



Nunn's Olmsted Plant Retired; Plans Afoot?

By Denis Clark, DS69 CB72 TA73



Olmsted Station, near Provo, Utah, circa 1908-1909

This past Fall, PacifiCorp's Olmsted plant, originally built by L.L. Nunn, went off line for the last time, after running continuously for 111 years. Hydroelectric plants often run for a century or more with minor maintenance: it's in the nature of the power source and the basic machinery. The simple power plant will be replaced over the next few years by a new system close by, with a broader mission of power generation and regional water conservation.

This may seem an unremarkable and very distant echo to modern Nunnians, since Telluride Association had completely moved away from operating power plants by around 1920, and probably none of us could name the intervening corporate incarnations overseeing Olmsted and its sister plants. The resonances between Olmsted and the modern Association are, however, curiously strong. It is not simply its physical magic, a

near-clone of Telluride House set among a circle of cottages reminiscent of Deep Springs. It was here that the basic social, educational, and governing structure of the early Association was set, constrained by the needs of power operations, yet informed in a revolutionary way by L.L.'s philosophy. We live with these still.

It may surprise some of us that, for their part, the modern custodians of Olmsted also feel such resonances. These places host their work lives, in some cases those of multiple generations of the families that have built and operated them. They are well aware of who L.L. Nunn was, what his technical and business accomplishments were, and of their roles in maintaining and expanding them. While we Telluriders have been away at college (for the last hundred years: when are we ever going to graduate?), they have been tending the garden and keeping the circuits on line, and

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the old homestead looks much the same as the day we left. This, too, is a side effect—in this case, a happy one—of the nature of power operations, sequestering and protecting often beautiful spots for a century from the decadal tides of change and development.

If Nunn had been a simple capitalist of his day, the next step for Olmsted would perhaps be obvious: demolition down to a sunstruck gravel pad for storing the larger paraphernalia of the power grid. But he wasn't, so it's (pleasantly) not entirely surprising that, as Olmsted ends its power generating days, the owners have reached out to us for ideas about how to return it to the larger community in an educational role: perhaps as a museum, perhaps as something more than that. Whether Nunn's descendants along these two lines can come together again is a stimulating question.

Telluride in Hyde Park: the University of Chicago Branch, 1985-87

By Thomas Miller, DS04 TA07



UCBTA members, 1986. From L to R: Matt Brand, Jason Cawley, Ira Abrams, Kateri Carmola, Brence Culp, Jahan Sharifi, Marc Applebaum, Tom Inck, Varun Gauri.

In June of 1986, a new Telluride branch at the University of Chicago made its report to Convention, after its first year of existence. “You did not plant the first seeds of this new garden,” its representative told the Association’s members, “but you are sharing in its first seasons.” A year later, a second report was made, of which the first sentence was: “There will not be a Chicago Branch next year.” The period of some thirty months from the first conception of the branch to its final collapse makes for a story of obvious relevance but ambiguous significance for the Association as it now considers again the possibility of a new residential project.

The founding of the branch was a bottom-up affair. In June of 1985, six students from the University of Chicago came to Telluride’s annual Convention with a plan to start a new Nunnian residential community at their alma mater. Three—Ira Abrams, Jahan Sharifi, and Lars Wulff—were alumni of Deep Springs College, while the rest—Marc Applebaum, Matthew Brand, and Varun Gauri—had attended TASP. (All six were male.) Also closely involved in the founding was Ted O’Neill, an administrator in Chicago’s admissions office. (He would later serve as the university’s Dean of College Admissions from 1989 to 2009.)

The Association, which had already been considering the possibility of a second branch or other new project, received the Chicago proposal with cautious enthusiasm. It was nonetheless understandably reluctant to make a major real-estate investment in Chicago right away, so instead a house was rented at 5539 S. Cornell Avenue in Hyde Park, nine blocks from the university campus. Quarters proved to be somewhat cramped. Branch members did their own cooking and cleaning, and there was no paid staff, making the operation of the branch quite inexpensive for the Association. In the summer of 1986, the Association also began to run a TASP at the University of Chicago, which ran for two years.

In its first year, house activities ranged from (ultimately abortive) attempts to publish a journal of “political and social commentary” to playing broom-ball. The branch also developed an arduous-sounding review process that involved each member preparing a written self-evaluation that was then discussed with the entire house “for some hours” to consider whether, among other things, the branch had “secured the development in this member of habits tending towards mental, moral, and physical strength.” The worrying trends that might be discerned here did not, however, bear immediate fruit. The branch began its first year with twelve residents, finished it with ten, and began its second year with its peak population of seventeen. By the end of 1986, nine remained; four months later, only three. Late in May of 1987, the final three voted not to seek refferment.

The final process of winding down the branch was itself dramatic. The factotum for the Chicago TASP was tasked with cleaning the house and moving out the furniture over the summer, but was initially barred from the now-empty property by an unscrupulous landlord. Eventually begrudged entrance, in the process of cleaning he reported discovering “several caches of financial records, bills, and receipts, and several hundred dollars of checks made out to the Branch from branchmembers.”

(Doubts about financial management had been a major contributor to “stormy” branch-TA relations in its second year.) It does not appear that the \$1,500 deposit for the rental property was ever recovered from the landlord by the Association.

“There are doubtless many lessons to be learned from the experience of Chicago Branch,” wrote the Chicago branchmembers in their final report. “We will all differ over what these lessons are.” A committee constituted by the Association to investigate the branch’s collapse identified a range of problems, the first of which was the absence of “formal structure” such as “bylaws or other written rules.” Prioritizing this factor might seem a predictable perspective from an Association that has perhaps always been excessively optimistic about the power of legislation to solve problems. But the committee went on to explain that the replacement of formalized, majoritarian democratic structures with a more informal pursuit of consensus—an ideal exercising a perennial fascination to Telluridean communities—ended up having toxic effects, as members who disagreed with decisions found themselves subject to “social ostracism.” Other factors cited by the post-mortem committee included the absence of branch employees, romantic relationships within the branch, lack of support from the university faculty, and the fact that “many of the former Branch members did not appear to have a clue of what the purpose and plan of a Branch of TA should be.” (The committee added that it had included “several of the Chicago-area TA members in this ‘clueless’ category, as well.”)

