

FRESH FROM THE VALLEY!

Deep Springs Alumni Newsletter

Spring 2009

Featuring... Alumni News, Committee

Updates, Faculty Bios, Ranch News,

Academic Goings-on, and more.

The Ranch

Spring has sprung at Deep Springs. We have a cadre of new baby animals, and laboring outside is a welcome break from the drudgery of winter tasks. Ranch and farm labor have returned in full force, and nothing is more heartening than walking from the upper campus to the Lower Ranch and seeing GL landscaping, gardeners “double-digging”, farm teamers getting soaked moving lines, and the feedman tending to our ever growing population of animals.

Calving this year was a rewarding experience for all involved. From preg-testing to cattle drives to accompanying Don Bickmann, DS’07, our student Cowboy on midnight heifer checks, this season of replenishing the herd has offered the first years a remarkable experience. Furthermore, the Dairy Boys are busy feeding five leppies (orphaned, abandoned, or dairy and beef cattle hybrid calves). Each new birth is aesthetically beautiful and educational.

Our gardeners, preparing seedlings for the onslaught of summer heat, are kept company by our first born-at-Deep Springs lambs in recent memory. The lambing operation is volunteer based, with students taking turns on late night checks, though there is some discussion about an SB shepherd position next year to tend to our ballooning flock. It’s clear that our nearly all-white starter flock harbored some crazy recessive genes—we currently have lambs of every color of the sheep rainbow darting through the orchard, bleating as soon as you try to cuddle with them. These lambs are even cuter than calves, and it is hard to imagine them ending up as dinner in “two shakes of a lambs tail”.

A notable change in our ranch operation is the addition of Peruvian Paso horses. Thanks to the generosity of Mrs. Val von Holt, the ranch has been blessed with a fantastic opportunity. Mrs. von Holt heard of Deep Springs and decided to donate a portion of her Paso herd to the College, so as to keep together the pedigreed bloodlines she has long worked to build. She has also donated some of her materials to the college, and a few trips to Pahrump, NV to pick up horses, fencing, and other necessities have been organized, with more in the works.

Peruvian Pasos are a specialized breed of horses developed to handle the rugged steppes of South America. Pasos are a “gaited horse”: they possess an extra gait that no other horses can replicate. This gait is exceptionally smooth and allows the horses to cover extensive amounts of ground with minimal exhaustion. We are fortunate to have the chance to train and use these horses in the labor program; many Pasos are featured in “working cow horse” divisions of shows and by all standards they make excellent stock horses to navigate terrain such as ours. We are looking forward to the day that we can take these silken-gaited horses out on cattle drives and return to the BH for some grub without splayed legs and sore bottoms.

As nice as comfortable cattle drives may be, this is not the most exciting part of the addition of a Peruvian Paso herd to Deep Springs. It is also an opportunity for the labor program to include more student work with horses—Sergei Garrison, DS’07 and Nathan Garrett, DS’07 have been our stable boys this year, assisting Ken Mitchell in training the horses. “Stable Boy” is shaping up to be a regular labor position. Some here want the position to be called “Xenophon” (the Greek author of the first western treatise on horsemanship) while Sergei prefers “Hector—Tamer of Horses”. Either way, students are very excited to take on a more active role and be introduced to the art of training horses.



Left: Feedman Dewey DS07 and one of our expanding herd. Right: Steve DS08 manages to catch a lamb to cuddle.



Labor Committee

You read in our last newsletter about the Labor Committee, whose purpose we outlined then as an articulation of “why labor is an integral pillar of our education and how it is best pursued.” The committee has been steadily compiling any and all perspective on the labor program – what we learn from it, how it teaches us, and how it’s prepared us for life beyond the valley. Alumni, faculty, staff, and current students all weighed in. We combed the archives and the writings of L.L. Nunn to understand labor’s original purpose here, and how it has changed over the decades.

Another goal was in regard to decision-making: any big changes or slight tweaks to the infrastructure of labor at Deep Springs need to be made with a “clear and common understanding of why that infrastructure exists.” After hours of meeting to talk about the pedagogy of labor and how it affects us day-to-day, and after a pain-staking compilation of each of that pedagogy’s facets, we’ve articulated what we believe to be a comprehensive set of goals for the labor program. This spring we have begun assessing our current infrastructure – our daily practices – in light of these goals, in order to understand where our program can become stronger.

The results of these efforts are manifold. First and foremost is an ability to make the best decisions about how our education on the ranch and farm can continue to improve. Beyond that, the year-long process has made the community vitally aware of the pedagogy of labor with which we engage, and how it functions as an aspect of life here. And we have learned that there really are countless ways that labor can teach us – to relate to each other, to work well, and to become better servants to humanity.

Printed below is one part of the year’s work, a list of the labor program’s purpose and pedagogy. This document is an abbreviation of the longer version that you– the extended community– helped edit and change along the way. Thank you for your help in crafting these articulations.

The Mission of the Labor Program

As one of the three pillars of a Deep Springs education, the labor program creates a distinct pedagogical environment of its own that complements the other two pillars, academics and self-governance. The daily demands of the labor program help develop in each student the character, skill, maturity, accountability, and leadership that is essential to the school’s mission of educating effective servants to humanity. The labor program complements the academic program by establishing a communally recognized ethic of rigor which, in turn, applies to academic pursuits. The labor program helps the student body come together as a governing body with clear issues at stake and a common purpose. The labor program orients students towards the community’s well-being and thereby roots the Deep Springs education in an experience of obligation and selflessness, ideals of service that are also educational ends.

The following are goals the labor program strives for. Not all aspects of the labor program are designed to achieve all of these ends all at one time or in one way; rather the labor program, in its variety of manifestations, strives towards these goals in its operations as a whole played out over the course of a student’s career at Deep Springs.

