of School Administrators at a June ceremony. Tom has served as a district administrator of Vancouver Public Schools for 24 years.

Michael Lojek '91 has been named Fourth Judicial District magistrate in Ada County, Idaho, with an assignment to the family law docket. Mike has been with the Ada County public defender's office in Boise since 2006.

Erin Wilson '91 writes, "I am still in Seattle working with the University of Washington's cardiac transplant service. My second novel translation is on track to come out later this year. My first was used as a required text for a course at

Evergreen State College this past term—pretty exciting!"

Christy Lindquist Krutulis '92 has been named executive director of teaching and learning for the Walla Walla Public Schools. Christy was previously principal at Berney Elementary in Walla Walla and Clyde Hill and Stevenson Elementary Schools in Bellevue, Wash.

Nate Thruelsen '96 and **Vasilli "Billy" Alafogiannis '96** (left) met up over the July 4 weekend at the U.S. Embassy in Moscow, where Billy serves as the deputy regional security officer. Nate is currently serving in the U.S. Consulate in Casablanca, Morocco, as the assistant regional security officer.

Dan Moore '99 writes, "After a stint as a contract developer, I joined the Food Corridor in February, a startup building AirBnB for commercial kitchen space, as co-founder and CTO. Additionally, I am pursuing my permaculture interests by planting perennials around the Boulder, Colo., homestead and tending chickens."

Willie Krischke '00 sent the snapshot below of Whitman alumni and friends gathered at InterVarsity's Urbana Missions Conference in St. Louis, Mo., late last year. Front row: **Willie Krischke '00**, **Greg Johnson '02**, **Megan Murdock Krischke '99**, **Heidi Williams Pitts '01**, **Hilary**

Davis '08, **Miriam Garber '12**, **Laura Holford '13**, **Emily Mitchell '06**, **Connie Anderson**, **Amy Shearer** (non-grad); back row: **Vincent Le**, **Sarah Beaujon Le '06**, **Alex Moore '01**, **Alex Thomas '15**, **Abbey McGrath Thomas '12**, **Scott Anderson**.

Vincent Lien '00 has been appointed as managing director, Hong Kong for Willis Capital Markets & Advisory, the investment banking arm of Willis Towers Watson. Vincent will be based in Hong Kong and foster relationships with multinational insurers, Asian institutional investors and financial institutions in the region. Most recently, he worked for Merrill Lynch's investment banking division in the United States and Hong Kong.

Tianna DuPont '01 is serving as tree fruit specialist for the new Washington State University Extension in Wenatchee, Wash. Tianna will do field research with immediate application to the tree fruit industry and will translate and disseminate her own research and the research of others to the industry and public.

Kelly Williams Katon '01 writes, "I started a new job with the Seattle Seahawks this fall and have been loving it ever since! My primary focus is concerts, both stadium-sized, like Beyoncé or Taylor Swift, and smaller theatre-sized, like Neil Young and 21 Pilots. Of





Anna Taft '02 (right) with colleague Maria Cristina Silva on the road to Minas Chupa, Ecuador, during a recent Health Care Volunteer Vacation.

course, it's great managing the Seahawks home games too!"

Anna Taft '02, founding director of the Tandana Foundation (above), is celebrating the 10th anniversary of her non-profit, which supports cross-cultural volunteer opportunities, scholarships and community projects in highland Ecuador and Mali's Dogon Country. More than 1,400 volunteers from the United States, Canada, Ecuador and Europe have traveled with Tandana. More than 120 students in Ecuador have continued their secondary and higher education, while 1,117 women in rural Mali have learned literacy and numeracy skills. Tandana's health care volunteer program has provided over 7,775 patient visits in remote villages in Ecuador. Find out more at tandana-foundation.org.

Lea Redmond '03 and her small business, Leafcutter Designs, were recently featured in *Inc. Magazine* online. What started as an art project in a bake shop has blossomed into a full-fledged business of tiny stationery and gifts. Read the article at inc.com or visit the Leafcutter Designs blog at leafcutterdesigns.com/blog.

Noah Rosenberg '03 and **Deb Polzin Rosenberg '03** moved their family to Kigali, Rwanda, for a year in

July 2016. Noah will be teaching emergency medicine and Deb will continue to practice architecture. They encourage visitors if any happen to be in the area!

Michael Walker '03 moved to Syracuse, N.Y., in June to start his residency in emergency medicine. He writes, "I'm new to the area and would love to connect with any local Whitties."

Noelle Chung '04 recently joined Tousley Brain Stephens as an associate at the Seattle law firm. Her area of expertise is commercial litigation, business and real estate.

Kerry Ginger '05 (right) was among 56 members of the Phoenix Chorale who won a Grammy Award for their recording *Rachmaninoff: All-night Vigil*. Kerry and her husband, Erik Gustafson, also a member of the chorale, attended the February ceremony in Los Angeles. Kerry earned a master's in opera performance and doctor of musical arts in voice at Arizona State University. She was recently hired as an assistant professor of music at Fort Lewis College in Durango, Colo., and performs frequently with nationally recognized choirs, including the Oregon Bach Festival Berwick Chorus, Santa Fe Desert Chorale, True Concord Voices and Orchestra, and, through 2015, the Phoenix Chorale.