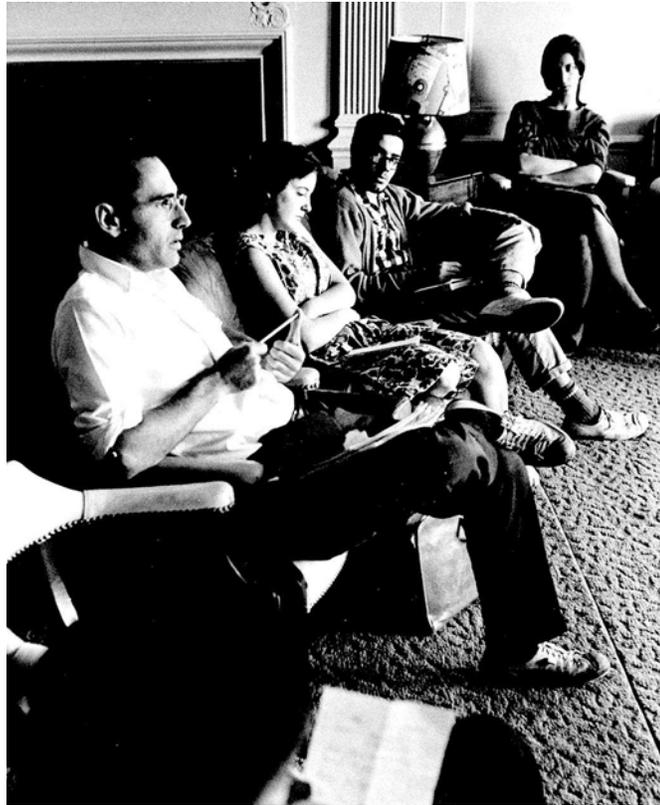
Three decades later, the Association can point to the creation of a stable second branch in Michigan, beginning in 2000, as a success story. Paradoxically, this success seems to have occurred not only in the absence of any consensus about “what the purpose and plan of a Branch of TA should be” but in the context of growing disagreement on precisely this issue. Debates at Convention this June about the possibility of a new, third branch will have to confront this deeper question, while taking into account both the apparent successes and the apparent failures of the past.

This is the first in a series of articles on past Telluride branches, which will also cover the Pasadena Branch (1946-52) and the Berkeley Branch (1963-70). Did you live in or work with any of these three former branches? The Newsletter would like to publish your thoughts, memories, or reactions to our articles in a future edition. Please contact matthew.trail@tellurideassociation.org.

TASP 1964 Participants Respond to Fall Newsletter Article

To the Editor:

I read with interest the 2015 Fall issue of the TA Newsletter, two items in which prompt this letter. The first item is the cover-page reflections of long-time TASP faculty, including the impressions of Prof. Neil Hertz about TASP in the 1960s and most particularly in 1964.



Neil Hertz leads a discussion at the 1964 TASP.

and unrest over civil rights. We TASPers wanted to demonstrate our own moral convictions by integrating the lunch counters and soda fountains of placid Princeton Township, NJ. To our disappointment, none of the places we approached evidenced any objection to serving us all without distinction. We thus resorted to our alternative demonstration: together we attended a Joan Baez concert, and together we rose to sing Dixie, thereby mystifying the rest of the audience while proving our firm grasp of adolescent irony. Juvenile—but not condescending.

I came from public school in an all-white Houston suburb. The six weeks I spent at Princeton dissolved my complacent social and political assumptions. I don't think that could have occurred had the Association supported (by its faculty and student selections) the attitudes Prof. Hertz recalls. From an adult and academic perspective, perhaps the program could have done more to inform us about the great American dilemma of race...but I don't believe that covert racism lurked beneath our experience.

The other Newsletter item I noted was about the death of Keith Gunderson, half of our faculty that summer. I can't remember whether he taught us "political philosophy" and Prof. Livermore was "political economics," or the other way around, nor whether we spent much time on the Bill of Rights. But I do recall, vividly, both the exhilaration and the stark intellectual fear of being introduced to unfamiliar ideas and expected to understand them. In that way, Prof. Gunderson taught us very well.

TASP was the most challenging, and personally rewarding, educational experience of my life, as much due to the intense encounters with the other participants as to faculty or syllabus. Some

of the relationships formed then lasted many years. Even without any contact for decades, I still think of some of the group as good friends—and retain hopes of encountering them again.

My own TA connection is as a Summer Program participant that year, though at Princeton rather than Cornell. Prof. Hertz may have perceived some innate conservatism in TASP—as manifested by faculty and student preference for classical literature, or even proficiency in Greek—along with patronizing (or worse) attitudes about race. I can't speak to his observations at Cornell, but his description does not match my own experience, whether at the time or in recollection.

Our group was not diverse by current standards; all male, and the one black member was, for most of us, our first non-white social peer and friend. Of course, 1964 was a year of enormous social ferment

of the relationships formed then lasted many years. Even without any contact for decades, I still think of some of the group as good friends—and retain hopes of encountering them again.

DOUGLAS J. COLTON
TASP 1964 (Princeton)

To the Editor:

Thank you for the Neil Hertz/Omar Yousef interview. I wish I could have listened in on their class "Thinking About Cities: In Particular Jerusalem." I did attend the 1964 TASP mentioned in the interview. David Grossvogel assigned Oscar Mandel's then-new *Theater of Don Juan*, a slightly daring topic for high school students in 1964. Neil Hertz gave a seemingly more conventional course on modern poetry, but it was actually far more daring. Citing Doris Lessing's *Golden Notebook*, he assigned us to write a diary recording encounters, which he read and commented on. "Journaling" has now become standard, but at the time it was a startling concept for an English class. Because of this rewarding habit, I have since filled 41 notebooks describing encounters with people who came through the archives where I worked: Sidney Hook, Bruno Bettelheim, Karl Popper, Joseph Brodsky, Andrei Sinyavsky, Henry Kissinger, Madeleine Albright, et al. Half a century later, please convey my sincere, if belated thank you to David Grossvogel and Neil Hertz.