1. To develop and sustain in the student an honest understanding of himself as an individual with abilities, limits, needs, and obligations in a diverse community.
2. To develop and sustain a good work ethic.
3. To develop and sustain abilities to work well with other members of the community.
4. To provide relatively independent working situations, when possible to develop and sustain self-reliance in the face of unfamiliar and challenging tasks.
5. To develop and sustain problem-solving ability and practical judgment.
6. To develop and sustain familiarity with a broad range of technical skills.
7. To develop and sustain a high level of stewardship in regard to the natural processes and elements that support society and our community.
8. To provide opportunities for an experiential perspective on labor and its fundamental role in society.
9. To develop a practical, experiential perspective on service to humanity by giving opportunities for work that serves the community.
10. To foster in students a positive and productive community membership.
11. To complement academics and self-governance.

The labor review process involved not only students, but staff and faculty as well. On a cattle drive, Callie Mitchell shows students how it’s done.





There's been a decidedly Augustinian bent to the Deep Springs intellect this Spring. A full 10 students have been engaged weekly in questions of whether the human will is free or whether we must attribute everything we can conceive of, sin included, to God; what exactly constitutes a 'perfect' participation in God's creation; and what, exactly, sin is anyway. Measure, order, form, efficient and final causes are all finding their way into our minds. What has compelled us, you may ask, to take up such a rigorous theological inquiry?

The will behind the breath of new air is **Darren Frey**. His class, **God and Evil**, has been especially challenging because it asks us to leave behind whatever biases we may have about higher powers, a perfect good, or the moral order of the universe. Like Aquinas, our task is to look around us and reason about the nature of a God by what we can perceive.

For non-believers and believers alike, considering evil in this light "is an enormously influential factor in the spiritual and religious formation of an individual, and is often one of the most decisive aspects of one's appropriation or rejection of a particular faith in God." True that, Darren.

But we're getting ahead of ourselves. Whence the import of God and Evil for Darren? "Having grown up in Mexico City, the unjust suffering of millions was always radically juxtaposed against many of the Christian ideals of the church within which I was raised," Darren says. He never stopped seeking to understand this juxtaposition.

To begin with, his parents are missionaries, and figuring it all out was "at least at first, an explicitly theological enterprise." However, Darren's first "genuine intellectual influence" was Freud, for his explanations of religious phenomena. Quickly, however, something called "reason" threw him a curveball, and when he high-tailed it over to Evangel University, he ended up studying not just psychology but also philosophy. Once in, he was hooked, which is a danger for all of us out here, too. "I loved the texts, loved reflecting on the world given their new understandings, loved this sort of freedom."

There's another aspect to Darren that's been left out so far. He has both an international and a humanitarian mindset, with missionary parents, and he has called Costa Rica, Mexico, El Salvador, and Scotland home at one point or another. Put these together and you get a commitment to work in humanitarian relief and social development. This gets us back to philosophy, though, because working in those contexts "made it clear that ideologies ultimately frame one's access to the most rudimentary of needs, and it seemed that more "engineers" were needed." A point for all of us (and for Freud, too): what may be most relevant in this day of ideological warfare is knowledge of how a society's structures of thought are created in the first place....

Enter Scotland. Next up was the University of Edinburgh. Darren's interest was now, appropriately, philosophy of religion. He graduated a Master of Sciences in Philosophy and with a thesis entitled "Humean Agnosticism: A God Without Intention?" No wonder he still had questions, which takes us (him) to Harvard Divinity School, where he got an M.T.S in Christianity and Society (note the consistent themes!).

He's still faithful to both philosophy and religion. And that's why he came to us with God and Evil. Theodicy is an "interesting entry point into otherwise divergent theologians' and philosophers' ideas, a theme that has run throughout much of Western thought, but often remains unexplored in a sustained way." Aquinas, Hume, Levinas, Descartes, Leibniz, here we come, and we wouldn't ever forget you, Augustine.

Darren has taken up cozy residence in an abandoned office in the main building, and he claims (yet can never prove) that he has company late at night in the walls (rodents, he says). But what do you do in there, Darren? "I enjoy," he says, "clarifying the often inchoate philosophical commitments of contemporary theologies, and elaborating theologies that promote interfaith understanding and collaboration."

You'll know him by his dreamy countenance and tendency to look a little confused. It is the look of a man who, like a passionate poet, once nearly drowned in the open ocean before being rescued by fishermen. But don't let the romance deceive you: he's tackling more ethical dilemmas and social problems than Batman and Captain Planet combined.



We are lucky to have grabbed Emelie Peine fresh out of Cornell to teach this semester's course entitled **The Future of Food** as our first Fukushima Visiting Professor in International Affairs. Immediately following her time at Deep Springs, she will be proceeding to The University of Puget Sound in Tacoma, WA to be an Assistant Professor in the Department of International Political Economy. She is joined at Deep Springs by Lula, her charming, colorful-eyed dog. Both have fit in to our community with ease: Emelie joining students in the garden and in the BH, and Lula joining the other ranch dogs in wandering around all day.

At Cornell, Emelie not only pursued her academic interests—she received her Masters degree in Developmental Sociology in 2002 and her PhD in the same subject in 2009—but also found time to work on an organic small grains farm. She feels her time on that organic farm gave her perspective on the position of the small farmer, largely informing her academic work. She not only has a theoretical understanding of agricultural policy and international commodity markets but also a very practical understanding of the small producer's place within these structures. This understanding of not only theory, but the real issues at stake, is suited to and especially valued at Deep Springs, and not only because we run a farm ourselves.

All this farming business is not new to Emelie. She grew up in the mountains of Eastern Tennessee and her family always kept a large garden, sheep, and horses. And she is still in touch with those roots: she wrote her Masters thesis on moonshining in Eastern Tennessee, and enjoys playing guitar, drums, washboard, and trombone, and singing in alternative country and bluegrass bands.