Chau Dang '06, associate R&D principal at the Accenture Technology Labs in Silicon Valley, Calif., has been elected to the national board of directors for the American Cancer Society.

Adam Lau '06 won first place in the 17th annual Jensen Foundation Vocal Competition in New York City. For the finals, he performed "O beauty, O handsomeness, goodness" (Claggart's Aria) from Benjamin Britten's *Billy Budd* and "Quand la flamme de l'amour" from *La jolie fille de Perth* by Georges Bizet. Adam was awarded \$15,000 as first place winner. "Getting to sing Claggart's aria for judge James Morris, the Met's first Claggart, is an experience I will never forget," he said of his finals performance. "He's a living legend in the opera world, and it was such an honor meeting him!" Adam sings bass in opera performances around the country.

Ben Schupack '07 is celebrating his six-year anniversary at BP America as an exploration geologist in the Brazil Exploration and Appraisal Team.

Lydia Hayes Owens '08 earned her doctorate in sociology at Pennsylvania State University, just one week after her wedding. She and her husband, Chad, are build-

ing a house in State College, Pa. Chad is a homebuilder and Lydia will pursue a career within the university community that allows her to work with students. See Weddings.

Michael Anderson '09 earned his DDS from the University of Minnesota in 2015 and is now chief resident there in the division of endodontics, where he is pursuing specialty training. **Tarah Regan Anderson '09** earned her doctorate in molecular cancer biology from UM this year. She received a 3M Science and Technology Graduate Student Fellowship, two National Institutes of Health pre-doctoral fellowships and published three first-author papers in peer-reviewed journals.

John-Henry Heckendorn '12 experienced a very successful election season this spring. A political consultant with Ship Creek Group, John-Henry helped manage four campaigns for Anchorage Assembly this spring, and all four candidates won their races.

Nik Hagen '13 and **Hannah McNamara '13** worked on Seattle's 5th Avenue Theatre production of *How to Succeed in Business Without Really Trying*. Both moved to Seattle to pursue their passion for theatre, Nik onstage and Hannah in costuming. This is the second production on which they have collaborated.



Kerry Ginger

Lauren Maher-Payne '13 received The Morey-Maurice Award for Service & Leadership Award upon her graduation from Gonzaga University School of Law this spring (see p. 48). The award is made annually to the graduating law student who has made an extraordinary contribution of both service and leadership while attending the Gonzaga University School of Law. Lauren plans to continue her law career in Eastern Washington.

Beginning with the Fall 2016 issue, Whitman Magazine, including Class Notes, will appear online in Flipbook/PDF format at whitman.edu/magazine.

WEDDINGS/UNIONS

Carole Hammond '71 to Ruth Mueseler, Feb. 14, 2016, at the Center for Spiritual Living in Bellingham, Wash. "On the 30th anniversary of our commitment, we married with our daughter, her husband and our granddaughter present. Love prevails!"

Jessica Palmer '98 to Tind "Shep" Shepper, Oct. 17, 2015, at the Cutts-Madison House in Washington, D.C.

Laura Goodman '00 to Matthew Martin, Nov. 1, 2015, at Bel Air Bay Club in Pacific Palisades, Calif.

Shea Morrissey '07 to Chloé Kloeze-man, Sept. 12, 2015, in the Sierra Foothills beside the Cosumnes River, Calif.

Luke Decker '08 to Elvira Aguilera Alonso, May 16, 2016, in Houston, Texas.

Lydia Hayes '08 to Chad Owens, May 1, 2016, in the Catskill Mountains in upstate New York.

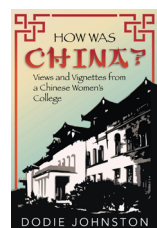
BIRTHS

To **LeAnne Cox '95** and Toby Forsberg, a boy, Weston Joseph Forsberg, born Dec. 16, 2015.

To Andrew and **Sonja Garrelts '97**, a daughter, Emma Lynne Garrelts,

Whitman Collection

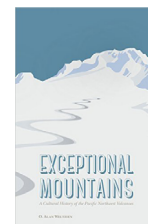
Shirley Ruble '57 has written an illustrated history of a campus neighbor. *Washington Odd Fellows Home, From 1897 to the Present* traces the story of the home from its beginning as an orphanage for more than 200 children, homeless due to lack of employment for their fathers who traveled West in the early 1900s. The orphans were welcomed by elderly members of the Odd Fellows, their wives and widows. The home is now an active and energetic retirement community of 300 residents and 225 staff. Shirley, the Alumni Association's Alumna of Merit in 2001, lives in Walla Walla at the Odd Fellows independent living apartments.