ELENA SCHAFER DANIELSON
TASP 1964 (Cornell)

TELLURIDE ASSOCIATION NEWSLETTER

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Telluride Graduate Students Reflect on Unionizing Efforts

By Kelly Goodman, MB08 TA10

Since New York University graduate students voted for a union in December 2013, a wave of organizing has spread across private universities. While NYU's election agreement was negotiated outside labor law, campaigns at the New School, Columbia, Harvard, Yale, Cornell, Chicago and elsewhere are expecting the National Labor Relations Board to rule that graduate teachers and researchers are workers this spring. Administrators at these universities have repeatedly refused to grant elections to demonstrated majorities of graduate students petitioning for union representation. Legal standing



Union organizers Goodman, Katz, and Denz

as workers will finally enable unionization elections in the fall semester.

Among the voting graduate students will be a number of TA members, including active organizers of unionization campaigns at their graduate schools. Three of us sat down in Prospect Park over spring break to discuss our political and intellectual work in the academy.

Why did you start organizing?

Paul Katz SP04 TA10: I arrived at graduate school and realized very quickly that I am in a very precarious position but I have essentially no rights and certainly no grievance procedure should something go wrong.

Kelly: When I came to graduate school, I was getting two migraines a week and it was impossible to do my work. The only reason I figured out how to be migraine-free is because a whole generation of Yale grad students fought for free health insurance, which the University did not offer to us until 1998.

What is the connection between TA democracy and union democracy?

Jacob Denz SP05 TA11: This combination of trying to achieve these very lofty abstract goals and ideals, whatever those might be, and trying to do so very concretely in a discussion and debate about what is the best way to achieve those goals.

Paul: I see the academy as a place where we all deserve a say. Telluride was for me the beginning of a sense of ownership over my participation in the academy. I arrived at graduate school feeling that my participation was just as critical as that of anyone else at any other level and realized that that is certainly not how graduate school works right now. We think about how to use whatever power we have to achieve whatever goals we think are important.

Kelly: There are some decisions that should be made by consensus: a group of people talking to each other in a room and not leaving until everyone is on the same page. Then, there are some things that actually have to get done, and so it needs to be some people's paid jobs to make sure these things get done. Union and Telluride democracy are both participatory and administrative.

What should undergraduates know about the grad student unionization movement?

Jacob: We really do want to offer the best undergraduate teaching we can and we want the university to make that possible by offering us the kinds of working conditions, wages and benefits that make it possible for us to focus on providing quality education.

Paul: We're fighting for a reasonable discussion section size and time to devote to undergraduates. In my department, the consistent theme is that research, not teaching, is what you're here for.

As an undergrad, I visited Yale during the graduate teachers' strike and I remember thinking, my God these graduate students are so spoiled, getting paid to be here and they're protesting. It actually took sitting down and talking to history graduate students to understand that there is no incompatibility between being a student and a worker.

Kelly: The Yale administration is planning to increase the undergraduate student body by 15%

when they open two new residential colleges in 2017 and has no plans to hire more professors or graduate students—the new undergraduates are expected to pay for themselves and not be supported by the endowment. I think that only through working in a coalition do we actually have enough power to change that. Undergraduate activists in our coalition of graduate students and labor unions and New Haven community organizers have been fighting for the elimination of the student income contribution. The income contribution creates two Yales along race and class lines: one Yale where people can do summer internships and extracurriculars and one Yale where people can't. I think graduate students have a very similar experience of the ways that aid is restricted right now—one Yale where parents without affordable childcare and students without access to mental health care spend less time on their research.

What should professors know?

Jacob: Professors should think about the dual role they fulfill in the neoliberal university. Professors are our academic advisers and we often have very close relationships with them, but they also are our managers in certain ways.

Paul: We don't think professors should be our first line of defense against related issues that we might be having. We would love to take those issues outside of the advisory relationship, which should be built around collaborating to be the best scholars that we can be. If you want to see a much more diverse professoriate, one that enables people from many different kinds of social backgrounds to participate, then I think graduate school needs not to be this kind of active suffering that is possible only for those who can afford to take out 5, 6, 7 years of their lives, and often have to draw on external sources of support to do so.

Kelly: We need faculty to be neutral, to let us make this decision by ourselves, and to resist the calls from administrators—who have already shown in the labor board brief they filed that they do not think we are workers—to intimidate us. We want to negotiate with administrators, not with faculty.

For more information, visit the webpages of the NYU, Columbia, and Yale campaigns:

<http://www.makingabetternyu.org/>

<http://www.columbiagradunion.org/>

<http://www.geso.org/>

Public Education and its Challenges in Detroit: An Interview with Jay Meeks SS01 SP02 TA10

By Lian Zhu MB10 TA12



Jawuan (Jay) Meeks received his Ph.D. in education in the teacher education program at Michigan State University in May. He has been involved in factotum training for TA's TASS and TASP programs. He also has an upcoming book chapter in *Pedagogy of the Oppressed (Again)*. He was kind enough to sit down and chat with me recently regarding education and the Detroit school system.

Can you give a brief overview of what you are currently working on for your Ph.D. thesis and/or any other education-related activities?

I am focusing on urban education, social studies education, and to an extent, teacher preparation – I've taught in a teacher education program, primarily in secondary education. I've [also] done field instruction for 11 student teachers in southeastern Michigan. In my work, I am trying to bridge contemporary discussions around black education. My dissertation is being written in the shadows of Detroit coming out of bankruptcy and the question of what that means ultimately for black leadership, black people, and black education. My work uses historical methods in looking at how key stakeholders, primarily African Americans, position themselves in the school reform that has occurred in Detroit in the past 30 years. I start with the coalition that was formed in the mid-1980s and then turn to what lessons the experiences of the key stakeholders provide for in Detroit school reform. How do these stakeholders make sense of the role of race, and past and contemporary efforts, while looking at the larger implications for civic capacity and democracy and education for historically marginalized populations?