These talents, both agricultural and musical, have been welcome at Deep Springs. Emelie has performed for DSPACs on both guitar and voice, though the washboard has yet to make an appearance. She has also helped out in the garden, throwing herself in with the spring crunch of double digging to get the soil aerated for planting. Emelie was also a fixture at slaughters; her spine sawing talents are the envy of even second years. In addition, she lent her expertise to the overall farm program (it was great to see a faculty member chatting with Mark Dunn about the relative merits and weaknesses of the '81 International combine versus the '83 New Holland). She even guided two students in a research project to determine the feasibility and potential gained revenues of converting Field 3 to small grains production to feed our dairy cows and chickens.

In the classroom Emelie's experience and teaching style have allowed for a type of discourse that is sometimes in short supply at Deep Springs: she reminds students to abandon their high horses and to discuss not just the theoretical but the practical as well. Towards the end of the course students designed their own food- and farm-related projects – the group working on the long-term feed independence project found that it could indeed be lucrative for the college to convert. What does it mean, though, to wonder about “the future of food?” Well, it means a long look at the historical evolution of agricultural practices, the development of its economy, and the way food is produced and consumed in the modern world; examining the cultural implications of transitions between economic systems, for everything from the nation-state down to the tiny dairy farm; and understanding some of the social movements and ideas that have sprung from agriculture's role in the creation of society. Above all, the class has asked students to put a human face on the theoreticals of these cultural and historical studies. And it's given students an opportunity to think and talk about what the future of food should or could be at Deep Springs itself.

Stefan Sperling



We are pleased to announce that **Stefan Sperling, DS'92**, after teaching here this Spring, has agreed to stay on at Deep Springs for the 2009-10 academic year. After prolonged immersion in mainstream academia, Stefan has returned to the valley to divert that stream and flood the plains of our discourse with **Science, Culture, and Power**. Far from drowning, his students have found the waters—though stormy—warm and inviting. Stefan's course explores the power structures of science and technology and their cultural and epistemic authority, with a special focus on the presumed sovereignty of reason in Western societies. Readings have ranged from Nietzsche and Foucault to Levi-Strauss and Latour, encompassing the historical establishment of scientific forms and norms, arguments over scientific exceptionalism, social constructivism, thought collectives, and scientific paradigms.

Stefan's interest in the anthropology of science was sparked at the University of Chicago, where he took an undergraduate course in medical anthropology recommended by his roommates, who were graduate students in the field. Although he chose to overlook their authoritative influence in his decision, the class opened his eyes to the possibility of analyzing institutions of power from an anthropological perspective; he was fascinated by the idea of understanding science and medicine as social and cultural institutions. "Medicine doesn't tell you what's true and what's good. There are histories and assumptions built in that you can study and analyze, and then question."

These are the kinds of issues that first interested Stefan in anthropology during his University of Chicago days and eventually led him to earn first a master's degree from Stanford and then a Ph.D. from Princeton in the subject with a dissertation on bioethics in reunified Germany. But the groundwork for this interest and inspiration was laid much earlier, during his childhood and adolescence.

Stefan was born in East Germany and escaped to West Germany with his mother and sister when he was twelve. His primary education was split between socialist solidarity and capitalist opportunism. It was a divide that inflected everything from learning math and reading to access to future career opportunities. "In East Germany, math problems would ask, if these people work together for this long, how much can they accomplish as a collective? In West Germany they would ask, if this person works this hard and that person works that hard, who has more in the end? In the east there was a logic of collective action. In the west, a logic of individual accumulation." Socialist East Germany also tried to level class distinctions. If a student's parents were doctors, for example, it was very hard for him or her to study medicine. They wanted to alternate white-collar and blue-collar generations so elites wouldn't form. In West Germany, a child's aptitude was tested in 4th grade to determine which track he or she would be funneled into. The system was designed to put everybody where they would be most effective. In the words of one text students read in Stefan's class: "different practical solutions to the problem of social order encapsulate contrasting practical solutions to the problem of knowledge." These stark cultural differences left a deep impression on Stefan. "It showed me early on that there were very different ways of thinking about the same thing." His desire to understand these differences is what eventually led him to anthropology.

After high school, Stefan completed his mandatory military service in Germany, serving as a drill instructor in the Air Force. There his fascination with power structures found fresh game. "I tend to be a person who's looking for reasons. When you can make other people do things without giving reasons, that's just odd to me." The turnaround from recruit to instructor was especially intriguing. "One day I was obeying orders, and the next day I was giving orders. To see how malleable these roles are, how insignificant the individual is, how important the structure is...made me aware of how structural contexts can shape our behaviors and beliefs just as much as our personal experiences."

Stefan joins us for 09-10

Stefan's escapade to Deep Springs came on the heels of that military service. Having spent a year at a Florida high school as an exchange student, Stefan was taken by the looser American educational system that allowed students to pick their own courses and an environment where students and teachers were not in a constant state of antagonism. The decision to go to college in the United States came naturally. Deep Springs offered a completely different take on power structures: here, authority is self-imposed. Students grappling with the daunting task of running an institution are forced to question themselves about the nature of their responsibilities to each other. It is a place perhaps unexpectedly suited for an exploration of authority and obedience.

And so, almost fifteen years later, Stefan is back in the valley for terms 4-5 and the entire 2009-2010 academic year. He has previously taught at Humboldt University in Berlin and more recently has been lecturing at Harvard. In his classes at Humboldt, students tended to do very little assigned reading, but then had engaged discussions about political and life issues; discussions were more about the underlying assumptions and implications of texts rather than the texts themselves. At Harvard, students always did the copious reading he required, but tended to stick closely to the texts. At Deep Springs he has found the best of both worlds: students welcome heavy reading loads and discussions span the abstract to the practical, from close-reading short passages to querying the relevance and significance of the material at hand. Indeed, while his students find the deconstruction of science compelling, debate continues in his class over the nature of scientific facts and our ways of accessing an objective reality. At least now, armed with an awareness of the power structures that control our perception, we are one step closer to consciously building the world on our own terms.

Branding was quite the community event this year. Jared Darr, DS'08 brands one of our calfs under the guidance of Ken Mitchell and Mark Dunn.