Dorene "Dodie" Osborne Johnston '61 recently published *How Was China?* Part memoir, part history, part travelogue, the narrative follows the lives of her students as they go forth into everyday life in China at the beginning of the 21st century. Self-described as a work of "creative non-fiction," the story begins when Dodie, feeling restless and eager for a new adventure in her seventh decade, answers an advertisement to teach English in China. She finds the challenge she sought and much, much more. Her destination, Hwa Nan College for Women, has been resurrected from the ashes of two revolutions by a handful of feisty elderly Chinese matriarchs in hopes of preparing capable female graduates for vocations in the new

China. *How Was China?* weaves together tales of travel, personal stories of Chinese women and the author's observations of the street life of her new neighborhood. Dodie returns again and again, watching her students blossom into graduates, workers, wives and mothers—journeys that illustrate the amazing turns and twists of Chinese life.

Exceptional Mountains: A Cultural History of the Pacific Northwest Volcanoes by **O. Alan Weltzien '74** explores the cultural and environmental impact of outdoor recreation in this region, probing the relationship between these volcanoes and regional identity, particularly in the era of mass mountaineering and population growth in the Northwest. The book discusses the implications of our assumptions that there are no limits to our outdoor recreation habits and that access to the highest mountains should include amenities for affluent consumers. Alan is a professor of English at the University of Montana Western in Dillon, Mont.



Sarah Fleming Mountford '96 published her first novel this spring. *When They Come Calling* is the first in the Anna's Nightmare Series, focused on a physician who can communicate with spirits and is unwittingly drawn into a feud 3,000 years in the making. Sarah lives in the Kansas City area with her family.

born Dec. 30, 2015. She joins sister, Audrey, 2.

To **David Toomey '98** and Julie Phillips Brown, a son, Aiden David Toomey, born Sept. 14, 2015.

To Andy and **Lea Rees Webb '99**, a daughter, Carina Lucy Webb, born June 10, 2016. She joins brother, Zachary, 7, and sister, Noelle, 3.

To Jeremy and **Lu Gallego Clark '01**, a daughter, Allison Ann Gallego, born May 6, 2016. She joins brother, Jason, 2

To Owen and **Lynelle McNamee Pittet '01**, a son, Gavin Peter Alan

Pittet, born Nov. 11, 2015. He joins brother, Bryce, 3.

To **Jesse Cowling '03** and Alex Otero, a son, Henry Meredyth Otero, born March 26, 2016. He joins brother, Sam, 5.

To Amy and **Matthew Greenfield '05**, a son, Asher Henri Greenfield, born May 5, 2016. Maternal grandmother **Gay Penter '75** also celebrates the arrival.

To Alex and **Sarah Hudspeth Kappelman '05**, a son, George David Kappelman, born Jan. 20, 2016. He joins sister, Esther, 2.

To **Will '05** and **Leah Morse Wyatt**

'05, a daughter, Avery Isobel Wyatt, born Oct. 9, 2015.

To Michael and **Jennifer Allen Brooks Martinez '06**, a son, Brooks Corwin Martinez, born Sept. 14, 2015.

OBITUARIES

Ernestine Peringer Gillis '38, Jan. 7, 2016, in Spokane, Wash. After Whitman, Ernestine earned a degree in library science and her teaching certificate from the University of Washington. She taught English and physical education in the Oakesdale and Dayton school districts in Eastern Washington until her retirement.

Class of 1966 50th Reunion, May 19-22, 2016



FIRST ROW Charlie Stookey, Leslie K. Bell, Linnea Hartford Patrick, Louise Wilkinson, David Case, Steve Lane, Lance Ray, Sandra Haynie, Chuck Haynie, Bob Wallace, Donna Kahrs, Deslee Kahrs, Ted Lloyd.

ROW 2 Bill Schoen, Jan Schoen, Tom Neal, Chris Neal, Bill Wood, Nancy Wood, Marianne Harrison Yamashita, David Yamashita '64, Gwynne Johnson, Vern Jacobson, Lynn Evans, Ruby Stout, Karen Lindner, Jeanette Cottle, Jim Cottle.

ROW 3 Curt Raschke, Linda Bakken, Kit Barany Whittaker, Chaim Bezalel, Yonah Ben Levy, Carolyn Penner Barnard, Jennie Ambrose LeGates, Marilyn Cowen Corrigan, Leila O'Brien McCleary, Martha Cornue Hurlburt, Jody Nohel Heglund, Miriam Willits Palm, Duane Holmes.

ROW 4 Ken Colby, Tom Whittaker, David Miller, Larry Longfelder, George Osborne, Jo Anne Oliver Minnick, Linda King Brewer, Kathy Hagiwara Purcell, Gretchen Abbott Bersch, Jane McKinley-Chinn, Terry Templeton, Cora Edwards.