What are some aspects of the educational system that you find are evolving/changing specific to Detroit? Conversely, what are some aspects that you find are the most institutionalized/difficult to change?

The aspect I find most difficult to change here is the fact that Detroit has been under emergency management for a long time, including some of the time that I spent in the public school system. I actually

can't remember a time when there wasn't some form of state intervention. There has been a loud call for returning the school system to democratically held control (a local school board). But with that being said, the research that I have consulted shows that there isn't much of a real difference between a democratically elected school board and one that is appointed. So, I guess the question is what does governance mean for educating students? I don't think anyone has a definitive answer to that question, but I think that that's what the school system is trying to work through. But what we know is that having appointed officials definitely doesn't work because the deficit has grown and has continued to under state control, so the argument is that we know best at the local level of how to do it and what it takes. But I think, on the other hand, do we have the resources necessary to do that? And I would say no, in terms of property taxes and how we fund schools and so on, in Michigan and in particular Detroit.

People think that it's money, and I agree that money is a part of it, but there are other things to look at in terms of how we engage parents and how we prepare teachers as well.

What motivated you to work/study in the teacher education area?

I view education as an intervention. There are some scholars out there who think one of the problems about school reform is that some people view school reform as a tool to solve all social problems. Now I don't think that, but I think that school can serve as a powerful intervention, so I became a social studies teacher to engage young people and students in those conversations about their own world and the larger world, and how that world sees them and vice versa. Now I am working as a teacher educator to again have those critical conversations, now with the people who will be teaching the students. I try to get them to view teaching as a form of social engineering, if you will.

What are your plans after your Ph.D.?

I'm on the job market now in addition to writing my dissertation. I would like to be a professor of social foundations, history of education, multi-cultural education, or social studies education. But in my other life, I've become a strong community advocate. I've bought this house in the neighborhood that I grew up in, am serving on the board of directors for my community association, and been doing a lot of advocacy work organizing around government, particularly policy around how do we stabilize communities and neighborhoods. Part of me thinks sometimes about applying to another graduate or Ph.D. program in urban planning or something, but I'm going to try to throw that notion out of my head and try to focus on the education portion for now.

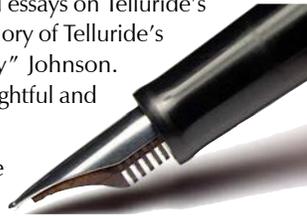
Can you talk a bit about current trends in teacher training?

We're having an issue with accountability for teachers and accountability for making sure that students learn, and we're shooting ourselves in

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E.M. Johnson Essay Contest Winners Announced

Eleven Nunnian associates submitted essays on Telluride's purpose and plan, honoring the memory of Telluride's long-time Chancellor E.M. "Johnny" Johnson. Here are a few excerpts from the insightful and thought-provoking submissions.



"From the present day, it can be tempting to see in L.L. Nunn and the organizations he founded only the flawed approaches to gender, class, and, more subterraneanly, race, which are found in the association's founding documents. It is easy to be cynical about our origins...

However, in a world beset by problems of social justice, facing a future defined by terrifyingly real issues of wealth inequality, climate change, and rapidly changing forms for human relationships, the importance of the association's continued work is clear. Educating students towards

social responsibility through human relationships remains crucial for preparing the next generation to lead great lives of service. Internally, the most urgent work for Telluride is the expansion of this opportunity to a more diverse group..." —Ezekiel Reffe-Hogan

"The practice of Telluride, like the practice of life: to find yourself as an individual and contributing member of society; to balance everyday tasks—whether choosing the color of curtains or budgeting the running of a house—with larger life goals. To have the time, space and company with which to ask life's biggest questions: What can I do that matters? How can I be fair, honest and just?

As a sociologist, I am often confronted with questions of institutions. Do they reflect culture, or separate from it? Do they act in and of themselves? Grounded in the experience of living in the Telluride community, I believe that the best of institutions (and also very few) provide a culture of practice, do not constrain but rather release us willingly into the unknown. And it is only there, in living and practicing the unknown, that we come to know our potential as not only residents, but as active citizens of the house, or a city, this country: our world." —Elisabeth Becker

	Undergrad and HS division	Graduate division
1st prize	Ezekiel Reffe-Hogan (DS13)	John Tanner Horst (DS12)
2nd prize	Malcolm Davis (SS15)	Daniel Marshall (CB12)
3rd prize	Jihun Hong (SP15)	Elisabeth Becker Topkara (CB03)

Interview with Jay Meeks

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the foot because we're asking teachers to solve so many problems that exist outside of the realm of school. I think that policy makers really need to get serious about formulating policy that addresses those other outside of school factors in addition to better compensating teachers and providing meaningful professional development activities for them. I think people go into teaching to make a difference, but once they get there and try to make a difference, they encounter a system that stands in the way of them trying to do their job. Instead of people asking "how may we help?," they are getting feedback that they are the problem (which could be the case). However, coming back to the professional development piece, we should ask "how are you helping someone become a better teacher?" rather than demonize them from the onset.

How would you say that your Nunnian experience has influenced your personal and professional development as a teacher and teacher educator?

I would say that most of all my Nunnian education has contributed through the constant reflection on what it means to be civically minded and engaged for "promoting the highest well-being." Of course, what the highest well-being is is personal, but I believe there is space for a universal understanding of promoting it and it seems we have settled on schooling—although it can be and has been argued that education is not a great equalizer. However, as a former social studies teacher, and as someone who prepares prospective social studies and English teachers, a lot of my work has centered on helping students and student teachers reflect on the world and their place in it, along with reimagining education as civic tool of intervention that can promote the highest well-being.