Justin Kim– Dean



We are fortunate to welcome Justin Kim (BFA Yale '92, MFA American University '95) as our Dean. Justin is by no means an unfamiliar face at Deep Springs– he served as a visiting professor in 1997, 1999, 2001, and 2006– but an administrative role is new to him.

Justin took over the role from David Neidorf when David became president. “Filling the position of dean after David was daunting,” says Justin, “but David has made the transition easy.” Justin appreciates David’s guidance during his time as Dean and believes the atmosphere at Deep Springs that David tries to foster, that is a “hands-off” approach, letting people figure stuff out on their own, has “the potential to allow individuals to both give a lot and learn a lot.”

As Dean, Justin is required to “wear lots of hats”. Due to the small size of Deep Springs, many of the requirements for a ship-shape academic program fall on Justin’s shoulders. He coordinates not only the transfer of second year students, but also helps past students who were on gap years. Justin is also in charge of maintaining academic records and is always available to talk about future plans and how best to achieve them.

Outside of his role as Dean, Justin remains a very active participant in all aspects of our community. He teaches a course during both the fall and spring semesters. Justin’s fall semester course, **Painting**, has become a Deep Springs tradition and students not only value the presence of fine arts in our curriculum, but also praise Justin’s individualized attention and process-based method. He tailors his approach to the fine arts for Deep Springers and gives each student individual assignments designed to challenge them while still allowing students to develop their own aesthetic. During the winter

semester, Justin offers an art history or theory class. This year, he has worked the Deep Springer’s love of classicism into his **Iconography** course; and we are not only discussing Plato and Nietzsche over dinner, but Botticelli and Rembrandt as well. Justin’s approach to teaching doesn’t stop at the studio doors either. He takes special care to thoroughly thresh out issues and makes sure the class understands the ideas of each of its members. Aside from these formal classes, Justin oversees all independent studies in the fine arts. Currently three students are studying pottery and one is studying drawing under Justin’s guidance.

Between fulfilling his duties as Dean and remaining an active member of our intellectual community, Justin finds time to lend his talents to the community in other ways. He is a member of ApCom, and this year juggled writing letters of recommendation and overseeing second year transfers during the busy applicant interview season. His intuition in ApCom is especially appreciated and he reminds the committee to be conscious of applicants’ differing experiences and intelligence. Justin is also our “inspector general” of sorts, lending his keen eye to our Grounds/Orderlies in their never-ending quest to keep the Main Building clean.

Despite the isolation, pressures, and responsibilities that come with Deep Springs, Justin manages to maintain an active professional life. During the warmer months, it is a common sight to see Justin at the more picturesque locales of the Valley, brush and pallet in hand. He has given some of these paintings to the college and the Main Building is graced by his renderings of the glorious scenery we so quickly become anesthetized to. It is a reminder of the desert beauty in our daily lives to see our canvas-worthy valley interpreted by Justin. Justin also maintains a studio in the North Withrow Cottage where he is currently working on a large format painting of Mary Magdalene. He remains an active member in the arts community and recently toured the Eternal City, drawing both personal inspiration, and no doubt, inspiration for his **Iconography** class, from its famous works.

Academics

One distinctive aspect of the academic program at Deep Springs is the way in which courses sometimes complement each other in the context of both the semester and a student's over-arching time at Deep Springs – an important and encouraging factor in the success of the academic program, which is small by nature. This is testament to the importance of our long-term professors, who, as stable presences in the classroom and community, help shape the intellectual narrative of students.

Justin Kim's **Iconography** class is such an example of the confluence of past and present intellectual experiences. The course builds on the experience of students who took Justin's **Art and Archetype** class last year and students from his painting classes; discussions on paintings from the Renaissance and the Baroque alternate between the classroom and the painting studio in the green shed. As such, their inquiries are formed and informed equally by theory, historiography, and practical experience; their interpretive sensibilities developed by both image and text.

One of the more unusual courses in recent memory, **The Arts at Black Mountain College**, taught by Katie Peterson, takes a different approach to accessing the body of thought that underlies a historically important movement in art. Taking inspiration from the free-thinking modalities of thought and experience that existed at Black Mountain College in the first half of the 20th century, the class has brought every possible medium into the classroom, from poets Denise Levertov and Robert Creeley's letters, to *Moby-Dick*, to Josef Albers' color-field paintings, to John Cage's "chance" compositions, seeking both to vicariously experience and to critically examine the college's revolutionary pedagogy from the works of art that influenced and were influenced by Black Mountain. It is an especially relevant course at Deep Springs: comparisons between the two colleges abound, and the class frequently imagines incorporating aspects of Black Mountain's way of life into Deep Springs. The recent decision to briefly suspend classes in order to have the entire community read, discuss, and perform *A Midsummer Night's Dream* was inspired by an event at Black Mountain. **The Arts at Black Mountain College** is one of several courses which have had an influence on the discourse at Deep Springs.

Discourse and Deliberation and **Feminism**, which have both been taught in recent years, were offered again due to high demand. **Discourse and Deliberation**, co-taught by Darcy Wudel and David Neidorf, looks at the problem of political discourse in a time when communicating parties hold differing sets of dogmatic principles and values, and at the possibility of consensus. **Feminism**, taught by Katie Peterson, is an introduction to feminism with an emphasis on literature and theory. Examining and establishing the assumptions for, and the reasons behind, feminism as a political and intellectual phenomenon, the class has had a significant impact on the sphere of self-governance. Substantial questions of gender—the nature of difference, the social construction of difference, the relationship between power and gender—are constantly finding themselves in our discussions, formal and informal, on single-sex education and the possibility of a co-educational Deep Springs.

Darcy's course on **Rhetoric and Poetics** engages full-on with the Philosopher (Aristotle) himself, examining the subtleties behind speech-giving and tragedy. Public Speaking, taught this semester by Darcy, has been successful: students were required to give a speech on Work, Rest, and Leisure, as well as an impromptu speech on a random song lyric, platitude, or proverb, handed to them an hour before speaking. Students have risen to the challenge, giving intelligent, engaging speeches on everything from Jefferson Starship lyrics to quotes from Plato.