ROW 5 Ed Joy, Evelyn Priestley, Marie Jensen Porterfield '68, Robert Porterfield, Rocky Kyle, Raleigh Curtis '63, Carol Hurley Curtis, Michele Morrow Hobza, Gwen Childs Jones, Gary Jones, Jean Taylor, Don Taylor, Jock Edwards.

ROW 6 Ernie Priestley, Jennifer Lawton, Karen Reed, Annette Kyle, John Valaas, Joan Speir Valaas, Linda Merrick Sprenger, Liz Matzen Wells, Barbara Saxe Stubblefield, Paulie Patterson McCown, Marilyn Styrwold Kelly, Robert Wilson, Mark Abrahamson.

ROW 7 Bob Lawton, Tim Wehr '65, Carol Meyer Wehr, Diana Novis DeFrenza, Paul Mantz-Powers, Lynn Mantz-Powers, Wes Schroeder.

ROW 8 Phil Wright, Carol Minnick Santa, Randy Nelson, Steve Bauck, Barbara Cary-Hamby, Jim Cary-Hamby, Craig Gunther, Sue Stendal Peters.

ROW 9 John Santa, Jim Moore, Kathryn Lindquist, John Reed, John Fox, Nancy Fox, Rich Wallace.

She was preceded in death by her father, **J. Logan Peringer '13**; cousins **Roy Peringer '49** and **William Wadsworth '49**; brother, **John Peringer '48** and sister-in-law, **Shirley Anderson Peringer '46**. She is survived by a daughter.

Amy Reichert Ladley '39, April 10, 2016, in Kingsport, Tenn. While at Whitman, she met **Herbert Ladley '40** and they were married in 1944. While Herb was serving in World War II, Amy worked as an administrative assistant in purchasing for Lockheed Corporation. Later, she completed her master's in education at the George Washington University in childhood remedial reading and worked as a reading specialist and later as a real estate agent. Amy played golf and sponsored multiple junior golf events. She was an avid and accomplished bridge player, a game she enjoyed well into her 90s at the Kingsport Senior Center. Amy was involved with the Retired Officers Association of the Tri-Cities, cooked for Kingsport Meals on Wheels and was a lifelong supporter of Kappa Kappa Gamma sorority. She is survived by her husband, two daughters, one son, five grandchildren and two great-granddaughters.

Gretchen Hartley Ghormley '43, June 20, 2016, in Redlands, Calif. While at Whitman, Gretchen met her future husband, **Kenneth Ghormley '43**. Upon graduation, she enjoyed a career as a fashion copywriter in San Francisco and Boston, before marrying Ken in 1945. After Ken's medical residency at the Mayo Clinic, they moved to Redlands. Ken practiced at Beaver Medical Clinic, and Gretchen was active in the RCH Art Foundation, the A.K. Smiley Library, the Redlands Family Service Association, the Assistance League and Bonnes Meres. She was preceded in death by her husband; her brother, **David Hartley '49**; her sister, **Sue Hartley Brown '46**; and cousin **Judith Hartley Nash '45**; Gretchen is survived by a sister; two sons; many nieces and nephews, including **Elizabeth Hartley Carr '70**; and cousins including **Marcia Hartley Bates '43**.

Rosalie "Mickey" Morgan Henshaw '44, May 24, 2016, in Paulsbo, Wash. After Whitman, Mickey attended the University of Washing-

ton. She married James Henshaw in 1944 and they made their home on Bainbridge Island. Mickey was a homemaker and mother of five. She was a fan of the Huskies, Seahawks and Mariners and had season tickets for many years. In retirement, she and Jim traveled throughout the United States, Europe, Australia and South America. Mickey was a long time member of Eagle Harbor Congregational Church and St. Barnabas Episcopal Church. She was preceded in death by her husband. Mickey is survived by five children, nine grandchildren and six great-grandchildren.

Sybil Tate Beale '46, April 7, 2016, in Seattle. After Whitman, Sybil earned master's degrees in history and economics at the University of Washington. She married Robert Beale in 1957. She loved to travel and visited Europe, the Soviet Union and China, and took several trips with Bob up the inside passage to Alaska. Sybil was preceded in death by her husband and her sister. She is survived by her son, a nephew and two nieces.

Anne Preston Greaves '46, May 6, 2016, in Seattle. After Whitman, Anne married Fred Greaves in 1948. They were long-time residents of Magnolia, Wash., where they were active in the Magnolia United Church of Christ. Anne was also active in PTA, Children's Hospital guild, and Phi Mu alumni. She was a strong supporter of Boy Scouts of America and was proud that all her sons became Eagle Scouts. Anne was preceded in death by her husband and an infant son. She is survived by four sons, a stepdaughter, four grandchildren and three great-grandchildren.