TART (Telluride Associates Research Triangle) Holds First Alumni Event

Seventeen Telluride associates, from the 1950s to 2015, attended Telluride's first Research Triangle event in Durham, NC, February 18th. Organized by current member Michael Becker SP08 TA13, a wonderful dinner was held at Dos Perros restaurant in Durham. Numerous people volunteered to help with summer program interviewing in the future. Seymour Mauskopf, CB58 TA59, also spoke at some length about consulting with Duke on setting up a faculty-student shared housing program at Duke in the 60s on the Telluride model.



STAY IN TOUCH

For more information about how to stay in touch with Telluride or to support the Association's work, contact:

Alumni Development Officer Matt Trail SP81 CB82 TA84
at matthew.trail@tellurideassociation.org.

You can also find Telluride at www.tellurideassociation.org or visit our social media sites on Facebook, Twitter, and LinkedIn.

Please use the back page of the Newsletter to tell us your news and update your contact information. Thank you.



1940s

ROBERT RICHTER, PB47, posed with actor Michael Caine at a November 2015 reception for the opening of Caine's new film, *Youth*.

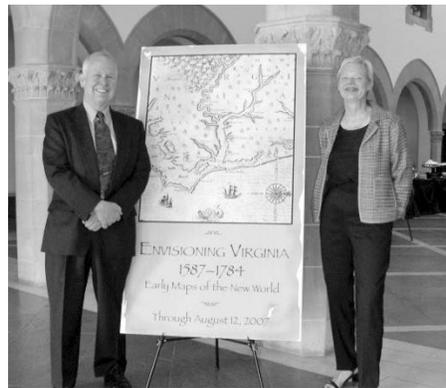
1960s

Distinguished Professor Emeritus **DARWIN BERG**, DS60 CB62 BB63 TA63, of the University of California, San Diego, was honored April 14 with the 2016 UC Chancellor's Associates Faculty Excellence Award. The award is given annually to a select few faculty "for going above and beyond to make a positive impact in their teaching, research, and service." Professor Berg was identified by the Chancellor's Associates as "a world leader in neurobiology. He has made significant contributions to the understanding of a major modulatory neurotransmitter in the brain, and his work is notable for its practical applications."

PHILLIP MOLL, SP60, has lived in Berlin since 1970. After receiving degrees in English from Harvard University and in music from the University of Texas, and following a year at the Hochschule für Musik in Munich, he was employed as a répétiteur by the German Opera in Berlin until 1978. Since then he has been active as an accompanist and ensemble pianist, collaborating with such diverse artists as Kathleen Battle, Håkan Hågegard, Jessye Norman, Kurt Moll, James Galway, Kyung Wha Chung, Anne-Sophie Mutter, Akiko Suwanai, and Kolya Blacher. He has performed and recorded with numerous Berlin ensembles, including the Berlin Philharmonic Orchestra,

the German Symphony Orchestra, the RIAS Chamber Choir and the Berlin Radio Choir. For many years he has performed throughout the U.S., Europe, and the Far East, and has appeared as soloist with the Berlin Philharmonic Orchestra, the English Chamber Orchestra, the Orchestra of Saint John's Smith Square and the Philharmonic Kammermusik Kollegium.

BILL WOOLDRIDGE, SP60, retired vice president—law of Norfolk Southern Corporation, drew on his collection of old Virginia maps to write *Mapping Virginia: From the Age of Exploration to the Civil War* (University of Virginia Press), now in its second printing. He serves as a trustee of the Virginia Historical Society.



Bill Wooldridge and wife Joyce at the opening of an exhibit of his collection of historic maps

HAL SEDGWICK, SP62 CB65 TA66, and the late **EVE KOSOFSKY SEDGWICK**, SP66 CB67 TA69 are featured in the December 9, 2015 *New Yorker* article "Between Us: A Queer Theorist's Devoted Husband and Enduring Legacy."

TOM SMUCKER, SP62, writes that "I moved from Chicago to New York City in 1967 and have been here ever since. Got in on a lot of late '60s politics and culture, including the invention of rock criticism (Tom has been a critic for the *Village Voice*—eds). Worked as a Central Office Tech at the Phone Company, retired after 30 years in 2001. Still involved with my union as a retiree. Happily married, two grown kids, grandchild on the way. Fond memories of the summer at Cornell. Have purchased Fred Sokolow's instruction books but sadly never progressed past three chords on the banjo or uke."

ELENA SCHAFFER DANIELSON Ph.D., SP64, worked for 27 years in the Hoover Archives at Stanford University, serving as head of the archives for the last ten of those years until she retired in 2005. She began writing about the ethical dilemmas of archival practice in 1985. In 2005 she won the Posner prize for an article in the *American Archivist* about access to East German political police files. Her 2010 book *The Ethical Archivist* analyzes topics such as equitable access, privacy, restitution, and authenticity. *College and Research Libraries* called her book a "masterpiece" (May 2011).

MICHAEL KLOSSNER, SP64, worked as a cataloguer at the Arkansas State Library for 23 years before retiring in 2012. An avid film buff, Michael has authored two books on film, *The Europe of 1500-1814 in Films and Television* and *Prehistoric Humans in Film and Television*. He volunteers at the Arkansas History Commission and at the Sequoyah National Research Center, a center on Native Americans at the University of Arkansas at Little Rock (UALR).

1970s

DAVID MARSHALL's, SP70 CB71 TA73, recent book *Forgetting Fathers: Untold Stories from an Orphaned Past*, tells the story of his grandfather and great-grandfather, and his own journey to uncover his family's past. The book was published in 2015 by the State University of New York Press. Henry Louis Gates, Jr., calls it "an absorbing read" and "profound testament to the human impulse to know who we are and from whence we came."

NICHOLAS ZIEGLER, SP70, is Associate Professor of Political Science at the University of California, Berkeley. Ziegler specializes in the politics of the advanced industrial democracies, with an emphasis on the political economy of Western Europe. His current work focuses on the politics of institutional change in Germany, as well as financial regulation in comparative perspective.

PEPPER TRAIL's, CB72 TA73, collection of poetry, *Cascade-Siskiyou: Poems*, was named a finalist for the 2016 Oregon Book Award in Poetry.