Some of the most interesting academic work this past semester have been independent studies; nearly half the SB undertook an independent study. Students pursued courses ranging from **Ceramics** to **The Literature of Evil** to **Saddlery** to **Multivariable Calculus**.

Perhaps the most photogenic course undertaken recently was a ceramics independent study taken by three students. First years Ethan and Terrell and second year Dewey all kept the visual arts alive at Deep Springs this semester.



Alumni News



A photo from Stephen's exhibit.

An exhibition of photographs by **Stephen Longmire, DS'85** was on display at the Nantucket Historical Association in Massachusetts through early June. Drawn from his recent book, *Keeping Time in Sag Harbor*, which marked the 300th anniversary of the New York port, Stephen's photographs explore the persistence of the past in the architecture of his hometown, once America's second largest whaling port.

Stephen's photographs have been shown in galleries and museums across the country, including Chicago's Museum of Contemporary Photography and the Guild Hall Museum in East Hampton, New York. They are in the permanent collections of the Corcoran Gallery of Art in Washington, DC, and the National Park Service. He is completing another photographic book, about an Iowa prairie that has been used as a graveyard since white settlement in the 1830s. It will be published, like his Sag Harbor book, by the Center for American Places and the University of Chicago Press.

"I see these two books as flip sides of a coin," Stephen writes. "They're both about places where a full history of human use is written on the ground—a gold mine for a landscape photographer, or a storyteller of any kind." He expects the Iowa book, *My Kind of Prairie*, will be out next year.

Lee Talbot, DS'48 was awarded the Explorer's Medal from the Explorer's Club in New York in March for his extraordinary contributions to exploration, scientific research and human welfare. A pioneer in developing and applying ecosystem science, he established an ecosystem basis for conservation, incorporated environmental and social considerations into international development, and is an acknowledged leader in shaping national and international environmental policies and principles. He was a science advisor to presidents Nixon, Ford and Carter and served as Head of Environmental Sciences for the Smithsonian Institution.

Professor of Environmental Science and Policy at George Mason University and Senior Environmental Advisor to World Bank and U.N. organizations, Lee is an ecologist and geographer with 60 years of experience in environmental affairs in 131 countries. He has organized or led over 145 research expeditions on five continents.

The Explorers Club is a multidisciplinary professional society founded in 1904 and "dedicated to the advancement of field research and the ideal that it is vital to preserve the instinct to explore." The club has about 3,000 members from 60 different countries.

Peter Rock, DS'86 was on the road in March and April, promoting his fifth novel, *My Abandonment*, which received strong reviews and has introduced Rock's writing to new readers. *My Abandonment* is a work of Rock's imagination, but is inspired by media reports from 2004 of a homeless veteran and his daughter discovered maintaining a hidden homestead in the vast Forest Park of Portland, Oregon. The pair were caught and resettled in a more conventional setting, but soon vanished once more.

Peter wrote the novel to imagine the rest of their story. "That's the end of the real story; information is incredibly sparse," Rock said. "I kept searching through archives, wondering, trying to imagine what happened. *My Abandonment* came to me through fascination, and it filled my need to know what happened to her."

Peter's previous works include the novels *The Bewildered*, *The Ambidextrist*, *This Is the Place*, and *Carnival Wolves*, and a story collection *The Unsettling*. He currently lives with his wife and daughters in Portland, Oregon, where he is an associate professor in the English department of Reed College.

Ray Huey, DS'61 recently returned from Duke University where he gave a seminar on the ecological and evolutionary impacts of climate warming on lizards. His work suggests that tropical organisms such as lizards and insects are especially vulnerable to warming, even though the rate of warming in the tropics will be relatively small. Among his other areas of study are factors (such as age, sex, use of supplemental oxygen) that influence rates of success and of death of Himalayan mountaineers, and the rapid evolution of invasive species.

Huey is a Professor and Chair of the Department of Biology, University of Washington. He resides in Seattle, Washington.

Alumi News

Jan Vleck, DS'69 ran in his third Boston Marathon on April 20th. Jan ran the first (to our knowledge) marathon entirely within Deep Springs Valley when he was here with the 1960s reunion in September, 2008. (You can view the route by searching "Deep Springs" at www.mapmyrun.com.) To all those who think they've gotten too soft in the decades since leaving Deep Springs, take note: Jan ran his first marathon when he turned 50. This Boston Marathon was his 13th marathon overall. Mike Kearney DS'69 was on hand for the run to provide logistics and moral support during the crucial carbo loading, and at the finish.

Jan practiced and taught family medicine for many years and now works full time in bio-safety review, vetting new gene therapies for study in humans. He lives with his wife Kathleen Peppard in Olympia, Washington. They have two sons: Liam at Western Washington University, and Peter, a high school senior.

Right: Jan's route traversed the entire valley floor along paved roads and through the desert. All 26+ miles were run within the Valley.



Above: Mountains, a lake, wait... trees! This can't be Deep Springs! Camp Denali is a beauty of a whole different breed.

Michael Huston, DS'68 reports he may finally be making progress in his quixotic quest to overturn much of current ecological and evolutionary theory. Still flogging the ideas he got in the jungles of Costa Rica while a graduate student at the University of Michigan, he has now compiled a mass of data and compelling logic in a forthcoming paper to solidify much of what he has been saying in publications over the past thirty years.

In the feature article of an upcoming issue of *Ecological Monographs*, Michael confronts the widely held belief that tropical rain forests are the most productive forests in the world and, by implication, the ecological and evolutionary theories that explain the huge numbers of plant and animal species in these forests as a result of high productivity. He finds that most data (in contradiction to the theories and computer models) show tropical rainforests are no more productive than forests in the temperate zone on an annual basis, and are actually less productive on a monthly basis during the growing season.