D. Bruce Hartley '50, June 11, 2016, in Oak Harbor, Wash. Bruce served in the U.S. Army, the U.S. Army Air Corps and the U.S. Air Force, then enrolled at Whitman. Following graduation, he worked for Libby, McNeil and Libby Cannery in Walla Walla and, eventually, Chicago, Ill. A first marriage ended in divorce. Bruce married Gloria Trickler and they combined their families and added

Gordon "Scrib" Scribner '42

Gordon "Scrib" Scribner '42, June 20, 2016, in Walla Walla. Scrib graduated from Whitman College in 1942, served in the Army Air Force Weather Service (1942-46) and returned to Whitman for a master's degree in 1947. While there, he met **Virginia "Ginny" Elliott '46**, and they were married on June 14, 1948. Scrib took advantage of the G.I. Bill and enrolled in the Graduate Institute of International Studies in Geneva, Switzerland. He and Ginny lived in Geneva and hitchhiked across Europe. In 1960, he became the associate director of admission and director of financial aid at Whitman. From 1967-78, he was dean of students, his understanding and easy-going temperament being a good match for the students. From 1978-84, he was director of alumni affairs. He and Ginny expanded the reach of the office and hosted many activities and events. During his tenure, the alumni office was recognized nationally for outstanding college-alumni relations for reunions and the alumni fund exceeded 50 percent participation for the first time. He was also on the accreditation team for 14 colleges. After Scrib retired, he and Ginny split their time between their homes in Oregon and Arizona, enjoying traveling the open road in their RV. For the past five years, they lived in Walla Walla. One of their great pleasures was hearing from many people who came to tell them what a difference they made in their lives. In lieu of flowers, remembrances may be made in Scrib's name to the Gordon and Virginia Scribner Scholarship Endowment at Whitman College at 345 Boyer Ave., Walla Walla, WA 99362. He was preceded in death by his wife and his sister, **Shirley Scribner Thomas '42**. Scrib leaves behind a loving family, including his children Karen, **Kevin '75** and Megan; grandchildren Ben and Mike Thomassen, Anya and **Maya Kozarsky '16**; great-grandson Gus and nephew **Geoffrey Thomas '69**. (See recent photo of Gordon on pg. 46)

another child. Nestlé purchased Libby, McNeil and Libby and Bruce moved to the new company, where he remained until his retirement. He retired as international director of quality control. His career took him to Mount Vernon, Wash., the Philippines, Malaysia, South America, Taiwan, France, Switzerland, Germany, Korea and England. Bruce and Gloria retired to Oak Harbor and became members of the Oak Harbor First United Methodist Church and the Whidbey Playhouse. He served Whitman as a class representative for Annual Giving from 2003 until his death. Bruce is survived by his wife, five children, one grandson and a great-grandson.

Alan Macfarlane '50, May 23, 2016, in Bothell, Wash. After Whitman, Alan began his lumber career with Weyerhaeuser, serving as sales agent

for Maryland, Virginia and Washington, D.C. He returned to Seattle in 1955 to work at the Macfarlane Lumber Company, a wholesale lumber brokerage founded in 1946, which he operated until 2004. Alan married Virginia Symns Norton in 1954 and had three children. After Virginia's death, he met and married Lyn Campbell Sullivan in 1977, adding three stepchildren to their family. An avid amateur astronomer, Alan pioneered color astrovideography. He was a speaker at astronomy conventions, gave interviews on local news programs and presented at local elementary schools. Alan summited Mt. Rainier and Mt. Hood and loved hiking and backpacking in the Pacific Northwest. An engaged community member, he served in the Seattle Astronomical Society, the Windermere Corporation, the Rainier Club and the Edmonds

ALUMNUS OF MERIT AWARD

Robert R. "Pete" Reid '49 graduated from Whitman with a degree in economics and business, and served as student body president during his senior year. Immediately after graduation, Pete served the college in career services, admission, alumni office work, special fundraising projects, as business manager, treasurer, chief financial officer and, after retirement in 1989, special assistant to the president through June of 2009. Pete has served the college longer than any president, administrator, faculty or staff member in its history.

In addition to his 61 years on staff, Pete has demonstrated a loyalty to Whitman, ranging from working, along with his wife **Hedda Jorgenson Reid '49**, as Class Representative for Annual Giving, to 50th reunion co-chair, to serving on the Whitman Farm Committee. He has given back to the Walla Walla community as well, as a charter member of the Sherwood Trust board, volunteering through United Way, the American Red Cross, the Noon Rotary Club and serving on the boards of the Walla Walla General Hospital and Borleske Sports Complex. The City of Walla Walla even declared a "Pete Reid Day."

In 1990, the Alumni Association established the Pete Reid Award for Young Alumni, in honor of Pete's youthful exuberance demonstrated toward his career, community and college. In 2000, the Board of Trustees voted to name the soon-to-be-built campus center after him, and the Reid Campus Center is now the heart of the campus. In further recognition, the Whitman Town-Gown award, given annually



to a staff or faculty member for outstanding college and community service, was renamed The Pete and Hedda Reid Award upon his final, for-real-this-time retirement in 2009.