JOHN HAMILTON, SP76, was sworn in as Bloomington, Indiana's mayor December 15th, 2015. Hamilton was elected with 77% of the vote over his Republican rival. A lawyer, Hamilton has a long record of public and nonprofit service, including leading two state agencies, advising a Governor and Lieutenant Governor, and serving as an elected official.



Alison Mack SP77 CB78 TA80, husband Tony Kinney (left side) and sons Gabe and Lukas join fellow CBTA branchmates Nancy Glazener and Paul Foster for brunch on a recent college visit trip.

NANCY GLAZENER, SP78 CB79 TA81, is delighted and relieved to announce the publication of *Literature in the Making: A History of U.S. Literary Culture in the Long Nineteenth Century* (Oxford University Press 2016), which she initially undertook in the mistaken belief that it would be a compact, manageable project, even though it involves Shakespeare studies and materials ranging from aesthetic philosophy to print culture studies. It has a Nunnian subtext because one of its dimensions is an examination of how serious and interesting public literary culture was before literary studies became a discipline in the modern research university—that is, when people were seeking intellectual community rather than academic credentials. Nancy is currently Director of Graduate Studies in the English Department of the University of Pittsburgh. She and **PAUL FOSTER** (SP78 CB79 TA81) have two sons, David and Ben Foster, who will both graduate this spring, David from Dickinson College with a major in East Asian Studies and Ben from Barack Obama Academy, a public high school with an International Baccalaureate Program.

1980s

TERESA MICHALS', SP80 CB81 TA83, recent book *Books for Children, Books for Adults: Age and the Novel from Defoe to James*, has been

named a 2016 Book Award—Honor Book by the Children's Literature Association. Michals is Associate Professor in the English Department at George Mason University.

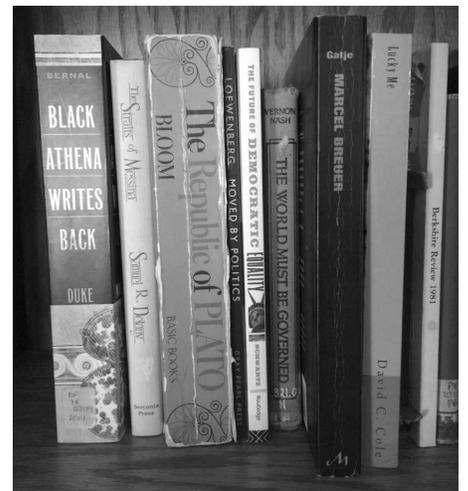
CAT RAMBO (nee FRANCIS), SP80, was elected last summer President of the Science Fiction and Fantasy Writers of America. Her first book, recently published, is entitled *Beasts of Tabat*.

SABINE HYLAND (nee CAMPBELL), SP81, is a Reader (Professor) in Social Anthropology at St. Andrews University in Scotland, where she lives with her husband Bill and her two daughters, Meg and Ellie. After her Telluride summer, she attended Cornell (A.B. 1986) and Yale (Ph.D. 1994). Her fieldwork takes her to the Andes, most recently to study the surviving remnants of the Incas' ancient writing system with knotted cords known as "khipus." A *National Geographic* documentary, *Decoding the Incas*, for the series Ancient X Files: <https://www.youtube.com/watch?v=TMXQjmkx-hBM> features her khipu research. Her new book on colonial Peruvian ethnohistory—*The Chankas and the Priest: A Tale of Murder and Exile in Highland Peru*—will be out in June on Penn State Press.



Sabine Hyland in the field

MOIRA CULLEN RINGO, SP85 CB86, writes that she "does business development and licensing for a pharma start-up in Research Triangle Park, NC. After a career doing science, I figured out that there was a lot more to healthcare than beautiful science and went back to school to get my MBA at Duke so I could link science with business. I live nearby with my daughter, Julia (age 14), and fiance Krikor whom I met online dating in Raleigh, NC only to discover he grew up three blocks from my high school in Binghamton, NY. Life sometimes seems like one big beautiful circle.



RISA GOLUBOFF, SP88, has been selected as the 12th dean of the University of Virginia School of Law. The appointment is effective July 1. Goluboff, a legal historian specializing in civil rights, is the John Allan Love Professor of Law and Professor of History at UVA and serves as the director of the J.D.-M.A. in history dual-degree program. She also is a faculty affiliate of UVA's Carter G. Woodson Institute for African-American and African Studies and faculty associate of the Governing America in a Global Era Program at UVA's Miller Center. Goluboff will be the first woman dean of the School of Law.

J. DIMA CHAPMAN, SP89, writes with this general update: "I live in Roanoke, VA, my hometown. I therefore spend time on powerless committees and boards. During the day, I run a progressive arts high school I helped found almost two decades ago. My oldest son is a student there; my youngest son is seven. My wife is an Italian professor. We have a three-legged dog."

1990s

EUNY HONG, SP90, graduated with a B.A. in Philosophy from Yale. Hong is the author of the novel *Kept: A Comedy of Sex and Manners* (2006) and a non-fiction book, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture* (2014). She was a Senior Columnist for the U.S. edition of the *Financial Times*, in which capacity she originated and wrote a weekly television column and other articles on culture.

She was also awarded a Fulbright Beginning Professional Journalism Award, and her works have appeared in the *New York Times*, the *Wall Street Journal*, the *Washington Post*, *The New Republic*, *The Daily Beast*, *The Atlantic*, and elsewhere. She has written on the French Jewish community for the blog Open Zion.

ERIN CHAPMAN, SS93, TASS tutor 1999, recently had her first book published, by Oxford University Press. It is titled *Prove It On Me: New Negroes, Sex, and Popular Culture in the 1920s*. Chapman is Associate Professor of History at George Washington University.

ANI MUKHERJI, SP93 CB94 TA98, has accepted a tenure-track position in transnational American studies at Hobart and William Smith Colleges. Mukherji has most recently been Visiting Assistant Professor of American Studies in the Honors College at the University of Wisconsin, Milwaukee. He will be joined by partner **ELIZA BETTINGER**, SP93 CB94, who is a GIS specialist at the American Geographical Society Library at UWM.