Simon Hamm, DS'91 and his wife Jenna Hamm are assuming ownership of Camp Denali in Denali, Alaska. Camp Denali is a private family-owned facility deep within the boundaries of Denali National Park. Established in 1952, the camp has Historical Operator status and includes seventeen individual cabins with a main lodge overlooking vistas of Mt. McKinley. The camp lies "off-the-grid" and is largely self-supporting; all the employees live in residence throughout the season. Guests share communal meals in the dining lodge (prompted by a ringing bell, of course) and the fare includes produce from the Camp's own organic greenhouse gardens.

Camp Denali naturalists provide daily guided hikes and interpretive tours of the surrounding environment. In addition, the lodge maintains its own library and interpretive resource center with basic facilities for field research. Lecture programs are presented on an ongoing basis by visiting specialists and staff naturalists. The lodge is committed to providing intimate access to this pristine wilderness with a high degree of understanding and limited impact. Simon has lived in the area since 1999 and is currently the General Manager of the site. He states that the camp bears similarities to Deep Springs insofar as all the residents of this isolated site carry the workload collectively, acting as stewards of a community while emphasizing understanding about the very special environment in which they live.

Simon and Jenna live in Denali National Park year-round with their daughter, Danika

Visit www.deepsprings.edu for more Alumni News. And please send us your news— we can't publicize what we don't know!

Obituaries

Paul H. Todd, Jr. died suddenly November 18, 2008 at his home in Kalamazoo, Michigan. The 87 year-old former Trustee of Deep Springs (1976-1984) was also one of the college's most enthusiastic and generous supporters. His chief aim in assisting Deep Springs in recent years was "to do what I can to preserve the matchless beauty and inspiring loneliness of Deep Springs Valley—which was so central to LL Nunn's philosophy of education." Paul's vision and numerous gifts enabled the trustees to acquire the highway department facilities along Route 168, the partially developed acreage north of the lake corrals, and the 465-acre parcel that borders the ranch to the north and east. Paul asked that the highway station be named for his life-long friend, the late Robert Henderson DS35 who preceded him as TDS chair, and that the 40 acres along the lake road be named the Cronk Pasture in honor of former Deep Springs president Edwin Cronk DS36.

As important as these physical assets are to Deep Springs, the spirit Paul Todd embodied—one of trust, good will, and humane judgment—as TDS chair in the early 1980s will stand as his most important legacy among college alumni. Paul was educated at Cornell, imbued with Nunnian ideals by Telluride (CB39 TA40), and served in the US Army Signal Corps during World War II. A public servant and successful entrepreneur to the end, he represented his central Michigan district in Congress as a Democrat in the 1960's, later served as executive director of Planned Parenthood, and at the time of his death, was still managing the highly successful Kalsec spice extraction company that he founded fifty years ago.

Bertil L. Peterson, DS'39 passed away on June 23, 2007 in Buffalo, New York. Bertil came to Deep Springs from Kenosha, Wisconsin. He served as student representative to the Board of Trustees and scaled Mt Whitney, among other activities during his three years in the Valley. Bertil served in the US Army during WWII – and in the Army Reserve afterwards, eventually achieving the rank of Lt. Colonel. After the war he entered Cornell University to continue his education and joined Telluride House.

While completing his law degree at Cornell, Bertil met another law student, Jean Ripton and the two were married in 1949. Among those gathered at the ceremony was Erik Pell, Bertil's friend from DS class of 1941. Bertil and Jean settled in Buffalo, New York where Bertil had a successful private law practice for many years and they raised eight children together. In addition to her own legal career, Jean often filled in for Bertil at his practice when he was away on Army Reserve duty.

In his application to Deep Springs as a high school senior, Bertil wrote: "I hope to prepare myself through Deep Springs and Telluride for the law profession. I intend to enter public service in a legal capacity. I believe in the motto: He profits most who serves best....Service above self." Clearly a man true to his word and beliefs.

William D. Jensen, DS'56 died July 4, 2007 in Cranberry, Pennsylvania. A native of Richfield, Utah, he attended Deep Springs from 1956-1959, graduated from UC-Berkeley, and earned his Ph.D. in physics at the University of Utah. Bill pursued his career as a communications scientist on the east coast. He died of pulmonary fibrosis.



Raymond Diggle, DS'60 passed away on April 21, 2007. The son of a US Naval Officer, Ray grew up in several parts of the country and ultimately came to Deep Springs from Pennsylvania. Among Ray's exploits at Deep Springs, he served as dairy boy and managed to injure his back sufficiently in the Turkey Bowl that he spent several days recovering in the Inyo County Hospital. He stayed three years in the valley, proceeded to the University of Michigan for his BBA and MBA and completed his doctoral studies in Finance at Ohio State.

Ray enjoyed a successful career as an investment banker at several major institutions in the South and Midwest. He was particularly proud of being fired from one bank in Texas when his better judgment led him to turn down business with a certain company called Enron in the mid-1980s. Ray also passed on his expertise, teaching at Wittenberg University, The University of Akron and The University of Michigan. He spent the last decade of his life in Ormond Beach, Florida where he lived with his wife of 40 years, Martha.

Gene Newman, longtime friend and tireless aide to Deep Springs, died on December 6, 2008. Gene was a close friend of Bruce Laverty DS'43 and an expert in small-scale hydroelectricity. As such, he was instrumental in assisting the college with technical expertise, fieldwork and plain good advice on upgrading our hydroelectric generator from Wyman Creek. Gene also took great personal interest in completion of our solar electric field and was of great help in securing cooperation from Southern California Edison to get the field "on line" and producing power.

Gene's energy and enthusiasm helped Deep Springs continue the legacy of independent power generation begun by our founder 120 years ago, and his support for the college will not be forgotten. He was decorated for extraordinary bravery for his service with the 10th Mountain Division of the US Army during the Italian Campaign in WWII. Gene's wife Justine Richards joined him in his avid support of Deep Springs; the two of them were frequent welcome visitors and benefactors who cared greatly for the well-being of the campus. Justine lives in Seattle, Washington.