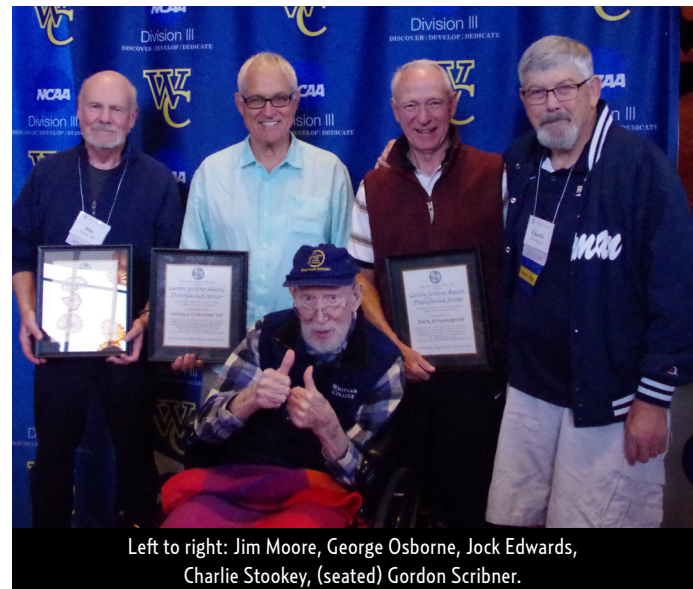
Through his outstanding loyalty to Whitman College and dedication to serving the greater Walla Walla community, it is only fitting that Pete has earned the highest honor the Alumni Association bestows on an alumnus of the college as the 2016 recipient of the Alumnus of Merit Award.

GORDON SCRIBNER AWARD FOR DISTINGUISHED SERVICE

Jock Edwards '66, Jim Moore '66, Charlie Stookey '66 and George Osborne '66 have displayed an outstanding dedication to Whitman College athletics. All were leaders and game-changers during their time at Whitman, varsity athletes in football, wrestling, basketball, baseball and track. All four were involved with the establishment of the W Club nine years ago, and have been committed to its growth and success ever since.

They have each dedicated their time and talents to the W Club, from creating by-laws to leading board meetings to planning the annual golf tournament fundraiser. Their service to the college is unmistakable, as are the results of that service.

The W Club has contributed to the experience of Whitman's



Left to right: Jim Moore, George Osborne, Jock Edwards, Charlie Stookey, (seated) Gordon Scribner.

student-athletes, allowing them to travel outside of the Pacific Northwest, providing opportunities for a higher level of competition, assisting with funding for assistant coaches for all sports and providing athletic teams with state-of-the-art facilities, such as new batting cages and practice equipment.

They have displayed outstanding enthusiasm and support for Whitman athletics through the belief that varsity athletics are an extension of the classroom, teaching athletes about leadership and providing endless learning opportunities on and off the field.

Through their integral roles in the establishment of the W Club, these men have forever changed the game for the future of Whitman College varsity athletics. The Alumni Association is proud to present Jock, Jim, Charlie and George with the 2016 Gordon Scribner Award for their distinguished service to Whitman College.

PETE REID AWARD FOR YOUNG ALUMNI

Lisa Curtis '10 is the founder and CEO of Kuli Kuli, Inc., a company that empowers farmers in the developing world to access the nutritional power and economic opportunities of *Moringa oleifera* by selling moringa-based products in the United States.

At Whitman College, Lisa studied politics and served as the Whitman sustainability coordinator during her senior year. She began working on Kuli Kuli while serving as a Peace Corps volunteer in Niger, West Africa. Working at the village's health center, she had first-hand exposure to the nutritional challenges people face in western Africa and discovered that the moringa plant could help to address some of those challenges.

Most recently, Kuli Kuli teamed up with Whole Foods Markets and the Clinton Foundation in a partnership to re-forest Haiti and support women-led farming cooperatives. This is one of many efforts that Lisa and Kuli Kuli are making to help build a better world through innovative global outreach and ground-breaking nutritional findings.

In addition to her hard work and dedication to her company, Lisa works as a freelance writer for *Forbes* magazine and the *Huffington*

Alumni Awards

Post. Prior to founding Kuli Kuli, Inc., Lisa worked as communications director at Solar Mosaic, Inc., an organization that prides itself on empowering people to utilize clean energy by saving clients' time and money through solar financing. During her time at Solar Mosaic, she helped garner major press recognition, allowing the company to grow to over \$5 million invested in solar energy.

Lisa has been recognized as a StartingBloc Fellow, a Wild Gift Better World Entrepreneur, an Ashoka Emerging Innovator and a Udall Scholar. Her efforts to build a better world through Kuli Kuli are inspirational for all, and we are looking forward to watching her innovative global organization continue to grow. It is with great pleasure that the Alumni Association presents Lisa with the 2016 Pete Reid Award for Young Alumni.