KARL TURK, SS96, writes to update on what he's done since TASS, which he calls the "singularly most influential event of my life." Karl graduated from Indiana State University with a B.A. in Spanish, and then from Texas A&M-Corpus Christi, with a Master's degree in Secondary Education/Administration. He is on schedule to finish his Ed.D. in December 2016. His thesis will focus on leadership styles and their correlation on winning percentage and job tenure in south Texas coaches.

Karl currently teaches at West Oso High School, where he is the head Boys Basketball Coach and head Girls Cross Country Coach. Last spring, CBS did a story on his experience as a coach that was shown during its Road to the Final Four NCAA coverage. <https://www.youtube.com/watch?v=4n3ud1w9Q0g>.

2000s

CHRIS JENNINGS, DS00, has received widespread critical acclaim for his recent book *Paradise Now: The Story of American Utopianism*. The book is a study of five inter-related, early American utopian communities and their ongoing relevance to our times.

MICHAEL BARANY, SP04 CB05 TA07, will finish his Ph.D. in History of Science at Princeton University in the fall and begin a postdoctoral fellowship at the Dartmouth Society of Fellows. His dissertation and primary postdoctoral research project explains the globalization of professional theoretical mathematics in the twentieth century. One of Barany's new colleagues will be **RICHARD KREMER**, SP70, a Dartmouth Historian of Science.

Barany is also the husband of **STEPHANIE KELLY**, SP05 CB06 TA10, who learned in March that she will be going to the University of Chicago for a combined residency program in Internal Medicine and Pediatrics.

KEARY ENGLE, MB04, joined The Scripps Research Institute in the summer of 2015, where his research interests lie at the interface of organometallic chemistry, organic synthesis, and catalysis. <http://lsayoungalumni.tumblr.com/post/82386223692/paying-forward-the-values-i-learned-at-michigan>



Hannah Waranoff

SAMANTHA EPSTEIN, TASS Tutor 06, happily announces the birth of daughter Hannah Sue Waranoff on November 17, 2015. As of February, Hannah was noticing shapes and colors around her and standing with the help of her (somewhat sleep deprived) parents.

TSITSI HUNGWE, SS06, will graduate from the University of Louisville Dental School in May. Tsitsi is the recipient of a federal National Health Service Scholarship, which aims to provide an opportunity for healthcare providers to help the undeserved through their profession.

JOY LIU, SP06, has published her first novel, a young adult fantasy, *Watermark*. Joy is a resident physician in Boston.

MICHELLE KIZER, SS07 SP08 CB09, recently had an exhibit of her paintings, titled *Thoughts in Color*, on display in Ithaca, NY.



2010s



ALFREDO MUNIZ (at left), SP10, has been named one of four undergraduates to win the University of Pennsylvania's inaugural President's Innovation Prize. The Prize is intended to help Penn students design and undertake innovative, commercial ventures that make a positive difference in the world. Muniz and his fellow senior Sade Oba of the School of Engineering and Applied Science will help Parkinson's disease patients and therapists through XEED, a network of wearable devices

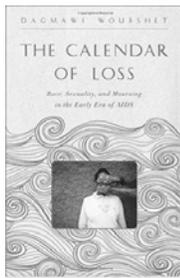
that tracks the movements of limbs, syncs the data to a smart phone, and compares the results to benchmarks set by therapists.

SOFIA HU, CB15, has been elected Editor-in-Chief of the *Cornell Daily Sun*. <http://cornellsun.com/>

Black Mourning Matters

By Theodore Foster, SS03 SP04 TA09

Cornell English professor and 2015 TASS faculty, Dagmawi Woubshet, published his first full length monograph earlier that year, *The Calendar of Loss: Race, Sexuality and Mourning in the Early Era of AIDS*. Telluride Association was very fortunate to have Woubshet and his co-faculty, award-winning poet and Cornell English professor Lyrae Van Clief-Stefanon, teach the inaugural Cornell TASS housed at CBTA. The seminar, titled *Ascending Melody: Contemporary African American Creative Arts & Critical Thought*, was a tremendous success due in large part to a pedagogy that stressed the seminar room as a "space to be wrong, where students could enter shamelessly with their thoughts, insecurities, and frustrations



in order to learn." Woubshet's powerful and somber text reflects their teaching mantra to "be more creative than power" with dynamic prose and interdisciplinary analysis that centers mourning, loss and the experience of black gay men in the scholarship on AIDS and activism.

Indeed, this text is timely for the current moment in LGBTQ activism and discourse in which black queer and femme organizing complicates the celebration of marriage equality as victory with the grim reality that AIDS continues to extinguish black life at an alarming rate. Woubshet seeks to correct a whitewashing of the early era of art and activism around the AIDS crisis by positioning the work of activists of color in ACT UP like Melvin Dixon and Ortez Alderson as vanguards of the movement. But Woubshet's conceptual argument extends beyond identifying forgotten activists of color and art to a consideration of a particular expression of the compounding and accumulated loss in black life and art.

Threading black cultural production over time from slave narratives and spirituals to hip hop and contemporary poetry, Woubshet identifies a distinct grammar of accounting for past and impending death. Putting distinctly black

practices of mourning in conversation with the early AIDS crisis, he writes that young men "were witnessing the death of friends and lovers as well as their own impending death, and finding ways of expressing that kind of the compounding loss." For example, Woubshet argues that while self-elegy as a sub-genre is not exclusive to AIDS poetry, "representing the proximity of the poet's death and that death's place on a calendar of past and prospective losses is central to early AIDS poetics." In this way, he centers how black life generates a theory of loss that can more broadly be applied to early AIDS art and mourning.

Woubshet locates a black gay renaissance in the late 1980s and early 90s in the works of artists like Marlon Riggs, Essex Hemphill, Isaac Julien and Assotto Saint. Analyzing the intersection of sexuality, blackness and race through these artists and their works, he unearths a "black queer counterpublic" frequently marginalized in black studies and queer studies. Insightfully, Woubshet's analysis on the role of black death and mourning practices resonates most visibly today with how Black Lives Matter activism points to the death of black trans and queer women and men under the rainbow.