92nd Anniversary Reunion

Our Labor Day Reunion is back this year. We will gather alumni, friends and family here in the Valley on **Friday through Sunday, September 4-6**. Come and reconnect or make new friends among the wider community of Deep Springs. Look for details at: <http://www.deepsprings.edu>. A splendid time is guaranteed for all! Please RSVP to Linda Williams at: lad@deepsprings.edu or via phone at 760-872-2000 x33. We look forward to seeing you here!



A wonderland of structured, homey comforts for some, and for others a repository for dirty clothes and cereal boxes not to be visited but for the occasional supply run or shower, we present to you the Deep Springs Dormitory:

Judging by the nocturnal behavior of several of Deep Springs' finest, many here would have found it more convenient to keep the dormitory rooms in the Main Building. Whether traveling across the Main Circle to the dorm late at night after one's reading is finished seems a cold, excessively long 40 seconds, or whether the soft, squishy leather of the Main Room's couches calls too loudly to be ignored, a few self-exiled students ignore the great gift of our palatial dorms.

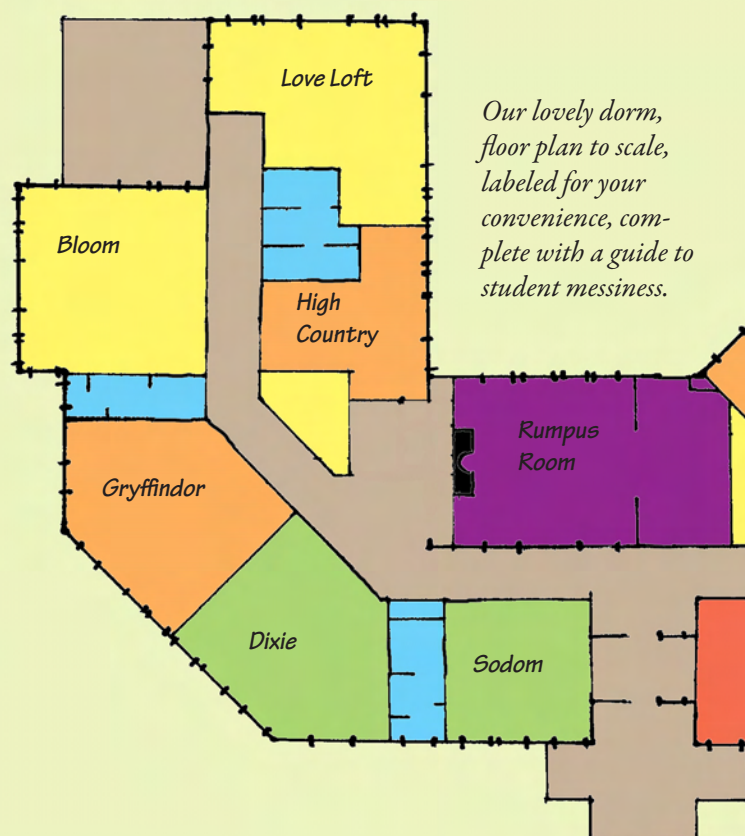
Despite these nomadic sleeping habits, as our dorm approaches its 10th anniversary, it has integrated into Deep Springs with its own mythologies, traditions, and bizarre apocryphal histories. From room names handed

- **LOVE LOFT.** Home to some of Deep Springs' most gentle and sensuous creatures, Love Loft's greatest tragedy is that it is petless. Its denizens, however, are themselves an exotic collection of specimens from around the world: Martin, representing Germany; Terrell, representing Lopez Island, WA; and Nathan representing north Chicago. Nestled on the quiet and sunny south side of the dorm, Love Loft is painted a heart-string red. Sadly, the "loft" of Love Loft was removed in years past, but the "love" still remains.
- **BLOOM ROOM.** Bloom Room (so named after the illustrious Harold Bloom) is reminiscent of the library of an English gentleman. Its floors are spread with oriental rugs, its walls are lined with bookshelves and hung with classical art, and a cluster of overstuffed chairs form the centerpiece of this room. In keeping with an intellectual atmosphere Harold Bloom would approve of, its residents Charles, Jacob, Gabe, and Ethan screen culturally significant movies on its walls and host tea parties.
- **HIGH COUNTRY** Despite its hippy-ish connotations, High Country is as primly sober as every other dorm room. Its residents, Nick and Simon are both lanky, avid rhyme-spewing freestylers from the Bay Area and have brought a little bit of the Bay to Deep Springs making High Country that much more "legit". With a sweet loft bed and not one but two unconventional pets, a boa and a hamster, High Country deserves an award.
- **GRYFFINDOR.** Gryffindor is one room that we know for certain the origin of its aesthetic. After the Harry Potter generation came to Deep Springs, the "Mush-Room" was rechristened Gryffindor after a dormitory in the book series. With a star-spotted ceiling and walls lavishly draped in crimson and gold, Gryffindor looks the part. Its residents, Matt and Steve curiously also resemble the hero of the book series—both have unruly black hair and are bespectacled.
- **DIXIE.** This year, Dixie was the place to be and be seen. With its triple-stacked bunks, walls bedecked with maps, flags, and old road signs, and two couches; Dixie rose again to be the social hub of the dorm. Several class-oriented discussion groups have met in Dixie—"Nitzky in Dixie" for the Nietzsche class, "Thu-Dixie-Des" for the Thucydides class, and "Theo-Dixie" for the Theodicy class—thanks to its convivial vibe. Hosts Nate, Dewey, and Tim even set out snacks on occasion, and resident dogs, Magnus and Anya, kept the atmosphere lively.