SALLY RODGERS AWARD FOR LIFELONG ACHIEVEMENT

Nancy Huff Wolfe '56 was a drama major with minors in English, education and music. During her time as a student at Whitman, Nancy's love for theatre and performance were solidified. She played many memorable roles, including Juliet in *Romeo and Juliet*. Nancy has demonstrated a life-long commitment to service through theatre, music and ministry.

Through her church, she has given her time and talents to



women and children, assisting with women's prison ministry and as a youth director. As youth director for the Diocese of Olympia for 12 years, she engaged young people through activities including vacation bible schools, youth leadership training workshops, human values workshops and youth conferences.

Nancy brought her love of music and performance wherever she lived, organizing hymn singing for the local nursing home,

singing with the Northwest Inland Musicians, playing piano at the Evergreen Milton-Freewater Health and Rehabilitation Center and directing numerous theatrical productions at the Santa Maria Theatre, Renton Civic Theatre, Issaquah Village Theatre, Fort Lewis Theatre and Vashon Island's Drama Dock. She has used her musical and theatrical talents to bring communities together to fundraise for causes such as a church in Puyallup, Wash., and a new library in Milton-Freewater, Ore.

Nancy was awarded the Bishop's Cross by the Diocese of Olympia in 1988 and was recently honored by the City of Milton-Freewater for her dedication and tireless efforts to improve the public library. The Alumni Association is pleased to present Nancy with the 2016 Sally Rodgers Award for Lifelong Achievement.

FACULTY AWARD FOR SERVICE

Rogers Miles recently retired as a senior adjunct assistant professor of religion and general studies. He is known fondly by many Whitman alumni and students for keeping Whitman's history alive. At the annual Founder's Day celebration on February 16, Rogers brought Whitman College founder Cushing Eells back to life and reminded the Whitman community of Eells' relevance to the world today.

Rogers has worked with the alumni office staff, contributing to the celebration of our institution's founding. He embodies every element of Cushing Eells' being and stays in character for hours as he interacts with the student body as they pass through Reid Campus Center. Rogers spoke as Eells at the 150th anniversary of the First Congregational Church in Walla Walla, where Eells once preached before the congregation in 1864.

More recently, he spoke in character at the First Congregational Church in Chewelah, Wash., where Cushing Eells preached his first sermon in the Washington Territory in 1838.

Rogers made history come to life, benefiting current students, alumni, parents and friends of the Whitman community and strengthening the ties between the college and its constituents. The Alumni Association is proud to present Rogers with the 2016 Faculty Award for Service.



Historical Society. Alan is survived by his wife, three children, three stepchildren and 10 grandchildren.

Anita Starr '50, April 13, 2016, in San Francisco, Calif. Anita earned her master's in education at Washington University in St. Louis, Mo. She was a social worker for the city of San Francisco for 40 years. She enjoyed travel and volunteering at the De Young Museum after

retirement. Anita is survived by her sister, a niece and two nephews.

Charles "Chip" Heitman '51, April 20, 2016, in Spokane, Wash. After Whitman, Chip served in the U.S. Army, mostly in France and post-war Germany. He worked for GMAC in Spokane, the Department of Commerce in Washington, D.C., and the U.S. Army Corps of Engineers in Jacksonville, Fla. In lat-

er years, he lived in Spokane, where he enjoyed running in Bloomsday races. He also enjoyed spending time at his cabin at Glengary on Lake Pend Oreille, Idaho. Chip is survived by his older brother; numerous nieces and nephews; and cousins, including **Herrick Heitman '76** and **Judith Heitman Chittick '71**.

Robert Moore '51, April 24, 2016, in Seattle. While at Whitman, Bob

met **Janet Willoughby '52**, and they married in 1952. He enlisted in the Air Force and served through the end of the Korean War. Bob joined the Boeing Company, where he held a number of management positions during his 38-year career. He was an active member of University Presbyterian Church and served in several leadership roles, including president of the UPC board of trustees and the Interna-



Lauren Maher-Payne, pictured with Jane Korn, dean of the Gonzaga University School of Law (see p. 43)

tional Friendship House Board, a UPC ministry to international students. Bob loved the outdoors, was an avid gardener and supported Boy Scout Troop 167 as committee chair and as an adult leader on many 50-mile summer hikes. He was preceded in death by his sister, **Rea Moore Trzcinski '46** and brother-in-law, **Charles Trzcinski '45**. He is survived by his wife; three sons; four grandchildren; sister-in-law, **Colleen Seidelhuber Willoughby '55**; brother-in-law, **George Willoughby '55**; and nephews **David Jrzcinski '80** and **Todd Jrzcinski '82**.

Linda Mae Gomez Birk '54, May 15, 2016, in National City, Calif. At Whitman, Linda met and married **Tom Birk '53**. She followed Tom to the University of Washington Medical School in Seattle. He was drafted into the U.S. Army after medical school and made his career there. Linda was very involved in her husband's career, serving as president of the Officers' Wives' Club and the Medical Wives' Club for several years. She was also involved in her husband's heritage and was elected the first Hawaiian to be president of a Sons of Norway Lodge in Mesa, Ariz. Linda and Tom were avid travelers, visiting Russia, China, Egypt, South America and several other countries. She is survived by her husband, two sons and a daughter.