IN MEMORIAM



Austin Kiplinger. Cornell University Photography File Photo

AUSTIN KIPLINGER, CB37 TA38, noted publisher, civic and university leader, and philanthropist, died November 20, 2015 at the age of 97. Kiplinger's influential stable of business publications included the Kiplinger Letter, which Cornell Branch first started receiving in 1942.

Austin came to live at Cornell Branch as a senior (having lived at Delta Upsilon fraternity next door, and while enjoying the privileges of the Branch as a guest during the previous year).

He served as president of the Cornell United Religious Work Men's Cabinet and served as editor-in-chief of *Areopagus*, the *Cornell Journal of Opinion*, among many other activities. Austin joined the Association in 1938, his Purpose and Plan essay perhaps echoing his abiding interest in journalism and outreach: "The broadening of the field of knowledge, which the Preamble asserts to be a method of promoting the highest well-being, must imply, in this era of human interdependence, not merely the discovery of new information

I N MEMORIAM

about human existence, but the diffusion of information among men.” Kiplinger assisted in recruitment for Cornell Branch and Telluride for years after returning from service in World War 2.

Kiplinger became a trustee of Cornell University in 1960, served as board chairman from 1984-89, and was elected trustee emeritus in 1989, giving him the distinction of being the longest serving trustee in university history. The Kiplinger family’s contributions to Cornell include the Kiplinger Professorship in Economics, support for creation of the performing arts center, and Kiplinger’s leadership as co-chair of the effort to renovate and enlarge Lincoln Hall.

Austin is survived by his son, Knight. His wife of 63 years, Mary Louise (Gogo), died in 2007, and another son, Todd, passed away in 2008.



John Sinning

JOHN SINNING, DS48, died October 22, 2014. Sinning was a graduate of the Cornell Medical School and was an orthopaedic surgeon in Davenport, Iowa for over 30 years.

KENNETH PURSLEY, SP57 DS57 CB59 TA60, died October 21, 2015 in a tragic boating accident while on a fishing trip to Brazil.

Ken attended the 1957 Deep Springs TASP, then stayed on at Deep Springs, allowing him to start college, subsequently attend Cornell University, graduate from law school at the University of Chicago and eventually become a licensed attorney—all without technically completing high school. Ken moved to Boise, Idaho in 1970, ran unsuccessfully for Congress in 1976, and then went on to found one of the largest law firms in Idaho. He was also a board member of the Idaho Nature Conservancy, a supporter of the Boise Greenbelt and other community organizations, and part owner of Idaho Angler, a fly-fishing outfitter. Ken was an avid outdoorsman; he and his wife Betsy once traveled more than 35,000 miles on a boat.

Ken was CBTA President and was active in Telluride’s Board of Custodians during his 10 years in the Association. Fellow Tellurider BRIAN KENNEDY, SP60 CB61 TA63, recalls Ken’s time at Cornell Branch: “He was an exemplary CBTA leader in all Telluride venues, not excluding table tennis...You were first struck by his piercing inquisitive gaze, then drawn to the generous affability of his quick accurate insights. He was friendly and welcoming to everyone, particularly toward us adapting newbies.”

Compiled from the Telluride files and the Idaho Statesman, October 23, 2015.

Our Brilliant Friend

By Ruth Epstein, SP69 CB70 TA71 and Rhoda Rabkin, SP70 CB71 TA73 SPF00

LAURIE FLEISCHMAN, SP70 CB71, died on July 22, 2015, after a long battle with multiple sclerosis. Laurie graduated from Cornell in 1975 as a College Scholar, Phi Beta Kappa, and with distinction in all subjects. She went on to receive a Ph.D. in microbiology from Harvard in 1987,



Laurie Fleischman. Photo courtesy Dana Lehrman

and spent most of her professional career as a distinguished research biologist at the National Institute of Health in Bethesda, Maryland.

These bare mileposts in Laurie’s life give only a glimpse of the abundance

of her gifts. Even among the many remarkable individuals who lived at Telluride House in the early seventies, Laurie stood out for the power of her intellect and the force of her personality. We hope this brief reminiscence from her Telluride years will evoke her memory for those that knew her.

Laurie dazzled the Telluride community at first sight. The lucky reader who pulled Laurie’s TASP application from the pile and gave it a “double yes” still remembers it as the most brilliant and astonishing (his words) TASP application he ever read. Fifteen-year-old Laurie then made a profound impression on her TASP interviewer, who paid her the highest compliment in the Telluride lexicon: if L.L. Nunn had ever thought of including young women in his educational enterprises, Laurie would have been his prototype.

Upon her arrival at the summer program, and later at the House, Laurie continued to astound. The sheer force of her intelligence and creativity struck awe into the hearts of us mere mortals. Absurdly talented as a writer, Laurie also excelled at mathematics, which she greatly loved, and in which she took refuge from the subjectivity of her literary pursuits. Her abilities seemed without limit. She could draw, act, and, as it turned out, sing. Although she never owned to a talent for music, one evening she surprised us by belting out “Amazing Grace,” every note pitch perfect.

Laurie was magnetic—people were drawn to her, sometimes against their will. It was no small part of her charm that she could intimidate. Conversation with Laurie could easily turn combative, and when it did she was very likely to emerge the victor. There was no keeping up with her knowledge of literature, world mythology, art, film, or, it seemed, almost anything else. She delivered her insights fearlessly and with a bravado we had never seen in a girl, or really anyone our age. And no one who knew her in those days will forget her quick and often scathing wit.

Laurie’s intensity is hard to convey without Laurie’s gift for writing. We found another author, however, who conjures up what we remember of Laurie’s effect on us. We began reading Elena Ferrante last year, at a time that, as it turns out, sadly coincided with Laurie’s last days. The title Ferrante gave to the first of her Neapolitan novels now makes us think of our own brilliant friend.

Laurie leaves behind a husband of 28 years, a son, and a sister, brother-in-law and nephew.



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