THE DO

KEY:

- STUDENT ROOMS:**
- Clean as a whistle
 - Tidy
 - Could use a sweeping
 - Pick up your clothes!
 - Enter at own risk

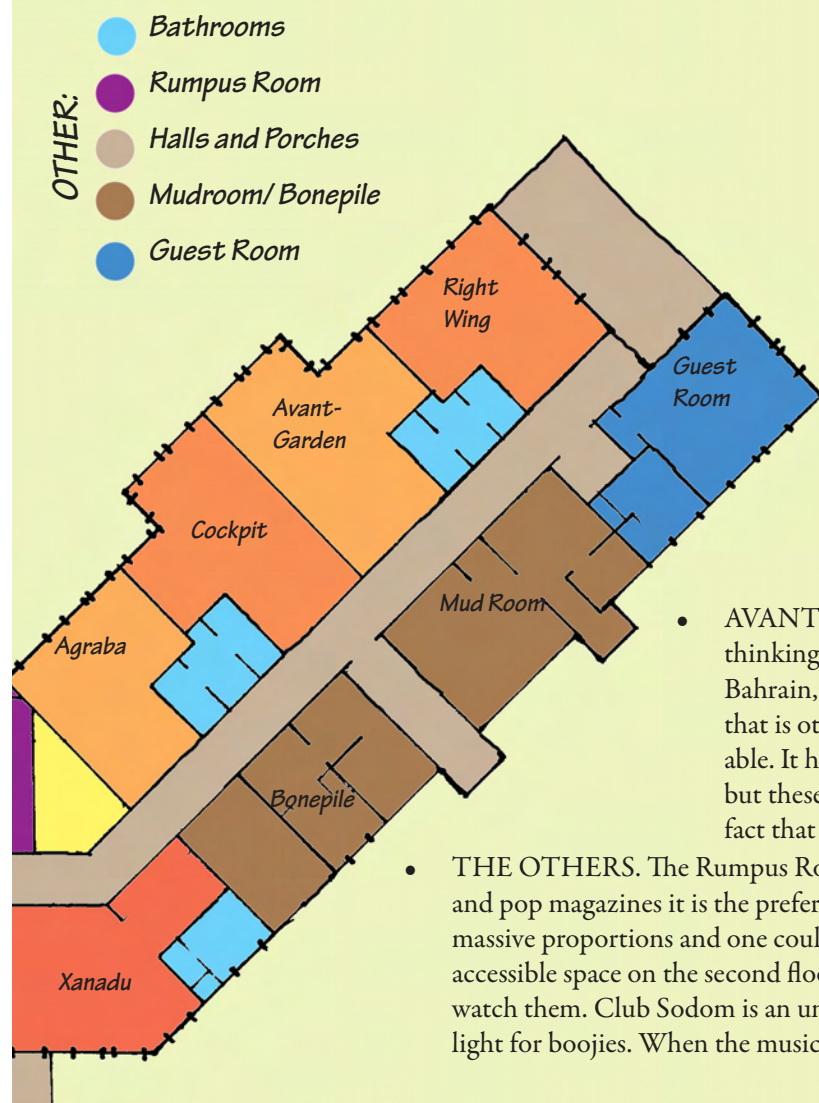


Dorm Life

down through the ages (even some names from the old Main Building dorm linger on) to weird posters put up by some Deep Springer past that nobody has bothered to remove yet, the Dorm has become a visual (and olfactory) trip through the last ten years of Student Body history.

Most of those who embrace dorm life recognize something special winding through and permeating the dormitory's terracotta halls, something sometimes mistaken for the smell of history and old, sweaty socks. Perhaps this spectral appeal finds its roots in room-mately camaraderie, perhaps in the bizarre posters and knickknacks dotting the dorm, and perhaps, even in the convenience of a centralized, communal, and students-only melting pot of sorts, representing a stab at the normalcy of American college life. That is, normal American college life with 400 square foot dorm rooms, heaps of old boots, and pets galore.

DORM



- **XANADU.** Perhaps sometime in the dorm's past, this name made sense. Indeed, Xanadu is centrally located and the only room with its own bathroom. But this year Xanadu has acquired a bit of a cave-like feel with curtains perpetually drawn and stalagmites of laundry growing in the corners. The most likely explanation for this is the perpetually nocturnal habits of its residents: Luc and Paul. Ironically, Bob our resident mouse hunting cat who also calls Xanadu home, is seen more during the day than either Luc or Paul.
- **COCKPIT/AGRABA.** These two rooms function as one with their five residents sleeping in Agrabah and working and socializing in Cockpit. With five tastes having to somehow coalesce into one interior design, Cockpit and Agrabah are decorated with Japanese fashion photos, African wall hangings, Cheeze-it boxes, taxidermied animals, and Impressionist prints. Despite these clashing design tastes, this suite is most famous for the solidarity and loyalty of its members: Steve, Brian, Dylan, Michael, and Jared.
- **RIGHT-WING.** With a rock climbing wall and National Geographic pictures covering every inch of wall space, Right-Wing seems to be the epitome of cool. However, having a rock climbing wall involves sacrifice of floor space— Right-Wing has no beds. Don sleeps on a couch and David on the crash pad underneath the rock climbing wall. That is, of course, when they are sleeping in the room.
- **AVANT-GARDEN.** This year, Avant-Garden is the dorm's hotbed of rational thinking. Its residents, Sudy, Sergei, and Noam (descended on Deep Springs from Bahrain, Russia, and Israel, respectively) hold aloft the torch of math in a building that is otherwise cast gloomy by philosophy. No one dares knock unless it is reasonable. It has been a struggle in the past few years to make Avant-Garden hospitable, but these three have succeeded (sort of) despite their angular methodology and the fact that parabolas make poor wall hangings.
- **THE OTHERS.** The Rumpus Room is our common room and with inviting couches, a fireplace, chess sets, and pop magazines it is the preferred place to just relax. In its new incarnation, the Bonepile has grown to massive proportions and one could entirely outfit himself with its contents. The Alpine Lodge is the only accessible space on the second floor of the dorm. It houses our movie collection and a DVD/VCR player to watch them. Club Sodom is an unoccupied dorm room that has been refit with hi-fi speakers and a strobe light for boojies. When the music is down, its dark walls and lone desk make it a prime study space.

Spring Newsletter 2009

*Love Always,
ComCom*