Richard "Larry" Hilscher '55, May 12, 2016, in Bend, Ore. After Whitman, Larry served in the U.S. Army and spent most of his time overseas from 1959 until 1963. He settled in Seattle, started a business and eventually moved to Portland, where he met Judith Higbee; they were married in 1992. They relocated to Bend in 2002 to be near family and to enjoy the Central Oregon lifestyle. Larry was an avid cyclist, and Larry and Judy enjoyed traveling and spending time at the beach. Larry is survived by his wife, a daughter, three stepsons, 10 grandchildren and one great-granddaughter. Larry was preceded in death by his father, **Aubrey Hilscher '26**.

Ritchie Thomas '55, May 24, 2016, in Lacey, Wash. Ritchie earned a master's degree in library science from the Catholic University of America in Washington, D.C. He served in the U.S. Navy during the Korean War. Ritchie was a librarian with the *New York Times'* Washington, D.C. Bureau; the Woodland Public Library in Woodland, Calif.; Sacramento City College; American University of Beirut in Lebanon; and Wright State University in Dayton, Ohio. He retired to Thurston County, Wash., in 1992. He was a member of the Washington State Historical Society and the author and editor of several scholarly books

and articles. Ritchie was preceded in death by his wife, Grace. He is survived by three daughters, a son and eight grandchildren.

Paula Tubbs '57, April 2, 2016, in Richmond Beach, Wash. After Whitman, Paula worked as a paralegal in Seattle and Edmonds, Wash., until she retired. She raised two daughters and was an avid reader. Paula is survived by her daughters and two grandchildren.

Lewis Jacky '58, April 23, 2016, in Walla Walla. After Whitman, Lewis taught in Pomeroy, Wash., where he also coached. In the mid-1960s, he accepted a teaching position at Walla Walla High School, then an administration role with the Walla Walla School District. Lewis was active in the Elks and Kiwanis Club. At 59, he retired from the school district as business manager. In retirement, he was elected to a term on the Walla Walla County Commission. Lewis and his wife, Marilyn, spent winters in LaQuinta, Calif. He was preceded in death by his wife. Lewis is survived by three sons and three grandchildren.

Larry Richards '65, May 5, 2016, in Walla Walla. He taught for 34 years and retired from the Oak Harbor School District in 2001. While teaching in Mountlake Terrace, Larry met his wife, Lurene. They married in 1976, and enjoyed 40 years together. Whidbey Island became their home and they lived an eclectic life with their two children.

Larry is survived by his wife, a son, a daughter and a grandson.

Neeley Dillon Wells '93, Dec. 16, 2015, in Portland, Ore. She earned her master's degree in teaching at Lewis & Clark College, and married Doug Wells in 1995. Neeley blogged about her battle with stage IV ovarian cancer, a diagnosis she lived with for 13 years. She is survived by her husband and daughter Dillon.

AN ADDITION: *The obituary for Robert Mittelstaedt '55 in the spring issue of Whitman Magazine omitted Bob's numerous family connections to Whitman College: Bob was predeceased by his mother, Elizabeth Noble Mittelstaedt '28. He is survived by sister, Marcia Mittelstaedt Black '61, brother, Mark Mittelstaedt '61 and nephew, Donald Black '89.*

A CORRECTION: *The obituary for David Storm '50 in the spring issue of Whitman Magazine mistakenly included immediate family survivors. Dave never married and had no children.*

Professor emerita Mary Anne O'Neil has been named Chevalier de l'Ordre des Palmes Académiques by the French Embassy for her service in the promotion of French language and culture in the United States. The order of Academic Palms was instituted by Napoleon I in 1808 to honor academics and artists who make noteworthy contributions to French culture and education.

Rex James "Jim" Bates

Rex James "Jim" Bates died on March 8, 2016, in Sequim, Wash. Jim served in the U.S. Army in the Army Air Corps Weather Reconnaissance Squadron, where he was awarded the Purple Heart and the Air Medal. He earned his M.B.A. at the University of Chicago School of Business, and joined an investment firm. Jim became financial vice president of State Farm Insurance and eventually retired as Mutual Company vice chairman. His relationship with Whitman College began when his daughter, **Patsy Bates Mattingley '70**, enrolled in 1966. Jim served on the Parent's Committee, earning the honor of emeritus upon Patsy's graduation, and continued to be a treasured friend for the rest of his life. He was preceded in death by his wife, Reva. Jim is survived by a son; a daughter; three granddaughters, including **Jennifer Mattingley Hommel '99**; and two great-grandsons.

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A photo from the Whitman College and Northwest Archives shows students outside the new Prentiss Hall in the late 1960s. See old Prentiss Hall on page 14, as well as more about the new Living at Whitman Initiative.



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